STATE OF CONNECTICUT
REGULATION
Of
State Board of Education

Regulations Concerning State Educator Certificates, Permits and Authorizations

Effective July 1, 2015

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STATE OF CONNECTICUT

REGULATION

Of

State Board of Education

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Section 1. The Regulations of the Connecticut State Agencies are amended by adding Sections 10-145d-806 to 10-145d-986, inclusive, as follows:

Part I

Definitions

(NEW) Sec. 10-145d-806. Definitions

As used in sections 10-145d-806 through 10-145d-986, inclusive:

(1) "Adjunct arts instructor permit" means a permit issued on and after July 1, 2009, pursuant to section 10-145n of the Connecticut General Statutes, to a part-time instructor in art, music, dance, theater or any other subject related to such person's artistic specialty employed by a part-time interdistrict arts magnet schools or the Cooperative Arts and Humanities Magnet High School, and has met the requirements of section 10-145d-830.

(2) "Adjunct faculty permit" means a permit issued to a higher education faculty member who is teaching public secondary school students who are earning high school credit for instruction provided by the permit holder.

(3) "All level subjects" means those subjects taught in grades prekindergarten or kindergarten through Grade 12, including agricultural science, visual art, comprehensive school health, family and consumer science, music, physical education, technology education and world languages.

(4) "Alternate route to certification program" means a noncredit program of instructional methodology or advanced educator preparation provided by the Department of Higher Education, other public or private higher education institutions, regional educational service center or private teacher or administrator training organization and approved by the Connecticut State Board of Education and the Board of Governors.

(5) "Appropriate endorsement" means a valid endorsement on a Connecticut certificate, which is no longer issued, that the Department determines to be acceptable for service with a Connecticut board of education in a particular position, grade level or subject.

(6) "Approved CEU provider" means an organization, business, corporation, institution of higher education, the Board, a board of education, or an agency which is approved by the Department to offer CEUs.

(7) "Approved institution" means a higher education institution accredited by a regional association of colleges and schools recognized by the United States Secretary of Education or a Connecticut higher education institution accredited by the Board of Governors. For purposes of an early childhood endorsement, approved institution also means postsecondary course work, program or degree completed at an institution accredited by the National Academy of Early Childhood Programs within the National Association for the Education of Young Children (NAEYC).

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(8) "Approved nonpublic school" means a Connecticut nonpublic school approved by the Board or nonpublic schools in another stated approved by the appropriate governing body in another state, accrediting associations as approved by the Board, a regional association of colleges and schools recognized by the United States Secretary of Education, or international schools that are members of the International Schools Services. Early childhood programs accredited by the NAEYC, and Connecticut Birth to Three programs approved by the Department of Developmental Services shall be considered approved nonpublic schools appropriate for purposes of teaching experience, field experience, internship or student teaching.

(9) "Approved planned program" means a planned program of professional preparation completed at a regionally accredited higher education institution, which is state approved, at which the applicant formally enrolled or matriculated, completed course work or training, and is a basis for a certification recommendation.

(10) "Approved private special education facility" means a private special education facility approved by the Board.

(11) "Assessment" means those tests or equivalents approved by the Board for purposes of demonstrating basic skills or subject knowledge for a particular endorsement area, including but not limited to the following: "CONNCEPT" means, prior to January 1, 1995, the Connecticut Competency Examination for Prospective Teachers; "CONNECT" means, prior to May 1, 1997, the Connecticut Elementary Certification Test; "CONNTENT" means, prior to January 1, 1995, subject knowledge, competency assessment; "Praxis I" means, on or after January 1, 1995, the state reading, writing and mathematics competency examination; "Praxis II" means, on or after January 1, 1995, subject knowledge competency assessment; "ACTFL" means, on or after November 7, 2001, the American Council on the Teaching of Foreign Languages tests; "CAT" means, on or after September 1, 2001, the Connecticut Administrator Test; and "Reading Test" means, on or after July 1, 2009, the Foundations of Reading Test.

(12) "Assessment exemption" means an exemption of assessments required for certification pursuant to section 10-145f of the Connecticut General Statutes.

(13) "Beginning educator program" means such induction program as made available by the Board for holders of an initial educator certificate, interim initial educator certificate, durational shortage area permit, temporary 90-day certificate or resident educator certificate in designated endorsement areas.

(14) "Bilingual" means the ability to read, write, speak and understand two languages fluently.

(15) "Board" means the Connecticut State Board of Education.

(16) "Board of education" means local and regional boards of education, the appropriate governing bodies of regional educational service centers, unified school districts, cooperative arrangements established pursuant to section 10-158a of the Connecticut General Statutes, the Connecticut Technical High School System, approved private special education facilities, the Gilbert School, Norwich Free Academy, Woodstock Academy and charter schools as defined in section 10-66aa of the Connecticut General Statutes. For holders of adult education certification in accordance

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with sections 10-145d-962 through 10-145d-977, inclusive, board of education shall also include a cooperative arrangement, or an adult education program authorized by the Department under the Workforce Investment Act, Public Law 105-220.

(17) "Board of Governors" means the Connecticut Board of Governors of Higher Education.

(18) "Coach" means a person who is employed or contracted by a board of education to provide athletic skill instruction to athletes or a team of athletes for intramural or interscholastic athletics, including cheerleading in kindergarten through Grade 12, inclusive, regardless of coaching assignment or compensation.

(19) "Commissioner" means the Commissioner of Education.

(20) "Competencies" means the knowledge, skills or dispositions (e.g., behaviors, attitudes, etc.) that are measurable or observable attributes demonstrated in the performance of an educator's roles or responsibilities.

(21) "Comprehensive secondary school" means any public secondary school excluding schools within the Connecticut Technical High School System (CTHSS).

(22) "Contact hour" means 60 minutes of instruction or other involvement in a professional development experience, exclusive of activities not directly related to the instructional experience.

(23) "Continuation" means the reissuance of a professional educator certificate.

(24) "Continuing education unit" or "CEU" means credit awarded by an approved CEU provider for successful completion of professional development activities based on 10 contact hours of participation.

(25) "CEU equivalent" means continuing education credit awarded by an employing agent of a board of education, or the Commissioner or designee of the following state agencies: Education, Administrative Services, Developmental Services, Mental Health and Addiction Services, Corrections and the Board of Education and Services for the Blind, to its employees for successful completion of professional development activities based on 10 contact hours of participation in a planned continuing education experience other than an activity for which CEU credit is granted. One graduate credit used for the purpose of continuing the professional educator certificate shall be considered the equivalent of 15 contact hours or 1.5 CEUs.

(26) "Cooperating teacher" means a teacher employed by a board of education who completes training approved by the Department and provides support, training and evaluation of student teachers.

(27) "Cooperative work education" means a program in vocational areas where students alternate between school and on-the-job training.

(28) "Department" means the Connecticut State Department of Education.

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(29) "Durational shortage area permit" means a permit issued in lieu of a certificate to a person who meets the requirements of sections 10-145d-825 and 10-145d-826.

(30) "Effective date" means the date on which a certification endorsement is deemed valid. The Department may use: (a) the date on which an appropriate application is officially received; (b) the date on which all required materials have been received if later than the application date; or (c) July 1 of the subsequent school year. The Department may inactivate applications that are not completed within one year from the original date of application and shall notify the applicant at the last known address.

(31) "Employing agent" means the chief executive officer or other official authorized by the chief executive officer of a board of education, or equivalent authority of an out-of-state public school or approved nonpublic school.

(32) "Endorsement" means any particular subject area or field in sections 10-145d-806 through 10-145d-986, inclusive, which has been issued to a person who has met the preparation, eligibility and assessment requirements, unless otherwise specified in the Connecticut General Statutes or regulations, as appropriate to the certificate, permit or authorization.

(33) "Equivalent" means qualifications determined by the Department to be reasonably comparable to those specifically listed as required for certification.

(34) "Experience" means appropriate professional service, employment or work activity that is prerequisite to the issuance of a certificate. Service in a public school shall require evidence of a valid certificate from the state in which it was completed and valid in the subject or field in which endorsement is sought.

(35) "Expiration date" means the last date on which a certificate, authorization or permit is valid for purposes of service for a Connecticut board of education.

(36) "Full time" means employment in a position for 50 percent or more of what constitutes a full assignment as defined by the employing agent. For purposes of adult education certification, full time is defined in sections 10-145d-962 through 10-145d-977, inclusive.

(37) "General conditions" means applicable requirements generic to all types of certificates described in sections 10-145d-811 through 10-145d-815, inclusive.

(38) "Initial educator certificate" means a certificate issued on and after July 1, 1989, to a person who has successfully met the preparation and eligibility requirements and who has met the requirements of section 10-145d-821.

(39) "Interim educator certificate" means a certificate issued to a person who has met the requirements of section 10-145d-822.

(40) "Long-term substitute" means a person serving in the employ of a board of education in the same assignment for more than 40 school days in a school year.

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(41) "NCATE" means the National Council for Accreditation of Teacher Education, or its successor organization, an accrediting body for colleges and universities that prepare teachers and other school professionals for work in preschool, elementary and secondary schools.

(42) "Part time" means employment in a position less than 50 percent of what constitutes a full time assignment as defined by the employing agent. For purposes of adult education certification, part- time experience is defined in sections 10-145d-962 through 10-145d-977, inclusive.

(43) "Permanent teaching certificate" means a certificate issued prior to November 1, 1960. This endorsement shall no longer be valid after July 1, 1989, except for a substitute teacher authorization or a coaching permit.

(44) "Practicum" means supervised field or clinical training in an educationally suitable placement as determined by an approved institution.

(45) "Prekindergarten" means a school program including children aged 3, 4 and 5.

(46) "Professional development" means activities such as courses, workshops, institutes, networks, conferences, and job-embedded training or coaching that support improving educators' effectiveness in raising student achievement by addressing learning goals and objectives identified by educators based on student needs.

(47) "Professional education" means educator preparation courses taken under the auspices of an education department of an approved institution or courses accepted by the education department of an approved institution as being equivalent to those offered at the education department of an approved institution.

(48) "Professional educator certificate" means a certificate to teach, issued on and after July 1, 1989, to a person who has met the requirements of section 10-145d-824.

(49) "Provisional educator certificate" means a certificate to teach, issued on and after July 1, 1989, to a person who has met the requirements of section 10-145d-823.

(50) "Provisional teaching certificate" means a 10-year certificate to teach, issued prior to July 1, 1989.

(51) "Regionally accredited" means accredited by a regional association of colleges and schools recognized by the United States Secretary of Education.

(52) "Resident educator certificate" means a certificate to teach issued on and after July 1, 2009, pursuant to section 10-145m of the Connecticut General Statutes, to a person who is enrolled in an alternate route to certification program and has met the requirements of section 10-145d-820.

(53) "School month" means any month, excluding July and August, or part of a month including at least 11 days, in which school is in session. Experience accrued during summer school, while serving under an appropriate certificate, shall be acceptable for purposes of eligibility for a provisional or professional certificate.

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(54) "Secondary academic subjects" means the following subjects taught at the secondary level: business, English, mathematics, history and social studies, biology, chemistry, earth science, physics and general science.

(55) "Secondary school level" means middle and high schools providing instruction in grades 6 through 12, provided that instruction is departmentalized in the following subjects: business, English, mathematics, history and social studies, biology, chemistry, earth science, physics and general science.

(56) "Sole provider" means one teacher who provides instruction in a particular subject area.

(57) "Standard teaching certificate" means a certificate to teach issued on and after November 1, 1960, and prior to July 1, 1989. This endorsement shall no longer be valid after July 1, 1989, except for a substitute teacher authorization or a coaching permit.

(58) "State" means a state, territory or possession of the United States, the District of Columbia or the Commonwealth of Puerto Rico.

(59) "State education agency" means the state agency legally charged with the responsibility for public elementary and secondary education in a state.

(60) "Student teaching" means supervised full-day practice teaching consisting of 10 or more weeks, or a duration as otherwise specified, completed as part of an approved planned program and under the supervision of a cooperating teacher employed by a board of education.

(61) "Successful teaching or service" means successful professional educational experience or its equivalent, as determined by the employing agent. Successful teaching or service shall be accepted if completed in a public school under a valid certificate and endorsement appropriate to the certificate and endorsement sought, or in an approved nonpublic school provided it is completed in the subject area, field or grade level appropriate to the certificate and endorsement sought. For purposes of adult education instruction in accordance with sections 10-145d-962 through 10-145d-977, inclusive, successful teaching experience shall be accepted from a board of education, a cooperative arrangement, a cooperating eligible entity pursuant to section 10-69 of the Connecticut General Statutes, or an adult education program authorized by the Department under Title II of the Workforce Investment Act, Public Law 105-220.

(62) "Summative evaluation" means formal evaluation made by an authorized and properly certified person, taking into account various components of formative evaluation data, such as peer and supervisory observations.

(63) "Temporary 90-day certificate" means a certificate to teach issued on and after July 1, 1988, and valid for 90 school days, to a person who has met the requirements of section 10-145d-820.

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Part II

Code of Professional Responsibility for Educators

(NEW) Sec. 10-145d-807. Code of Professional Responsibility for Educators

(a) Preamble.

The Code of Professional Responsibility for Educators is a set of principles that the education profession expects its members to honor and follow. These principles set forth, on behalf of the education profession and the public it serves, standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications. The code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession.

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the educator accepts both the public trust and the responsibilities to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include the commitment to the students, the profession, the community and the family.

Consistent with applicable law, the Code of Professional Responsibility for Educators shall serve as a basis for decisions on issues pertaining to certification and employment. The code shall apply to all educators holding, applying or completing preparation for a certificate, authorization, permit or other credential from the State Board of Education. For the purposes of this section, "educator" includes superintendents, administrators, teachers, special service professionals, coaches, substitute teachers, paraprofessionals and candidates in educator preparation programs.

(b) Responsibility to the student.

(1) The professional educator, in full recognition of his or her obligation to the student, shall:

(A) Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;
(B) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of subject matter;
(C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion or sexual orientation;
(D) Foster in students the full understanding, application and preservation of democratic principles and processes;
(E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
(F) Assist students in the formulation of worthy, positive goals;

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(G) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problem-solving and necessary learning skills to acquire the knowledge needed to achieve their full potential;
(H) Remain steadfast in guaranteeing equal opportunity for quality education for all students**;**
(I) Maintain the confidentiality of information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice;
(J) Create an emotionally and physically safe and healthy learning environment for all students; and
(K) Apply discipline promptly**,** impartially, appropriately and with compassion.

(c) Responsibility to the profession.

(1) The professional educator, in full recognition of his or her obligation to the profession, shall:

(A) Conduct himself or herself as a professional realizing that his or her action reflects directly upon the status and substance of the profession;
(B) Uphold the professional educator's right to serve effectively;
(C) Uphold the principle of academic freedom;
(D) Strive to exercise the highest level of professional judgment;
(E) Engage in professional learning to promote and implement research-based best educational practices;
(F) Assume responsibility for his or her professional development;
(G) Encourage the participation of educators in the process of educational decision-making;
(H) Promote the employment of only qualified and fully certified, authorized or permitted educators;
(I) Encourage promising, qualified and competent individuals to enter the profession;
(K) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;
(L) Honor professional contracts until fulfillment, release or dissolution mutually agreed upon by all parties to contract;
(M) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;
(N) Promote and maintain ongoing communication among all stakeholders; and
(O) Provide effective leadership to ensure continuous focus on student achievement.

(d) Responsibility to the community.

(1) The professional educator, in full recognition of the public trust vested in the profession, shall:

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(A) Be cognizant of the influence of educators upon the community-at-large, obey local, state and national laws;
(B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
(C) Promote the principles and ideals of democratic citizenship; and
(D) Endeavor to secure equal educational opportunities for all students.

(e) Responsibility to the student's family.

(1) The professional educator in recognition of the public trust vested in the profession, shall:

(A) Respect the dignity of each family, its culture, customs and beliefs;
(B) Promote, respond and maintain appropriate communications with the family, staff and administration;
(C) Consider the family's concerns and perspectives on issues involving its children; and
(D) Encourage participation of the family in the educational process.

(f) **Unprofessional Conduct**: Unprofessional conduct is not limited to the following descriptors. When in doubt about what constitutes unprofessional conduct, advice should be sought from school district administrators or, regarding candidates in preparation programs, the administration of the educator preparation institution.

(1) The professional educator, in full recognition of his or her obligation to the student, shall not:

(A) Abuse his or her position as a professional with students for private advantage;
(B) Discriminate against students;
(C) Sexually or physically harass or abuse students;
(D) Emotionally abuse students; or
(E) Engage in any misconduct that would put students at risk or impair his or her ability to serve effectively in the profession.

(2) The professional educator, in full recognition of his or her obligation to the profession, shall not:

(A) Abuse his or her position as a professional with students for private advantage;
(B) Discriminate against others;
(C) Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;
(D) Accept any gratuity, gift or favor that would impair or influence professional decisions or actions;
(E) Misrepresent his, her or another's professional qualifications or competencies;
(F) Sexually, physically or emotionally harass or abuse district employees;
(G) Misuse district funds or district property; or
(H) Engage in any misconduct that would impair his or her ability to serve effectively in the profession.

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(3) The professional educator, in full recognition of the public trust vested in the profession, shall not:

(A) Exploit the educational institution for personal gain;
(B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust;
(C) Knowingly misrepresent facts or make false statements; or
(D) Use communication technology in an unprofessional or unethical manner.

(g) Code revision.

This code shall be reviewed for potential revision concurrently with the revision of the Regulations Concerning State Educator Certificates, Permits and Authorizations by the Connecticut Advisory Council for Teacher Professional Standards. As a part of such reviews, a process shall be established to receive input and comment from all interested parties.

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Part III

Pre-Service Teacher Competencies

(NEW) Sec. 10-145d-808. Teacher competencies necessary to teach a diversity of students

Pursuant to section 10-145a of the Connecticut General Statutes, any candidate entering a program of teacher preparation leading to certification shall be required to complete training in competency areas contained in the professional teaching standards established by the Board, including but not limited to:

- development and characteristics of learners;
- evidence-based and standards-based instruction,
- evidence-based classroom and behavior management;
- assessment; and
- professional responsibilities.

The competencies below identify critical knowledge, skills and dispositions for teaching students with diverse needs, including students with disabilities English language learners and students with learning needs related to the impact of culture, linguistics and environment.

(a) Teacher candidates shall complete preparation at an approved institution or professional development through a specially approved provider in each of the following domains:

(1) Development and characteristics of learners

(A) Demonstrate understanding of the growth and development of typical and atypical students prekindergarten through Grade 12, including the characteristics and functioning of students with disabilities, English language learners and students with learning needs related to the impact of culture, linguistics and environment;

(B) Demonstrate understanding and application of learning as an active, not passive, process.

(2) Evidence-based and standards-based instruction

(A) Organize, sequence and teach the general education curriculum using evidence-based principles of instructional design and delivery to meet the needs of students with disabilities and diverse learning needs.

(B) Teach and support reading and literacy skills and strategies within and across specific content areas;

(C) Provide targeted supplemental or specialized academic instruction and intervention to students who don’t respond to primary instruction alone;

(D) Adjust instruction in response to information gathered from ongoing assessment and monitoring of performance and progress;

(E) Provide meaningful and appropriate feedback to students about their performance and progress;

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(F) Design and implement appropriate instructional accommodations, modifications or differentiation to support student learning; and

(G) Maximize student engagement and motivation and the role and responsibility of students in the learning process.

(3) Evidence-based classroom and behavior management

(A) Maintain a structured, safe and positive learning environment that promotes and ensures socially valid behavioral outcomes and student learning, within the context of the school culture;

(B) Define, model and acknowledge student learning behavior expectations and assess, document, and report both appropriate and problematic social behaviors of students;

(C) Provide explicit or direct instruction on social skills that are conducive to ensuring learning, including schoolwide and classroomwide positive expectations, self-management strategies, and study skills;

(D) Reinforce appropriate behavior and minimize problematic social behaviors by proactively providing targeted supplemental, specialized or individualized behavioral instruction and intervention through a continuum of strategies such as: modifying classroom management or environment, using a variety of grouping options, using positive reinforcement or corrective feedback, contributing to the design of individual behavioral support plans, and facilitating problem-solving and conflict resolution processes.

(4) Assessment

(A) Understand the purposes, strengths and limitations of formal and informal assessments for making instructional decisions;

(B) Have the ability to select, administer and interpret a variety of assessments to document students' learning and growth to inform planning and instruction;

(C) Design, implement and modify a variety of developmentally appropriate curriculum-based and classroom-based assessments to meet the needs of students;

(D) Understand different assessment approaches for different purposes (i.e., screening, diagnosis, progress monitoring or evaluating outcomes), and the role of assessment in determining eligibility and assisting with the development of IEPs for students with disabilities and the impact of inappropriate assessment and instruction that may lead to overrepresentation in special education of students with cultural, ethnic, gender and linguistic differences;

(E) Have the ability to communicate assessment results to students, parents, guardians and other educators; and

(F) Review and interpret the results of externally produced standardized tests, including but not limited to the Connecticut Mastery Test, Connecticut Academic Performance Test, Skills Checklist, and Developmental Reading Assessment.

(5) Professional behaviors and responsibilities

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(A) Demonstrate knowledge of the rights of students and families and the legal responsibilities of teachers within the processes for referral, planning and placement, development and implementation of the individualized education program, and the continuum of placements and services available;

(B) Understand the roles of and when it is appropriate to seek support and consultation from special service staff such as the special education teacher, speech and language pathologist, school nurse, school psychologist, school social worker, guidance counselor or content area specialists to assess impact and progress of accommodations and modifications;

(C) Understand the role of classroom teachers in coordinating support personnel working within the teacher's own classroom;

(D) Understand culturally responsive practices to proactively communicate and collaborate with families about students' progress; and

(E) Keep current in understanding of responsibilities to educate all students and continue to seek training and professional development in trends and effective teaching strategies to meet the needs of learners, including those with special needs.

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Part IV

Requirement for Certification, Permit or Authorization

(NEW) Sec. 10-145d-809. Personnel required to hold certificates or permits

(a) Pursuant to section 10-145 of the Connecticut General Statutes, no person shall be eligible to serve for a board of education in the position of superintendent, except as provided in section 10-157 of the Connecticut General Statutes, administrator, teacher, special service staff member, or other position for which certificates, permits or authorizations are issued, unless such person holds a valid Connecticut certificate, permit or authorization appropriate for such position.

(b) Appropriate certification is required for any person in the employ of a board of education who:

(1) Does not receive specific directions from a certified supervising teacher or administrator in planning and delivery of instructional services;
(2) Is fully responsible for planning the instructional program for a student; and
(3) Evaluates student progress.

(NEW) Sec. 10-145d-810. Responsibilities of employing agents of boards of education

Employing agents of boards of education are responsible for the following activities with respect to the employment, certification or oversight of persons employed or to be employed:

(a) Determine, before issuing a contract, that the candidate holds a valid certificate or permit appropriate to the position to be filled;

(b) Supervise, either directly or through a designated representative, by regularly observing, guiding and evaluating the performance of assigned duties of holders of a certificate, permit or authorization;

(c) If licensure by the Department of Public Health is required for the certificate or permit, determine that the holder maintains the licensure throughout employment;

(d) Designate a certified staff member to directly oversee and monitor any person employed as an external contractor to provide support services to students;

(e) Submit a signed statement to the Department, for each person presently or previously employed by the school district who applies for certification requiring such statement, certifying to the applicant's assignment and dates of service, and indicating whether the service was successful. If the experience was not successful, the employing agent shall specify the reasons as to why the experience was deemed not successful;

(f) Submit other documents, statements or forms as may be required;

(g) Report to the Department any person who is dismissed for cause due to moral misconduct; and

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(h) Determine before employing a substitute teacher that the candidate holds a valid bachelor's degree, unless otherwise provided in Connecticut General Statutes.

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Part V

General Conditions

(NEW) Sec. 10-145d-811. Application procedures

Application for state certificates, permits and authorizations shall be executed on forms or through electronic means provided by and filed with the Department. Additional documents and materials shall be submitted in accordance with section 10-145d-812, the requirements for particular endorsements, or any new requirements promulgated in Connecticut General Statutes or adopted by the Board.

(NEW) Sec. 10-145d-812. Documentation and materials required of applicants

In application for a certificate or permit, an applicant, in addition to meeting the specific requirements of each endorsement area, shall submit the following, as appropriate, to the Department:

(a) Application on an official form or through electronic means provided by the Department;

(b) Application fee:

(1) Upon application for a certificate in accordance with these regulations, the applicant shall pay to the Board by a fee as established by the Connecticut General Statutes, except that persons holding standard or permanent certificates on July 1, 1989, who apply for professional certificates to replace their standard or permanent certificates, shall not be required to pay an application fee;

(2) Upon request for a duplicate copy of any such certificate the applicant shall pay to the Board a fee as established by the Connecticut General Statutes; and

(3) No fee shall be charged to remove a deficiency from a certificate provided that appropriate documentation of fulfillment of the deficiency is submitted within a year of the effective date of the interim certificate;

(c) Official transcripts from an approved institution, as required, of all credits, signed and sealed by the registrar or other appropriate official of the institution issuing the transcripts;

(d) A statement made by an approved institution or an alternate route to certification program approved by the Board that the candidate has completed an approved planned program of preparation for service in the field, subject area, and grade level for which certification is sought and has demonstrated competence based on evidence available;

(e) An attestation by the applicant that he or she has read and agrees to abide by the code of professional responsibility for educators, as provided in section 10-145d-807, accepting that violation of the code may result in denial, revocation or nullification of certification;

(f) In those cases where successful teaching experience is a condition for certification, a statement from the applicant's employing agent as to the nature, length and quality of the experience;

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(g) When a person serves as a superintendent of schools or other equivalent position, the chair of a board of education or the equivalent chief executive of the governing body overseeing the public school shall sign a statement of successful experience;

(h) Official verification that the applicant has achieved a passing score or satisfactory evaluation on required assessments, except as otherwise provided in section 10-145d-814;

(i) If an applicant holds foreign credentials or transcripts, an evaluation by agencies or organizations approved by the Department to translate and evaluate such credentials for purposes of determining eligibility for certification;

(j) Evidence that the applicant has a high school diploma or its equivalent; and

(k) Additional documentation, as appropriate, to the type of certificate or permit requested.

(NEW) Sec. 10-145d-813. Assessment requirements

(a) Essential skills assessment requirement in reading, writing and mathematics.

Except as provided in section 10-145d-814, subsection (b)(1) of section 10-145d-824, and sections 10-145d-830 through 10-145d-832, inclusive, any person who does not hold a valid certificate shall submit official verification of one of the following:

(1) Minimum passing scores on all components of the essential skills competency assessment in reading, writing and mathematics as approved by the Board; or
(2) Fulfillment of requirements of a waiver of the essential skills requirement in reading, writing and mathematics, as approved and established by the Board.

(b) Subject area assessment.

Except as provided in section 10-145d-814, subsection (b)(1) of section 10-145d-824, and sections 10-145d-830 through 10-145d-832, inclusive, any person who does not hold a valid certificate and any person wishing to receive an additional endorsement to an existing certificate, shall submit official verification of the following:

(1) Minimum passing scores or above on the subject area assessments applicable to the endorsements sought as approved by the Board; and
(2) If an applicant holds foreign credentials or is seeking a visiting international teacher permit, such applicant shall also be required to achieve oral proficiency in English as determined by an examination and at the level approved by the Commissioner.

(NEW) Sec. 10-145d-814. Assessment requirement exceptions

(a) Non-degreed educators.

To be eligible for a certificate for endorsements that a bachelor's degree from an approved institution is not required, the Commissioner may waive the requirement that the applicant take

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the essential skills tests or subject area assessment for a period not to exceed two years, except that for a certificate to teach in a vocational or occupational area the Commissioner may waive the requirement that the applicant take the essential skills test.

(b) Exemption of testing requirements.

Pursuant to section 10-145f of the Connecticut General Statutes, an applicant shall be exempt from the essential skills and subject area assessment requirement if that person holds a valid certificate at least equivalent to an initial educator certificate issued by another state in a subject area for which the person is seeking a teaching endorsement and has either:

(1) Three years of successful teaching experience in another state within the last 10 years in a public school or approved nonpublic school approved by the appropriate governing body in the subject area in which certification is sought; or
(2) A master's degree in the academic subject area for which the person is seeking certification.

(c) School administrators.

Pursuant to section 10-145f of the Connecticut General Statutes, an applicant for an endorsement in intermediate administration or superintendent of schools may be exempt from the essential skills assessment requirements if such person:

(1) Holds a valid school administrator certificate in another state that is at least equivalent to an initial educator certificate; and
(2) Has successfully completed three years of experience during the 10-year period prior to the date of application as a school administrator in a public school in another state or in a nonpublic school approved by the appropriate governing body of state in which the applicant has served.

(d) School business administrators.

