

Staff Briefing

# Teacher Certification Program Implementation

June 26, 2008

Legislative Program Review  
& Investigations Committee

# Introduction

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In April 2007, the Legislative Program Review and Investigations Committee voted to conduct a study of teacher certification in Connecticut. The study was approved in two phases: Phase I, conducted during 2007, was a review of the state's Beginning Educator Support and Training (BEST) program, while Phase II, begun in April 2008, is examining the implementation of the state's teacher certification program.

Public school teachers in Connecticut must hold a valid teaching certificate, authorization, or permit issued by the State Department of Education (SDE) in order to teach. A key reason for certifying teachers is to ensure that students are taught by qualified teachers. At the beginning of the 2006-07 school year, the number of certified teachers teaching in the state was approximately 43,000. Of those teachers, almost 5,000 participated in the BEST program required for teachers newly certified in Connecticut.

Major changes to the teacher certification system occurred with the passage of Connecticut's Education Enhancement Act in 1986. The law replaced the previous two-tiered teacher certification structure with a three-tiered system, initiated professional development requirements for teachers at the highest certification level, established an alternate route to certification program, and required beginning teachers to complete a formal support and assessment program in order to maintain their state certification. Over the years, SDE has developed processes within the teacher certification system to administer and ensure compliance with the requirements.

Various agencies at both the state and local levels are involved in implementing the teacher certification program. At the state level, the Department of Education and the Department of Higher Education (DHE) play key roles within the teacher certification process, while public school districts are important components locally. SDE is the lead agency responsible for maintaining the state's certification system for public school teachers. The department is also responsible for implementing state law for teachers and ensuring teachers fully meet certification requirements. The Department of Higher Education's role is to make sure the various teacher preparation programs administered by Connecticut colleges and universities, including the Alternate Route to Certification (ARC) program, are duly accredited and operating in accordance with state requirements for teacher certification. Local school districts are primarily responsible for ensuring that teachers are properly certified, teaching in subjects at the appropriate grade level in accordance with their certification, providing continuing education opportunities, and submitting relevant information about their certified employees to SDE.

The primary components of the current certification regulations are the specific academic and experience requirements that teachers must complete to earn an endorsement in their particular teaching specialty.<sup>1</sup> The department, through the State Board of Education, is working

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<sup>1</sup> All teachers must have a particular area of practice connected to their certificate, called an endorsement. For example, a teacher who has an initial certificate with a secondary history endorsement is considered to have the

with various stakeholders to revise teacher certification regulations and anticipates submitting its recommended revisions to the legislature for review by early 2009. At the same time, SDE is modernizing its teacher certification computer system. The department expects deployment of the new system near the end of 2008.

## **Study Focus**

Phase II of the teacher certification study is focusing on the operations within the State Department of Education to implement Connecticut's certification requirements for teachers. The study will assess whether the department's administration of the certification system is effective and how responsive the system is to educators and entities served.

Areas not included in Phase II are a review of the certification process for beginning teachers under the BEST program, which was studied by the committee under Phase I of the teacher certification project, and an evaluation of the content of any current or proposed certification regulations.

## **Methodology**

To date, committee staff has utilized several sources of information for this report. Staff met with the education department's chief of the Bureau of Educator Standards and Certification, which has a unit that administers teacher certification. Additional interviews have been held with key personnel within the bureau's certification unit to assist committee staff in understanding the certification system and the numerous rules and processes governing teacher certification. State statutes, regulations, and national information have been reviewed, as has relevant information collected under Phase I of the project.

This interim report provides background information relevant to the study. When applicable, preliminary program data have been provided. Additional data and analysis of the teacher certification program implementation will be included in a second report to the committee. The second report will include staff findings and any recommendations, and is anticipated in late 2008.

## **Report Organization**

This report is organized into five sections. Section I summarizes the current certification requirements for teachers. Section II provides background information on the organization and resources within the Department of Education pertaining to teacher certification. Section III outlines the processes used to certify teachers in Connecticut. Section IV provides an overview of SDE's customer service components within the teacher certification program. Section V summarizes the areas for further review by committee staff.

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knowledge and skills to teach high school history. This teacher would not be permitted to teach third grade, which requires a different endorsement.

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# Section I: Teacher Certification Requirements

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A person is eligible to work for a local or regional board of education as an educator only after successfully completing specific requirements for certification detailed in state statute and regulation. There are different types of certificates issued depending on a person's position and responsibilities within a school district. The State Board of Education (SBE) is responsible for adopting the state certification requirements, while the State Department of Education, as the SBE's administrative arm, ensures the requirements are implemented.

Obtaining a state educator certificate does not guarantee someone employment within a school district; individual boards of education are responsible for hiring decisions. Certification means the holder has met the state's academic and experience standards established for certain categories of public school employees.

The state also issues permits or authorizations for some types of school employees, such as coaches and long-term substitute teachers, instead of certificates. Permits and authorizations have separate requirements and are granted under different circumstances than certificates.

Specifically for teachers, appropriate state certification is required for any local or regional school district employee who: 1) is not directly supervised in delivering instructional services by a certified professional employee in a position requiring certification; 2) is responsible for planning an instructional program for a student; 3) evaluates student progress; or 4) does not receive specific directions from a supervising teacher or administrator that constitute a lesson plan for each lesson.

In addition to teachers, the other public school employees who must receive state certification before they can be employed by a local or regional school district in Connecticut are:

- administrators and superintendents;
- support services personnel (school social workers, speech pathologists, school counselors, or school psychologists);
- vocational/technical educators; and
- educators who teach adults.

This section provides an overview of the key state certification requirements for teachers. The processes used by SDE to review certification applications and issue certificates are presented in Section III.

## **Educator Certification Continuum**

There are three levels of certification for public school teachers in Connecticut: *Initial Educator*, *Provisional Educator*, and *Professional Educator*, which together make up what is termed the educator certification continuum. As summarized in Table I-1, each level is based on teachers meeting core academic and professional experience requirements as required by state law. The table highlights the type of teaching certificate, the duration of the certificate, and the

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requirements to earn or maintain the certificate for *teachers who either completed their teacher preparation program in Connecticut or have teaching experience in a public or approved nonpublic school (e.g., parochial school) in Connecticut*. A summary of how teachers from other states attain Connecticut certification is provided later in this section, as are more detailed descriptions of each certificate level and summaries of selected permits and authorizations.

<b>Table I-1. State Teaching Certificates: Summary of Core Eligibility Requirements (for applicants either completing a Connecticut teacher preparation program or with previous in-state teaching experience)</b>		
<b>Type of Certificate</b>	<b>Duration</b>	<b>Core Eligibility Requirements</b>
Initial Educator (Level 1)	Up to 3 years*	<ul style="list-style-type: none"> <li>• Completed a teacher preparation program in the field and at the grade level for which a certification endorsement is requested; passed required Praxis assessments; and fulfilled special education requirement</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Completed two years (20 school months) of appropriate successful teaching in an approved nonpublic school; completed all coursework for the requested certification endorsement; passed required Praxis assessments; and fulfilled special education requirement</li> </ul>
Provisional Educator (Level 2)	Up to 8 years	<ul style="list-style-type: none"> <li>• Successfully completed the requirements for the initial educator certificate and:               <ol style="list-style-type: none"> <li>1) successfully completed BEST program, as applicable, and at least one year (10 school months) of successful teaching (including permanent substitute teacher) in a public school</li> </ol> <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> <li>2) completed at least three years (30 school months) of successful teaching in an approved nonpublic school within 10 years of applying for provisional certificate</li> </ol> </li> </ul>
Professional Educator (Level 3)	5 years (continuation every 5 years)	<ul style="list-style-type: none"> <li>• Completed three years (30 school months) of successful teaching in a public school or approved nonpublic school while holding a provisional certificate AND successfully completed at least 30 semester hours of college credit beyond a bachelor's degree</li> <li>• Must complete at least 90 hours of continuing education taught by an SDE-approved provider during each five-year continuation period</li> </ul>
<p>*Renewals available under certain circumstances Source: R.C.S.A. Secs. 10-145d-409 through 610.</p>		

The current three-level certification system was established by the Education Enhancement Act (EEA) and went into effect in 1989. Prior to the current structure, only two levels of certification for teachers existed: *provisional* and *standard*. At that time, once a teacher obtained a standard certificate, the license did not expire and was valid for the remainder of the teacher’s career. The EEA created a new certificate level – initial educator – that had additional assessment requirements for teachers entering the profession in Connecticut. In addition, experienced teachers at the new highest-level certificate – professional educator – were now required to meet certain continuing education requirements every five years of employment to continue their certification.

**Certificates.** Table I-2 shows the total number of initial, provisional, and professional educator certificates currently on record with SDE. The table includes teachers with certificates who are and are not currently teaching under those certificates as of April 2008. Almost half of the educators in Connecticut with certificates hold a professional educator certificate, followed by those with provisional certificates (31%) and initial certificates (22%).

<b>Table I-2. Certificates by Type (April 2008)*</b>		
<b>Certificate Type</b>	<b>Certificates (n=86,488)</b>	<b>Percent of Total (rounded)</b>
Initial Educator Certificate	18,871	22%
Provisional Educator Certificate	26,535	31%
Professional Educator Certificate	41,082	48%

\*Includes teachers with active certificates who are and are not teaching under those certificates.  
Source of data: State Department of Education

### **Initial Educator Certificate**

The initial educator certificate is the first level of state certification. All prospective teachers must fulfill several preparation and eligibility requirements to qualify for initial certification. Candidates must either have: 1) completed a planned teacher preparation program at a regionally accredited institution<sup>2</sup> in the field and at the grade level for which accreditation is requested; or 2) in lieu of a formal teacher preparation program, successfully completed at least

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<sup>2</sup> Regional accreditation is a process of recognizing educational institutions for performance, integrity, and quality. In the United States, this recognition is extended largely through nongovernmental, voluntary membership associations that establish accreditation criteria, evaluate institutions against the criteria, and approve institutions that meet the criteria. There are six accrediting bodies nationwide, including the New England Association of Schools and Colleges, which accredits colleges and universities in Connecticut. The accrediting bodies are recognized by the federal Department of Education as reliable authorities on the quality of education for the institutions they accredit.

20 school months (i.e., two years) of appropriate teaching experience in an approved nonpublic school<sup>3</sup> and meet all coursework requirements and assessment.

There are multiple pathways for obtaining an initial certificate, depending on whether a candidate attended an in-state or out-of-state teacher preparation program or had previous experience in Connecticut or another state. The description below highlights the core requirements common to all applicants for initial certification, and the additional requirements for candidates educated or already teaching in another state. Information regarding Connecticut's level of reciprocity with other states is provided later in this section.

**Assessments.** All candidates applying for the initial educator certificate are required to satisfactorily complete specific assessments prior to receiving their certificate. The exams are intended to ensure applicants possess the basic skills and content area knowledge deemed necessary to be a qualified teacher, prior to certification.

Under most circumstances, prospective teachers must complete the Praxis I and Praxis II exams, as developed and administered by the Education Testing Service (ETS).<sup>4</sup> The Praxis I exam is a pre-professional skills test taken prior to admission to a teacher preparation program. (Applicants not attending a teacher preparation program must also complete the Praxis I exam.) The exam is designed to measure a person's basic skills in reading, writing, and mathematics. Candidates whose Scholastic Aptitude Test (SAT), American College Testing (ACT), Graduate Record Examination (GRE), or Prueba de Aptitud Académica (PAA)<sup>5</sup> scores meet certain benchmarks, may have their Praxis I assessment requirement waived.<sup>6</sup> The Praxis I exam is not mandatory upon application to SDE for certification in areas not requiring a bachelor's degree, including the positions of agriculture education, health occupations, or marketing education in vocational-technical schools.

The Praxis I exam may be taken via computer or using a paper-based exam. The paper-based test is administered on four specific nationwide test dates at various sites throughout individual states, including Connecticut. The computerized version of Praxis I is administered year-round by appointment, and three locations are available for taking the exam in Connecticut.

Another condition of initial certification is passing the Praxis II exam. The exam is paper-based, and designed to measure an applicant's content knowledge about the specific subject-area(s) for which certification is requested. (Such subject-area of specialization is called an

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<sup>3</sup> Substitute teaching is not considered toward fulfilling this requirement.

<sup>4</sup> ETS is a private, nonprofit organization located in New Jersey devoted to education measurement and research primarily through testing.

<sup>5</sup> Prueba de Aptitud Académica is an exam that tests English fluency of native Spanish-speaking persons.

<sup>6</sup> A Praxis I waiver is granted when the applicant meets one of these standards: SAT: 1000 total score, with math and verbal subset scores no less than 400 each (before April 1 1995), or 1100 total score (after March 31, 1995); ACT: scores not less than 20 on the English and 17 on the math subtests (before October 1, 1989), or no less than 22 on English subtest and 19 on math subtest (after September 30, 1989); GRE: a combined minimum score of 1000, with no less than 500 in quantitative reasoning and no less than 450 in verbal reasoning (before October 1, 2002), or a combined minimum score of 1000, with no less than 500 in quantitative reasoning, no less than 450 in verbal reasoning, and a minimum analytic writing score of 4.5 (after September 30, 2002); PAA: comparable SAT scores (as above), plus minimum score of 510 on English as a Second Language Achievement Test or Test (ESLAT) of Test of English as a Foreign Language (TEFOL).

endorsement, and a full description of endorsements is provided later in this section.) Prospective teachers in Connecticut must successfully complete the appropriate Praxis II subject-area exam prior to receiving an endorsement. Candidates generally take their Praxis II exams after completing some or all of their teacher preparation programs. The exam cannot be waived.

Praxis II is offered at various sites throughout the state on specific dates during the year. Although candidates may take the exam as many times as necessary to achieve a passing score, the exam may only be taken a maximum of six times in a given year in Connecticut.

**Special course of study.** All applicants for initial certification must complete a course of study consisting of at least 36 clock hours of instruction in the area of special education. The coursework, which Connecticut's teacher preparation programs all offer, must include: 1) an understanding of the growth and development of exceptional children, including handicapped children, gifted and talented children, and children who require special education; and 2) methods for identifying, planning for, and working effectively with special needs children in a regular classroom.

**Requirements for in-state and out-of-state applicants.** Eligibility for initial certification differs whether applicants were educated and/or trained in Connecticut or another state. A further distinction is made for out-of-state applicants depending if Connecticut recognizes for certification purposes the credentials of teachers educated and/or the teaching experience from that state. (A more detailed description of Connecticut's reciprocity with other states is provided later in this section.) Table I-3 shows the various ways applicants are eligible for initial certification in Connecticut.

Candidates from outside of Connecticut may meet requirements for certification if they have completed an approved educator preparation program from a regionally accredited institution outside of Connecticut and/or have appropriate teaching in another state under a valid certificate from that state. Certification eligibility is based upon a review of official transcripts, a recommendation from the preparing higher education institution, and/or verification of successful teaching experience from the district. When eligibility is determined, an applicant will receive the closest endorsement that is issued in Connecticut. All candidates applying for a Connecticut educator certificate, which requires completion of a bachelor's degree from a regionally accredited institution, must submit official transcripts verifying completion of the degree, regardless of the basis of their certification.

**Deferrals.** An applicant who completed a teacher preparation program at a regionally accredited out-of-state institution and/or has teaching experience in another state but has not completed either the assessment requirements for Connecticut's initial educator certificate or the special education course of study, may be eligible for a one-year *interim* educator certificate. An interim certificate allows the applicant to defer fulfilling the assessment or special education study certification requirements for up to one year. Interim certificates are nonrenewable, and all Connecticut requirements must be fully met to obtain an initial educator certificate.

Districts may request SDE approve a one-year extension for a teacher who has not met the special education course requirement. A district must show the teacher could not complete the course due to extenuating circumstances or hardship.

<b>Table I-3. Pathways to Initial Educator Certificate</b>	
<b>Connecticut Teacher Preparation Program or Previous Experience</b>	
Teacher Preparation Program Only: No experience	<ul style="list-style-type: none"> <li>• Application review</li> </ul>
Teaching Experience Only: No teacher preparation program (Approved nonpublic school)	<ul style="list-style-type: none"> <li>• Two school years of successful, full-time same teaching assignment in same Connecticut approved nonpublic school</li> <li>• Thorough transcript review for specific endorsement requested</li> </ul>
<b>Out-of-State Teacher Preparation Program or Previous Experience (Reciprocal State)</b>	
Accredited Teacher Preparation Program Only: No experience	<ul style="list-style-type: none"> <li>• General transcript review</li> </ul>
Experience Only: No teacher preparation program (public school or approved nonpublic school)	<ul style="list-style-type: none"> <li>• Three school years of successful, full-time teaching experience (within past seven years) at Level 2 certificate (i.e., comparable to Connecticut’s initial certificate)</li> <li>• General transcript review</li> </ul>
<b>Out-of-State Teacher Preparation or Previous Experience (Non-Reciprocal State)</b>	
Accredited Teacher Preparation Program Only: No experience	<ul style="list-style-type: none"> <li>• Thorough transcript review for specific endorsement requested</li> </ul>
Experience Only: No teacher preparation program (public School approved nonpublic school)	<ul style="list-style-type: none"> <li>• Two school years of successful, full-time teaching in same public school or district under an appropriate state certificate</li> <li>• Thorough transcript review</li> </ul>
<ul style="list-style-type: none"> <li>• <i>General transcript review</i>: confirms the candidate has a bachelor’s degree, completed student teaching assignment, and generally completed appropriate coursework for endorsement requested.</li> <li>• <i>Thorough transcript review</i>: confirms the candidate has a bachelor’s degree and completed student teaching assignment, and includes a complete review of coursework to determine if such coursework meets Connecticut coursework standards (i.e., is comparable to coursework provided by Connecticut teacher preparation programs) for the endorsement(s) requested.</li> </ul>	
Source of data: SDE and Committee Staff Analysis	

**Term.** The initial educator certificate is valid for three years and may be re-issued for five additional three-year intervals for individuals not meeting the requirements of the second-level certificate (i.e., provisional educator certificate), as long as no certification requirements have changed between renewals. If changes have been made, the teacher must meet those

requirements or the initial certificate will not be renewed after the fifth re-issuance until all requirements are met. Initial certificates are re-issued regardless of whether the certificate holder is employed as a teacher. After the fifth re-issuance, the initial certificate holder must meet all preparation and eligibility requirements in effect at the time of application and resubmit a formal application to SDE for a new initial certificate. There are other specific conditions upon which an initial educator certificate will be re-issued, which are shown in Appendix A (Table A-1).

### **Provisional Educator Certificate**

The provisional educator certificate is the second-level teaching certificate in the educator certification continuum. This certificate is issued to teachers who meet the initial educator certification requirements. In addition, teachers must have successfully completed the Beginning Educator Support and Training (BEST) program<sup>7</sup> and one year of teaching under the initial educator certificate (or under an interim certificate or a durational shortage area permit, as described later in this section).

Teachers who successfully teach in a public school or nonpublic school approved by SBE (or another state's education governing body) for at least three years within the 10 years prior to applying for a provisional certificate, also meet state standards for the provisional certificate. The experience must be in the appropriate subject area for the teaching endorsement. Candidates qualifying for a provisional certificate with three years of previous teaching experience are not required to complete a BEST portfolio.

Permanent substitute teachers are eligible for a provisional certificate if they have successfully taught for a school district for one year in the same position in an appropriate subject and grade level. Further, any teacher who teaches less than full time under an initial educator certificate is not required to teach more than two years in order to qualify for a provisional educator certificate. Teachers who obtained their initial certificate after completing a temporary 90-day certificate qualify for a provisional certificate if they teach at least two years under their initial certificate.

Provisional educator certificates are valid for up to eight years before a candidate must qualify for a professional certificate. However, a teacher with an expired provisional certificate who has not fully met the requirements for a professional certificate may be eligible for a provisional certificate, initial certificate, or no certificate at all. Appendix A (Table A-2) shows the conditions under which a certificate is granted when a provisional certificate has expired.

