

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: I strongly urge you to include "History" as a listed major for the social studies endorsement.

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: April 30, 2010 To: Connecticut State Department of Education From: Connecticut Association of Counselor Education and Supervision (CACES) Re: Commentary regarding proposed change in regulations governing the school counselor role The Connecticut Association of Counselor Education and Supervision (CACES) is a division of the Connecticut Counseling Association (CCA) which serves counseling professors and counseling supervisors. We appreciate the opportunity to lend our voices to response to proposed changes in the regulations governing the role of professional school counselors. Our primary focus in this response, is the proposed change in Connecticut State Department of Education regulations which would place counselors in a position to take on additional responsibility for special education related services and administrative tasks. We have concern that promoting the school counselor's professional responsibility in this additional area and manner has potential to have a dramatic negative impact on the Connecticut school counselor's ability to effectively fulfill their role, and bring their best talents, skills to the table to support student academic success and promote healthy development in academic, career, and personal social arenas. The nature and configuration of the school counselor role has changed dramatically over the last decade and is articulated well by both our national professional organizations, the American School Counselor Association <http://ascanationalmodel.org/> and on a state level, the Connecticut School Counseling Association (<http://www.ctschoolcounselor.org/sites/ctschoolcounselor.org/files/comprehensive-school-counseling-guide-final-6-02-08.pdf> ). The school counselor's role is comprehensive and inclusive of a wide range of services delivered, including counseling individual and group levels; consulting with parents and teachers; teaching in the classroom designed to promote healthy development for all students in academic, personal-social, and career domains; coordinating with internal and external resources to meet student needs; providing individual

Connecticut Association of Counselor Education and  
Higher education/professional  
Connecticut Counseling Association

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Hartford, CT 06117

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planning to support academic and career directions; and management of the school counseling program. School counseling Counselor Education programs across the country have been designed to prepare school counselors for this comprehensive role. In our experience, and in review of research evidence, we see that the school counselor most effectively serves her/his school and the broader educational goals, when operating based on a comprehensive model. For children, for school systems, and for administrators, the comprehensive school counseling model offers assurance, that the school counselor is best positioned to make a positive difference in the lives of children. We join our colleagues in the fields of education, counseling and beyond, in our concern for our nation's children and the role of our educational system in preparing them to meet the challenges of adult life. We see the hard financial decisions required by today's school administrators, and the struggle and angst of school districts who must try every year, to do more with less. It is no less than disheartening to see the financial ax point in the direction of support services, especially for those of us who know first-hand, just what that loss translates to for children in a school community. In light of difficult budgetary decisions, we propose that it is essential that schools are aware of the unique and distinctly different training, skill sets, and professional roles that school counselor, school social workers, school psychologists and other mental health providers bring to the school table, so that those roles can be most effectively utilized. We propose, that the roles of these professionals are frequently blurred, poorly defined, or erroneously considered to be interchangeable in today's schools, and that this results in a loss for all. The proposed change in regulations has potential to dramatically change the way that schools utilize the school counselor role, at CACES, we believe this translates into a great potential loss and implore the State Department of Education to reconsider the proposed change in regulations. Our role as counselor educators, is to prepare school counseling professionals to step into their professional community prepared and able to make a demonstrable difference for the children and families. Our programs of study are designed and crafted with this purpose in mind and could require significant revision if Connecticut schools change the way in which counselors are utilized. We believe that such a direction would not serve the best interests of Connecticut's, counselors, schools, or especially, Connecticut's children. In conclusion, we believe that the Comprehensive School Counseling Program offers the most effective means and tool available to define the counselor's role and we wholeheartedly encourage the Connecticut State Department of Education to reconsider the proposed regulation change.

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Kelly  
Full-time teacher  
Elementary School

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ksvendsen@ci.stamford.ct.us

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: I have read through the proposed changes to the Special Education Certification and think that teachers currently employed as a special education teacher should be grandfathered in. I think otherwise we would be sending a message to fellow teachers, administrators, and parents that special education teachers have typically been under qualified to teach their students. That is simply not the case. If teachers are not grandfathered in, my concern is with the 75 CEU credits. Currently, our district does not offer many special education CEUs for teachers. If special education teachers are going to be required to earn 75 CEU credits, then districts need to offer those as part of our staff professional development, rather than out of pocket expenses for teachers. This extra 75 CEUs would be a big burden for special education teachers, as well often have multi-faceted positions. We need professional development in both regular education (to keep up-to-date with the most recent curriculum changes, etc), yet now we would also need special education CEUs. We cannot be expected to be in both places at once, and we can't be expected to have to do twice the PD compared to other teachers. No class can replace our day to day experience anyway. It is in our day to day lives as teachers that we learn the best practices, not from paying to go to a course.

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

Kelly

ksvensen@ci.stamford.ct.us

Full-time teacher

Elementary School

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OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Tamika Anderson

tniaya@aol.com

Full-time teacher

New Britain Consolidated School District

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OVERALL COMMENTS: I feel it is unfair for the state to not grandfather people holding certifications that the state deemed to be appropriate years ago and now they want to change the certification process. It's like telling people who went to school and received these certifications we wasted our money on education and certification renewal. I feel it is fine to change these certifications for new teachers coming into the state, as long as the teachers who already worked hard can be grandfathered in. If we are not grandfathered during a time of economic difficulties then there will be numerous people with out jobs, who can not feed their families, and careers taken away. Please listen to our voices.

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TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Laura Waddell  
Full-time teacher

lwaddell@sps.suffield.org

A.W. Spaulding School. Suffield. CT

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OVERALL COMMENTS: Dear Members of the Certification Review Board, Having read your proposal for changes in special education, reading/literacy and teacher leader positions I am impressed by your pursuit for excellence and high quality performance. I am writing to ask for you to carefully consider allowing teachers who have held positions in these areas for three or more years to be grandfathered and to maintain their positions, rather than needing to complete the new certification requirements. As you continue your deliberations please be mindful that knowledge can be gained in many ways, and that learning in a classroom is only one mode to assure optimal performance. For the twenty-five years I have been in the education field I have found that college classes introduce the available possibilities for classroom instruction and leadership strategies, but being in the field and performing the tasks create a competent teacher/leader. Special Education teachers who have been in the field three or more years and have been responsible for instruction, evaluation, and program planning have the knowledge needed to perform those tasks without a Master's degree. State sponsored workshops and other professional development offerings, and consistent administrative and peer feedback provide the needed updating of skills. I am sure that this is also true in the roles of Teacher Leader and Literacy Coach positions. Please remember that experience, dedication and collaboration are excellent "teachers" when making your final decisions regarding requirements for specific certificates for educators in Connecticut.

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LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

Laura Waddell  
Full-time teacher

lwaddell@sps.suffield.org

A.W. Spaulding School. Suffield. CT

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CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)



OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

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SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: My name is Sal Corda and I am an Associate Professor in the Department of Educational Leadership and Policy Studies at Southern Connecticut State University and a former superintendent of schools with twenty years experience. Please note my comments are my own and do not reflect that of the Educational Leadership and Policy Department, the School of Education, or the university. I offer the following for consideration: I. As I understood the representatives from the State Education Department, the proposed certification was developed in order to address the disparity between the number of teachers who actually possess the 092 certification and the number of teachers who are actually pursuing administrative positions. Districts are reporting a dearth of qualified candidates such that they are requesting the State Education Department to issue a DSAP in order to enable positions to be filled. This problem is being addressed by the State Education Department by creating an opportunity for a teacher to pursue the teacher leader certification as a terminal program thereby leaving only those who are genuinely interested in administrative positions to continue on in an 092 certification program. I respectfully submit that this response does not connect to the real reasons why there is reluctance to enter the field of administration, e.g., disparity in compensation between teacher and administrator salaries, expectations of the work week, pressures for performance, etc. I do not understand how developing and requiring a teacher leader certification will increase the qualified candidate pool for administrative positions. More often than not, my students in the administrator certification program have reported that their entry in the program has been because they are exploring whether or not they wish to go into administration. Besides, they tell me, even if they decide not to become administrators, the credits they are earning are moving them along in the salary schedule so there is no downside to their investment of time and money. Question - If this certification is planned as a solution to increasing the candidate pool for administrative positions, what evidence suggests that this purpose will be accomplished by this strategy? II. The requirements of the Teacher Leader certification are directly related to the skills necessary to implement the CALL model for school improvement. This model clearly contains the elements necessary for school and systemic improvement. The model also makes clear that school districts need to develop the capacity internally to develop teams of teachers who are able to engage each other about issues related to instructional practice and to provide widespread opportunities for teachers and administrators to engage in learning walks, data teams, and district and school improvement planning. These practices need to become a regular part of a teacher's participation in the life of the school or district. While

outside help may be useful in developing this capacity, the ultimate goal should be to develop a culture in a school district that encourages and develops teacher leaders through the professional development and practice that occurs regularly in the district. By creating a separate certification process, the work of teacher leadership will be viewed as the province of the select few who have the teacher leader certification. Current thinking, research, and the practices of high performing schools suggest that the leadership teachers provide is significant in learning organizations that are committed to systemic growth. In contrast to reinforcing that leadership roles ought to be a part of every teacher's regular practice, this certification strongly suggests that the role of teacher leader ought only to be assumed by those who have a special body of knowledge acquired through university study. It is antithetical to creating a culture that suggests that leadership skills can, and ought to, be nurtured and developed in a variety of places and assumed by a variety of teachers, learned in communities of practice where leadership is everyone's responsibility. While the new certification only applies to those who are in a 'leadership' position for forty percent of their time, nevertheless, a mind set will be created about this differentiated role that does not encourage all teachers to participate in the learning communities that are necessary in today's schools. In my informal conversations with practicing administrators, admittedly with a small number, this seems to be the general belief. Question - What inquiry or assessment has taken place of administrative practitioners about the implications of a teacher leader certification program as it relates to encouraging distributive leadership across schools and districts? III. Most often those with some level of experience as a teacher assume leadership roles. These teachers have already completed their master's degree and, perhaps, further study. Under the proposed regulations, if a district is in a financial position to create a position identified in the certification, the applicant pool must be restricted to those who have the required certification. This means that experienced teachers, who have already completed advanced degrees, will have to undergo the expense of graduate tuition as well as the time necessary to complete the certification, a process that may take up to two years, in anticipation of such positions being created. Question - What is the probability of attracting a qualified candidate pool for this certification since experienced teachers, who have already earned their master's degree, may not wish to pursue additional course work without any certainty that positions will be available? What inquiry or assessment has been done of experienced teachers, who may be the most desirable candidates for teacher leadership, to determine whether or not there will be interest in pursuing this certification? Is it not more likely that a District, anxious to capitalize on the skills of experienced teachers already in unofficial positions of leadership and faced with the constraints of the teacher leader certification and with the financial resources to support such positions, would create two positions not exceeding the 40% requirement rather than one position where certification would be needed? IV. If a teacher is expected to spend the time and money necessary to obtain this certification, it is reasonable to assume that negotiating demands will include additional compensation for teacher leaders that reflects this type of investment. Since most column changes in salary schedules are framed in increments of thirty additional credits, will this certification increase the pressure on negotiations to develop new compensation mechanisms? In a negotiating environment, which is beginning to emphasize reducing the number of columns in a teachers' salary schedule, this new certification may have a significant impact on the bargaining process. Question - What inquiry or assessment has been done of Boards of Education, Board attorneys, superintendents, and Human Resources personnel to discuss the impact of this new certification on collective bargaining? V. The teacher leader certification program focuses on specific course work that may be broadly identified as providing instructional leadership. These include: (A) Instructional leadership (e.g., adult learning, coaching, reflective practice, etc.); (B) Developing measurable school goals, school culture, assessing and overcoming barriers to school change, implementing collaborative practice with teachers, administrators and the learning community; (C) Best practices in instruction and student

assessment including evidence-based instruction in reading; (D) Using assessment data to monitor student progress and design and implement remediation, interventions or enrichment to meet the diverse learning needs of students; and (E) Developing standards-based elementary or secondary curriculum and monitoring implementation and evaluation of curricular programs. Yet, the requirements for a certificate in administration and supervision do not contain these requirements, only the broadly stated, "School improvement issues including but not limited to: evaluating student performance data, strategic planning, parent and community relations, and diverse learners, and evaluation and supervision of teachers and other staff." Richard Elmore (2000), one of the most influential thinkers in education today, maintains, "Principals who develop the skills and knowledge required to actually do instructional leadership in a serious way do so because of their personal preferences and values, often at some personal cost to their own careers, not because they are expected to do so as a condition of their work."<sup>(1)</sup> It is the truth of this observation that is prompting efforts in the field to develop the instructional leadership skills of principals. Question - Will the proposed new certification for teacher leader further or hinder these efforts to ensure that principals are instructional leaders? If a high level of achievement for all students is indeed the goal of the State, then all aspects of the work of schools should be coherent with that mission. Might Connecticut students not be better served by stating specifically in the regulations for the certification of administrators and supervisors that the work of school administrators is primarily the improvement of instruction and indicate the requisite course work to enable that to happen? What message does the new certification in teacher leadership (clearly devoted to the improvement of instruction) and the lack of this specificity in the requirements of administrator certification convey about the expectations that building administrators need to be instructional leaders with an emphasis on improving classroom practice, developing instructionally focused teams, and creating and nurturing learning organizations? VI. Conclusion – From a policy perspective, this proposal warrants a good deal more inquiry and discussion before any decision about implementation is made. I do not believe this certification will address the problem for which it has been created. As part of our collective responsibility to further good and powerful administrative training policy and practice, I believe it is imperative to research the implications of this initiative in much greater depth before the State Department gives any consideration to implementation. (1)Elmore, Richard F., (2000) Building A New Structure for School Leadership. Washington D.C., The Albert Shanker Institute: 7.

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

Judith A. Golden

jgolden@easthamptonct.org

Full-time administrator other than department chair

94 Main St. East Hampton, CT. 06424

East Hampton Public Schools

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OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: I am concerned that teachers with the K-8 certification will not have a content area endorsement and are teaching in grade 6. If teachers presently teaching are not grandfathered into the system, this could pose an enormous financial hardship on districts and create a situation where teachers could lose their jobs. I hope there is some vehicle such as the Housse that will allow us to certify those teachers. Judith A. Golden, Ph.D. Superintendent of Schools

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

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OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: The conceptualization of training teachers to be qualified to work with any student in any general education setting seems to me to be a disservice to a) students with severe/profound cognitive, sensory, or physical/health related conditions and b) students who are gifted and talented. Given the inherently unique needs of these children, I believe these two populations deserve teachers with specialized credentials and any language in the proposed regulations that approximates consideration of these learners is at best lacking.

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

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ALL LEVEL: (None entered)

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TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: The proposed regulatory changes impacting school psychology have several areas of possible concern. First, it would be suggested that the requirement for the intrnship be increased from 600 hours to 1200 hours which would be consistent with national training groups in the specialty. It is not as written. Second, the requirement to train solely in urban settings would lace Connecticut as the sole state in the nation with such a statement. It would be suggested to suggest that all training represent a balancing of urban, suburban, and rural populations with strong support to train with an appreciation for diversity of issue impacting urban youth. Of note, urban youth attend magnet schools, as example, which are not necessarily in urban schools. As written these sites, as well as schools such as in the Department of Correction School District could not be used for an internship.

