

V.B.

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO BE PROPOSED:
February 3, 2010

RESOLVED, That the State Board of Education declares its intent to adopt sections 10-145d-806 through 10-145d-981, inclusive, and repeal 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, and directs the Commissioner to take necessary action.

Approved by a vote of _____, this third day of February, Two Thousand Ten.

Signed: _____
Mark K. McQuillan, Secretary

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

FROM: Mark K. McQuillan, Commissioner of Education

SUBJECT: Intent to Adopt Proposed Regulations Concerning State Educator Certificates, Permits and Authorizations

Introduction

We are presenting the new regulations concerning state educator certificates, permits and authorizations to the Board so it can declare its intent to adopt.

Follow-up Information

As requested by the Board at the January 6, 2010, meeting, the following revisions have been made to the regulations:

1. *Teacher Leader Endorsement*: added an option to meet the endorsement requirements by completing an assessment as made available by the Board (page 84); and
2. *Special Education Teacher and Intervention Specialist*: added requirements for training in reading and literacy and better aligned these courses with the Literacy Specialist endorsement; clarified the requirements for applicants from out-of-state who only hold a master's in special education and no other general education certificate (pages 88-89).

Please see Attachment A for the current version of the regulations to be released for public comment. A summary of the major regulations changes is outlined in Attachment B.

In addition, as requested by Chairman Allan Taylor, we have responded to the information submitted by the Connecticut Education Association (CEA) in Attachment C.

Attachment D is the required fiscal estimate of proposed the proposed regulations and the small business impact statement.

Action

We ask the Board to vote today to declare its intent to adopt so that the Department may commence the statewide public comment period, March 30 through April 30, 2010. During this required 30-day public comment period, educators and the general public will have an opportunity to present their oral or written comments on the proposed regulations in the following ways:

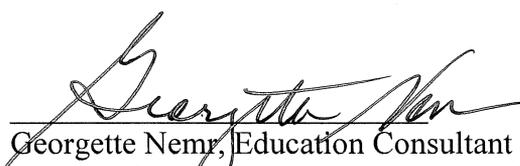
- Post comments on a webpage dedicated to receiving written comments on the proposed regulations, which will allow ease and timeliness of access;

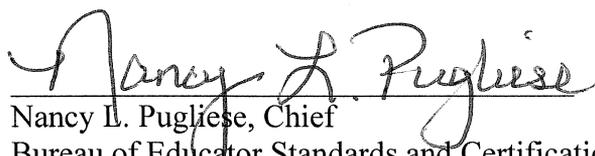
- Attend and provide comment at any of four public hearings at regional locations (Hartford area, New Haven area, Trumbull area, Willimantic area) in April 2010; and
- Submit written comments via regular mail.

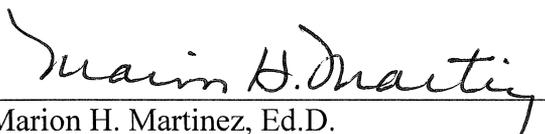
We will share these public comments with the Board and consider the comments in future revisions to the regulations before presenting them to the Board for adoption in July. An approximate timeline for the regulations promulgation process are outlined below:

<i>Regulations Promulgation Steps</i>	<i>General Timeline</i>
1. Intent to Adopt Regulations submitted to Board	February 2010
2. Proposed regulations sent to OPM and Governor's Office for review	February 2010
3. Intent to Adopt published in Connecticut Law Journal	March 2010
4. Public Hearings on proposed regulations	April 2010
5. Resolution to Adopt submitted to Board	July 2010
6. Regulations submitted to the Attorney General's office for approval	July 2010
7. Regulations submitted to the Legislative Regulations Review Committee for approval	August 2010
8. Regulations filed with the Secretary of State	Fall 2010

Based on the above timeline, we plan to report back on the public comments on July 7, 2010, and at that time request the Board's consideration for adoption of the regulations.