Persons applying for certificates for school business administrators shall not be required to present evidence of having met assessment requirements to obtain certification.

(NEW) Sec. 10-145d-815. Acceptability of course work, professional development or assessment to meet eligibility requirements

An applicant for certification shall meet course work or professional development requirements as specified for the certificate, permit or authorization sought.

(a) Course work requirements for credit shall be acceptable if study has been completed at an approved institution, except as otherwise provided in this section, or except as provided for applicants for a coaching permit as described in sections 10-145d-828 and 10-145d-829.

(b) The Department may accept college credit awarded by Charter Oak State College (Connecticut Board for State Academic Awards).

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(c) The Department may authorize certain providers specifically to provide professional development in lieu of required courses and course credits required for certification eligibility as specified for the following purposes:

(1) Course work deficiency;
(2) Cross-endorsement;
(3) Reading and language arts course work as required for the early childhood or elementary endorsements;
(4) Course work for adult education endorsements;
(5) Course work for the teacher leadership endorsement; or
(6) Other requirements as determined by the Department and based on needs of the educators in the field.

(d) The Department shall not accept CEUs in lieu of course work credits for candidates participating in an approved planned program of preparation.

(e) Pursuant to section 10 of 10-145*l* of the Connecticut General Statutes, in lieu of a subject area major or course work credits required in the subject area appropriate to the endorsement sought, the Department may accept an excellent score as established by the Board for the appropriate subject area assessment for shortage areas designated pursuant to section 10-8b of the Connecticut General Statutes.

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Part VI

Types of Certificates

(NEW) Sec. 10-145d-816. Validity of certificates issued prior to July 1, 1989

Prior to November l, l960, a permanent teaching certificate was issued to qualified applicants by the Board. During the period from November 1, 1960, to July l, l989, two types of certificates were issued by the Board: (l) provisional teaching and (2) standard teaching. After July 1, 1989, standard and permanent certificates shall no longer be valid. A person holding standard or permanent certificates on July 1, 1989, upon application, shall receive a professional educator certificate to replace said standard or permanent certificates.

(NEW) Sec. 10-145d-817. Certificate types

The Department shall issue the following certificates types: temporary 90-day, resident teacher, interim initial educator, initial educator, interim provisional educator, provisional educator, and professional educator.

(NEW) Sec. 10-145d-818. Validity and dates of certificates, permits and authorizations

Each certificate is issued with an effective date and an expiration date in accordance with duration of the certificate type or the duration allowed under section 10-145d-833 pertaining to reissuance of certificates. A certificate holder is authorized to serve only in the endorsement area(s) and grade levels listed on the valid certificate(s).

(NEW) Sec. 10-145d-819. Comparability of endorsements

For applicants from another state, the Department shall determine which endorsement(s) issued in Connecticut is comparable to the subject area or field in which the applicant is certified in the other state, based on the approved planned program completed and successful teaching experience, as appropriate to the endorsement sought.

(NEW) Sec. 10-145d-820. Temporary 90-day certificate or resident educator certificate

(a) Duration.

The temporary 90-day certificate shall be valid for 90 school days. The resident educator certificate shall be valid for 12 months.

(b) Conditions for issuance.

The temporary 90-day or resident educator certificate permit is valid for service only with the board of education requesting issuance. If the holder transfers to another board of education, a new certificate shall be requested by the board of education to which the holder transfers.

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The Department may issue a temporary 90-day certificate or a resident educator certificate in the endorsement areas of elementary education, secondary academic subjects, all level subjects, special education, early childhood education and administration or supervision, when the applicant presents evidence of meeting the following assessment, preparation and eligibility requirements:

(1) For a temporary 90-day certificate:

(A) A written request from the employing agent of a board of education for issuance and attestation to a plan for providing intensive supervision for the holder;

(B) A recommendation from the authorized official of an alternate route to certification program approved by the Board in the subject or field for the endorsement sought; and

(C) Evidence of the following requirements:

(i) A bachelor's degree from an approved institution;
(ii) A major in or closely related to the endorsement area sought, a minimum total number of semester hours of credit required for the secondary, all level subject or field endorsement, or has achieved an excellent score on the subject area assessment as established by the Board for designated shortage areas;
(iii) A minimum grade point average (GPA) of 3.0 or has been granted a waiver by the Commissioner or designee;
(iv) Assessments, as appropriate, for the endorsement sought; and
(v) Other documentation as required by the Department for the certificate and endorsement sought.

(2) For a resident educator certificate:

(A) A written request from the employing agent of a board of education for issuance and attestation to a plan for providing intensive supervision for holder;

(B) Attestation from the authorized official of an alternate route to certification program approved by the Board that the applicant is enrolled in a program for endorsement sought to provision of a plan of support and assessment while such applicant is teaching for a board of education; and

(C) Evidence of the following requirements:

(i) A bachelor's degree from an approved institution;
(ii) A major in or closely related to the endorsement area sought, a minimum total number of semester hours of credit required for the secondary, all level subject or field endorsement, or has achieved an excellent score on the subject area assessment as established by the Board for designated shortage areas;

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(iii) A minimum GPA of 3.0 or has been granted a waiver by the Commissioner or designee;
(iv) Assessments, as appropriate, for the endorsement sought; and
(v) Other documentation as required by the Department for the certificate and endorsement sought.

(NEW) Sec. 10-145d-821. Initial educator certificate

(a) Duration of initial educator certificate.

The initial educator certificate shall be valid for three years, except as otherwise provided in section 10-145d-822 and section 10-145d-833 pertaining to reissuance of certificates.

(b) Conditions for issuance.

(1) The Department may issue the initial educator certificate if an applicant meets the assessment, preparation and eligibility requirements, as appropriate;

(2) The applicant holds a bachelor's degree from an approved institution;

(3) The applicant has completed either as part of or in addition to the bachelor's degree an approved planned program of preparation in the subject or field for which endorsement is sought. Such preparation program shall be approved at the time the program was completed by the Board or other appropriate governing body in the state in which the institution is located for the preparation of educators in the subject area or field for which endorsement is sought;

(4) The applicant submits a formal recommendation of preparing institution signed by an appropriate authorized official that shall indicate the applicant has satisfactorily completed that institution's approved planned program, including completion of student teaching, practicum or internship, and has demonstrated competence based on evidence available and is recommended for certification, except that an applicant may present the following:

(A) In lieu of the institutional recommendation for certification, an applicant who has not completed a required approved planned program of preparation in the field, subject area or grade level for which endorsement is sought may submit verification of 20 school months of successful teaching or service in the subject areas or fields appropriate endorsement areas sought, except that substitute teaching or experience under the durational shortage area permit may not be considered towards meeting this requirement. Such service shall be documented by the appropriate employing agent and on appropriate forms, if such experience or service is with:

(i) The same public school system in another state, approved nonpublic school in Connecticut or nonpublic school approved by the appropriate governing body in another state;

(ii) A state education agency as a professional or managerial staff member, in accordance with section 10-145d-950 through 10-145d-953, inclusive; or

(iii) A state education agency as a managerial staff member, in accordance with section 10-145d-954 through 10-145d-957, inclusive.

(B) In lieu of student teaching, practicum or internship, an applicant may submit verification of 10 school months of successful teaching or service, completed within 10 years prior to entry into an approved planned program, at the grade level, subjects or fields appropriate to the endorsement areas sought, excluding experience as a substitute teacher or under the durational shortage area permit, provided that:

(i) The successful teaching or service is completed in a public school in another state under a valid certificate from such other state, in an approved nonpublic school in Connecticut or a nonpublic school in another state approved by the appropriate governing body in another state;

(ii) It is documented by the appropriate employing agent and on appropriate forms; and

(iii) The waiver of student teaching, practicum or internship is recommended by a program approved by the Board.

(5) An applicant who holds a temporary 90-day certificate submits from the employing agent of a board of education a request for the initial educator certificate and an attestation that the applicant taught successfully such the temporary 90-day certificate;

(6) An applicant who holds a resident educator certificate shall submit:

(A) A request from the employing agent of a board of education for issuance of an initial educator certificate and attests that the applicant served successfully for 10 months under the resident educator certificate; and

(B) A recommendation for the initial educator certificate from the authorized official of the alternate route program in which the holder was enrolled while holding the resident educator certificate attesting that the applicant has completed all preparation requirements including demonstrating competence based on state teaching or administrator standards; and

(7) An applicant for issuance of the initial educator certificate shall complete preparation in the competencies listed in section 10-145d-808 through an approved institution or a provider specifically approved by the Department to provide training in the competency areas. Applicants who have not completed preparation or training in the required competency area may fulfill these requirements through course work or professional development training prior to qualifying for the provisional educator certificate.

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(NEW) Sec. 10-145d-822. Interim educator certificate

(a) Duration.

The interim educator certificate shall be valid for 12 months and is nonrenewable, except as specified in this section.

(b) Conditions for issuance.

The Department may issue an interim educator certificate if an applicant meets the preparation and eligibility requirements for an initial educator or provisional educator certificate except for successful completion of assessments, as appropriate, and:

(1) Has resided in a state other than Connecticut during the year immediately preceding application for certification in Connecticut, holds current teacher certification in a state other than Connecticut, and has completed at least 10 school months of successful teaching in another state in a public school or nonpublic school approved by the appropriate governing body in another state;

(2) Has graduated from an approved program at an approved institution outside Connecticut;

(3) Seeks endorsement in school psychologist, school counselor or intermediate administrator but has not completed a full-time internship. The interim initial educator certificate with internship deficiency shall be valid for 12 months and reissued once for purposes of completing internship requirements. During the period of the internship, the preparing institution and the board of education where the holder is employed shall supervise and evaluate the interim certificate holder. At the completion of the internship, the holder shall submit an application, a recommendation by the preparing institution, and a statement of successful experience, and other documentation determined necessary, in order for the holder to be eligible for the provisional educator certificate;

(4) Has completed an approved planned program and meets the preparation and eligibility requirements for the initial or provisional educator certificate except for up to nine semester hours of credit in required course work for the endorsement sought. The Department may issue an interim initial or provisional educator certificate with up to nine semester hours of credit in course work deficiency. Such course work deficiency may be fulfilled by completing the requisite credit hours or the equivalent hours in continuing education units completed through specific Department approved providers. To issue the initial or the provisional educator certificate, the applicant shall complete the identified course work in the area of deficiency;

(5) For an endorsement for service in the CTHSS in accordance with sections 10-145d-900 through 10-145d-908, inclusive, the Department may issue an interim initial educator certificate with up to 12 semester hours of credit in course work deficiency for one year and renewable for one additional year only; or

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(6) Applicants for the intermediate administration and supervision endorsement who have completed an approved planned program, and meet eligibility requirements for the provisional educator certificate but are deficient certain course work required, may be issued an interim provisional educator certificate for one year with a deficiency for the subject area assessment for this endorsement as approved by the Board. Successful completion of the subject area assessment shall be accepted in lieu of course work deficiencies.

(c) The holder of an interim initial educator certificate employed by a board of education shall participate in such beginning educator program as made available by the Board.

(d) The holder of an interim educator certificate who applies for an initial or provisional educator certificate shall be issued the subsequent certificate retroactive to the effective date of the interim educator certificate provided that the holder fulfills identified deficiencies and application is made before the expiration date. Otherwise, if the interim certificate lapses, the Department shall issue the subsequent certificate based on the date on which application is made and on which all certification requirements are met.

(NEW) Sec. 10-145d-823. Provisional educator certificate

(a) Duration of provisional educator certificate.

The provisional educator certificate shall be valid for eight years, except as otherwise provided in sections 10-145d-822, 10-145d-833, 10-145d-965, 10-145d-970, 10-145d-975 and 10-145d-985, and any period of the interim provisional educator certificate shall be deducted from the eight-year period.

(b) Conditions for issuance.

The Department may issue a provisional educator certificate if an applicant meets the assessment requirements, as appropriate, and the preparation and eligibility requirements for an initial educator certificate, and:

(1) Has successfully completed the beginning educator program, as made available by the Board, and 10 school months of successful teaching under the initial educator certificate, interim educator certificate or durational shortage area permit, except that any person who has worked less than full time shall successfully complete the beginning educator program and 20 school months under an initial educator certificate. Persons who obtained the initial educator certificate upon completion of successful service under the temporary 90-day or the resident educator certificate shall complete 20 school months of successful service under the initial educator certificate and completion of the beginning educator program as made available by the Board; or

(2) Has completed at least 30 school months of successful teaching or service within 10 years prior to application for the provisional educator certificate in the subject area or field appropriate to the subject area or field for which the provisional educator certificate is sought in the following:

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(A) A public school system in another state, or
(B) An approved nonpublic school in Connecticut or nonpublic school approved by the appropriate governing body in another state.

(NEW) Sec. 10-145d-824. Professional educator certificate

(a) Duration of provisional educator certificate.

The professional educator certificate shall be valid for five years, except as otherwise provided in section 10-145d-833.

(b) Conditions for first-time issuance of professional educator certificate in a particular endorsement.

The Department may issue the professional educator certificate to an applicant when one of the following is met, except as otherwise specified for particular endorsement areas:

(1) The applicant who holds a standard or permanent certificate on July 1, 1989, shall, upon application, receive a professional educator certificate;

(2) The applicant presents:

(A) Verification of 30 months of successful experience signed by the employing agent of a board of education while holding the interim provisional educator certificate or provisional educator certificate. For purposes of adult education certification, verification of successful teaching experience shall be in accordance with the requirements provided in sections 10-145d-962 through 10-145d-977, inclusive, and signed by the employing agent of a board of education, a cooperative arrangement, or an adult education program authorized by the Department under the Workforce Investment Act, Public Law 105-220; and

(B) Course work completed as follows, except as otherwise specified for particular endorsements:

(i) Prior to July 1, 2016, except as otherwise provided, any applicant who holds or held a provisional educator certificate shall complete, at an approved institution, at least 30 semester hours of credit that may be undergraduate or graduate;

(ii) On and after July 1, 2016, except as otherwise provided, any applicant who holds or held a provisional educator certificate shall complete, at an approved institution, at least 30 semester hours of graduate credit; or

(3) The applicant holds national board certification by an organization deemed appropriate by the Commissioner in the subject area or field for which the endorsement is sought, has completed at least 30 school months of successful teaching or service within 10 years prior to application in a public school system in another state and has completed:

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(A) Prior to July 1, 2016, except as otherwise provided, any applicant who holds or held a provisional educator certificate shall complete, at an approved institution, at least 30 semester hours of credit that may be undergraduate or graduate;

(B) On and after July 1, 2016, except as otherwise provided, any applicant who holds or held a provisional educator certificate shall complete, at an approved institution, at least 30 semester hours of graduate credit.

(c) Effective July 1, 2012, experience teaching in a nonpublic school shall not be accepted for purposes of issuing a professional educator certificate but may be accepted for renewal of the provisional educator certificate.

(d) Conditions for continuation of the professional educator certificate in a particular endorsement, except as otherwise specified in section 10-145d-833.

(1) The Department shall continue the professional educator certificate every five years upon application and successful completion of not less than 90 contact hours of CEUs, including those CEU requirements specified in Connecticut General Statutes, under the specific endorsement area regulations or based on the priorities and needs related to student outcomes as determined by the Board.

(2) The 90 hours of CEUs may include a combination of CEUs or CEU equivalents.

(3) The employing agent of the board of education shall verify that the 90 hours of CEUs were completed in accordance with priorities and needs related to student outcomes as determined by the Board and a board of education.

(4) A person who holds a professional educator certificate and transfers to another board of education shall retain CEU or CEU equivalent credit earned for that current professional educator certification period, and those credits shall be applicable toward those required for continuation of the certificate, but the certificate holder may be required to complete additional professional development activities as specified by the employing board of education to which the holder transfers during the five year period of the professional educator certificate last issued.

(5) The holder of the professional educator certificate with more than one endorsement area shall be eligible for continuation of the professional educator certificate in all endorsement areas on the same certificate, provided that any specific professional development activities are completed for the endorsement under which the holder is serving or has served.

(6) A person who holds a professional educator certificate in an adult education endorsement and is serving part-time shall complete 45 contact hours of CEUs during each successive five-year period. A person who holds a professional educator certificate in adult education and in other endorsement areas and is serving under both shall complete 90 hours of CEUs each successive five-year period.

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Part VII

Types of Permits and Authorizations

(NEW) Sec. 10-145d-825. Durational shortage area permit - issuance

(a) Validity.

(1) A durational shortage area permit may be issued for a period of one year, renewable two times for no more than a total of three years. The Department shall issue the permit in lieu of a certificate or endorsement.

(2) The purpose of the permit is to authorize the holder to teach while completing an approved planned program or course work in order to qualify for the endorsement sought.

(3) The durational shortage area permit shall not be issued to applicants who have completed an approved planned program but are lacking assessments or experience requirements for a particular endorsement.

(4) The durational shortage area permit shall not be issued to applicants seeking endorsement in school psychologist or superintendent of schools.

(5) The permit is valid for service only with the board of education requesting issuance. If the holder transfers to another board of education, a new durational shortage area permit shall be requested.

(6) The Department may nullify the durational shortage area permit if the holder has not fulfilled approved planned program requirements or if the holder is no longer employed by the board of education requesting the permit.

(b) Requirements for issuance.

The Department may issue a durational shortage area permit when the following requirements are met:

(1) The board of education shall provide:

(A) An attestation to the Department that a certified teacher qualified for the position is not available and outlines what steps have been taken to secure a certified person for the position;
(B) Intensive supervision and such other assistance as may be appropriate for permit holders who do not hold a valid Connecticut certificate;
(C) An attestation that the permit holder shall participate in the beginning educator program as made as made available by the Board; and

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(D) Notice to the Department in the event that the permit holder is terminated or has left the employ of the requesting board of education during the validity period of the permit.

(2) The applicant for the permit provides evidence of meeting the following:

(A) Holds a bachelor's degree from an approved institution;
(B) Fulfillment of the essential skills and subject area knowledge assessments for the endorsement sought;
(C) Enrollment in an approved planned program in Connecticut leading toward certification in the field for which the permit is requested, unless the permit is issued for purposes of cross-endorsement for which completion of an approved planned program is not required; and
(D) Completion of at least 12 semester hours of credit in the area for which a permit will be issued or a minimum of 180 hours of an approved planned program of professional development training approved by the Board leading toward attainment of the endorsement requested.

(3) The Connecticut preparing institution providing the approved planned program in which the permit holder is enrolled shall provide:

(A) Supervision for one school year or two semesters. The timing of the supervision shall be determined by the preparing institution depending upon the extent and length of the approved planned program needed to qualify for the certification endorsement;
(B) A recommendation for waiving student teaching based on completion of 10 school months of full-time teaching under the permit and successful evaluations during the supervision period; and
(C) Notice to the Department in the event that the permit holder fails to maintain enrollment or completion of approved planned program requirements.

(NEW) Sec. 10-145d-826. Durational shortage area permit - reissuance

The Department may reissue a durational shortage area permits no more than two times in accordance with the following conditions:

(a) The employing agent of a board of education requests reissuance of the permit and states that the permit holder has served successfully under the permit.

(b) The permit holder submits the appropriate evidence as follows:

(1) If enrollment in an approved planned program is a condition for issuance of the permit, the permit holder shall submit evidence of good academic standing and completion of at least nine additional semester hours of credit in the approved planned program prior to the permit reissuance. The holder shall maintain continued enrollment in an approved planned program leading toward the endorsement for which the permit is issued. During the first or second reissuance, the Department may defer, for good cause shown, the nine

semester hours of credit, provided the deferral is requested in writing by the employing agent of the board of education and is accompanied by sufficient evidence to justify the request; or

(2) If enrollment in an approved planned program is not a condition for issuance of the permit, the permit holder shall submit evidence from an approved institution showing completion of at least nine additional semester hours of credit prior to the permit reissuance. The Department may defer during the first or second reissuance, for good cause shown, the nine semester hours of credit, provided the deferral is requested in writing by the employing agent of the board of education and is accompanied by sufficient evidence to justify the request.

(c) The permit holder shall participate in the beginning educator program, as made available by the Board, and as may be applicable to the certification endorsement under which the holder is serving.

(NEW) Sec. 10-145d-827. Substitute teacher authorization

(a) When required.

A substitute authorization shall be required for a person employed by a board of education in an assignment lasting for 40 days or more in a school year when an appropriately certified and endorsed teacher is not available for a position., A standard or permanent certificate is appropriate for a substitute serving for 40 days or more when such certificate is endorsed in the area of the assignment. A person holding a bachelor's degree who serves as a substitute in itinerant assignments, or the same assignment for less than 40 days, shall not be required to hold a substitute authorization.

A board of education shall not employ a substitute for administrative, supervisory or special services positions.

(b) Validity.

The Department may issue a substitute authorization shall be issued for a particular endorsement area to the requesting board of education on behalf of the qualifying applicant. The authorization shall be valid through the end of the school year in which application is made.

(c) Requirements for issuance.

(1) For those endorsements that do not require a bachelor's degree, a board of education shall submit:
(A) An application;
(B) Evidence of a high school diploma or equivalent; and
(C) Verification of experience in the field appropriate to the assignment.

(2) For those endorsements that require a bachelor's degree, a board of education shall submit:

(A) An application;
(B) Official transcripts showing a bachelor's degree; and
(C) A minimum of 12 semester hours of credit in the endorsement area of the assignment that may be part of or in addition to the bachelor's degree.

(NEW) Sec. 10-145d-828. Coaching permit

(a) When required.

An person who serves as a coach, regardless of coaching assignment or compensation, for intramural or interscholastic athletics, including cheerleading, in elementary, middle or secondary school levels, shall hold a coaching permit.

(b) Validity.

The coaching permit shall be valid for five years, from the effective date, and renewable every five years.

(c) Responsibility of a board of education.

A board of education, before issuing a contract to a coach, shall be responsible for ensuring that:

(1) The person possesses a valid coaching permit or a valid temporary emergency coaching permit and has completed courses in, and holds and continuously maintains valid certification for, standard first aid and cardiopulmonary resuscitation (CPR) through a provider approved by the board of education;
(2) The person has completed an initial training course regarding concussions and head injuries as approved by the Board; and
(3) The person possesses the requisite knowledge, skills, abilities, personal characteristics and background necessary to coach the specific sport for which a contract is issued or recommended.

(d) Requirements for issuance.

The Department may issue a coaching permit when an applicant presents evidence of the following:

(1) Attained the age of 18 years;
(2) A high school diploma or its equivalent;
(3) Completion of courses in and holds and continuously maintains valid certification for standard first aid and CPR through a provider approved by the board of education;
(4) Completion of an initial training course regarding concussions and head injuries approved by the Board; and
(5) One of the following:

(A) A valid Connecticut educator certificate, standard or permanent certificate; or

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(B) Three semester hours of credit from a regionally accredited institution or 45 contact hours of instruction offered by a board of education or the Connecticut Interscholastic Athletic Conference and approved by the Department that shall include each of the following topics: legal and safety aspects of coaching children and adolescents; medical aspects of coaching children and adolescents; principles and practices of coaching children and adolescents; child and adolescent sports psychology; and the Connecticut code of professional responsibility for educators.

(e) Requirements for reissuance.

The Department may reissue a coaching permit when an applicant presents evidence of the following:

(1) Completion of courses in, and holds and continuously maintains valid certification for, standard first aid and CPR through a provider approved by the board of education;
(2) Completion of a refresher course regarding concussions and head injuries approved by the State Board of Education; and
(3) Completion of 15 contact hours of seminars, course work or workshops, as approved by the Department, that provide information on safe and healthful coaching practices, understanding child and adolescent development, and the Connecticut code of professional responsibility for educators. Upon the written request of an employing agent, and upon showing of good cause, the Department may defer the 15 contact hour requirement for 12 months.

(f) Director of athletics certification or credential requirements.

A person serving as a director of athletics at the elementary, middle or secondary school level, who is:

(1) Responsible for the supervision of coaches shall hold a coaching permit and a valid Connecticut educator certificate. In lieu of a Connecticut educator certificate, a person may hold a Certified Athletic Administrator (CAA) certificate from the National Interscholastic Athletic Administrators Association (NIAAA), or the equivalent, from another program with full registration from the National Certification Commission, as approved by the Department.
(2) Responsible for a districtwide athletic program, shall hold a coaching permit and a Connecticut educator certificate endorsed for intermediate administration or supervision. In lieu of Connecticut educator certificates endorsed for intermediate administration or supervision, a person may hold a Certified Master Athletic Administrator (CMAA) certificate from the NIAAA, or the equivalent, from another program with full registration from the National Certification Commission, as approved by the Department.
(3) Responsible for the evaluation of certified staff, shall hold a coaching permit and a Connecticut educator certificate endorsed for intermediate administration or supervision.

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(NEW) Sec. 10-145d-829. Temporary emergency coaching permit

(a) When required.

A person serving as a coach, regardless of coaching assignment or compensation, for intramural or interscholastic athletics, including cheerleading, in elementary, middle or high schools, who does not hold a coaching permit shall hold a temporary emergency coaching permit.

(b) Validity.

The Department shall issue the temporary emergency coaching permit for a period of one year and may reissue it once. At the expiration of the reissuance, an applicant either shall discontinue coaching or obtain a five-year coaching permit. If a person has already held a temporary emergency coaching permit, subsequent request for issuance of such permit by a different board of education shall not be accepted.

(c) Responsibility of a board of education.

A board of education, before issuing a contract to a coach, shall ensure that:

(1) The person possesses a valid coaching permit or a valid temporary emergency coaching permit and has completed courses in, and holds and continuously maintains valid certification for, standard first aid and cardiopulmonary resuscitation (CPR) through a provider approved by the board of education;
(2) No other qualified person possessing a valid coaching permit is available for the position before requesting a temporary emergency coaching permit; and
(3) The person possesses the requisite knowledge, skills, abilities, personal characteristics and background necessary to coach the specific sport for which a contract is issued or recommended.

(d) Requirements for issuance.

The Department may issue a temporary emergency coaching permit when an applicant presents evidence of the following:

(1) A request by a board of education for issuance of such permit;
(2) Attained the age of 18 years;
(3) A high school diploma or its equivalent;
(4) Completion of courses in, and holds and continuously maintains valid certification for, standard first aid and CPR, through a provider approved by the board of education; and
(5) Completion of an initial training course regarding concussions and head injuries approved by the Board.

(e) Requirements for reissuance.

The temporary emergency coaching permit may be reissued once for one year upon request of the employing agent of the board of education provided that the applicant submits evidence of

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enrollment in or completion of at least two semester hours of credit or 30 contact hours of instruction including the following topics: legal and safety aspects of coaching children and adolescents; medical aspects of coaching children and adolescents; principles and practices of coaching children and adolescent; child and adolescent sports psychology; and the Connecticut code of professional responsibility for educators.

(NEW) Sec. 10-145d-830. Adjunct arts instructor permit

(a) Validity.

Pursuant to section 10-145n of the Connecticut General Statutes, this permit shall authorize a person to hold a part-time position, of no more than 15 classroom instructional hours per week in art, music, dance, theater or any other subject related to such person's artistic specialty at a part-time interdistrict arts magnet high school in existence on July 1, 2009, or the Cooperative Arts and Humanities Magnet High School. This permit is valid for three years and for service with the board of education requesting issuance. If the holder transfers to another board of education, a new adjunct arts permit shall be requested.

Upon request of the employing agent and showing of good cause, the Commissioner may renew this permit.

(b) Requirements for issuance.

The Department may issue an adjunct arts instructor permit when the following requirements are met:

(1) The board of education shall provide:

(A) A request for issuance of such permit on behalf of the adjunct instructor;
(B) A program of support to assist each such person, developed in consultation with the Department, including academic and classroom support components;
(C) Attestation to the existence of a plan of supervision by the superintendent of schools or principal, administrator or supervisor designated by such superintendent who shall regularly observe, guide and evaluate the performance of assigned duties; and
(D) Notice to the Department in the event that the permit holder is terminated or has left the employ of the requesting board of education during the validity period of the permit.

(2) The applicant for the permit with specialized training, experience or expertise in the arts shall provide evidence of the following:

(A) Holds a bachelor's degree from an approved institution;
(B) Verification of a minimum of three years of successful experience in the arts, or one year of experience and two years of specialized schooling related to such applicant's artistic specialty. If the person is self-employed, a notarized personal statement shall be submitted identifying the dates of experience; and

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(C) One of the following:
(i) Attestation of at least 180 hours of cumulative experience working with children, in a private or public setting, including but not limited to after school programs, group lessons, children's theater, dance studio lessons and artist-in-residence programs; or
(ii) Verification of at least two years experience as a full-time faculty member at an institution of higher education.

(NEW) Sec. 10-145d-831. Adjunct faculty permit

(a) Validity.

This permit is valid for three years and shall authorize a person who is employed by an institution of higher education to teach part-time at an interdistrict magnet school authorized under section 10-264*l* of the Connecticut General Statutes in an academic area in a secondary school for which the applicant brings a specialized training or expertise for which highly qualified certified teachers are not available.