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: To: Connecticut State Department of Education Date: April 6, 2010 Re: Testimony Regarding a Proposed Change to Draft 2014 Certification Regulations Presented to the SBE on 2-3-2010 My name is Fred Balsamo and I am currently the Executive Director of the Connecticut Association of Athletic Directors. I am writing to enter testimony to support a minor change in Sec. 10-145d-828(f) on Page 32. The magnitude and scope of the duties and responsibilities of a director of athletics dictate that only certified individuals should be assigned this important responsibility. In recent years the director of athletics position has grown tremendously and responsibilities have increased considerably, therefore I would like to propose the following: Proposed Change: Completely remove #1 under Sec. 10-145d-828(f) which states "Not responsible for supervision of coaches, shall be required to hold a coaching permit"

□ Rational: - State Department of Education Mandated Coaching Permits " Proper paperwork must be maintained and submitted to the SDE for licensing coaches. The SDE has different requirements depending on the type of permit being sought and the number of years a coach has been coaching. Additionally, the SDE requires that all coaches be certified annually in CPR training. State Department of Education Mandated Coaching Education " The SDE now mandates that all coaches receive ongoing CEU's. In order to help coaches obtain these CEU's a majority of the athletic directors in Connecticut attend workshops to become authorized to provide valuable in-service training to their coaches. New legislation being proposed will now require all coaches be trained in the signs and symptoms of concussions by this fall. The burden of this education will fall upon the director of athletics. State Department of Education Mandated Evaluation of Coaches " Effective in 2005, the state has issued a directive to school systems that ALL coaches at ALL levels, must be evaluated. This now means all head coaches as well as JV, freshman and middle school coaches will be evaluated. This is a task and size load that can very easily be equated to what a building principal would be asked to do but with much more support staff. CIAC Advancements in Technology " All CIAC student eligibility information and forms, such as rosters, intent-to-enter, facilities usage, request for higher division, tournament entry, etc, now must be submitted online with a password protected program by the athletic director. In individual sports like indoor and outdoor track, wrestling, swimming, tennis and golf, the director of athletics has to enter each athlete's performance record for the entire season. This year the CIAC, in an attempt to make its organization more efficient has required the daily reporting of scores which has become yet another responsibility of the athletic director. Officials Organizations Employ the Use of Technology " Many, and soon to be ALL, officials organizations employ the same type of scheduling and reporting of online information. In addition to submitting all schedules and pertinent team information through the CIAC web site, the director of athletics has to re-enter the same information on different web sites to meet the needs of officials scheduling coordinators. Leagues Employ the Use of Technology " Most leagues now utilize an online scheduling program to facilitate scheduling contests, schedule changes and cancellations. Each time technology is used to improve the efficiency of an organization it increases the workload of the director of athletics. In the Connecticut high schools there are over 63,000 athletic contests played each year! Parents Have Unreasonable Expectations " Athletic programs are run in a very public forum. Many parents want their child to be the center of attention. Athletic directors now have to contend daily with parents who come armed with their attorney and/or political clout seeking resolution and, if not satisfied, revenge over the simplest of issues. These unpleasant occurrences require well trained and highly qualified, professionally trained and certified educators. Spectator Behavior " Spectator behavior is a constant concern as high school students continue to emulate the behavior demonstrated at college and professional sporting events. Athletics is competitive by nature and one of the opponents will be unsuccessful. Athletic directors are constantly dealing with large crowds and unruly patrons. Security and safety

decisions should not be relegated to untrained non-certified personnel. The risks are too substantial! NCAA Student Eligibility Standards Increased – The NCAA has recently increased its requirements for graduating seniors who plan to enter college and participate in Division I or II college athletics. Individuals who are knowledgeable and experienced in course offerings and how they comply with NCAA requirements are invaluable to any high school students looking to further their education. CIAC Program Evaluation – CIAC now embarks upon the assessment of member school athletic programs. This is an excellent initiative, but once again, the director of athletics will be the person responsible for this process. Soon, all schools will be required to undergo this evaluation. In closing, the position of director of athletics has changed drastically in the past ten years and only certified individuals should be hired in those positions. Merely possessing a coaching permit does not prepare nor qualify an individual to perform the intricate and delicate responsibilities now required for the position.

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

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ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

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ADMINISTRATIVE: (None entered)

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Matt Perachi

perachim@region-12.org

Teacher with some administrative responsibilities

Shepaug Valley High School

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requirements for graduating seniors who plan to enter college and participate in Division I or II college athletics. Individuals who are knowledgeable and experienced in course offerings and how they comply with NCAA requirements are invaluable to any high school students looking to further their education. CIAC Program Evaluation– CIAC now embarks upon the assessment of member school athletic programs. This is an excellent initiative, but once again, the director of athletics will be the person responsible for this process. Soon, all schools will be required to undergo this evaluation. In closing, the position of director of athletics has changed drastically in the past ten years and only certified individuals should be hired in those positions. Merely possessing a coaching permit does not prepare nor qualify an individual to perform the intricate and delicate responsibilities now required for the position. Matt Perachi Athletic Director Shepaug Valley High School 860-868-6212

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LITERACY: (None entered)

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ADMINISTRATIVE: (None entered)

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OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: As the current Certification Coordinator for the Department of Mathematics at Southern Connecticut State University, I am responding to the draft revision, dated 2-3-2010, of the certification regulations for the State of Connecticut. The comments below reflect the concerns shared by those of us in the Department of Mathematics who are directly involved in the certification process, through supervision of student teachers, teaching methods courses, directing seminars for student teachers, advising certification candidates, and planning programs for undergraduate and graduate certification candidates. I. Here, we would like to respond to the proposed changes for a cross-endorsement, specifically Section 10-145d-835 (e)(5)(C), on page 42, which reads: Subject Area: (5) A minimum of 18 semester hours of credit in the subject area for which endorsement is sought including: (C) For an endorsement to teach mathematics, coursework in calculus, geometry, statistics, and linear algebra Our major concern is that the number of credits has been reduced from 30 (current regulations) to 18. This makes no sense. If 30 credits are required for initial certification, why are only 18 required for a cross-endorsement? This means that essentially six courses, or less, would qualify someone to teach mathematics in the State of Connecticut. True, a candidate would still need to pass a state-required content exam in mathematics, but we have had candidates pass PRAXIS II after having taken only three mathematics courses. This would hardly qualify them to be effective teachers. While it is commendable that certain mathematics areas are going to be required, these areas seem more designed to help a candidate pass PRAXIS II, rather than give them the depth of understanding they need to be an effective teacher. The level of these courses needs to be specified. What does a course in "statistics" look like? Could that be a freshman-level introductory course? What does a course in "geometry" look like? Our Elementary Education majors take a required course which includes, among other topics, some plane and solid geometry (and even elementary statistics). Would this type of course satisfy the state? Shouldn't candidates be exposed to non-Euclidean geometries, so that they may see how an axiomatic system can be developed and theorems proved from those axioms? This is at the core of developing reasoning and proof in our candidates (something required by NCATE, we must note), not simply having candidates rehash axioms and theorems they learned in high school geometry. What does a course in "linear algebra" look like? Some might interpret this as a course in "matrix theory." A course in matrix theory will impart procedural knowledge to our candidates and enable them to teach how to solve systems of equations in algebra courses. However, a full semester of a traditional "linear algebra" course will give our candidates an introduction to abstract thinking (another NCATE requirement). Abstract thinking is a topic which is severely lacking in the four areas suggested above. II. Here, we would like to respond to the proposed changes in the Professional Educator's Certificate, specifically Section 10-145d-824 (b)(2)(B)(ii) on page 26, which reads: (ii) On and after July 1, 2016, except as otherwise provided, any applicant who holds or held a provisional educator certificate shall have completed, at an approved institution, at least 30 semester hours of graduate credit This condition of "at least 30 semester hours or graduate credit" needs to be clarified. It seems apparent that the thirty credits do not need to be in the candidate's field of expertise; yet, it also seems apparent that the thirty credits do not have to be part of a coherent program of study, but rather, may be taken willy-nilly by the candidate, with perhaps some "justification" needed for taking each course. We believe candidates should be in a planned program of study, as was stated in previous regulations. While that plan may not culminate in a Master's Degree, at least the plan would be sequential, coherent, and tailored to the candidates' needs. In addition, candidates would be exposed to the latest developments and research in their field, which would include content, technology, and pedagogy. Aren't these the areas which would make a candidate a "Professional Educator?" These same comments apply to Sec. 10-145d-846 (b) on page 54. III. Here, we would like to respond to the Initial Educator Certificate Requirements, specifically Sec. 10-145d-849 (a) (2) on page 55, which

reads: (2) Has completed a planned program in the endorsement sought which has been nationally recognized by the specialized professional association assessing the quality of program and within a unit accredited by the NCATE at the continuing accreditation level; or This clause needs clarification. There are two categories of "national recognition" – "Nationally Recognized," and "Nationally Recognized with Conditions." If the second category is not to be included, please state this clearly. Will this clause be the only acceptable requirement in the future? If so, this should be stated, along with a timeline, so institutions may prepare for the changeover. In any case, if the State is going to require (or strongly recommend) that the programs be nationally recognized, then the required content courses for certification in all areas need to be spelled out. For instance, NCATE requires our mathematics certification candidates to be exposed to Discrete Mathematics and the History of Mathematics; our candidates at SCSU take both these courses. There is no mention of these courses in the proposed regulations. So we have the undesirable situation where the State and NCATE do not agree on what should be required for certification. Please see our responses in IV and V for further elaboration. IV. Here, we would like to respond to the Initial Educator Certificate Requirements, specifically Sec. 10-145d-849 (b)(2)(A) on page 55, which reads: (2) Has completed a subject area major consisting of one of the following: (A) A major awarded by an approved institution in the subject area for which certification is sought, or a closely related major as determined by the department, except that a major in professional education may not be accepted in fulfillment of this requirement. The phrase "as determined by the department" is problematic. After an initial meeting with certification representatives from the state, the phrase "as determined by the department" was clarified to mean the State Department of Certification. Please state this clearly, so someone does not misconstrue this as meaning the "Department of Mathematics at the particular institution" for instance. V. Here, we would like to respond to Initial Educator Certificate Requirements, specifically Sec. 10-145d-849 (b)(2)(B)(iii) on page 55, which reads: (b)(2)(B)(iii) For the mathematics endorsement, a course in each: calculus, geometry, statistics and linear or abstract algebra; As noted under our response III, there are courses that NCATE requires which the State clearly does not. We question, in fact, why the State requires less than NCATE. There needs to be much more alignment between State and NCATE standards. The condition of taking "linear algebra or abstract algebra" is pointless. Linear algebra is a prerequisite for abstract algebra; hence once the linear algebra requirement is satisfied, there is no need (according to this clause) for a candidate to take abstract algebra. So why is abstract algebra even mentioned? As we noted in our response I, "geometry," "statistics," and even "linear algebra" may be too generic. Without more specifics, some or all of these three courses could be freshman and/or sophomore level, which would hardly have the rigor needed to develop sound mathematical thinking. While it is commendable that certain topics are included in this clause, those topics fall a good deal short of what certification candidates should and must be exposed to. Thank you for your time in considering our concerns. I am submitting this letter on behalf of my mathematics education colleagues, Dr. Martin Hartog and Dr. Kathleen Rondinone. Each has read and approved the letter, and may be contacted through their e-mail addresses for verification. Sincerely, Dr. Richard DeCesare decesarer1@southernct.edu Certification Coordinator, Department of Mathematics Southern Connecticut State University Dr. Martin Hartog hartogm1@southernct.edu Department of Mathematics Southern Connecticut State University Dr. Kathleen Rondinone rondinonek1@southernct.edu Department of Mathematics Southern Connecticut State University

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Mary E. Sobin  
Other  
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Mary E. Sobin Farmington High School 10 Monteith Dr. Farmington, CT  
06034

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OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: I am a guidance counselor who has served at Farmington High School for the past fourteen years. I became a guidance counselor and enjoy working as a guidance counselor BECAUSE of the opportunity to serve ALL students. If I had wanted to work under the auspices of special education, I would have done so. I believe that re-defining school counselors as special educators shows an egregious lack of knowledge of our role and our importance in the education of our students. No Child Left Behind doesn't address the needs of special education students alone. To me, whoever wrote this regulation was acting irresponsibly and without any knowledge of the education system as it exists today.

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Michael Tyler  
Higher education/professional  
Northwest Catholic

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06117

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OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)



OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: I currently hold a middle school 4-8 cert and read that they are eliminating it. Does this mean I will no longer have a teacher cert? Will I be grand fathered in?

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: What is the rationale behind having a school psychologist supervise a school counseling intern? This idea implicates that school psychologists are the more qualified personnel in training school counselors. It seems that this places school psychologists at an elevated status with school counselors reporting to them, despite a similar number of credits in our graduate programs. School counselors are qualified in their own right - but in a different way than school psychologists.

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Megan Tamamny  
Other  
St. Joseph High School

megtammany@aol.com  
megan tammany St. Joseph High School 2320 Huntington TPKE Trumbull  
CT 06611

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OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: School Counselors need to be mentored/supervised by school counselors, NOT school psychologists. Why would the school counselor need courses on autism?

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Theodore H. Phillips, Ed.D.

tphillips@montvilleschools.org

Full-time administrator other than department chair

Montville high School 800 Old Colchester Road Oakdale, CT 06370

Montville Public Schools

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OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: I am the Director of School Counseling at Montville High School, and am commenting on proposed revisions to Section 10-145d-922 Services to Students with Disabilities. Special education services today constitute an extremely detailed and complicated system which must be handled by professionals specifically trained in that area. Special education planning and coordination is also very time-consuming if it is done right - which it must be. It is impossible for school counselors to carry out their responsibilities for all students and also manage special education services such as the chairing of Planning and Placement Team meetings, which involves a very high and specific level of knowledge and skill in order to identify and provide special education students with the services they need and deserve. More so today than ever, counselors must be able to focus their time and efforts on the needs of all of their assigned students, and must be available to them. The consequences of this not happening can be serious and at times even life-threatening. The proposed revisions would not only place school counselors in a role for which they are not trained, but also in effect deny all students, regular and special education students alike, equal access to the support they require and are entitled to. - Theodore H. Phillips, Ed.D.

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

Theodore H. Phillips, Ed.D.

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Full-time administrator other than department chair

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Montville Public Schools

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OTHER SECTIONS: (None entered)

Kathleen Scully

kathy.scully@gmail.com

Other

Kathy Scully 877 Hanover Rd Meriden, CT 06451

Connecticut School Counselor Association

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OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: Date: April 12, 2010 To: Georgette Nemr, Bureau of Educator Standards and Certification From: Kathy Scully, President, Connecticut School Counselor Association (CSCA) Subject: Summary of Concerns on Special Services Certification Proposal for School Counselors The following document outlines the concerns of the Connecticut School Counselor Association (CSCA) in regard to the proposed certification changes for school counselors and the provision of services to students with disabilities. School counselors in Connecticut have a clearly defined comprehensive program (published in 2008) that serves all students in the state and has been endorsed by the Commissioner of Education. The proposed changes in services and certification will be an impediment to program implementation and delivery to all students as the new focus is specifically geared toward serving only students with special needs. The American School Counselor Association (ASCA) recently cited a released study by Public Agenda that illustrates what can go wrong when there are not enough school counselors to support students and when school counselors are placed in positions preventing them from performing the functions they were trained and hired to do. Although ASCA, the American Counseling Association, the American Psychological Association, the American Medical Association and other organizations recommend a pupil-to-school-counselor ratio of 250-to-1, the national average is 460 students to one school counselor, with some school districts as high as 1,000-to-1. Taking on a special education role will only compound the problem as cited in the above quote. Who will be available to meet the needs of the non-special education students, if school counselors assume the role of special education specialists? Topic: CSCA Position/Concerns Section 10 -145d-922 Provision of services to students with disabilities (a)SDE has defined the role of the school counselor, school psychologist, marriage and family, language pathologist, and school social worker as interchangeable. (b)Counselors provide direct instruction through

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Connecticut School Counselor Association

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the CT Comprehensive Program on developmental issues to all students (regular education and students with special needs) in a mainstream classroom setting. (c)School counseling services such as individual counseling on personal/social, career, and academic issues, and small groups work to meet the developmental needs of the students (i.e., coping skills, peer relationships study skills, anger management, etc.) (d)Counselors are trained to interpret standardized tests of achievement, ability, aptitude and career interest inventories for the purposes of academic preparation and planning. This aligns with the best practices outlined by both the CT Comprehensive School Counseling Guide and the American School Counselor Association (ASCA) National Program Model. (e)School counselors do not have an in-depth knowledge of special education services and strategies. Training includes only one introductory course on special education/gifted and talented programs. (f)School counselors are not trained to consult on the best practices of special education services, modifications and accommodations of instruction as identified by the PPT. School counselors are required to take only one course in general curriculum and instruction. (g)Training for school counselors does not include assessing the assistive technology needs of special education students or diagnostic assessment for the purpose of determining special education eligibility. (h)School counselors are a member of the PPT who interpret the student's academic record and standardized testing results (i.e. SAT, PSAT, ACT, CAPT, CMT). (i)All students in the school setting including students with special needs are assigned a school counselor. The ratio of school counselors to students in CT is 1:409 per ASCA. School counselors are the only professionals in the school system who are specifically trained in planning, implementing, delivering and coordinating all of the services in a comprehensive school counseling program. (j)The increased demands placed on school counselors significantly decrease the ability to meet the demands of all students in the personal/social, academic, and career domains as defined by the CT Comprehensive School Counseling Program as endorsed by the SDE. (k)The school counselor has a significant role in the Key Elements of Connecticut's Plan for Secondary School Reform, i.e. the focus on 21st Century Skills and the Career Pathways Initiatives that will be delivered to all students. Section 10-145d-924 Initial Educator Certification (a)The internship is jointly supervised by the preparing institution and a certified school psychologist? School counseling interns have historically been supervised by a school counselor. Section 10-145d-926 Professional Educator Certification (a)A minimum of 20 hours of training in design, assessment, and implementation of behavioral support and analysis services for students with behavioral disabilities or autism spectrum disorders- (i) Clarification needed. Will this be offered through the school systems? Will counselors have to take college course work? (ii) How will only 20 hours of training address the issues cited in Section 10-145d-926 C (iii) What is the expected outcome of the training?