### **Professional Educator Certificate**

The Professional Educator Certificate is the state's highest-level certificate for teachers. Teachers must meet the following requirements to qualify for a professional certificate:

- 1) satisfy the criteria for the provisional certificate;

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<sup>7</sup> A full report of the BEST program was conducted by the Program Review Committee under Phase I of the teacher certification study and is available at: <http://www.cga.ct.gov/pri/index.htm>

- 2) complete three years of successful teaching experience in a Connecticut public or approved nonpublic school under the provisional certificate (except for out-of-state teachers with National Board certification<sup>8</sup>); and
- 3) complete 30 semester hours of credit coursework beyond a bachelor's degree (for elementary, middle school, secondary academic, special subjects and fields, and special education certificate endorsements).

Obtaining a master's degree as part of the coursework requirements for a professional certificate is not necessary, and the coursework currently may be at the undergraduate or graduate levels. The coursework must be completed at an accredited college or university and meet the following requirements:

- 1) directly relate to the subject areas or grade levels of the endorsement, or in an area(s) related to the teacher's ability to provide instruction effectively or to meet locally determined goals and objectives; or
- 2) be an individual program designed to increase the ability of the teacher to improve student learning as mutually determined or approved by the teacher and the school district (or approved nonpublic school); or
- 3) relate to the subject area or grade level for which the teacher holds an endorsement, and may include coursework completed for obtaining an additional endorsement.

**Certificate term and continuation.** Professional educator certificates are valid for five-year cycles. In order to continue the certificate before expiration, the educator must have completed nine continuing education units (CEUs) during each five-year period.<sup>9</sup> Any additional CEUs earned during a five-year period may not be applied to a subsequent continuation period.

A CEU is generally defined as an activity that gives the participant new or unique knowledge focusing on improving student learning, and may be acquired in several ways, as described below. Specific types of continuing education also must be completed by teachers in certain subject areas, as highlighted in Table I-4.

Certificate holders who do not teach at all under their professional educator certificate, and who have not completed any of the CEU requirements for renewal, are eligible for another five-year re-issuance of the certificate. All continuing education requirements must be fulfilled during the next five-year cycle. If the teacher neither works under the re-issued certificate nor completes the full nine CEU requirements, another certificate is re-issued. SDE does not count any continuing education units completed by a teacher who does not work at all during a five-year professional certificate cycle toward another certificate cycle.

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<sup>8</sup> As noted in Phase I of this study, the National Board for Professional Teaching Standards offers a prestigious credential to veteran teachers who successfully complete a rigorous and lengthy application process.

<sup>9</sup> Certificate renewals for the adult education subject area require 4.5 CEUs every five years.

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**Table I-4. Statutory Continuing Education Requirements for Professional Educator Certificate Renewal**

General Subject Area	Continuing Education Requirements*
<ul style="list-style-type: none"> <li>• Early Childhood Nursery through Grade 3</li> </ul>	At least 15 hours (1.5 CEUs) of training in the teaching of reading and reading readiness and assessment of reading performance, including methods of teaching language skills necessary for reading, reading comprehension skills, phonics, and the structure of the English language
<ul style="list-style-type: none"> <li>• Elementary</li> </ul>	At least 15 hours (1.5 CEUs) of training in the teaching of reading and reading readiness and assessment of reading performance, including methods of teaching language skills necessary for reading, reading comprehension skills, phonics, and the structure of the English language; and 15 hours (1.5 CEUs) of training in the use of computers in the classroom
<ul style="list-style-type: none"> <li>• Middle Grades</li> <li>• Secondary Academic</li> </ul>	At least 15 hours (1.5 CEUs) of training in the use of computers in the classroom, unless such employees are able to demonstrate technology competency, in a manner determined by their school district based on statewide standards for teacher competency in the use of technology for instructional purposes in accordance with state law

\*As part of the 90 CEU hours required for the professional educator certificate every five years.

Source: C.G.S. Sec. 10-145-b(1)(1)

If a certificate holder works any fraction of five years during a certificate period and has not fulfilled the continuing education requirement, another certificate may be re-issued for a period of five years less the number of years the person was employed under the previous certificate. For example, if a teacher teaches in a school district for three years under a professional certificate and the certificate expires but the teacher has not fulfilled the CEU requirement, the next professional certificate will be issued for two years (five years for the new certificate less the three years worked under the previous certificate). During those two years, the teacher must obtain the balance of the nine CEUs in order to renew the certificate. (All CEUs acquired during the first certificate period are applied to the next certificate.)

**CEU activities.** There are several ways in which an educator may earn CEUs: through completing graduate-level coursework, earning National Board certification, participating in professional development or other activities sponsored by a school district, or completing professional development held by a provider approved by SDE.

*Graduate-level coursework.* CEU credit is awarded only for graduate-level coursework. The graduate credits must be within a teacher's current subject area or applicable to a new subject endorsement area. For certification purposes, one semester hour of graduate credit completed at a regionally accredited college or university is equivalent to 1.5 CEUs, making a regular, three-credit course worth 4.5 continuing education units.

*National Board for Professional Teaching Standards certification.* The renewal requirements for one five-year period may also be satisfied through the successful completion of National Board certification in the applicable subject area. Teachers receive nine CEUs toward renewal of a professional certificate only upon full completion of the national certification program; no partial credit toward certificate renewal is given during the time a candidate is working on the national certification requirements.

*District-provided professional development.* Local and regional school districts are automatically approved by statute as professional development providers. Individual school districts are required by law to offer teachers, at no fee, a minimum of 18 hours (1.8 CEUs) of continuing education opportunities each year.<sup>10</sup> Districts, like other professional development providers, must provide reports of those attending professional development activities to SDE upon request. Also, roughly half the districts in Connecticut use software designed by a private company to do the administrative recordkeeping of teachers' continuing education units.

*District-awarded CEU equivalents.* CEU equivalents are continuing education credits provided for activities outside of the formal continuing education courses. Examples of activities eligible for CEU equivalents include planned continuing learning experiences related to student learning; service in specific roles, such as presenters/trainers, peer coaches, and facilitators of district learning activities; and a teacher's participation in curriculum development.

Districts are responsible for implementing a process for reviewing and granting CEU equivalents. These activities generally are tied to specific needs of a district. Only the CEU coordinator within a district can give final approval for CEU equivalents.

*Approved CEU providers.* CEUs also may be granted by the approximately 300 providers approved by SDE. Only businesses or organizations – not individuals – may be approved as providers. Prospective providers first must submit a formal application to SDE. The application mainly describes the content of each CEU course. Curriculum specialists within the department review the course descriptions to make sure they align with the state's standards for particular subject areas. If a provider's program is rejected, SDE sends the applicant recommendations on how to improve the course offering. The applicants may submit a revised application for review.

All current CEU providers are subject to a renewal process by SDE. Although there is not a formal re-approval process, providers must annually submit a letter of intent to renew their provider status. Biannual reports (January, July) are also required. The reports show whether any programmatic changes have been made (i.e., modified, added, or deleted courses) and what courses were offered over the previous six months. Reports are required even if there is no

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<sup>10</sup> This requirement means that, over a five-year period, a teacher in any district will have had the opportunity to obtain nine CEUs through district-provided professional development. Over a five-year period, districts also are required to offer the specific CEUs necessary for teachers at the different levels.

activity for the six-month reporting period. The provider simply indicates no courses were offered during that time.

If SDE does not receive the required reports from a provider for any consecutive two reporting periods, the provider loses its approved status. SDE does this automatically; there is no formal request by the department for any outstanding materials. If this happens, and the provider wants to continue providing continuing education courses, the provider will have to go through the application process again, as if it were applying for initial approval.

## **Endorsements**

In addition to teachers needing to fulfill the core requirements for state certification at the initial, provisional, or professional levels, they are required to hold a subject area “endorsement” for each subject they wish to teach. All teachers must have at least one particular area of practice connected to their certification through an endorsement in order to teach in a public school. The endorsement specifies both subject area and groups of grade levels (e.g., secondary).

Table I-5 shows the endorsements available to teachers. In addition to teachers, endorsements are required for administrators, support services personnel, vocational-technical teachers, and adult educators. There are 50 endorsements specifically for teachers, and another 19 for the four other categories, totaling 69 endorsement areas among the five groups.

Each endorsement includes a set of specific requirements that must be met before an endorsement is issued by SDE. The individual requirements for each of the 50 teacher endorsements are numerous, and are summarized in Appendix B.

A subject matter endorsement shows that a teacher has met the minimum content knowledge and teaching skills for a particular subject area as established by the State Board of Education. For example, an educator who has a teaching certificate with an endorsement in elementary education is considered to have the knowledge and skills to teach at the elementary school level. As a result, this teacher would not be permitted to teach history at the high school level, which requires a different endorsement.

**Cross endorsement.** Teachers holding a valid certificate with specific endorsements<sup>11</sup> may apply for additional endorsements. For example, a teacher with an endorsement to teach high school physics may also wish to teach high school math, which is a separate endorsement area. In order to receive the high school math endorsement, the teacher must first meet the requirements for the math endorsement, including attaining at least the minimum score on the appropriate Praxis II subject-area exam and completing necessary coursework.

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<sup>11</sup> Cross-endorsements are available within the early childhood, elementary, middle school grades, secondary academic subjects, special subjects, single-subject special education, or comprehensive special education endorsement areas.

**Table I-5. Teacher Endorsement Areas**

<b>Endorsement Title</b>	<b>Endorsement Title</b>
Business Education, 7-12*	Music, Pre-K-12
Elementary, K-6	Partially Sighted, Pre-K-12
English, 7-12	Hearing Impaired, Pre-K-12
French, 7-12	Blind, Pre-K-12
German, 7-12	School Library Media Specialist
Italian, 7-12	School Nurse – Teacher
Latin, 7-12	School Dental Hygienist – Teacher
Russian, 7-12	Teacher - Coordinator, Marketing Education, 7-12
Spanish, 7-12	World Language Instruction Elem. Level, Pre-K-8
Other World Language, 7-12	Remedial Reading & Remedial Language Arts, 1-12
History & Social Studies, 7-12	Cooperative Work Education/ Diversified Occupations
Mathematics, 7-12	Unique Subject Area Endorsement
Biology, 7-12	Teaching English to Speakers of Other Languages, Pre-K-12
Chemistry, 7-12	Integrated Early Childhood/ Special Ed., Birth-K
Physics, 7-12	Integrated Early Childhood/ Special Ed., N-K-Elem. 1-3
Earth Science, 7-12	Comprehensive Special Ed., K-12
General Science, 7-12	English, Middle School
Driver Education	History & Social Studies, Middle School
Agriculture, Pre-K-12	Mathematics, Middle School
Vocational Agriculture, 7-12	Biology, Middle School
Art, Pre-K-12	Chemistry, Middle School
Health, Pre-K-12	Physics, Middle School
Physical Education, Pre-K-12	Earth Science, Middle School
Home Economics, Pre-K-12	General Science, Middle School
Technology Education, Pre-K-12	Integrated General Science, Middle School
* A 7-12 endorsement, which is a subject area endorsement, allows the holder to teach the particular subject area not only at grades 7-12, but also at grades 5 and 6 in a departmentalized setting. Source: SDE	

Certification regulations generally require the completion of a total of 30 semester hours of credit (undergraduate or graduate) in the subject area for each teaching endorsement. Specific topics or courses within the subject, however, are required in certain areas, including: 1) early childhood, 2) special education, 3) remedial reading and language arts education, 4) school library media specialist, 4) foreign languages, and 5) science (biology, chemistry, physics, earth science and general science). In some cases, field experiences, student teaching, or practica may be required. If no specific coursework is required, any course in that subject area is acceptable, provided a teacher meets the total number of credits necessary for the new endorsement. The specific cross-endorsement areas and required additional coursework are provided in Appendix C.

Table I-6 shows the number of endorsements for all active certificates, authorizations, and permits. The figures indicate most teachers (62 percent) have one endorsement, while another 20 percent have two endorsements. The category of zero endorsements is for those permit areas where no endorsement is required, such as coaches and substitute teachers. Educators who hold a teaching certificate are required to have at least one subject area endorsement that must correspond to their specific teaching assignment.

<b>Table I-6. Number of Endorsements per Certificate or Authorization (April 2008)</b>		
<b>Number of Endorsements</b>	<b>Total (n=96,833)</b>	<b>Percent of Total</b>
Zero	8,798	9.0
One	59,810	61.7
Two	19,669	20.3
Three	6,169	6.4
Four	1,635	1.7
Five	500	0.5
Six	180	0.2
Seven	49	--
Eight	13	--
Nine	7	--
Ten	3	--

Note: The sum of the total column does not equal the number of certified educators because educators can have multiple certificates in different areas (e.g., administrator and teaching).  
Source of data: SDE

**Option in lieu of coursework.** Applicants for cross endorsements have the option of taking a College-Level Examination Program<sup>12</sup> (CLEP) exam instead of the required college-level coursework for that endorsement. Successful completion of a CLEP exam must be posted on an official transcript from a regionally accredited institution for college credit. SDE does not accept CLEP examinations that duplicate previously completed coursework.

### **Other Certificates, Permits, and Authorizations**

In addition to the three certificates for teachers – initial, provisional, and professional – there are several other types of certificates, permits, and authorizations. These credentials serve different purposes and have less rigorous requirements than the standard three certificates; a full listing is provided in Table I-7 followed by a summary of several of the categories.

<sup>12</sup> CLEP is a credit-by-examination program helping students earn college credit for what they already know, regardless of how that knowledge was acquired. By receiving a satisfactory score on a specified examination, students can earn from 3 to 12 college credits toward a college degree for each CLEP exam taken. The program is administered by The College Board, which is a not-for-profit membership association whose mission is to connect students to college success and opportunity through an association of more than 5,400 schools, colleges, universities, and other educational organizations.

<b>Table I-7. Additional Certificates, Permits, and Authorizations</b>			
<b>Type</b>	<b>When Issued</b>	<b>Duration</b>	<b>Total Active (as of 4/08)</b>
Temporary 90-Day Certificate	<ul style="list-style-type: none"> <li>Successfully completed Alternate Route to Certification program</li> </ul>	90 days upon renewal	29
Interim Educator Certificate (includes initial, provisional levels)	<ul style="list-style-type: none"> <li>Educators needing to complete CT assessment(s) and/or specific coursework for certification</li> </ul>	1 year (nonrenewable)	843
Temporary Minor Assignment	<ul style="list-style-type: none"> <li>Certified teachers teaching in a temporary assignment of no more than two periods per day</li> </ul>	1 year (max. 1 renewal)	44
Durational Shortage Area Permit (DSAP)	<ul style="list-style-type: none"> <li>District identifies teacher shortage area; applies to SDE for DSAP. Upon approval, permit issued to district.</li> </ul>	1 year (max. 2 renewals)	400
International Teacher Permit	<ul style="list-style-type: none"> <li>Foreign applicants participating in a visiting foreign exchange</li> </ul>	1 year (max. 2 renewals)	22
Substitute Teacher Authorization	<ul style="list-style-type: none"> <li>Substitute teacher assignments of up to 40 days in the same assignment, without bachelor's degree</li> </ul>	Per occurrence	874
Substitute Teacher Authorization - Long Term	<ul style="list-style-type: none"> <li>Substitute teacher assignments of 40 days or longer in the same assignment</li> </ul>	Per occurrence	208
Five-year renewable coaching permit	<ul style="list-style-type: none"> <li>Coaches of intramural or interscholastic athletics at elementary, middle, or high school level; includes athletic directors</li> </ul>	5 years upon renewal	7,346
Temporary emergency coaching permit	<ul style="list-style-type: none"> <li>Coaches of intramural or interscholastic athletics at elementary, middle, or high school level</li> </ul>	1 year (max. 1 renewal)	578
Source of data: SDE			

**Durational shortage area permit.** Districts may receive Durational Shortage Area Permits (DSAPs) to fill positions for which certified teachers are unavailable. According to SDE, districts seeking teachers in high-demand fields such as secondary science, as well as urban and rural districts, seek DSAPs most often.

A district submits a written request to the department for a DSAP permit to cover a specific position. The district must describe the efforts made to hire a certified teacher and why certified applicants are unacceptable. The district must also explain why the selected teacher for a DSAP is the best candidate to fill the shortage. The district is further required to indicate that a plan will be established to provide proper supervision of and assistance to the permit holder,

specifically that the district will incorporate an orientation to the district and at least ten classroom observations of or demonstrations for the teacher. Upon review and approval by the department, a one-year DSAP will be issued.

Teachers hired under a DSAP are required to: 1) have passed the Praxis I exam; 2) hold a bachelor's degree from an approved institution; 3) be enrolled or intend to enroll in a teacher preparation program leading to certification in the subject area for which the permit is issued, unless completion of a preparation program is not required for certification in the subject area; and 4) have completed 12 semester hours of credit in that same subject area. Permit holders also are required to participate in the BEST mentoring program.

DSAPs may be re-issued no more than twice. A permit is re-issued if the permit holder has served successfully within the district and shows good academic standing, including completion of at least nine additional semester hours of credit in his or her teacher preparation program. If enrollment in a preparation program is not required, the permit holder must complete at least nine additional semester hours of credit prior to re-issuance. The department, at its discretion, may defer the additional credits upon request by the school district. If the permit holder meets all requirements in the endorsement area for which the permit has been issued, except successful completion of the BEST assessment, an initial educator certificate may be issued.

**Temporary 90-day certificate.** A temporary 90-day certificate is issued at the request of a school district to a candidate who has successfully completed an alternate route to certification program within Connecticut.<sup>13</sup> The certificate is applicable to all the endorsement areas for which alternate route programs are available: early childhood education, elementary education, middle grades education, secondary academic subjects, special subjects, special education, and administration and supervision. The certificate is issued when the board of education employing the applicant makes a written request for the temporary certificate and attests that a special plan for supervision exists for the certificate holder. Applicants are required to hold a bachelor's degree with a major in or closely related to the area in which they will be teaching, pass the Praxis I and applicable Praxis II exams, and abide by other requirements specified in state regulation.

A teacher working under a temporary certificate must be supervised during the 90-day period. Upon successful completion of the 90 days, the teacher becomes eligible to submit an application to SDE for an initial educator certificate.

**Substitute teacher authorization.** A substitute teacher authorization issued by SDE is only required if a substitute teacher is employed in the same assignment for 40 school days or more during a given school year. If the assignment is at the elementary level, secondary level, or in special education, the teacher must have a minimum of 12 semester hours of credit in the subject area being taught. Teachers currently holding a state certificate only need a substitute teacher authorization if their certificate is not subject- or grade-level appropriate for the assignment and they are in an assignment for 40 days or longer.

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13 A full description of Connecticut's ARC program is found in the Legislative Program Review and Investigations Committee's 2007 study of the Beginning Educator Support and Training Program.

Substitute teachers must hold at least a bachelor's degree. Under certain circumstances, a school district may request a waiver to this requirement. SDE will review the request as long as the candidate meets certain requirements and has had previous experience with school age children. If a waiver is granted, the teacher may be in the same assignment for up to 40 days.

**Coaching permit.** Coaches involved in intramural or interscholastic athletics at the elementary, middle, or high school level must have a valid state coaching permit. Coaches are required to meet certain qualifications, including age, education, and training. Permits are valid for five years, and coaches must successfully complete a specific amount of time devoted to coaching and working with children to renew their permits. A coaching permit is necessary for any person to coach, regardless of whether an educator certificate is held. Athletic directors are also required to hold a coaching permit.

## **Fees**

Fees for individual educator certificates are established in statute. The fee for each initial educator certificate issued is \$100, while there is a \$200 fee for each provisional certificate issued and a \$300 fee for each professional certificate issued. There are no fees for continuing a professional certificate or obtaining an authorization or permit.

## **Reciprocity**

Connecticut generally recognizes teacher preparation coursework completed in other states for certification purposes. The coursework must have been completed at a state-approved program within a regionally accredited higher education institution. Whether teachers coming to Connecticut need to complete additional coursework, depends on where they completed their formal teacher preparation program.