The permit is valid for service with the board of education requesting issuance. If the holder transfers to another board of education, the hiring board of education shall request a new adjunct faculty permit.

Upon request of the employing agent and showing of good cause, the Commissioner may renew this permit.

(b) Requirements for issuance.

The Department may issue an adjunct faculty permit when the following requirements are met:

(1) The board of education or interdistrict magnet school operator shall provide:

(A) A request for issuance of such permit on behalf of the adjunct instructor;
(B) A program of support and collaboration with a co-teacher;
(C) Attestation to the existence of a plan of supervision by the employing agent or operator who shall regularly observe, guide and evaluate the performance of assigned duties of the adjunct faculty; and
(D) Notice to the Department in the event that the permit holder is terminated or has left the employ of the requesting board of education during the validity period of the permit.

(2) The applicant for the permit with specialized training or expertise in an academic area shall provide evidence of the following:

(A) A bachelor's degree and an advanced degree from approved institutions;
(B) Official undergraduate and graduate transcripts; and
(C) Verification of a minimum of three years of successful experience in teaching the academic area as a full-time faculty member at an institution of higher education.

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(NEW) Sec. 10-145d-832. Visiting international teacher permit

(a) Validity.

A visiting international teacher permit shall be issued in a subject shortage area designated by the Board pursuant to Connecticut General Statutes section 10-8b. Upon the request of a board of education, such permits shall be issued for one year and may be reissued for additional one year increments provided that the applicant holds a valid J-1 visa issued by the United States Department of State.

(b) Requirements for issuance.

The Department may issue a visiting international teacher permit when the following requirements are met:

(1) The permit holder shall be in the United States to teach:

(A) In accordance with a memorandum of understanding between Connecticut and the country from which the teacher is entering, or
(B) As part of the Exchange Visitor Program administered by the United States Department of State Teacher Exchange Branch.

(2) The board of education shall provide:

(A) A request for issuance of such permit;
(B) A program of support to assist each such person, developed in consultation with the Department, including academic and classroom support components;
(C) Attestation to the existence of a plan of supervision by the superintendent of schools or principal, administrator or supervisor designated by such superintendent who shall regularly observe, guide and evaluate the performance of assigned duties; and
(D) Notice to the Department in the event that the permit holder is terminated or has left the employ of the requesting board of education during the validity period of the permit.

(3) The applicant for the permit shall provide evidence of the following:

(A) A valid J-1 visa issued by the United States Department of State;
(B) Documentation of the equivalent of a U.S. bachelor's degree from an approved institution as determined by a foreign credentialing agency recognized by the Commissioner with a major in or closely related to the certification endorsement area sought, or holds such a degree without such a major and fulfills the subject area assessment as approved by the Board in the endorsement area sought;
(C) Documentation of the equivalent of a regionally accredited teacher preparation program in the country from which the teacher is entering; and
(D) Demonstration of oral proficiency in English as determined by an examination and at the level approved by the Commissioner.

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Part VIII

Reissuance of Certificates

(NEW) Sec. 10-145d-833. Reissuance of certificates

(a) Temporary 90-day certificate.

(1) A person who holds a temporary 90-day certificate, served for less than 90 days, and who applies for reissuance, shall be eligible for a temporary 90-day certificate upon request of the same employing agent of a board of education.

(2) A person who held a temporary 90-day certificate, who served under it successfully in the employ of a board of education but whose assignment was part time or less than 90 days, shall be eligible for reissuance of a temporary 90-day certificate when the same employing agent of a board of education makes a written request for reissuance, if all assessment requirements in existence at the time of application are met.

(b) Resident educator certificate.

(1) A person who holds the resident educator certificate but who has not completed training requirements for the initial educator certificate may be eligible for an extension for an additional year provided that the extension is requested by the employing agent and upon finding of good cause by the Commissioner.

(c) Initial educator certificate

(1) A person who holds an initial educator certificate and has not served under it in the employ of a board of education shall be eligible for a reissuance of such certificate.

(2) A person who holds an initial educator certificate and has served under it in the employ of a board of education and has not completed the experience requirements for the provisional educator certificate or has not served sufficient time to complete the beginning educator program as made available by the Board shall be eligible for a reissuance for such certificate.

(3) A person who held an initial educator certificate and has or has not served under it in the employ of a board of education, and who applies for reissuance within two years of the expiration date of the previous initial educator certificate, shall be eligible for reissuance, if all assessment requirements in effect at the time of application are met. The endorsements issued will be the endorsements held on the expired certificate. The beginning educator program as made available by the Board shall be required if the applicant has not previously successfully completed it.

(4) A person who held an initial educator certificate and has or has not served under it in the employ of a board of education, and who applies for reissuance two years after the

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(d) Provisional educator certificate.

(1) A person who holds a provisional educator certificate and has not served under it in the employ of a board of education shall be eligible for a reissuance of an initial educator certificate.

(2) A person who holds a provisional educator certificate and has served at least 30 school months of successful teaching or service within 10 years prior to application in the subject area or field appropriate endorsements sought in the public school system in another state, or an approved nonpublic school , shall be eligible for a reissuance of a provisional educator certificate.

(3) A person who holds a provisional educator certificate and has served successfully for less than eight years for a board of education in the same endorsement area for which reissuance is sought but has not completed sufficient experience or course work or professional development requirements for the professional educator certificate shall be eligible for a reissuance of the provisional educator certificate for eight years less the time served.

(4) A person holds or held a provisional educator certificate and who has served eight school years for a board of education under a provisional educator certificate and has not completed course work or professional development requirements for the professional educator certificate, shall not be eligible for reissuance of an initial or provisional educator certificate until such requirements are completed, except as provided under section 10-145d-985 pertaining to extension of time. The beginning educator program as made available by the Board shall be required if the applicant has not previously successfully completed it.

(5) A person who held a provisional educator certificate who does not qualify for a professional educator certificate and applies for reissuance within two years of the expiration date of the previous provisional educator certificate, shall be eligible for a reissuance, if all assessment requirements in effect at the time of application are met. The endorsements issued will be the endorsements held on the expired certificate. The beginning educator program as made available by the Board shall be required if the applicant has not previously successfully completed it.

(6) A person who held a provisional educator certificate, who does not qualify for a professional educator certificate, and applies for reissuance two years after the expiration date of the previous provisional educator certificate, shall be eligible for reissuance if all course work and assessment requirements in effect at the time of application are met. The endorsements issued will be the current endorsements available at the time of

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(e) Continuation of professional educator certificate.

(1) A person who holds a professional educator certificate and has not served under it in the employ of a board of education shall be eligible for a reissuance of the professional educator certificate.

(2) A person who holds a professional educator certificate, and served under it in the employ of a board of education for less than five years, or who has not fulfilled the CEU requirements, shall be reissued the certificate for a period of five years minus the time served under it in the employ of a board of education. All CEUs accrued during the first issuance period shall be applied toward fulfillment of the CEU requirement in the reissuance period. A holder of the professional educator certificate who served part time for all five years shall not be eligible for a reissuance and such certificate shall not be continued until the CEU requirements are completed. Applicants not fulfilling the CEU requirements during the reissuance period shall not be eligible to have a professional educator certificate continued and the certificate will lapse.

(3) A person who held a professional educator certificate and applies within two years of the expiration date of the previous professional educator certificate may be reissued the certificate for five years. All CEUs accrued during the previous issuance period shall not be applied toward the subsequent certificate. The endorsements issued will be the current endorsements available at the time of application.

(4) A person who held a professional educator certificate and applies more than two years after the expiration date of the previous professional educator certificate may be reissued a professional educator certificate if all current course work and assessment requirements are met. The endorsements issued will be the current endorsements available at the time of application.

(5) A person who holds or held a professional educator certificate and worked part time in adult education for a board of education or approved entity shall complete 45 hours of professional education or 4.5 CEUs during each successive five-year period. Applicants not fulfilling the CEU requirements during the five year period shall not be eligible to have a professional educator certificate continued and the certificate will lapse. Upon completion of the 45 hours of professional education, the applicant may be reissued a professional educator certificate.

(6) The holder of the professional educator certificate with more than one endorsement area shall be eligible for continuation of the professional educator certificate in all endorsement areas on the same certificate, provided that any specific professional development activities are completed for the endorsement under which the holder is serving or has served.

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Part IX

Cross-Endorsements

(NEW) Sec. 10-145d-834. Eligibility for a cross-endorsement

A person who holds a certificate endorsed in one of the following areas may obtain a cross-endorsement in such endorsements: early childhood, elementary, secondary academic subjects, all level subjects, deaf or hard of hearing, or visual impairment.

A certificate holder may obtain a cross-endorsement by:

(a) Presenting evidence of having achieved a satisfactory evaluation on the appropriate subject area knowledge assessment, as approved by the Board at the time of application; and

(b) Fulfillment of course work requirements as follows:

(1) Completion of subject area and pedagogical course work specified in section 10-145d-835 or 10-145d-836 at an approved institution;

(2) Obtaining an excellent score on an appropriate subject area assessment as established by the Board for designated shortage areas in lieu of subject area courses, except that the Department shall not accept an excellent score in fulfillment of pedagogical course requirements; or

(3) Completion of the equivalent CEUs in lieu of course work specified in sections 10-145d-835 or 10-145d-836 if completed through a provider that has been specially approved by the Department to provide such course equivalents. Only CEU equivalents for cross-endorsement purposes taken within five years of application shall be accepted.

(NEW) Sec. 10-145d-835. Course work required for a cross-endorsement

(a) For a cross-endorsement in early childhood prekindergarten through Grade 3, an applicant holding an elementary education endorsement shall present evidence of a minimum of 30 semester hours of credit that shall include course work in the following areas:

(1) Methods of teaching and differentiating mathematics, science, social studies, personal and social skills and a minimum of nine semester hours of credit in methods of teaching reading and language arts, including the following areas:
(A) First and second language acquisition;
(B) Developmental reading, including reading comprehension, phonics, phonemic awareness, fluency and vocabulary;
(C) Reading and writing in the content areas;
(D) Writing process;
(E) Literacy assessment;
(F) Instructional interventions for students with reading deficits; and

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(G) Methods of teaching English language learners;

(2) Classroom organization and facilitating developmentally appropriate play-based learning opportunities through child-initiated and teacher-initiated instruction; creating a structured environment for students in need of behavioral management strategies; specialized and individualized instruction or intervention and program adaptations, and related services for students with disabilities; creating partnerships and working with parents and families to assess and support students and to facilitate transitions from home to school and from grade to grade;

(3) Methods of teaching comprehensive school health education;

(4) Course work incorporating competencies as provided in section 10-145d-808; and

(5) Field experiences or practicum in at least two different early childhood settings, such as a public school prekindergarten or kindergarten, or an NAEYC-accredited, community prekindergarten-kindergarten program that includes students with disabilities or students in need of interventions.

(b) For a cross-endorsement in early childhood prekindergarten through Grade 3, applicants holding an endorsement other than elementary education shall complete an approved planned program of preparation at an approved institution.

(c) For a cross-endorsement in early childhood ages birth to 3, an applicant holding an early childhood education endorsement or special education endorsement shall present evidence of one of the following:

(1) Completion of a minimum of 15 semester hours of graduate credit in the following areas: infant and toddler assessment; adaptations for infants and toddlers with special needs; adapting the infant and toddler environment for children with special needs; infant and toddler programs with parent and professional support; field experiences with infants and toddlers with special needs; or

(2) Successful completion of all Department of Developmental Services requirements for an Infant Toddler Family Specialist credential that includes evaluation through observations, work samples and analysis.

(d) For a cross-endorsement in elementary education, an applicant shall present evidence of a minimum of 30 semester hours of credit that shall include course work in the following areas:

(1) A minimum of nine semester hours of credit in methods of teaching reading and language arts, including the following areas:

(A) First and second language acquisition;

(B) Developmental reading, including reading comprehension, phonics, phonemic awareness, fluency and vocabulary;

(C) Reading and writing in the content areas;

(D) Writing process;

(E) Literacy assessment;

(F) Instructional interventions for students with reading deficits; and

(G) Methods of teaching English language learners;

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(2) Methods of teaching, differentiating and providing interventions in mathematics, science and social studies in the elementary grades;
(3) Methods of teaching comprehensive school health education;
(4) Assessment of learning; and
(5) Course work incorporating competencies as provided in section 10-145d-808.

(e) For a cross-endorsement in secondary academic subjects, including business, English, mathematics, biology, chemistry, earth science, general science, physics and history and social studies, an applicant shall present evidence of course work in the following areas:

Pedagogy:
(1) Curriculum and methods for teaching reading and writing within the content area;
(2) Methods of teaching the subject in which the endorsement is sought at the high school and middle school level;
(3) Structure and organization of working in content area, grade level or interdisciplinary teams;
(4) For a secondary English endorsement, a course teaching developmental reading and a course in teaching the writing process; and

Subject Area:
(5) A minimum of 18 semester hours of credit in the subject area for which endorsement is sought including:

(A) For an endorsement to teach English, course work in adolescent literature and advanced analytical writing;
(B) For an endorsement to teach general science, course work shall include at least one course in biology, chemistry, physics and earth science;
(C) For an endorsement to teach mathematics, course work in calculus, geometry, statistics and linear algebra; and
(D) For an endorsement to teach social studies, course work shall include a course in United States history, non-Western history and Western civilization, and three courses from the following six areas: anthropology, economics, geography, political science, psychology or sociology.

(f) For a cross-endorsement in comprehensive school health education, an applicant shall present evidence of a minimum of 30 semester hours of credit in the following areas:

(1) Methods of teaching elementary and secondary comprehensive school health education;
(2) Prevention education, including substance abuse (alcohol, tobacco and other drugs), intentional and unintentional injury, and behavioral change theory;
(3) Comprehensive sexuality education that is medically accurate and use of appropriate teaching strategies that are developmentally and culturally appropriate;
(4) Mental and emotional health and well-being, including stress management;
(5) Developing healthy relationships, including prevention of violence and harassment;
(6) Holistic health and alternative approaches to health;
(7) Health promotion and disease prevention, including chronic and infectious disease;
(8) Community and environmental health, and coordinated school health; and

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(9) No more than six semester hours of credit in human anatomy, physiology or human growth and development.

(g) For a cross-endorsement in agricultural science, dance, family and consumer science, music, physical education, technology education, theater, visual art or world languages, an applicant shall present evidence of a subject area major or a minimum of 30 semester hours of credit in content areas covered by the endorsement, as well as a course in methods of teaching reading and writing across the curriculum. For the endorsements listed below, the applicant shall present evidence of 30 semester hours of credit including the course work requirements specified:

(1) For the music endorsement, course work in the following areas:
- (A) Applied music in a variety of ensemble instruments, voice, a harmonizing instrument, and in-depth (multisemester) study of at least one applied instrument or voice;
- (B) Elementary and secondary music education methods and curriculum and materials (covering general instrumental and choral music);
- (C) Ensemble performance;
- (D) Music theory (aural, analytical and sightsinging);
- (E) Music history, cultures and literature representing a variety of periods and ethnic groups;
- (F) Music improvisation or composition, including electronic music composition; and
- (G) Conducting.

(2) For the visual arts endorsement, course work in the following areas:
- (A) Studio production in a variety of art media, including two- and three-dimensional media; digital electronic media, including graphic design; and in-depth (multi-semester) study of at least one art medium;
- (B) Elementary and secondary art education methods and curriculum and materials;
- (C) Art history, cultures and literature representing a variety of periods and ethnic groups;
- (D) Art criticism; and
- (E) Aesthetics.

(3) For the dance endorsement, course work in the following areas:
- (A) Applied study in ballet;
- (B) Applied study in modern dance;
- (C) Applied study in a third folkloric or classical world dance form such as tap, jazz, ballroom and social, African, flamenco, Balinese);
- (D) Composition or choreographic principles and dance improvisation;
- (E) Dance history or cultures representing a variety of periods and ethnic groups; and
- (F) Applied anatomy or kinesiology.

(4) For the theater arts endorsement, course work in the following areas:
- (A) Applied acting;
- (B) Directing;
- (C) Technical theater (design, stagecraft or video and film techniques);

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(D) Movement for actors or dance;
(E) Voice for theater or music;
(F) Dramatic literature of the theater, video or film representing a variety of historical and cultural contexts;
(G) Literary, video or film criticism and interpretation;
(H) Creative dramatics, process drama; and
(I) Creative writing, including scriptwriting for play or screen.

(5) For world language, a course in each: methods of teaching world languages prekindergarten through Grade 12 and language acquisition at both the elementary and secondary level.

(h) For a cross-endorsement in English to speakers of other languages (TESOL), an applicant shall present evidence of a minimum of 18 semester hours of credit in the following areas:

(1) First and second language acquisition, including language and literacy development;
(2) Methods of teaching developmental reading prekindergarten to Grade 12;
(3) Methods of teaching English as a second language, including content-based instruction to English language learners;
(4) Methods of teaching writing process or advanced English composition;
(5) Teaching of English grammar;
(6) Linguistic and academic assessment; and
(7) Children's literature or adolescent literature.

(i) For a cross-endorsement in bilingual education, an applicant shall hold an endorsement in early childhood, elementary, middle school or secondary education and present evidence of course work required for the TESOL endorsement and the additional following requirements:

(1) Methods of teaching bilingual education; and
(2) Demonstration of competency in English and the world language to be taught on such assessments as approved by the Board.

(j) For a cross-endorsement in school library media specialist, an applicant shall present evidence of a minimum of 30 semester hours of graduate credit in the following areas:

(1) A minimum of nine semester hours of credit in methods of teaching reading and language arts, including the following areas:
(A) First and second language acquisition;
(B) Developmental reading, including reading comprehension, phonics, phonemic awareness, fluency and vocabulary;
(C) Reading and writing in the content areas;
(D) Writing process;
(E) Literacy assessment;
(F) Instructional interventions for students with reading deficits; and
(G) Methods of teaching English language learners;

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(2) Design, implementation and evaluation of media programs that include all the instructional and other services provided to students and teachers by a media center and its staff;
(3) Evaluation, selection, acquisition, organization, production and retrieval of media, including but not limited to printed and audiovisual forms of communications and their accompanying technology;
(4) Teaching students, staff and faculty to use media and its accompanying technology by applying valid instructional methods and techniques; and
(5) Assisting students in the interpretation of print and nonprint materials;
(6) Application of principles of administration and supervision for effective leadership and operation of the school library media center program; and
(7) Formulation of the educational specifications and contribution to the design of school library media facilities.

(k) For a cross-endorsement to teach students who are deaf or hard of hearing, an applicant shall present evidence of a minimum of 18 semester hours of credit in the following areas:

(1) Foundations of education related to teaching students who are deaf or hard of hearing;
(2) Methods of teaching speech to students who are deaf and hard of hearing;
(3) Methods of teaching spoken language or sign language to students who are deaf or hard of hearing;
(4) Methods of teaching one of the following:
(A) Academic subjects to students who are deaf or hard of hearing; or
(B) Early childhood education and guidance to parents of young children who are deaf or hard of hearing;
(5) Science of hearing and speech mechanisms; and
(6) Audiometry and audiological technology.

(l) For a cross-endorsement to teach students who are visually impaired, an applicant shall present evidence of a minimum of 18 semester hours of credit in the following areas:

(1) Methods of teaching students with visual impairment, including the teaching of reading and language and mathematics;
(2) Visual functioning;
(3) Braille I;
(4) Implications of low-vision;
(5) Orientation and mobility; and
(6) Assistive technology for students with visual impairment.

(m) For an endorsement to teach students with mild to moderate cognitive, physical, behavioral or social and emotional disabilities requiring specialized instructional approaches to be provided in a general education or special education setting, an applicant shall present evidence of a minimum of 15 semester hours of credit in the following areas:

(1) Understanding the characteristics of students across the disability categories;
(2) Developmental reading in prekindergarten through Grade 12 and common reading difficulties, such as word decoding, vocabulary, oral language comprehension of

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struggling readers, English language learners or students with disabilities, such as dyslexia, specific language impairments, autism spectrum disorders;

(3) Using evidence-based instructional strategies, interventions and assessments in prekindergarten, elementary and secondary literacy, including but not limited to phonemic awareness, word decoding and word identification, fluency, vocabulary, oral language comprehension and reading comprehension that influence ability to read particularly with students with disabilities and English language learners;

(4) Using evidence-based instructional strategies, interventions and assessments in prekindergarten, elementary and secondary numeracy;

(5) Designing and implementing differentiated instruction, accommodations or modifications for students with learning challenges or identified disabilities in prekindergarten, elementary and secondary programs;

(6) Using curriculum-based assessments and monitoring student progress to inform instructional planning;

(7) Understanding federal and state education laws, including but not limited to the Individuals with Disabilities Education Act (IDEA); Americans with Disabilities Act (ADA) section 504; professional ethics and code of professional responsibility for educators; Family Educational Rights and Privacy Act (FERPA); and statutory requirements for mandated reporting, suspensions and expulsions, restraints and seclusions, and school and district accountability; and

(8) Supervised field experience or practicum to demonstrate application of the above skills with students identified with mild to moderate disabilities. Job-embedded experiences observed by the preparing institution may be accepted in lieu of field experience or practicum.

This endorsement shall authorize the holder to provide instruction to students with mild to moderate disabilities but not authorize service as a facilitator of the individualized education program (IEP) or planning and placement team, case manager, or diagnostician or evaluator. This endorsement shall be added to a valid certificate endorsed for early childhood, elementary education, secondary, comprehensive special education, all level subjects, or instructional specialists.

(n) For an endorsement to teach students with severe cognitive, physical, behavioral or social and emotional disabilities requiring highly specialized, intensive and distinct instructional approaches to be provided to students in a special education setting, an applicant shall present evidence of a minimum of 15 semester hours of credit in the following areas:

(1) Planning and implementing evidence-based programs in collaboration and consultation with an instructional team including paraprofessionals, special educators, related or special services personnel, as well as families and other external consultants in the following areas of instruction or support:

(A) Speech, language and communication modifications; assistive technology; adaptive equipment, including alternative, adaptive and augmentative communication systems as they apply to individual students;

(B) Mobility devices for children with extensive physical and motor needs;

(C) Various techniques, strategies and supports related to sensory systems;

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(D) Vocational, functional, life-skills curriculum relevant to independent, community living and employment, and understanding issues of self-determination and transition planning;
(E) Behavior management strategies for students with severe disabilities, including conducting functional behavioral assessments, implementing positive behavioral interventions or supports, or other behavioral strategies to address social-emotional development or regulation needs;
(F) Strategies for teaching social skills;
(G) Specially designed instruction in academic subject areas, including principles of applied behavior analysis to achieve functional, developmental and behavioral outcomes within typical life environments;

(2) Selecting, designing and using formal and informal assessments and monitoring student progress to inform instructional planning;
(3) Using strategies and communication skills for working collaboratively with and supporting families to assist in implementing the student's educational program and transition plans;
(4) Understanding health, physical and medical conditions typically related to the needs of students with severe disabilities;
(5) Understanding federal and state education laws, including but not limited to the IDEA; ADA section 504; professional ethics and code of professional responsibility for educators; FERPA; and statutory requirements for mandated reporting, suspensions and expulsions, restraints and seclusions, and school and district accountability; and
(6) Supervised field experience or practicum to demonstrate application of the above skills with students identified with severe disabilities who are placed in approved special education programs or facilities. Job-embedded experiences observed by the preparing institution may be accepted in lieu of field experience or practicum.

This endorsement shall authorize the holder to provide instruction to students with severe disabilities but not authorize service as a facilitator of the IEP or planning and placement team, case manager, or diagnostician or evaluator. This endorsement shall be added to a valid certificate endorsed for early childhood, elementary education, secondary, comprehensive special education, all level subjects, instructional specialists or special services areas.

(NEW) Sec. 10-145d-836. Eligibility and course work required for an additional endorsement

A person who holds any certificate endorsed in a teaching area may add aquaculture, gifted and talented, instructional technology, driver education, or cooperative work education, provided the following requirements are met:

(a) For an endorsement in aquaculture, an applicant shall meet the following requirements:

(1) Holds a grade-level appropriate certificate;
(2) Presents a written request by an employing board of education;
(3) Presents written statement verifying three years of successful aquaculture experience; and
(4) Presents evidence of completing nine semester hours of credit in course work related to aquaculture.

(b) For an additional endorsement in gifted and talented, an applicant shall present evidence of a minimum of nine semester hours of credit in the following areas:

(1) Introduction to gifted education;
(2) Identification and assessment of gifted and talented students; and
(3) Curriculum and instruction for gifted learners.

The gifted and talented endorsement shall be valid for grade levels in which a teaching endorsement is held.

(c) For an additional endorsement in instructional technology grades prekindergarten through Grade 12, an applicant shall present evidence of a minimum of 12 semester hours of credit in any of the following areas:

(1) Methods of teaching introduction to computers that may include using basic software applications;
(2) Methods of teaching graphic design or web design;
(3) Integrating technology in elementary and secondary curricula;
(4) Software evaluation;
(5) Distance learning, including designing and facilitating online or virtual courses; and
(6) Managing learning technologies including updating hardware and software.

This endorsement is required for anyone employed in the role of instructional technology teacher for more than 20 percent of a full-time assignment. A person teaching programming languages or source code shall hold a teaching endorsement and have a combination of two years of experience teaching or six credits in the programming area to be taught. A certificate shall not be required for a person hired to facilitate technology and who is not teaching instructional technology to students.

(d) For an endorsement in driver education, which shall be required for anyone serving in the employ of a board of education as a driver education teacher, except that nothing herein contained shall be construed to prevent a board of education from contracting with a licensed drivers' school approved by the Commissioner of Motor Vehicles, an applicant shall meet the following requirements:

(1) Holds a secondary teaching certificate; and
(2) Has completed three semester hours of credit in driver education or its equivalent in an approved driver education seminar.

(e) For an endorsement in cooperative work education, diversified occupations (CWEDO), which shall authorize service as a teacher-coordinator of cooperative work education in Grades 6 through 12, an applicant shall meet the following requirements:

(1) Holds a secondary or special subject certificate covering Grades 6 through 12. For purposes of this section, an elementary education certificate endorsed for grades 7 and 8 shall not fulfill the requirement for secondary-level certification;

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(2) Presents evidence of one year of satisfactory nonteaching work experience; and

(3) Presents evidence of a minimum of nine semester hours of credit in the following course work areas:

(A) Principles and organization of cooperative work education;

(B) Foundations and principles of vocational education; and

(C) Labor market analysis trends and job readiness.

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Part X

Early Childhood, Elementary Education, Secondary Subjects

A
Early Childhood Education, Prekindergarten through Grade 3

(NEW) Sec. 10-145d-837. When required

This endorsement, or another appropriate endorsement, shall be required for anyone employed by a board of education as a teacher of students in prekindergarten through Grade 3, inclusive.

(NEW) Sec. 10-145d-838. Validity of certificates

(a) This endorsement shall authorize the teacher to teach all academic subjects, including world language, except that, in kindergarten through Grade 3, the teacher may provide in part but shall not be the sole provider for art, health, music or physical education. A teacher certified specifically in these subject areas shall also provide substantive instruction, support or co-teach with the early childhood teacher in these curriculum areas.

(b) An endorsement for early childhood prekindergarten through Grade 3 authorizes the holder to teach all students in such grade levels in general education settings. This endorsement shall not authorize the holder to solely determine eligibility for students with special needs or serve in the role of the special educator as described in 10-145d-918.