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)



OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: I feel very strongly that this is an inappropriate change to school counseling certification. I went to college to help all students, and do not have a specialization in children with special needs. That would be like telling the occupational therapist she could do physical therapy, respiratory therapy and radiology and her role is interchangeable with the registered nurse and phlebotomist and she is now in charge of all patient diagnosis in the health setting. School psychologists, school social workers, special education teachers all have specialized training which is very different from that of school counselors. I am a twenty-five year counselor and I think it will be extremely difficult to attract young people into the profession if the role changes so drastically. The economics of combining multiple roles will drastically compromise all student services.

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Chelsey Docimo  
Other  
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176 Seaside Ave Stamford Ct 06902

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OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: In considering the alignment of goals with SRBI, I think that this new proposed regulation is in direct opposition because we are supposed to be meeting ALL students' needs, regardless of whether they are labeled as special education students. We are to use Tier one interventions and modifications for ALL students and if counselors are directed to serve only students within the special education realm, where does that leave mainstream students? As it is, adolescents struggle tremendously with peer pressure, family disfunction, drugs, academic & collegiate pressure, and the list goes on. Even counselors with a caseload of 250 cannot meet the needs and demands of their students - how is it feasible to add just another task to our already overloaded plate? School counselors participate in PPTs, run 504s, run parent conferences, run SRT meetings, assist with the collegiate process, help with career interests, run the SAT, PSAT, & AP Program, proctor CMTs, act as liasons to community agencies, run family interventions, assist with or file truancy reports, track attendance, track academic progress reports, and the services continue, without even the mention of mental and emotional counseling. The role and tasks of the school counselor need to be more narrowly defined or we need more counselors to meet the continuing demands of our students and families, NOT to add another assignment to our never-ending tasks!

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

Chelsey Docimo

cldose@yahoo.com

Other

176 Seaside Ave Stamford Ct 06902

Norwalk High School

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OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: I have reviewed the proposed regulations. Under what certification would remedial reading and remedial math teachers work? Denise Carabetta

OVERALL COMMENTS: I am writing to enter testimony to support a minor change in Sec. 10-145d-828(f) on Page 32. The magnitude and scope of the duties and responsibilities of a director of athletics dictate that only certified individuals should be assigned this important responsibility. In recent years the director of athletics position has grown tremendously and responsibilities have increased considerably, therefore I would like to propose the following: Proposed Change: Completely remove #1 under Sec. 10-145d-828(f) which states "(1) Not responsible for supervision of coaches, shall be required to hold a coaching permit" Rational: - State Department of Education Mandated Coaching Permits – Proper paperwork must be maintained and submitted to the SDE for licensing coaches. The SDE has different requirements depending on the type of permit being sought and the number of years a coach has been coaching. Additionally, the SDE requires that all coaches be certified annually in CPR training. State Department of Education Mandated Coaching Education – The SDE now mandates that all coaches receive ongoing CEU's. In order to help coaches obtain these CEU's a majority of the athletic directors in Connecticut attend workshops to become authorized to provide valuable in-service training to their coaches. New legislation being proposed will now require all coaches be trained in the signs and symptoms of concussions by this fall. The burden of this education will fall upon the director of athletics. State Department of Education Mandated Evaluation of Coaches – Effective in 2005, the state has issued a directive to school systems that ALL coaches at ALL levels, must be evaluated. This now means all head coaches as well as JV, freshman and middle school coaches will be evaluated. This is a task and size load that can very easily be equated to what a building principal would be asked to do but with much more support staff. CIAC Advancements in Technology – All CIAC student eligibility information and forms, such as rosters, intent-to-enter, facilities usage, request for higher division, tournament entry, etc, now must be submitted online with a password protected program by the athletic director. In individual sports like indoor and outdoor track, wrestling, swimming, tennis and golf, the director of athletics has to enter each athlete's performance record for the entire season. This year the CIAC, in an attempt to make its organization more efficient has required the daily reporting of scores which has become yet another responsibility of the athletic director. Officials Organizations Employ the Use of Technology – Many, and soon to be ALL, officials organizations employ the same type of scheduling and reporting of online information. In addition to submitting all schedules and pertinent team information through the CIAC web site, the director of athletics has to re-enter the same information on different web sites to meet the needs of officials scheduling coordinators. Leagues Employ the Use of Technology – Most leagues now utilize an online scheduling program to facilitate scheduling contests, schedule changes and cancellations. Each time technology is used to improve the efficiency of an organization it increases the workload of the director of athletics. In the Connecticut high schools there are over 63,000 athletic contests played each year! Parents Have Unreasonable Expectations – Athletic programs are run in a very public forum. Many parents want their child to be the center of attention. Athletic directors now have to contend daily with parents who come armed with their attorney and/or political clout seeking resolution and, if not satisfied, revenge over the simplest of issues. These unpleasant occurrences require well trained and highly qualified, professionally trained and certified educators. Spectator Behavior – Spectator behavior is a constant concern as high school students continue to emulate the behavior demonstrated at college and professional sporting events. Athletics is competitive by nature and one of the opponents will be unsuccessful. Athletic directors are constantly dealing with large crowds and unruly patrons. Security and safety decisions should not be relegated to untrained non-certified personnel. The risks are too substantial! NCAA Student Eligibility Standards Increased – The NCAA has recently increased its requirements for graduating seniors who plan to enter college and participate in Division I or II college athletics. Individuals who are knowledgeable and experienced in course offerings and how

they comply with NCAA requirements are invaluable to any high school students looking to further their education. CIAC Program Evaluation– CIAC now embarks upon the assessment of member school athletic programs. This is an excellent initiative, but once again, the director of athletics will be the person responsible for this process. Soon, all schools will be required to undergo this evaluation. In closing, the position of director of athletics has changed drastically in the past ten years and only certified individuals should be hired in those positions. Merely possessing a coaching permit does not prepare nor qualify an individual to perform the intricate and delicate responsibilities now required for the position.

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: To: Connecticut State Department of Education Date: April 11, 2010 Re: Testimony Regarding a Proposed Change to Draft 2014 Certification Regulations Presented to the SBE on 2-3-2010 I am writing to enter testimony to support a minor change in Sec. 10-145d-828(f) on Page 32. The magnitude and scope of the duties and responsibilities of a director of athletics dictate that only certified individuals should be assigned this important responsibility. In recent years the director of athletics position has grown tremendously and responsibilities have increased considerably, therefore I would like to propose the following: Proposed Change: Completely remove #1 under Sec. 10-145d-828(f) which states "(1) Not responsible for supervision of coaches, shall be required to hold a coaching permit" Rational: - State Department of Education Mandated Coaching Permits – Proper paperwork must be maintained and submitted to the SDE for licensing coaches. The SDE has different requirements depending on the type of permit being sought and the number of years a coach has been coaching. Additionally, the SDE requires that all coaches be certified annually in CPR training. State Department of Education Mandated Coaching Education – The SDE now mandates that all coaches receive ongoing CEU's. In order to help coaches obtain these CEU's a majority of the athletic directors in Connecticut attend workshops to become authorized to provide valuable in-service training to their coaches. New legislation being proposed will now require all coaches be trained in the signs and symptoms of concussions by this fall. The burden of this education will fall upon the director of athletics. State Department of Education Mandated Evaluation of Coaches – Effective in 2005, the state has issued a directive to school systems that ALL coaches at ALL levels, must be evaluated. This now means all head coaches as well as JV, freshman and middle school coaches will be evaluated. This is a task and size load that can very easily be equated to what a building principal would be asked to do but with much more support staff. CIAC Advancements in Technology – All CIAC student eligibility information and forms, such as rosters, intent-to-enter, facilities usage, request for higher division, tournament entry, etc, now must be submitted online with a password protected program by the athletic director. In individual sports like indoor and outdoor track, wrestling, swimming, tennis and golf, the director of athletics has to enter each athlete's performance record for the entire season. This year the CIAC, in an attempt to make its organization more efficient has required the daily reporting of scores which has become yet another responsibility of the athletic director. Officials Organizations Employ the Use of Technology – Many, and soon to be ALL, officials organizations employ the same type of scheduling and reporting of online information. In addition to submitting all schedules and pertinent team information through the CIAC web site, the director of athletics has to re-enter the same information on different web sites to meet the needs of officials scheduling coordinators. Leagues Employ the Use of Technology – Most leagues now utilize an online scheduling program to facilitate scheduling contests, schedule changes and cancellations. Each time technology is used to improve the efficiency of an organization it increases the workload of the director of athletics. In the Connecticut high schools there are over 63,000 athletic contests played each year! Parents Have Unreasonable Expectations – Athletic programs are run in a very public forum. Many parents want their child to be the center of attention. Athletic directors now have to contend daily with parents who come armed with their attorney and/or political clout seeking resolution and, if not satisfied, revenge over the simplest of issues. These unpleasant occurrences require well trained and highly qualified, professionally trained and certified educators. Spectator Behavior – Spectator behavior is a constant concern as high school students continue to emulate the behavior demonstrated at college and professional sporting events. Athletics is competitive by nature and one of the opponents will be unsuccessful. Athletic directors are constantly dealing with large crowds and unruly patrons. Security and safety decisions should not be relegated to untrained non-certified personnel. The risks are too substantial! NCAA Student Eligibility Standards Increased – The NCAA has recently increased its

requirements for graduating seniors who plan to enter college and participate in Division I or II college athletics. Individuals who are knowledgeable and experienced in course offerings and how they comply with NCAA requirements are invaluable to any high school students looking to further their education. CIAC Program Evaluation– CIAC now embarks upon the assessment of member school athletic programs. This is an excellent initiative, but once again, the director of athletics will be the person responsible for this process. Soon, all schools will be required to undergo this evaluation. In closing, the position of director of athletics has changed drastically in the past ten years and only certified individuals should be hired in those positions. Merely possessing a coaching permit does not prepare nor qualify an individual to perform the intricate and delicate responsibilities now required for the position.

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)



Paul D. Mengold

paul.mengold@reg5.k12.ct.us

Full-time administrator other than department chair

Amitv Regional School District

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OVERALL COMMENTS: The change in Sec.101-145d-828(f) on page 32 is necessary due to the complex nature of the position of athletic director. Only trained educators have the ability to grasp the true meaning and purpose of interscholastic athletics in today's public schools. Mandated coaching permits, mandatory coaching education, mandatory evaluation of coaches, spectator behavior, unreasonable parents, NCAA regulations regarding eligibility, and program evaluation are areas of concern that need a qualified and trained individual, with knowledge and expertise.

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Theodore H. Phillips, Ed.D.

tphillips@montvilleschools.org

Department chair with some teaching responsibilities

Montville High School 800 Old Colchester Road Oakdale, CT 06370

Montville Public Schools

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OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: In addition to other comments which I sent before, it is critical to understand that under RTI procedures, now only the most difficult and complex cases - those on the top of the intervention "pyramid" - will go to PPT. It is therefore even more essential than ever to have the professionals charged with managing the PPT process, conducting and interpreting evaluations, and following through with services be specifically and thoroughly trained in special education policy, law, and service delivery. It would be a serious mistake and totally inappropriate to have school counselors do this because of the much different focus of their preparation, required skills and knowledge, and necessary distribution of their time in order to serve all students. Theodore H. Phillips, Ed.D. Director of School Counseling Montville High School

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Lisa Lessard

451sweetocean28@sbcglobal.net

Other

Lisa Lessard 905 Pearl Lake Road Waterbury CT 06706

Special Educational Parent/ Special Educational Ad

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OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: Master degree's, for ALL SPECIAL EDUCATIONAL CHILDREN, IS OUT MOST IMPORTANT, PLEASE READ!!!!I am a special educational child's parent... My Child Makayla, is special needs, multi-handicaped and disabling... My child has alot of learning disabilities, which falls under developmental, my child has a lot of medical issues and concerns, which she has a 504 Diabetic medical management plan for, she is Type 1 diabetic, and wears the insulin pump. My child is also pro-foundly deaf both ears, and wears hearing aids. She is getting the cochlear implant in May... Since her schooling has started we have had nothing, but Waterbury CT, not following her IEP, Individual Educational Plan, her list of recommendation, nor her accomedation and modifacation page period! We have had formal complaint, after formal complaint, go through, and yes, won, every formal complaint, with such in now the last 10 years, of her education thru Waterbury, I have 2 huge binders full of those formal complaints, and a huge 12 inch binder of just recent past six months... Formal Complaint with US Department of Education Office for Civil Rights, formal complaints with State Department of Education in Hartford CT, and FERPA, Family Educational Rights Privacey Act, CHRO, and all coming back with district failure to do... District not giving child: FAPE< Education, Free Appropriate Public Education, did not follow 504 Federal laws, and the American with Disabilitiy Act with many, many, many violation, and non-compliant attributes. District failed to give child an appropriate education, with her IEP and 504 Diabetic medical management plan. Also just rescent child did not recieve an education at West Side Middle School, for accomendations and modifacations, pages, where not followed in any of her class's, in Waterbury Schools. Also failure to provide FM trainer for child, which is assistive technology, with-in a timely manner. Had child learning how to read off a computer, with ear phones on her ears, which reading is a staple of any one's education, and child herself told the PPT team members, remember child is pro-foundly deaf, she could not hear from the computer most of the time, so she was not able to learn a thing. Also child has dyslexia, so the CC, Closed caption was not some-thing she, could benefit from either... Child when spoke at PPT was ignored and they continued with reading 180 from the

Lisa Lessard

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Other

Lisa Lessard 905 Pearl Lake Road Waterbury CT 06706

Special Educational Parent/ Special Educational Ad

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computer...I, parent, special educational advocate and DR's all spoke up on child's behalf... and the Supervisor of Education, was rude and abusive towards, myself, the advocate and towards the Dr., whom only showed up to prove their method of teaching, was not what my child required, so she was able to learn... The DR was called non professional and by the Supervisor of Education, because she showed up on child's behalf. Also this DR received rude and disrespectful letters after such meeting, reminder to DR the Districts paying her for her services, and she needs to remember whom is paying her, and not speak up for child... I have had years, and I mean years of Waterbury Special Educational Department ignoring and not following: Federal Registry IDEA, and State Department of Education State Statutes under special education... I mean years, as such going back, eight 8 years now, and formal complaints every-time I turn around, and every time coming back Waterbury School district failing my child and her special educational needs drastically... I will bring binders for you to all see, at the speech I give, and they are heavy, but worth the visual aspect. I BELIEVE ALL TEACHERS SHOULD HAVE THEIR MASTERS DEGREE: In-order to teach our children, that are special education children, so they are able to learn productively, and get the education their Individual Educational Plans suggest they need! There are services written in IEP's that are payed for and suppose to be given and are not services, our children do not receive... So State Department of ED money, Federal dollars and tax payers dollars, being flushed right down the virtual toilet... Services payed, and services not given... and people have to make formal complaints over and over to get, this city Waterbury CT, to do what they should, be doing in the first place, for it is their jobs to do so... My child has been through, A SPECIAL EDUCATIONAL HELL WITH WATERBURY, so called professional teachers, staff, and special educational department not doing, so she is able to learn... Master degrees would possible help these teachers do, for they will learn more so they can educate better, and as needed... Information is the key, to better teaching skills, and better performance from these teachers. My child and all other special educational children, need you and your State Department to finally once and for all and help these children, that certainly want to be educated and want to live a good quality of life. My child has been through an under special educational disaster with-in this city of Waterbury, and this special educational department, and if we can not get, these teachers, that do not have there masters to teach, as should, then may-be more education will get them to teach, as should.. My child is out of district, at a specialized private school, with lots of battling with this special educators in Waterbury CT, and now learning wonders... the difference between out of district school and in district school, is the teachers education... Teachers out of district school, specialized school, all have there Masters degrees and teacher's, in public school's here in Waterbury, four year college degrees... Out of District no complaints at present school, and in district complaints up the ying yang... difference EDUCATION OF TEACHERS, SO THEY CAN FOLLOW AND DO FOR SPECIAL EDUCATIONAL CHILDREN... I, and my child support Master Degrees for all Special Educational Children and then and only then can we have teachers, teaching as they should, so our children can learn!!!! Out of the mouths of my child... "Reading is knowledge, knowledge is reading, and these teachers in Waterbury need better knowledge, to teach, me and my friends... Lisa Lessard 905 Pearl Lake Road, Waterbury Ct 06706 Remember, I have two thick 12 inch binders of formal complaints and will show for visuals, to you when I speak, what parent or child should go through this, and to this very date still having problems with Waterbury CT following and doing as laws Federally and State suggest... Lisa Lessard April 20th 2010, my child entered Waterbury Special Education at age three years old, and has been a down hill spiral of formal complaints, all going out and all coming back with this city not doing... Remember if nothing else my special educational child's, words "Reading is knowledge, and knowledge is reading, and these teachers in Waterbury need to be taught more, so I and my friends can receive that knowledge!!! Out of the mouths of babes... Lisa Lessard Master degrees, I my child and all her special educational parent's and friends support! Then and only then may-be our children can and will be taught as should!