Prepared by: 
 Georgette Nemr, Education Consultant
 Bureau of Educator Standards and Certification

Prepared by: 
 Nancy L. Pugliese, Chief
 Bureau of Educator Standards and Certification

Approved by: 
 Marion H. Martinez, Ed.D.
 Associate Commissioner
 Division of Teaching, Learning and Instructional
 Leadership

February 3, 2010

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Bureau of Educator Standards and Certification

**Summary of Major Changes Contained in the
Proposed Regulations Concerning State Educator Certificates, Permits and Authorizations
February 3, 2010**

All Teaching Endorsements

- Requires training in a broad teacher skill set, not currently covered in existing regulations, that addresses the diverse learning needs of students in the pre-service competency areas as outlined in Public Act 09-01, Section 1 (h): *On and after July 1, 2012, any candidate entering a program of teacher preparation leading to professional certification shall be required to complete training in competency areas contained in the professional teaching standards established by the State Board of Education, including, but not limited to, development and characteristics of learners, evidence-based and standards-based instruction, evidence-based classroom and behavior management, and assessment and professional behaviors and responsibilities.*

Elementary and Early Childhood

- Requires expanded training in literacy including 9 credits in teaching the following areas:
 - First and second language acquisition;
 - Developmental reading including reading comprehension, phonics, phonemic awareness, fluency, and vocabulary;
 - Reading and writing in the content areas;
 - Writing process;
 - Literacy assessment;
 - Instructional interventions for students with reading deficits; and
 - Methods of teaching English language learners.
- Provides option for subject area major or an inter-disciplinary major requiring 9 credits in math, 9 in science, 6 in social studies and 9 credits in reading and language arts.

Early Childhood Endorsements

- For ECE Nursery through grade three, decreases credits in child growth and development from 15 to 12.
- Birth to Kindergarten endorsement no longer available as an initial endorsement, only as a cross-endorsement.

Secondary and All-Level Subjects

- Secondary endorsement grade level would change from 7-12 to 6-12 and incorporate middle school methodology (the middle school endorsement would be phased out)
- Requires additional training in curriculum and methods for teaching reading and writing within the content area.
- Secondary endorsements also require training in structure and organization of working in content area, grade level or interdisciplinary teams in middle and high schools.

- Allows subject area major requirement to be met by either a major, a closely related major or 30 credits in the area.

Administrative Endorsements

- The intermediate administration and supervision endorsement requires coursework in teacher leadership (as required for the teacher leader endorsement) and decreases the experience requirement from 5 years to 4.
- The intermediate administration and supervision endorsement requires a one-year (10 month) full-time internship or 450 hours of equivalent internship experience.
- Service as assistant superintendent requires holding the superintendent of schools endorsement.

Adult Education Endorsements

- Provides streamlined requirements appropriate for the part-time nature of adult education service and more flexible options for non-certified persons with content area backgrounds to teach in high school credit diploma programs.

Consolidated Endorsements

- Middle grades 4-8 and secondary 7-12 endorsements are consolidated into secondary 6-12 endorsements;
- Remedial reading and remedial language arts and reading and language arts consultant endorsements are consolidated into literacy specialist PK-12;
- Vocational technical school trades and health occupations endorsements are consolidated into one trade technology endorsement; and
- Foreign language elementary school PK-8 and secondary foreign language 7-12 endorsements are consolidated into world language PK-12.

New Endorsements

- Dance,
- Theater,
- Gifted and talented,
- Instructional technology,
- Teacher leader (replaces department chairperson),
- Special education teacher and intervention specialist PK-12, and
- Trade technology department leader.

Discontinued Endorsements

- Comprehensive special education (bachelor's level),
- Department chairperson,
- Middle grades 4-8 endorsements (subject specific),
- Partially sighted,
- School dental hygienist,
- Vocational trade-related endorsement (for math, science and blueprint reading), and
- Vocational-technical school administrator.

New Certificates and Permits

- Adds language to provide for an adjunct arts instructor permit, an adjunct faculty permit, a resident teacher certificate and a visiting international teacher permit.

Discontinued Authorizations

- In accordance with either NCLB or statutory authority, the following authorizations have been eliminated: temporary authorization for minor assignment, substitute authorization for persons not holding a bachelor's, limited extended authorization for early childhood, adult education authorization.

Flexibility Options

- Provides certificate holders an option to complete coursework for certain endorsement areas or deficiencies through professional development training specifically approved by the Department.
- Provides option for certificates to be issued to candidates who meet all requirements except for up to 9 semester hours of credit.
- Provides school counselors, school psychologists and administrators in training to be issued a one-year interim certificate for completion of supervised internship requirements.

Testing

- Updates language concerning tests, Praxis I waiver criteria.
- Adds language concerning exemptions from testing as provided in Public Act 09-01.
- Adds acceptability of an "excellent score" on a subject area assessment for designated shortage areas in lieu of subject area major or content area coursework. Prior to July 1, 2010, the Board will review and approve the standards set for the "excellent scores".