(NEW) Sec. 10-145d-839. Initial educator certificate requirements

To receive an initial educator certificate for early childhood education, an applicant shall present an institutional recommendation for completion of an approved planned program, in addition to meeting the assessment requirements, as appropriate, and either (a) or (b) below:

(a) Meets the following requirements:

(1) Holds a bachelor's degree from an approved institution;

(2) Has completed a planned program in the endorsement sought within a unit approved by the Board and accredited by NCATE; and

(3) Has completed a minimum of six semester hours of credit in reading and language arts, including instructional interventions for students with reading deficits and demonstration of competency in the following areas:

(A) First and second language acquisition;
(B) Developmental reading, including reading comprehension, phonics, phonemic awareness, fluency and vocabulary;
(C) Reading and writing in the content areas;

(D) Writing process;
(E) Literacy assessment;
(F) Instructional interventions for students with reading deficits; and
(G) Methods of teaching English language learners; or

(b) Meets the following requirements:

(1) Holds a bachelor's degree from an approved institution;

(2) Has completed a subject area major consisting of one of the following:

(A) A major awarded by an approved institution in any one subject area, which may include such majors as child study or human development and family studies; or
(B) A 39-semester-hours-credit interdisciplinary major consisting of nine semester hours of credit in reading and language arts, nine semester hours of credit in math, nine semester hours of credit in science, and six semester hours of social studies, including a course in U.S. history, which may be sequenced and integrated with course work in content pedagogy; and

(3) Has completed a minimum of 30 semester hours of credit in professional education in an approved planned program of study and experience in early childhood education to be distributed among each of the following:

(A) Educational psychology and characteristics of learners, which shall include a minimum of 12 credits in child growth and development prekindergarten through Grade 12, which may be included in the major area course work, and a combination of the following preparation areas:

(i) The growth and typical and atypical development of students from infancy through adolescence, including the characteristics and functioning of students with disabilities, English language learners, and gifted and talented learners;
(ii) The impact of cultural, linguistic, environmental and biological issues on the learning needs of students;
(iii) Benchmarks for typical and atypical cognitive, emotional, language, physical, behavioral and motor development;
(iv) The impact of health and wellness on student outcomes, including physical, mental and emotional health; community and environmental health; injury and disease prevention; child abuse; nutrition; physical activity; and alcohol, tobacco and other drugs; and
(v) Family studies, including family systems and building reciprocal school and family partnerships;

(B) Curriculum and methods of teaching that shall include preparation in the following areas:

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(i) A minimum of nine semester hours of credit in methods of teaching reading and language arts, including instructional interventions for students with reading deficits and demonstration of competency in the following areas:

a) First and second language acquisition;
b) Developmental reading, including reading comprehension, phonics, phonemic awareness, fluency and vocabulary;
c) Reading and writing in the content areas;
d) Writing process;
e) Literacy assessment;
f) Instructional interventions for students with reading deficits; and
g) Methods of teaching English language learners;

(ii) <u>For prekindergarten through kindergarten and Grades 1 through 3 methods:</u>

a) Methods of teaching and differentiating mathematics;
b) Methods of teaching and differentiating science;
c) Methods of teaching and differentiating social studies;
d) Methods of teaching and differentiating personal and social skills;
e) Methods of teaching comprehensive school health education;
f) Course work incorporating competencies as provided in section 10-145d-808;

(iii) <u>For prekindergarten through kindergarten methods:</u>

a) Strategies for engaging students in learning, including motivation of learners and explicit instruction in self-regulation skills;
b) Classroom organization and facilitating developmentally appropriate play-based learning opportunities through child-initiated and teacher-initiated instruction;
c) Creating a structured environment for students in need of behavioral management strategies;
d) Specialized and individualized instruction or intervention and program adaptations, and related services for students with disabilities; and
e) Creating partnerships and working with parents and families to assess and support students and to facilitate transitions from home to school and from grade to grade.

(C) Assessment of learning, including preparation in principles and purposes of assessment instruments as found in the general curriculum and use of assessment data to monitor progress and differentiate instruction for students with diverse learning needs.

For prekindergarten and kindergarten, training in assessment shall also include:

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(i) Screening instruments, background information (such as family and medical data) and observational methods for assessing development of student; and

(ii) Collaboration with a multidisciplinary team within a board of education on the assessment and evaluation of development for determination of eligibility for special education services;

(D) Field experiences, practicum, and student teaching which shall include the following:

(i) A planned sequence of varied field experiences in prekindergarten and K-3 settings with students who represent a diversity of cultural and linguistic backgrounds, exceptionalities and learning needs;

(ii) A minimum of three semester hours of credit in a supervised practicum in a public school prekindergarten or kindergarten, a federally funded Head Start program, or an NAEYC accredited community prekindergarten and kindergarten program that includes students with disabilities or students in need of interventions; and

(iii) A minimum of six credits, but not more than 12 credits, in supervised student teaching in Grades 1, 2 or 3 settings that include students with disabilities or students in need of interventions.

(NEW) Sec. 10-145d-840. Provisional educator certificate requirements

To receive a provisional educator certificate for early childhood education, an applicant shall present evidence of meeting the preparation and eligibility requirements for an initial educator certificate, in addition to the following:

(a) Successful completion of the beginning educator program, as made available by the Board, and 10 school months of successful teaching under the initial educator certificate, interim educator certificate or durational shortage area permit, except that any person who has worked less than full time shall successfully complete the beginning educator program and 20 school months under an initial educator certificate. Persons who obtained the initial educator certificate upon completion of successful teaching under the temporary 90-day or the resident educator certificate shall complete 20 school months of successful teaching under the initial educator certificate and completion of the beginning educator program as made available by the Board; or

(b) 30 school months of successful teaching or service within 10 years prior to application for the provisional educator certificate in the subject area or field appropriate to the subject area or field for which the provisional educator certificate is sought in the public school system in another state, or an approved nonpublic school.

(NEW) Sec. 10-145d-841. Professional educator certificate requirements

To receive a professional educator certificate for early childhood education, an applicant shall present evidence of the following:

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(a) 30 school months of successful service under a provisional educator certificate or interim provisional educator certificate in the employ of a board of education or 30 school months of successful service from another state and holds national board certification in an area comparable to the endorsement sought; and

(b) Prior to July 1, 2016, except as otherwise provided, any applicant who holds or held a provisional educator certificate shall complete, at an approved institution, at least 30 semester hours of credit that may be undergraduate or graduate. On and after July 1, 2016, except as otherwise provided, any applicant who holds or held a provisional educator certificate shall complete, at an approved institution, at least 30 semester hours of graduate credit.

B
Elementary Education, Kindergarten through Grade 6

(NEW) Sec. 10-145d-842. When required

This endorsement shall be required for anyone employed by a board of education as a teacher in kindergarten through Grade 6.

(NEW) Sec. 10-145d-843. Validity of certificates

This endorsement, or another appropriate endorsement, shall authorize the teaching of all elementary academic and all level subjects to all students, including students with disabilities, in any general education setting within a school, but shall not authorize the teacher under this endorsement to be the sole provider for art, health, music or physical education. An elementary teacher in the employ of a board of education may provide in part but may not be the sole provider of instruction in art, health, music, and physical education. A teacher certified specifically in these subject areas shall also provide substantive instruction, support or co-teach with the elementary teacher in these curriculum areas.

(NEW) Sec. 10-145d-844. Initial educator certificate requirements

To receive an initial educator certificate for elementary education, an applicant shall present an institutional recommendation for completion of an approved planned program, in addition to meeting the assessment requirements, as appropriate, and either (a) or (b) below:

(a) Meets the following requirements:

(1) Holds a bachelor's degree from an approved institution;

(2) Has completed a planned program in the endorsement sought within a unit approved by the Board and accredited by NCATE;

(3) Has completed a course in U.S. history;

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(4) Has completed a minimum of six semester hours of credit in reading and language arts, including instructional interventions for students with reading deficits and demonstration of competency in the following areas:

(A) First and second language acquisition;
(B) Developmental reading, including reading comprehension, phonics, phonemic awareness, fluency and vocabulary;
(C) Reading and writing in the content areas;
(D) Writing process;
(E) Literacy assessment;
(F) Instructional interventions for students with reading deficits; and
(G) Methods of teaching English language learners; or

(b) Meets the following requirements:

(1) Holds a bachelor's degree from an approved institution;

(2) Has completed a course in U.S. history;

(3) Has completed a subject area major consisting of one of the following:

(A) A major awarded by an approved institution in any one subject area, except that a major in professional education may not be accepted in fulfillment of this requirement; or
(B) A 39-semester-hours-credit interdisciplinary major consisting of nine semester hours of credit in reading and language arts nine semester hours of credit in math, nine semester hours of credit in science, and six semester hours of social studies including the above identified course in U.S. history, which may be sequenced and integrated with course work in content pedagogy.

(4) Has completed a minimum of 30 semester hours of credit in professional education in an approved planned program of study and experience in elementary education to be distributed among each of the following:

(A) Educational psychology and characteristics of learners, which shall include a combination of the following preparation and application of child and adolescent development research:

(i) The growth and typical and atypical development of students prekindergarten through Grade 12, including the characteristics and functioning of students with disabilities, English language learners, and gifted and talented learners;
(ii) The impact of cultural, linguistic and environmental factors on student learning needs;
(iii) Typical and atypical cognitive, emotional, language, physical, behavioral development of students prekindergarten through Grade 12; and

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(iv) The impact of health and wellness on student outcomes, including physical, mental and emotional health; community and environmental health; injury and disease prevention; child abuse; nutrition; physical activity; and alcohol, tobacco and other drugs.

(B) Curriculum and methods of teaching. This group shall include the following areas of preparation including:

(i) A minimum of nine semester hours of credit in methods of teaching reading and language arts, including instructional interventions for students with reading deficits and demonstration of competency in the following areas:
- a) First and second language acquisition;
- b) Developmental reading, including reading comprehension, phonics, phonemic awareness, fluency and vocabulary;
- c) Reading and writing in the content areas;
- d) Writing process;
- e) Literacy assessment;
- f) Instructional interventions for students with reading deficits; and
- g) Methods of teaching English language learners;

(ii) Methods of teaching and differentiating elementary mathematics for K-3 and 4-6;

(iii) Methods of teaching and differentiating elementary science for K-3 and 4-6;

(iv) Methods of teaching and differentiating elementary social studies for K-3 and 4-6;

(v) Methods of teaching comprehensive school health education; and

(vi) Course work incorporating competencies as provided in section 10-145d-808.

(C) Assessment of learning, including preparation in principles and purposes of assessment instruments as found in the general curriculum and use of assessment data to monitor progress and differentiate instruction for students with diverse learning needs.

(D) A planned sequence of varied field experiences in different grades and with students who represent a diversity of cultural and linguistic backgrounds, exceptionalities and learning needs.

(E) Supervised, full-time student teaching in an elementary public school setting appropriate to the grades covered by the endorsement totaling at least six but no more than 12 credits.

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(NEW) Sec. 10-145d-845. Provisional educator certificate requirements

To receive a provisional educator certificate for elementary education, an applicant shall present evidence of meeting the preparation and eligibility requirements for an initial educator certificate, in addition to the following:

(a) Successful completion of the beginning educator program, as made available by the Board, and 10 school months of successful teaching under the initial educator certificate, interim educator certificate or durational shortage area permit, except that any person who has worked less than full time shall successfully complete the beginning educator program and 20 school months under an initial educator certificate. Persons who obtained the initial educator certificate upon completion of successful teaching under the temporary 90-day or the resident educator certificate shall complete 20 school months of successful teaching under the initial educator certificate and completion of the beginning educator program as made available by the Board; or

(b) 30 school months of successful teaching or service within 10 years prior to application for the provisional educator certificate in the subject area or field appropriate to the subject area or field for which the provisional educator certificate is sought in the public school system in another state, or an approved nonpublic school.

(NEW) Sec. 10-145d-846. Professional educator certificate requirements

To receive a professional educator certificate for elementary education, an applicant shall present evidence of the following:

(a) 30 school months of successful service under a provisional educator certificate or interim provisional educator certificate in the employ of a board of education or 30 school months of successful service from another state and holds national board certification in an area comparable to the endorsement sought; and

(b) Prior to July 1, 2016, except as otherwise provided, any applicant who holds or held a provisional educator certificate shall complete, at an approved institution, at least 30 semester hours of credit that may be undergraduate or graduate. On and after July 1, 2016, except as otherwise provided, any applicant who holds or held a provisional educator certificate shall complete, at an approved institution, at least 30 semester hours of graduate credit.

C
Secondary Academic Subjects, Grades 6 through 12
Biology, Business, Chemistry, Earth Science, English, General Science, Mathematics, Physics, and History and Social Studies

(NEW) Sec. 10-145d-847. When required

This endorsement, or another appropriate endorsement, shall be required for anyone employed by a board of education as a secondary teacher in Grades 6 through 12 in the following subject areas: biology,

business, chemistry, earth science, English, general science, mathematics, physics, and history and social studies.

(NEW) Sec. 10-145d-848. Validity of certificates

Secondary academic endorsements are valid for Grades 6 through 12 and shall authorize the teaching of the endorsed subjects to all students, including students with disabilities, in any general education setting within a school.

(NEW) Sec. 10-145d-849. Initial educator certificate requirements

To receive an initial educator certificate for secondary academic subjects, an applicant shall present an institutional recommendation for completion of an approved planned program, in addition to meeting the assessment requirements, as appropriate, and either (a) or (b) below:

(a) Meets the following requirements:

(1) Holds a bachelor's degree from an approved institution; and

(2) Has completed a planned program in the endorsement sought within a unit approved by the Board and accredited by NCATE; or

(b) Meets the following requirements;

(1) Holds a bachelor's degree from an approved institution;

(2) Has completed a subject area major consisting of one of the following:

(A) A major awarded by an approved institution in the subject area for which certification is sought, or a closely related major as determined by the Department, except that a major in professional education may not be accepted in fulfillment of this requirement. For the history and social studies endorsement, a major in history, political science, economics, geography, anthropology, sociology or a closely related major awarded by an approved institution, including at least 18 semester hours of credit in history including United States history and world history shall be required; or

(B) A minimum of 30 semester hours of credit in the subject for which endorsement is sought, except that for the specified endorsements below the following is also required:

(i) For the English endorsement, study in adolescent literature and advanced analytical writing;
(ii) For the general science endorsement, a lab course in at least two disciplines of biology, chemistry, physics and earth science;
(iii) For the mathematics endorsement, a course in each: calculus, geometry, statistics and linear or abstract algebra;

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(iv) For the history and social studies endorsement, 18 semester hours of credit in history, including United States history, world history and a minimum of one course in three of the following areas: political science, economics, geography, sociology or anthropology;

(v) For the business endorsement, 30 semester hours of credit in the secondary subjects covered by the endorsement;

(3) Has completed a minimum of 18 semester hours of credit in professional education in an approved planned program of study and experience to be distributed among each of the following:

(A) Educational psychology and characteristics of learners, which shall include a combination of the following preparation and successful application of child and adolescent development research into educational practice:

(i) The growth and typical and atypical development of students prekindergarten through Grade 12, including the characteristics and functioning of students with disabilities, English language learners, and gifted and talented learners;

(ii) The impact of cultural, linguistic and environmental factors on student learning needs;

(iii) Typical and atypical cognitive, emotional, language, physical, behavioral development of students prekindergarten through Grade 12; and

(iv) The impact of health and wellness on student outcomes, including physical, mental and emotional health; community and environmental health; injury and disease prevention; child abuse; nutrition; physical activity; and alcohol, tobacco and other drugs.

(B) Curriculum and methods of teaching. This group shall include the following areas of preparation:

(i) Methods of teaching and differentiating instruction the subject in which the endorsement is sought at both the high school and middle school level;

(ii) Curriculum and methods for teaching reading and writing within the content area;

(iii) For a secondary English endorsement, teaching developmental reading and teaching the writing process;

(iv) Structure and organization of working in content area, grade level or interdisciplinary teams; and

(v) Course work incorporating competencies as provided in section 10-145d-808.

(C) Assessment of learning, including preparation in principles and purposes of assessment instruments as found in the general curriculum and use of assessment data to monitor progress and differentiate instruction for students with diverse learning needs.

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(D) A planned sequence of varied field experiences in middle and high school and with students who represent a diversity of cultural and linguistic backgrounds, exceptionalities and learning needs.

(E) Supervised student teaching in a middle or high school setting in Grades 6-12 totaling at least six but no more than 12 semester hours of credit.

(NEW) Sec. 10-145d-850. Provisional educator certificate requirements

To receive a provisional educator certificate for secondary academic subjects, an applicant shall present evidence of meeting the preparation and eligibility requirements for an initial educator certificate, in addition to the following:

(a) Successful completion of the beginning educator program, as made available by the Board, and 10 school months of successful teaching under the initial educator certificate, interim educator certificate or durational shortage area permit, except that any person who has worked less than full time shall successfully complete the beginning educator program and 20 school months under an initial educator certificate. Persons who obtained the initial educator certificate upon completion of successful teaching under the temporary 90-day or the resident educator certificate shall complete 20 school months of successful teaching under the initial educator certificate and completion of the beginning educator program as made available by the Board; or

(b) 30 school months of successful teaching or service within 10 years prior to application for the provisional educator certificate in the subject area or field appropriate to the subject area or field for which the provisional educator certificate is sought in the public school system in another state, or an approved nonpublic school.

(NEW) Sec. 10-145d-851. Professional educator certificate requirements

To receive a professional educator certificate for secondary academic subjects, an applicant shall present evidence of the following:

(a) 30 school months of successful service under a provisional educator certificate or interim provisional educator certificate in the employ of a board of education or 30 school months of successful service from another state and holds national board certification in an area comparable to the endorsement sought; and

(b) Prior to July 1, 2016, except as otherwise provided, any applicant who holds or held a provisional educator certificate shall complete, at an approved institution, at least 30 semester hours of credit that may be undergraduate or graduate. On and after July 1, 2016, except as otherwise provided, any applicant who holds or held a provisional educator certificate shall complete, at an approved institution, at least 30 semester hours of graduate credit.

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Part XI

All Level Subjects and Special Fields

A
Agricultural Science, Comprehensive School Health Education, Dance, Family and Consumer Science, Music, Physical Education, Technology Education, Theater, Visual Art, and World Language

(NEW) Sec. 10-145d-852. When required

These endorsements, or another appropriate endorsement, for teaching a subject shall be required for anyone employed by a board of education in the following areas: agricultural science, visual art, comprehensive school health education, family and consumer science, music, physical education, technology education, and world languages, except as otherwise provided in section 10-145d-830.

(NEW) Sec. 10-145d-853. Validity of certificates

All level subject endorsements shall be valid for kindergarten through Grade 12, except that comprehensive school health education, family and consumer science, music, physical education, visual art, and world languages shall be valid for prekindergarten through Grade 12.

(NEW) Sec. 10-145d-854. Initial educator certificate requirements

To receive an initial educator certificate for an all level subject, an applicant shall present an institutional recommendation for completion of an approved planned program, in addition to meeting the assessment requirements, as appropriate, and either (a) or (b) below:

(a) Meets the following requirements:

(1) Holds a bachelor's degree from an approved institution; and

(2) Has completed a planned program in the endorsement sought within a unit approved by the Board and accredited by NCATE; or

(b) Meets the following requirements:

(1) Holds a bachelor's degree from an approved institution;

(2) Has completed a subject area major consisting of one of the following:

(A) A major awarded by an approved institution in the subject area for which certification is sought, or a closely related major as determined by the Department, except that for endorsements in comprehensive school health education, physical education and technology education, a major in professional education may not be accepted in fulfillment of this requirement; or

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(B) A minimum of 30 semester hours of credit in the subject for which endorsement is sought, except that for the specified endorsements below the following is required:

(i) For dance endorsement, course work in the following areas:
- a) Applied study in ballet;
- b) Applied study in modern dance;
- c) Applied study in a folkloric or classical world dance form such as tap, jazz, ballroom and social, African, flamenco, Balinese;
- d) Composition or choreographic principles and dance improvisation;
- e) Dance history or cultures representing a variety of periods and ethnic groups; and
- f) Applied anatomy or kinesiology.

(ii) For the theater arts endorsement, course work in the following areas:
- a) Applied acting;
- b) Directing;
- c) Technical theater such as design, stagecraft, or video and film techniques;
- d) Movement for actors or dance;
- e) Voice for theater or music;
- f) Dramatic literature of the theater, video or film representing a variety of historical and cultural contexts;
- g) Literary, video or film criticism and interpretation;
- h) Creative dramatics, process drama; and
- i) Creative writing, including scriptwriting for play or screen.

(3) Has completed a minimum of 18 semester hours of credit in professional education in an approved planned program of study and experience to be distributed among each of the following:

(A) Educational psychology and characteristics of learners, which shall include a combination of the following preparation and successful application of child and adolescent development research into educational practice:

(i) The growth and typical and atypical development of students prekindergarten through Grade 12, including the characteristics and functioning of students with disabilities, English language learners, and gifted and talented learners;

(ii) The impact of cultural, linguistic and environmental factors on student learning needs;

(iii) Typical and atypical cognitive, emotional, language, physical, behavioral development of students prekindergarten through Grade 12; and

(iv) The impact of health and wellness on student outcomes, including physical, mental and emotional health; community and environmental

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health; injury and disease prevention; child abuse; nutrition; physical activity; and alcohol, tobacco and other drugs.

(B) Curriculum and methods of teaching. This group shall include the following areas of preparation:

(i) Methods of teaching the subject in which the endorsement is sought at the elementary and secondary level, except that training in comprehensive school health education, family and consumer science, music, physical education, visual art and world languages shall also include training at the prekindergarten level;
(ii) For a world language endorsement, a course in language acquisition in young children shall be required;
(iii) Methods for teaching reading and writing within the content area; and
(iv) Course work incorporating competencies as provided in section 10-145d-808.

(C) Assessment of learning, including preparation in principles and purposes of assessment instruments as found in the general curriculum and using assessment data to monitor progress and differentiate instruction for students with diverse learning needs.

(D) A planned sequence of varied field experiences in elementary and secondary settings with students who represent a diversity of cultural and linguistic backgrounds, exceptionalities and learning needs. A practicum in either elementary or secondary shall be required.

(E) Supervised student teaching in an elementary or secondary setting, at the level not covered by the practicum, totaling at least six but no more than 12 semester hours of credit.

(NEW) Sec. 10-145d-855. Provisional educator certificate requirements

To receive a provisional educator certificate for an all level subject, an applicant shall present evidence of meeting preparation and eligibility requirements for an initial educator certificate, in addition to the following:

(a) Successful completion of the beginning educator program, as made available by the Board, and 10 school months of successful teaching under the initial educator certificate, interim educator certificate or durational shortage area permit, except that any person who has worked less than full time shall successfully complete the beginning educator program and 20 school months under an initial educator certificate. Persons who obtained the initial educator certificate upon completion of successful teaching under the temporary 90-day or the resident educator certificate shall complete 20 school months of successful teaching under the initial educator certificate and completion of the beginning educator program as made available by the Board; or

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(b) 30 school months of successful teaching or service within 10 years prior to application for the provisional educator certificate in the subject area or field appropriate to the subject area or field for which the provisional educator certificate is sought in the public school system in another state, or an approved nonpublic school.

(NEW) Sec. 10-145d-856. Professional educator certificate requirements

To receive a professional educator certificate for an all level subject, an applicant shall present evidence of the following:

(a) 30 school months of successful service under a provisional educator certificate or interim provisional educator certificate in the employ of a board of education or 30 school months of successful service from another state and holds national board certification in an area comparable to the endorsement sought; and

(b) Prior to July 1, 2016, except as otherwise provided, any applicant who holds or held a provisional educator certificate shall complete, at an approved institution, at least 30 semester hours of credit that may be undergraduate or graduate. On and after July 1, 2016, except as otherwise provided, any applicant who holds or held a provisional educator certificate shall complete, at an approved institution, at least 30 semester hours of graduate credit.

B

Teaching English to Speakers of Other Languages (TESOL), Prekindergarten through Grade 12

(NEW) Sec. 10-145d-857. When required

This endorsement, or another appropriate endorsement, shall be required for anyone in the employ of a board of education serving as a teacher of English to speakers of other languages.

(NEW) Sec. 10-145d-858. Validity of certificates

This endorsement shall authorize service in programs designed for the education of English language learners and shall be endorsed for prekindergarten through Grade 12. This endorsement, or another appropriate endorsement, shall also authorize the teaching of English to non-English speaking adults.

(NEW) Sec. 10-145d-859. Initial educator certificate requirements

To receive an initial educator certificate for TESOL, an applicant shall present an institutional recommendation for completion of an approved planned program, in addition to meeting the assessment requirements, as appropriate, and either (a) or (b) below:

(a) Meets the following requirements:

(1) Holds a bachelor's degree from an approved institution;

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(2) Has completed a planned program in the endorsement sought within a unit approved by the Board and accredited by NCATE; or

(b) Meets the following requirements:

(1) Holds a bachelor's degree from an approved institution;

(2) Has completed a major in TESOL awarded by an approved institution or 24 semester hours of credit in English language including courses such as the history of the English language, British and American literature, English syntax and English composition;

(3) Has completed a minimum of 30 semester hours of credit in professional education in an approved planned program of study to be distributed among each of the following:

(A) Educational psychology and characteristics of learners, which shall include a combination of the following preparation and successful application of child and adolescent development research into educational practice:

(i) The growth and typical and atypical development of students prekindergarten through grade 12, including the characteristics and functioning of students with disabilities, English language learners, and gifted and talented learners;
(ii) The impact of cultural, linguistic and environmental factors on student learning needs;
(iii) Typical and atypical cognitive, emotional, language, physical, behavioral development of students prekindergarten through Grade 12; and
(iv) The impact of health and wellness on student outcomes, including physical, mental and emotional health; community and environmental health; injury and disease prevention; child abuse; nutrition; physical activity; and alcohol, tobacco and other drugs.

(B) Curriculum and methods of teaching, including a minimum of 15 semester hours of credit in the TESOL, which shall include the following areas of preparation:

(i) First and second language acquisition including language and literacy development;
(ii) Methods of teaching developmental reading prekindergarten to Grade 12;
(iii) Methods of teaching English as a second language, including content-based instruction to English language learners;
(iv) Methods of teaching writing process or advanced English composition;
(v) Linguistic and academic assessment; and
(vi) Course work incorporating competencies as provided in section 10-145d-808.

(C) Assessment of learning, including preparation in principles and purposes of assessment instruments as found in the general curriculum and using assessment

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data to monitor progress and differentiate instruction for students with diverse learning needs.

(D) A planned sequence of varied field experiences in elementary and secondary school settings and with students who represent a diversity of cultural and linguistic backgrounds, exceptionalities and learning needs. A practicum in either elementary or secondary shall be required.

(E) Supervised student teaching in an elementary or secondary school setting, at the level not covered by the practicum, totaling at least six but no more than 12 semester hours of credit.

(NEW) Sec. 10-145d-860. Provisional educator certificate requirements

To receive a provisional educator certificate in TESOL, an applicant shall present evidence of meeting the preparation and eligibility requirements for an initial educator certificate, in addition to the following:

(a) Successful completion of the beginning educator program, as made available by the Board, and 10 school months of successful teaching under the initial educator certificate, interim educator certificate or durational shortage area permit, except that any person who has worked less than full time shall successfully complete the beginning educator program and 20 school months under an initial educator certificate. Persons who obtained the initial educator certificate upon completion of successful teaching under the temporary 90-day or the resident educator certificate shall complete 20 school months of successful teaching under the initial educator certificate and completion of the beginning educator program as made available by the Board; or

(b) 30 school months of successful teaching or service within 10 years prior to application for the provisional educator certificate in the subject area or field appropriate to the subject area or field for which the provisional educator certificate is sought in the public school system in another state, or an approved nonpublic school.

(NEW) Sec. 10-145d-861. Professional educator certificate requirements

To receive a professional educator certificate in TESOL, an applicant shall present evidence of meeting the following:

(a) 30 school months of successful service under a provisional educator certificate or interim provisional educator certificate in the employ of a board of education or 30 school months of successful service from another state and holds national board certification in an area comparable to the endorsement sought; and

(b) Prior to July 1, 2016, except as otherwise provided, any applicant who holds or held a provisional educator certificate shall complete, at an approved institution, at least 30 semester hours of credit that may be undergraduate or graduate. On and after July 1, 2016, except as otherwise provided, any applicant who holds or held a provisional educator certificate shall complete, at an approved institution, at least 30 semester hours of graduate credit.

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C
Special Education Teacher, Prekindergarten through Grade 12

(NEW) Sec. 10-145d-862. When required

This endorsement, or another appropriate endorsement, is required for anyone serving in the employ of a board of education as a teacher of students with identified disabilities.

(NEW) Sec. 10-145d-863. Validity of certificates

This endorsement, or special education intervention specialist, shall be required for anyone serving in the employ of a board of education as a special education teacher in prekindergarten through Grade 12, including anyone whose role includes one or more of the following responsibilities:

(1) Providing instruction, interventions and curriculum-based assessments and monitoring of student progress in any setting and for any subject for which qualified, to students with disabilities or students being identified with disabilities. The special education teacher may, with the elementary or secondary teacher, co-teach all students in prekindergarten through Grade 12 in a general education setting.

(2) Participating, to the extent appropriate, in developing the IEP, including the determination of positive behavioral interventions and supports and other strategies, and supplementary aides and services, program modifications and support for school personnel.