SDE entered into the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement (NIA) in the late-1980s. The NIA facilitates the movement of educators among the member states and jurisdictions of NASDTEC that have signed the interstate agreement. Although the agreement makes it possible for an educator who completed an approved program and/or who holds a certificate or license in one jurisdiction to more easily earn a certificate in another state or jurisdiction, receiving states may impose certain special requirements that must be met in a reasonable period of time.<sup>14</sup>

Teachers from states not participating with Connecticut in the NIA must meet this state's specific requirements to receive certification. Temporary certification (i.e., an interim certificate) may be granted to teachers missing the required special education course, but all other courses must be taken before any type of certification is granted.

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<sup>14</sup> Connecticut has signed agreements with other states for the following options: completion of a state-approved teacher preparation program at a regionally accredited institution; and completion of 27 months of full-time, successful teaching experience under a member state's appropriate full teaching credential completed within seven years of application for Connecticut certification. In addition to the college/university recommendation or verification of experience and licensure, candidates must meet the following: hold a bachelor's degree from a regionally accredited institution; meet all experience and degree requirements for the endorsement requested; and meet all assessment requirements. Connecticut does not have full acceptance of another state's certificate, or accept candidates from an out-of-state alternate route program without further requirements or documentation.

Regardless of the state of origin, all incoming teachers must complete the required tests before receiving a full certificate. Upon moving to Connecticut, teachers have one year under an interim certificate to pass the test(s) required for their endorsement(s), when applicable. Some teachers may have taken the tests already, while others may teach in states where comparable testing is not required.

Upon completing all testing and coursework requirements, incoming teachers are given certificates with endorsements that are as close as possible to their previous endorsements. See Appendix D for how an out-of-state teacher's type of certificate is determined, according to their academic and experience levels.

**NASDTEC agreement states.** Any state can join the NASDTEC Interstate Agreement. When a state decides to become a participant, it determines the specific areas of the agreement it will honor and the specific states' certificates it will acknowledge. States may choose to accept candidates from another state that does not acknowledge their state's candidates. For example, Connecticut does not recognize educators from Arizona under the terms of the NIA; however, Arizona may recognize Connecticut educators.

The NIA is on a five-year cycle; the current agreement is for 2005 through 2010. A few years before each renewal date, the central NASDTEC office collects information regarding states' teacher preparation program requirements and approval processes and distributes it to all participating states. Each state then individually analyzes the information to determine whether it wants to participate with a particular state under the NIA.

States may choose to recognize any of the following types of certifications: teacher, support staff, vocational teacher, or administrator. Connecticut recognizes certification from 38 states (including the District of Columbia) regarding teachers, 10 states for support staff, 7 states for vocational education teachers, and no states for administrators. Appendix E provides a list of those states.

*Beginning teachers.* Teachers who completed an accredited preparation program or who successfully taught full-time in the same school for at least 27 but less than 30 school months<sup>15</sup> under full certificates in states that Connecticut recognizes, are given initial educator certification upon applying to SDE.

Participation in the interstate agreement does not exempt out-of-state teachers from Connecticut's testing requirements for their particular endorsement(s). A new teacher who has not met the testing requirements will receive an interim initial certificate, which is a nonrenewable certificate valid for one year. During that time, the educator may teach and, by the interim certificate's expiration date, must successfully meet the testing requirements. Provided

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<sup>15</sup> Because in any state full certification is awarded only to those who have completed an approved teacher preparation program, the NASDTEC experience option of teaching for at least 27 months only has the effect of allowing alternate route graduates who have taught to become certified in other states. For example, Connecticut does not accept graduating from another state's alternate route program as sufficient preparation for new teachers under the NASDTEC Agreement, but will recognize these graduates for certification once they have taught for 27 months under their originating state's full certificate.

official documentation that the required assessment is met, the teacher is issued full certification; no application is required if there is no lapse in certification.

*Experienced teachers.* Teachers who successfully taught full-time for at least three years under full certificates in states that Connecticut recognizes under the NIA will be given provisional educator certificates upon applying to SDE. The exception is teachers who are certified by the National Board for Professional Teaching Standards, who can receive professional certificates, as described later. Similar to beginning teachers, experienced teachers who have not yet met testing requirements specific to Connecticut receive a one-year interim provisional certificate to give them time to take the test.

*Application evaluation.* Applicants from states recognized by Connecticut need to submit for review: 1) either a recommendation from the higher education institution they completed, and/or for those who have taught under a full certificate, a statement of successful teaching experience from their employer; 2) the certificate application form; and 3) transcripts to verify that the applicant has completed a bachelor's degree at an accredited institution and, if a beginning teacher, an approved teacher preparation program. The application evaluation process involving teachers from NIA states recognized by Connecticut is simpler than the normal application process because program completion requirements are fully recognized by Connecticut, making in-depth transcript evaluation unnecessary. A cursory review of transcripts is conducted to verify the completion of the program as cited on the recommendation from the higher education institution.

**Non-NIA states.** Connecticut does not automatically recognize the preparation of teachers who are from states not participating in the NASDTEC Interstate Agreement. A teacher's coursework must meet all of Connecticut's requirements necessary for an endorsement to obtain either interim or full certification. Connecticut has made this decision because SDE believes some states' teacher preparation program requirements and/or processes for approving the programs are not comparable to this state's.

*Beginning and veteran teachers.* The type and level of certification granted depends on which requirements teachers meet and how much experience they have. Beginning and veteran teachers must meet all the same testing and coursework requirements. SDE notes that many applicants from non-NIA states typically have either met all the requirements or are very close to doing so (with the exception of alternate route teachers).

If the teacher is missing only the testing and/or the special education coursework required by Connecticut, an interim certificate (at the level appropriate to their teaching experience) is given. If the teacher is missing any other required coursework – in U.S. history, education, or the subject/area of the endorsement – then no certificate can be granted until all of these requirements have been met. When there is a coursework deficiency, SDE encourages the applicant to meet the requirement quickly by taking the appropriate College Level Examination Program test or enrolling in online or community college courses.

If the teacher has met all the requirements, full certification at either the initial or provisional levels is granted. A teacher who has completed all the requirements and successfully

taught for at least three years under a full certificate will receive a provisional certificate; one who has successfully taught for less than three years or not at all will be given an initial certificate.

## **Special Cases**

**National Board certification.** State law requires that National Board-certified teachers who move to Connecticut and have taught for at least three of the last ten years receive a certificate without needing to meet any of the state's testing and coursework requirements.<sup>16</sup> Educators who lack 30 credits beyond a bachelor's degree are issued a provisional certificate, while those who have such credit are given a professional certificate.

National Board-certified teachers are the only out-of-state educators who may be issued a professional certificate. All others must teach for at least three school years in Connecticut under a provisional certificate and have 30 post-baccalaureate credits before moving to the professional level.

**Applicants completing education in foreign countries.** Applicants educated outside the United State must meet current certification requirements, including coursework and assessments, to be eligible for Connecticut certification. SDE, however, does not directly evaluate the credentials of foreign-educated applicants for Connecticut teacher certification. Applicants who completed any postsecondary education outside the United States need to have their credentials evaluated by one of seven agencies specializing in the review of education transcripts from foreign countries and currently approved by the State Department of Education. Applicants must have one of these agencies review their credentials prior to submitting a certification application to SDE. The agencies will provide advisory, course-by course interpretations directly to the requesting individuals. SDE will review an application with foreign education coursework only upon receipt of the required credentials evaluation.

Candidates with foreign education must submit a course-by-course analysis of their university's general academic, subject area, and program preparation coursework in addition to appropriate verification of any teaching experience completed in a foreign country and any accompanying license or certificate authorizing the experience. In cases where the original verification of teaching experience or the teaching license or authorization is printed in a language other than English, the original copy of the document must be accompanied by a translated, notarized copy of all information contained on the original verification.

**Donation of time by private sector specialists.** State law allows any local or regional school district to use private sector specialists donated by businesses to teach in fields designated by SBE as areas with demonstrated shortages of certified teachers or areas with projected workforce shortages. The specialist does not need to, but could be, certified to teach in Connecticut. Specialists are permitted to offer instruction in existing or specially designed curricula, although no specialist: 1) is permitted to work more than half the maximum classroom hours of a certified teacher; 2) may have sole responsibility for a classroom; and 3) will displace or replace any certified teacher.

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<sup>16</sup> C.G.S. Sec. 10-145b(k)(2)

## **Penalties for Noncompliance**

Any school district not in compliance with any provision of the state certification statute or regulation, as determined by the State Board of Education, may be fined by the board. The amount of the fine is not less than \$1,000 or more than \$10,000, as required by statute. The amount of any fine levied will be withheld from a grant payment to the district, as determined by the board.

## Section II: Organization and Resources

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The State Department of Education's Bureau of Educator Standards and Certification administers teacher certification, the BEST program, teacher preparation program approval, and educator certification tests. The Teacher Certification Unit, within the bureau, has two main functions: administering teacher certification and accrediting teacher preparation programs.<sup>17</sup> To administer teacher certification, the unit is responsible for reviewing certification applications, issuing certificates, responding to questions from teachers and school districts, and completing other related assignments described in this report. This section provides an overview of the staffing, expenditures, and major resources of teacher certification operations. The section also includes a description of the unit's teacher certification database.

### Staffing

The department's Teacher Certification Unit has three types of staff, each with different duties. First, the manager, who is also the Bureau chief, oversees certification policies, procedures, and staff. Second, certification analysts review and audit certification applications, determine whether certification should be granted, and respond to questions from those who contact the department about certification. Third, administrative support staff process certification paperwork, including inputting data to the electronic teacher certification database.

Most staff members are certification analysts, as shown by Table II-1. Each analyst is assigned a caseload that includes at least one of the following:

- teacher preparation programs: all applications for initial certification from the graduates of particular Connecticut programs;
- specific types of teaching authorization or permit: all applications in a special category (e.g., Durational Shortage Area Permits); and
- sections of the alphabet: applications for provisional certification or new professional certification from Connecticut teachers (as discussed in Section I) and all applications from out-of-state teachers, whose last names begin with certain letters.

Several analysts have small caseloads compared to their colleagues because they spend more time on special duties. These duties include working with teacher preparation programs and fulfilling federal teacher preparation and certification reporting requirements, responding to districts' certification questions, overseeing continuing education providers, and managing the certification database.

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<sup>17</sup> One certification unit staff member has duties that concern both teacher preparation programs and teacher certification. The person does not directly work on preparation program accreditation, and thus is included in the teacher certification section staff description.

<b>Table II-1. Current Certification Staffing at SDE*</b>	
<b>Position</b>	<b>FTE Staff</b>
Bureau Chief (Manager)	1
Analysts	12.9
Support Staff	6
<b>TOTAL</b>	<b>19.9</b>
*Excludes staff assigned to BEST, the administrator qualifying test, or teacher preparation program approval. Source of data: SDE	

New certification analysts are trained by their experienced colleagues each day over a several-month period when hired. The training, which is guided by a lengthy manual, covers routes to certification, many particular areas of certificates (e.g., cross endorsements, denials of certificates, and coaching), customer service, and orientation to the office, SDE, and the Regional Educational Service Centers.

**Revenue**

The certification unit generates more than \$2 million annually in application and certificate fees, according to SDE. For state fiscal years 2006 and 2007, \$2.14 and \$2.18 million were generated, respectively. This revenue goes directly into the State General Fund.

**Expenditures**

Certification operations are funded by the state General Fund and federal program grants. Expenditures on certification are expected to reach about \$1.9 million for FY 2008. The state is bearing about 80 percent of the cost (approximately \$1.57 million), with the federal government covering the remainder.

Most certification operations staff are funded through SDE’s personal services budget. At the federal level, Connecticut receives funding for certification through two federal program grants, Title II Part A: Teacher and Principal Training and Recruitment, and Title VI: Innovative Program Strategies.<sup>18</sup> Table II-2 shows certification unit expenditures for the current and last fiscal years.

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<sup>18</sup> PL 107-110

<b>Table II-2. Teacher Certification Unit Operations Expenditures and Revenue for FYs 2007 and 2008<sup>1</sup></b>		
	<b>FY 2008<sup>2</sup></b>	<b>FY 2007</b>
Total Certification Unit Expenditures	\$1,918,455	\$1,794,193
Total Certification Unit Revenue (from fees)	Not available	~\$2,180,000
<b>State General Fund</b>		
Personal Services	\$1,499,109	\$1,360,730
Office Supplies	\$75,281	\$73,390
Total Expenditures	\$1,574,390	\$1,434,121
Percent of All Certification Expenditures	82%	80%
<b>Federal Sources for Certification Unit Expenditures</b>		
Title II Part A	\$279,398	\$249,221
Title VI	\$64,667	\$110,851
Total Expenditures	\$344,065	\$360,072
Percent of All Certification Unit Expenditures	18%	20%
<sup>1</sup> Excludes staff assigned to the BEST program, test development, and approval of teacher preparation programs. <sup>2</sup> Projected, based on expenditures as of May 1, 2008. Source of data: SDE		

### **Electronic Certification System**

The certification unit uses an electronic certification database to track certificates and applications. According to SDE, the database is run on dated technology originally developed several decades ago. The existing database has an electronic file for each person who has held educator certification at any time since 1984 (when the database was implemented), has taken the educator certification tests in Connecticut or had the results sent to the state, or has submitted

any application materials (e.g., transcripts) over the last 18 months.<sup>19</sup> The file lists all activity, including certificates granted and application materials received. Certain tasks are run by the system, most notably submitting names for background checks, merging educator certification test results into the appropriate files, checking a file to ensure particular certification requirements have been met before a certificate is issued, and providing information to applicants and certified educators via an interactive voice response system (detailed in Section IV).

After several years of exploration and development, a new system has been designed, with anticipated implementation in September 2008. Among other functions, the new system will enable the online submission and review of certification applications, although hard copies of applications will continue to be accepted for review.

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<sup>19</sup> A person who sends application materials but never an application form, and has neither held certification in Connecticut previously nor had educator certification test results sent to the state, is purged from the database after 18 months.

## **Section III: Certification Implementation**

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### **Overview**

Carrying out the state's teacher certification requirements is a primary function of the Teacher Certification Unit within the State Department of Education. This section describes how educator certification requests are processed and evaluated. From July 2006 through June 2007, the unit issued more than 22,500 certificates, permits, and authorizations; additional applications were received but were incomplete or denied. According to SDE, a complete application is processed in about six weeks, while an incomplete or complex application requires more time.

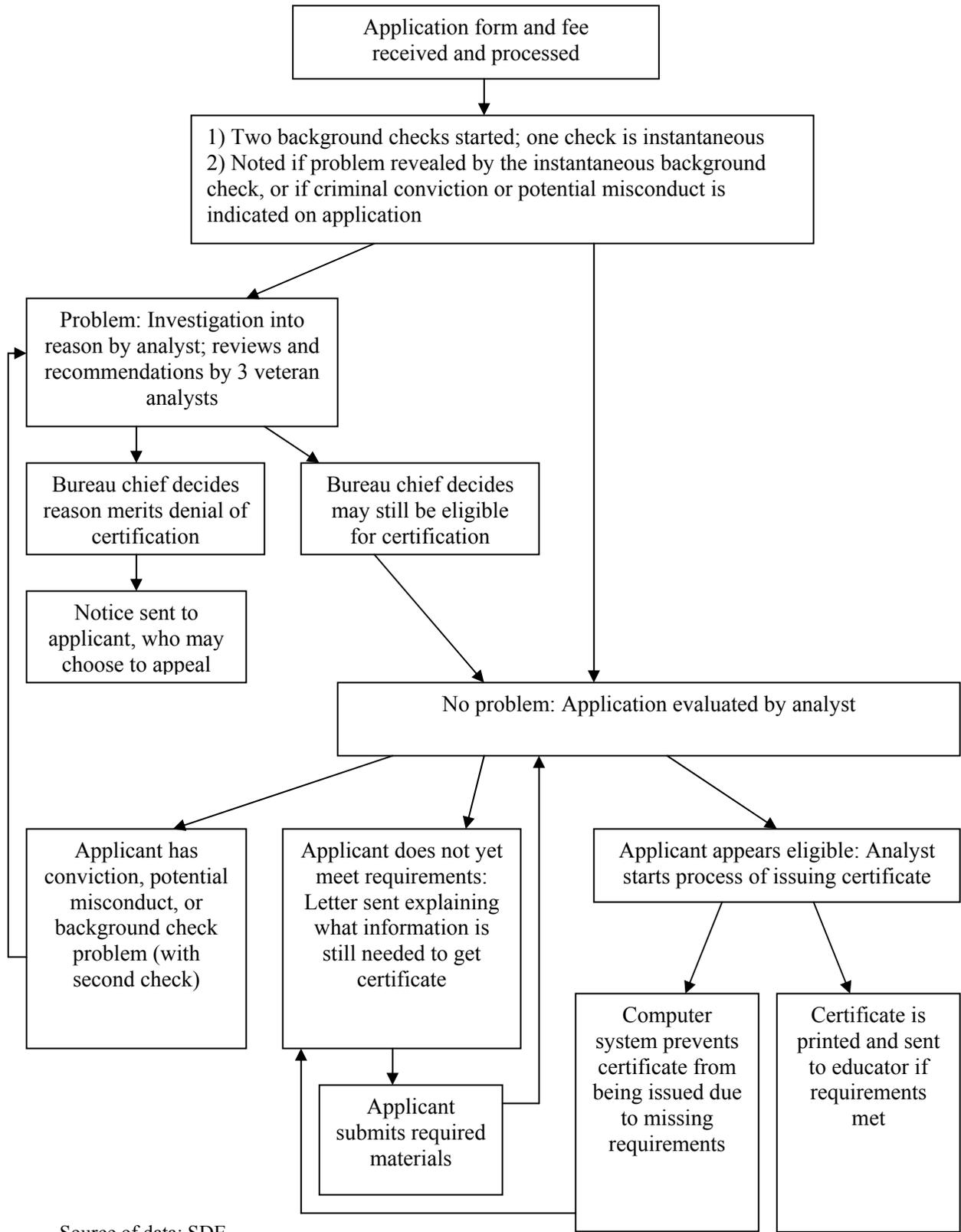
Figure III-1 shows the general process used for evaluating certification applications. Certification analysts are charged with determining an applicant's eligibility for certification once all necessary documents appear to have been received. The eligibility decision is based mainly on coursework and experience requirements set out in statute and regulations. For complex applications, the analyst is guided by an internal policy manual.

Each application form is checked for both completeness and the applicant's attestation that the basic requirements have been met. In addition, every application must contain the recommendation of a teacher preparation program and/or school district as appropriate to the situation. Analysts then may audit or more intensively evaluate certain applications – for example, those from out-of-state applicants – as called for by long-standing department policy, which is based on state law.

Teacher certification eligibility decisions are checked to an extent by the electronic certification system. The system will not allow certification to be issued to an applicant who has not yet met the assessment, fee, and background check requirements. An applicant who is not currently eligible for certification is sent a letter that describes what requirement(s) must be met before a certificate may be issued.

The certification unit also deals with certification denials and revocations. An applicant may be denied when the bureau chief – with the input of veteran analysts – determines documentation shows one or more criminal convictions, dismissals from past positions, and/or disciplinary actions provides sufficient evidence the applicant does not abide by the principles set forth in the Connecticut Codes of Professional Responsibility for Teachers and School Administrators. A licensed educator's certificate may be revoked when the person has been convicted of particular crimes or when a process initiated by an interested party shows violation of the Codes. In any denial or revocation situation, the educator may request a review of the decision.

**Figure III-1. Certification Process for New Applicants**



## Application Evaluation Process

All applications and accompanying materials are processed in the order in which they are received. Processing an application usually takes four to eight weeks. This period varies and may be longer, depending on the current volume of applications, whether all necessary supporting documentation was sent in with an application, and the complexity of an applicant's teacher preparation and experience. SDE's website recommends someone applying for continuation of a professional certificate do so at least six weeks before the certificate's expiration date; a few months before is preferred by the unit. The department receives applications for certification every mail day throughout the year.

SDE uses two types of filing systems to process certification applications: electronic and paper. An electronic database holds information from all materials each licensed teacher or recent applicant has ever sent to the certification unit, results of all tests and background checks (described later), and certificates issued. The hard-copy file system contains a file for each application an educator has submitted. All materials received from the applicant, including any e-mails between the applicant and analyst that explore specific qualifications, are included. There is no comprehensive hard-copy file kept on any person, but all of an educator's application materials may be accessed through storage.

