



# House of Representatives

General Assembly

**File No. 698**

January Session, 2003

Substitute House Bill No. 6427

*House of Representatives, May 14, 2003*

The Committee on Appropriations reported through REP. DYSON of the 94th Dist., Chairperson of the Committee on the part of the House, that the substitute bill ought to pass.

## **AN ACT CONCERNING PROGRAMS TO ADDRESS THE TEACHER SHORTAGE.**

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Subsection (k) of section 10-145b of the general statutes is  
2 repealed and the following is substituted in lieu thereof (*Effective July*  
3 *1, 2003*):

4 (k) (1) Unless otherwise provided in regulations adopted under  
5 section 10-145d, in not less than three years nor more than eight years  
6 after the issuance of a provisional educator certificate pursuant to  
7 subsection (g) of this section and upon the statement of the  
8 superintendent in whose school district such certificate holder was  
9 employed, or the supervisory agent of a nonpublic school approved by  
10 the State Board of Education, in whose school such certificate holder  
11 was employed, that the provisional educator certificate holder and  
12 such superintendent or supervisory agent have mutually determined  
13 or approved an individual program pursuant to subdivision (2) of

14 subsection (j) of this section and upon the statement of such  
15 superintendent or supervisory agent that such certificate holder has a  
16 record of competency in the discharge of such certificate holder's  
17 duties during such provisional period, the state board upon receipt of  
18 a proper application shall issue such certificate holder a professional  
19 educator certificate. A signed recommendation from the  
20 superintendent of schools, or the superintendent's designee, for the  
21 local or regional board of education or from the supervisory agent of a  
22 nonpublic school approved by the State Board of Education shall be  
23 evidence of competency. Such recommendation shall state that the  
24 person who holds or has held a provisional educator certificate has  
25 successfully completed at least three school years of satisfactory  
26 teaching for one or more local or regional boards of education or such  
27 nonpublic schools. Each applicant for a certificate pursuant to this  
28 subsection shall provide to the Department of Education, in such  
29 manner and form as prescribed by the commissioner, evidence that the  
30 applicant has successfully completed coursework pursuant to  
31 subsection (h) or (j) of this section, as appropriate.

32 (2) Upon application, a teacher from another state who has taught in  
33 such other state for a minimum of five years and is nationally board  
34 certified shall be issued a professional educator certificate with the  
35 appropriate endorsement, subject to the provisions of subsection (m) of  
36 this section relating to denial of applications for certification.

37 Sec. 2. Subsection (d) of section 10-145f of the general statutes is  
38 repealed and the following is substituted in lieu thereof (*Effective July*  
39 *1, 2003*):

40 (d) Any person who is first issued a certificate valid after July 1,  
41 1989, or who is reissued a certificate after July 1, 1989, shall, except as  
42 otherwise provided in this subsection, be required to achieve a  
43 satisfactory evaluation on a professional knowledge clinical  
44 assessment within two years after commencing [teaching in a public  
45 school] participation in the beginning educator support and training  
46 program in order to retain the certificate. The commissioner (1) may

47 waive the requirement that such satisfactory evaluation on a  
48 professional knowledge clinical assessment be achieved upon a  
49 determination that such assessment is not valid for the person's  
50 teaching assignment, or (2) upon a showing of good cause, may extend  
51 the time limit for the assessment [by one year] for a period of time not  
52 exceeding two years. The requirement of a clinical assessment shall not  
53 apply to any such person who has completed at least three years of  
54 successful teaching in a public school or a nonpublic school approved  
55 by the appropriate state board of education during the ten years  
56 immediately preceding the date of application or who successfully  
57 taught with a provisional teaching certificate during the year  
58 immediately preceding an application for a provisional educator  
59 certificate as an employee of a local or regional board of education or  
60 facility approved for special education by the State Board of Education.  
61 Notwithstanding the provisions of this subsection, [to the contrary,]  
62 the State Board of Education may reissue an initial educator certificate  
63 to a person who held such certificate and did not achieve a satisfactory  
64 evaluation on a professional knowledge clinical assessment provided  
65 the person submits evidence demonstrating significant intervening  
66 study and experience, in accordance with standards established by the  
67 State Board of Education.