Professional Educator Certificate

- Requires, on and after July 1, 2016, that applicants for the professional educator certificate complete a minimum of 30 graduate credits beyond the bachelor's degree (precluding acceptance of undergraduate credits).
- Limits eligibility for the professional educator certificate to public school teachers; no longer allows non-public school experience toward obtaining the professional educator certificate.

Continuing Education Units

- Eliminated subsections pertaining to CEUs these guidelines will be reviewed and revised as part of the Department's efforts to review the state guidelines for teacher and administrator evaluation and professional development.

Code of Professional Responsibility

- Consolidated code for teachers and school administrators into one code for all educators.

Attachment C

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Summary of CEA's and CSDE Positions on Certification Proposals (copy attached)
Highlighted in Documentation Sent to the State Board for Meeting on January 3, 2010

Topic	Stakeholder Position	CSDE Position
Teacher Leader Endorsement	<p>CEA Positions/Concerns</p> <p>(a) CT has not adopted teacher leader standards; therefore, proposal is premature.</p> <p>(b) Requiring teacher leader certificate does not provide maximum flexibility to teachers and districts.</p> <p>(c) Endorsement will be required of any teacher working outside the classroom more than .4FTE.</p> <p>(d) Differentiation between a teacher leader in literacy endorsement and literacy specialist certificates.</p> <p>(e) Who can serve as a pre-approved professional development provider?</p>	<p>(a) CSDE has incorporated the completion of a national ETS performance based assessment for teacher leader as one option for gaining this endorsement; this assessment is aligned with national teacher leader standards.</p> <p>(b) Requiring an endorsement for teacher leaders raises the standards for these positions and ensures that individuals working as teacher leaders have a base of knowledge when working with their peers.</p> <p>(c) This is correct; if a person is working more than .4 FTE in a position as a teacher leader, s/he will need additional skills to ensure effective leadership efforts.</p> <p>(d) Teacher leader - literacy endorsement could be used by individuals who only want to serve as a teacher leader at the school level for which they are certified to teach (e.g. elementary certified person could serve as a teacher leader only at elementary school level). The literacy specialist can serve PK-Grade 12.</p> <p>(e) Providers seeking approval to provide teacher leader training in lieu of credit based coursework must seek special review and approval from CSDE. This approval will be awarded only if providers meet all required criteria.</p>
Special Education Teacher and Intervention Specialist Endorsement	<p>CEA Positions/Concerns</p> <p>(a) No prior teaching experience is required.</p> <p>(b) No deep knowledge in reading or math.</p> <p>(c) 9 credits of reading eliminated.</p>	<p>(a) CSDE originally had a two-year teaching requirement included, but received much concern from the IHEs regarding their inability to provide 5-year integrated bachelor/master program for the dual certification and removed the two-year teaching requirement.</p> <p>(b) Because holding a previous certificate is required, the special education teacher will have content area knowledge in at least one content area.</p> <p>(c) CSDE has added a requirement for advanced training in reading.</p>

CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Summary of CEA's and CSDE Positions on Certification Proposals (copy attached)
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	<p>(d) Proposed preparation doesn't always lead to HQ status.</p> <p>(e) Preparation program is too broad.</p> <p>(f) No requirement for student teaching.</p> <p>(g) Revise to include two levels of special education certification (undergraduate and graduate preparation).</p>	<p>(d) Under NCLB and IDEA, special educators must have content knowledge in the primary areas of instruction. Under the federal NCLB law, to be highly qualified, a person must:</p> <ul style="list-style-type: none"> • Be appropriately certified to teach; and • Hold either a: <ul style="list-style-type: none"> ○ Major in the content area; or ○ Masters degree in the content area; or ○ Successfully passed the state-adopted subject area assessment. <p>Because all candidates for special education have passed a content area assessment for their initial certificate, they are considered HQ in that content area.</p> <p>(e) The special education training program focuses on developing expertise in working with teachers around curriculum and specialized interventions, diagnostics, behavioral strategies for working with intensive needs students including students with autism, and facilitating the special education process.</p> <p>(f) Special education is an advanced certificate with a requirement for 6 credits in clinical practicum; teachers will have completed student teaching in initial certification program.</p> <p>(g) CSDE maintains that that preparation in general education content must come before advanced training in special education in order for teachers to effectively support the students with the greatest need.</p>
<p>Literacy Specialist</p>	<p>CEA Positions/Concerns</p> <p>(a) Range of proposed responsibilities is too broad for one certificate; 51 credits are required for professional certification as a literacy specialist.</p> <p>(b) Proposed regulations do not focus on writing, speaking, listening, and viewing.</p> <p>(c) One level of certificate discouraged differentiated staffing positions.</p>	<p>(a) The proposed coursework credits have not increased from the current regulations.</p> <p>(b) Current proposal focuses on the research-based reading strategies including: phonemic awareness, word decoding and word identification, fluency, vocabulary, and oral language comprehension.</p> <p>(c) Since 1993, the Department has issued two separate endorsements: (1) the remedial reading and remedial language arts endorsement, and (2) the reading and</p>