(NEW) Sec. 10-145d-864. Initial educator certificate requirements

To receive an initial educator certificate for teaching students with disabilities, prekindergarten through Grade 12, an applicant shall present an institutional recommendation for completion of an approved planned program, in addition to meeting the assessment requirements, as appropriate, and either (a) or (b) below:

(a) Meets the following requirements:

(1) Holds a bachelor's degree from an approved institution;

(2) Has completed a planned program in the endorsement sought within a unit approved by the Board and accredited by NCATE;

(3) Has completed a minimum of six semester hours of credit in reading and language arts, including instructional interventions for students with reading deficits and demonstration of competency in the following areas:

(A) First and second language acquisition;

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(B) Developmental reading, including reading comprehension, phonics, phonemic awareness, fluency and vocabulary;
(C) Reading and writing in the content areas;
(D) Writing process;
(E) Literacy assessment;
(F) Instructional interventions for students with reading deficits; and
(G) Methods of teaching English language learners; or

(b) Meets the following requirements:

(1) Holds a bachelor's degree from an approved institution;

(2) Has completed a subject area major consisting of one of the following:

(A) A major awarded by an approved institution in any one subject area and a minimum of nine semester hours of credit in mathematics;
(B) A major in special education and nine semester hours of credit in mathematics; or
(C) A 39-semester-hours-credit interdisciplinary major, including nine semester hours of credit in reading and language arts, nine semester hours of credit in mathematics, nine semester hours of credit in science;

(3) Has completed a minimum of 30 semester hours of credit in professional education in an approved planned program of study and experience in special education to be distributed among each of the following:

(A) Educational psychology and characteristics of learners, which shall include a combination of the following preparation and application of child and adolescent development research:

(i) The growth and typical and atypical development of students prekindergarten through grade 12, including the characteristics and functioning English language learners, and gifted and talented learners;
(ii) Characteristics and functioning of students with disabilities in categories identified in the IDEA;
(iii) The impact of cultural, linguistic and environmental factors on student learning needs;
(iv) Typical and atypical cognitive, emotional, language, physical, behavioral development of students prekindergarten through Grade 12; and
(v) The impact of health and wellness on student outcomes, including physical, mental and emotional health; community and environmental health; injury and disease prevention; child abuse; nutrition; physical activity; and alcohol, tobacco and other drugs.

(B) Curriculum and methods of teaching. This group shall include the following areas of preparation including:

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(i) A minimum of 18 semester hours of credit in methods of teaching reading and language arts, including instructional interventions for students with reading deficits and demonstration of competency in the following areas:
   a) First and second language acquisition;
   b) Developmental reading, including reading comprehension, phonics, phonemic awareness, fluency and vocabulary;
   c) Reading and writing in the content areas;
   d) Writing process;
   e) Literacy assessment;
   f) Instructional interventions for students with reading deficits; and
   g) Methods of teaching English language learners;

(ii) Using evidence-based instructional strategies and interventions for prekindergarten, elementary and secondary numeracy;

(iii) Designing and implementing differentiated instruction, accommodations or modifications for students with learning challenges or identified disabilities in prekindergarten, elementary and secondary programs;

(iv) Planning and developing IEPs for academic instruction or behavior intervention or other unique needs of the student with necessary supports and services;

(v) Identifying strategies and resources for collaboration with a variety of service providers that may include teaching assistants, occupational therapists, physical therapists, speech and language pathologists, reading specialists, school social workers and school psychologists;

(vi) Developing strategies and skills to work with and communicate effectively with families, including working with families to support the education of their child; and

(vii) Course work incorporating competencies as provided in section 10-145d-808.

(C) Federal and state education laws, including but not limited to the IDEA, ADA section 504, professional ethics and code of professional responsibility for educators, FERPA, and statutory requirements for mandated reporting, suspensions and expulsions, and school and district accountability.

(D) Assessment of learning, including preparation in principles and purposes of assessment instruments as found in the general curriculum and using assessment data to monitor progress and differentiate instruction for students with diverse learning needs.

(E) A planned sequence of varied field experiences in different grades and with students who represent a diversity of cultural and linguistic backgrounds, exceptionalities and learning needs.

(F) Supervised full-time student teaching experiences in an elementary and secondary public school setting providing instruction to students with disabilities,

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including an inclusive general education setting and a resource setting, totaling at least six but no more than 12 credits.

(NEW) Sec. 10-145d-865. Provisional educator certificate requirements

To receive a provisional educator certificate for special education teacher an applicant shall present evidence of meeting the preparation and eligibility requirements for an initial educator certificate, in addition to the following:

(a) Successful completion of the beginning educator program, as made available by the Board, and 10 school months of successful teaching under the initial educator certificate, interim educator certificate or durational shortage area permit, except that any person who has worked less than full time shall successfully complete the beginning educator program and 20 school months under an initial educator certificate. Persons who obtained the initial educator certificate upon completion of successful teaching under the temporary 90-day or the resident educator certificate shall complete 20 school months of successful teaching under the initial educator certificate and completion of the beginning educator program as made available by the Board; or

(b) 30 school months of successful teaching or service within 10 years prior to application for the provisional educator certificate in the subject area or field appropriate to the subject area or field for which the provisional educator certificate is sought in the public school system in another state, or an approved nonpublic school.

(NEW) Sec. 10-145d-866. Professional educator certificate requirements

To receive a professional educator certificate for special education teacher, an applicant shall present evidence of the following:

(a) 30 school months of successful service under a provisional educator certificate or interim provisional educator certificate in the employ of a board of education or 30 school months of successful service from another state and holds national board certification in an area comparable to the endorsement sought; and

(b) Prior to July 1, 2016, except as otherwise provided, any applicant who holds or held a provisional educator certificate shall complete, at an approved institution, at least 30 semester hours of credit that may be undergraduate or graduate. On and after July 1, 2016, except as otherwise provided, any applicant who holds or held a provisional educator certificate shall complete, at an approved institution, at least 30 semester hours of graduate credit.

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D
Deaf or Hard of Hearing, Prekindergarten through Grade 12

(NEW) Sec. 10-145d-867. When required

This endorsement, or another appropriate endorsement, is required for anyone serving in the employ of a board of education as a teacher of students who are deaf or hard of hearing.

(NEW) Sec. 10-145d-868. Validity of certificates

The endorsement is valid for teaching all subjects to such students who are deaf or hard of hearing in prekindergarten through Grade 12.

(NEW) Sec. 10-145d-869. Initial educator certificate requirements

To receive an initial educator certificate for teaching students who are deaf or hard of hearing, prekindergarten through Grade 12, an applicant shall present an institutional recommendation for completion of an approved planned program, in addition to meeting the assessment requirements, as appropriate, and either (a) or (b) below:

(a) Meets the following requirements:

(1) Holds a bachelor's degree from an approved institution;

(2) Has completed a planned program in the endorsement sought within a unit approved by the Board and accredited by NCATE; or

(b) Meets the following requirements:

(1) Holds a bachelor's degree from an approved institution;

(2) Has completed of a minimum of 30 semester hours of credit in professional education in an approved planned program for teaching students who are deaf or hard of hearing with course work and experience to be distributed among each of the following areas:

(A) Educational psychology and characteristics of learners, which shall include a combination of the following preparation and successful application of child and adolescent development research into educational practice:

(i) The growth and typical and atypical development of students prekindergarten through Grade 12, including the characteristics and functioning of students with disabilities, English language learners, and gifted and talented learners;

(ii) The impact of cultural, linguistic and environmental factors on student learning needs;

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(iii) Typical and atypical cognitive, emotional, language, physical, behavioral development of students prekindergarten through Grade 12; and

(iv) The impact of health and wellness on student outcomes, including physical, mental and emotional health; community and environmental health; injury and disease prevention; child abuse; nutrition; physical activity; and alcohol, tobacco and other drugs.

(B) Curriculum and methods of teaching. This group shall include the following areas of preparation, including a minimum of six semester hours of credit in language arts:

(i) Foundations of education related to teaching students who are deaf or hard of hearing;

(ii) Methods of teaching speech to students who are deaf and hard of hearing;

(iii) Methods of teaching spoken language or sign language to students who are deaf or hard of hearing;

(iv) Methods of teaching one of the following:

a) Academic subjects to students who are deaf or hard of hearing; or

b) Early childhood education and guidance to parents of young children who are deaf or hard of hearing;

(v) Science of hearing and speech mechanisms; and

(vi) Audiometry and audiological technology.

(C) Supervised, full-time responsible student teaching, totaling at least six but not more than 12 semester hours of credit.

(NEW) Sec. 10-145d-870. Provisional educator certificate requirements

To receive a provisional educator certificate for deaf or hard of hearing, an applicant shall present evidence of meeting the preparation and eligibility requirements for an initial educator certificate, in addition to the following:

(a) Successful completion of the beginning educator program, as made available by the Board, and 10 school months of successful teaching under the initial educator certificate, interim educator certificate or durational shortage area permit, except that any person who has worked less than full time shall successfully complete the beginning educator program and 20 school months under an initial educator certificate. Persons who obtained the initial educator certificate upon completion of successful teaching under the temporary 90-day or the resident educator certificate shall complete 20 school months of successful teaching under the initial educator certificate and completion of the beginning educator program as made available by the Board; or

(b) 30 school months of successful teaching or service within 10 years prior to application for the provisional educator certificate in the subject area or field appropriate to the subject area or field for which the provisional educator certificate is sought in the public school system in another state, or an approved nonpublic school.

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(NEW) Sec. 10-145d-871. Professional educator certificate requirements

To receive a professional educator certificate for deaf or hard of hearing, an applicant shall present evidence of the following:

(a) 30 school months of successful service under a provisional educator certificate or interim provisional educator certificate in the employ of a board of education or 30 school months of successful service from another state and holds national board certification in an area comparable to the endorsement sought; and

(b) Prior to July 1, 2016, except as otherwise provided, any applicant who holds or held a provisional educator certificate shall complete, at an approved institution, at least 30 semester hours of credit that may be undergraduate or graduate. On and after July 1, 2016, except as otherwise provided, any applicant who holds or held a provisional educator certificate shall complete, at an approved institution, at least 30 semester hours of graduate credit.

E
Visual Impairment, Prekindergarten through Grade 12

(NEW) Sec. 10-145d-872. When required

This endorsement, or another appropriate endorsement, is required for anyone serving in the employ of a board of education as a teacher of students with visual impairment.

(NEW) Sec. 10-145d-873. Validity of certificates

This endorsement is valid for teaching all subjects to such students with visual impairment in prekindergarten through Grade 12.

(NEW) Sec. 10-145d-874. Initial educator certificate requirements

To receive an initial educator certificate for teaching students with visual impairment, prekindergarten through Grade 12, an applicant shall present an institutional recommendation for completion of an approved planned program, in addition to meeting the assessment requirements, as appropriate, and either (a) or (b) below:

(a) Meets the following requirements:

(1) Holds a bachelor's degree from an approved institution;

(2) Has completed a planned program in the endorsement sought within a unit approved by the Board and accredited by NCATE; or

(b) Meets the following requirements:

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(1) Holds a bachelor's degree from an approved institution;

(2) Has completed a minimum of 30 semester hours of credit in professional education in an approved planned program of study and experience, which shall include study in each of the following areas

(A) Educational psychology and characteristics of learners, which shall include a combination of the following preparation and successful application of child and adolescent development research into educational practice:

(i) The growth and typical and atypical development of students prekindergarten through Grade 12, including the characteristics and functioning of students with disabilities, English language learners, and gifted and talented learners;
(ii) The impact of cultural, linguistic and environmental factors on student learning needs;
(iii) Typical and atypical cognitive, emotional, language, physical, behavioral development of students prekindergarten through Grade 12; and
(iv) The impact of health and wellness on student outcomes, including physical, mental and emotional health; community and environmental health; injury and disease prevention; child abuse; nutrition; physical activity; and alcohol, tobacco and other drugs.

(B) Curriculum and methods of teaching including the following areas of preparation:

(i) Six semester hours of credit in methods of teaching reading to students with visual impairment;
(ii) A course in teaching mathematics to students with visual impairment;
(iii) Visual functioning;
(iv) Braille I;
(v) Implications of low-vision;
(vi) Orientation and mobility;
(vii) Assistive technology for students with visual impairment; and
(viii) Independent living skills.

(C) Assessment, modification and program planning for students with visual impairment and those with multiple disabilities.

(D) 300 hours of supervised student teaching with experiences in two of the following three grade levels: birth through kindergarten, elementary education, secondary education.

(NEW) Sec. 10-145d-875. Provisional educator certificate requirements

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To receive a provisional educator certificate for visual impairment, an applicant shall present evidence of meeting the preparation and eligibility requirements for an initial educator certificate, in addition to the following:

(a) Successful completion of the beginning educator program, as made available by the Board, and 10 school months of successful teaching under the initial educator certificate, interim educator certificate or durational shortage area permit, except that any person who has worked less than full time shall successfully complete the beginning educator program and 20 school months under an initial educator certificate. Persons who obtained the initial educator certificate upon completion of successful teaching under the temporary 90-day or the resident educator certificate shall complete 20 school months of successful teaching under the initial educator certificate and completion of the beginning educator program as made available by the Board; or

(b) 30 school months of successful teaching or service within 10 years prior to application for the provisional educator certificate in the subject area or field appropriate to the subject area or field for which the provisional educator certificate is sought in the public school system in another state, or an approved nonpublic school.

(NEW) Sec. 10-145d-876. Professional educator certificate requirements

To receive a professional educator certificate for visual impairment, an applicant shall present evidence of the following:

(a) 30 school months of successful service under a provisional educator certificate or interim provisional educator certificate in the employ of a board of education or 30 school months of successful service from another state and holds national board certification in an area comparable to the endorsement sought; and

(b) Prior to July 1, 2016, except as otherwise provided, any applicant who holds or held a provisional educator certificate shall complete, at an approved institution, at least 30 semester hours of credit that may be undergraduate or graduate. On and after July 1, 2016, except as otherwise provided, any applicant who holds or held a provisional educator certificate shall complete, at an approved institution, at least 30 semester hours of graduate credit.

F
School Nurse-Teacher

(NEW) Sec. 10-145d-877. When required

This endorsement is required for any registered nurse serving in the employ of a board of education as a teacher of health education.

(NEW) Sec. 10-145d-878. Initial educator certificate requirements

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To receive an initial educator certificate for school nurse-teacher, an applicant shall present evidence of meeting the following requirements, in addition to meeting the assessment requirements, as appropriate:

(a) Has graduated from a school of professional nursing approved by the State Board of Examiners for Nursing;

(b) Holds a valid Connecticut registered nurse license and maintains it continuously while serving under a Connecticut educator certificate;

(c) Holds a bachelor's degree from an approved institution with a minimum of 40 semester hours of credit in general academic courses, of which six or more credits shall be in English and six or more credits shall be in the social sciences;

(d) Has completed a minimum of 36 semester hours of credit in each of the following:

(1) Educational psychology and characteristics of learners, which shall include a combination of the following preparation and successful application of child and adolescent development research into educational practice:

(A) The growth and typical and atypical development of students prekindergarten through Grade 12, including the characteristics and functioning of students with disabilities, English language learners, and gifted and talented learners;
(B) The impact of cultural, linguistic and environmental factors on student learning needs;
(C) Typical and atypical cognitive, emotional, language, physical, behavioral development of students prekindergarten through Grade 12; and
(D) The impact of health and wellness on student outcomes, including physical, mental and emotional health; community and environmental health; injury and disease prevention; child abuse; nutrition; physical activity; and alcohol, tobacco and other drugs on children;

(2) Strategies for communicating and collaborating with teachers and families about students' progress including communicating assessment results;
(3) Supervised field experience in a public health agency or in student teaching of health totaling an equivalent of at least six but not more than 12 semester hours of credit as part of this requirement;
(4) Methods of teaching comprehensive school health education in prekindergarten through Grade 12; and
(5) School health services such as: (A) nursing assessment, (B) clinical management, (C) health teaching and counseling and (D) community nursing.

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(NEW) Sec. 10-145d-879. Provisional educator certificate requirements

To receive a provisional educator certificate for school nurse-teacher, an applicant shall present evidence of meeting the preparation and eligibility requirements for an initial educator certificate, including maintaining a valid Connecticut registered nurse license, in addition to the following:

(a) 10 school months of successful service under the initial educator certificate, interim educator certificate or durational shortage area permit; or

(b) 30 school months of successful service within 10 years prior to application for the provisional educator certificate in the subject area or field appropriate to the subject area or field for which the provisional educator certificate is sought in the public school system in another state, or an approved nonpublic school.

(NEW) Sec. 10-145d-880. Professional educator certificate requirements

To receive a professional educator certificate for school nurse-teacher, an applicant shall present evidence of the following:

(a) A valid Connecticut registered nurse license that is continuously maintained while serving under a Connecticut educator certificate.

(b) 30 school months of successful teaching under the provisional educator certificate or interim provisional educator certificate in the employ of a board of education; and

(c) Prior to July 1, 2016, except as otherwise provided, any applicant who holds or held a provisional educator certificate shall complete, at an approved institution, at least 30 semester hours of credit that may be undergraduate or graduate. On and after July 1, 2016, except as otherwise provided, any applicant who holds or held a provisional educator certificate shall complete, at an approved institution, at least 30 semester hours of graduate credit.

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Part XII

Career Subjects in Comprehensive Secondary Schools

A
Vocational Agricultural Science

(NEW) Sec. 10-145d-881. When required

This endorsement, or another appropriate endorsement, shall be required for anyone serving in the employ of a board of education as a teacher of agriculture or aquaculture.

(NEW) Sec. 10-145d-882. Validity of certificates

This endorsement shall be valid for teaching vocational agriculture or aquaculture at the secondary school level, including classes for adults.

(NEW) Sec. 10-145d-883. Initial educator certificate requirements

To receive an initial educator certificate for agriculture or aquaculture, an applicant shall present evidence of meeting the following, in addition to meeting the assessment requirements, as appropriate:

(a) A written request from an employing superintendent;

(b) Holds a bachelor's degree from an approved institution, with a major in agriculture, aquaculture or another closely related major as determined by the Department;

(c) Has three years of satisfactory agriculture-related or aquaculture-related experience;

(d) Has completed a minimum of nine semester hours of credit in professional education in areas such as:

(1) Teaching career and technical education;

(2) Educational psychology and characteristics of learners, which shall include a combination of the following preparation and successful application of child and adolescent development research into educational practice:

(A) The growth and typical and atypical development of students prekindergarten through Grade 12, including the characteristics and functioning of students with disabilities, English language learners, and gifted and talented learners;
(B) The impact of cultural, linguistic and environmental factors on student learning needs;
(C) Typical and atypical cognitive, emotional, language, physical, behavioral development of students prekindergarten through Grade 12; and

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(D) The impact of health and wellness on student outcomes, including physical, mental and emotional health; community and environmental health; injury and disease prevention; child abuse; nutrition; physical activity; and alcohol, tobacco and other drugs.

(3) Curriculum and methods of teaching including:

(A) Methods for teaching reading and writing within the content area; and
(B) Course work incorporating competencies as provided in section 10-145d-808.

(NEW) Sec. 10-145d-884. Provisional educator certificate requirements

To receive a provisional educator certificate for agriculture or aquaculture endorsement, an applicant shall present evidence of meeting the preparation and eligibility requirements for an initial educator certificate, in addition to the following:

(a) Successful completion of the beginning educator program, as made available by the Board, and 10 school months of successful teaching under the initial educator certificate, interim educator certificate or durational shortage area permit, except that any person who has worked less than full time shall successfully complete the beginning educator program and 20 school months under an initial educator certificate. Persons who obtained the initial educator certificate upon completion of successful teaching under the temporary 90-day or the resident educator certificate shall complete 20 school months of successful teaching under the initial educator certificate and completion of the beginning educator program as made available by the Board; or

(b) 30 school months of successful teaching or service within 10 years prior to application for the provisional educator certificate in the subject area or field appropriate to the subject area or field for which the provisional educator certificate is sought in the public school system in another state, or an approved nonpublic school.

(NEW) Sec. 10-145d-885. Professional educator certificate requirements

To receive a professional educator certificate for agriculture or aquaculture endorsement, an applicant shall present evidence of the following:

(a) 30 school months of successful service under a provisional educator certificate or interim provisional educator certificate in the employ of a board of education; and

(b) Prior to July 1, 2016, except as otherwise provided, any applicant who holds or held a provisional educator certificate shall complete, at an approved institution, at least 30 semester hours of credit that may be undergraduate or graduate. On and after July 1, 2016, except as otherwise provided, any applicant who holds or held a provisional educator certificate shall complete, at an approved institution, at least 30 semester hours of graduate credit.

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B
Medical Careers in Comprehensive Secondary Schools

(NEW) Sec. 10-145d-886. When required

This endorsement, or another appropriate endorsement, shall be required of instructors in medical careers in comprehensive secondary schools.

(NEW) Sec. 10-145d-887. Validity of certificates

This endorsement shall authorize teaching medical careers in comprehensive secondary schools but shall not be valid to teach in the CTHSS.

(NEW) Sec. 10-145d-888. Initial educator certificate requirements

To receive an initial educator certificate for medical careers education, an applicant shall present evidence of meeting the following, in addition to meeting the assessment requirements, as appropriate:

(a) Holds a bachelor's degree from an approved institution;

(b) Has one year of satisfactory experience in health occupations, as determined by the Department;

(c) If appropriate to the subject to be taught, holds a valid license issued by the Connecticut Department of Public Health and maintains it continuously while serving under a Connecticut educator certificate; and

(d) Has completed a minimum of nine semester hours of credit in professional education in areas such as:

(1) Teaching career and technical education;

(2) Educational psychology and characteristics of learners, which shall include a combination of the following preparation and successful application of child and adolescent development research into educational practice:

(A) The growth and typical and atypical development of students prekindergarten through Grade 12, including the characteristics and functioning of students with disabilities, English language learners, and gifted and talented learners;
(B) The impact of cultural, linguistic and environmental factors on student learning needs;
(C) Typical and atypical cognitive, emotional, language, physical, behavioral development of students prekindergarten through Grade 12; and
(D) The impact of health and wellness on student outcomes, including physical, mental and emotional health; community and environmental health; injury and disease prevention; child abuse; nutrition; physical activity; and alcohol, tobacco and other drugs.

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(3) Curriculum and methods of teaching including:

(A) Methods for teaching reading and writing within the content area; and
(B) Course work incorporating competencies as provided in section 10-145d-808.

(NEW) Sec. 10-145d-889. Provisional educator certificate requirements

To receive a provisional educator certificate for medical careers education, an applicant shall present evidence of meeting requirements preparation and eligibility requirements for an initial educator certificate, including holding and maintaining a valid license issued by the Connecticut Department of Public Health, if appropriate, in addition to the following:

(a) Successful completion of the beginning educator program, as made available by the Board, and 10 school months of successful teaching under the initial educator certificate, interim educator certificate or durational shortage area permit, except that any person who has worked less than full time shall successfully complete the beginning educator program and 20 school months under an initial educator certificate. Persons who obtained the initial educator certificate upon completion of successful teaching under the temporary 90-day or the resident educator certificate shall complete 20 school months of successful teaching under the initial educator certificate and completion of the beginning educator program as made available by the Board; or

(b) 30 school months of successful teaching or service within 10 years prior to application for the provisional educator certificate in the subject area or field appropriate to the subject area or field for which the provisional educator certificate is sought in the public school system in another state, or an approved nonpublic school.

(NEW) Sec. 10-145d-890. Professional educator certificate requirements

To receive a professional educator certificate for medical careers, an applicant shall present evidence of meeting the following requirements:

(a) If appropriate to the occupation to be taught, a valid license issued by the Connecticut Department of Public Health that is continuously maintained while serving under a Connecticut educator certificate;

(b) 30 school months of successful service under a provisional educator certificate or interim provisional educator certificate in the employ of a board of education; and

(c) Prior to July 1, 2016, except as otherwise provided, any applicant who holds or held a provisional educator certificate shall complete, at an approved institution, at least 30 semester hours of credit that may be undergraduate or graduate. On and after July 1, 2016, except as otherwise provided, any applicant who holds or held a provisional educator certificate shall complete, at an approved institution, at least 30 semester hours of graduate.

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C
Trade and Occupational Subjects in Comprehensive Secondary Schools

(NEW) Sec. 10-145d-891. When required

This endorsement shall be required for anyone employed by a board of education teaching in a comprehensive secondary school trade or occupationally related programs such as: food service, automotive servicing, machine tool and operation, building maintenance and repairs, welding, or appliance repair.

(NEW) Sec. 10-145d-892. Validity of certificates

This endorsement shall authorize the teaching in occupationally related programs of the semiskilled occupational subjects in approved vocational education programs in day or evening school in the particular special semiskilled area endorsed on the certificate in the comprehensive secondary schools but shall not be valid to cover service in the CTHSS.

(NEW) Sec. 10-145d-893. Initial educator certificate requirements

To receive an initial educator certificate for trade and occupational subjects in comprehensive secondary schools, an applicant shall present evidence of meeting the following, in addition to meeting the assessment requirements, as appropriate:

(a) A written request for issuance of such certificate from an employing agent;

(b) Holds a high school diploma or its equivalent;

(c) Has a minimum of five years of successful work experience appropriate to the trade or occupational field for which the certificate is to be endorsed. Up to two years of specialized appropriate schooling may be accepted toward fulfillment of this requirement in lieu of work experience; and

(d) Has completed a minimum of nine semester hours of credit in professional education in areas such as:

(1) Teaching career and technical education;

(2) Educational psychology and characteristics of learners, which shall include a combination of the following preparation and successful application of child and adolescent development research into educational practice:

(A) The growth and typical and atypical development of students prekindergarten through Grade 12, including the characteristics and functioning of students with disabilities, English language learners, and gifted and talented learners;

(B) The impact of cultural, linguistic and environmental factors on student learning needs;

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(C) Typical and atypical cognitive, emotional, language, physical, behavioral development of students prekindergarten through Grade 12; and

(D) The impact of health and wellness on student outcomes, including physical, mental and emotional health; community and environmental health; injury and disease prevention; child abuse; nutrition; physical activity; and alcohol, tobacco and other drugs.

(3) Curriculum and methods of teaching including:

(A) Methods for teaching reading and writing within the content area; and

(B) Course work incorporating competencies as provided in section 10-145d-808.

(NEW) Sec. 10-145d-894. Provisional educator certificate requirements

To receive a provisional educator certificate for trade and occupational subjects in comprehensive secondary schools, an applicant shall present evidence of meeting requirements for an initial educator certificate, in addition to the following:

(a) Successful completion of the beginning educator program, as made available by the Board, and 10 school months of successful teaching under the initial educator certificate, interim educator certificate or durational shortage area permit, except that any person who has worked less than full time shall successfully complete the beginning educator program and 20 school months under an initial educator certificate. Persons who obtained the initial educator certificate upon completion of successful teaching under the temporary 90-day or the resident educator certificate shall complete 20 school months of successful teaching under the initial educator certificate and completion of the beginning educator program as made available by the Board; or

(b) 30 school months of successful teaching or service within 10 years prior to application for the provisional educator certificate in the subject area or field appropriate to the subject area or field for which the provisional educator certificate is sought in the public school system in another state, or an approved nonpublic school.

(NEW) Sec. 10-145d-895. Professional educator certificate requirements

To receive a professional educator certificate for trade and occupational subjects in comprehensive secondary schools, an applicant shall present evidence of the following requirements:

(a) 30 school months of successful service under a provisional educator certificate or interim provisional educator certificate in the employ of a board of education; and

(b) 30 semester hours of credit in professional education that may be undergraduate or graduate completed at an approved institution.

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D
Marketing Education

(NEW) Sec. 10-145d-896. When required

This endorsement shall be required for anyone serving in the employ of a board of education as a teacher of marketing education in secondary schools.

(NEW) Sec. 10-145d-897. Initial educator certificate requirements

To receive an initial educator certificate for marketing education, an applicant shall present evidence of meeting the following, in addition to meeting the assessment requirements, as appropriate:

(a) Holds a bachelor's degree from an approved institution;

(b) Has completed a minimum of 18 semester hours of credit in marketing courses such as: marketing, management, information management, entrepreneurship, marketing research, economics, ethics and accounting;

(c) Has completed one year of satisfactory work experience in a marketing occupation. Participation in a college-level cooperative work program may be accepted to meet this requirement;

(d) Has completed a minimum of nine semester hours of credit in professional education in areas such as:

(1) Teaching career and technical education;

(2) Educational psychology and characteristics of learners, which shall include a combination of the following preparation and successful application of child and adolescent development research into educational practice:

(A) The growth and typical and atypical development of students prekindergarten through Grade 12, including the characteristics and functioning of students with disabilities, English language learners, and gifted and talented learners;
(B) The impact of cultural, linguistic and environmental factors on student learning needs;
(C) Typical and atypical cognitive, emotional, language, physical, behavioral development of students prekindergarten through Grade 12; and
(D) The impact of health and wellness on student outcomes, including physical, mental and emotional health; community and environmental health; injury and disease prevention; child abuse; nutrition; physical activity; and alcohol, tobacco and other drugs.

(3) Curriculum and methods of teaching including:

(A) Methods for teaching reading and writing within the content area; and

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(B) Course work incorporating competencies as provided in section 10-145d-808.

