

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

FROM: Mark K. McQuillan, Commissioner of Education

SUBJECT: Discussion of the Proposed Regulations Concerning State Educator Certificates, Permits and Authorizations

Introduction

Over the last five years, the Department has convened and worked with a variety of committees involving teachers, administrators, higher education representatives, representatives of professional organizations, and representatives of the State Board to develop a set of new regulations that outline preparation and certification requirements focused on meeting the diverse needs of students.

We have presented to the Board on key changes in the proposed regulations and their rationale and implications on the following dates:

<i>SBE Meeting</i>	<i>Presentation Focus</i>
May 7, 2007	Proposed Revisions to the Educator Continuum
March 5, 2008	Report of the Commissioner: Revision of the Certification Regulations and Legislative Program Review and Investigations Study of Certification
October 2, 2008	Overview of Proposed Certification Regulations
December 3, 2008	Integrated Certification
February 4, 2009	(1) Panel Discussion on Proposed Revisions to Certification Regulations and (2) Proposed Regulations for the Educator Leadership Continuum
April 1, 2009	Timeline for Approval of Certification Regulations
May 6, 2009	Regular Education and Special Education Endorsements
June 3, 2009	Feedback on Proposed Regulations from the National Council on Teacher Quality (NCTQ)
July 1, 2009	Proposed Certification Regulations and Certification Provisions of Public Act 09-01

Furthermore, we convened an ad hoc committee of the Board along with higher education representatives to review major certification proposals. The committee has met this year on June 25, July 29, August 19, September 23, and October 29, and will conclude its work in December 2009.

Background

We have worked internally, across bureaus and divisions at the Department, to ensure alignment of the proposed regulations to several key policy and programmatic initiatives the Board has adopted over the last several years including:

- The *Five-Year Comprehensive Plan for Education 2006-2011* including focus on improving pre-school instruction, rigorous standards for secondary instruction in reading, writing, mathematics and science, and the Secondary School Reform Plan
- Scientific Research-Based Interventions (SRBI) Framework
- The Guidelines for Identifying Students with Learning Disabilities

We believe the certification proposals reflected in our draft move us forward to align with the Board's priorities and to ensure that all teachers, school leaders and other personnel are prepared at the pre-service level to:

- understand and apply essential knowledge and skills of their fields, subjects and areas of specialization;
- engage students in rigorous and relevant learning; and
- use multiple assessment measures to analyze and improve student performance and teacher efficacy.

It is important to outline the underlying assumptions about these regulations so that policymakers, educators in the field and the general public understand the purpose of the certification regulations. The certification regulations represent minimum, baseline standards for preparation and certification of educators across the various endorsement areas, including those who are prepared in Connecticut or outside of Connecticut. They identify the areas that we consider to be critical components of preparation and certification.

As part of the preparation process, we understand that educators are prepared within national and state competencies that focus on outcomes and performances, but it is unrealistic to expect that educators are prepared for every grade, every student need or every school level. We further strive to ensure better preparation of educators entering the field by implementing rigorous standards for approval of preparation programs and the adoption of educator certification tests which measure essential knowledge and skills.

However, the competency of educators must also be rigorously examined through the efforts of local boards of education to supervise and evaluate teacher and administrator efficacy through the use of multiple measures including data-driven systems as part of local teacher and administrator evaluation and professional development. It is through service and experience in schools, not solely in preparation, where educators truly develop and deepen their skills and dispositions which are so critical to the success of our students.

As the first step to ensuring the competency of educators, we believe these regulatory changes will help guide the redesign of educator preparation programs to ensure that candidates are trained to use evidence-based practices to meet the diverse needs of students in Connecticut's schools.

Attached to this memorandum is a summary of **substantive changes** proposed.

The following excerpt from *Managing Educator Talent* by Learning Points Associates outlines the role of states to actively support the development of a world-class educator workforce:

The preparation of educators, both teachers and school leaders, is driven by state requirements. The quality of preparation programs for teachers and school leaders affects the entire trajectory of the educator's career. States should work to ensure that teacher and principal preparation programs address a wide range of philosophical and pedagogical approaches and incorporate practical experience so that graduates are prepared for a diverse range of students and settings. This approach includes supporting programs to be responsive to district and state needs. Preparation programs should be required to provide data that demonstrate program effectiveness and feedback to inform continuous program improvement. States also can create standards and requirements for certification and licensure that allow only high-quality, well-trained candidates to enter the profession.

-- Learning Point Associates Identified Best Practices for States, March 2009

Follow-Up Activity

The regulations will be presented to the Board at the December 2nd meeting with a request to declare its intent to adopt them. This will then formally initiate the public comment period and the following steps in the regulatory revision process:

<i>Regulations Promulgation Steps</i>		<i>General Timeline</i>
1.	Intent to Adopt Regulations submitted to Board	December 2009
2.	Proposed regulations sent to OPM and Governor's Office for review	December 2009
3.	Intent to Adopt published in Connecticut Law Journal	February 2010
4.	Public Hearings on proposed regulations	February 2010
5.	Resolution to Adopt submitted to Board	April 2010
6.	Regulations submitted to the Attorney General's office for approval	April 2010
7.	Regulations submitted to the Legislative Regulations Review Committee for approval	May 2010
8.	Regulations filed with the Secretary of State	Summer 2010

Assuming all reviews are made and action is taken within the framework listed above, the department would begin to approve preparation programs in alignment with the new regulations in academic year 2011-12 and preparation programs would have sufficient time to implement new programs and requirements for candidates graduating on and after the effective date of July 1, 2014.

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

November 4, 2009