Lisa Lessard

451sweetocean28@sbcglobal.net

Other

Lisa Lessard 905 Pearl Lake Road Waterbury CT 06706

Special Educational Parent/ Special Educational Ad

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SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: Regarding Sec.10-145d-849 Thank you for your efforts in revising these requirements, and for the opportunity to offer written comments. I believe, however, that you have gone astray is diluting the History requirements. Section 10-145d-849 (b) (2) (A) (page 55) does not include History as one of the majors needed for an endorsement in Social Studies although it does require 18 credit hours of History. I have been informed that the current regulations allow for secondary endorsement in History and Social Studies with the possibility for a major in History (plus 18 credits in the social sciences) OR a major in one of the social sciences (plus 18 credits in History). If this is the case, you have indeed damaged our school's ability to convey our nation's heritage. Teachers who have majored in History will be far better prepared than those with a smattering of courses to provide students with an understanding of the global and national foundations of our and other societies. The major provides a cohesive ensemble of courses, which strengthens a future teacher's ability to think critically about past events and issues. It instructs them in research and how to best present such research. This is an important skill that should be conveyed to secondary students. In sum, maintaining the History major in your certification will be to the benefit of the students of this state and to all people of Connecticut, who value an understanding of our past. History never exactly repeats itself, but it informs, or should inform, our choices and the direction our nation takes in a critical time. Please restore the History major to your regulations.

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

Bruce M. Stave  
Higher education/professional  
University of Connecticut

bstave@earthlink.net  
150 Grant Hill Road Coventry, CT 06238

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CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: To:Connecticut State Department of Education Date: April 22,2010 Re:Testimony Regarding a Proposed Change to Draft 2014 Certification Regulations Presented to the SBE on Feb. 3,2010. I am writng to enter testimony to support a minor change in Sec.10-145d-828(f) on Page 32. The magnitude and scope of the duties and responsibilities of a director of athletics dictate that only certified individuals should be assigned this important responsibility.In recent years the director of athletics position has grown tremendously and responsibilities have increased considerably, therefore I would like to propose the following. Proposed Change: Completely remove #1 under Sec. 10-145d-828(f)which states \"(1)Not responsible for supervision of coaches, shall be required to hold a coaching permit.\" In closing, the position of drector of athletics has changed drastically over the the last ten years and only certified individuals should be hired in those positions. Merely possessing a coaching permit does not prepare nor qualify an individual to perform the intricate amd delicate responsibilities now required for the position. Raymond DeAngelis, CAA President Connecticut Association of Athletic Directors 30 Realty Drive Cheshire,Ct. 06410 Work - (203)651-3921 Home - (203)287-9710 raymond.deangelis@gmail.com

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)



Raymond DeAngelis

raymond.deangelis@gmail.com

Retired Teacher

Connecticut Association of Athletic Directors

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OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: I support these proposed requirements for cross-endorsement in comprehensive school health education: For a cross-endorsement in comprehensive school health education, an applicant shall present evidence of 30 semester hours in each of the following areas: (i) elementary and secondary comprehensive school health education teaching methods (required); (ii) prevention education including substance abuse; alcohol, tobacco, and other drugs; intentional and unintentional injury; and behavioral change theory; (iii) comprehensive sexuality education that is medically accurate and developmentally- and culturally- appropriate; (iv) mental and emotional health including stress management; (v) developing healthy relationships including prevention of violence and harassment; (vi) holistic health and alternative approaches to health; (vii) health promotion and disease prevention including chronic and infectious disease; (viii) community and environmental health, coordinated school health; and (ix) human anatomy, physiology and human growth and development. In addition to these changes, I support the inclusion of Pre-K in the grade range for comprehensive school health education certification (043) so that the certification includes Pre-K through Grade 12.

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

Phyllis Jones

jonesp@region10ct.org

Department chair with some teaching responsibilities

Regional School District #10

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OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: School Counselors service ALL students not just Special Education students. These proposed changes will directly impede all school counseling programs throughout the state from aligning with the Comprehensive School Counseling program from 2008. It's hard to understand how SDE endorses this program in 2008 and now is proposing changes that will make the 2008 program impossible to reach. Also how are these proposals even created without contacting CSCA? It seems as though people who are completely unaware and uninformed about the training school counselors have are making these decisions.

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: There should be two certifications for reading, the 092 and the 097, because those who want to be remedial reading teachers by choice often possess different desires and personality traits than those who wish to be in a leadership position required of a Language Arts Consultant. Districts should be held accountable for their hiring practices. In Fairfield, the actual 097 certificate is not a requirement for employment. What then happens is that a team cannot be established because of the varying certificates represented and the mission of the LAC is fragmented, watered down, and not representative of what the State had in mind when creating the position. The remedial reading position is also important in creating a strong reading program in schools. These talented educators should be paid full salary and given benefits, not be treated and paid as hourly employees. Often time, this position is filled by anyone who has a college degree. I personally hope when the people making such a decision need heart surgery, anyone at the hospital with a college degree does the operation!

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Diane Minutillo  
Full-time teacher

minutild@naugy.net

Nauaotuck Board of Education

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OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: I support the recommendations for the changes in \"cross-endorsements\" in Health Education! In order to become Certified to teach Health Education, one must be well versed in all stated areas, taking courses in Drug Education and Group Facilitation is NOT SUFFICIENT!!

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: The purpose of this letter is to support an increase in the cross-endorsement requirements for educator certification in comprehensive school health education. Minimal coursework has previously been required for 043 Health Education certification, particularly for cross-endorsement from physical education. Perhaps sufficient for earlier generations of health education, these minimal requirements are not adequate preparation for teaching comprehensive school health education in the present and future, given the enormous growth in the body of knowledge and science of health education and the potential impact of health on individuals, families, communities and society. I support these proposed requirements for cross-endorsement in comprehensive school health education: For a cross-endorsement in comprehensive school health education, an applicant shall present evidence of 30 semester hours in each of the following areas: elementary and secondary comprehensive school health education teaching methods (required); prevention education including substance abuse; alcohol, tobacco, and other drugs; intentional and unintentional injury; and behavioral change theory; comprehensive sexuality education that is medically accurate and developmentally- and culturally- appropriate; mental and emotional health including stress management; developing healthy relationships including prevention of violence and harassment; holistic health and alternative approaches to health; health promotion and disease prevention including chronic and infectious disease; community and

Katelyn Giulino  
Full-time teacher  
NHS

giulinok@naugy.net

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environmental health, coordinated school health; and human anatomy, physiology and human growth and development. In addition to these changes, I support the inclusion of Pre-K in the grade range for comprehensive school health education certification (043) so that the certification includes Pre-K through Grade 12.

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Denise Swan

swand@naugy.net

Department chair with some teaching responsibilities

543 Rubber Ave. Naugatuck, CT 06770

Naugatuck Public Schools

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OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: TO: Bureau of Educator Standards and Certification Attention: Georgette Nemr RE: Comment on Proposed Certification Regulations for Comprehensive School Health Education (043) The purpose of this letter is to support an increase in the cross-endorsement requirements for educator certification in comprehensive school health education. Minimal coursework has previously been required for 043 Health Education certification, particularly for cross-endorsement from physical education. Perhaps sufficient for earlier generations of health education, these minimal requirements are not adequate preparation for teaching comprehensive school health education in the present and future, given the enormous growth in the body of knowledge and science of health education and the potential impact of health on individuals, families, communities and society. I support these proposed requirements for cross-endorsement in comprehensive school health education: For a cross-endorsement in comprehensive school health education, an applicant shall present evidence of 30 semester hours in each of the following areas: (i) elementary and secondary comprehensive school health education teaching methods (required); (ii) prevention education including substance abuse; alcohol, tobacco, and other drugs; intentional and unintentional injury; and behavioral change theory; (iii) comprehensive sexuality education that is medically accurate and developmentally- and culturally- appropriate; (iv) mental and emotional health including stress management; (v) developing healthy relationships including



Denise Swan

swand@naugy.net

Department chair with some teaching responsibilities

543 Rubber Ave. Naugatuck, CT 06770

Naugatuck Public Schools

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prevention of violence and harassment; (vi) holistic health and alternative approaches to health; (vii) health promotion and disease prevention including chronic and infectious disease; (viii) community and environmental health, coordinated school health; and (ix) human anatomy, physiology and human growth and development. In addition to these changes, I support the inclusion of Pre-K in the grade range for comprehensive school health education certification (043) so that the certification includes Pre-K through Grade 12.

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

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Angela Loomis  
Full-time teacher

loomisan@naugy.net

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and harassment; holistic health and alternative approaches to health; health promotion and disease prevention including chronic and infectious disease; community and environmental health, coordinated school health; and human anatomy, physiology and human growth and development. In addition to these changes, I support the inclusion of Pre-K in the grade range for comprehensive school health education certification (043) so that the certification includes Pre-K through Grade 12.

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: TO: Bureau of Educator Standards and Certification Attention: Georgette Nemr RE: Comment on Proposed Certification Regulations for Comprehensive School Health Education (043) The purpose of this letter is to support an increase in the cross-endorsement requirements for educator certification in comprehensive school health education. Minimal coursework has previously been required for 043 Health Education certification, particularly for cross-endorsement from physical education. Perhaps sufficient for earlier generations of health education, these minimal requirements are not adequate preparation for teaching comprehensive school health education in the present and future, given the enormous growth in the body of knowledge and science of health education and the potential impact of health on individuals, families, communities and society. I support these proposed requirements for cross-endorsement in comprehensive school health education: For a cross-endorsement in comprehensive school health education, an applicant shall present evidence of 30 semester hours in each of the following areas: elementary and secondary comprehensive school health education teaching methods (required); prevention education including substance abuse; alcohol, tobacco, and other drugs; intentional and unintentional injury; and behavioral change theory; comprehensive sexuality education that is medically accurate and developmentally- and culturally-appropriate; mental and emotional health including stress management; developing healthy relationships including prevention of violence

Jill Kozieradzki  
Full-time teacher

kozieraj@naugy.net

Naukatuck Board of Education

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and harassment; holistic health and alternative approaches to health; health promotion and disease prevention including chronic and infectious disease; community and environmental health, coordinated school health; and human anatomy, physiology and human growth and development. In addition to these changes, I support the inclusion of Pre-K in the grade range for comprehensive school health education certification (043) so that the certification includes Pre-K through Grade 12

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Kristeen Kaczka

kaczkak@newmilfordps.org

Department chair with some teaching responsibilities

New Milford High School 388 Danbury Road new Milford, CT 06776

New Milford Public Schools

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OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: I endorse the changes in the regulations for Health Education cross endorsement certificate to include 30 hours of preparation as listed in the new regulation recommendation. In addition I support the addition of Pre-K to the certificate. I have been a health educator for the past 30 years and have not felt comfortable with the training given to Physical education teachers who cross endorse to include Health education. The preparation was minimal and my observation of their mastery of content in Health education was never strongly demonstrated. over the years many communities are hiring PE/Health (cross endorsed) instructors to save money and to fill those teaching positions that teach mandated health areas. The topics covered--nutrition, HIV/AIDs, substance abuse prevention and often growth and development are difficult to approach for the most seasoned health educator. The State Department of Education should WANT a more highly prepared instructor for topics that cause parents and children such concerns. I support the improved preparation of my future colleagues.

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

Kristeen Kaczka

kaczkak@newmilfordps.org

Department chair with some teaching responsibilities

New Milford High School 388 Danbury Road new Milford, CT 06776

New Milford Public Schools

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OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: TO: Bureau of Educator Standards and Certification Attention: Georgette Nemr RE: Comment on Proposed Certification Regulations for Comprehensive School Health Education (043) The purpose of this letter is to support an increase in the cross-endorsement requirements for educator certification in comprehensive school health education. Minimal coursework has previously been required for 043 Health Education certification, particularly for cross-endorsement from physical education. Perhaps sufficient for earlier generations of health education, these minimal requirements are not adequate preparation for teaching comprehensive school health education in the present and future, given the enormous growth in the body of knowledge and science of health education and the potential impact of health on individuals, families, communities and society. I support these proposed requirements for cross-endorsement in comprehensive school health education: For a cross-endorsement in comprehensive school health education, an applicant shall present evidence of 30 semester hours in each of the following areas: elementary and secondary comprehensive school health education teaching methods (required); prevention education including substance abuse; alcohol, tobacco, and other drugs; intentional and unintentional injury; and behavioral change theory; comprehensive sexuality education that is medically accurate and developmentally- and culturally-appropriate; mental and emotional health including stress management; developing healthy relationships including prevention of violence



Kathleen Loukoumis

bachmank@naugy.net

Full-time teacher

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and harassment; holistic health and alternative approaches to health; health promotion and disease prevention including chronic and infectious disease; community and environmental health, coordinated school health; and human anatomy, physiology and human growth and development. In addition to these changes, I support the inclusion of Pre-K in the grade range for comprehensive school health education certification (043) so that the certification includes Pre-K through Grade 12.

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: As stated below, I support an increase in the cross-endorsement requirements for educator certification in comprehensive school health education. There are two additional comments I would like to add. One is that there does not appear to be a requirement in nutrition and physical activity, which is vital to the health of our youth. Perhaps a physical education certified teacher would have this training, but not others who may be applying for cross endorsement. In addition, it is my strong belief that health education should be a full credit requirement at the secondary level. Minimal coursework has previously been required for 043 Health Education certification, particularly for cross-endorsement from physical education. Perhaps sufficient for earlier generations of health education, these minimal requirements are not adequate preparation for teaching comprehensive school health education in the present and future, given the enormous growth in the body of knowledge and science of health education and the potential impact of health on individuals, families, communities and society. I support these proposed requirements for cross-endorsement in comprehensive school health education: For a cross-endorsement in comprehensive school health education, an applicant shall present evidence of 30 semester hours in each of the following areas: (i) elementary and secondary comprehensive school health education teaching methods (required); (ii) prevention education including substance abuse; alcohol, tobacco, and other drugs; intentional and unintentional injury; and behavioral change theory; (iii) comprehensive sexuality education that is medically accurate and developmentally- and culturally- appropriate; (iv) mental and emotional health including stress management; (v) developing healthy relationships including prevention of violence and harassment; (vi) holistic health and alternative approaches to health; (vii) health promotion and disease prevention including chronic and infectious disease; (viii) community and environmental health, coordinated school health; and (ix) human anatomy, physiology and human growth and development. In addition to these changes, I support the inclusion of Pre-K in the grade range for comprehensive school health education certification (043) so that the certification includes Pre-K through Grade 12.

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

Judy Blanchard  
Other  
Newtown Public Schools

blanchardj@newtown.k12.ct.us  
12 Berkshire Road Sandy Hook, CT 06482

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SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Erica White

whitee@mps1.org

Full-time teacher

Middletown High School

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OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: School counselors, psychologists and social workers have separate responsibilities within a school system and have different training within their degrees. It is due to this that their titles and roles cannot be used interchangeably. By adding special Ed responsibilities to counselor's duties it will only stretch counselors thinner and lead to counselor burnout. More importantly, it will also be detrimental to regular Ed students, as counselor will not have as much time for proactive measures or responsive services.