(NEW) Sec. 10-145d-898. Provisional educator certificate requirements

To receive a provisional educator certificate for marketing education, an applicant shall present evidence of meeting requirements for an initial educator certificate, in addition to the following:

(a) Successful completion of the beginning educator program, as made available by the Board, and 10 school months of successful teaching under the initial educator certificate, interim educator certificate or durational shortage area permit, except that any person who has worked less than full time shall successfully complete the beginning educator program and 20 school months under an initial educator certificate. Persons who obtained the initial educator certificate upon completion of successful teaching under the temporary 90-day or the resident educator certificate shall complete 20 school months of successful teaching under the initial educator certificate and completion of the beginning educator program as made available by the Board; or

(b) 30 school months of successful teaching or service within 10 years prior to application for the provisional educator certificate in the subject area or field appropriate to the subject area or field for which the provisional educator certificate is sought in the public school system in another state, or an approved nonpublic school.

(NEW) Sec. 10-145d-899. Professional educator certificate requirements

To receive a professional educator certificate for marketing education, an applicant shall present evidence of the following:

(a) 30 school months of successful service under a provisional educator certificate or interim provisional educator certificate in the employ of a board of education; and

(b) Prior to July 1, 2016, except as otherwise provided, any applicant who holds or held a provisional educator certificate shall complete, at an approved institution, at least 30 semester hours of credit that may be undergraduate or graduate. On and after July 1, 2016, except as otherwise provided, any applicant who holds or held a provisional educator certificate shall complete, at an approved institution, at least 30 semester hours of graduate credit.

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Part XIII

Endorsements for the Connecticut Technical High School System (CTHSS)

A
Trade Technology Area Programs
(Formerly "Occupational Subjects" or "Skilled Trades" in the Vocational Technical Schools)

(NEW) Sec. 10-145d-900. When required

This endorsement, or another appropriate endorsement, shall be required for teaching a specific trade technology area in the CTHSS. This endorsement requires special knowledge, skill and experience in a specific trade technology area program offered at the CTHSS and approved by the Board in clusters including but not limited to: audio, video and communication; construction; computer technology; hospitality and tourism; manufacturing; transportation; and health.

The trade technology area that is requested by the applicant shall be verified with the CTHSS and based on programs approved by the Board.

(NEW) Sec. 10-145d-901. Validity of certificates

This endorsement shall authorize teaching a specific trade technology area described on the certificate and shall be valid only for the CTHSS .

(NEW) Sec. 10-145d-902. Initial educator certificate requirements

To receive an initial educator certificate for trade technology area programs for the CTHSS, an applicant shall present evidence of meeting the following, in addition to meeting the assessment requirements, as appropriate:

(a) Holds a high school diploma or the equivalent;

(b) If applicable, holds a valid license issued by the appropriate Connecticut governing body authorizing service in the particular trade technology area in which endorsement is sought and maintains it continuously while serving under a Connecticut educator certificate.

(c) Has completed a combination of appropriate experience and schooling, subject to the review and approval by the Department, as follows:

(1) For an endorsement in a trade technology area other than health technology, five years of relevant trade or occupational experience in the field in which endorsement is sought, which may include not more than two years of postsecondary schooling and not more than one year of schooling from a technical high school if a graduate of a trade program detailed on an official transcript;

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(2) For an endorsement in a health technology area other than licensed practical nurse program, eight years of experience in the particular health occupation to be taught, or a bachelor's degree from an approved institution and three years of approved experience in the particular health technology to be taught;

(3) For an endorsement in the licensed practical nurse program, an applicant shall hold a bachelor's degree from an approved institution, a valid registered nurse license from the Department of Public Health and three years of approved nursing experience;

(d) Has completed a minimum of 12 semester hours of credit in professional education, including:

(1) Six semester hours of credit in teaching career and technical education;

(2) Educational psychology and characteristics of learners, which shall include a combination of the following preparation and successful application of child and adolescent development research into educational practice:

(A) The growth and typical and atypical development of students prekindergarten through Grade 12, including the characteristics and functioning of students with disabilities, English language learners, and gifted and talented learners;
(B) The impact of cultural, linguistic and environmental factors on student learning needs;
(C) Typical and atypical cognitive, emotional, language, physical, behavioral development of students prekindergarten through Grade 12; and
(D) The impact of health and wellness on student outcomes, including physical, mental and emotional health; community and environmental health; injury and disease prevention; child abuse; nutrition; physical activity; and alcohol, tobacco and other drugs.

(3) Curriculum and methods of teaching including:

(A) Methods for teaching reading and writing within the content area; and
(B) Course work incorporating competencies as provided in section 10-145d-808.

(NEW) Sec. 10-145d-903. Provisional educator certificate requirements

To receive a provisional educator certificate for trade technology or health technology area in the CTHSS, an applicant shall present evidence of meeting requirements for an initial educator certificate, including holding a valid license from the appropriate governing body authorizing the service in the particular occupational area in which endorsements is sought, in addition to the following:

(a) Successful completion of the beginning educator program, as made available by the Board, and 10 school months of successful teaching under the initial educator certificate, interim educator certificate or durational shortage area permit, except that any person who has worked less than full time shall successfully complete the beginning educator program and 20 school months under an initial educator certificate. Persons who obtained the initial educator certificate upon completion of successful teaching under the temporary 90-day or the resident educator certificate

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shall complete 20 school months of successful teaching under the initial educator certificate and completion of the beginning educator program as made available by the Board; or

(b) 30 school months of successful teaching or service within 10 years prior to application for the provisional educator certificate in the subject area or field appropriate to the subject area or field for which the provisional educator certificate is sought in the public school system in another state.

(NEW) Sec. 10-145d-904. Professional educator certificate requirements

To receive a professional educator certificate for a trade technology area in the CTHSS, an applicant shall present evidence of the following:

(a) If applicable, a valid license issued by the appropriate Connecticut governing body authorizing service in the particular trade technology area in which endorsement is sought that is continuously maintained while serving under a Connecticut educator certificate

(b) 30 school months of successful service under a provisional educator certificate or interim provisional educator certificate; and

(c) 30 semester hours of credit in professional education course work that may be undergraduate or graduate completed at an approved institution.

B
Trade Technology Department Leader

(NEW) Sec. 10-145d-905. When required

This endorsement, or the teacher leader endorsement, is required for anyone serving as a trade technology department leader in the CTHSS. For non-trade technology departments, leaders of academic, special services or other departments shall hold either an instructional specialist endorsement or the intermediate administrator and supervisor endorsement.

(NEW) Sec. 10-145d-906. Initial educator certificate requirements

To receive an initial educator certificate to serve as a trade technology department leader in the CTHSS , an applicant shall meet the following, in addition to meeting the assessment requirements, as appropriate:

(a) Has completed 40 school months of successful teaching or service in the CTHSS ;

(b) Has completed three years of satisfactory trade technology work experience; and

(c) Has completed at an approved institution nine semester hours of graduate credit in areas such as:

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(1) Instructional leadership, including but not limited to adult learning, coaching, and reflective practice;
(2) Developing measurable school goals; developing positive school culture; assessing and overcoming barriers to school change; and implementing collaborative practice with teachers, administrators and the learning community;
(3) Best practices in instruction and student assessment, including evidence-based instruction in reading;
(4) Using assessment data to monitor student progress and design and implement remediation, interventions or enrichment to meet the diverse learning needs of students; and
(5) Developing standards-based elementary or secondary curriculum and monitoring implementation and evaluation of curricular programs.

A specially designed approved planned program of professional development training in the area of teacher leadership may be accepted in lieu of the graduate credits required above provided that the training program is approved by the Department.

(NEW) Sec. 10-145d-907. Provisional educator certificate requirements

To receive a provisional educator certificate for trade technology department leader in the CTHSS, an applicant shall present evidence of 10 months of successful experience under an initial educator certificate, interim educator certificate or durational shortage area permit.

(NEW) Sec. 10-145d-908. Professional educator certificate requirements

To receive a professional educator certificate for trade technology department leader in the CTHSS, an applicant shall present evidence of the following:

(a) 30 school months of successful service under the provisional educator certificate, interim provisional educator certificate; and

(b) 30 semester hours of credit, including at least 18 semester hours of graduate credit completed at an approved institution.

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Part XIV

Instructional Specialists

A
Teacher Leader

(NEW) Sec. 10-145d-909. When required

The teacher leader endorsement is intended for a person serving in positions with such titles, including but not limited to teacher leader, team leader, content coach, curriculum specialist, or any other similar job title, with responsibility in one or more of the following areas: school-level coordinator of a curriculum area or department; a school-level coach to teachers; developing teacher skills through coaching, assisting, supporting and modeling instruction.

(a) This endorsement shall be required for anyone serving as a department chair for a board of education, regardless of full-time equivalent;

(b) This endorsement shall be required for anyone serving as a mathematics or science instructional coach for a board of education for more than 40 percent of full-time service;

(c) This endorsement is optional for anyone serving as a general instructional coach in effective teaching practices. A board of education may designate the requirement of this endorsement for such positions;

(d) This endorsement shall not authorize the holder to serve as an administrator. A teacher leader whose job function requires supervision and summative evaluation of certified staff shall hold the intermediate administrator or supervisor certificate;

(e) This endorsement shall not authorize the holder to serve as prekindergarten through Grade 12 districtwide coordinator for curricular areas. Such role requires the intermediate administrator or supervisor certificate; and

(f) This endorsement shall not authorize the holder in the areas of literacy or special education. A teacher who provides coordination, support or coaching in the areas of literacy or special education shall hold the literacy specialist and coach or special education intervention specialist endorsements for prekindergarten through Grade 12.

(NEW) Sec. 10-145d-910. Validity of certificates

This endorsement shall be valid for the subject area and grade level in which the applicant holds a certificate and has subject specific training or preparation, except that the teacher leader endorsement for general coach shall not be subject or grade level specific.

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(NEW) Sec. 10-145d-911. Initial educator certificate requirements

To receive an initial educator certificate for teacher leader, an applicant shall present evidence of meeting the following, in addition to meeting the assessment requirements, as appropriate:

(a) Holds a valid Connecticut certificate in another endorsement area appropriate to the teacher leader endorsement sought;

(b) Completes requirements for one of the following teacher leader endorsement specializations:

(1) Mathematics or science instructional coaching at the elementary level, has completed a minimum of 12 semester hours of credit in mathematics or science, and six semester hours of graduate credit or 30 contact hours of professional development or continuing education as approved by the Department in instructional leadership training areas (4) (A), (C) or (D) below;

(2) Mathematics or science instructional coaching at the secondary level, holds a secondary endorsement in mathematics or science, and six semester hours of graduate credit or 30 contact hours of professional development or continuing education as approved by the Department in instructional leadership training areas (4) (A), (C) or (D) below;

(3) General coaching in effective teaching practices, has completed six semester hours of graduate credit or 30 contact hours of professional development or continuing education as approved by the Department in instructional leadership training areas (4) (A), (C) or (D) below;

(4) Department chair, holds a secondary endorsement, and has completed a minimum of 18 semester hours of graduate credit and field experiences supervised by the preparing institution in the following areas:

(A) Instructional leadership, including but not limited to adult learning, coaching, and reflective practice;
(B) Developing measurable school goals; developing positive school culture; assessing and overcoming barriers to school change; and implementing collaborative practice with teachers, administrators and the learning community;
(C) Best practices in instruction and student assessment, including evidence-based instruction in reading;
(D) Using assessment data to monitor student progress and design and implement remediation, interventions or enrichment to meet the diverse learning needs of students; and
(E) Developing standards-based elementary or secondary curriculum and monitoring implementation and evaluation of curricular programs.

The Department may accept a specially designed approved planned program of professional development training in the area of teacher leadership in lieu of the graduate credits required above, provided that the training program is approved by the Department.

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(NEW) Sec. 10-145d-912. Provisional educator certificate requirements

To receive a provisional educator certificate for teacher leader, an applicant shall present evidence of having completed 10 school months of successful service under the initial educator certificate, interim educator certificate or durational shortage area permit.

(NEW) Sec. 10-145d-913. Professional educator certificate requirements

To receive a professional educator certificate for teacher leader, an applicant shall present evidence of the following:

(a) 30 school months of successful service under a provisional educator certificate or interim provisional educator certificate in the employ of a board of education; and

(b) Prior to July 1, 2016, except as otherwise provided, any applicant who holds or held a provisional educator certificate shall complete, at an approved institution, at least 30 semester hours of credit that may be undergraduate or graduate. On and after July 1, 2016, except as otherwise provided, any applicant who holds or held a provisional educator certificate shall complete, at an approved institution, at least 30 semester hours of graduate credit.

B
Literacy Specialist and Coach, Prekindergarten through Grade 12

(NEW) Sec. 10-145d-914. When required

(a) This endorsement, or another appropriate endorsement, shall be required for anyone serving in the employ of a board of education as teacher, supervisor, consultant or coordinator in the area of literacy instruction, including anyone whose role includes two or more of the following responsibilities:

(1) Provides direct instruction to students in literacy;

(2) Works with teachers and other school personnel in curriculum development and revision as it relates to literacy including the schoolwide and districtwide reading and language arts program;

(3) Assists classroom teachers and other school personnel in improving instruction in reading and language arts;

(4) Coordinates and provides professional development and training to teachers serving as literacy coaches to peers;

(5) Provides training, supervision and evaluation to reading tutors;

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(6) Provides training to department chairs or other school personnel in all content areas to improve reading across the curriculum; and

(7) Participates in planning and placement teams or interdisciplinary teams to ensure effective integration of literacy interventions for students with disabilities.

(b) A literacy specialist and coach whose job function requires summative evaluation of certified staff shall hold the intermediate administrator or supervisor certificate.

(NEW) Sec. 10-145d-915. Initial educator certificate requirements

To receive an initial educator certificate for literacy specialist and coach, an applicant shall present an institutional recommendation for completion of an approved planned program, in addition to meeting the assessment requirements, as appropriate, and either (a) or (b) below:

(a) Meets the following requirements:

(1) Holds or is eligible for a Connecticut certificate;

(2) Has completed at least 30 school months of successful teaching experience or service;

(3) Has completed a planned program in the endorsement sought within a unit approved by the Board and accredited by NCATE; or

(b) Meets the following requirements:

(1) Holds or is eligible for a Connecticut certificate;

(2) Has completed at least 30 school months of successful teaching experience or service;

(3) Has completed, at the undergraduate or graduate level, study in each of the following areas:

(A) Curriculum development;
(B) Children's literature; and
(C) Adolescent literature.

(4) Has completed at least 30 semester hours of graduate credit in an approved planned program, including course work in the following areas:

(A) Developmental reading in prekindergarten through Grade 12 and common difficulties such as word decoding, vocabulary, oral language comprehension of struggling readers, English language learners or students with disabilities, such as dyslexia, specific language impairments, autism spectrum disorders;
(B) Using evidence-based instructional strategies, interventions and assessments in prekindergarten, elementary and secondary literacy, including but not limited to phonemic awareness, word decoding and word identification, fluency,

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vocabulary, oral language comprehension and reading comprehension that influence ability to read particularly with students with disabilities and English language learners;

(C) Reading in the content areas, including effectively integrating new literacies in technology, such as webpages, e-mail, wikis, video, e-books;

(D) Methods of teaching English as a second language, including content-based instruction to English language learners;

(E) Diagnosis and remediation of reading and language arts difficulties, including evidence-based strategies to differentiate instruction or provide interventions to meet the diverse learning needs of students;

(F) Development of language arts programs prekindergarten through Grade 12, including reading, writing, speaking, presenting, listening and viewing, and analyzing and evaluating aggregated and disaggregated performance data to monitor student progress;

(G) Developing measurable school goals; developing positive school culture; assessing and overcoming barriers to school change; and implementing collaborative practice with teachers administrators and the learning community;

(H) Instructional leadership, including but not limited to adult learning, coaching, reflective practice, organization, implementation and evaluation of curricular programs of reading and language arts programs. This course shall include strategies to effectively train literacy tutors and coaches and clinical practice; and

(I) Clinical practices in reading and language arts, consisting of at least six semester hours of credit.

(NEW) Sec. 10-145d-916. Provisional educator certificate requirements

To receive a provisional educator certificate as a literacy specialist and coach, an applicant shall present evidence of meeting the preparation and eligibility requirements for an initial educator certificate, in addition to the following:

(a) 10 school months of successful service as a literacy specialist and coach, under the initial educator certificate, interim educator certificate or durational shortage area permit; or

(b) 30 school months of successful teaching or service within 10 years prior to application for the provisional educator certificate in the subject area or field appropriate to the subject area or field for which the provisional educator certificate is sought in the public school system in another state, or an approved nonpublic school.

(NEW) Sec. 10-145d-917. Professional educator certificate requirements

To receive a professional educator certificate for literacy specialist and coach, an applicant shall present evidence of the following:

(a) 30 school months of successful service in the employ of a board of education under a provisional educator certificate or interim educator certificate as a literacy specialist and coach,; and

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(b) 12 semester hours of graduate credit in reading and language arts, completed at an approved institution, including courses in each of the following beyond what is required for the initial educator certificate:

(1) Advanced reading and language arts diagnosis; and
(2) Advanced practicum in literacy consulting, including applied reading and language arts research, of at least six semester hours of credit.

C
Special Education Intervention Specialist, Prekindergarten through Grade 12

(NEW) Sec. 10-145d-918. When required

(a) This endorsement, shall be required for anyone serving in the employ of a board of education as teacher, coordinator or instructional coach in the area of special education interventions, in prekindergarten through Grade 12, including anyone whose role includes one or more of the following responsibilities:

(1) Providing instruction, interventions and curriculum-based assessments, and monitoring of student progress in any setting and for any subject for which qualified, to students with disabilities or students being identified with disabilities. The special education teacher may, with the elementary or secondary teacher, co-teach all students in prek-12 in a general education setting;
(2) Participating in developing the IEP, including the determination of positive behavioral interventions and supports and other strategies, supplementary aides and services, program modifications and support for school personnel;
(3) Assisting in determining appropriate types and levels of supports and services; including assistive technology devices and services, behavioral interventions, environmental accommodations and transition services;
(4) Administer diagnostic assessments and interpreting results for purposes of determining special education eligibility;
(5) Conducting functional behavioral assessments, developing behavior intervention plans and facilitating manifestation determination meetings;
(6) Providing instructional coaching and training to teachers and paraprofessionals to support effective delivery, or modifications and accommodations of instruction as identified by the planning and placement team or the student assistance team; or
(7) Facilitating the planning and placement team process that may include but not be limited to: coordination of an IEP and services for students, case management, coordination and participation in initial student evaluations and reevaluations.

(b) A special education intervention specialist whose job function requires summative evaluation of certified staff or is serving as a director of special education or pupil personnel shall hold the intermediate administrator or supervisor certificate.

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(NEW) Sec. 10-145d-919. Initial educator certificate requirements

To receive an initial educator certificate for special education intervention specialist, an applicant shall present an institutional recommendation for completion of an approved planned program, in addition to meeting the assessment requirements, as appropriate, and either (a) or (b) below:

(a) Meets the following requirements:

(1) Holds a Connecticut certificate endorsed for special education teacher, elementary teacher or secondary teacher;

(2) Has completed 20 months of successful teaching experience for a board of education under:

(A) a special education teacher endorsement; or
(B) an endorsement to teach students with mild to moderate cognitive, physical, behavioral or social and emotional disabilities; and endorsement to teach students with severe cognitive, physical, behavioral or social and emotional disabilities; an endorsement to teach students who are deaf or hard of hearing or an endorsement to teach students who are visually impaired, if also holding an elementary or secondary teacher endorsement.

(3) Has completed a master's degree;

(4) Has completed a planned program in the endorsement sought within a unit approved by the Board and accredited by NCATE; or

(b) Meets the following requirements:

(1) Holds a Connecticut certificate endorsed for special education teacher, elementary teacher or secondary teacher;

(2) Has completed 20 months of successful teaching experience for a board of education under:

(A) a special education teacher endorsement; or
(B) an endorsement to teach students with mild to moderate cognitive, physical, behavioral or social and emotional disabilities; an endorsement to teach students with severe cognitive, physical, behavioral or social and emotional disabilities; an endorsement to teach students who are deaf or hard of hearing, or an endorsement to teach students who are visually impaired, if also holding an elementary or secondary teacher endorsement.

(3) Has completed a master's degree; or

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(4) Has completed at least 30 semester hours of graduate credit in an approved planned program in special education, including course work in the following areas of study and experience:

(A) Developmental reading in prekindergarten through Grade 12 and common difficulties such as word decoding, vocabulary, oral language comprehension of struggling readers, English language learners or students with disabilities such as dyslexia, specific language impairments, autism spectrum disorders;

(B) Using evidence-based instructional strategies, interventions and assessments in prekindergarten, elementary and secondary literacy, including but not limited to phonemic awareness, word decoding and word identification, fluency, vocabulary, oral language comprehension and reading comprehension that influence ability to read particularly with students with disabilities and English language learners;

(C) Using evidence-based instructional strategies, interventions and assessments in prekindergarten, elementary and secondary numeracy;

(D) Designing and implementing differentiated instruction, accommodations or modifications for students with learning challenges or identified disabilities in prekindergarten, elementary and secondary programs;

(E) Using curriculum-based and diagnostic assessment, such as academic, functional behavioral assessment or applied behavior analysis for evaluation, progress monitoring, eligibility determination, and developing and identifying supports and services to meet the learning needs of students;

(F) Planning and developing IEPs for academic instruction or behavior intervention or other unique needs of the student with necessary supports and services;

(G) A minimum of three semester hours of credit in planning and implementing specialized services and instruction for students with intensive needs, including but not limited to applied behavior analysis, transition planning, assistive technology;

(H) Identifying strategies and resources for collaboration, consultation and case management across and within agencies, including coordination of a multidisciplinary team and integration of services with a variety of service providers that may include teaching assistants, occupational therapists, physical therapists, speech and language pathologists, reading specialists, school social workers and school psychologist;

(I) Developing strategies and skills to work with and communicate effectively with families, including working with families to support the education of their child;

(J) Federal and state education laws, including but not limited to the IDEA; ADA section 504; professional ethics and code of professional responsibility for educators; FERPA; and statutory requirements for mandated reporting, suspensions and expulsions, and school and district accountability;

(K) Providing instructional leadership, including coaching, training and consultation to teachers and paraprofessionals to support effective delivery of instruction, modifications and accommodations;

(L) Developing measurable school goals; developing positive school culture; assessing and overcoming barriers to school change; and implementing

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collaborative practice with teachers, administrators and the learning community; and

(M) Clinical practices in a board of education in special education consisting of at least six semester hours of credit, including focused experiences with students with reading difficulties or disabilities.

(NEW) Sec. 10-145d-920. Provisional educator certificate requirements

To receive a provisional educator certificate in special education intervention specialist, an applicant shall present evidence of meeting the preparation and eligibility requirements for an initial educator certificate, in addition to the following:

(a) 10 school months of successful service as a special education intervention specialist under the initial educator certificate, interim educator certificate or durational shortage area permit; or

(b) 30 school months of successful teaching or service within 10 years prior to application for the provisional educator certificate in the subject area or field appropriate to the subject area or field for which the provisional educator certificate is sought in the public school system in another state, or an approved nonpublic school.

(NEW) Sec. 10-145d-921. Professional educator certificate requirements

To receive a professional educator certificate for special education intervention specialist, an applicant shall present evidence of the following:

(a) 30 school months of successful service under a provisional educator certificate or interim educator certificate as a special education intervention specialist;

(b) 75 contact hours of CEUs, completed during the validity period of the provisional educator certificate, focused on providing intervention and specialized instruction to students with intensive needs in any of the following areas:

(1) Advanced knowledge and skill related to services for students with autism, low-incidence and multiple disabilities;
(2) Behavioral interventions;
(3) Teaching communication strategies and evaluating impact on behavior, functional and daily living skills;
(4) Assistive and adaptive technology;
(5) Occupational or vocational training, including skills related to job coaching of students in work teams and coordination of instructional experiences that prepare students for work settings;
(6) Assessment, including functional behavioral assessment and instructional strategies such as applied behavior analysis;
(7) Teaching daily living skills such as hygiene, safety, cooking;
(8) Strategies for providing coaching to teachers and paraprofessionals; or
(9) Postsecondary transition planning.

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Persons provided with job-embedded training in the above areas by the employing board of education may fulfill these requirements provided that the board of education designs, evaluates the continuing education activities and issues appropriate continuing education credit.

D
School Library Media Specialist

(NEW) Sec. 10-145d-922. When required

This endorsement, or another appropriate endorsement, shall be required for anyone employed by a board of education as a school library media specialist.

(NEW) Sec. 10-145d-923. Validity of certificates

This endorsement shall be valid for prekindergarten through Grade 12.

(NEW) Sec. 10-145d-924. Initial educator certificate requirements

To receive an initial educator certificate to serve as a school library media specialist, an applicant shall present an institutional recommendation for completion of an approved planned, in addition to meeting the assessment requirements, as appropriate, and either (a) or (b) below:

(a) Meets the following requirements:

(1) Holds a bachelor's degree from an approved institution;

(2) Has completed a planned program in the endorsement sought within a unit approved by the Board and accredited by NCATE; or

(b) Meets the following requirements:

(1) Holds a bachelor's degree from an approved institution;

(2) Has completed a minimum of l8 semester hours of credit in professional education that shall include:

(A) Educational psychology and characteristics of learners, which shall include a combination of the following preparation and successful application of child and adolescent development research into educational practice:

(i) The growth and typical and atypical development of students prekindergarten through Grade 12, including the characteristics and functioning of students with disabilities, English language learners, and gifted and talented learners;

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(ii) The impact of cultural, linguistic and environmental factors on student learning needs;
(iii) Typical and atypical cognitive, emotional, language, physical, behavioral development of students prekindergarten through Grade 12; and
(iv) The impact of health and wellness on student outcomes, including physical, mental and emotional health; community and environmental health; injury and disease prevention; child abuse; nutrition; physical activity; and alcohol, tobacco and other drugs.

(B) Curriculum and methods of teaching, including a minimum of nine semester hours of credit in methods of teaching reading and language arts, including instructional interventions for students with reading deficits and demonstration of competency in the following areas:
(i) Methods for teaching children's or adolescent literature;
(ii) Methods for teaching reading and writing within the content area;
(iii) First and second language acquisition;
(iv) Developmental reading, including reading comprehension, phonics, phonemic awareness, fluency and vocabulary;
(v) Reading and writing in the content areas;
(vi) Writing process;
(vii) Literacy assessment;
(viii) Instructional interventions for students with reading deficits; and
(ix) Methods of teaching English language learners;
(x) Course work incorporating competencies as provided in section 10-145d-808.

(C) Supervised student teaching in a school library media center, consisting of at least six semester hours of credit;

(3) Has completed a minimum of 24 semester hours of graduate credit in school library media, including:

(A) Design, implementation and evaluation of media programs that include instructional and other services provided to students and teachers by a media center and its staff;
(B) Evaluation, selection, acquisition, organization, production and retrieval of media, including but not limited to printed and audiovisual forms of communications and their accompanying technology;
(C) Teaching students, staff and faculty to use media and its accompanying technology by applying valid instructional methods and techniques;
(D) Assisting students in the interpretation of print and nonprint materials;
(E) Application of principles of administration and supervision for effective leadership and operation of the school library media center program; and
(F) Formulation of the educational specifications and contribution to the design of school library media facilities.

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(NEW) Sec. 10-145d-925. Provisional educator certificate requirements

To receive a provisional educator certificate for school library media specialist, an applicant shall present evidence of meeting preparation and eligibility requirements for an initial educator certificate, in addition to the following:

(a) 10 school months of successful teaching under the initial educator certificate, interim educator certificate or durational shortage area permit; or

(b) 30 school months of successful teaching or service within 10 years prior to application for the provisional educator certificate in the subject area or field appropriate to the subject area or field for which the provisional educator certificate is sought in the public school system in another state, or an approved nonpublic school.

(NEW) Sec. 10-145d-926. Professional educator certificate requirements

To receive a professional educator certificate for school library media specialist, an applicant shall present evidence of the following:

(a) 30 school months of successful teaching under the provisional educator certificate or interim provisional educator certificate; and

(b) A master's degree from an approved institution.

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Part XV

Special Services

(NEW) Sec. 10-145d-927. Provision of services to students with disabilities

Persons holding a special services endorsement of school counselor, school psychologist, school social worker, school marriage and family therapist, or speech and language pathologist, in the employ of a board of education, may deliver one or more of the following services:

(a) Provide direct instruction, interventions or intensive services to students identified for IEP services;

(b) Provide prevention and early intervention services to regular education students prior to IEP services;

(c) Administer diagnostic assessments and interpret results for purposes of determining special education eligibility;

(d) Conduct functional behavioral assessments, develop behavior intervention plans and facilitate manifestation determination meetings;

(e) Provide coaching, training and consultation to teachers and paraprofessionals to support effective delivery, or modifications and accommodations of instruction as identified by the planning and placement team or the student assistance team;

(f) Assist in determining appropriate types and levels of supports and services including assistive technology devices and services, behavioral interventions, environmental accommodations and transition services; or

(g) Facilitate the planning and placement team process that may include but not be limited to: coordination of an IEP and services for students, case management, coordination and participation in initial student evaluations and reevaluations.