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	<p>(d) Individuals will be disinclined to complete the program due to credits required.</p>	<p>language arts consultant endorsement. Because of the lack of differentiation of literacy positions within the districts, the Department has observed through the hiring and certification process that districts employ teachers with either of these endorsements for the same position.</p> <p>(d) Remedial reading teacher and LA consultants are not identified shortage areas; many individuals currently hold these endorsements but are not using them. Additionally, an alternate route to certification exists that would reduce the time and financial investment for interested individuals.</p>
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AGENCY FISCAL ESTIMATE OF PROPOSED REGULATIONS

AGENCY SUBMITTING REGULATION Education DATE February 3, 2010

SUBJECT MATTER OF REGULATION Regulations Concerning State Educator Certificates, Permits and Authorizations

REGULATION SECTION NO. 10-145d-806 to 10-145d-981, inclusive STATUTORY AUTHORITY C.G.S. 10-145d

OTHER AGENCIES AFFECTED None

EFFECTIVE DATE USED IN COST ESTIMATE July 1, 2014

ESTIMATE PREPARED BY Nancy L. Pugliese TELEPHONE (860) 713-6709

SUMMARY OF STATE COST AND REVENUE IMPACT OF PROPOSED REGULATION

Agency Education Fund Affected _____

	First Year 2010	Second Year 2011	Full Operation 2014
Number of Positions	0	0	0
Personal Services	0	0	0
Other Expenses (printing)	\$8,000	0	0
Equipment	0	0	0
Grants	0	0	0
Total State Cost (Savings)	0	0	0
Estimated Revenue Gain (Loss)	0	0	0
Total Net State Cost (Savings)	\$8,000	0	0

EXPLANATION OF STATE IMPACT OF REGULATION:

Fiscal impact limited to costs of printing a limited number of regulations booklets.

Explanation of Municipal Impact of Regulation:

No fiscal impact on municipalities.

Explanation of Small Business Impact of Regulation:

No fiscal impact on small businesses.

Is a regulatory flexibility analysis required pursuant to C.G.S. 4-168a? **NO.**



Brian Mahoney, Chief Financial Officer
Connecticut State Department of Education

Small Business Impact Statement

Prior to adopting a new section or amendment, Section 4-168a of the Connecticut General Statutes (C.G.S.) requires that each state agency consider the effect of such action on small businesses as defined in C.G.S. Section 4-168a. When such regulatory action may have an adverse effect on small businesses, C.G.S. Section 4-168a directs the agency to consider regulatory requirements that will minimize the adverse impacts on small businesses if the addition of such requirements (1) will not interfere with the intended objectives of the regulatory action and (2) will allow the new section or amendment to remain consistent with public health, safety and welfare.

State Agency submitting proposed regulations: Education

Subject matter of Regulation: Certification of Educators

In accordance with C.G.S. Section 4-168a, staff analyzed the effect on small businesses of the proposed regulations and determined the following:

Check all appropriate boxes:

- The regulatory action will not have an effect on small businesses.
- The regulatory action will have an effect on small businesses, but will not have an adverse effect on such small businesses.
- The regulatory action may have an adverse effect on small businesses, and no alternative considered would be both as effective in achieving the purpose of the action and less burdensome to potentially effected small business. Alternatives considered include the following:
 - (1) The establishment of less stringent compliance or reporting requirements for small businesses;
 - (2) The establishment of less stringent schedules or deadlines for compliance or reporting requirements for small businesses;
 - (3) The consolidation or simplification of compliance or reporting requirements for small businesses;
 - (4) The establishment of performance standards for small businesses to replace design or operational standards required in the new section or amendment; and
 - (5) The exemption of small businesses from all or any part of the requirements contained in the new section or amendment.
- The regulatory action will have an adverse effect on small businesses that cannot be minimized in a manner that is consistent with public health, safety and welfare.

Has the State agency listed above notified the Department of Economic and Community Development of its intent to take the proposed action and completed the Agency Fiscal Estimate of Proposed Regulations?