The application evaluation process for someone newly seeking certification is described below. The process is essentially the same for a Connecticut educator applying for new or continuation of certification.

**1. Application materials sent to SDE.** All applications mailed or hand-delivered to the certification unit are date-stamped upon receipt. At the same time, the accompanying fee payment is processed. Each application requires a \$50 fee for review.<sup>20</sup> Required application materials sent in without an application form do not need to include any fee payment, but an application form must be accompanied by a full or partial fee payment.<sup>21</sup> An application form lacking any payment, or with a payment by cash or personal check, is returned to the sender with a letter of explanation and any other application materials that arrived in the same envelope.

SDE occasionally receives parts of an application – most often, college transcripts or a letter with questions about how to attain certification – before an application form has been received. Whenever application materials are received without an accompanying application, a support staff person checks the electronic database to see whether a file for that person already

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<sup>20</sup> The fee is payable only by money order, cashier's check, or certified bank check.

<sup>21</sup> The general application form instructs applicants to send in a \$50 review fee. This fee is applied toward the cost of whatever certificate the applicant ends up qualifying. If the applicant is not issued a certificate, the fee is kept by the department. The fee is applied toward the certificate cost even when an applicant completes missing requirements or otherwise becomes eligible for certification at a later date. If an applicant sends in less than \$50, which only rarely happens, the unit will process the payment and evaluate the application but will not issue the certification until the \$50 review fee plus the balance of the certificate fee has been paid.

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exists, and accordingly either puts all application materials together or starts a new file. Praxis I and II scores also are received electronically by the unit and placed into the appropriate files.<sup>22</sup>

**2. Application information entered in database and background checks begun.** The gap between when application materials are first opened and when information is entered in the database is usually between one and five days, according to SDE. Rarely, when application volume is very high, up to two weeks may pass.

At this stage, the support staff person also checks the application form and database to see if the applicant could potentially be denied certification. All application forms ask whether the person has been convicted of a crime (excluding minor traffic violations), has been dismissed for cause from any position, or had disciplinary action taken against a credential. An application containing at least one affirmative answer is given to one of the two analysts who handle these cases, called the “facilitator analysts” for this report. In addition, background checks are conducted of applicants’ criminal and educator credential histories; each applicant whose check(s) indicates a conviction or negative action against a credential is also assigned to a facilitator analyst.<sup>23</sup> (More information on how these situations are handled is provided later in this section.) All other applications (i.e., those that cannot potentially be denied) are then distributed to certification analysts according to their assignments.<sup>24</sup>

*Credential check.* When a new applicant’s Social Security number (SSN) is entered in the database, a background check is automatically conducted of the NASDTEC registry of educators who have had their certificates revoked or suspended in other states.<sup>25</sup> Nearly all states, plus some Canadian provinces and Puerto Rico, participate in the registry. If the NASDTEC background check turns up information, the system will not let a certificate be issued for that applicant. Then, the support person gives the application to a facilitator analyst, who contacts the education department in the state that issued the denial or revocation to learn the reason for the action. This step is taken because some of the reasons for which particular states deny or revoke certification (e.g., failure to pay student loans, union dues, or child support, and leaving a contract) would not make an educator ineligible for Connecticut certification. There are about five “hits” on the NASDTEC registry each year, according to SDE.

*Criminal conviction check.* When a new applicant submits an application form, a Connecticut criminal records check is begun. This check is performed weekly and takes a few days to complete. The name(s) and date of birth of each applicant is run to see whether the

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<sup>22</sup> ETS, which administers the Praxis tests, sends the electronic results of all Praxis tests taken in Connecticut to the certification unit each week. Prospective applicants who complete the Praxis tests outside of the state must arrange for a copy of their scores to be sent by ETS to the certification unit. The results are merged with the database by a certification analyst; files automatically are created for those who had not yet submitted certification applications.

<sup>23</sup> An application given to a facilitator analyst is not necessarily denied. The applicant is required to submit a signed statement of explanation, letters of recommendation, and, if applicable, copies of court or administrative records, for a thorough evaluation by veteran certification staff and the bureau chief.

<sup>24</sup> Applications for special permits, for initial certificates from graduates of Connecticut preparation programs, and for continuations of professional educator certificates, are given directly to the analysts who handle these particular topics. Other applications are placed in a specific file location. The files are organized by date received, and within the date, by last initial, so each analyst may take the most recent files that fall under the assigned last initials.

<sup>25</sup> The entire database of certificate, permit, and authorization holders is run through the NASDTEC registry each month, in addition to the automatic check conducted on a new applicant.

applicant has been convicted of a crime in this state.<sup>26</sup> While this background check is being run, the application may move on to the next step of the process, review by an analyst. If there is a hit on the criminal background check, then, in most cases it does not occur until after the application has been distributed to a regular analyst. The database will not allow an analyst to issue a certificate to any person who has a background check problem that has not been examined by a facilitator analyst.

There are several potential logistical problems with the criminal background check, according to certification staff. First, the electronic certification system recognizes only one former last name, so a person who was convicted of a crime under another last name will not be flagged on the public safety list. Second, if a mistake is made in entering the personal information, information similarly will not appear because the name or date of birth would not match an existing record. Third, a few times a person has been mistakenly identified as an offender due to identity theft. A similar problem could arise if an applicant and an offender share a name and date of birth.

**3. Application is evaluated.** For an application that does not require a special review, SDE noted that within a day to one week of data entry, the analyst begins to assess it. Before the evaluation begins, the analyst first double-checks the file for the factors that lead to further investigation (criminal conviction, dismissal for cause, and action against a credential) and for completeness.

*Incomplete application.* Application materials often arrive at SDE piecemeal, starting with the Praxis or other test scores. If an application is incomplete, the analyst sends the applicant what is called a “credential letter,” which explains what outstanding materials the department still needs to receive for evaluation of the application. When the missing materials arrive, they are entered into the computer system by a support staff member and properly filed with the other submitted materials.

One analyst estimated a majority of all applications sent to SDE lack at least one required component (e.g., a transcript). In fact, many applications are never completed; certification staff stated there are currently about 10,000 files that need more information before an analyst could conduct a full evaluation.<sup>27</sup>

*Complete application.* When all necessary materials have been placed in the applicant’s file, the analyst reviews the materials to evaluate whether the preparation and/or experience requirements for certification have been satisfied. The analyst also determines which level of certificate is appropriate. The review of a complete application that is not complex may take only a few

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<sup>26</sup> The entire database of certificate, permit, and authorization holders is submitted to the Department of Public Safety for a background check twice each year (in April and October), in accordance with state law (C.G.S. Sec. 10-221d(e-f)). These background checks do not show convictions of crimes in any other state(s); however, the fingerprint check educators are required to submit to upon employment by a district is a national check.

<sup>27</sup> These files were purged annually from the early 1990s through the early 2000s. SDE reported that staff resources prevented purging in recent years, until spring 2008. When a purge begins, all applicants who had given no new application materials to the department in about 18 months are sent letters asking them to notify the department if they remain interested in attaining certification. The files of those who reply affirmatively are kept, while all others are purged.

minutes. In contrast, the review of a complex application may require an hour or more. Different levels of certification and other circumstances need varying types of reviews, as described later in this section.

Generally, the evaluation covers the following topics:

- *Endorsement*: The requested endorsement must match the applicant's field of preparation.
- *Preparation and/or experience*: The applicant must submit evidence of having completed coursework and/or experience, and the state(s) in which the coursework and/or experience were obtained determines what requirements must be met.
- *Length of experience*: Did the applicant teach for three school years (30 months) within the last 10 years under a full certificate? If so, the provisional or, for National Board-certified applicants only, professional certificate may be appropriate.
- *Bachelor's degree*: The applicant must have completed a bachelor's degree at a regionally accredited higher education institution in order to receive a teaching certificate.<sup>28</sup>
- *District's statement of experience*: If the applicant has teaching experience, has the district(s) indicated the experience was successful? If not, the application needs to go to the analyst who handles these cases.
- *Other supporting documentation*: What other materials provide evidence the applicant has met Connecticut's certification requirements?

The materials reviewed differ depending on the applicant's places and quantity of experience and preparation.

Certification analysts noted to committee staff they believe their job is to find a way within the regulations for applicants to get certified to teach in Connecticut. They examine past preparation and experience closely to give a prospective teacher the highest-level license and most numerous endorsements for which the applicant is qualified.

*Problems in determining eligibility*. There are a few application components that make determining certification eligibility difficult. First, an applicant may have refused to give personal information, such as SSN or date of birth, on the application form. In these cases, the certification staff has difficulty matching the application or supporting materials to an already-

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<sup>28</sup> A bachelor's degree is not necessary for some certificates that allow holders to teach in vocational-technical schools and for certain authorizations.

existing electronic file. A missing SSN is a particular problem because the department currently uses the SSN as a primary identifier. The SSN is preferred to a name because people's last names may change.<sup>29</sup> If a person has not submitted the SSN on the application, the analyst who manages the electronic database assigns the applicant a tracking number, but this tracking number obviously is not on information that comes from other sources. The new computer system for certification, discussed in Section II, will rely on a unique, SDE-assigned identifier, not on an SSN, as the primary identifier.

Second, transcripts sometimes do not clearly convey whether the classes taken match Connecticut's coursework requirements. Analysts must review the transcripts of an applicant's teacher preparation coursework if the educator comes from a state that lacks an interstate certification agreement with Connecticut. When it is unclear whether the required coursework has been completed, an analyst examines the institution's course catalog for more information on the course's content. If the catalog description is insufficient, the analyst sends a letter to the applicant, requesting, if possible, a course syllabus or a letter from the professor to more fully explain the course content. These supplementary materials are given full credibility. For example, when the syllabus reveals the topics prescribed by Connecticut are covered in the course, the applicant is considered to have met those requirements. If the materials are not sent, the applicant is not considered to have met the requirements and therefore is deemed currently ineligible for certification.

Third, a few problems arise with the requirement that the superintendent or their designee from an applicant's past district mark a box attesting that the teacher had a "successful" experience. If a designee completes the district portion of the form, an authorizing letter from the superintendent must have been submitted to SDE.<sup>30</sup> According to SDE, a few times analysts have had difficulty verifying the appropriate person attested to the experience.

Some administrators believe indicating the teacher was "successful" is the equivalent of releasing information on performance, which is forbidden by collective bargaining agreements, according to SDE. In response, the bureau chief has decided it is acceptable for a district to submit a letter stating that the applicant has no pending disciplinary actions and is in good standing with the district. A district that neither provides such a statement nor checks the "successful" box for a particular applicant is contacted by a certification analyst. The analyst attempts to remedy the situation by asking for a statement that the applicant was neither under any type of investigation nor subject to disciplinary action. If the analyst is unable to obtain such assurance, the application is referred to a facilitator analyst.

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<sup>29</sup> Until recently, the SSN had an additional advantage for processing certification applications: It was listed on a person's higher education transcript, making it easy to match transcripts to a person regardless of changes in name. However, many higher education institutions have stopped including the SSN on transcripts.

<sup>30</sup> An applicant who taught in a Connecticut district is allowed to have someone else at the district office attest to the experience. (A Connecticut district needs to submit a letter only once because SDE keeps a running list of districts that have submitted such letters and the identity of each designee.) An applicant who taught in another state may have the form completed by either the superintendent or, without providing a verification letter, the human resources director. The distinction was made because out-of-state districts often have more enrolled students and certified employees.

**4. Eligibility decision is made.** When an analyst determines the applicant is eligible for certification, the analyst enters the information for the certificate (e.g., certificate type, endorsement, and effective dates) in the database. The analyst then makes sure that the background checks were clear, the test(s) required for the endorsement(s) has been passed, and all fees have been paid. If any of these requirements have not been met, the system indicates the problems and will not allow the certificate to be granted or printed until all requirements have been met.

If the system clears the applicant for certification, there is a 24-hour waiting period before the certificate can be issued and printed. The built-in delay allows an analyst additional time to check for and correct mistakes. When the waiting period is over, the application is considered issued and the phone interactive voicemail response (IVR) system is updated to tell the applicant the information on their new certificate. (See Section IV for more information on the IVR system.)

Certificates are printed in a single batch each week by support staff. Then, on the same day, a certification analyst proofreads all the certificates for typing errors and, for those certificates with unique durations, deficiencies, or deferrals, checks the certificate against the person's files for accuracy. The certificates are then sent out, and the hard-copy application folders are stored. Each box of application folders is assigned a tracking number, which enables certification analysts to easily find old applications if a problem arises with an educator's files. The files are retained onsite at SDE.

*Unclear eligibility.* If an analyst determines an applicant might be ineligible for certification, the analyst may ask a colleague to review the file before the applicant is notified. If an application is difficult, the analyst is more likely to seek out a co-worker, and will examine the internal policy manual, which provides guidelines for complex situations that frequently occur.<sup>31</sup> When the manual is of no help, the analyst asks a unit coordinator for assistance. If the unit coordinator cannot provide definitive guidance, the analyst receives help from the bureau chief.

*Ineligible.* When an applicant is determined currently ineligible due to missing coursework, test scores, or fees, notification is sent by mail. Analysts can send either a credential or narrative form letter. The credential letter is a form document that notes in a checklist format what the teacher needs to complete in order to become eligible for certification. There is a space on the form for additional clarifying notes from the analyst who was in charge of the review. A narrative letter is also a form document, but the analyst tailors most of the language to the applicant's specific situation.

The bureau chief encourages staff to use a narrative letter when the application is complex (e.g., multiple preparing institutions, foreign preparation or experience, or the applicant has multiple contacts with the certification analyst). Regardless of which type of letter is used, it is considered to be from the analyst.

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<sup>31</sup> The bureau chief has the discretion to change the policies in the manual. Consequently, complex situations may be handled differently after a new bureau chief takes the position.

An applicant who is currently ineligible, regardless of the reason, might first discover the application status through the telephone interactive voice response system. Callers are told what documents are missing and that a letter has been sent.

The application is then held on file because “ineligible” is a decision that can be reversed when new materials are received. When the applicant sends a fee payment or a transcript showing previously missing coursework has been completed, a certification analyst reviews the new information.<sup>32</sup> If there are no other deficiencies, the analyst grants certification. If the educator is still missing at least one component, the application is given to the analyst who originally reviewed the application. If several months have passed since the original evaluation occurred, the analyst will send another credential letter, reminding the applicant of what material(s) is still missing.

There is no formal appeals process for a decision that an applicant currently is ineligible. Some applicants who disagree with the decision have contacted the bureau chief. In these cases, the bureau chief reviews the file, talks with the analyst about the decision and the process used to reach it, and decides either to uphold the ineligibility determination or grant certification.

*Denied.* According to statute, SDE may deny a request for certification or other authorization to teach for the following reasons:

- fraud or misrepresentation of fact on the application;
- court conviction for a crime “involving moral turpitude” or any other crime that the State Board of Education (SBE) believes would demean the value of a certificate; or
- other due and sufficient cause,<sup>33</sup> in which the department includes but does not limit to dismissal for cause from any position or being subject to disciplinary action regarding an occupational credential.

When SDE is alerted to any such occurrence by the application form and/or the background checks, an analyst who specializes in handling these situations (i.e., facilitator analyst) receives the application. At least 100 such applications are submitted each year, according to SDE.

The same process is followed for each matter to ensure all applicants are treated the same way. The facilitator analyst begins by sending a letter to the applicant, requesting the submission of several types of documentation:

- official records relating to the situation;

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<sup>32</sup> If the sole deficiency was a Praxis test, the analyst in charge of the electronic certification system is notified when the requirement has been met by a list of test results received produced by the database. The analyst spends about one day each week reviewing the certification files of those test completers who have valid certification or an application pending.

<sup>33</sup> C.G.S. Sec. 10-145b(m-n)

- the applicant's personal explanation of what happened and what has been done to remedy the problem;
- contact information for relevant organizations and people who can clarify or verify the situation; and
- three personal recommendations.

If the problem was discovered through a background check and was not disclosed on the application form, the facilitator analyst first sends a letter asking why the applicant did not note it. SDE stated that most often, people reply that they did not believe a non-felony conviction or a conviction from many years ago was necessary to disclose.<sup>34</sup> When applicants have legal representation, the analyst goes to the attorney with all communications.

When necessary, a facilitator analyst researches the matter through letters and phone calls. Organizations like the district(s) in which the applicant taught may be contacted, and court records obtained if not submitted by the educator who had a conviction. Interviews are not conducted. Once all relevant materials have been gathered, the analyst writes an overview of the case and includes it in the application file, which also contains the research materials and statutes relating to denial standards.

The whole application file is then evaluated by a team of three veteran analysts from within the unit and ultimately by the bureau chief. The veteran analysts are permanent reviewers of these cases for two reasons, according to SDE. First, they are familiar with the relevant statutes, regulations, and codes. Second, permanency ensures consistency among decisions. Neither facilitator analyst serves on the committee.

The committee members independently review the case using the materials compiled by the facilitator analyst. Then, each one gives an individual recommendation, with rationale, to the bureau chief using a standardized form. The recommendation is to be based on the factors outlined in Table III-1.

The bureau chief reviews the materials and reads the three reviewers' recommendations. The chief is not bound by the recommendations or rationales, but may choose to review a recommendation with a particular committee member for clarification. The bureau chief makes the certification decision.

An applicant who is denied certification is notified by letter. The letter summarizes the situation (including the investigative steps taken by the facilitator analyst), gives the relevant statute citations, and provides the statutory reason for the denial. It also explains how a review of the decision may be requested, and includes the regulations outlining how a review is conducted. (The process of a denial review is described later in this section.)

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<sup>34</sup> Someone who had a conviction that was expunged or who had been pardoned for their crime is not obligated to disclose their conviction. Such an educator's application need not go through the denial review process.

<i>Type of Case</i>	<i>Criteria</i>
Conviction	1. Nature of crime and relationship to job for which person has applied for certificate: Was it a violation of professional ethics and will it impact person's effectiveness? 2. Degree of rehabilitation: Has person demonstrated ethical conduct for six months to five years after probation/sentence completed? 3. Time elapsed since conviction or release
Disciplinary action regarding credential	Code of Professional Responsibility for Teachers or Administrators, as appropriate
Dismissal from position	1. Code of Professional Responsibility for Teachers or Administrators, as appropriate 2. If necessary, conviction criteria listed above
Source of data: SDE certification analyst training manual	

An applicant who is not denied is potentially eligible for certification.<sup>35</sup> A facilitator analyst works with each applicant while the case is being processed to get all application materials so that the certificate may be granted quickly if the application is not denied. If there are outstanding materials after the bureau chief's decision has been made, the applicant is informed and asked to send whatever is necessary. If all components have already been obtained and the applicant meets certification requirements, the certificate is sent.

SDE noted a simple further review case, with a minor misdemeanor conviction for an offense committed long ago, takes about one month to work its way through the process. A more complex case, with a serious offense or a pattern of small offenses that may indicate a behavior problem, may take a year or two to resolve, especially if the bureau chief has denied certification and the applicant requests a review of the decision. Simple cases are the majority of these applications and generally are approved for eligibility.

### **Types of Application Reviews and Audits for New Certificates**

At least one certification analyst thoroughly evaluates each application submitted to SDE. The type of review an application receives depends on the applicant's preparation, experience, level of certificate requested, and whether the applicant or their recommending program has been selected for an audit (which involves verifying the preparation or continuing education courses taken). The review process for applications for new certificates – including who receives which type of review, and what the review entails – is described in Table III-2 below, and in the following text.

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<sup>35</sup> The facilitator analyst removes the hold placed on the application by the electronic database, allowing a certificate to be issued.