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Paula Gill Lopez

plopez@fairfield.edu

Higher education/professional

Fairfield University. Director of School Psychology

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OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: I respectfully suggest the following revisions to the School Psychologist Regulations: The following revision is for page 93 Part XV Special Services Sec. 10-145d-922. Provision of services to students with disabilities Persons holding a special services endorsement of school counselor, school psychologist, school socialworker, school marriage and family therapist or speech and language pathologist, in the employ of a board of education, may deliver one or more of the following services: (g) Provide prevention and early intervention services (SRBI) to regular education students prior to identification as students with disabilities. The following revisions are for page 97. (6) A coherent sequence of supervised field and clinical experiences with school-age children totaling a minimum of 1200 hours, with either the practicum or internship placement providing experiences with diverse populations, including but not limited to students of different cultural, linguistic, socioeconomic backgrounds and exceptionalities; (A) Practica experiences, which are completed prior to internship, may be in a public or clinical setting with appropriate supervision by the higher education institution and field placement; and (B) A minimum 1200 hour, 10 month full-time internship or its equivalent in a period not to exceed 20 school months, of supervised experience of which at least a minimum of 600 hours are completed in a board of education setting. If all other requirements except the internship are met, an initial educator certificate with a deficiency for the 10 month-full-time internship may be issued and reissued once, on the following conditions:

ADMINISTRATIVE: (None entered)

Paula Gill Lopez

plopez@fairfield.edu

Higher education/professional

Fairfield University. Director of School Psychology

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CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Michael Regan  
Full-time administrator other than department chair  
Newtown Public Schools

reganm@newtown.k12.ct.us  
Dr. Michael Regan Director of Pupil Services 3 Primrose Street Newtown,  
CT 06470

---

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: School Psychologist Certification Comments The following revision is for page 93 Part XV Special Services Sec. 10-145d -922. Provision of services to students with disabilities Persons holding a special services endorsement of school counselor, school psychologist, school socialworker, school marriage and family therapist or speech and language pathologist, in the employ of a board of education, may deliver one or more of the following services: (g) Provide prevention and early intervention services (SRBI) to regular education students prior to identification as students with disabilities. The following revisions are for page 97. (6) A coherent sequence of supervised field and clinical experiences with school-age children totaling a minimum of 1200 hours, with either the practicum or internship placement providing experiences with diverse populations, including but not limited to students of different cultural, linguistic, socioeconomic backgrounds and exceptionalities; (A) Practica experiences, which are completed prior to internship, may be in a public or clinical setting with appropriate supervision by the higher education institution and field placement; and (B) A minimum 1200 hour, 10 month full-time internship or its equivalent in a period not to exceed 20 school months, of supervised experience of which at least a minimum of 600 hours are completed in a board of education setting. If all other requirements except the internship are met, an initial educator certificate with a deficiency for the 10 month-full-time internship may be issued and reissued once, on the following conditions:

ADMINISTRATIVE: (None entered)

CROSS: (None entered)



Michael Regan

reganm@newtown.k12.ct.us

Full-time administrator other than department chair

Dr. Michael Regan Director of Pupil Services 3 Primrose Street Newtown,

Newtown Public Schools

CT 06470

---

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

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ADMINISTRATIVE: (None entered)

CROSS: (None entered)

geoff millenson

gmillenson@eastonps.org

Other

samuel staples elementary school

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OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

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ADMINISTRATIVE: (None entered)

CROSS: (None entered)

Emily Titrud

emily.titrud@gmail.com

Other

School Psvcholoav Practicum Student

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OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

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ADMINISTRATIVE: (None entered)

CROSS: (None entered)

Patricia Broadbent  
Other

trishb21@optonline.net  
54 Halsey Drive Old Greenwich, CT 06870

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OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: Part XV Special Services Sec. 10-145d-922. Provision of services to students with disabilities Persons holding a special services endorsement of school counselor, school psychologist, school social worker, school marriage and family therapist or speech and language pathologist, in the employ of a board of education, may deliver one or more of the following services: (g) Provide prevention and early intervention services (SRBI) to regular education students prior to identification as students with disabilities. The following revisions are for page 97. (6) A coherent sequence of supervised field and clinical experiences with school-age children totaling a minimum of 1200 hours, with either the practicum or internship placement providing experiences with diverse populations, including but not limited to students of different cultural, linguistic, socioeconomic backgrounds and exceptionalities; (A) Practica experiences, which are completed prior to internship, may be in a public or clinical setting with appropriate supervision by the higher education institution and field placement; and (B) A minimum 1200 hour, 10 month full-time internship or its equivalent in a period not to exceed 20 school months, of supervised experience of which at least a minimum of 600 hours are completed in a board of education setting. If all other requirements except the internship are met, an initial educator certificate with a deficiency for the 10 month-full-time internship may be issued and reissued once, on the following conditions:

ADMINISTRATIVE: (None entered)

CROSS: (None entered)



Maria G Scalise

mgs1130@optonline.net

Full-time teacher

Darien Public Schools

---

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

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ADMINISTRATIVE: (None entered)

CROSS: (None entered)

Jessica Sciarretto

sciarrettoj@fpsct.org

Full-time administrator other than department chair

Farminaton Public Schools

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OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: The following revision (\*) is for page 93 Part XV Special Services Sec. 10-145d-922. Provision of services to students with disabilities Persons holding a special services endorsement of school counselor, school psychologist, school socialworker, school marriage and family therapist or speech and language pathologist, in the employ of a board of education, may deliver one or more of the following services: \*(g) Provide prevention and early intervention services (SRBI) to regular education students prior to identification as students with disabilities. The following revisions (\*) are for page 97. (6) A coherent sequence of supervised field and clinical experiences with school-age children totaling a minimum of 1200 hours, with either the practicum or internship placement \*providing experiences with diverse populations, including but not limited to students of different cultural, linguistic, socioeconomic backgrounds and exceptionalities; \* [(A) Practica experiences, which are completed prior to internship, may be in] a public or clinical setting with appropriate supervision by the higher education institution \*[and field placement]; and \*[(B) A minimum 1200 hour], 10 month full-time internship or its equivalent in a period not to exceed 20 school months, \*[of supervised experience of which at least a minimum of 600 hours are completed in a board] of education setting. If all other requirements except the internship are met, an initial educator certificate with a deficiency for the 10 month-full-time internship may be issued and reissued once, on the following conditions

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

K. N. Vazquez  
Other  
Bridgeport BOE

knv\_313@yahoo.com  
895 Wood Ave, C1 Bridgeport CT 06604

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OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: I do not agree with not grandfathering teachers whom already have their degree under the certification 065. An article in the Hartford Courant dated 4-7-10 titled \"Teacher Job Shortage\" states that the state of Connecticut already has a shortage of teachers in special education. So why would you discontinue the 065 certification and not grandfather those professional teachers. The state would be doing a dis-service to the special education students in our state if this passes.

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: Comments Specific to Part XV Special Services Sec. 10-145d-922 This new section fundamentally changes and undermines the role and function of the school counselor in schools, which is primarily preventive in nature and exists to serve every student. In contrast, the other special services staff identified (school psychologist, school social worker, school MFT and speech and language pathologist) work primarily with the small group of students exhibiting difficulties in learning and school adjustment. The school counselor focuses on teaching skills and competencies to all students based on the nine national standards in the three domains of academic, personal/social and career planning through the Connecticut Comprehensive School Counseling Program (2008), published by the State Department of Education. In addition, the school counselor, through the individual planning component, works with each high school student to develop an individual plan which includes career exploration, defining future goals and identification of postsecondary options, including college. If the role of the school counselor is expanded to include the multitude of special education duties outlined in this new section, the preventative and planning work that all students need will be severely diminished. With the current focus on improving graduation rates, reducing dropouts, and providing equitable education services and postsecondary opportunities to all Connecticut students, this is not the time to reduce the level of guidance services. The proposal is directly contradictory to the secondary school reform plan, which seeks to provide more personalized support and guidance to students. The proposal is also counter-productive in resolving several issues recently identified in a research brief written by the Center for School Counseling Outcome Research at the University of Massachusetts Amherst (study conducted in partnership with the Connecticut State Department of Education and the Connecticut School Counseling Association in 2010), found at: <http://www.ctschoolcounselor.org/sites/ctschoolcounselor>.

Nancy M. Aleman

jancy78@comcast.net

Higher education/professional

St. Joseph College

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org/files/ConnecticutEvaluationReport.pdf. This report calls for reducing the student-to-counselor ratio so that school counselors can establish a personalized working alliance with each and every Connecticut high school student. Additionally, the report calls for the elimination of work tasks that interfere with the goal of counselors spending 80% of their time working directly with students. If this special services section is accepted without removing the school counselor designation, school counselors will be spending vast amounts of time facilitating PPT meetings, special education case management, testing, and the myriad of administrative tasks outlined in the proposal. As a result, counselors will struggle to deliver the components of the comprehensive program, and students will no longer receive the guidance support services they need in order to succeed in school and identify meaningful and substantial postsecondary goals and plans. In summary, I believe that the inclusion of the school counselor discipline in this new special services section demonstrates a fundamental lack of understanding of the role and function of school counseling services and how it differs substantially from the other special services providers. School counselors do not operate like school psychologists, social workers, MFTs or speech and language pathologists. Every child in every school in Connecticut will meet with their counselor in both the curriculum areas (classrooms, assemblies, small groups) and the postsecondary planning component of the comprehensive program. Please recognize that including the school counseling role in this section will drastically reduce the effectiveness of school counselors and lessen the substantial benefit that students receive when school counselors are able to implement their standards-based comprehensive model. Respectfully submitted, Nancy M. Aleman Former State Dept. of Education Consultant (Retired July, 2009) School Guidance and Counseling

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)



Brian Fell

bfell@region16ct.org

Full-time administrator other than department chair

CAAD

---

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: To: Connecticut State Department of Education Date: April 6, 2010 Re: Testimony Regarding a Proposed Change to Draft 2014 Certification Regulations Presented to the SBE on 2-3-2010 My name is Brian Fell and I am currently a member of the Connecticut Association of Athletic Directors. I am writing to enter testimony to support a minor change in Sec. 10-145d-828(f) on Page 32. The magnitude and scope of the duties and responsibilities of a director of athletics dictate that only certified individuals should be assigned this important responsibility. In recent years the director of athletics position has grown tremendously and responsibilities have increased considerably, therefore I would like to propose the following: Proposed Change: Completely remove #1 under Sec. 10-145d-828 (f) which states "(1) Not responsible for supervision of coaches, shall be required to hold a coaching permit" The position of director of athletics has changed drastically in the past ten years and only properly certified individuals should be hired in those positions. Merely

Brian Fell

bfell@region16ct.org

Full-time administrator other than department chair

CAAD

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possessing a coaching permit does not prepare nor qualify an individual to perform the intricate and delicate responsibilities now required for the position.

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: I am in favor of the proposal for the new regulations regarding cross endorsement in health certification. I also support the inclusion of Pre-K through 12 in the 043 requirement process. Health education is a vital need for the overall health of our individual communities and overall wellness of our world. The ability for health educators to positively impact our students in the areas of human growth, disease prevention, nutrition, physical activity and all the areas of health are essential for producing productive members of this generation.

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: I am writing to voice my concerns about the proposed certification requirement for school counselors. Specifically, section 10-145d-922 lumps school counselors in with school psychologists, school social workers, school marriage and family therapists, and speech and language pathologists. Professional school counselors implement whole school programming. To completely understand the role of the school counselor, I direct you to the American School Counselor Association's National Model website (<http://ascanationalmodel.org/>), and our own Connecticut School Counselor Association Website for Comprehensive School Counseling Programs (<http://www.ctschoolcounselor.org/sites/ctschoolcounselor.org/files/comprehensive-school-counseling-guide-final-6-02-08.pdf>). School counselors develop whole school systemic programs, classroom guidance, group counseling, and individual interventions to meet the needs of ALL students in the school, which is very much UNLIKE the other professionals in the building with whom they have been lumped. Other professionals, such as the school psychologists, school social workers, school marriage and family therapists, and speech and language pathologists often work with only a small subset of the student population- not the ENTIRE student population as do school counselors. Reading a.-f. in this section makes it appear as though the school counselor's primary responsibility is toward special education students. Although, school counselors develop programming for this population of students, their charge is much greater than what a.-f. seem to suggest. I would respectfully and strongly suggest that the committee overseeing these regulations reconsider lumping school counselors in with these other professionals, and taking the time to truly understand the role of the school counselor. In Sec. 10-14d-926c, there is listed a requirement for school counselors to receive "A minimum of 20 hours of training in design, implementation of behavioral support and analysis for students with behavioral disabilities or autism spectrum disorders." I am not opposed to school

counselors learning more about behavioral disabilities or ASDs. In fact, as a former school counselor, a school counselor educator, and mother of twins with ASD, I applaud your intent to make sure that all professionals in the building understand more about ASDs. However, I believe that this section could be made more relevant to school counselors. It is not the school counselor's job to "design, assess, and implement behavioral support and analysis." That is certainly more relevant to the other professionals listed earlier. Rather, the school counselor should be involved in helping these students, through systemic programs, classroom guidance, group counseling, and individual interventions to provide personal social, academic, career, and college readiness support. These types of school counselor interventions would include programming in: social skills, making friends, expressing feelings, teaching typical students to accept those with differences, providing peer tutors and peer mentors, assessing interests and abilities for post-secondary employment, and finding college programs and internships that will provide supports specifically for students with ASDs. Frankly, I could easily list well over 100 interventions that school counselors could undertake on behalf of students with behavioral disabilities and ASDs, but none of these are reflected in this section of the regulations. Please reconsider and revise the school counselor certification requirements to be in line with the national and state role definition of school counselors. Remove Sec. 10-145d-922 and revise Sec. 10-14d-926c, accordingly. Respectfully submitted, Rachelle Pérusse, Ph.D., NCC, NCSC Associate Professor, School Counseling Program Department of Educational Psychology University of Connecticut 249 Glenbrook Road, Unit 2064 Storrs, Connecticut 06269-2064 Telephone: (860) 486-0266 Facsimile: (860) 486-0180 web: [www.epsy.uconn.edu](http://www.epsy.uconn.edu)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Cathy Cardini  
Full-time teacher  
East Hartford High School

cardini.ca@easthartford.org  
27 Brookline Dr. West Hartford CT 06107

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OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: I believe that an increase in the corss endorsement requirements for educator certification in comprehensive school health education. I support these proposed requirements for cross-endorsement in comprehensive school health education. In addition I support the inclusion of pre K in the grade range for compreshensive school health education certification (043) so that the certification includes pre-k through grade 12.

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

tony dellavecchia

dellavecchia.t@easthartford.org

Not answered

east htfd public schools

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OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: i support thsesse proposed requirements for cross-endorsement in comprehensive school health education and i also support the inclusion of pre-k in the grade range for comprehensive school health ed certification( 043 ) so that the certification includes pre-k through grade 12

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Rick Milton  
Full-time teacher  
East Hartford board of Education

Milton.rj@easthartford.org

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OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: I support these proposed requirements for cross-endorsement in comprehensive school health education. In addition to these changes, I support the inclusion of Pre-K in the grade range for comprehensive school health education certification (043) so that the certification includes Pre-K through Grade 12.

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Dru Schlosser  
Full-time teacher  
East Hartford

dru.schlosser@comcast.net  
58 Behrens Road New Hartford, CT 06057

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OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: I am writing to express my approval for making Health Certification 30 credits. I feel it will provide future teachers with the necessary tools required to instruct our students and staff about new health reform and safety regulations (H1N1, etc). It will also help create new jobs as well as secure current teaching positions for Health and Physical Education in the State of Connecticut. Thank you-Dru Schlosser

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)



Toby Bianco

tobybianco@yahoo.com

Full-time teacher

East Hartford Physical Education Department

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OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: I am in support the proposed requirements for cross-endorsement in comprehensive school health education.

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: I am writing in regards for the cross-endorsement in comprehensive school health education in which an applicant shall present evidence of 30 semester hours in each of the stated objectives. Also, in these additions, I support the inclusion of pre-k in the grade range of comprehensive school health certification (043).

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: I am writing in regards for the cross-endorsement in comprehensive school health education in which an applicant shall present evidence of 30 semester hours in each of the stated objectives. I support the inclusion of pre-K in the grade range of comprehensive school health certification (043).

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Steve Higgins

shiggins45@sbcglobal.net

Full-time teacher

East Hartford Physical Education Department

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OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: I am in support the proposed requirements for the cross-endorsement in comprehensive school health education.

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: I support the proposed requirements for cross endorsement in health education. With the growing needs for students in health education I feel it is important that we increase our standards for Health education teachers. I also feel that with the increased knowledge and understanding of health teachers need a greater background of understanding in the subject of Health Education.

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Kyle Wood  
Full-time teacher  
East Hartford Public Schools

wood.kr@easthartford.org  
83 Bramblebush Road Manchester, CT 06040

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OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: I support these proposed requirements for cross-endorsement in comprehensive school health education. In addition to these changes, I support the inclusion of Pre-K in the grade range for comprehensive school health education certification (043) so that the certification includes Pre-K through Grade 12.

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: I agree with the change of 30 credit hours for the cross endorsement of a health teacher. It should be pre k to 12 just like it is now.

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Sue Patria  
Full-time teacher  
High School

patria.s@easthartford.org  
Sue Patria East Hartford High School 869 Forbes ST East Hartford, CT  
06118

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OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: I support the endorsement of cross-certification in Health. It should include pre-k through 12th.

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: I support the endorsement of cross certification for health and PE in grades pre-k through grade 12.

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)



Michael Montovani

montomonto1@comcast.net

Full-time teacher

10B Atwood st hartford Ct 06105

east hartford board of education

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OVERALL COMMENTS: I support these proposed requirements for cross endorsement in comprehensive school health education, in addition I support the inclusion of Pre-k for health cert. (043)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Josh Charbonneau & David Sylvester  
Full-time teacher  
East Hartford Public Education

dsylvester04@aol.com  
311 Carriage Drive Kensington, CT 06037

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OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: I am in favor of the proposed requirements for cross-endorsement in comprehensive school health education. In addition to these changes, I support the inclusion of Pre-K in the grade range for comprehensive school health education (043).