A
School Counselor

(NEW) Sec. 10-145d-928. When required

This endorsement or another appropriate endorsement is required for a person serving in the employ of a board of education as a school counselor in prekindergarten through Grade 12 or coordinating counseling services within a single school. If the holder is coordinating counseling services in multiple schools, an intermediate administrator or supervisor endorsement shall be required.

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(NEW) Sec. 10-145d-929. Initial educator certificate requirements

To receive an initial educator certificate endorsed for school counselor, an applicant shall present an institutional recommendation for completion of an approved planned program, in addition to meeting the assessment requirements, as appropriate, and either (a) or (b) below:

(a) Has completed a planned program in the endorsement sought within a unit approved by the Board and accredited by NCATE; or

(b) Holds a master's degree from an approved institution and has completed in addition to or included in the master's at least 60 semester hours of graduate credit in an approved planned program, including course work and experience in the following areas:

(1) Educational psychology and characteristics of learners, which shall include a combination of the following preparation and successful application of child and adolescent development research into educational practice:

(A) The growth and typical and atypical development of students prekindergarten through Grade 12, including the characteristics and functioning of students with disabilities, English language learners, and gifted and talented learners;
(B) The impact of cultural, linguistic and environmental factors on student learning needs;
(C) Typical and atypical cognitive, emotional, language, physical, behavioral development of students prekindergarten through Grade 12; and
(D) The impact of health and wellness on student outcomes, including physical, mental and emotional health; community and environmental health; injury and disease prevention; child abuse; nutrition; physical activity; and alcohol, tobacco and other drugs.

(2) Counseling and consultation theory and processes;
(3) Group counseling methods and skills;
(4) Individual and group educational and psychometric theories and approaches to assessment and evaluation;
(5) Career development, and postsecondary advisement;
(6) School-based systems theory;
(7) Federal and state education laws, including but not limited to the IDEA; ADA section 504; professional ethics and code of professional responsibility for educators; FERPA; and statutory requirements for mandated reporting, suspensions and expulsions, and school and district accountability;
(8) Research and program evaluation methods;
(9) Developmental guidance instructional activities, services and comprehensive programming;
(10) Collaborating and consulting with other professionals within the school and community, families, adults and agencies to support students;
(11) A progression of related field experiences directly supervised by a certified school counselor, in collaboration with the preparing institution, in at least two levels within elementary or secondary public school levels, with students of different cultural and

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(12) A 10 month full-time internship or a minimum of 700 hours in school counseling in a public school, or 10 months of service as a school counselor in a public school in another state or an approved nonpublic school. If all other requirements except the internship are met, an interim initial educator certificate with a deficiency for the 10 month full-time internship may be issued and reissued once, on the following conditions:

(A) The preparing institution recommends the issuance of the interim initial educator certificate with a deficiency for the 10 month full-time internship;

(B) Upon application for the provisional educator certificate, the preparing institution recommends the applicant for certification and the board of education where the full-time internship is completed verifies successful experience under the interim initial educator certificate.

(NEW) Sec. 10-145d-930. Provisional educator certificate requirements

To receive a provisional educator certificate for school counselor, an applicant shall present evidence of meeting the preparation and eligibility requirements for an initial educator certificate to serve as a school counselor, in addition to completing the following:

(a) 10 school months of successful service under the initial educator certificate, interim educator certificate or durational shortage area permit, except that if the applicant completed the internship under an interim initial educator certificate, the recommendation of the preparing institution and a statement of successful professional experience from the employing board of education shall be required; or

(b) 30 school months of successful service within 10 years prior to application for the provisional educator certificate in the subject area or field appropriate to the subject area or field for which the provisional educator certificate is sought in the public school system in another state, or an approved nonpublic school.

(NEW) Sec. 10-145d-931. Professional educator certificate requirements

To receive a professional educator certificate for school counselor, an applicant shall present evidence of the following:

(a) 30 school months of successful service under the provisional educator certificate, interim provisional educator certificate or provisional teaching certificate;

(b) 45 semester hours of graduate credit at an approved institution or institutions in counseling and related areas, including those required for the initial educator certificate; and

(c) A minimum of 20 contact hours of CEUs in design, assessment and implementation of behavioral support and analysis services for students with behavioral disabilities or autism spectrum disorders.

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B
School Psychologist

(NEW) Sec. 10-145d-932. When required

This endorsement, or another appropriate endorsement, is required for anyone serving in the employ of a board of education as a school psychologist in prekindergarten through Grade 12.

(NEW) Sec. 10-145d-933. Validity

This endorsement shall authorize the holder to provide educational, psychological, behavioral, and health assessments and intervention services. This endorsement shall authorize the holder to provide behavioral analysis services or oversee the provision of such services by persons employed as an external contractor.

(NEW) Sec. 10-145d-934. Initial educator certificate requirements

To receive an initial educator certificate endorsed for school psychologist, an applicant shall present an institutional recommendation for completion of an approved planned program, in addition to meeting the assessment requirements, as appropriate, and either (a), (b) or (c) below:

(a) Has completed a planned program in the endorsement sought within a unit approved by the Board and accredited by NCATE;

(b) Holds a valid national certification for school psychologists issued by the National Association of School Psychologists (NASP); or

(c) Holds a master's degree and has completed in addition to or included in the master's at least 60 semester hours of graduate credit in an approved planned program in school psychology with study in the following areas:

(1) Educational psychology and characteristics of learners, which shall include a combination of the following preparation and successful application of child and adolescent development research into educational practice:

(A) The growth and typical and atypical development of students prekindergarten through Grade 12, including the characteristics and functioning of students with disabilities, English language learners, and gifted and talented learners;
(B) The impact of cultural, linguistic and environmental factors on student learning needs;
(C) Typical and atypical cognitive, emotional, language, physical, behavioral development of students prekindergarten through Grade 12; and
(D) The impact of health and wellness on student outcomes, including physical, mental and emotional health; community and environmental health; injury and disease prevention; child abuse; nutrition; physical activity; and alcohol, tobacco and other drugs.

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(2) Collaboration or coordination in the design and implementation of evidence-based prevention and intervention systems at the school or district level, including but not limited to specific assessment and intervention efforts, systematic and data-based progress monitoring of students, evaluation of fidelity and quality implementation of academic or behavioral interventions, facilitating teams of school personnel in the review of data, and documentation of student progress reports and communicating student progress to colleagues, parents and students;

(3) Empirically based strategies for crisis prevention and intervention;

(4) Design, implementation and evaluation of family, school and community collaboration services;

(5) Skills in understanding and applying research in school settings;

(6) Evaluation techniques, including observation, clinical appraisal and testing, and integration and interpretation of data, including behavior analysis services for children with autism spectrum disorders, and understanding the role that lack of opportunity to learn, lack of effective instruction and assessment bias can play in the overrepresentation in special education of students with cultural, ethnic, gender and linguistic differences;

(7) Individual and group counseling skills, modification of behavior techniques and interviewing skills;

(8) Federal and state education laws, including but not limited to the IDEA; ADA section 504; professional ethics and code of professional responsibility for educators; FERPA; and statutory requirements for mandated reporting, suspensions and expulsions, and school and district accountability; and

(9) A coherent sequence of supervised field and clinical experiences with school-age children totaling a minimum of 1200 hours, with either the practicum or internship placement providing experiences with diverse populations, including but not limited to students of different cultural, linguistic, socioeconomic backgrounds and exceptionalities, including:

(A) Practica experiences that are completed prior to the internship, in a public or clinical setting with appropriate supervision by the preparing institution;

(B) A minimum 1,200-hour, 10-month, full-time internship or its equivalent in a period not to exceed 20 school months, of supervised experience in a board of education setting. The internship shall be jointly supervised by the preparing institution and a certified school psychologist in the board of education setting; and

(C) If an applicant meets all other requirements except the internship, an interim initial educator certificate with a deficiency for the 10-month, full-time internship may be issued and reissued once, on the following conditions:

(i) The preparing institution recommends the issuance of the interim initial educator certificate with a deficiency for the 10-month, full-time internship;

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(ii) Upon application for the provisional educator certificate, the preparing institution recommends the applicant for certification and the board of education where the full-time internship is completed verifies successful experience under the interim initial educator certificate.

(NEW) Sec. 10-145d-935. Provisional educator certificate requirements

To receive a provisional educator certificate endorsed for school psychologist, an applicant shall present evidence of meeting the preparation and eligibility requirements for an initial educator certificate to serve as a school psychologist, in addition to the following:

(a) 10 school months of successful service under the initial educator certificate or interim educator certificate, except that if the applicant completed the internship under an interim initial educator certificate, the recommendation of the preparing institution and a statement of successful professional experience from the employing board of education shall also be required; or

(b) 30 school months of successful service within 10 years prior to application for the provisional educator certificate in the subject area or field appropriate to the subject area or field for which the provisional educator certificate is sought in the public school system in another state, or an approved nonpublic school.

(NEW) Sec. 10-145d-936. Professional educator certificate requirements

To receive a professional educator certificate endorsed for school psychologist, an applicant shall present evidence of the following:

(a) 30 school months of successful service under the provisional educator certificate or interim provisional educator certificate in the employ of a board of education; and

(b) A minimum of 20 contact hours of CEUs in design, assessment and implementation of behavioral support and analysis services for students with behavioral disabilities or autism spectrum disorders.

C
School Social Worker

(NEW) Sec. 10-145d-937. When required

This endorsement is required for anyone serving in the employ of a board of education as a school social worker in prekindergarten through Grade 12.

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(NEW) Sec. 10-145d-938. Initial educator certificate requirements

To receive an initial educator certificate to serve as a school social worker, the applicant shall present evidence of meeting the following requirements, in addition to meeting the assessment requirements, as appropriate:

(a) Holds a bachelor's degree from an approved institution;

(b) Holds a master's degree in social work from a school of social work accredited by the Council on Social Work Education;

(c) Has completed 300 direct practice hours of school-based social work or 10 months of full-time supervised experience as a school social worker in the employ of a public school in another state, approved nonpublic school in Connecticut or nonpublic school approved by the appropriate governing body in another state;

(d) Has completed a graduate level course focused on social work practice in educational settings with study in school culture and collaboration, student assessment, student academic or behavioral interventions, and crisis interventions and mental health that impact learning;

(e) Has completed course work in the following areas:

(1) Educational psychology and characteristics of learners, which shall include a combination of the following preparation and successful application of child and adolescent development research into educational practice:

(A) The growth and typical and atypical development of students prekindergarten through Grade 12, including the characteristics and functioning of students with disabilities, English language learners, and gifted and talented learners;
(B) The impact of cultural, linguistic and environmental factors on student learning needs;
(C) Typical and atypical cognitive, emotional, language, physical, behavioral development of students prekindergarten through Grade 12; and
(D) The impact of health and wellness on student outcomes, including physical, mental and emotional health; community and environmental health; injury and disease prevention; child abuse; nutrition; physical activity; and alcohol, tobacco and other drugs.

(2) Federal and state education laws, including but not limited to the IDEA; ADA section 504, professional ethics and code of professional responsibility for educators, FERPA, and statutory requirements for mandated reporting, suspensions and expulsions, and school and district accountability; and

(3) Strategies for communicating and collaborating with families about students' progress including communicating assessment results.

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(NEW) Sec. 10-145d-939. Provisional educator certificate requirements

To receive a provisional educator certificate for school social worker, an applicant shall present evidence of meeting the preparation and eligibility requirements for an initial educator certificate, in addition to the following:

(a) 10 months of successful service under the initial educator certificate or interim educator certificate; or

(b) 30 school months of successful service within 10 years prior to application for the provisional educator certificate in the subject area or field appropriate to the subject area or field for which the provisional educator certificate is sought in the public school system in another state, or an approved nonpublic school.

(NEW) Sec. 10-145d-940. Professional educator certificate requirements

To receive a professional educator certificate for school social worker, an applicant shall present evidence of the following:

(a) 30 school months of successful service under the provisional educator certificate or interim provisional educator certificate in the employ of a board of education; and

(b) A minimum of 20 contact hours of CEUs in design, assessment and implementation of behavioral support and analysis services for students with behavioral disabilities or autism spectrum disorders.

D
School Marriage and Family Therapist

(NEW) Sec. 10-145d-941. When required

This endorsement is required for anyone serving in the employ of a board of education as a school marriage and family therapist in prekindergarten through Grade 12. The school building administrator, in consultation with the planning and placement team, shall determine the provision of services by the holder of this endorsement ,as defined in section 10-76a-1 of the Regulations of Connecticut State Agencies, or in accordance with alternative procedures such as a student assistance team or child study team, before a child is referred to a planning and placement team as described in section 10-76d-7 of the Regulations of Connecticut State Agencies.

(NEW) Sec. 10-145d-942. Validity of certificate

This endorsement authorizes the holder to provide services to families, parents and guardians in order to support the academic or behavioral functioning of the student. The holder of this endorsement shall not be authorized to teach unless the person holds an appropriate teaching endorsement.

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(NEW) Sec. 10-145d-943. Initial educator certificate requirements

To receive an initial educator certificate to serve as a school marriage and family therapist, the applicant shall present evidence of meeting the following, in addition to meeting the assessment requirements, as appropriate:

(a) Holds a bachelor's degree from an approved institution;

(b) Holds a master's degree in marriage and family therapy from an approved institution accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE);

(c) Holds a valid license from the Connecticut Department of Public Health pursuant to section 20-195c of the Connecticut General Statutes to practice marriage and family therapy and maintains it continuously while serving under a Connecticut educator certificate;

(d) Has completed graduate course work in the following areas:

(1) Educational psychology and characteristics of learners, which shall include a combination of the following preparation and successful application of child and adolescent development research into educational practice:

(A) The growth and typical and atypical development of students prekindergarten through Grade 12, including the characteristics and functioning of students with disabilities, English language learners, and gifted and talented learners;
(B) The impact of cultural, linguistic and environmental factors on student learning needs;
(C) Typical and atypical cognitive, emotional, language, physical, behavioral development of students prekindergarten through Grade 12; and
(D) The impact of health and wellness on student outcomes, including physical, mental and emotional health; community and environmental health; injury and disease prevention; child abuse; nutrition; physical activity; and alcohol, tobacco and other drugs.

(2) Learning theories;

(3) School-based systems theory;

(4) Federal and state education laws, including but not limited to the IDEA; ADA section 504; professional ethics and code of professional responsibility for educators; FERPA; and statutory requirements for mandated reporting; suspensions and expulsions; and school and district accountability;

(5) Knowledge of the rights of students and families and the legal responsibilities of teachers within the processes for referral; planning and placement; development and implementation of the individualized education program; and the continuum of placements, services and supports available, including consultation and collaboration with special service staff and support personnel within the classroom, school and district;

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(6) Strategies for communicating and collaborating with families about students' progress, including communicating assessment results; and

(7) 300 hours of school-based marriage and family therapy practicum supervised by an institution with a program accredited by the COAMFTE and supervised by a school-based special service provider such as a school counselor, school psychologist or school social worker.

(NEW) Sec. 10-145d-944. Provisional educator certificate requirements

To receive a provisional educator certificate for a school marriage and family therapist, an applicant shall present evidence of meeting the preparation and eligibility requirements for an initial educator certificate, and holds a valid license from the Connecticut Department of Public Health pursuant to section 20-195c of the Connecticut General Statutes to practice marriage and family therapy, in addition to the following:

(a) 10 school months of successful service under the initial educator certificate or interim educator certificate; or

(b) 30 school months of successful service within 10 years prior to application for the provisional educator certificate in the subject area or field appropriate to the subject area or field for which the provisional educator certificate is sought in the public school system in another state, or an approved nonpublic school.

(NEW) Sec. 10-145d-945. Professional educator certificate requirements

To receive a professional educator certificate for school marriage and family therapist, an applicant shall present evidence of the following:

(a) A valid license from the Connecticut Department of Public Health pursuant to section 20-195c of the Connecticut General Statutes to practice marriage and family therapy continuously while serving under a Connecticut educator certificate;

(b) A minimum of 20 contact hours of CEUs in design, assessment and implementation of behavioral support and analysis services for students with behavioral disabilities or autism spectrum disorders; and

(c) 30 school months of successful service under a provisional educator certificate or interim provisional educator certificate in the employ of a board of education.

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E
Speech and Language Pathologist

(NEW) Sec. 10-145d-946. When required

This endorsement is required for anyone serving in the employ of a board of education as a speech and language pathologist.

(NEW) Sec. 10-145d-947. Initial educator certificate requirements

To receive an initial educator certificate for speech and language pathologist, an applicant shall present an institutional recommendation for completion of an approved planned program, in addition to meeting the assessment requirements, as appropriate and meets either (a) or (b) below:

(a) Meets the following requirements:

(1) Holds a master's degree from an approved institution;

(2) Has completed a planned program in the endorsement sought within a unit approved by the Board and accredited by NCATE;

(3) Holds a valid license or other appropriate authorization from the Connecticut Department of Public Health to practice speech pathology, or presents evidence of meeting the conditions of subsection (e) of section 20-413 of the Connecticut General Statutes and maintains the licensure continuously while serving under a Connecticut educator certificate; or

(b) Meets the following requirements:

(1) Holds a master's degree from an approved institution and, as part of or in addition to the master's, completing a a planned program in speech and language pathology;

(2) Holds a valid license or other appropriate authorization from the Connecticut Department of Public Health to practice speech pathology, or presents evidence of meeting the conditions of subsection (e) of section 20-413 of the Connecticut General Statutes and maintains the licensure continuously while serving under a Connecticut educator certificate;

(3) Has completed a minimum of three semester hours of credit in curriculum and methods of providing clinical services to children with communication impairments in schools;

(4) Has completed a minimum of six semester hours of credit in professional education, including course work in such areas as:

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(A) Educational psychology and characteristics of learners, which shall include a combination of the following preparation and successful application of child and adolescent development research into educational practice:

(i) The growth and typical and atypical development of students prekindergarten through Grade 12, including the characteristics and functioning of students with disabilities, English language learners, and gifted and talented learners;
(ii) The impact of cultural, linguistic and environmental factors on student learning needs;
(iii) Typical and atypical cognitive, emotional, language, physical, behavioral development of students prekindergarten through Grade 12; and
(iv) The impact of health and wellness on student outcomes, including physical, mental and emotional health; community and environmental health; injury and disease prevention; child abuse; nutrition; physical activity; and alcohol, tobacco and other drugs.

(B) Strategies for communicating and collaborating with teachers and families about students' progress, including communicating assessment results; and

(5) Has completed supervised observation, participation and student teaching totaling at least six but not more than 12 semester hours of credit. The student teaching requirement may be satisfied by completing a minimum of 100 contact hours of supervised clinical practice in a school setting.

(NEW) Sec. 10-145d-948. Provisional educator certificate requirements

To receive a provisional educator certificate for speech and language pathology, an applicant shall present evidence of meeting the preparation and eligibility requirements for an initial educator certificate, including holding a valid license from the Connecticut Department of Public Health to practice speech pathology, in addition to the following:

(a) 10 school months of successful service under the initial educator certificate, interim educator certificate or durational shortage area permit; or

(b) 30 school months of successful service within 10 years prior to application for the provisional educator certificate in the subject area or field appropriate to the subject area or field for which the provisional educator certificate is sought in the public school system in another state, or an approved nonpublic school.

(NEW) Sec. 10-145d-949. Professional educator certificate requirements

To receive a professional educator certificate for speech and language pathologist, an applicant shall present evidence of the following:

(a) A valid license from the Connecticut Department of Public Health to practice speech pathology and maintains it continuously while serving under a Connecticut educator certificate;

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(b) 30 school months of successful service under the provisional educator certificate, interim provisional educator certificate; and

(c) A minimum of 20 contact hours of CEUs in design, assessment and implementation of behavioral support and analysis services for students with behavioral disabilities or autism spectrum disorders.

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Part XVI

Administrative

A
Intermediate Administration and Supervision

(NEW) Sec. 10-145d-950. When required

(a) This endorsement shall be required for a person employed by a board of education in a role below the position of assistant or deputy superintendent, including but not limited to: principal, assistant principal, curriculum coordinator in multiple curriculum areas, supervisor of instruction, or any person who has the primary responsibility for directing or coordinating or managing certified staff and resources, or any person responsible for summative evaluation of certified staff. This certificate may authorize service as a district business administrator.

(b) Pursuant to Connecticut General Statutes section 10-76dd, persons hired to serve in supervisory positions in special education and related services shall hold both an intermediate administrator or supervisor certificate and certification in special education or in a service category of pupil personnel services.

(NEW) Sec. 10-145d-951. Initial educator certificate requirements

To receive an initial educator certificate for intermediate administrator or supervisor, an applicant shall present an institutional recommendation for completion of an approved planned program, in addition to meeting the assessment requirements, as appropriate, and either (a) or (b) below:

(a) Meets the following requirements:

(1) Holds a master's degree from an approved institution;

(2) Has completed 40 school months of successful teaching or service, with at least 20 months in <u>one</u> public school or an approved nonpublic school in a position requiring certification in the state in which employed, or as a professional or managerial staff member in a state education agency;

(3) Holds or is eligible for department chair, literacy specialist and coach, or special education intervention specialist endorsement or completes a minimum of 12 semester hours of graduate credits in the following areas:

(A) Instructional leadership, including but not limited to adult learning, coaching, reflective practice;
(B) Developing measurable school goals; developing positive school culture; assessing and overcoming barriers to school change; and implementing collaborative practice with teachers, administrators and the learning community;

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(C) Best practices in instruction and student assessment, including evidence-based instruction in reading;
(D) Using assessment data to monitor student progress and design and implement remediation, interventions or enrichment to meet the diverse learning needs of students; and
(E) Developing standards-based elementary or secondary curriculum and monitoring implementation and evaluation of curricular programs;

(4) Has completed a planned program in the endorsement sought within a unit approved by the Board and accredited by NCATE; or

(b) Meets the following requirements:

(1) Holds a master's degree from an approved institution;

(2) Has completed 40 school months of successful teaching or service, with at least 20 months in <u>one</u> public school or an approved nonpublic school in a position requiring certification in the state in which employed, or as a professional or managerial staff member in a state education agency;

(3) Holds or is eligible for department chair, literacy specialist and coach, or special education intervention specialist endorsement or completes a minimum of 12 semester hours of graduate credits in the following areas, except that the preparing institution may waive some or all of the coursework requirements if completed prior to admission to the intermediate administration and supervision program:

(A) Instructional leadership, including but not limited to adult learning, coaching, reflective practice;
(B) Developing measurable school goals; developing positive school culture; assessing and overcoming barriers to school change; and implementing collaborative practice with teachers, administrators and the learning community;
(C) Best practices in instruction and student assessment, including evidence-based instruction in reading;
(D) Using assessment data to monitor student progress and design and implement remediation, interventions or enrichment to meet the diverse learning needs of students; and
(E) Developing standards-based elementary or secondary curriculum and monitoring implementation and evaluation of curricular programs;

(4) Completes a graduate approved planned program with a minimum of 18 graduate credits, as part of or in addition to the master's degree, including course work and clinical experience in the following areas:

(A) Foundations of leadership theory and school administration, with focus on school-level or program-level leadership, including but not limited to developing effective school culture, time management, problem-solving;

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(B) Federal and state education laws, including but not limited to the IDEA; ADA section 504; professional ethics and code of professional responsibility for educators; FERPA; and statutory requirements for mandated reporting, suspensions and expulsions, and school and district accountability;

(C) School improvement issues, including but not limited to: evaluating student performance data, strategic planning, parent and community relations, and diverse learners;

(D) Six graduate credits in reading and literacy curriculum, assessment, interventions and evaluation of reading instruction;

(E) Evaluation and supervision of teachers and other staff;

(F) Budgeting, resource management and data management;

(G) An internship, in addition to field work experience, as an educational leader in a position requiring the intermediate administrator or supervisor endorsement consisting of 10 school months of full-time supervised experience, or a minimum of 450 hours of equivalent supervised experience, in a Connecticut board of education under the supervision of a certified administrator and a supervisor from an institution approved by the Board to prepare administrators, or, in lieu of the internship, 10 school months of full-time successful experience as an administrator in a public school in another state, or an approved nonpublic school;

(H) If all other requirements except the internship are met in an approved program for the preparation of the administrator or supervisor, a one-year initial educator certificate may be issued with a deficiency for the internship on the following conditions:

(i) That the internship is supervised jointly by a certified administrator of the employing board of education and the preparing institution;
(ii) That the intern is concurrently registered in an internship with the supervising institution approved by the Board to prepare administrators; and
(iii) The internship is completed in conjunction with such beginning educator program for administrators as may have been made available by the Board.

(NEW) Sec. 10-145d-952. Provisional educator certificate requirements

(a) To receive a provisional educator certificate for intermediate administrator or supervisor, an applicant shall present evidence of meeting the preparation and eligibility requirements for an initial educator certificate except as provided in subsection (b) in this section, in addition to following requirements:

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(1) 10 school months of successful service under the initial educator certificate or interim educator certificate, except that if the applicant completed the internship under an interim initial educator certificate, the recommendation of the preparing institution and a statement of successful professional experience from the employing board of education shall also be required. Persons who obtained the initial educator certificate upon completion of successful service under the temporary 90-day or the resident educator certificate shall complete 20 school months of successful service under the initial educator certificate and completion of the beginning educator program as made available by the Board; or

(2) 30 school months of successful service within 10 years prior to application for the provisional educator certificate in the subject area or field appropriate to the subject area or field for which the provisional educator certificate is sought in the public school system in another state, an approved nonpublic school, or a state education agency as a managerial or professional staff member.

(b) The Department may issue a provisional educator certificate in such endorsement to an applicant who meets eligibility requirements and successful completion of the subject area assessment for this endorsement as approved by the Board, except for certain course work required for the initial educator certificate.

(NEW) Sec. 10-145d-953. Professional educator certificate requirements

To receive a professional educator certificate for intermediate administrator or supervisor, an applicant shall present evidence of the following:

(a) 30 school months of successful service under the provisional educator certificate or interim provisional educator certificate in the employ of a board of education;

(b) 15 contact hours of CEUs in evaluating teacher competence to remediate and differentiate literacy instruction; and

(c) 30 semester hours of graduate credit at an approved institution or institutions in addition to the master's degree.

B
Superintendent of Schools

(NEW) Sec. 10-145d-954. When required

This endorsement shall be required for anyone employed by a board of education as an assistant superintendent, deputy superintendent, superintendent of schools or an executive director of a regional educational service center.

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(NEW) Sec. 10-145d-955. Initial educator certificate requirements

To receive an initial educator certificate for superintendent of schools, an applicant shall present evidence of the following, in addition to meeting the assessment requirements, as appropriate:

(a) Holds a master's degree and 30 semester hours of graduate credit from an approved institution beyond the master's degree;

(b) Has completed a minimum of 80 school months of full-time successful teaching or service, including a minimum of 30 school months of successful administrative or supervisory experience in public schools under an appropriate certificate, approved nonpublic schools, or as a managerial staff member in a state education agency in a position or positions that in a Connecticut board of education would require such endorsement; and

(c) Has completed 15 graduate semester hours of credit from an approved institution in the following course work areas:

(1) Research in best practices in curriculum and instruction, including reading and literacy, math, science and other content areas;
(2) District level leadership roles and management;
(3) Community and board relations and policies;
(4) District operations, including but not limited to human resources, budgeting, data management, facilities management and technology; and
(5) Comprehensive educational and organizational planning, including school and district levels, alignment of goals and strategic planning.

(NEW) Sec. 10-145d-956. Provisional educator certificate requirements

To receive a provisional educator certificate for superintendent of schools an applicant shall present evidence of meeting the preparation and eligibility requirements for an initial educator certificate, in addition to the following:

(a) 10 school months of successful service under the initial educator certificate, interim educator certificate or durational shortage area permit; or

(b) 30 school months of successful service as a superintendent of schools in a public school in another state under an appropriate certificate, at an approved nonpublic school or as a managerial staff member in a state education agency, within 10 years prior to application for such provisional educator certificate.

(NEW) Sec. 10-145d-957. Professional educator certificate requirements

To receive a professional educator certificate for superintendent of schools, an applicant shall present evidence of at least 30 school months of successful service under the provisional educator certificate, or interim educator certificate, as attested to by the chair of the board of education or an equivalent position as determined by the Department.

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C
District Business Administrator

(NEW) Sec. 10-145d-958. When Required

This endorsement or another appropriate endorsement, shall be required for anyone employed by a board of education who has worked directly in six or more of the following areas of district business administration: (1) accounting and reporting; (2) financial planning and budgeting; (3) operation and maintenance of plant; (4) administering personnel functions; (5) purchasing and supply management; (6) data processing; (7) food service operations; (8) grant applications and reporting; (9) insurance; (10) collective bargaining; or (11) transportation.