<b>Table III-2. Types of Reviews and Audits of Applications for New Certificates</b>		
<b>Certificate Level and Type of Review</b>	<b>Who is Subject to Type of Review*</b>	<b>What Is Reviewed</b>
<b><i>Initial Certificate</i></b>		
Typical Review	All graduates of CT teacher preparation programs not randomly chosen for audits, and teachers from states that have agreements with CT and either: a) taught under a full certificate for or at least 3 school years (27 months but less than 30 months); or b) graduated from a teacher preparation program (except for alternate routes)	<ul style="list-style-type: none"> <li>• Either statement of preparation institution that requirements were completed or (for out-of-state applicants only) statement of district(s) regarding professional experience and copy of certificate</li> <li>• Transcript(s), for brief check of program and bachelor's completion (out-of-state applicants only)</li> <li>• Application form</li> </ul>
Random Audit	10% of graduates from each CT teacher preparation program, weighted according to subject/content representation	<ul style="list-style-type: none"> <li>• Transcript(s), for thorough review of coursework</li> <li>• Either statement of preparation institution that requirements were completed, or (for out-of-state applicants only) statement of district(s) regarding professional experience and copy of certificate</li> <li>• Application form</li> </ul>
Audit Prior to Accreditation Review	All graduates of CT teacher preparation programs that will be undergoing review for state accreditation in the coming full year	
Audit for Probationary Status	All graduates from CT teacher preparation programs on probation	
Transcript Review	All beginning teachers from states without interstate agreements with CT, all graduates of alternate route programs in states that have interstate agreements with CT, and all who taught in approved nonpublic CT schools for at least two school years	
<b><i>Provisional Certificate</i></b>		
Typical Review	All teachers in CT who have successfully completed the BEST program or, if not applicable, taught for at least one school year under initial certificate; and all teachers with at least three school years (30 months) of teaching experience in states that have interstate agreements with CT	<ul style="list-style-type: none"> <li>• Statement by district that attests to professional experience</li> <li>• Copy of certificate (out-of-state teachers, only)</li> <li>• Successful completion of the BEST assessment, as applicable (CT applicants only)</li> <li>• Transcript(s), for brief</li> </ul>

		check of program and bachelor's completion (out-of-state applicants only) <ul style="list-style-type: none"> <li>• Application form</li> </ul>
Transcript Review	All teachers who have three school years (30 months) or more of teaching experience in states without interstate agreements with CT, and all teachers who have at least three school years (30 months) of teaching experience in approved nonpublic CT school	<ul style="list-style-type: none"> <li>• Transcript(s), for thorough review of coursework</li> <li>• Statement of district(s) regarding professional experience</li> <li>• Copy of certificate (out-of-state applicants only)</li> <li>• Application form</li> </ul>
<b><i>Professional Certificate: New Applications</i></b>		
Transcript Review	All applicants: experienced teachers in CT who have 30 post-baccalaureate semester hours of credit and taught under provisional certificate for at least three school years (30 months), and National Board certified teachers (who are the only out-of-state teachers who begin at professional level, provided they have 30 post-baccalaureate credits)	<ul style="list-style-type: none"> <li>• Transcript(s) showing 30 post-bachelor's credits</li> <li>• Statement by district that attests to professional experience</li> <li>• Copy of other state and National Board certificate (if applicable)</li> <li>• Application form</li> </ul>
<p>*Any pathway to a provisional or professional certificate that specifies years of experience, requires all the experience to have been obtained within the past 10 years. The pathway to an initial certificate based on experience for an educator from an interstate agreement state requires the experience to have been obtained within the past seven years. Source of data: SDE</p>		

**Typical application review.** Typical review requires the analyst to examine mainly the application form, which includes a teacher preparation program recommendation and/or a district's attestation to successful teaching experience. A typical review is conducted when an applicant completed either: 1) a teacher preparation program in Connecticut; or 2) a teacher preparation program<sup>36</sup> or three school years (27 months) of experience in a NASDTEC agreement state.

The rationale behind not thoroughly evaluating these transcripts is that the certification unit has already examined and approved in-state preparation programs (through the state accreditation process) and the preparation program approval process and certification requirements of the NASDTEC agreement states (through the periodic review of other states' policies for the interstate contract). The department believes an applicant who has met those requirements has the knowledge to meet Connecticut's certification requirements. Analysts do

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<sup>36</sup> NASDTEC states' alternate route programs that do not involve a preparation program at an institution of higher education recommending the applicant for certification do not qualify as teacher preparation programs for the purpose of Connecticut's interstate agreements.

quickly review the transcript(s) of an applicant from a NASDTEC agreement state to ensure the transcript verifies the completion of a planned preparation program that included student teaching (if the applicant does not have three school years of experience under a full certificate) and of a bachelor's degree. Similar transcript review is not required for the applications of Connecticut preparation program graduates undergoing typical review; these applicants do not need to submit transcripts as part of their shorter applications for initial certification.<sup>37</sup>

**Transcript review.** Transcript review requires the analyst to thoroughly evaluate transcripts from higher education institutions attended. This review is conducted when an applicant for initial certification has *not* completed either: 1) a teacher preparation program in Connecticut or a NASDTEC state; or 2) at least 27 school months of teaching in a NASDTEC state under a full certificate. A transcript review is required in this situation because it is not clear to SDE whether the applicant has sufficient preparation to be a certified teacher. In the review, the analyst checks that the applicant has completed all specific coursework required of a certificate with the endorsement sought. If an applicant is missing any coursework other than the required special education course, a certificate cannot be issued.

A transcript review is also conducted of each teacher who is applying for a new professional certificate because one requirement of the certificate is that 30 semester hours of post-baccalaureate credit must be completed. Transcripts are required from the institutions at which an applicant completed all or part of these credits, and are reviewed only to ensure the applicant earned the required total number of credits.

**Audit.** An applicant who would normally undergo typical review might be selected for an audit. A person who is chosen for an audit is notified by a letter that further documentation must be submitted before the certificate can be issued.<sup>38</sup> The analyst fully reviews the documentation to determine whether the requirements of the requested certificate have been met.

An applicant who graduated from a Connecticut teacher preparation program and is applying for an initial certificate may be selected for an audit for several reasons. All graduates of a particular program and/or endorsement area at a program are audited when the:

- teacher preparation program has been put on probation by the State's accrediting committee;
- teacher preparation program will be undergoing an accreditation review within the next 12 months; or
- endorsement area is brand new for that particular teacher preparation program.

In addition, 10 percent of every institution's graduates are audited to ensure the preparation program is recommending only graduates who have met all program and state requirements. Within that 10 percent, each endorsement area is given weighted representation, although at least one graduate from each area is audited.

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<sup>37</sup> Applicants who are graduates of Connecticut teacher preparation programs are allowed to submit a unique application, called a "short form," that is shorter than the general application for certification.

<sup>38</sup> A copy of the audit letter for an applicant for initial certification is sent to the certification officer at the applicant's preparing institution.

Such audits are considered to be of the institutions, not of the applicants. In these audits, the analyst assigned to the particular institution checks the applicant's coursework against the list of the preparation program and endorsement area's required courses. Any gaps in the person's coursework that are discovered are discussed with the institution, while applicants are held harmless and still receive certification.<sup>39</sup> The audits began in 1994, when the short form application for graduates of in-state preparation programs was introduced. As the short form application does not require in-state graduates to submit transcripts, audits are conducted to ensure programs recommend only those graduates who have met all the institution's and state's requirements.

Applications for new provisional certification are not audited because there are no additional coursework requirements to meet. Therefore, there is nothing to audit.<sup>40</sup>

### **Reviews of Applications for Continuation of Professional Certificate**

One analyst processes all applications for continuation of a professional certificate. The analyst also randomly selects by hand and then audits about 10 percent of all these applications during most years.<sup>41</sup>

**Typical application review.** A typical review of a continuation application involves checking that the applicant's basic information (e.g., endorsement) matches the electronic database, and that the person indicated they did one of the following: 1) completed the nine CEUs; 2) did not work under the certificate during the past five years; or 3) worked only part of the last five years.

**Audit.** A certificate holder randomly selected for an audit is sent a letter that explains the audit and asks for the submission of CEU verification within 20 days of the letter's receipt. Acceptable verification methods are original CEU completion certificates (which are supposed to be kept by both the educator and the CEU provider), a signed document from the educator's district listing all CEUs earned in-district, a copy of the National Board certificate, and an official transcript showing graduate-level credits.<sup>42</sup> There is no penalty if the materials are not sent within 20 days; the deadline is given only to expedite the process.

When verification is sent, the analyst checks to make sure the CEUs:

- were from an approved provider;

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<sup>39</sup> If an applicant were missing a major requirement, such as student teaching, the applicant would not be held harmless. SDE reported most, if not all, mistakes found through audits of graduates from Connecticut programs are relatively minor, such as missing one general education course or the U.S. history class.

<sup>40</sup> An applicant for provisional certification must have successfully completed the BEST program, but compliance with this requirement is checked by an internal, computerized process within SDE.

<sup>41</sup> The audits are not purposefully equally distributed among endorsement areas. This would be difficult because assigning most professional educators to only one endorsement area would be impossible. Many at this certificate level hold multiple endorsements and/or are taking graduate coursework to obtain an additional endorsement (e.g., administrator or school counselor).

<sup>42</sup> An audit at this stage does not entail a review of undergraduate or post-baccalaureate credits, only of CEUs attained.

- add up to nine CEUs;
- were earned while the currently held certificate was valid; and
- are in either the endorsement area in which the educator spends at least half of working hours<sup>43</sup> or the area in which the educator is attempting to obtain an additional endorsement.

An educator who is audited and has not completed CEUs as required will not receive a continuation certificate until evidence has been submitted showing the requirement has been met.

### **Appeals to Certification Decisions**

The State Board of Education is authorized by statute to issue, deny, and revoke certificates through SDE. The educator may appeal a denial or revocation through specific processes. If the educator is dissatisfied with the final decision, an appeal may be filed with Superior Court.<sup>44</sup>

**Denial.** Certification regulations detail and Figure III-2 below shows the process an applicant follows to appeal the denial decision.<sup>45</sup> The process is open only to someone who has been denied a certificate; a district cannot appeal a denial of its request for a permit or authorization. An individual whose application is denied after going through the appeal process may re-apply for certification whenever desired. There currently is no limit on the number of times a person may apply for certification.

**Standard revocation.** An educator’s certificate, permit, or authorization may be revoked for the following reasons:

- fraud or misrepresentation of fact on the application;
- persistent neglect to perform duties as authorized by certificate;
- professionally unfit to perform those duties;
- court conviction for a crime “involving moral turpitude” or for any other crime that the State Board of Education believes would demean the value of a certificate;
- intentionally breached security on a statewide examination; or
- other due and sufficient cause.

The State Board of Education is responsible for establishing that “a preponderance of the evidence” indicates one of the above revocation reasons is present.<sup>46</sup> The regulations prescribe a process for these standard revocations, which is summarized in Figure III-3.<sup>47</sup>

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<sup>43</sup> An exception is made if the applicant has recently (i.e., within the last year or two) changed positions. Then, the CEUs must be relevant to either the past or current area of work.

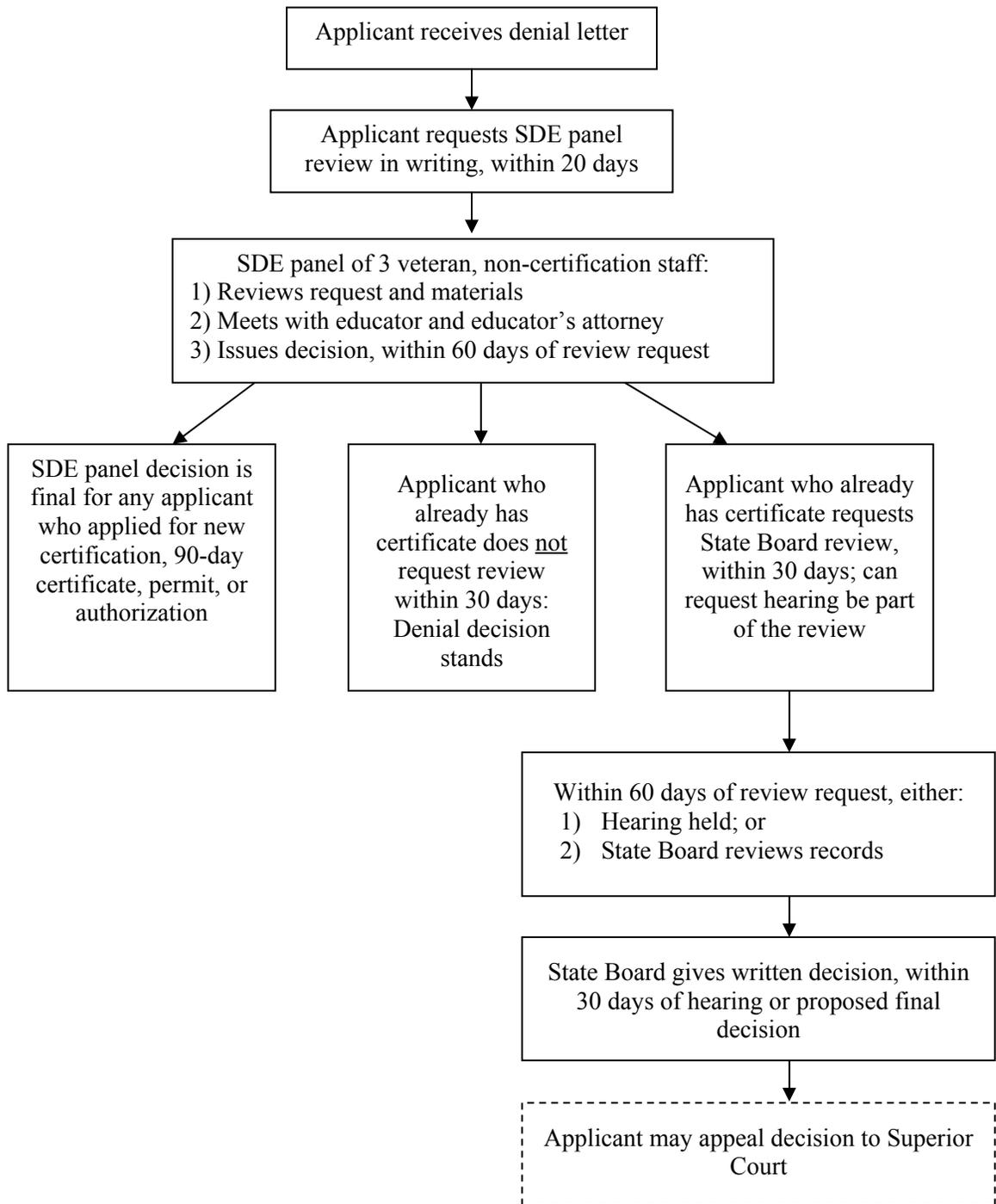
<sup>44</sup> C.G.S. Sec. 10-145b(n)

<sup>45</sup> R.C.S.A. Sec. 10-145d-611

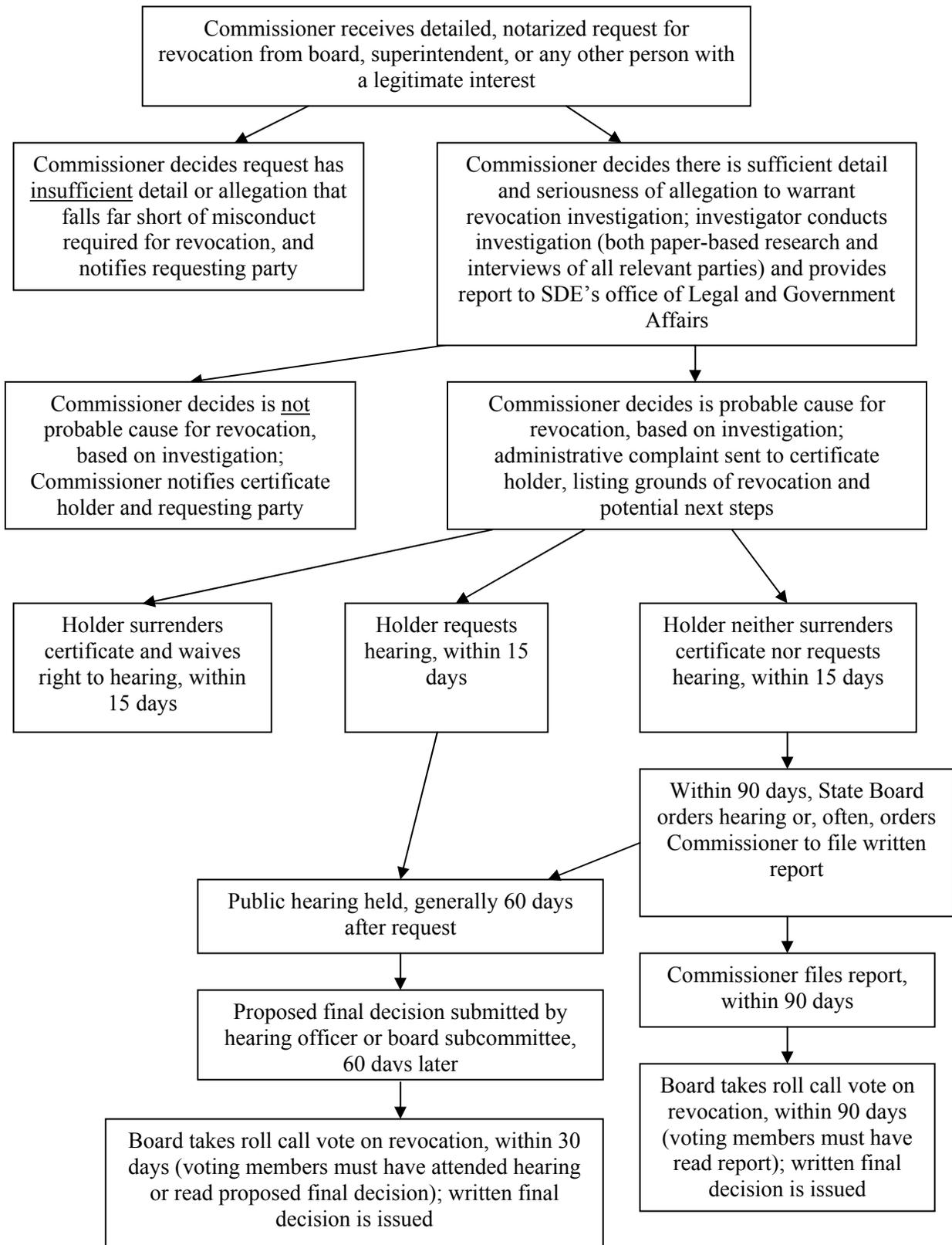
<sup>46</sup> C.G.S. Sec. 10-145b(m)(1)

<sup>47</sup> R.C.S.A. Sec. 10-145d-612 and R.C.S.A. Sec. 10-145d-613

**Figure III-2. Denial Appeals Process**



**Figure III-3. Standard Certificate Revocation Process**



**Automatic revocation.** An educator who has been convicted of certain crimes, including child abuse or neglect and certain felonies, is stripped of the certificate when the Commissioner is notified of the conviction.<sup>48</sup> The Commissioner is required to be notified in writing by the local state's attorney when an educator holding certification is penalized for failing to report reasonable cause for suspicion that a child has been abused, neglected, or injured,<sup>49</sup> or is convicted of the following crimes:

- any felony;
- child abuse;
- risk of injury to or impairing the morals of a child; or
- sexual assault against a child.<sup>50</sup>

Upon receiving notice of the educator's conviction, the Commissioner informs the educator of the revocation by letter. The educator may choose to initiate a reinstatement process described below.

*1. Request for reinstatement is sent.* The former certificate holder may file such request with the State Board within 15 days of receiving notification of the revocation. The request must include a detailed explanation of why reinstatement should be performed and any other relevant information. A copy is sent to the Commissioner.

*2. Commissioner responds.* The Commissioner issues a statement to the board for or against reinstatement within 15 days of receiving the reinstatement request. A copy of the statement is sent to the educator.

*3. Board reviews case and issues decision.* The board evaluates the request for reinstatement and the Commissioner's statement and decides whether to grant the request, within 90 days. Several factors are considered: "the nature of the crime; the exemplary status of a certificate holder; the crime and its relationship to the education profession; the effect the crime has on the public health, safety, and welfare, and whether, in the opinion of the board, reinstatement impairs the standing of other certificates issued by the board."

