



Make An Educated Choice..... Read Our Certification Newsletter



Connecticut State Department of Education

Issue 8

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This edition of the Certification Newsletter will focus on the following topics:
hiring options, coaching, BEST, bilingual changes, Alternate Route to Certification II, and more!

Hiring Options

Although the school year is underway, shortages may continue to exist in your district. The Spring 2000 newsletter identified ways in which to find certified teachers. They include:

- Connecticut Regional Application and Placement Program (REAP):

REAP's web site www.ctreap.net, posts available positions and allows candidates to apply on-line for teaching, support services, and administrative positions in Connecticut. Over 112 districts participate.

- Durational Shortage Areas Permit (DSAP):

Throughout Connecticut, shortage areas continue to exist in the following subjects: Spanish, technology education, home economics, mathematics, science, TESOL, integrated early childhood/special education (endorsement #113), comprehensive special education, music, speech and language pathology, and school library media specialist. Shortages specific to particular districts also may exist.

If a certified candidate cannot be found, a district may submit an application for a DSAP. The request must include:

1. Form ED 177;
2. a letter from the superintendent citing steps taken to secure certified personnel;
3. Praxis I – CBT (Computer-Based Test) or a waiver for applicants who do not already hold a valid Connecticut certificate. There is no deferral of the PRAXIS I-CBT assessment requirements for out-of-state applicants;
4. official transcripts indicating 12 semester hours of credit in the subject for which the DSAP will be issued; and
5. verification of enrollment or letter of intent to enroll*, in a planned program leading toward certification in the subject for which the DSAP will be issued, signed by the Certification Officer (Form ED 177 – Part VIII). Those working towards a cross endorsement are exempt from this requirement, with the exception of remedial reading and remedial language arts and integrated early childhood/special education.

*Acceptance into the Alternate Route to Certification (ARC) Program will meet the requirement for intent to enroll in a planned program. The applicant will need to submit a copy of the acceptance letter, signed by the Director of the ARC Program, prior to issuance of a DSAP. Upon completion of the ARC Program, the superintendent of schools will need to submit an application for issuance of a temporary 90-day certificate (ED 172A).

- Temporary Authorization for a Minor Assignment: Minor assignments may be issued to an individual who already holds Connecticut certification and has a minimum of 12 credits in the subject area being requested. The minor assignment may be issued for no more than 2 class periods per day. To request a minor assignment, submit Form ED 173.
- Alternate Route to Certification (ARC) I and II Programs: Contact James McKenna, Director of the ARC Programs at 860-947-1300.

- Contact Certification Officers at Connecticut colleges and universities.
- Encourage staff to obtain additional endorsements.
- Individuals holding a bachelor's degree may serve as a substitute in the same assignment for a *maximum* of 40 days. Individuals serving more than 40 days in the *same* assignment must hold a grade and subject-appropriate valid Connecticut certificate, certificate of eligibility (COE), or standard or permanent certificate. For all other individuals, Form ED 175 must be submitted by your district.

Coaching

Individuals serving as coaches in Connecticut public schools must hold either a five-year renewable coaching permit, or a one-year temporary emergency coaching permit (TECP).

To be eligible for a five-year renewable coaching permit, an applicant must submit the following:

- Form ED 185
- official high school/college transcripts or a copy of diploma
- copy of CPR card completed within one year of application
- copy of first aid card completed within three years of application
- official transcripts or certificate indicating the completion of an approved coaching course. (A list of approved coaching, CPR, and first aid courses is available from the Bureau of Certification and Professional Development.)

Certified teachers must submit Form ED 185, and copies of valid CPR and first aid cards as above.

When a candidate who is eligible for a five-year renewable coaching permit cannot be identified, your district may make application for the issuance of a TECP. Applicants need to submit:

- Form ED 186 signed by the superintendent
- Copies of CPR and first aid cards completed within one year of application

To be eligible for a one-time reissuance, in addition to the above, the applicant needs to submit evidence of enrollment in an approved coaching course, or official transcripts indicating the completion of at least 2 credits in an approved coaching course.

Reminder: Coaching permit requirements are applicable to anyone serving as a coach, regardless of coaching assignment, of intramural or interscholastic athletics in elementary, middle, and high schools. A volunteer or assistant to the coach does not need to hold a coaching permit or TECP as long as he or she works directly with the individual who is properly authorized to serve as a coach under the conditions stated above.

Beginning Educator Support and Training (BEST) Program

The BEST program is an induction program of support and assessment for beginning classroom teachers who hold one of the following certificates or permits; initial educator certificate, interim initial educator certificate, temporary 90-day certificate, or durational shortage area permit.

Once employed by a Connecticut board of education or an approved private special education facility, the teacher must contact the local BEST program district facilitator to register with the State Department of Education (SDE) as a participant in the program. A mentor or mentor team will be assigned to the teacher within 10 days of assignment to a school. For more information on BEST program requirements, contact the SDE at 860-566-2098.