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Robert Nadler  
Full-time teacher  
East Hartford

robertnadler@cox.net  
43 Old Farm Rd. Somers, CT 06071

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OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: I support PK-12 health education

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: This comment is an additional response to the comments from the Department of Special Education and Reading speaking against the current proposed regulations and in favor of a combined or blended initial certification. These additional comments relate specifically to the current proposed changes to the early childhood Nursery to Grade 3 certificate. The proposed Nursery to Grade 3 regulations no longer include the special education certification component for Pre-K and K that has been a part of this certificate since it was established. At the present time, only young children with special needs have a federal right to an education. The State Department of Education is now proposing a certificate for teachers that will prepare them to work with typically developing children, with some special education competencies "infused" by early childhood educators, who may not have expertise in special education, rather than proposing a certificate that prepares teachers to serve all young children, including young children with special needs. In terms of the preparation required, the State Department of Education is proposing that a practicum experience in non-public school, community based nursery school settings that include young children with special needs is adequate to prepare teachers to work in public school settings. We would suggest that a full student teaching in a public school setting, where the requirements of Part B and Part C of IDEA must be met, should be a major component of teacher preparation in early childhood. The preschool years represent a time of much growth. The beginnings of development in all domains - cognitive, social, communication, social-emotional and adaptive - are emerging during these years. Teachers who are prepared in both regular and special education in an integrated way are in the best position to support typically developing children, to understand and effectively work with young children at risk, and to create opportunities for full inclusion of young children with special needs. Young children learn through their ongoing exposure to significant adults and experiences within their natural environments. They do not learn through "pull out" or "push in" experiences with people who are only intermittently in their lives. Early childhood teachers who understand early childhood development in its full range and who have an ongoing relationship with children and families are in the best position to influence development. Creating two preparation systems - an early childhood system and then a special education Pre-K to K system - creates more changes in personnel and thus, more stress and more transitions for those young children who do need additional support and for their families. This is a missed opportunity to combine the best perspectives of both early childhood and early childhood special education into one preparation program. Early childhood is a unique developmental period, and one that requires the best and most fully informed teachers we can prepare. We strongly propose a blended early childhood certificate for Nursery to Grade 3.

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

Patricia Major, Ph.D.

majorp1@southernct.edu

Higher education/professional

Southern Connecticut State University

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TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: Thank you for the opportunity to contribute to the public record of commentary on the approval of the state educator certification regulation changes proposed by the Connecticut State Department of Education. The Connecticut State University System (CSUS) is Connecticut's largest public university system, with more than 36,000 students. Through our four universities -- Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University and Western Connecticut State University -- the four schools of education provide rigorous and specialized teacher training programs at the baccalaureate and masters degree levels. CSUS trains a large percentage of Connecticut's public school teachers, and has partnerships with many schools throughout the state to provide relevant and rigorous programs of training for beginning teachers. Representing the largest teacher training programs in the state, CSUS has several concerns about the proposed regulations. First, the elimination of the initial certification in special education. We agree with the University of Connecticut (UConn) that the elimination of initial certification in special education would be a problem for Connecticut. As expressed by Thomas Defranco, Dean of the Neag School of Education at UConn: "Special education is a critical shortage area, within the state of Connecticut and nationwide. According to the NEA, the number of U.S. students enrolled in special education programs has risen 30 percent over the past ten years. We are concerned that the new regulations will result in a more dire shortage, particularly in Connecticut. There is no evidence that creating an advanced certificate in special education will draw individuals who are currently certified in elementary or secondary education to special education, and we are particularly concerned about this assumption at the secondary level. If you were a high school chemistry teacher, would you decide to change your career and go back to school to become a special education interventionist? "While some teacher preparation programs may restructure to meet the requirements of both elementary/secondary certification and the special education interventionist certification that are laid out in the proposed regulations, we believe that any such program will either be watered down or will require an inordinate amount of post-secondary education prior to entering the job market. ....College cost is great concern of our students and their families. A six-year post-secondary education program will not meet the needs of the students and thus furtheracerbate the shortage of candidates in the special education program. "Lastly, the elimination of the initial certification in special education has a significant impact on colleges and universities that are currently staffed to provide comprehensive initial certification programs." The CSUS universities, especially Southern Connecticut State University, which is nationally recognized in special education and autism studies, have strong special education faculty. These faculty members are dedicated to preparing new special educators. Are we really ready to continue to pay these experts only to waste some aspects of their expertise by not allowing them to prepare new special educators? Further, the extensive programmatic revisions that would be required to create new programs to prepare only advanced level interventionists will be quite expensive, and the universities are currently in a funding squeeze as is the entire State of Connecticut. Lastly, the State Department of Education has invited several nationally known experts to comment on special education certification, and as Dean Defranco pointed out, they agree that eliminating initial certification for special education is a bad idea. Again quoting from UConn's testimony: "On September 23, 2008, the Connecticut State Department of Education invited Dr. Michael L. Hardman, Dean, College of Education at University of Utah, to share his thoughts on the integrated special education model. When he was asked if he believed that a state should completely eliminate the initial special educator certification program, Dr. Hardman answered: "No!" "On October 22, 2008, Dr. Walter Kimball from the University of Southern Maine, another Connecticut State Department of Education invited expert, was asked the same question. His answer was the same as Dr. Hardman's -- a resounding "No!" We therefore agree, as suggested by the experts hired by the Connecticut State Department of

Education, that elimination of the initial certification in special education is not in the best interest of furthering effective education in Connecticut. Our second concern about the proposed regulations relates to its continued focus on courses and credits rather than on teacher competencies. Again, the Connecticut State University System is in agreement with UConn: "The proposed system continues to include a focus on counting inputs, dictating courses, course content, and credits, instead of a focus on assessing outcomes of candidates. The national trend and best practice in teacher preparation are centered on assessing outcomes as the main indicators of program quality. Current required inputs do not always lead directly to the outcomes that are laid out in such documents as the Common Core of Teaching. The end result is a 'full' program, stuffed with courses, some of which have little value in forming and shaping teacher competence. An effective revision of the teacher certification regulations should include some housecleaning. CSDE should be the lead in revisiting and revising statutes that may no longer have critical importance for tomorrow's teachers. "If the focus of certification shifted toward best practice – the assessment of outcomes – colleges and universities would have the freedom to design and manage programs that lead to the desired outcomes for their students." While CSUS understands that the Option A allows for certification of students who complete nationally recognized programs, the technical issue of national recognition with conditions remains problematic. Since the role of the national accrediting body is to foster continuous improvement, a program accepted with conditions is not deficient. The language should simply state that a program approved by the CSDE (which has agreed to use national standards in its approval process) should be deemed to be an acceptable program for purposes of candidate certification. The program approval process should be strengthened and be separate from the candidate certification process. Candidates should be judged on their competencies, not on how many courses their programs offered in various areas. Programs should be held accountable to produce candidates competent to step into the demanding role of beginning teacher. If we continue to define the particulars of the teacher training programs in terms of numbers of courses, we will not open the door for programs that will change and grow as needed to meet changing needs of the public school system. The proposed language does not hold either programs or candidates accountable for outcomes. We appreciate the seriousness with which you are approaching revisions to the educator certification regulations, and we are grateful for the opportunity to share our perspective on these most important matters. As your deliberations continue, we would welcome the opportunity to be of further assistance, as we both endeavor to provide Connecticut students with the education that will best serve their needs and the needs of our state. feroel@ct.edu

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

Louise Feroe

feroel@ct.edu

Higher education/professional

Connecticut State University System

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LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)



OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: Department of Special Education and Reading at Southern Connecticut State University response to proposed 2014 certification regulations Submitted by Deborah Newton, Ed.D., Chairperson and Associate Professor April 29, 2010 The Department of Special Education and Reading at Southern Connecticut State University believes the best model for teacher preparation is one that prepares beginning teachers to work with all children, typically developing and those identified with special needs, as well as the many children who are at risk or may need additional support. This combined model of teacher preparation must include the best knowledge we have in both the fields of general and special education. An initial certificate that prepares candidates to teach all students at either the early childhood or elementary level (i.e. a blended certificate) was an option on the table during earlier discussions regarding certification changes. This option was changed to the new proposed regulations where certification in general education is required before a candidate can become certified in special education. In other words, candidates must earn two separate certificates, first a general education certificate and then a special education certificate. We are writing in opposition to the current proposed regulation changes and in favor of a blended initial certification for the following reasons: • We already have a shortage of special educators in the state. The proposed regulations will increase that shortage by delaying a prospective special educator's entry into the field, and/or making it so time and cost intensive that potential special educators never enter the field at all. A blended initial general and special education certificate provides greater flexibility in addressing the needs of our state, needs within individual schools, and in the career paths of our candidates. • All types of learners are in our classrooms. Preparing beginning teachers with the best and combined knowledge base of general and special education at the initial certification level addresses the needs of all learners. This kind of preparation underlies our current undergraduate collaborative elementary/special education program – a program that will be eliminated by the proposed regulations. • In the proposed regulations, several special education competencies are listed as required for initial general education certification. The mere listing of

competencies, without any specific course requirements or licensure exams that actually tap these competencies, is not likely to change most current preparation practices for general educators. Furthermore, special education is a separate discipline, with a unique knowledge base and specialized professional organizations and professional standards. As with any discipline, the best way to transmit this knowledge base is by faculty with expertise in the field. Infusing bits and pieces of the special education knowledge base into general education courses will not give prospective general educators the depth of understanding, the skills, and the dispositions required to help children with disabilities in meaningful ways; it will result in an incomplete and fractured understanding of the discipline. A combined/blended initial certification creates a model that provides beginning teachers with the knowledge and skills to teach all children, as well as promotes the unified system of general and special education that has been strongly encouraged across many state policies. Master's level work can then be devoted to specializing and gaining more in-depth knowledge in a particular area of teaching, for example, specializing in a particular area of disability (e.g., autism), a particular area of content knowledge (e.g., reading) or in other areas of education. This deeper knowledge is then brought back into the schools, increasing positive outcomes for all students, not only those with disabilities. This is a much stronger model than that provided by two "initial level" certificates, one following the other. As the proposed regulations stand, we will increase the shortage of special education teachers in the state and decrease the capacity of beginning teachers to address effectively the needs of all children. For these reasons, we support the concept of a blended initial certification, and do not support the proposed regulations.

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: Public Comment Concerning the Proposed Educator Certification Regulations Name: Louise H. Feroe Role: Sr. Vice Chancellor Organization: Connecticut State University System Thank you for the opportunity to contribute to the public record of commentary on the approval of the state educator certification regulation changes proposed by the Connecticut State Department of Education. The Connecticut State University System (CSUS) is Connecticut's largest public university system, with more than 36,000 students. Through our four universities -- Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University and Western Connecticut State University -- the four schools of education provide rigorous and specialized teacher training programs at the baccalaureate and masters degree levels. CSUS trains a large percentage of Connecticut's public school teachers, and has partnerships with many schools throughout the state to provide relevant and rigorous programs of training for beginning teachers. Representing the largest teacher training programs in the state, CSUS has several concerns about the proposed regulations. First, the elimination of the initial certification in special education. We agree with the University of Connecticut (UConn) that the elimination of initial certification in special education would be a problem for Connecticut. As expressed by Thomas Defranco, Dean of the Neag School of Education at UConn: "Special education is a critical shortage area, within the state of Connecticut and nationwide. According to the NEA, the number of U.S. students enrolled in special education programs has risen 30 percent over the past ten years. We are concerned that the new regulations will result in a more dire shortage, particularly in Connecticut. There is no evidence that creating an advanced certificate in special education will draw individuals who are currently certified in elementary or secondary education to special education, and we are particularly concerned about this assumption at the secondary level. If you were a high school chemistry teacher, would you decide to change your career and go back to school to become a special education interventionist? "While some teacher preparation programs may restructure to meet the requirements of both elementary/secondary certification and the special education interventionist certification that are laid out in the proposed regulations, we believe that any such program will either be watered down or will require an inordinate amount of post-secondary education prior to entering the job market. ....College cost is great concern of our students and their families. A six-year post-secondary education program will not meet the needs of the students and thus furtheracerbate the shortage of candidates in the special education program. "Lastly, the elimination of the initial certification in special education has a significant impact on colleges and universities that are currently staffed to provide comprehensive initial certification programs." The CSUS universities, especially Southern Connecticut State University, which is nationally recognized in special education and autism studies, have strong special education faculty. These faculty members are dedicated to preparing new special educators. Are we really ready to continue to pay these experts only to waste some aspects of their expertise by not allowing them to prepare new special educators? Further, the extensive programmatic revisions that would be required to create new programs to prepare only advanced level interventionists will be quite expensive, and the universities are currently in a funding squeeze as is the entire State of Connecticut. Lastly, the State Department of Education has invited several nationally known experts to comment on special education certification, and as Dean Defranco pointed out, they agree that eliminating initial certification for special education is a bad idea. Again quoting from UConn's testimony: "On September 23, 2008, the Connecticut State Department of Education invited Dr. Michael L. Hardman, Dean, College of Education at University of Utah, to share his thoughts on the integrated special education model. When he was asked if he believed that a state should completely eliminate the initial special educator certification program, Dr. Hardman answered: "No!" "On October 22, 2008, Dr. Walter Kimball from the University of Southern Maine, another Connecticut State Department of Education invited expert, was asked the same

question. His answer was the same as Dr. Hardman's — a resounding "No!" We therefore agree, as suggested by the experts hired by the Connecticut State Department of Education, that elimination of the initial certification in special education is not in the best interest of furthering effective education in Connecticut. Our second concern about the proposed regulations relates to its continued focus on courses and credits rather than on teacher competencies. Again, the Connecticut State University System is in agreement with UConn: "The proposed system continues to include a focus on counting inputs, dictating courses, course content, and credits, instead of a focus on assessing outcomes of candidates. The national trend and best practice in teacher preparation are centered on assessing outcomes as the main indicators of program quality. Current required inputs do not always lead directly to the outcomes that are laid out in such documents as the Common Core of Teaching. The end result is a 'full' program, stuffed with courses, some of which have little value in forming and shaping teacher competence. An effective revision of the teacher certification regulations should include some housecleaning. CSDE should be the lead in revisiting and revising statutes that may no longer have critical importance for tomorrow's teachers. "If the focus of certification shifted toward best practice – the assessment of outcomes – colleges and universities would have the freedom to design and manage programs that lead to the desired outcomes for their students." While CSUS understands that the Option A allows for certification of students who complete nationally recognized programs, the technical issue of national recognition with conditions remains problematic. Since the role of the national accrediting body is to foster continuous improvement, a program accepted with conditions is not deficient. The language should simply state that a program approved by the CSDE (which has agreed to use national standards in its approval process) should be deemed to be an acceptable program for purposes of candidate certification. The program approval process should be strengthened and be separate from the candidate certification process. Candidates should be judged on their competencies, not on how many courses their programs offered in various areas. Programs should be held accountable to produce candidates competent to step into the demanding role of beginning teacher. If we continue to define the particulars of the teacher training programs in terms of numbers of courses, we will not open the door for programs that will change and grow as needed to meet changing needs of the public school system. The proposed language does not hold either programs or candidates accountable for outcomes. We appreciate the seriousness with which you are approaching revisions to the educator certification regulations, and we are grateful for the opportunity to share our perspective on these most important matters. As your deliberations continue, we would welcome the opportunity to be of further assistance, as we both endeavor to provide Connecticut students with the education that will best serve their needs and the needs of our state.

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

Louise Feroe

feroel@ct.edu

Higher education/professional

Connecticut State University System

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TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: CASCD is concerned about transition issues districts may face if the new regulations are adopted as proposed. Specifically, as entered in the appropriate sections below, districts will face undue hardship hiring and/or replacing certified educators if these requirements for certification are adopted as written, unless an appropriate grace period or grandfather clause is established. Specifically, CASCD is supportive of: 1. Requirement for courses that include methods for teaching reading and writing within the Grade 6 – 12 secondary content areas 2. Requirements for courses in 'Assessment of Learning' to inform instruction K-12 3. Requirements for courses in 'Methods of Differentiated Instruction' K-12 4. Requiring instructional leadership for Special Education paraprofessionals 5. Changes that allow for acceptance of teacher certification from other states in certain certification areas

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: An appropriate grace period (or grandfather clause) for those working with K-6 or K-8 certification in middle schools. Proposed regulations call for educators working in grade six in a middle school to have majored in a specific content area. However, many districts utilize teachers certified K-6 or K-8 (without a major in the content area) as middle school teachers. Requiring districts to accommodate this change without an adjustment period would create extreme difficulty.