(NEW) Sec. 10-145d-959. Initial educator certificate requirements

To receive an initial educator certificate as a district business administrator, an applicant shall present evidence of meeting the following:

(a) Holds a bachelor's degree from an approved institution and meets one of the following conditions:

(1) A degree with a major in either business administration or public administration;

(2) A minimum of 12 semester hours of credit in at least 4 of the following areas: school business administration, school finance, school law, school plant planning and operation, budgeting and resource management, personnel, collective bargaining, systems analysis and operations; or

(3) A minimum of three years of work in public administration, private business administration, or educational administration, including experience in at least six of the responsibilities listed in section 10-145d-958.

(NEW) Sec. 10-145d-960. Provisional educator certificate requirements

To receive a provisional educator certificate for district business administrator, an applicant shall present evidence of having completed 10 school months of successful service under the initial educator certificate or interim initial educator certificate.

(NEW) Sec. 10-145d-961. Professional educator certificate requirements

To receive a professional educator certificate for district business administrator, an applicant shall present evidence of the following:

(a) 30 school months of successful service as a district business administrator under a provisional educator or interim provisional educator certificate in the employ of a board of education; and

(b) 30 semester hours of graduate credit from an approved institution.

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Part XVII

Adult Education

A
High School Credit Diploma Program

(NEW) Sec. 10-145d-962. When required

This endorsement shall be required for anyone employed by a board of education or an adult education program authorized by the Department as a teacher in a mandated adult education program for which high school credit is awarded by a board of education.

(NEW) Sec. 10-145d-963. Validity of certificates

This endorsement shall authorize teaching adults in the high school credit diploma programs for which the person holds an endorsement appropriate to the subject area for which adult high school credit diploma program certification is sought.

(NEW) Sec. 10-145d-964. Initial educator certificate requirements

To receive an initial educator certificate for high school credit diploma programs, an applicant shall present evidence of the following, in addition to meeting assessment requirements, as appropriate:

(a) Holds a bachelor's degree from an approved institution; and

(b) Meets one of the following:

(1) Holds a secondary academic, an all level subject, or special fields endorsement appropriate to the subject area for which adult high school credit diploma program certification is sought; or

(2) Has successfully passed the subject area assessment as defined in section 10-145d-813 appropriate to the subject area for which adult high school credit diploma program certification is sought and has completed 18 semester hours of credit in the content area sought.

An applicant employed by a board of education or qualifying entity under the initial educator certificate endorsed in this area who has not fulfilled requirements for the successful experience, course work or continuing education requirements for the provisional educator certificate may receive one and only one reissuance of the initial educator certificate.

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(NEW) Sec. 10-145d-965. Provisional educator certificate requirements

To receive a provisional educator certificate for high school credit diploma programs, an applicant shall present evidence of meeting the preparation and eligibility requirements for an initial educator certificate, in addition to the following:

(a) Has completed, within the last 10 years while holding an initial educator or interim initial educator certificate, a minimum of 10 months of successful teaching experience with a minimum of 360 total hours of direct instruction to students; and

(b) Has completed a minimum of six semester hours of credit or 60 contact hours of continuing education from approved providers within the following competency areas as adopted by the Board and as provided by the Department in collaboration with specially approved professional development providers:

(1) Development and characteristics of learners, including students or adults with disabilities or English language learners;
(2) Adult learning theory;
(3) Evidence-based instruction;
(4) Evidence-based classroom and behavior management; and
(5) Assessment of learning.

An applicant employed by a board of education or qualifying entity under the provisional educator certificate endorsed in this area who has not fulfilled the successful experience, course work or continuing education requirements for issuance of the professional educator certificate may receive one and only one reissuance of the provisional educator certificate for a four-year period. If the applicant is does not complete the continuing education requirements under the reissued four-year provisional educator certificate, the applicant shall not be eligible for an adult education certificate until all requirements are met.

(NEW) Sec. 10-145d-966. Professional educator certificate requirements

To receive a professional educator certificate for high school credit diploma programs, an applicant shall present evidence of following:

(a) Has completed a minimum of 30 months of successful teaching experience with a minimum of 720 total hours of direct instruction to students within the last 10 years while holding the provisional educator certificate or interim educator certificate; and

(b) Has completed one of the following:

(1) A minimum of 90 contact hours of CEUs, completed under the provisional educator certificate or interim provisional educator certificate; or

(2) A minimum of 60 contact hours of CEUs completed under the provisional educator certificate or interim provisional educator certificate and 15 credits beyond the bachelor's degree completed at an approved institution or institutions.

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B
External Diploma Program and Noncredit Mandated Programs

(NEW) Sec. 10-145d-967. When required

This endorsement shall be required for anyone employed by a board of education or an adult education program authorized by the Department as an assessor in an external diploma program, or as a teacher in adult education programs mandated by statute and for which no credit is awarded.

A professional educator certificate, in an endorsement area where a bachelor's degree is required, shall also authorize service in the external diploma program and noncredit mandated programs.

(NEW) Sec. 10-145d-968. Validity of certificates

This endorsement shall authorize service as an assessor in an external diploma program or as a teacher in adult education programs mandated by statute, such as adult basic education and general educational development programs.

(NEW) Sec. 10-145d-969. Initial educator certificate requirements

To receive an initial educator certificate for external diploma program and noncredit mandated programs, an applicant shall present evidence of holding a bachelor’s degree from an approved institution, in addition to meeting assessment requirements, as appropriate.

An applicant employed by a board of education or qualifying entity under the initial educator certificate endorsed in this area who has not fulfilled requirements for the successful experience, course work or continuing education requirements for the provisional educator certificate may receive one and only one reissuance of the initial educator certificate.

(NEW) Sec. 10-145d-970. Provisional educator certificate requirements

To receive a provisional educator certificate for external credit diploma programs, an applicant shall present evidence of meeting the preparation and eligibility requirements for an initial educator certificate in addition to the following:

(a) Has completed, within the last 10 years while holding an initial educator or interim initial educator certificate, a minimum of 10 months of successful teaching experience with a minimum of 360 total hours of direct instruction to students; and

(b) Has completed a minimum of six semester hours of credit or 60 contact hours of continuing education from approved providers within the following competency areas as adopted by the Board and as provided by the Department in collaboration with specially approved professional development providers:

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(1) Development and characteristics of learners, including students or adults with disabilities or English language learners;
(2) Adult learning theory;
(3) Evidence-based instruction;
(4) Evidence-based classroom and behavior management; and
(5) Assessment of learning.

An applicant employed by a board of education or qualifying entity under the provisional educator certificate endorsed in this area who has not fulfilled the successful experience, course work or continuing education requirements for issuance of the professional educator certificate may receive one and only one reissuance of the provisional educator certificate for a four-year period. If the applicant is does not complete the continuing education requirements under the reissued four-year provisional educator certificate, the applicant shall not be eligible for an adult education certificate until all requirements are met.

(NEW) Sec. 10-145d-971. Professional educator certificate requirements

To receive a professional educator certificate for external diploma program and noncredit mandated programs, an applicant shall present evidence of the following:

(a) Has completed a minimum of 30 months of successful teaching experience with a minimum of 720 total hours of direct instruction to students within the last 10 years while holding the provisional educator certificate or interim educator certificate; and

(b) Has completed one of the following:

(1) A minimum of 90 contact hours of CEUs, completed under the provisional educator certificate or interim provisional educator certificate; or

(2) A minimum of 60 contact hours of CEUs completed under the provisional educator certificate or interim provisional educator certificate and 15 credits beyond the bachelor's degree completed at an approved institution or institutions.

C
Adult Education – English to Speakers of Other Languages

(NEW) Sec. 10-145d-972. When required

This endorsement, or a TESOL prekindergarten through Grade 12 endorsement, shall be required for anyone employed by a board of education or a program authorized by the Department as a teacher of English to speakers of other languages in a public adult education program.

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(NEW) Sec. 10-145d-973. Validity of certificates

This endorsement shall authorize the teaching of English to non-English speaking adults in adult education programs mandated by statute.

(NEW) Sec. 10-145d-974. Initial educator certificate requirements

To receive an initial educator certificate for teaching English to non-English speaking adults, an applicant shall present evidence of the following, in addition to meeting the assessment requirements, as appropriate:

(a) Holds a bachelor's degree from an approved institution; and

(b) Has completed three semester hours of credit in methods of teaching English to speakers of other languages or an equivalent continuing education course offered through a provider specially approved by the Department.

An applicant employed by a board of education or qualifying entity under the initial educator certificate endorsed in this area who has not fulfilled requirements for the successful experience, course work or continuing education requirements for the provisional educator certificate may receive one and only one reissuance of the initial educator certificate.

(NEW) Sec. 10-145d-975. Provisional educator certificate requirements

To receive a provisional educator certificate for teaching English to non-English speaking adults an applicant shall present evidence of meeting the preparation and eligibility requirements for an initial educator certificate, in addition to the following:

(a) Has completed, within the last 10 years while holding an initial educator or interim initial educator certificate, a minimum of 10 months of successful teaching experience with a minimum of 360 total hours of direct instruction to students; and

(b) Has completed a minimum of six semester hours of credit or 60 contact hours of continuing education from approved providers within the following competency areas as adopted by the Board and as provided by the Department in collaboration with specially approved professional development providers:

(1) Development and characteristics of learners, including students or adults with disabilities or English language learners;
(2) Adult learning theory;
(3) Evidence-based instruction;
(4) Evidence-based classroom and behavior management; and
(5) Assessment of learning.

An applicant employed by a board of education or qualifying entity under the provisional educator certificate endorsed in this area who has not fulfilled the successful experience, course work or continuing

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education requirements for issuance of the professional educator certificate may receive one and only one reissuance of the provisional educator certificate for a four-year period. If the applicant is does not complete the continuing education requirements under the reissued four-year provisional educator certificate, the applicant shall not be eligible for an adult education certificate until all requirements are met.

(NEW) Sec. 10-145d-976. Professional educator certificate requirements

To receive a professional educator certificate for teaching English to non-English speaking adults, an applicant shall present evidence of the following:

(a) Has completed a minimum of 30 months of successful teaching experience with a minimum of 720 total hours of direct instruction to students within the last 10 years while holding the provisional educator certificate or interim educator certificate; and

(b) Has completed one of the following:

(1) A minimum of 90 contact hours of CEUs, completed under the provisional educator certificate or interim provisional educator certificate; or

(2) A minimum of 60 contact hours of CEUs completed under the provisional educator certificate or interim provisional educator certificate and 15 credits beyond the bachelor's degree completed at an approved institution or institutions.

D
General Interest Programs

(NEW) Sec. 10-145d-977. When required

No certificate or permit shall be required for adult education teachers of general interest or a vocational courses that are not mandated by Connecticut General Statutes or other sections of these regulations, and for which no high school credit is provided.

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Part XVIII

Discontinued Endorsements and Prior Authorizations

(NEW) Sec. 10-145d-978. Endorsements previously issued, but no longer available

Existing certificates bearing obsolete endorsements shall continue to be valid in all endorsed subject areas, fields and grade levels, as long as the certificate remains in effect.

(NEW) Sec. 10-145d-979. Prior authorizations

To receive an endorsement on the basis of prior authorization, an applicant may file an application and present evidence of meeting the following requirements, in addition to meeting the assessment requirements, as appropriate:

(a) Persons employed continuously by one approved private special education facility prior to September 1, 1980, shall not be required to hold appropriate certification so long as they remain employed in the same position by the approved private special education facility.

(b) Any person who holds a secondary guidance counselor certificate issued prior to July 1, 1989, may serve as a school counselor in Grades 5 through 12.

(c) On and after July 1, 2015, and prior to July 1, 2016, at the Department's discretion and finding of good cause, any candidate admitted to a Connecticut educator preparation program prior July 1, 2012, who has not completed the program may be eligible for certification for endorsements pursuant to sections 10-145d-400 to 10-145d-619, inclusive, of the Regulations of Connecticut Agencies (effective August 6, 1998, to June 30, 2015).

(d) Any person who holds an intermediate administration and supervision endorsement and is actively serving in a position of assistant superintendent on June 30, 2015, shall be authorized to continue to do so on and after July 1, 2015.

(e) Any person who holds an endorsement for department chairperson and is or is not serving in the position may serve in such position on and after July 1, 2015, and will not be required to hold the teacher leader endorsement.

(f) Any person who has served as a mathematics or science instructional coach or general coach prior to July 1, 2015, may qualify for the endorsement by submitting an application, verification of a minimum of 20 months of successful service appropriate to the endorsement, or the equivalent of 40 months part-time successful service, and course work or training specific to the content or teacher leadership in which endorsement is sought. The teacher leadership course work or training is subject to review and approval by the Department. Any person serving as a department chair prior to July 1, 2015, shall not be eligible under the conditions of this prior authorization and shall meet the requirements as outlined in section 10-145d-911.

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(g) Any person who holds an endorsement for remedial reading and remedial language arts may continue to serve under such endorsement to provide instruction to students and school-based support in reading and language arts. The holder of such endorsement may qualify for the provisional educator certificate based on completing 10 months of successful service for a board of education under the initial educator certificate endorsed in remedial reading and remedial language arts or qualify for the professional educator certificate based on 30 months of successful service for a board of education under the provisional educator certificate endorsed in remedial reading and remedial language arts.

(h) Any person who completed an alternate route program in an endorsement area that is no longer issued under these regulations or is issued as a cross-endorsement shall be eligible to receive that obsolete endorsement under a temporary 90-day certificate until June 30, 2016. On and after July 1, 2016, obsolete endorsements shall not be issued to candidates completing an alternate route program unless they complete updated training for the current, comparable endorsement area.

(i) Any person who has served as a literacy coach but did not hold the remedial reading and remedial language arts or reading and language arts consultant endorsement may be eligible to continue to serve in such assignment with same board of education on or after July 1, 2015 provided that the employing agent of a board of education provides to the Department prior to July 1, 2016, a written request for the authorization and verification of the following:

(1) The person has served as a literacy coach for at least two years full time between July 1, 2010 and June 30, 2016, as documented appropriately in the Department's certified staff file;
(2) The board of education will continue to employ the person in the assignment of literacy coach on and after July 1, 2015; and
(3) The person has successfully completed a subject area assessment as approved by the Board.

This authorization shall not be valid if the person transfers to another board of education. This authorization shall not be valid for providing supplemental reading instruction, intervention or assessment to students, above and beyond instruction received in the general education classroom.

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Part XIX

Denial, Revocation or Nullification of Certificate, Permit or Authorization

(NEW) Sec. 10-145d-980. Denial of certificate, permit or authorization for cause

(a) The Department may deny issuance of any certificate, permit or authorization for cause in accordance with section 10-145b of the Connecticut General Statutes.

(b) If the Department denies issuance of a certificate, permit or authorization for cause, the applicant may file, within 30 days of receipt of notification of such denial, a written request for a formal review of the Department's decision.

(c) A request for review shall contain: (1) the full name, address and telephone number of the applicant making the request; (2) a clear and concise statement of the reasons for which the applicant believes the Department erred; and (3) any documentary evidence that supports the applicant's position for appeal of the Department's denial of a certificate, permit or authorization.

(d) A review panel consisting of not less than three qualified Department staff shall review the request and accompanying information to determine if the Department's decision to deny the certificate, permit or authorization was arbitrary and capricious. The panel may either direct the Department to issue a certificate or notify the applicant, in writing, that the decision of the Department to deny issuance of the certificate is upheld. Any decision of the review panel shall be made within 60 days of receipt of the request for review. The review panel's decision to deny issuance of an authorization, permit or initial certificate shall be final and not subject to further appeal.

(e) In accordance with section 10-145b of the Connecticut General Statutes, any initial educator certificate holder who is not granted a provisional educator certificate or any provisional educator holder who is not granted a professional educator certificate, or any professional educator certificate holder who is not granted a continuation may request, in writing, a reconsideration by the Board or its designee within 30 days after the applicant has received notification that the certification decision of the Department was upheld by the panel.

(f) Within 60 days following receipt of the request for reconsideration, and if a hearing is requested in writing, the Board or designee shall hold a hearing to determine if the decision to deny issuance of the certificate was arbitrary and capricious.

(g) The Board or designee shall review all appropriate records on file and determine whether to issue or not issue the certificate. The Board or designee shall render a written decision not later than 30 days after the conclusion of such hearing.

(h) Hearings shall be conducted pursuant to applicable provisions of the Rules of Practice, sections 10-4-11 through 10-4-19 of the Regulations of Connecticut State Agencies, as may be amended from time to time.

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(NEW) Sec. 10-145d-981. Automatic revocation of certificate, permit or authorization

(a) When the Commissioner is notified, pursuant to section 10-149a or 17a-101i of the General Statutes, that a person holding a certificate, permit or authorization (hereinafter called "holder") has been convicted of a crime referenced in said statutes, all certificates, permits and authorizations issued by the Board and held by the convicted holder are revoked as of the date notification is received by the Commissioner. Upon receipt of notice of conviction, the Commissioner shall notify, by certified mail, return receipt requested, the holder of the revoked certificate and the holder's right to file a request for reconsideration.

(b) Within 15 days of receipt of the Commissioner's notification, the former holder may file a request for reconsideration with the Board, requesting the Board reconsider the revocation. A request for reconsideration shall include the name of the former holder; a detailed explanation of why the former holder believes the Board should reinstate the certificate previously held; a detailed explanation of why the former holder believes he or she should be allowed to apply for the certificate, permit or authorization in accordance with section 10-145i of the Connecticut General Statutes prior to five years after serving the sentence for the conviction(s); a detailed description of the offense(s) for which the former holder was convicted and documentation concerning the facts underlying the conviction; a copy of the court judgment and information sheets, including sentencing information and transcripts; an explanation of the time elapsed since the offense for which the holder was convicted; a detailed explanation, with documentation, of the holder's rehabilitation since that time; and any other pertinent information that would be useful to the Board. A copy of the request for reconsideration shall also be filed with the Commissioner.

(c) Within 30 days after receipt of the request for reconsideration, the Commissioner shall file with the Board a statement in support of, or opposition to, the reconsideration. The Commissioner may extend the time for filing such statement upon approval of the Board and may cite the former certificate holder's failure to provide the required information and documentation as a sufficient basis to deny the reconsideration. A copy of the statement shall be provided to the former certificate holder by the Commissioner.

(d) The Board shall review the request for reconsideration and the Commissioner's statement and make a determination, within 90 days of receipt of the Commissioner's statement, as to whether to reinstate the certificate, permit or authorization. In determining whether to reinstate the certificate, permit or authorization of the former holder, the Board shall consider, if appropriate: the nature of the crime; the status of a holder as a role model; the crime and its relationship to the education profession; the effect the crime has on the public and community consciousness, health, safety and welfare; and whether, in the opinion of the Board, reconsideration would impair the standing of other certificates issued by the Board and the public's trust and confidence in the public education system.

(e) As part of the reconsideration process, the Board shall make the initial determination as to whether to uphold or overturn the revocation. The Commissioner shall make the final determination as to whether to uphold or overturn the revocation.

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(NEW) Sec. 10-145d-982. Revocation of certificate, permit and authorization

(a) Causes.

(1) Any certificate, permit or authorization issued by the Board may be revoked by the Board in accordance with procedures hereinafter established if the Board finds, by a preponderance of evidence, that one or more of the following causes exist:

(A) The holder of the certificate, permit or authorization, hereinafter called “the holder,” obtained the certificate, permit or authorization through fraud or misrepresentation of a material fact;
(B) The holder has persistently neglected to perform the duties for which the certificate, permit or authorization was granted;
(C) The holder is professionally unfit to perform the duties for which the certificate, permit or authorization was granted;
(D) The holder is convicted in a court of law of a crime involving moral turpitude or of any other crime of such nature that, in the opinion of the Board, continued possession of a certificate, permit or authorization would impair the standing of certificates, permits or authorizations issued by the Board; or
(E) Other due and sufficient cause.

(2) The Board shall revoke any certificate, authorization or permit in accordance with procedures hereinafter established if the holder is found, by a preponderance of evidence, to have intentionally disclosed specific questions or answers to students or otherwise improperly breached the security of any administration of a statewide examination pursuant to section 10-14n of the Connecticut General Statutes.

(b) Request for revocation.

(1) A request for revocation of a certificate, permit or authorization may be made by a board of education, by a superintendent of schools, or by any person with a legitimate interest, hereinafter called "the requesting party."
(2) Such request shall be in writing, and shall be signed, dated and notarized.
(3) Such request shall state in reasonable detail the grounds upon which revocation is requested, and shall include, but not be limited to, the names of relevant persons, dates and places.
(4) The requesting party shall file such request with the Commissioner.

(c) Dismissal of request to revoke.

If, in the opinion of the Commissioner, the request to revoke does not contain factual information in reasonable detail sufficient to commence an investigation, the Commissioner may either request additional information or dismiss without prejudice the request to revoke.

(d) Investigation.

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If, in the opinion of the Commissioner, the request to revoke does contain factual information in reasonable detail sufficient to commence an investigation, the Commissioner shall initiate an investigation. Investigatory subpoenas may be issued. Based upon the results of the investigation, the Commissioner shall make a determination as to whether there is probable cause to institute revocation proceedings.

(e) Finding of no probable cause.

If, after reviewing the results of the investigation, in the Commissioner's judgment probable cause does not exist for the institution of revocation procedures, the Commissioner shall so notify the holder and the requesting party.

(f) Finding of probable cause.

If, after reviewing the results of the investigation, in the Commissioner's judgment probable cause does exist for the institution of revocation procedures, the Commissioner shall send, by registered mail, return receipt, notice of such finding to the holder. Such notice, in the form of an administrative complaint, shall contain the grounds upon which revocation procedures have been instituted.

The Commissioner also shall notify the holder, in writing, that within 15 days after receipt of the notice, the holder may either:

(1) Surrender the certificate, permit or authorization to the Commissioner and waive, in writing, the holder's right to a hearing, thereby terminating the holder's right to serve in a position requiring such certificate, permit or authorization; or
(2) Request, in writing, a hearing.

(g) Provision for hearing.

(1) If the holder does not surrender the certificate, permit or authorization and waive a hearing, or does not request a hearing, the Board may, on its own motion made not more than 90 days after the expiration of the aforesaid 15-day notice period, order a hearing to be held or order the Commissioner to file a written report with the Board at a meeting of the Board not more than 90 days following the expiration of the aforesaid 15-day notice period.

(2) If a hearing is requested by the holder or if the Board orders a hearing on its own motion, such hearing shall be held not later than 90 days following such request or such order of the Board, unless the parties mutually agree to an extension. Not less than 21 days notice of such hearing shall be given. Said notice period may be mutually waived by the parties.

(h) Hearing procedure.

(1) At the discretion of the Board, a subcommittee of the Board or an impartial hearing officer appointed by the Board shall conduct a hearing.
(2) The hearing shall be open to the public.

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(3) The Commissioner shall represent the interests of the Department.
(4) A verbatim transcript of the hearing shall be made.
(5) Both the holder and the Commissioner shall have the right to be heard in each other's presence, to be present throughout the hearing and to cross-examine witnesses, to present oral argument and, within 31 days following the close of the hearing, to file briefs. Sworn affidavits may be admitted in lieu of the appearance of nonparty witnesses at the hearing. The Commissioner and the holder may mutually agree to extend the time for filing briefs.
(6) The Rules of Practice of the Board, sections 10-4-11 through 10-4-19 of the Regulations of Connecticut State Agencies, as may be amended from time to time, govern the conduct of the hearing, except that if there is a conflict between the provisions of this section and such rules, the provisions of this section prevail.

(i) Decision by the Board.

(1) Unless the Commissioner and the holder mutually agree to an extension, within 60 days after the closing of the record of the hearing, the subcommittee of the Board or the hearing officer shall submit a proposed final decision.
(2) The Board, within 90 days after the closing of the record of the hearing, or within 90 days after the filing of the proposed final decision of a subcommittee of the Board or hearing officer or the written report of the Commissioner, if no hearing is held, shall determine by a recorded roll-call vote whether the certificate, permit or authorization of the holder shall be revoked.
(3) An affirmative vote of a majority of the Board, present and voting, shall be necessary for revocation.
(4) Each member of the Board who votes shall certify in writing either to attendance at the hearing or to having read the proposed final decision of the subcommittee or hearing officer or the report of the Commissioner.
(5) The members of the Board shall have available for review any brief filed or documentary evidence introduced at the hearing.
(6) At the meeting during which the revocation matter is to be decided, and prior to voting on revocation, the Board, if it has not heard the matter *en banc*, shall provide the Commissioner and the holder with the opportunity to make an oral statement regarding the proposed final decision or the report of the Commissioner, if no hearing was held. The Board may limit the length of the statement.
(7) The Board shall not provide for the introduction of any evidence during the statements but may permit statements by the parties solely for purposes of allowing the parties to speak to the proposed final decision or the Commissioner's report, of no hearing was held.

(j) Written opinion of the Board.

(1) The Board shall state in a written opinion the reasons for its action.
(2) The Board shall base its determination on evidence adduced at the hearing or, if no hearing is held, upon the written report of the Commissioner.
(3) Notice of the action of the Board, together with its written opinion supporting its action, shall be furnished promptly to the Commissioner, the holder and the requesting party.

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(NEW) Sec. 10-145d-983. Nullification of certificate, permit, authorization or endorsement

(a) A certificate, permit, authorization or endorsement issued through administrative error may be nullified by the Commissioner or designee as follows:

(1) Once a holder or employing agency in possession of an erroneously issued certificate, permit, authorization or endorsement (hereinafter "the holder") is notified by the Commissioner or designee that such certificate, permit, authorization or endorsement has been issued in error, the holder shall immediately return such certificate, permit, authorization or endorsement to the Commissioner or the Commissioner's designee.

(2) Any person who has knowledge that his or her certificate, permit, authorization or endorsement was issued in error shall notify the Commissioner or designee and immediately return such certificate, permit, authorization or endorsement to the Commissioner or the Commissioner's designee.

(3) Nullification shall be effective retroactive to the effective date of the certificate, permit, authorization or endorsement, regardless of whether it is returned.

(b) The Commissioner or designee may nullify a certificate, permit, authorization or endorsement when the holder fails to meet assessment, course work or other requirements within the validity period of the certificate as established in sections 10-145d-806 to 10-145d-986, inclusive, of the Regulations of Connecticut Agencies, including but not limited to successful completion of the beginning educator program. The nullification date shall be determined based on when the certificate, permit or authorization holder failed to meet requirements.

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Part XX

Equivalency, Hardship Extension and Unique Endorsements

A
Equivalency

(NEW) Sec. 10-145d-984. Certification through equivalency

(a) The Commissioner or designee may grant certification if an applicant presents a combination of education and experience that is determined by the to be equivalent or comparable to the experience and education required by the regulations applicable to the certificate for which application is made, and all other conditions are met.

(b) The decision of the denial of certification through equivalency by the Commissioner or designee shall be final.

B
Hardship Extension

(NEW) Sec. 10-145d-985. Extension of time to complete certification requirements

(a) A request may be made to the Commissioner for good cause for an extension of time to complete certification requirements by a person who:

(1) Holds a provisional educator or provisional teaching certificate or held such certificate within one year of application for extension of such certificate and is unable to complete the course work requirements for a professional educator certificate within the period required; or

(2) Holds a professional educator certificate or held such certificate within one year of application for extension of such certificate and is unable to complete the requirements for continuation of said professional educator certificate within the period required.

(b) If the Commissioner finds hardship exists in the case of such person or if the board of education finds an emergency situation exists because of a shortage of certified teachers in the school where such person is employed, the Commissioner may extend the applicable period for no more than 24 months, effective retroactive to the expiration date of such certificate, provided that the experience of such person is satisfactory. No more than one extension shall be granted to such person.

(c) Notwithstanding the provisions of this section to the contrary, a person whose certificate has lapsed may request certification retroactive to the date on which the lapse occurred, provided

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hardship or extenuating circumstances are found that are beyond the control of the applicant. The Commissioner or designee may grant such a certificate under the following conditions:

(1) The person held a valid teaching certificate;
(2) Prior to the date on which the lapse occurred, the person had completed all requirements or issuance of a new certificate, except for filing an application for such certificate; and
(3) Application is made within one year of the date on which the lapse occurred.

C
Unique Endorsement

(NEW) Sec. 10-145d-986. Unique endorsement for education positions not covered in other sections

In cases where existing endorsements do not cover a unique certification area, the Department may issue certificates with endorsements other than those contained in these regulations. Issuance of such unique endorsement shall be based on completion by the applicant of general, specialized and professional education appropriate to the position and needs of students and similar in quality, quantity and degrees to that required for other positions of comparable importance in a board of education.

Section 2. Sections 10-145d-400 through 10-145d-619, inclusive, and 10-145d-566a through 10-145d-566f, inclusive, of the Regulations of Connecticut State Agencies are repealed.

Effective Date: July 1, 2015.

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