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Educator Preparation Provider Statutory Requirements

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ALL CANDIDATES

Citation

Statutory C.G.S. Sec. 10-145a (b)

Brief Reference

Intergroup Relations

Description

Any candidate in a program of teacher preparation leading to professional certification shall be encouraged to complete an intergroup relations component which shall be developed with the participation of both sexes, and persons of various ethnic, cultural and economic backgrounds. Such intergroup relations program shall have the following objectives:

ethnic, cultural and economic groups comprising American society and an understanding of the lifestyles of such groups;

(2) the counteracting of biases, discrimination and prejudices; and

(3) the assurance of respect for human diversity and personal rights.

Citation

Statutory C.G.S. Sec. 10-145a(c)

Brief Reference

Health and Mental Health

Description

Any candidate in a program of teacher preparation leading to professional certification shall be encouraged to complete a

(1) health component of such a program, which includes, but need not be limited to, human growth and development, nutrition, first aid, disease prevention and community and consumer health; and

(2) mental health component of such a program which includes, but need not be limited to, youth suicide, child abuse and alcohol and drug abuse.

Citation

Statutory C.G.S. Sec. 10-145a (d)
(amended 2012)

Brief Reference

Bullying, School Violence, Suicide
Prevention and Conflict Resolution

Description

(d) Any candidate in a program of teacher preparation leading to professional certification shall complete a school violence, bullying, as defined in section 10-222d, and suicide prevention and conflict resolution component of such a program.

Citation

Statutory C.G.S. Sec. 10-145a (e)

Brief Reference

Instructional Technology

Description

On and after July 1, 1998, any candidate in a program of teacher preparation leading to professional certification shall complete a computer and other information technology skills component of such program, as applied to student learning and classroom instruction, communications and data management.

Citation

Statutory C.G.S. Sec. 10-145a (f)

Brief Reference

Literacy Training

On and after July 1, 2006, any program of teacher preparation leading to professional certification shall include as part of the curriculum, instruction in literacy skills and processes that reflects current research and best practices in the field of literacy training. Such instruction shall be incorporated into requirements of student major and concentration.

Citation

Statutory C.G.S. Sec. 10-145a (g)

Brief Reference

ELL and Second Language Acquisition

Description

On and after July 1, 2006, any program of teacher preparation leading to professional certification shall include as part of the curriculum, instruction in the concepts of second language learning and second language acquisition and processes that reflects current research and best practices in the field of second language learning and second language acquisition. Such instruction shall be incorporated into requirements of student major and concentration.

Citation

Statutory C.G.S. Sec. 10-145a (i)

Brief Reference

Training in Pre-Service Competencies, Gifted and Talented and Social and Emotional Development

Bold text added in 2013 per P.A. 13-133 and P.A. 13-261, and is effective July 1, 2013

Description

On and after July 1, 2012, any candidate entering a program of teacher preparation leading to professional certification shall be required to complete training in competency areas contained in the professional teaching standards established by the State Board of Education, including, but not limited to, development and characteristics of learners, evidence-based and standards-based instruction, evidence-based classroom and behavior management, [and] assessment and professional behaviors and responsibilities, **and the awareness and identification of the unique learning style of gifted and talented children and social and emotional development and learning of children. The training in social and emotional development and learning of children shall include instruction concerning a comprehensive, coordinated social and emotional assessment and early intervention for children displaying behaviors associated with social or emotional problems, the availability of treatment services for such children and referring such children for assessment, intervention or treatment services.**

Statutory C.G.S. Sec. 10-145a (k)

IEP Implementation

Description

On and after July 1, 2012, any program of teacher preparation leading to professional certification shall include, as part of the curriculum, instruction in the implementation of student individualized education programs as it relates to the provision of special education and related services.

Citation

Brief Reference

Statutory C.G.S. Sec. 10-145a (h)

Student teaching experience in non-public school

Description

On and after July 1, 2011, any program of teacher preparation leading to professional certification may permit teaching experience in a nonpublic school, approved by the State Board of Education, and offered through a public or private institution of higher education to count towards the preparation and eligibility requirements for an initial educator certificate, provided such teaching experience is completed as part of a cooperating teacher program, in accordance with the provisions of subsection (d) of section 10-220a.

Citation

Brief Reference

Public Act No. 14-39, Sec. 2 (Amending Subsection (f) of section 10-145a) amended by Public Act 15-97

Concerning Dyslexia And Special Education

Description

(f) On and after July 1, 2006, any program of teacher preparation leading to professional certification shall include, as part of the curriculum, instruction in literacy skills and processes that reflects current research and best practices in the field of literacy training. Such instruction shall

(1) be incorporated into requirements of student major and concentration, and

(2) on and after July 1, 2015, include not fewer than twelve clock hours of instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as defined in section 1 of this act.

For purposes of this section, "dyslexia" has the same meaning as provided in the Department of Education IEP Manual and Forms, rev Jan 2015, as amended.

Citation

Brief Reference

Description

(i) On and after July 1, 2012, any candidate entering a program of teacher preparation leading to professional certification shall be required to complete training in competency areas contained in the professional teaching standards established by the State Board of Education, including, but not limited to, development and characteristics of learners, evidence-based and standards-based instruction, evidence-based classroom and behavior management, assessment and professional behaviors and responsibilities and the awareness and identification of the unique learning style of gifted and talented children, [and] social and emotional development and learning of children, and cultural competency. The training in social and emotional development and learning of children shall include instruction concerning a comprehensive, coordinated social and emotional assessment and early intervention for children displaying behaviors associated with social or emotional problems, the availability of treatment services for such children and referring such children for assessment, intervention or treatment services. The training in cultural competency shall include instruction concerning the awareness of students' background and experience that lead to the development of skills, knowledge and behaviors that enable educators and students to build positive relationships and work effectively in cross-cultural situations.