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<sup>48</sup> The convictions that result in automatic revocation are: capital felony, arson murder, class A felony, class B felonies excepting certain crimes (first degree larceny, first degree computer crime, and vendor fraud), child abuse or neglect, and certain child care, civil or personal rights, assault, sex, weapons, and drug crimes that are listed in Appendix F. (C.G.S. Sec. 10-145b(m)(2))

<sup>49</sup> C.G.S. Sec. 10-149a

<sup>50</sup> C.G.S. Sec. 17a-101i(c)

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## Section IV: Customer Service

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The Teacher Certification Unit responds to questions and information requests from the general public and school districts regarding educator certification in various ways. Specifically, the unit responds to inquiries via: 1) a live phone system staffed by the unit's certification analysts; 2) an automated telephone system available to those applying for certification or educators who are already certified; 3) electronic e-mail responses; 4) a website containing specific information about Connecticut's educator certification requirements and process; 5) assisting people when they visit the certification office in person; and 6) various outreach efforts.

### Phone Service

The certification unit provides telephone service both to the general public and through a dedicated phone line for public school districts throughout the state. Automated phone service is also available to candidates with pending certification applications and those educators already certified. The unit does not offer voicemail, because it would rather have requests in writing to establish a formal record and to avoid any potential miscommunication.

**Questions from general public.** The certification unit offers live phone service for answering general questions about Connecticut's certification requirements and application process. Certification analysts staff the phone lines four days per week. Phone lines are open from noon to 4:00 p.m.

For two days each week, five analysts have phone duty, while six analysts are available the other two days. There is a rotation schedule among the analysts to ensure a balanced distribution of phone coverage. Multiple analysts staff the phones each day and their hours are staggered. At any given time, there are at least four analysts available to answer calls, including substitutes when necessary.

SDE notes that an analyst who is serving on phone duty cannot simultaneously work on other tasks, such as processing application, due to call volume. Phone coverage used to be available eight hours a day, five days a week. SDE has noted that phone service was shortened to four days in the mid-1990s to give certification analysts more time to process certification applications in order to alleviate an increasing backlog of applications at that time.

It is common practice within the certification unit for certification analysts not to give out detailed information over the phone if they believe the questions/requests are complex. At that point, the analysts instruct the person to submit the request in writing, either by e-mail, fax, or letter. Having written requests not only provides the unit with a written record of the person's specific request, but it also helps increase the clarity of the information desired and avoid miscommunication.

**Districts.** The certification unit operates a phone line specifically for school districts. Superintendents, administrators, human resource personnel, and other central office staff may use the line to get information regarding their district's current employees, potential hires, or about the processing of their applications for district-requested permits and authorizations (as described

in Section II). The phone line is available three days per week for eight hours each day, and four hours a day for the other two days. The same certification analyst is responsible for phone coverage.

**Information on status of application or certificate.** The certification unit's automated interactive voice response (IVR) system is available to the general public, all applicants, and current certificate holders. The information about a person's certificate application available on the IVR includes whether the application has been received, if application documents are missing, and if a decision regarding approval has been made. Information about certificate decisions is available 24 hours after the decision has been made. Current certificate holders can obtain general information about their certificate(s), such as the expiration date of their certificate(s) and what endorsement(s) they hold.

When someone first calls the certification unit, they are provided with a menu of choices for using the automated phone system. The IVR allows callers to use their Social Security number to access the system and get information. Callers also have the ability to instruct the system to fax a copy of their certificate(s) to any fax number provided by the caller. The automated phone system is available at all times.

## **Online**

The certification unit uses other electronic methods for serving its customers and the general public. E-mail, fax, and the unit's website are the specific ways the unit electronically communicates with the public.

**E-mail.** Any e-mail requests coming to the certification unit are forwarded to the specific certification analyst based on the analyst's designated responsibilities. As noted in Section III, each analyst is assigned to handle particular applications based on certain criteria.

**Website.** The State Department of Education's main website includes a specific website for educator certification. The website is designed to provide information about Connecticut's educator certification requirements as well as all application forms and fee requirements. The site also gives specific contact information for the certification unit, such as hours, fax number, and e-mail address.

## **In-person**

**Unit office.** Information regarding certification is available from the certification unit on an in-person basis at the unit's office within the State Department of Education. The office will only: 1) distribute forms to anyone coming to the unit in-person; and 2) accept application materials. All other requests must be made via the phone or in writing.

**Outreach.** Various outreach efforts are made by the certification unit to educate potential teachers about certification requirements and processes. For example, when requested, representatives from the unit will address students at teacher preparation programs within the state. Such presentations generally cover the different levels of certification, the requirements necessary to become certified, how to apply for certification, and how to renew certification.

SDE has noted that such presentations are infrequent, although a version of the presentation is posted on the department's website, accessible to anyone.

Other examples of the unit's past outreach efforts to discuss the certification process include attending job fairs around the state, mainly minority recruitment fairs, and making presentations to local and regional school districts. The department notes its current outreach efforts have been limited, mainly due to resource issues.

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## **Section V: Areas for Further Review**

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As this study progresses, program review committee staff will be conducting additional review and analysis in determining whether the state's goals for certifying teachers are being met through the effective implementation of the teacher certification program. Some areas for further review being considered by committee staff include:

### **Certification**

- Compliance with regulatory requirements
  - Example: What steps are taken to ensure school districts and teachers comply with the current certification requirements, including whether teachers hold the proper certificate and subject area endorsement?
- Praxis analysis
  - Example: What is the process used to determine Connecticut's passing scores for the Praxis I and Praxis II exams? How do this state's scores compare with those in other New England states for comparable exams?
- Entities involved with certification program
  - Example: What is the level of interagency coordination and communication among the state agencies involved in implementing teacher certification requirements? How do school districts fit into interagency coordination and communication?

### **Current Regulations**

- Regulatory changes over time
  - Example: What previous changes have been sought and implemented? What were the reasons for repeal of new regulations in 2003?
- Current changes being considered and the process being used to determine what changes are necessary and realistic

### **Continuing Education**

- Oversight of compliance with CEU requirements
  - Example: What is the number of teachers selected for audits in comparison with the total number of teachers requiring CEUs to maintain certification? How are audits performed? What are the results of audits? How are issues with noncompliance handled?
- CEU provider review and approval process
  - Example: What is the level of oversight of CEU providers once initially approved?
- Continuing education requirements
  - Example: What are the reasons for the specific continuing education requirements specified in statute?

## **Reciprocity**

- Level of reciprocity compared to other states
  - Example: How do Connecticut's reciprocity policies for teachers compare with those of surrounding states?

## **Certification Unit Operations**

- Application processing times
- New automated certification system
- Level of staff/financial resources in relation to workload
- Level of customer service
- Improvements made to certification process (over time)
- Complaints: types, volume over time, how resolved
- Time between an applicant's conviction and results being in the state police records
- History of fees and level of Connecticut's fees in relation to surrounding states

# Appendix A

<b>Table A-1. Certificate Issued When Initial Educator Certificate Has Expired or Will Soon Expire</b>		
<b>Teaching Experience And Current Certification Status</b>	<b>Certificate Issued (and Duration)</b>	<b>Terms</b>
<i>Has never taught</i>		
Currently holds certification	Initial (three years)	Five re-issuances granted, after which applicant must meet all current requirements for initial certification.
Expired certification	Initial (three years)	Applicant must meet all current requirements for initial certification, and application for re-issuance is either: 1) Made within 5 years of expiration date of first initial certificate; or 2) Made more than 5 years after expiration date of first initial certificate, and applicant must have completed 3 semester hours in education technology and 3 hours in alternative student assessment or child/adolescent development.
<i>Has taught in assignment that was part-time, less than 10 school months, or not long enough to complete BEST assessment</i>		
Currently holds certification	Initial (three years)	Upon recommendation of district
Expired certification	Initial (three years)	Upon recommendation of district, and either: 1) Made within 5 years of expiration date of first initial certificate and applicant must meet all assessment requirements in effect except BEST; or 2) Made more than 5 years after expiration date of first initial certificate, and applicant must meet all current requirements for initial certification and have completed 3 semester hours in education technology and 3 hours in alternative student assessment or child/adolescent development.

<i>Has taught and has/held a certificate with an endorsement in an area/field where bachelor's degree is not required, and has not fulfilled initial certificate's requirement of assessment or special education course of study</i>		
Currently holds certification	Initial (three years)	None
Expired certification	Initial (three years)	Either: 1) Made within 5 years of expiration date of first initial certificate and applicant must meet all assessment requirements in effect except BEST; or 2) Made more than 5 years after expiration date of first initial certificate, and applicant must meet all current requirements for initial certification and have completed 3 semester hours in education technology and 3 hours in alternative student assessment or child/adolescent development.
<i>Has taught but has not successfully completed BEST, and district has requested extension</i>		
Currently holds certification	Initial (as necessary to complete BEST; usually one year)	Must be finding of good cause by Commissioner and extension may be made only once
Expired certification	Initial	Either: 1) Made within 5 years of expiration date of first initial certification, and must be finding of good cause by Commissioner and a request by district, and extension may be made only once; or 2) Made more than 5 years after expiration date of first initial certificate, and applicant must meet all current requirements for initial certification and have completed 3 semester hours in education technology and 3 hours in alternative student assessment or child/adolescent development.
<i>Has taught but has not successfully completed BEST, and district has <u>not</u> requested extension</i>		
Currently holds certification	None	---
Expired certification	Initial (three years)	May be eligible for re-issuance if applicant: 1) Submits evidence of required intervening study and experience; 2) Meets all current requirements for initial certification; and 3) Has completed 3 semester hours in education technology and 3 hours in alternative student assessment or child/adolescent development.

<b>Table A-2. Certificate Issued When Provisional Educator Certificate Has Expired</b>	
<b>Certificate Issued in Listed Situations</b>	<b>Duration</b>
<i>Provisional (Renewal)</i>	
<ul style="list-style-type: none"> <li>• Successfully taught under provisional certificate for the school year immediately preceding the date of application [for less than 8 years]</li> <li>• Meets all current initial and provisional certification requirements</li> </ul>	8 years less the time the applicant taught under the provisional certificate during the 10 years immediately preceding the date of application
<ul style="list-style-type: none"> <li>• Successfully taught under provisional certificate for at least 3 but less than 8 years, during 10 years immediately preceding the date of application</li> <li>• Meets all current initial and provisional certification requirements</li> <li>• Has not fulfilled coursework requirement for professional educator certificate</li> </ul>	
<i>Initial</i>	
<ul style="list-style-type: none"> <li>• Had never taught under provisional certificate</li> </ul>	Three years
<ul style="list-style-type: none"> <li>• Had not taught for at least 3 years during the 10 years immediately preceding the date of application</li> </ul>	Three years
<i>None</i>	
<ul style="list-style-type: none"> <li>• Successfully taught under provisional certificate for 8 or more years during 10 years immediately preceding date of application</li> <li>• Has not fulfilled coursework requirement for professional educator certificate</li> </ul>	---
Source: R.C.S.A. Sec. 10-145d-427	

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## Endorsements

Information on specific endorsements is found on the following pages:

Summary of Common Teaching Endorsements	B-2
Integrated Special Education/Early Childhood Education	B-3
Elementary Education	B-4
Foreign Language, Pre-K Through Grade 8	B-5
Middle Grades Subjects	B-6
Secondary Academic Subjects	B-9
Comprehensive Special Education	B-12
Special Subjects	B-13
Blind, Partially Sighted, or Hearing Impaired	B-15
Remedial Reading and Language Arts	B-17
Teachers of English to Speakers of Other Languages	B-18
School Library Media Endorsement	B-19
Driver Education	B-20
Cooperative Work Education	B-21
Health Occupations	B-22
School Dental Hygienist-Teacher	B-23
School Nurse-Teacher	B-24
Trade and Industrial Occupations	B-24
Agriculture Education	B-26
Marketing Education	B-27

**Table B-1. Summary of Common Teacher Endorsements**

Area	Requirements									
	Area-Specific Courses <sup>1</sup>	Gen. Acad. Courses <sup>2</sup>	Major	Total Credits Prof. Ed.	Foundations of Ed.	Ed. Psych.	Curriculum & Methods	Field Experience	Special Ed.	
Early Childhood	15 semester hours of credits (SHC)	X	Any or ID <sup>4</sup> with emphasis in human growth & development	36	X	---	X	2 placements	---	
Elementary	6 SHC	X	Any or ID with emphasis in any subject	30	X	X	X	1 placement	36 clock hrs.	
Foreign Language, PK-8	6 SHC	X	Endorsement subject, or 30 credits in subject and 9 in related subject	18	X	X	X	1 placement	36 clock hrs.	
Middle Grades	---	X	Subject, or ID with concentration in subject	30	X	X	X	1 placement	36 clock hrs.	
Secondary Academic	---	X	Subject, or 30 credits in subject and 9 in related subject	18	X	X	X	1 placement	36 clock hrs.	
Special Education (Comprehensive)	Yes, no SHC specified	Not specified	Not specified; must complete planned Spec. Ed. program	Not specified	---	X	X	2 handicapping conditions	Not applicable	
Special Subjects (Art, physical education, etc.)	---	X	Subject, or 30 credits in subject and 9 in related subject, or major in subject covered by endorsement sought	18	X	X	X	1 placement	36 clock hrs.	

<sup>1</sup> Specific course requirements listed separately from professional education requirements; most often, human growth & development

<sup>2</sup> Requirement = 39 hours in five of six areas, and 3-hr. course in U.S. history

<sup>3</sup> "Credits" are semester hours of credit

<sup>4</sup> "ID" is used as an abbreviation for "interdisciplinary major"

Source of data: R.C.S.A. Sec. 10-145d-429 to -542, inclusive

### Integrated Early Childhood/Special Education Endorsements

When: Two separate endorsements: nursery through grade 3 (#113), and birth through kindergarten (#112)  
 Education: Bachelor's degree  
 Test: Are necessary for #113 only: Praxis II: Early Childhood: Content Knowledge (passing score: 156); and Praxis II: Education of Young Children (passing score: 158)

<b>Type of Requirement</b>	<b>General Topic &amp; Semester Hrs. of Credit</b>	<b>Specific Topics/Areas To Be Covered</b>
Area-specific courses	Human growth and development: 15 sem. hrs. of credit	Typical and atypical development, psychology of learning, and family studies
General academic courses	39 sem. hrs. of credit in five of six areas, and 3 sem. hrs. in U.S. history	Six areas: natural sciences, social studies, fine arts, English, mathematics, foreign language
Major	Any major, or 39 sem. hrs. of credit interdisciplinary major with at least 18 sem. hrs. in human growth and development	For interdisciplinary major: Human growth and development topics include: typical and atypical development, psychology of learning, and family studies. Remainder of 39 credits distributed among maximum of three additional subjects related to human growth and development
Professional Education	Total semester hours of credit: 36 1. Foundations of ed.: Yes 2. Ed. psychology: No 3. Curriculum & methods: Yes	Includes areas such as: Philosophy of education, history of education, and comparative education --- For typical and special-needs children; integrated curriculum and strategies in each area: a) six credits, three in teaching language arts; also learning language arts, children's literature, mathematics, science, social studies, expressive arts, health/safety; or developmentally appropriate curriculum for Early Childhood (EC) and integrated EC curriculum; b) observation and assessment of development in young children and planning individualized programs; c) play; d) EC models and professional issues; e) special needs. Additional requirements depend on age of concentration within EC.
	4. Field experience: Yes, 6-12 sem. hrs. of credit total in two placements	Include observations and limited participation before full-time student teaching. Also, student teaching in each of two areas: pre-K or K, including children with special needs; and either for birth-K, infants and toddlers including special needs, or for nursery-grade 3, in grades 1, 2, or 3.
	5. Special education: Not other than curriculum & methods	
Source of data: R.C.S.A. Sec. 10-145d-429 to -433, inclusive		

## Elementary Endorsement

When: Teacher in grades K- 6 except as sole teacher of art, health, music, or physical education  
 Education: Bachelor's degree  
 Test: Praxis II: Elementary Education: Curriculum, Instruction, & Assessments (passing score: 163); and  
 Praxis II: Elementary Education: Content Area Exercises (passing score: 148)

<i>Type of Requirement</i>	<i>General Topic &amp; Semester Hrs. of Credit</i>	<i>Specific Topics/Areas To Be Covered</i>
Area-specific courses	Human growth and development: 6 sem. hrs. of credit	None
General academic courses	39 sem. hrs. of credit in five of six areas, and 3 sem. hrs. in U.S. history	Six areas: natural sciences, social studies, fine arts, English, mathematics, foreign language
Major	Any major, or 39 sem. hrs. of credit interdisciplinary major with at least 18 sem. hrs. in any one subject	Interdisciplinary major must have remainder of its courses distributed among no more than three additional subjects related to area of concentration
Professional Education	Total semester hours of credit: 30	
	1. Foundations of ed.: Yes	Includes areas such as: Philosophy of education, history of education, comparative education, and school effectiveness
	2. Ed. psychology: Yes	Includes areas such as: Growth and development of children from birth through life span, psychology of learning, child-adolescent psychology, and mental hygiene
	3. Curriculum & methods: Yes	1) Six credits in language arts, which may include reading, writing, speaking, listening, and spelling; and 2) Areas such as: effective teaching skills, teaching language arts, teaching mathematics, and teaching the arts
	4. Field experience: Yes, 6-12 sem. hrs. of credit	Must student teach in grades K-6
	5. Special education: Yes, 36 clock hours	Understanding the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special-needs children in the regular classroom.
Source of data: R.C.S.A. Sec. 10-145d-434 to -438, inclusive		

### Foreign Language Instruction Pre-K through Grade 8 Endorsement

**When:** Teacher of foreign language in pre-K through grade 8 when departmentalized instruction in foreign language is offered at the elementary level; endorsements awarded individually for each language. Must also hold or be eligible for a secondary-level endorsement in the foreign language.

**Education:** Bachelor's degree

**Test:** American Council on the Teaching of Foreign Languages (ACTFL): Oral Proficiency Interview (passing: intermediate high) and ACTFL: Writing Proficiency Test (passing: intermediate high)

<i><b>Type of Requirement</b></i>	<i><b>General Topic &amp; Semester Hrs. of Credit</b></i>	<i><b>Specific Topics/Areas To Be Covered</b></i>
Area-specific courses	3 sem. hrs. of credit each: 1) Language acquisition in young children; and 2) Methods and materials for teaching foreign language at the elementary level	---
General academic courses	39 sem. hrs. of credit in five of six areas, and 3 sem. hrs. in U.S. history	Six areas: natural sciences, social studies, fine arts, English, mathematics, foreign languages
Major	One of two options required: 1. Subject area major in area for which endorsement is sought 2. 24 sem. hrs. of credit in foreign language	---
Professional Education	Total semester hours of credit: 18	
	1. Foundations of ed.: Yes	Includes areas such as: Philosophy of education, history of education, comparative education, and school effectiveness
	2. Ed. psychology: Yes	Includes: Growth and development from birth through lifespan, psychology of learning, child-adolescent psychology, and mental hygiene
	3. Curriculum & methods: Yes, 6 sem. hrs. of credit	Includes areas such as: Subject area curriculum and methodology, and effective teaching skills
	4. Field experience: Yes, 6-12 sem. hrs. of credit	Must student teach in secondary school
	5. Special education: Yes, 36 clock hours	Understanding growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special-needs children in the regular classroom
Source of data: R.C.S.A. Sec. 10-145d-439 to -443, inclusive, and R.C.S.A. 10-145d-451		

### Middle Grades Endorsements

**When:** Teacher of specific subject area(s) at middle school setting, including grades five and six when departmentalized instruction is offered, and in grades four, five, and six when departmentalized instruction in foreign language is offered, in endorsed subject(s) only

**Education:** Bachelor's degree

**Test:** No test common to all middle grade endorsements; see "Specific Middle Grade Endorsements" on the following page for information on Praxis II test(s) required for each middle grade endorsement

<i><b>Type of Requirement</b></i>	<i><b>General Topic &amp; Semester Hrs. of Credit</b></i>	<i><b>Specific Topics/Areas To Be Covered</b></i>
Area-specific courses	None specified	---
General academic courses	39 sem. hrs. of credit in five of six areas, and 3 sem. hrs. in U.S. history	Six areas: natural sciences, social studies, fine arts, English, mathematics, foreign language
Major	<p>One of three options required:</p> <ol style="list-style-type: none"> <li>1. Subject area major in one of several areas</li> <li>2. Interdisciplinary major</li> <li>3. 24 sem. hrs. of credit in a subject and either a) 15 sem. hrs. of credit in a second subject (may result in second endorsement); or b) 15 sem. hrs. of credit in special subject (music, art, P.E., health, etc.), special education, or related subjects (not result in second endorsement)</li> </ol>	<p>Within each of the three options:</p> <ol style="list-style-type: none"> <li>1. Subject area major in any of following: English, mathematics, biology, physics, chemistry, earth science, general science, social science, history, political science, economics, geography, anthropology, sociology.</li> <li>2. Interdisciplinary major in any of following: humanities, history/social science, or integrated science</li> <li>3. a) 24 credits in any subjects in 1. above, except for general science; and b) 15 credits in any subject in 1. above</li> </ol>
Professional Education	<p>Total semester hours of credit: 30</p> <ol style="list-style-type: none"> <li>1. Foundations of ed.: Yes</li> <li>2. Ed. psychology: Yes</li> <li>3. Curriculum &amp; methods: Yes, 6 sem. hrs. of credit</li> <li>4. Field experience: Yes, 6-12 sem. hrs. of credit</li> <li>5. Special education: Yes, 36 clock hours</li> </ol>	<p>Includes areas such as: Philosophy of education, history of education, comparative education, school effectiveness, and organization of middle grade education</p> <p>Includes areas such as: Human growth and development, psychology of learning, child-adolescent psychology, mental hygiene, developmental characteristics of early adolescent students, and family studies</p> <p>Including study in reading and writing across the middle grades curriculum, and methods for teaching at the middle grades</p> <p>Must student teach in middle grades school setting</p> <p>Understanding the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special-needs children in the regular classroom</p>
Source of data: R.C.S.A. Sec. 10-145d-444 to -448, inclusive		

### Specific Middle Grades Endorsements

**When:** Issued in conjunction with a middle grades endorsement; teacher must have an endorsement in at least one particular subject area to teach at the middle grades

**Education:** Bachelor’s degree

**Requirements:** See “Middle Grades Endorsements” on the previous page for requirements common to all middle grades endorsements. Chart below outlines particular requirements for each endorsement. To receive a subject area endorsement, teacher must have a major or concentration in the subject.