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: An appropriate grace period (or grandfather clause) for those currently working as 'Teacher Leaders' to earn Teacher Leader Certificates. This will enable schools to plan and transition to the new regulations more effectively.

LITERACY: An appropriate grace period (or grandfather clause) for those currently working as 'Literary Specialists' to earn certificates. This will enable schools to plan and transition to the new regulations more effectively.

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: An appropriate grace period (or grandfather clause) for those currently working as 'Assistant Superintendents' to earn 093 certificates. Presently many assistant superintendents have earned 092 certification, as required under current regulations. This new requirement will place undue hardship on districts and assistant superintendents who are properly certified as required by the State of

William Duffy

wmduffy@cox.net

Full-time administrator other than department chair

Ct Association for Supervision and Curriculum Deve

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Connecticut. Elimination of the required "10 month full time internship" for the intermediate administrative certificate. This creates undue hardship and will limit the ability of many capable educators to serve as instructional leaders.

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: To: CSDE From: Judith Terpstra, Ph.D. Associate Professor, Undergraduate Coordinator, Southern Connecticut State University Re: Response to proposed 2014 certification regulations April 28, 2010 I am writing to comment on the proposed changes to teacher certification. I would particularly like to address the issues related to special education teacher certification changes. While I agree with the idea that all teachers need to be well grounded in child development and understand general education I have the following points to make in favor of NOT approving these proposed regulation for special education teacher certification. I urge the CSDE to reconsider these teacher certification regulations for the benefit of teachers and students with disabilities in Connecticut. 1. Due to these changes in special education teacher certification the one result will be INCREASING A SHORTAGE AREA FOR TEACHING a. UNDERGRADUATE STUDENTS are a large pool of prospective special educators who will not be able to teach special education following the completion of their undergraduate degree. We see many pre-service teachers who are dedicated to special education and who wish to work with students with disabilities. Many of these undergraduate students are dedicated to working with children with the most severe disabilities and the most difficult behaviors. Special education is already a "high needs" area where teachers are easily "burned out" and school districts are continually hiring for these teaching positions. Reducing the amount of graduates in special education who are able to be certified will increase this shortage area. This is not in the best interest of the children with disabilities in the state of Connecticut. b. Many UNDERGRADUATE STUDENTS will not be able to go on right away to further their education and obtain a Graduate degree in Special Education for certification in this area due to the need to find employment right away, financial issues, etc. This will exacerbate the shortage of teachers in special education and overwhelm the already over-loaded field of Elementary Education. Even the most highly regarded new graduates from the elementary programs (some of whom were forced to get an elementary degree so that they will be able to go on for a graduate certification in special education) will have a difficult time finding employment due to the current state of the field



and made worse by the cut-backs and budget problems faced by districts across the state. 2. With all teachers in Connecticut under the proposed regulations being educated in general education first or as undergraduates in many situations, those teachers will not have the opportunity to participate in a collaborative program (as is offered at SCSU). In many traditional undergraduate general education programs special education is only covered in a few competencies. General education teacher education programs are currently considering this to be 0-2 courses in special education. While teacher certification is proposed to be looked at according to competencies many programs will consider that they can "infuse" these competencies into current courses. Special education is and must be seen as a separate and independent field of education with its own body of knowledge and expertise. Special education students are some of the most difficult children to teach in a school and require advanced knowledge and skills that can only be obtained through interaction with experienced faculty teaching specific special education skills to pre-service teachers. These proposed certification regulations will result in general educators will less knowledge about differentiated instruction and children with disabilities. 3. Southern Connecticut State University is in a unique position (as you called on us last spring to present about) with our current Collaborative Program. At the end of this program students are currently eligible to apply for both general education elementary K-6 and Special Education K-12 certification. If the certification regulations are approved this program will be discontinued and the opportunities currently afforded students in Connecticut and surrounding states to participate in this collaborative teacher education program will cease as will the opportunities and benefits to all of the future children who would have been educated by these collaborative teachers. 4. The Department of Special Education and Reading at Southern Connecticut State University also currently has a highly regarded Special Education Comprehensive Program in which students become eligible for teacher certification in special education K-12. As a part of this program the students are highly educated in the area of special education and they also experience a variety of courses in elementary education curriculum. Many of the students in this program go on to work in specialized settings and special education schools where they apply their specialized skills to work with children with special needs throughout the state of Connecticut. If the proposed teacher certification regulations are approved this program will also be discontinued to the detriment of children across the state.

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Jay Cottone

jcottone@wethersfield.k12.ct.us

Full-time administrator other than department chair

411 Wolcott Hill Road Wethersfield CT 06109

Wethersfield High School

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OVERALL COMMENTS: My name is Jay Cottone and I am currently the Athletic Director at Wethersfield HS. I am writing to enter testimony to support a minor change in Sec. 10-145d-828(f) on Page 32. The magnitude and scope of the duties and responsibilities of a director of athletics dictate that only certified individuals should be assigned this important responsibility. In recent years the director of athletics position has grown tremendously and responsibilities have increased considerably, therefore I would like to propose the following: Proposed Change: Completely remove #1 under Sec. 10-145d-828(f) which states "Not responsible for supervision of coaches, shall be required to hold a coaching permit" The position of director of athletics has changed drastically in the past ten years and only properly certified individuals should be hired in those positions. Merely possessing a coaching permit does not prepare nor qualify an individual to perform the intricate and delicate responsibilities now required for the position.

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

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OVERALL COMMENTS: My name is Ken Marcucio and I am currently the CAAD Treasurer. I am writing to enter testimony to support a minor change in Sec. 10-145d-828(f) on Page 32. The magnitude and scope of the duties and responsibilities of a director of athletics dictate that only certified individuals should be assigned this important responsibility. In recent years the director of athletics position has grown tremendously and responsibilities have increased considerably, therefore I would like to propose the following: Proposed Change: Completely remove #1 under Sec. 10-145d-828(f) which states "Not responsible for supervision of coaches, shall be required to hold a coaching permit" The position of director of athletics has changed drastically in the past ten years and only properly certified individuals should be hired in those positions. Merely possessing a coaching permit does not prepare nor qualify an individual to perform the intricate and delicate responsibilities now required for the position.

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LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Chip Dorwin

dorwinc@guilford.k12.ct.us

Full-time administrator other than department chair

CAAD

---

OVERALL COMMENTS: I am currently a member of the Connecticut Association of Athletic Directors Board of Control. I am writing to enter testimony to support a minor change in Sec. 10-145d-828(f) on Page 32. The magnitude and scope of the duties and responsibilities of a director of athletics dictate that only certified individuals should be assigned this important responsibility. In recent years the director of athletics position has grown tremendously and responsibilities have increased considerably, therefore I would like to propose the following: Proposed Change: Completely remove #1 under Sec. 10-145d-828(f) which states "Not responsible for supervision of coaches, shall be required to hold a coaching permit" The position of director of athletics has changed drastically in the past ten years and only properly certified individuals should be hired in those positions. Merely possessing a coaching permit does not prepare nor qualify an individual to perform the intricate and delicate responsibilities now required for the position.

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LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

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SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Dave Curtis  
Full-time teacher  
Vinal Technical HS

david.curtis@ct.gov

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OVERALL COMMENTS: I am currently a member of the Connecticut Association of Athletic Directors Board of Control. I am writing to enter testimony to support a minor change in Sec. 10-145d-828(f) on Page 32. The magnitude and scope of the duties and responsibilities of a director of athletics dictate that only certified individuals should be assigned this important responsibility. In recent years the director of athletics position has grown tremendously and responsibilities have increased considerably, therefore I would like to propose the following: Proposed Change: Completely remove #1 under Sec. 10-145d-828(f) which states "Not responsible for supervision of coaches, shall be required to hold a coaching permit" The position of director of athletics has changed drastically in the past ten years and only properly certified individuals should be hired in those positions. Merely possessing a coaching permit does not prepare nor qualify an individual to perform the intricate and delicate responsibilities now required for the position.

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SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Joe Canzanella

pe@new-haven.k12.ct.us

Full-time administrator other than department chair

New haven Public Schools

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SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Steve Phelps

Steven.Phelps@vernonct.org

Teacher with some administrative responsibilities

Rockville HS

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OVERALL COMMENTS: I am currently a member of the Connecticut Association of Athletic Directors Board of Control. I am writing to enter testimony to support a minor change in Sec. 10-145d-828(f) on Page 32. The magnitude and scope of the duties and responsibilities of a director of athletics dictate that only certified individuals should be assigned this important responsibility. In recent years the director of athletics position has grown tremendously and responsibilities have increased considerably, therefore I would like to propose the following: Proposed Change: Completely remove #1 under Sec. 10-145d-828(f) which states "Not responsible for supervision of coaches, shall be required to hold a coaching permit" The position of director of athletics has changed drastically in the past ten years and only properly certified individuals should be hired in those positions. Merely possessing a coaching permit does not prepare nor qualify an individual to perform the intricate and delicate responsibilities now required for the position.

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LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)



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LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Matt Perachi  
Full-time teacher  
Shepaug HS

perachim@region-12.org

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OVERALL COMMENTS: I am currently a member of the Connecticut Association of Athletic Directors Board of Control. I am writing to enter testimony to support a minor change in Sec. 10-145d-828(f) on Page 32. The magnitude and scope of the duties and responsibilities of a director of athletics dictate that only certified individuals should be assigned this important responsibility. In recent years the director of athletics position has grown tremendously and responsibilities have increased considerably, therefore I would like to propose the following: Proposed Change: Completely remove #1 under Sec. 10-145d-828(f) which states "Not responsible for supervision of coaches, shall be required to hold a coaching permit" The position of director of athletics has changed drastically in the past ten years and only properly certified individuals should be hired in those positions. Merely possessing a coaching permit does not prepare nor qualify an individual to perform the intricate and delicate responsibilities now required for the position.

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LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Jon Capone

joncapone@whschools.org

Full-time administrator other than department chair

West Haven HS

---

OVERALL COMMENTS: I am currently a member of the Connecticut Association of Athletic Directors Board of Control. I am writing to enter testimony to support a minor change in Sec. 10-145d-828(f) on Page 32. The magnitude and scope of the duties and responsibilities of a director of athletics dictate that only certified individuals should be assigned this important responsibility. In recent years the director of athletics position has grown tremendously and responsibilities have increased considerably, therefore I would like to propose the following: Proposed Change: Completely remove #1 under Sec. 10-145d-828(f) which states "Not responsible for supervision of coaches, shall be required to hold a coaching permit" The position of director of athletics has changed drastically in the past ten years and only properly certified individuals should be hired in those positions. Merely possessing a coaching permit does not prepare nor qualify an individual to perform the intricate and delicate responsibilities now required for the position.

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LITERACY: (None entered)

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SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Gregg Simon  
Full-time teacher  
Newtown HS

simong@newtown.k12.ct.us

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SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

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SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Jeanne Cooper

jeanne.cooper@hamden.org

Full-time administrator other than department chair

Hamden HS

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OVERALL COMMENTS: I am currently a member of the Connecticut Association of Athletic Directors Board of Control. I am writing to enter testimony to support a minor change in Sec. 10-145d-828(f) on Page 32. The magnitude and scope of the duties and responsibilities of a director of athletics dictate that only certified individuals should be assigned this important responsibility. In recent years the director of athletics position has grown tremendously and responsibilities have increased considerably, therefore I would like to propose the following: Proposed Change: Completely remove #1 under Sec. 10-145d-828(f) which states "Not responsible for supervision of coaches, shall be required to hold a coaching permit" The position of director of athletics has changed drastically in the past ten years and only properly certified individuals should be hired in those positions. Merely possessing a coaching permit does not prepare nor qualify an individual to perform the intricate and delicate responsibilities now required for the position.

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Brian Fell

bfell@region16ct.org

Full-time administrator other than department chair

Woodland HS

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OVERALL COMMENTS: I am currently a member of the Connecticut Association of Athletic Directors Board of Control. I am writing to enter testimony to support a minor change in Sec. 10-145d-828(f) on Page 32. The magnitude and scope of the duties and responsibilities of a director of athletics dictate that only certified individuals should be assigned this important responsibility. In recent years the director of athletics position has grown tremendously and responsibilities have increased considerably, therefore I would like to propose the following: Proposed Change: Completely remove #1 under Sec. 10-145d-828(f) which states "Not responsible for supervision of coaches, shall be required to hold a coaching permit" The position of director of athletics has changed drastically in the past ten years and only properly certified individuals should be hired in those positions. Merely possessing a coaching permit does not prepare nor qualify an individual to perform the intricate and delicate responsibilities now required for the position.

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)



David Johnson

johnsond@stratfordk12.org

Teacher with some administrative responsibilities

Bunnell HS. Stratford

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OVERALL COMMENTS: I am currently a member of the Connecticut Association of Athletic Directors Board of Control. I am writing to enter testimony to support a minor change in Sec. 10-145d-828(f) on Page 32. The magnitude and scope of the duties and responsibilities of a director of athletics dictate that only certified individuals should be assigned this important responsibility. In recent years the director of athletics position has grown tremendously and responsibilities have increased considerably, therefore I would like to propose the following: Proposed Change: Completely remove #1 under Sec. 10-145d-828(f) which states "Not responsible for supervision of coaches, shall be required to hold a coaching permit" The position of director of athletics has changed drastically in the past ten years and only properly certified individuals should be hired in those positions. Merely possessing a coaching permit does not prepare nor qualify an individual to perform the intricate and delicate responsibilities now required for the position.

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Paul Mengold

paul.mengold@reg5.k12.ct.us

Full-time administrator other than department chair

Amitv Rea. HS

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OVERALL COMMENTS: I am currently a member of the Connecticut Association of Athletic Directors Board of Control. I am writing to enter testimony to support a minor change in Sec. 10-145d-828(f) on Page 32. The magnitude and scope of the duties and responsibilities of a director of athletics dictate that only certified individuals should be assigned this important responsibility. In recent years the director of athletics position has grown tremendously and responsibilities have increased considerably, therefore I would like to propose the following: Proposed Change: Completely remove #1 under Sec. 10-145d-828(f) which states "Not responsible for supervision of coaches, shall be required to hold a coaching permit" The position of director of athletics has changed drastically in the past ten years and only properly certified individuals should be hired in those positions. Merely possessing a coaching permit does not prepare nor qualify an individual to perform the intricate and delicate responsibilities now required for the position.

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: The following revision is for page 93 Part XV Special Services Sec. 10-145d-922. Provision of services to students with disabilities Persons holding a special services endorsement of school counselor, school psychologist, school socialworker, school marriage and family therapist or speech and language pathologist, in the employ of a board of education, may deliver one or more of the following services: (g) Provide prevention and early intervention services (SRBI) to regular education students prior to identification as students with disabilities. The following revisions are for page 97. (6) A coherent sequence of supervised field and clinical experiences with school-age children totaling a minimum of 1200 hours, with either the practicum or internship placement providing experiences with diverse populations, including but not limited to students of different cultural, linguistic, socioeconomic backgrounds and exceptionalities; (A) Practica experiences, which are completed prior to internship, may be in a public or clinical setting with appropriate supervision by the higher education institution and field placement; and (B) A minimum 1200 hour, 10 month full-time internship or its equivalent in a period not to exceed 20 school months, of supervised experience of which at least a minimum of 600 hours are completed in a board of education setting. If all other requirements except the internship are met, an initial educator certificate with a deficiency for the 10 month-full-time internship may be issued and reissued once, on the following conditions:

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

Gina Fleming

flemingg@fpsct.org

Full-time teacher

Farminaton Public Schools

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OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: To: The Connecticut State Department of Education Re: Proposed Changes in Early Childhood Regulations From: Ann Gruenberg, Ph.D.; Professor; Eastern Connecticut State University Date: 4/29/10 I am writing to share perspectives regarding the proposed changes in the Regulations for early childhood certification (113) in Connecticut. First, I would like to commend personnel at the State Department of Education for engaging the educational community in a highly transparent process, through which input was both elicited and shared while revisions were being considered. That process has been greatly appreciated. The resulting changes, for the most part, are reasonable and well-aligned with other programs. Universities and colleges engaged in personnel preparation will be charged with adjusting curriculum to fulfill the changing expectations. My comments focus on the integrated (general education/special education) element. When the 113 certification was initiated as a "blended" credential, many questions were raised regarding expectations. While some universities had departments of special education with which to coordinate, others did not. Over time, it became evident that graduates of blended programs spanned a wide range of ability and preparation. Some were truly not prepared to comprehensively address the needs of students with significant exceptionalities. Others demonstrated remarkable skill and understanding of the complex dynamics and systems. The current proposed changes clarify some previous ambiguities. There are, however, areas still open for interpretation regarding the extent to which graduates would be recognized as early childhood teachers with expertise in special as well as general education. Given the extent to which mutually understood expectations affect preparation programs as well as the effective operation of school systems, it is important that the revised certification regulations be as clear as possible. Thank you for your consideration.