Citation

Statutory C.G.S. Sec. 10-145a (j) amended
by Public Act 15-243 Section 2

Brief Reference

Clinical Experiences & Student Teaching
during 4 semesters. Placement of
candidates in clinical experiences by DRG
and with cooperating teachers with certain
performance evaluation designations.

On and after July 1, 2015, any program of teacher preparation leading to professional certification shall require, as part of the curriculum, clinical experience, field experience or student teaching experience in a classroom during four semesters of such program of teacher preparation.

Such clinical experience, field experience or student teaching experience shall occur: (1) In a school district that has been categorized by the Department of Education as District Reference Group A, B, C, D or E, and (2) in a school district that has been categorized by the department as District Reference Group F, G, H or I. Such clinical experience, field experience or student teaching experience may include a cooperating teacher serving as a mentor to student teachers, provided such cooperating teacher has received a performance evaluation designation of exemplary or proficient, pursuant to section 10-151b, for the prior school year.

NOTE: C.G.S. 10-220a (d) states that “student teachers shall be placed with trained cooperating teachers.

Citation

Public Act 15-243 Section 1

Brief Reference

Educator Preparation Data Reporting by CSDE

Description

On and after July 1, 2015, the Department of Education shall annually submit a report on the quality of teacher preparation programs leading to professional certification offered at institutions of higher education in the state to the joint standing committees of the General Assembly having cognizance of matters relating to education and higher education, in accordance with the provisions of section 11-4a of the general statutes. Such report shall include, but not be limited to, (1) information and data relating to the extent to which graduates of such teacher preparation programs help their students learn, including, but not limited to, data relating to the academic achievement and progress of the students of such graduates, (2) measures for assessing the classroom teaching performance of such graduates, (3) retention rates in the teaching profession of such graduates, (4) survey results from such graduates and the employers of such graduates regarding such teacher preparation programs, (5) data relating to the employment of such graduates in a teaching position, (6) certification issuance rates, including first-time pass rates for such graduates, and (7) recommendations regarding the recruitment of minority teachers and administrators pursuant to section 10-155l of the general statutes.

Citation

10-145f as amended by Public Act 16-41

Brief Reference

Essential Skills Test (Praxis Core)

Description

See CSDE policy information.

ALL CANDIDATES (INITIAL EDUCATOR CERTIFICATE, NOT ADVANCED PROGRAMS OR ADVANCED CERTIFICATES)**Citation**

Statutory C.G.S. Sec. 10-145b(d),
Amended by Public Act 15-5, Section 276

Brief Reference

Special education

Description

(d) (1) On and after July 1, 2016, in order to be eligible to obtain an initial educator certificate, each person shall be required to complete (A) a course of study in special education comprised of not fewer than thirty-six hours, which shall include an understanding of 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 a regular classroom, and (B) a course or courses of study in special education relating to instruction on classroom techniques in reading, differentiated instruction, social-emotional learning, cultural competencies and assistive technology. The provisions of this subdivision shall not apply to any person who has been issued an initial educator certificate prior to July 1, 2016.

ELEMENTARY ONLY***Citation**

Statutory C.G.S. Sec. 10-145d(a)(8)
amended by Public Act 15-108, Section 4

Brief Reference

U.S. History

Description

On and after July 1, 1993, each person be required to complete (A) a survey course in U.S. History of no less than three semester hours of credit, or (B) achieve a satisfactory evaluation on the appropriate State Board of Education approved subject area assessment.

*Candidates in all other areas are required to complete a survey course in US history under current regulations.

ELEMENTARY AND EARLY CHILDHOOD**Citation****Brief Reference**

Description

On and after July 1, 2004...each person be required to complete a comprehensive reading instruction course comprised of not less than six semester hours of credit.

REMEDIAL READING/REMEDIAL LANG ARTS (#102) AND READING CONSULTANT (#097) CANDIDATES, SPECIAL EDUCATION AND ECE N-3 (#113 OR #112)

Citation

Brief Reference

0-145d(i) as amended by Public Act 16-92,
10-145d(i) as amended by Public Act 17-3

Dyslexia Training

Description

(1) On and after July 1, 2017, any [(1)] (A) certified employee applying for a remedial reading, remedial language arts or reading consultant endorsement, or [(2)] (B) applicant for an initial, provisional or professional educator certificate and a remedial reading, remedial language arts or reading consultant endorsement shall [(A)] (i) achieve a satisfactory score on the reading instruction examination approved by the State Board of Education on April 1, 2009, or a comparable reading instruction examination with minimum standards that are equivalent to the examination approved by the State Board of Education on April 1, 2009, and [(B)] (ii) have completed a program of study in the diagnosis and remediation of reading and language arts that includes supervised practicum hours and instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as defined in section 10-3d.

(2) On and after July 1, 2018, any (A) certified employee applying for a comprehensive special education or integrated early childhood and special education endorsement, or (B) applicant for an initial, provisional or professional educator certificate and a comprehensive special education or integrated early childhood and special education endorsement shall have completed a program of study in the diagnosis and remediation of reading and language arts that includes supervised practicum hours and instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as defined in section 10-3d.

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