**Test:** Each area has its own required Praxis II test(s)

<i><b>Major or Concentration</b></i>	<i><b>Test</b></i>	<i><b>Specific Topics/Areas To Be Covered</b></i>
Biology, Chemistry, Physics, Earth Science, or General Science	Middle School Science (passing: 162)	---
English	Middle School English & Language Arts (passing: 164)	Evaluation and instruction of students in language arts
History/Social Studies	Middle School Social Studies (passing: 160)	1. History: U.S. history, western civilization or European history, and nonwestern history; and 2. Study in at least three areas of social science
Humanities Interdisciplinary	Middle School English & Language Arts (passing: 164)	1. 18 sem. hrs. of credit in language arts/English; and 2. Coursework in at least 3 of these areas: literature, philosophy, drama, fine arts, dance, theology, or foreign language
Integrated Science Interdisciplinary	Middle School Science (passing: 162)	1. Concentration in at least one area of science, with at least 18 sem. hrs. of credit, including minimum of three lab courses; and 2. Coursework in each of the other three areas of science, for minimum of 7 sem. hrs. of credit each, including at least one lab course in each area
Mathematics	Middle School Mathematics (passing: 158)	Calculus
Source of data: R.C.S.A. Sec. 10-145d-446		

## Secondary Academic Endorsements

When: Teacher of specific subject area(s) at secondary level of grades 7-12, including grades 5 and 6 when departmentalized instruction is offered, in endorsed subject(s) only; also to teach endorsed subject(s) in the adult high school credit diploma program

Education: Bachelor's degree

Test: No test common to all secondary academic endorsements; see "Specific Secondary Academic Endorsements" table for information on Praxis II and other test(s) required for each secondary academic endorsement

<i>Type of Requirement</i>	<i>General Topic &amp; Semester Hrs. of Credit</i>	<i>Specific Topics/Areas To Be Covered</i>
Area-specific courses	None	---
General academic courses	39 sem. hrs. of credit in five of six areas, and 3 sem. hrs. in U.S. history	Six areas: natural sciences, social studies, fine arts, English, mathematics, foreign language
Major	One of two options required: 1. Subject area major in area for which endorsement is sought 2. 30 sem. hrs. of credit in subject for which endorsement is sought, and 9 sem. hrs. in subject(s) related to endorsement subject	See "Specific Secondary Academic Endorsements" table for information on particular requirements for each subject
Professional Education	Total semester hours of credit: 18 1. Foundations of ed.: Yes 2. Ed. psychology: Yes 3. Curriculum & methods: Yes, 6 credits 4. Field experience: Yes, 6-12 sem. hrs. of credit 5. Special education: Yes, 36 clock hours	Includes areas such as: Philosophy of education, history of education, comparative education, and school effectiveness Includes areas such as: Growth and development from birth through lifespan, psychology of learning, child-adolescent psychology, and mental hygiene Includes areas such as: subject area curriculum and methodology, and effective teaching skills Must student teach in secondary school Understanding the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special-needs children in the regular classroom

Source of data: R.C.S.A. Sec. 10-145d-449 to -453, inclusive

### Specific Secondary Academic Endorsements

**When:** Issued in conjunction with the secondary academic certificates; teacher must have at least one endorsement in a particular subject area to teach at the secondary level

**Education:** Bachelor’s degree

**Requirements:** See “Secondary Academic Certificate” for requirements common to all middle grades endorsements. Chart below outlines particular requirements for each endorsement. To receive a subject area endorsement, teacher must have a major or concentration in the subject.  
**Test:** Each area has its own required Praxis II test(s), except for Foreign Language, which has a different type of test

<b>Secondary Endorsement</b>	<b>Coursework Required: All except General Science may have subject major or 30 sem. hrs. of credit plus 9 sem. hrs. in related area</b>	<b>Test</b>	<b>Specific Topics/Areas To Be Covered</b>
Biology	None additional	Biology: Content Knowledge (passing: 152)	None
Business Education	Can elect to complete interdisciplinary major	Business Education (passing: 620)	Interdisciplinary major consists of 39 sem. hrs. of credit in subjects covered by endorsement
Chemistry	None additional	Chemistry: Content Knowledge (passing: 151) Chemistry: Content Essays (passing: 140)	None
Earth Science	None additional	Earth Science: Content Knowledge (passing: 157)	None
English	None additional	English Language, Literature & Composition: Content Knowledge (passing: 172) English Language, Literature & Composition: Essays (passing: 160)	None
Foreign Language*	24 sem. hrs. of credit in language for which endorsement sought	American Council on the Teaching of Foreign Languages (ACTFL): Oral Proficiency Interview (passing: intermediate high) ACTFL: Writing Proficiency Test (passing: intermediate high)	
General Science	Subject major	General Science: Content Knowledge (passing: 157) General Science: Content Essays (passing: 145)	39 sem. hrs. of credit in science including study in biology, chemistry, physics, and earth science

<b>Secondary Endorsement</b>	<b>Coursework Required: All except General Science may have subject major or 30 sem. hrs. of credit plus 9 sem. hrs. in related area</b>	<b>Test</b>	<b>Specific Topics/Areas To Be Covered</b>
History/Social Studies	Can elect to complete interdisciplinary major	Social Studies: Content Knowledge (passing: 162)	<p>Within each major option:</p> <ol style="list-style-type: none"> <li>1. History major includes 18 sem. hrs. of credit in social studies</li> <li>2. Major in political science, economics, geography, anthropology, or sociology, including 18 sem. hrs. of credit in history</li> <li>3. Interdisciplinary major consists of 39 sem. hrs. of credit in subjects covered by endorsement with at least one course in subjects in 2. above, and including 18 sem. hrs. of credit in history (including U.S. history, western civilization or European history, and nonwestern history)</li> </ol>
Physics	None additional	Physics: Content Knowledge (passing: 141) Physics: Content Essays (passing: 135)	

\*Foreign language endorsements are issued individually for each endorsement, and the major must correspond to the endorsement sought. For example, a teacher seeking an endorsement to teach Spanish must major in Spanish.  
 Source of data: R.C.S.A. Sec. 10-145d-451

### Comprehensive Special Education Endorsement

When: Teacher who provides special education instruction to children in grades 1-12 who are mentally handicapped (either educable or trainable); physically handicapped; autistic; traumatically brain injured; socially and emotionally maladjusted; neurologically impaired; learning disabled, except for blind, partially sighted, or hearing impaired

Education: Bachelor's degree

Test: Praxis II: Education of Exceptional Children: Core Content Knowledge (passing score: 158)

<i>Type of Requirement</i>	<i>General Topic &amp; Semester Hrs. of Credit</i>	<i>Specific Topics/Areas To Be Covered</i>
Area-specific courses	Diagnosis of handicapped children	---
General academic courses	None specified	---
Major	None specified	---
Professional Education	Total semester hours of credit: No requirement specified	
	1. Foundations of ed.: No	---
	2. Ed. psychology: Yes	Psychoeducational theory and development of handicapped children
	3. Curriculum & methods: Yes	Curriculum and methods of teaching handicapped children; and program planning and evaluation of handicapped children
	4. Field experience: Yes, 6-12 sem. hours of credit	Student-teaching must involve at least two handicapping conditions covered by the endorsement
	5. Special education: N/A	---
Source of data: R.C.S.A. Sec. 10-145d-538 to -542, inclusive		

### Special Subjects Endorsements

**When:** Teacher of the following specific special subject(s) at the elementary or secondary level (pre-K through grade 12), or in the adult education high school credit diploma program: agriculture, art, health, home economics, music, physical education, and technology education

**Education:** Bachelor’s degree

**Test:** No test common to all special subject endorsements; see “Specific Special Subject Endorsements: Tests” table on the following page for information on Praxis II test(s) required for each special subject endorsement

<b>Type of Requirement</b>	<b>General Topic &amp; Semester Hrs. of Credit</b>	<b>Specific Topics/Areas To Be Covered</b>
Area-specific courses	None specified	---
General academic courses	39 sem. hrs. of credit in five of six areas, and 3-credit course in U.S. history	Six areas: natural sciences, social studies, fine arts, English, mathematics, foreign language
Major	<p>One of three options required:</p> <ol style="list-style-type: none"> <li>1. Subject area major in area for which endorsement is sought</li> <li>2. 30 sem. hrs. of credit in subject for which endorsement is sought, and 9 sem. hrs. in subject(s) related to endorsement subject</li> <li>3. Major in any of subjects covered by endorsement sought</li> </ol>	---
Professional Education	<p>Total semester hours of credit: 18</p> <ol style="list-style-type: none"> <li>1. Foundations of ed.: Yes</li> <li>2. Ed. psychology: Yes</li> <li>3. Curriculum &amp; methods: Yes</li> <li>4. Field experience: Yes, 6-12 sem. hrs. of credit</li> <li>5. Special education: Yes, 36 clock hours</li> </ol>	<p>Includes areas such as: Philosophy of education, history of education, comparative education, and school effectiveness</p> <p>Includes areas such as: Growth and development from birth through lifespan, psychology of learning, child-adolescent psychology, and mental hygiene</p> <p>Includes areas such as: subject area curriculum and methodology, and effective teaching skills</p> <p>---</p> <p>Understanding the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special-needs children in the regular classroom</p>

Source of data: R.C.S.A. Sec. 10-145d-454 to -458, inclusive

### Specific Special Subject Endorsements: Tests

Most special subjects require one or multiple Praxis II tests.

<b>Special Subject</b>	<b>Test Required</b>
Agriculture	None
Art	Art Making (passing: 148) Art: Content, Traditions, Criticism, & Aesthetics (passing: 130) Art: Content Knowledge (passing: 157)
Health Education	Health Education (passing: 680)
Home Economics	Family & Consumer Sciences (passing: 630)
Music	Music: Content Knowledge (includes listening section) (passing: 153) Music: Concepts & Processes (passing: 150)
Physical Education	Physical Education: Content Knowledge (passing: 141) Physical Education: Movement Forms – Analysis & Design (passing: 154)
Technology Education	Technology Education (passing: 640)
Source of data: ETS, “The Praxis Series Passing Scores by Test and State,” March 1, 2008. <a href="http://www.etsliteracy.com/Media/Tests/PRAXIS/pdf/09706passingscores.pdf">http://www.etsliteracy.com/Media/Tests/PRAXIS/pdf/09706passingscores.pdf</a>	

**Blind, Partially Sighted, and Hearing Impaired Endorsements**

When: Teacher of a class of students in pre-K through grade 12 who all have one of the following conditions: blind, partially sighted, or hearing impaired  
 Education: Bachelor's degree  
 Test: None

<b>Type of Requirement</b>	<b>General Topic &amp; Semester Hrs. of Credit</b>	<b>Specific Topics/Areas To Be Covered</b>
Area-specific courses	See "5. Special Education" below	---
General academic courses	45 sem. hrs. of credit	Including: 6 credits in English, 6 credits in social science (which must include U.S. history), and study in at least three of these six areas, in addition to the area of major: English, mathematics, science, social science, foreign language, and fine arts
Major	Any major, or 39 sem. hrs. of credit interdisciplinary major with at least 18 sem. hrs. of credit in any one subject	Interdisciplinary major must have remainder of its courses distributed among no more than three additional subjects related to area of concentration
Professional Education	Total semester hours of credit: 30 1. Foundations of ed.: Yes 2. Ed. psychology: Yes 3. Curriculum & methods: Yes 4. Field experience: Yes, 6-12 sem. hrs. of credit 5. Special education: Yes	Includes areas such as: Philosophy of education, history of education, comparative education, school effectiveness, principles of education, community sociology, community resources, and social anthropology Includes areas such as: Human growth and development, psychology of learning, child-adolescent psychology, and mental hygiene Includes areas such as: Methods of teaching, teaching of reading, school library media instruction, individualizing instruction, educational measurements, principles of curriculum construction, specific field, and extra-curricular activities
		---
		a) Blind: 12 credits among each of these areas - survey of eye conditions; psychology of the blind; methods and materials for teaching the blind; and Braille b) Partially sighted: 12 credits among each of these areas - basic orientation in eye conditions; effect of eye conditions on educational programs and vocational outlook; methods of teaching the partially-sighted; and psychology of physically handicapped children c) Hearing impaired: 30 credits in planned program of study, including each of these areas regarding teaching to hearing-impaired – teaching of speech; teaching of language; methods of teaching elementary school subjects; methods of teaching lip reading; auditory and speech mechanisms; audiometry, hearing aids, and auditory training; and education and guidance
Source of data: R.C.S.A. Sec. 10-145d-533 to -537, inclusive		

### Remedial Reading and Language Arts Endorsement

When: Anyone providing special remedial or developmental reading and/or language arts instruction for elementary or secondary students (grades 1 through 12). A person must hold and work under a grade level teaching certificate before obtaining this endorsement.

Education: Bachelor's degree

Experience: 30 school months of successful classroom teaching

Test: None

These requirements listed below are in addition to the requirements for the teacher's first (teaching) endorsement, except where noted.

<i>Type of Requirement</i>	<i>General Topic &amp; Semester Hrs. of Credit</i>	<i>Specific Topics/Areas To Be Covered</i>
Area-specific courses	21 sem. hrs. of credit specific to this endorsement	One course in each of the following: 1) Developmental reading 2) Reading in content areas 3) Diagnosis and remediation of reading and language arts difficulties 4) Clinical practices in reading and language arts, for at least 6 semester hours 5) Language arts 6) Tests and measurement
General academic courses	None specified	---
Major	None specified	---
Professional Education	Total semester hours of credit: NA	---
	1. Foundations of ed.: NA	---
	2. Ed. psychology: NA	---
	3. Curriculum & methods: NA	---
	4. Field experience: No	---
	5. Special education: Yes, 36 clock hours	Same as for most other teaching endorsements
Source of data: R.C.S.A. Sec. 10-145d-480 to -484, inclusive		

## Teachers of English for Speakers of Other Languages (TESOL) Endorsement

When: Teachers of English for speakers of other languages (TESOL) in grades pre-K through adult  
 Education: Bachelor's degree  
 Test: None

<b>Type of Requirement</b>	<b>General Topic &amp; Semester Hrs. of Credit</b>	<b>Specific Topics/Areas To Be Covered</b>
Area-specific courses	Completion of a planned bilingual education program of preparation at an approved institution	---
General academic courses	39 sem. hrs. of credit in 5 of 6 areas, and 3 sem. hrs. in U.S. history	Six areas: natural sciences, social studies, fine arts, English, mathematics, foreign language
Major	Two options	Options: 1. TESOL 2. 30 hours in TESOL and 9 hours in bilingualism, a foreign language, or literacy development. The 30 TESOL hours must include English language, language theory, culture and intergroup relations, and linguistic and academic assessment of LEP students (specific topics are included for each category).
Professional Education	Total semester hours of credit: 30	
	1. Foundations of ed.: Yes	Includes areas such as: Philosophy of education, history of education, comparative education, and school effectiveness
	2. Ed. psychology: NA	Includes areas such as: Growth and development of children from birth through life span, psychology of learning, child-adolescent psychology, and mental hygiene
	3. Curriculum & methods: Yes	Must include 6 hours in methods of TESOL, and curriculum development related to TESOL
	4. Field experience: Yes, 6-12 sem. hrs. of credit over two placements	As a TESOL at both the elementary and secondary levels
	5. Special education: Yes, 36 clock hours	Same as for most other teaching endorsements
Source of data: R.C.S.A. Sec. 10-145d-470 to -474, inclusive		

### School Library Media Endorsement

When: Anyone employed as a school library media specialist for grades pre-K through 12  
 Education: Bachelor's degree and 24 hours of credit in an approved graduate program of certification for school library media specialists  
 Experience: 10 school months of successful teaching  
 Test: None at initial level

These requirements are in addition to the requirements completed to make the teacher eligible for or a holder of a valid CT certificate

<i>Type of Requirement</i>	<i>General Topic &amp; Semester Hrs. of Credit</i>	<i>Specific Topics/Areas To Be Covered</i>
Area-specific courses	24 sem. hrs. of credit in program, including 12 sem. hrs. in specific topics	Topics are: a) design, implementation, and evaluation of media programs; b) evaluation, selection, acquisition, organization, production and retrieval of media; c) teaching students, staff, and faculty to utilize media; d) assisting students in interpretation of materials; e) application of principles of administration and supervision; f) forming and designing school library facilities; and g) special education (mentioned below)
General academic courses	None specified	---
Major	None specified	---
Professional Education	Total semester hours of credit: 18	
	1. Foundations of ed.: Yes	None
	2. Ed. psychology: Yes	None
	3. Curriculum & methods: Yes	None, but see above
	4. Field experience: Yes 6 sem. hrs. of credit	In school library media center
	5. Special education: Yes, 36 clock hours	Same as for most other teaching endorsements
Source: R.C.S.A. Sec. 10-145d-459 to -461, inclusive		

**Driver Education Endorsement**

When: Certified secondary teacher who is serving as a driver education teacher, although a local board of education may contract with a licensed drivers' school  
 Education: Bachelor's degree (required to obtain a secondary-level teaching certificate)  
 Experience: None  
 Test: None

These requirements are in addition to the requirements completed to make the teacher a holder of a valid CT certificate.

<i>Type of Requirement</i>	<i>General Topic &amp; Semester Hrs. of Credit</i>	<i>Specific Topics/Areas To Be Covered</i>
Area-specific courses	3 sem. hrs. of credit in driver education or equivalent in an approved driver education seminar	Not specified
General academic courses	None specified	---
Major	None specified	---
Professional Education	Total semester hours of credit: None required for this endorsement	
	1. Foundations of ed.: NA	---
	2. Ed. psychology: NA	---
	3. Curriculum & methods: NA	---
	4. Field experience: NA	---
	5. Special education: NA	---
Source of data: R.C.S.A. Sec. 10-145d-464 to -465, inclusive		

### Cooperative Work Education Endorsement

When: Teacher coordinators of cooperative work education, in grades 7 through 12. Must hold or be eligible for a secondary-level endorsement in any subject or field; excludes an elementary endorsement that includes grades 7 and 8.