Bilingual Changes

Since September 1, 1974, school districts have had the option of requesting a deferral for bilingual education, due to the shortage of certified bilingual teachers. The availability of the bilingual deferral request provided an avenue for districts to obtain certification for applicants who were not eligible for bilingual certification through the completion of a planned program. Effective July 1, 2001, the option of a deferral request will no longer be available. Districts may request a Durational Shortage Area Permit (DSAP) in order to fill vacancies. Prior to the issuance of the DSAP, applicants must have completed a bachelor's degree, at least 12 semester hours of credit in bilingual education, completed the required testing, and be enrolled in a planned program of preparation or course work necessary for cross-endorsement, to meet certification requirements. If a district anticipates a shortage, teachers already on staff may be encouraged to meet the cross-endorsement requirements for bilingual education. These requirements include:

- 18 semester hours of credit in bilingual education completed at one accredited institution, course work to include the specific areas identified in regulations;
- Praxis I-CBT reading and writing;
- Language Proficiency Requirement (OPI).

Information, including an approved course list pertaining to bilingual cross-endorsement, is available by contacting the Bureau of Certification and Professional Development in writing, by phone (860-566-5201), or by fax (860-566-8929).

New Alternate Route to Certification (ARC) II Program

The ARC II program consists of a 24-week period of part-time instruction offered from fall to spring, and prepares individuals to teach in the following shortage areas:

- bilingual, pre-k to 12;
- mathematics, 7-12;
- science (general science, biology, physics, chemistry, or earth science), 7-12;
- world languages, pre-K to 12

For more information about the fall program or to inquire about the summer 2001 program, contact the ARC program at 860-947-1300.

Effective Dates: Issuance of Temporary 90- Day Certificates and Durational Shortage Area Permits (DSAP)

Certificates are issued with an effective date no earlier than the date the application is received in this office, if all course work and assessment requirements have been met at the time of application. Certificates, including requests for temporary 90-day certificates and DSAPs are not back-dated. Temporary 90-day certificates are issued for 90 working days, not including holidays and weekends. If a teacher is hired in August, but the paperwork is not received in this office until October 1st, the 90-days only can start from the day the application is received. If a DSAP request comes in and the applicant has not met the Praxis I (CBT) requirement, the effective date will be the day Praxis I (CBT) has been met. A district may need to put the applicant on substitute status until a valid certificate or permit has been issued.

Changes to the NASDTEC Agreement

Out of state graduates and experienced teachers from 39 participating states may apply for certification through the provisions of the National Association of State Directors of Teacher Education and Certification (NASDTEC). Applicants eligible for certification under the terms of the NASDTEC agreement, include graduates who obtain the recommendation of a college or university in the member state, and teachers who hold a Level II or III certificate from a member state and have twenty seven months of experience within the past seven years in the member state. Specific Connecticut course work requirements are waived. Assessment requirements may be deferred, but must be met within one year.

Effective October 1, 2000, Connecticut no longer requires graduates of a college or university in a member state to hold a valid Level II certificate from that state. This change should help Connecticut students who attend colleges outside of the state who want to return to Connecticut to teach. These students often have not obtained a certificate in the state where they attended college, and may or may not be eligible for certification in Connecticut without falling under the NASDTEC agreement. Please note that Connecticut will issue the closest "comparable" certificate that is offered. For example, an elementary education graduate from New York, grades Pre-K to 6, will be issued a certificate for grades 1-6 only in Connecticut.

Early Childhood Certification

Connecticut no longer issues early childhood endorsements for Pre-K to K or Pre-K to Grade 3. Many states do not offer a comparable certificate to our integrated early childhood/special education certificates (endorsements #112 and #113). Even though we may have an interstate agreement with another state, we only issue the #112 or #113 endorsement if the applicant has met the following conditions:

- completed a comparable early childhood program in a member state;

OR

- holds a comparable certificate to our #112 or #113 endorsements in a member state;
- has taught for at least 27 months under that certificate within the last 7 years in that same member state.

The following is a comparability study of early childhood certification for the New England states and New York. Please be aware that if an out-of-state program is not comparable to Connecticut's early childhood endorsements, the applicant will need a transcript evaluation and may be required to complete additional course work and/or practical student teaching:

Maine - Early childhood programs and special education programs for Birth to Age 5 or K-3 are not comparable to either #112 or #113.

Massachusetts - Early childhood programs completed 1994 to the present are comparable to the #113 endorsement. We will issue #113 for graduates of early childhood programs completed 1994 to the present or anyone holding the early childhood Pre-K to 3 certificate. Older programs require a transcript evaluation.

New Hampshire - Early childhood N-3 program is comparable to the #113 endorsement. The early childhood program for N-K is not comparable to either #112 or #113.

Rhode Island - Early childhood special education program for Birth to K is comparable to the #112 endorsement. The early childhood Pre-K to 3 program is not comparable to the #113 endorsement. Exceptions: Applicants completing an early childhood special education program at Salve Regina College or Rhode Island College will be eligible for the #113 endorsement.