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

Ann Gruenberg  
Higher education/professional  
Eastern Connecticut State University

Gruenberg@easternct.edu  
P.O. Box 162 Hampton, CT 06247

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ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: My name is Nancy Staab. I have been a school counselor at the elementary level for 11 years. I am also on the board of the Connecticut School Counselor Association. I have serious concerns about section 10-145d-922 of the proposed certification regulations. This section groups school counselors with other professionals and implies that our roles are interchangeable. This is not the case. The role of the school counselor is very different from school psychologists, social workers and the others listed in this section. School counselors work with ALL students in the school to help them develop in academic, career and social domains. We implement programs on a school-wide basis. The other professionals listed in this section work with a small subset of the student population. Section 10-145d-922 seriously misstates the unique role and function of the school counselor. Section 10-145d-922, as it is currently worded, would cause a drastic change in the role of the school counselor and as a result, would severely undermine the benefits to the entire student population provided by school counselors. I strongly urge you rewrite the regulations to properly reflect the role of school counselors.

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

Nancy Staab

nancyannes@cox.net

Other

Sevmour Public Schools

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OTHER SECTIONS: (None entered)



OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: 1) As a parent of a 3 and 7 year old I am concerned about the access to quality pre-school, especially when Hartford is undercutting and reducing pay rates for pre-school teachers. 2) As a volunteer parent leader in the Windsor Discovery Initiative for the past 7 years, I am concerned that CT is not committing the money or programmatic initiatives that will make our state competitive for the Race to the Top money. If we are going to chase this money and make gestures towards compliance we need to actively pursue a comprehensive ECE plan. There is already much to build upon if all stakeholders work together for our children. 3) As Assistant Professor of Early Childhood Education and Program Coordinator I see the regulation changes as an opportunity to make CT more competitive by having Kindergarten be the sole purview of ECE (113) endorsement. Making a commitment to the pre-school and kindergarten years as learning years for the whole child in order to invest in long-term school success is a critical at this point. Making a commitment to our young children being educated by people with the content and pedagogy knowledge to foster this early success and the 21st century skills is imperative. I encourage you not to wait until the next regulations change, but to take the step towards a comprehensive ECE plan by including kindergarten as part of the (113) endorsement only.

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

Paige M. Bray

bray@hartford.edu

Higher education/professional

University of Hartford and Windsor Parent

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OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Regina Miller

remiller@hartford.edu

Not answered

CT Association for Early Childhood Teacher Educat

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OVERALL COMMENTS: To: Commissioner Mark McQuillan, Connecticut State Department of Education From: Early childhood faculty members at 2- and 4-year institutions of higher education in Connecticut (see attached list) Subject: Response to proposed changes to certification regulations Date: April 29, 2010 Early childhood faculty members at Connecticut higher education institutions believe that the proposed changes to State's certification regulations represent a movement away from building strong early childhood teacher preparation programs. This is completely contrary to current federal trends. In particular we are concerned that the proposed regulations: • Remove the requirement for blended (regular and special education) preparation of early childhood teachers; • Do not require that kindergarten teachers have early childhood certification; and • Do not reflect a recognition of the importance of strong preparation of early childhood teachers as a key resource in closing the achievement gap and meeting the needs of young children, families and communities, especially in these times of dwindling resources. Please consider a reexamination of the regulations to strengthen the necessary and particular role of early childhood teachers. We would recommend the following: • Eliminate kindergarten from the elementary endorsement; • Ensure that all preschool and kindergarten teachers in regular or special education classrooms have both early childhood and special education preparation; and • Maintain an option for individuals who meet certain experience and professional standards to obtain Birth to Kindergarten (112) certification as an initial endorsement. Faculty Members who Endorse this Statement: Beena Achhpal, Southern Connecticut State University Lori Blake, Goodwin College Paige Bray, University of Hartford Vivian Carlson, Saint Joseph College Patrice Farquharson, Post University Anne Farrell, University of Connecticut Jane Goldman, University of Connecticut Diane Gozempa, Mitchell College Ann Gruenberg, Eastern Connecticut State University Carla Horwitz, Yale University Diane Morton, Saint Joseph College Margaret Palmeri, Saint Joseph College Polly Parker, Assnuntuck Community College Darlene Ragozzine, Connecticut-Charts-A-Course and Connecticut Community Colleges JoAnn Robinson, University of Connecticut Sheila Skahan, Three Rivers Community College Amy Watson, Charter Oak State College Carole Weisberg, Charter Oak State College Barbara Welles-Nystrom, Fairfield University Regina Miller, University of Hartford

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

Regina Miller

remiller@hartford.edu

Not answered

CT Association for Early Childhood Teacher Educat

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SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

Regina Miller

remiller@hartford.edu

Not answered

CT Association for Early Childhood Teacher Educat

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OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: To: Commissioner Mark McQuillan, Connecticut State Department of Education From: Early childhood faculty members at 2- and 4-year institutions of higher education in Connecticut (see attached list) Subject: Response to proposed changes to certification regulations Date: April 29, 2010 Early childhood faculty members at Connecticut higher education institutions believe that the proposed changes to State's certification regulations represent a movement away from building strong early childhood teacher preparation programs. This is completely contrary to current federal trends. In particular we are concerned that the proposed regulations: • Remove the requirement for blended (regular and special education) preparation of early childhood teachers; • Do not require that kindergarten teachers have early childhood certification; and • Do not reflect a recognition of the importance of strong preparation of early childhood teachers as a key resource in closing the achievement gap and meeting the needs of young children, families and communities, especially in these times of dwindling resources. Please consider a reexamination of the regulations to strengthen the necessary and particular role of early childhood teachers. We would recommend the following: • Eliminate kindergarten from the elementary endorsement; • Ensure that all preschool and kindergarten teachers in regular or special education classrooms have both early childhood and special education preparation; and • Maintain an option for individuals who meet certain experience and professional standards to obtain Birth to Kindergarten (112) certification as an initial endorsement. Faculty Members who Endorse this Statement: Beena Achhpal, Southern Connecticut State University Lori Blake, Goodwin College Paige Bray, University of Hartford Vivian Carlson, Saint Joseph College Patrice Farquharson, Post University Anne Farrell, University of Connecticut Jane Goldman, University of Connecticut Diane Gozemba, Mitchell College Ann Gruenberg, Eastern Connecticut State University Carla Horwitz, Yale University Diane Morton, Saint Joseph College Margaret Palmeri, Saint Joseph College Polly Parker, Asnuntuck Community College Darlene Ragozzine, Connecticut-Charts-A-Course and Connecticut Community Colleges JoAnn Robinson, University of Connecticut Sheila Skahan, Three Rivers Community College Amy Watson, Charter Oak State College Carole Weisberg, Charter Oak State College Barbara Welles-Nystrom, Fairfield University Regina Miller, University of Hartford

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

Regina Miller

remiller@hartford.edu

Not answered

CT Association for Early Childhood Teacher Educat

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SPECIAL ED: To: Commissioner Mark McQuillan, Connecticut State Department of Education From: Early childhood faculty members at 2- and 4-year institutions of higher education in Connecticut (see attached list) Subject: Response to proposed changes to certification regulations Date: April 29, 2010 Early childhood faculty members at Connecticut higher education insitutions believe that the proposed changes to State's certification regulations represent a movement away from building strong early childhood teacher preparation programs. This is completely contrary to current federal trends. In particular we are concerned that the proposed regulations: • Remove the requirement for blended (regular and special education) preparation of early childhood teachers; • Do not require that kindergarten teachers have early childhood certification; and • Do not reflect a recognition of the importance of strong preparation of early childhood teachers as a key resource in closing the achievement gap and meeting the needs of young children, families and communities, especially in these times of dwindling resources. Please consider a reexamination of the regulations to strengthen the necessary and particular role of early childhood teachers. We would recommend the following: • Eliminate kindergarten from the elementary endorsement; • Ensure that all preschool and kindergarten teachers in regular or special education classroom have both early childhood and special education preparation; and • Maintain an option for individuals who meet certain experience and professional stantards to obtain Birth to Kindergarten (112) certification as an initial endorsement. Faculty Members who Endorse this Statement: Beena Achhpal, Southern Connecticut State Universtiy Lori Blake, Goodwin College Paige Bray, University of Hartford Vivian Carlson, Saint Joseph College Patrice Farquharson, Post University Anne Farrell, University of Connecticut Jane Goldman, University of Connecticut Diane Gozemba, Mitchell College Ann Gruenberg, Eastern Connecticut State University Carla Horwitz, Yale University Diane Morton, Saint Joseph College Margaret Palmeri, Saint Joseph College Polly Parker, Asnuntuck Community College Darlene Ragozzine, Connecticut-Charts-A-Course and Connecticut Community Colleges JoAnn Robinson, University of Connecticut Sheila Skahan, Three Rivers Community College Amy Watson, Charter Oak State College Carole Weisberg, Charter Oak State College Barbara Welles-Nystrom, Fairfield University Regina Miller, University of Hartford

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

John Krot  
Other  
Killinalv High School

jkrot@killinglyschools.org  
John Krot Killingly High School 79 Westfield Avenue Danielson, CT. 06239

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OVERALL COMMENTS: Testimony Regarding a Proposed Change to Draft 2014 Certification Regulations Presented to the SBE on 2-3-2010. My name is John Krot. I am currently the Athletic Director of Killingly High School. I am writing to enter testimony to support a minor change in Sec. 10-145d-828(f) on Page 32. Today, the duties and responsibilities of athletic director have greatly changed from five years ago. These changes have required the athletic director to be well versed in areas of law, liability, facilities management, public relations, budget management, parent relations and so many other areas. This has required more trained professionals to take on the athletic director's position. It would be unwise for school districts to look to someone to fill athletic director positions without having the necessary professional and certified qualifications. I would like to propose the following change: Completely remove #1 under Sec. 10-145d-828(f) which states "(1) Not responsible for supervision of coaches, shall be required to hold a coaching permit. The requirement should be a professional teaching permit or 092 certification or CAA certification. Merely possessing a coaching permit does not prepare nor qualify an individual to perform the intricate and delicate responsibilities now required for the athletic director's position.

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

John Krot

jkrot@killinglyschools.org

Other

John Krot Killingly High School 79 Westfield Avenue Danielson, CT. 06239

Killingly High School

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OTHER SECTIONS: (None entered)



OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: School Psychologist Certification Comments The following revision (in blue) is for page 93 Part XV Special Services Sec. 10-145d-922. Provision of services to students with disabilities Persons holding a special services endorsement of school counselor, school psychologist, school socialworker, school marriage and family therapist or speech and language pathologist, in the employ of a board of education, may deliver one or more of the following services: (g) Provide prevention and early intervention services (SRBI) to regular education students prior to identification as students with disabilities. The following revisions (in blue) are for page 97. (6) A coherent sequence of supervised field and clinical experiences with school-age children totaling a minimum of 1200 hours, with either the practicum or internship placement providing experiences with diverse populations, including but not limited to students of different cultural, linguistic, socioeconomic backgrounds and exceptionalities; (A) Practica experiences, which are completed prior to internship, may be in a public or clinical setting with appropriate supervision by the higher education institution and field placement; and (B) A minimum 1200 hour, 10 month full-time internship or its equivalent in a period not to exceed 20 school months, of supervised experience of which at least a minimum of 600 hours are completed in a board of education setting. If all other requirements except the internship are met, an initial educator certificate with a deficiency for the 10 month-full-time internship may be issued and reissued once, on the following conditions:

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

Jessica Bartolini-Buggeln

jbar77@hotmail.com

Other

Jessica Bartolini-Buggeln 86 Stancliff Rd. Glastonbury, CT 06033

Connecticut Association of School Psychologists

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OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: Written Testimony submitted to the CT State Department of Education April 30, 2010 Thank you for the opportunity to identify my concerns and to seek clarification regarding the proposed certification changes. I am the Director of Benhaven School, an approved private special education facility, in Wallingford, CT. I attended the public hearing held at ACES on April 29, 2010. I, like many who spoke, have concerns about the requirement for special education teachers to have certification in another area and a Masters degree before they can begin teaching special education. I believe that this puts an unreasonable financial burden on those people who aspire to be special education teachers. Perhaps the outcomes that this thinking was trying to achieve could be accomplished through continuing education units and other professional development activities. I worry about what this certification track will do to the shortage area of special education. I fear that it will not alleviate it. As the Director of an approved private special education facility, I have questions about the discrepancy that I read in the proposed regulations regarding the provisional certificate. What I understood was that a teacher in a public school would need, among other things, 10 school months teaching experience in the endorsement area. However, a teacher in an approved nonpublic school would need 30 school months teaching experience. If my reading of that is correct, I am dismayed at the difference. As you know, private schools must abide by the same regulations as public schools and go through a rigorous review to obtain approval. That approval means that the school is meeting the standards established by the SDE. So, why would more time teaching be required if the teacher were working at an approved nonpublic school? If I have misunderstood this, perhaps it can be clarified. I am curious to see the SDE's revised guidelines for CEU's. At one point, I saw that the SDE was proposing the number in a cycle increase from 90 to 150. That is a drastic increase. In my small school, the financial cost of providing these CEU's to teachers would be a real burden. The money would have to come from somewhere: cuts to other areas and/or increases in tuition. Once again, thank you for chance to provide feedback.

Karen Helene

khelene@benhaven.net

Full-time administrator other than department chair

Benhaven

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SPECIAL SVS: (None entered)

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)

OVERALL COMMENTS: (None entered)

EARLY CHILDHOOD: (None entered)

ELEMENTARY ED: (None entered)

SECONDARY ED: (None entered)

ALL LEVEL: (None entered)

VOCATIONAL: (None entered)

TEACHER LEADER: (None entered)

LITERACY: (None entered)

SPECIAL ED: (None entered)

SPECIAL SVS: Part XV, Special Services, Sec. 10-145d-922. Provision of services to students with disabilities: Please add the following under (g): Persons holding a special services endorsement of school counselor, school psychologist, school socialworker, school marriage and family therapist or speech and language pathologist, in the employ of a board of education, may deliver one or more of the following services: (g) Provide prevention and early intervention services (SRBI) to regular education students prior to identification as students with disabilities. I recommend eliminating the phrase "or another appropriate endorsement" from Section 10-145d-927. The phrase is not defined and implies that a person with nearly any CSDE endorsement could be employed as a school psychologist. This phrase is not found in the proposed regulations for school social worker, school marriage and family therapist, or speech and language pathologist and, therefore, appears to single out school psychologists for special treatment in this regard. I recommend adding the phrase "in school psychology" in Section 10-145d-929(c) to read "... graduate credit in an approved planned program in school psychology...." It is important to indicate the specialty training required. Language similar to this was included in the 9/9/08 proposed regulations and dropped in this version. I recommend adding additional areas of study in Section 10-145d-929(c) to bring the list into closer alignment with domains of practice generally accepted within school psychology (reference CSDE Guidelines for the Practice of School Psychology, School Psychology: A Blueprint for Training and Practice, NASP Standards for Training and Field Placement Programs in School Psychology). These will include: >Empirically based strategies for crisis prevention and response. >Prevention and early intervention strategies related to academic, social, emotional, and behavioral learning for all students. >Design, implementation, and evaluation of family-school collaboration services. >Skills in understanding and applying research in school settings. I recommend the following language for Section

10-145d-929(c)(6): (6) A coherent sequence of supervised field and clinical experiences with school-age children totaling a minimum of 1200 hours, with either the practicum or internship placement providing experiences with diverse populations, including but not limited to students of different cultural, linguistic, socioeconomic backgrounds and exceptionalities; I recommend the following language for Section 10-145d-929(c)(6)(A): (A) Practica experiences, which are completed prior to internship, may be in a public or clinical setting with appropriate supervision by the higher education institution and field placement; and I recommend the following language for Section 10-145d-929(c)(6)(A): (B) A minimum 1200 hour, 10 month full-time internship or its equivalent in a period not to exceed 20 school months, of supervised experience of which at least a minimum of 600 hours are completed in a board of education setting. The internship is jointly supervised by the preparing institution and a certified school psychologist in the school district where the internship is to be completed. If all other requirements except the internship are met, an initial educator certificate with a deficiency for the 10 month-full-time internship may be issued and reissued once, on the following conditions: >Note this involves moving Section 10-145d-929(c)(6)(B)(ii) into the above-proposed language for Section 10-145d-929(c)(6)(B). >This change is recommended in order to help clarify that site-based internship supervision is to be provided by a certified school psychologist in all cases, not only in the case of a deficiency. The elimination of the DSAP and addition of the NCSP and requirements for behavioral training are important improvements.

ADMINISTRATIVE: (None entered)

CROSS: (None entered)

OTHER TEACHING: (None entered)

OTHER SECTIONS: (None entered)