Education: Bachelor's degree

Experience: One year of non-teaching work experience

Test: None

Applicant must meet the secondary level endorsement requirements (not included below), as well as the requirements below.

<i>Type of Requirement</i>	<i>General Topic &amp; Semester Hrs. of Credit</i>	<i>Specific Topics/Areas To Be Covered</i>
Area-specific courses	3 sem. hrs. of credit in principles and organization of cooperative work education	---
General academic courses	None specified	---
Major	None specified	---
Professional Education	Total semester hours of credit: 6	
	1. Foundations of ed.: No	---
	2. Ed. psychology: No	---
	3. Curriculum & methods: Yes	Must complete 3 credits each in: 1) Foundations and principals of vocational education; and 2) Labor market analysis trends and job readiness
	4. Field experience: No	---
	5. Special education: Yes, 36 clock hours	Same as for most other teaching endorsements
Source of data: R.C.S.A. Sec. 10-145d-504 to -508, inclusive		

## Health Occupations Endorsement

When: Teachers of health occupations in comprehensive high schools; not valid in the vocational-technical school system  
 Education: Bachelor's degree  
 Experience: One year in health occupations, and if appropriate to subject, holds a valid license issued by the CT Department of Health  
 Test: None other than for Health license (if any)

<i>Type of Requirement</i>	<i>General Topic &amp; Semester Hrs. of Credit</i>	<i>Specific Topics/Areas To Be Covered</i>
Area-specific courses	None specified	---
General academic courses	45 sem. hrs. of credit	Including: 6 hours in English, 6 hours in social science (which must include U.S. history), and study in at least three of these six areas, in addition to the area of major: English, mathematics, science, social science, foreign language, and fine arts
Major	Any major, or 39 sem. hrs. of credit interdisciplinary major with at least 18 sem. hrs. in any one subject	Interdisciplinary major must have remainder of its courses distributed among no more than three additional subjects related to area of concentration
Professional Education	Total semester hours of credit: 6	
	1. Foundations of ed.: Possibly	See below
	2. Ed. psychology: Possibly	See below
	3. Curriculum & methods: Yes	Must complete 6 hours in either: 1) Teaching vocational and industrial education; or 2) Foundations of education, educational psychology, adolescent psychology, psychology of learning, curriculum and methods of teaching, classroom instruction and management, and multicultural diversity or equity issues in education
	4. Field experience: No, not in addition to required job experience	---
	5. Special education: Yes, 36 clock hours	Same as for most other teaching endorsements
Source of data: R.C.S.A. Sec. 10-145d-490 to -494, inclusive		

### School Dental Hygienist-Teacher Endorsement

When: Registered dental hygienists employed by a board of education who give instruction in dental health as part of the school program  
 Education: Bachelor's degree or equivalent  
 Experience: Valid CT dental hygienist license issued by the CT Department of Health  
 Test: None other than for Health license (if any)

<i>Type of Requirement</i>	<i>General Topic &amp; Semester Hrs. of Credit</i>	<i>Specific Topics/Areas To Be Covered</i>
Area-specific courses	Yes	See below
General academic courses	None specified	---
Major	None specified	---
Professional Education	Total semester hours of credit: 6	
	1. Foundations of ed.: Yes	Listed as school organization
	2. Ed. psychology: Yes	Listed as child growth and development
	3. Curriculum & methods: Yes	Listed as methods and materials of instruction
	4. Field experience: No	---
	5. Special education: Yes, 36 clock hours	Same as for most other teaching endorsements
Source of data: R.C.S.A. Sec. 10-145d-551 to -554		

### School Nurse-Teacher Endorsement

When: Registered nurses employed by a board of education who teach health education  
 Education: Bachelor's degree and graduated from school of professional nursing approved by State Board of Examiners for Nursing  
 Experience: Valid CT registered nurse license issued by the CT Department of Health  
 Test: None other than for Health license (if any)

<i>Type of Requirement</i>	<i>General Topic &amp; Semester Hrs. of Credit</i>	<i>Specific Topics/Areas To Be Covered</i>
Area-specific courses	Yes	36 hour professional education requirement must include coursework in: 1. Health education: Includes areas such as personal health problems, school health problems, nutrition, health administration, and biology 2. School health services: Includes areas such as nursing assessment, clinical management, health teaching and counseling, and community nursing 6 hours in English and 6 in social sciences
General academic courses	40 sem. hrs. of credit	
Major	Not specified	---
Professional Education	Total semester hours of credit: 36 1. Foundations of ed.: Yes 2. Ed. psychology: Yes 3. Curriculum & methods: Yes	Includes areas such as: Philosophy of education, history of education, comparative education, principles of education, and community sociology, community resources, and social anthropology Includes areas such as: Psychology of learning, human growth and development, child adolescent psychology, and mental hygiene Includes areas such as: Methods of teaching, teaching of reading, school library media instruction, individualizing instruction, educational measurements, principles of curriculum construction, curriculum at a particular level or specific to one field, and extra-curricular activities
	4. Field experience: Yes, 6-12 sem. hrs. of credit 5. Special education: Yes, 36 clock hours	In a public health agency or in student teaching of health Same as for most other teaching endorsements
Source of data: R.C.S.A. Sec. 10-145d-547 to -550, inclusive		

### Trade and Industrial Occupations Endorsement

**When:** Teachers of a trade and industrial occupation, for which there is no provision within existing teacher preparation programs, in comprehensive high schools (e.g., automotive servicing, building maintenance); not valid in the vocational-technical school system. Endorsements are issued for a particular specialty within the field.

**Education:** High school diploma or equivalent

**Experience:** Three years appropriate to the specialty, with up to two years of specialized appropriate schooling to be accepted toward fulfillment of requirement

**Test:** None

Applicant must either meet these requirements (above and below) and have the district request a certificate from SDE, or hold or be eligible for a home or vocational home economics certificate and have a minimum of six months of approved successful work experience in the field.

<i>Type of Requirement</i>	<i>General Topic &amp; Semester Hrs. of Credit</i>	<i>Specific Topics/Areas To Be Covered</i>
Area-specific courses	None specified	--
General academic courses	45 sem. hrs. of credit	Including: 6 hours in English, 6 hours in social science (which must include U.S. history), and study in at least three of these six areas, in addition to the area of major: English, mathematics, science, social science, foreign language, and fine arts
Major	Any major, or 39 sem. hrs. of credit interdisciplinary major with at least 18 sem. hrs. in any one subject	Interdisciplinary major must have remainder of its courses distributed among no more than three additional subjects related to area of concentration
Professional Education	Total semester hours of credit: 6	
	1. Foundations of ed.: Possibly	See below
	2. Ed. psychology: Possibly	See below
	3. Curriculum & methods: Yes	Must complete 6 hours in either: 1) Teaching vocational and industrial education; or 2) Foundations of education, educational psychology, adolescent psychology, psychology of learning, curriculum and methods of teaching, classroom instruction and management, and multicultural diversity or equity issues in education
	4. Field experience: No, not in addition to required job experience	---
	5. Special education: Yes,	Same as for most other teaching endorsements; 36 clock hours
Source of data: R.C.S.A. Sec. 10-145d-495 to -499, inclusive		

### Agriculture Education Occupational Endorsement

When: Teacher of agriculture or aquaculture, including classes for adults  
 Education: Bachelor's degree  
 Experience: One year of agriculture or aquaculture experience  
 Test: None

<i>Type of Requirement</i>	<i>General Topic &amp; Semester Hrs. of Credit</i>	<i>Specific Topics/Areas To Be Covered</i>
Area-specific courses	Study in each of four areas	At either the undergraduate or graduate levels, must have studied each of these areas: curriculum; psychology, including human growth and development, understanding human behavior, personality, and mental hygiene; measurement and evaluation; and children's or adolescent literature
General academic courses	None specified	---
Major	In agriculture or aquaculture	---
Professional Education	Total semester hours of credit: 6; must be in vocational technical education and education psychology	
	1. Foundations of ed.: Yes	---
	2. Ed. psychology: Yes	Also areas such as adolescent psychology and psychology of learning
	3. Curriculum & methods: Yes	Areas such as classroom instruction and management, and multicultural diversity or equity issues in education
	4. Field experience: No	---
	5. Special education: Yes, 36 clock hours	Same as for most other teaching endorsements
Source of data: R.C.S.A. Sec. 10-145d-485 to -489, inclusive		

## Marketing Education Endorsement

When: Teacher of cooperative classes in marketing education  
 Education: Bachelor's degree  
 Experience: One year in a marketing field, or participation in a cooperative part-time college-level program  
 Test: None at initial level

<i>Type of Requirement</i>	<i>General Topic &amp; Semester Hrs. of Credit</i>	<i>Specific Topics/Areas To Be Covered</i>
Area-specific courses	15 sem. hrs. of credit in marketing fields	Examples of marketing fields are merchandising, promotion, store organization, management, and marketing
General academic courses	None specified	---
Major	None specified	---
Professional Education	Total semester hours of credit: 6	
	1. Foundations of ed.: Yes	1) Teaching vocational and industrial education; or
	2. Ed. psychology: Yes	2) Foundations of education, educational psychology, adolescent psychology, psychology of learning, curriculum and methods of teaching, classroom instruction and management, and multicultural diversity or equity issues in education
	3. Curriculum & methods: Yes	---
	4. Field experience: No, not in addition to required job experience	
	5. Special education: Yes, 36 clock hours	Same as for most other teaching endorsements
Source of data: R.C.S.A. Sec. 10-145d-500 to -503, inclusive		

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## Appendix C

### Cross-Endorsements

When: Teachers or teacher candidates who want to obtain additional endorsements that would allow them to teach in additional subject areas

Education: Bachelor's degree

Test: Passing score(s) on the appropriate Praxis II or other tests, detailed in other tables

<b><i>Endorsement Area</i></b>	<b><i>Additional Coursework Required</i></b>
<u>Early Childhood</u>	Full coursework as detailed in “Early Childhood Endorsement” table
<u>Elementary Education</u>	30 sem. hrs. of credit specifically related to elementary education, including 6 hours in language arts (which may include reading, writing, speaking, listening, and spelling) and 6 sem. hrs. in child growth and development
<u>Most Middle Grades</u>	15 sem. hrs. of credit in subject area for which endorsement is sought and 12 sem. hrs. in coursework specific to middle level methods and instruction. Exceptions and additions noted below.
English	Include coursework in secondary developmental reading, advanced composition beyond the college freshman level, and English language (including history and grammar)
History/ Social Studies	9 sem. hrs. of credit in history, including U.S. history, western civilization or European history, and nonwestern history, and coursework in at least 3 of the following areas: political science, economics, geography, sociology, anthropology, or psychology
Grade Mathematics	Include study in calculus
Science	Under the integrated science interdisciplinary major, instead, a concentration in one area of science of at least 9 sem. hrs. of credit including one lab course, and coursework in each of the other three areas of science with one lab course in each area
<u>Most Secondary Academic</u>	Major or 30 sem. hrs. of credit in subject area for which endorsement is sought, of which 6 sem. hrs. may be in curriculum and instruction in subject area. Exceptions and additions noted below.
Art or Music	Major
English	Coursework in secondary developmental reading, advanced composition beyond college freshman level, and English language (including history and grammar)
Foreign Language	6 sem. hrs. of credit including coursework in methods and materials for teaching foreign language and in language acquisition (is satisfied by past or current completion of Alternate Route to Certification program), and either: 1. 24 sem. hrs. of credit in the foreign language, if coursework was started at the intermediate level; or 2. 12 sem. hrs. of credit, if coursework was started at the advanced level
General Science	Major in any one area of science, or, 30 sem. hrs. of credit distributed among biology, chemistry, earth science, and physics, and including coursework in science curriculum and instruction

<b><i>Endorsement Area</i></b>	<b><i>Additional Coursework Required</i></b>
Particular Science Subjects	1. Instead, one who already holds endorsement in biology, chemistry, earth science, or physics: 18 sem. hrs. of credit in additional endorsement area. 2. For all: need coursework in science curriculum and instruction (is satisfied by past or current completion of Alternate Route to Certification program)
Health	Coursework in drug prevention education and group facilitation
Mathematics	Coursework in mathematics curriculum and instruction
<u>Comprehensive Special Education</u>	30 sem. hrs. of credit in subject, including study in the following areas pertaining to handicapped children: psychoeducational theory and development, diagnoses, program planning and evaluation, and curriculum and methods of teaching; also two or more practica in special education dealing with different kinds of handicapping conditions covered by the comprehensive special education endorsement
Source of data: R.C.S.A. Sec. 10-145d-428	

## Appendix D

<b>Table D-1. Certificates Granted to Out-of-State Teachers</b>		
	<i>From State that has NASDTEC Teacher Agreement with CT<sup>1</sup></i>	<i>From State Without CT NASDTEC Agreement</i>
<i>Bachelor's degree and either:</i>		
<i>1.) Completion of a teacher preparation program but no teaching experience; or</i>		
<i>2.) No completion of a teacher preparation program, but experience of:</i>		
<i>a) In a state that has a NASDTEC teacher agreement with CT: 27 to less than 30 school months of full-time teaching experience under a full certificate</i>		
<i>b) In a state without a NASDTEC teacher agreement with CT: 20 to less than 30 school months of full-time teaching experience in the same public or approved non-public school under a full certificate</i>		
Meets coursework and testing requirements	Initial <sup>2</sup>	Initial
Has testing deficiency	Interim Initial	Interim Initial
Has special ed. coursework deficiency	Does not exist: Initial	Interim Initial
Has other coursework deficiency	Does not exist: Initial	Cannot be certified until deficiency is remedied
<i>At least 30 school months of full-time teaching experience under a full certificate<sup>3, 4</sup></i>		
Meets coursework and testing requirements	Provisional	Provisional
Has testing deficiency	Interim Provisional	Interim Provisional
Has special ed. coursework deficiency	Does not exist: Provisional	Interim Provisional
Has other coursework deficiency	Does not exist: Provisional	Cannot be certified until deficiency is remedied
Has not taught for at least 3 of last 10 school years	Initial	Initial
<i>National Board-certified<sup>5</sup></i>		
Meets coursework and testing requirements, and has 30 credits beyond bachelor's degree	Professional	Professional
Has testing deficiency	Does not exist: Professional	Does not exist: Professional
Has special ed. coursework deficiency	Does not exist: Professional	Does not exist: Professional
Has other coursework deficiency	Does not exist: Professional	Does not exist: Professional
Lacks 30 credits beyond bachelor's degree	Provisional	Provisional
Has not taught for 3 of last 10 school years	Initial	Initial

<sup>1</sup> The NASDTEC agreement waives all coursework requirements due to the sending state's sufficient preparation program approval process and certification requirements, as determined by the receiving state.

<sup>2</sup> The NASDTEC agreement states that teachers who have 27 months of successful full-time teaching experience under a full certification (equivalent to Connecticut's regular initial or provisional certificates) are eligible for certification in the receiving state, regardless of their teacher preparation. (This provision essentially makes a difference only for teachers who went through other states' alternate route programs and then taught for at least 27 months under the full licenses, since Connecticut does not accept other states' alternate route programs as sufficient preparation. Completing all required coursework is a prerequisite in any state for receiving full certification.)

<sup>3</sup> A teacher who has several years of experience but is not National Board-certified must begin with the provisional certificate. The teacher must teach for at least three years in Connecticut under a provisional certificate (and have earned 30 post-baccalaureate credits) before receiving a professional certificate.

<sup>4</sup> Connecticut requires teachers who have not successfully completed its beginning teacher program (i.e., those teaching in private schools or out of state) to have taught for 30 months before receiving a provisional certificate. Consequently, an out-of-state teacher who has taught for less than 30 months under a full certificate would receive an initial certificate in Connecticut and therefore would enter the beginning educator program.

<sup>5</sup> National Board-certified teachers are exempt from Connecticut's testing and coursework certification requirements (excepting the requirement to obtain 30 post-baccalaureate credits to attain a professional certificate).

Source of data: SDE

## Appendix E

**Table E-1. Connecticut's NASDTEC Interstate Agreements  
Regarding Educator Certifications**

<i>State</i>	<i>Teachers</i>	<i>Support Staff</i>	<i>Vocational Ed.</i>	<i>Administrators</i>
Alabama	X	X	--	--
Alaska	--	--	--	--
Arizona	--	--	--	--
Arkansas	X	--	--	--
California	X	--	--	--
Colorado	X	--	--	--
Delaware	X	--	--	--
D.C.	X	--	--	--
Florida	X	--	--	--
Georgia	X	--	--	--
Hawaii	X	--	--	--
Idaho	X	--	--	--
Illinois	X	--	--	--
Indiana	X	--	--	--
Iowa	--	--	--	--
Kansas	--	--	--	--
Kentucky	X	--	--	--
Louisiana	--	--	--	--
Maine	X	--	--	--
Maryland	X	X	--	--
Massachusetts	X	X	--	--
Michigan	X	--	--	--
Minnesota	--	--	--	--
Mississippi	X	--	--	--
Missouri	--	--	--	--
Montana	X	--	--	--
Nebraska	--	--	--	--
Nevada	X	--	--	--
New Hampshire	X	--	--	--
New Jersey	X	--	--	--
New Mexico	X	--	--	--
New York	X	X	X	--
North Carolina	X	X	X	--
North Dakota	--	--	--	--
Ohio	X	--	--	--
Oklahoma	X	--	--	--
Oregon	X	--	--	--
Pennsylvania	X	--	--	--
Rhode Island	X	X	X	---
South Carolina	X	X	X	--
South Dakota	--	--	--	--
Tennessee	X	--	--	--
Texas	X	--	--	--

<i>State</i>	<i>Teachers</i>	<i>Support Staff</i>	<i>Vocational Ed.</i>	<i>Administrators</i>
Utah	X	X	X	--
Vermont	X	--	--	--
Virginia	X	--	--	--
Washington	X	X	X	--
West Virginia	X	X	X	--
Wyoming	--	--	--	--
Source of data: SDE, "Certification for Out-of-State Applicants – Fact Sheet #106," <a href="http://www.sde.ct.gov/sde/cwp/view.asp?a=2613&amp;q=321284">http://www.sde.ct.gov/sde/cwp/view.asp?a=2613&amp;q=321284</a>				

## Appendix F

<b>Table F-1. Convictions That Lead to Automatic Revocation of Educator Certificate, Permit, or Authorization</b>	
<i>Crime</i>	<i>Statute Section Number</i>
All Class A felonies	---
Class B felonies, except first degree larceny (extortion, value exceeds \$10,000 or value exceeds \$2,000 when obtained by defrauding the public), first degree computer crime when value exceeds \$10,000, and vendor fraud when value exceeds \$10,000	---
<i>Child Care</i>	
Leaving child unsupervised in public place or motor vehicle	53-21
Substituting a child less than one year old when the original child is supposed to be returned to their parent or guardian	53a-99
<i>Civil or Personal Rights</i>	
Deprivation of a person's civil rights by wearing a mask or hood	53-37a
Burglary in the third degree with a firearm	53a-103a
Stalking in the first degree	53a-181c
<i>Assault</i>	
Assault of an elderly, blind, disabled, pregnant, or mentally retarded person in the second degree, with or without firearm	53a-60b and -60c
Sexual assault in the second, third (with or without firearm), or fourth degrees	53a-71, 53-72a, 53-72b, 53-73a
<i>Sex</i>	
Promotion of prostitution in the third degree	53a-88
Incest by parent or guardian	53a-191
Obscenity as to minors	53a-196
Importing child pornography	53a-196c
<i>Weapons</i>	
Criminal use of a firearm or electronic defense system	53a-216
Possession of a weapon on school grounds	53a-217b
<i>Drugs</i>	
Manufacture, distribution, sale, or intent to sell hallucinogenic substances other than marijuana or certain narcotics substances	21a-277
Manufacture, distribution, sale, or intent to sell heroin, methamphetamine, cocaine in free-base form, lysergic acid diethylamide, or large amount of cannabis-type substance, and who is not drug-dependent	21a-278