Vermont - Early childhood program for Birth to age 8 is comparable to both the #112 and #113 endorsements.

New York - Elementary education Pre-K to 6 with an early childhood endorsement (based on additional course work in early childhood) or early childhood special education with certification in special education only is not comparable. Please note: Applicants certified in both elementary education with an early childhood endorsement and in special education having completed an early childhood special education program will be eligible for the #113 endorsement.

Northeast Regional Credential (NRC)
NRC states: Connecticut, Washington DC, Maine, Massachusetts,
New Hampshire, New York, Pennsylvania, Rhode Island, and Vermont.

As Connecticut has experienced severe shortages in certain teaching areas, it was determined that Connecticut would accept the NRC, effective June 7, 2000, in the following subject areas: foreign language, school library media specialist, science (biology, chemistry, physics, earth science), mathematics, technology education, home economics, art, music, single-subject special education (blind, partially sighted, and hearing impaired).

Holders of the NRC are eligible for employment in any of the nine states. Connecticut also requires the applicant to hold a Connecticut interim educator certificate, which may be issued with assessment and course work deficiencies. Employment under an NRC is valid for up to two years in DC, MA, NH, NY, PA, RI, and VT and up to one year in ME and CT. During this time, persons employed under the NRC must satisfy any unmet requirements for certification in the state where they are employed.

Please contact the Bureau of Certification and Professional Development or go to the SDE web site for more information on the NRC.

Title II Reporting on the Quality of Teacher Preparation

More than half of the 2.2 million teachers hired across the country over the next 10 years will be first-time teachers who will need to be prepared for meeting the challenges of today's classrooms. For this reason, attention at the national level has increasingly focused on the role that institutions of higher education and the states play in ensuring that teachers have the content and pedagogical skills they need to effectively teach all students to the highest standards.

In October of 1998, Congress met this challenge by enacting Title II of the Higher Education Act (HEA). Title II authorizes new federal grant programs that support efforts to improve the recruitment, preparation, and support of new teachers. In addition, Title II includes new accountability measures in the form of reporting requirements for institutions and states on teacher preparation and licensing. Up to this point, there have been no comprehensive data available on how well institutions prepare teachers, what states require of individuals before they are allowed to teach, and how institutions and states are raising teaching standards.

Section 207 of Title II requires the annual submission of three reports on teacher preparation and licensing: one from institutions to states, a second from states to the U.S. Secretary of Education, and a third from the Secretary to Congress and the public. By law, these reports must be submitted annually. For the first reporting cycle, institutions of higher education are required to submit their annual reports to their states no later than April 7, 2001. All institutions are also required to report this information to the public through school catalogs and promotional materials that the institution sends to prospective students, secondary guidance counselors, and prospective employers of their graduates. States, in turn, will compile the institutional data submitted to them in the form of a report that covers all teacher preparation programs plus information on state requirements for certification. The states must submit their annual reports to the U.S. Department of Education by October 7, 2001. In April of 2002, the Secretary of Education will report to the Congress and the public on the quality of teacher preparation programs in the Nation.

Customer Service

To ensure timely and efficient service to districts and individual applicants, the following customer service options are available:

Office hours are 8 a.m.-5 p.m. Application materials may be dropped off and/or picked up. Certification consultants are not available to meet with individual applicants.

IVR phone system (860-566-5201) provides updated information regarding certification status within a 24-48 hour period. Applicant's social security number is required.

Public phone line (860-566-5201). Consultants are available to the general public by phone from 1:00 p.m. - 5:00 p.m., Monday through Friday.

FAX machine (860-566-8929), is available 24 hours a day for the receipt of forms requests, course work approvals and other materials. Faxes are treated as correspondence and may take a few days to reach the appropriate consultant.

Priority Review Requests expedite evaluation for candidates who are finalists for a position. To ensure the most efficient processing of all applications, please complete all questions and have forms signed by the appropriate individuals.

You may contact the Bureau of Certification and Professional Development at the following address:

Connecticut State Department of Education
Bureau of Certification and Professional Development
P.O. Box 150471 – Room 243
Hartford, CT 06115-0471

E-mail: teacher.cert@po.state.ct.us

Web site: www.state.ct.us/sde.

Other Areas of Interest

Charter Oak State College, New Britain, 860-832-3838.

Language Fluency Testing International, Inc., phone, 914-948-5100, FAX at 914-948- 0794 for ACTFL-OPI .

Sylvan Learning Centers (Pro-Metric Testing Centers), 800-853-6773.

Educational Testing Service (ETS), 609-771-7395, or www.teachingandlearning.org.

Alternate Route to Certification (ARC) I and II Programs, 860-947-1300, or www.ctdhe.org

Advanced Alternative Program for School Library Media Specialist, 203-407-4446, or www.aces.k12.ct.us

The Connecticut Regional Education Application and Placement Program (REAP), 1-888-656-1011, or www.ctreap.net