68 Sec. 3. Subsection (d) of section 10-220a of the general statutes is  
69 repealed and the following is substituted in lieu thereof (*Effective July*  
70 *1, 2003*):

71 (d) The state Department of Education may fund, within available  
72 appropriations, in cooperation with one or more regional educational  
73 service centers: (1) A cooperating teacher program to train Connecticut  
74 public school teachers and certified teachers at private special  
75 education facilities approved by the Commissioner of Education and at  
76 other facilities designated by the commissioner, who participate in the  
77 supervision, training and evaluation of student teachers; (2) institutes  
78 to provide continuing education for Connecticut public school  
79 educators, assessors and cooperating teachers and teacher mentors,  
80 including institutes to provide continuing education for Connecticut

81 public school educators offered in cooperation with the Connecticut  
82 Humanities Council; and (3) a beginning teacher support and  
83 assessment program to train Connecticut public school teachers and  
84 other qualified persons approved by the Commissioner of Education  
85 and certified teachers at such private special education and other  
86 designated facilities who serve as mentors or assessors for beginning  
87 teachers and who supervise, train and assist or assess beginning  
88 teachers in their initial years in teaching and to pay stipends to  
89 assessors. Funds available under this subsection shall be paid directly  
90 to school districts for the provision of substitute teachers when  
91 cooperating teachers, teacher mentors, beginning teachers and  
92 assessors are released from regular classroom responsibilities and for  
93 the provision of professional development activities for cooperating  
94 and student teachers, teacher mentors, assessors and beginning  
95 teachers. The cooperating teacher and beginning teacher support and  
96 assessment programs shall operate in accordance with regulations  
97 which shall be adopted by the State Board of Education pursuant to  
98 chapter 54. Student teachers shall be placed with trained cooperating  
99 teachers. Beginning teachers shall participate in a beginning teacher  
100 support and assessment program as made available by the board.  
101 School districts shall be responsible for providing support to beginning  
102 teachers which shall include, but not be limited to, the placement of  
103 beginning teachers with trained teacher mentors who may be full or  
104 part-time teachers in the same or a different building than the  
105 beginning teacher and provision of trained assessors to conduct  
106 assessments of beginning teachers. Cooperating teachers, teacher  
107 mentors and assessors may serve concurrently in more than one  
108 capacity and may be assigned more than one student teacher or  
109 beginning teacher in each such capacity. The assessment of each  
110 beginning teacher shall be based upon, but not limited to, data  
111 obtained from observations conducted by assessors using an  
112 assessment instrument. [Notwithstanding any regulation to the  
113 contrary, the State Board of Education may require less than six  
114 observations as part of such assessment for the fiscal year ending June  
115 30, 1992, and may establish different assessment standards for use

116 during such fiscal year. Notwithstanding any regulation to the  
117 contrary, a] A beginning teacher need not be assessed by a certified  
118 teacher who holds a certification endorsement in the same general  
119 subject area as such beginning teacher. Cooperating teachers and  
120 teacher mentors who are Connecticut public school teachers and  
121 assessors who are employed by school districts shall be selected by  
122 local and regional boards of education. Cooperating teachers and  
123 teacher mentors and assessors at such private special education and  
124 other designated facilities shall be selected by the authority responsible  
125 for the operation of such facilities. If a board of education is unable to  
126 identify a sufficient number of individuals to serve in such positions,  
127 the commissioner may select qualified persons who are not employed  
128 by the board of education to serve in such positions. Such regulations  
129 shall require primary consideration of teachers' classroom experience  
130 and recognized success as educators. The provisions of sections 10-  
131 153a to 10-153n, inclusive, shall not be applicable to the selection,  
132 placement and compensation of persons participating in the  
133 cooperating teacher and beginning teacher support and assessment  
134 programs pursuant to the provisions of this section and to the hours  
135 and duties of such persons. The State Board of Education shall protect  
136 and save harmless, in accordance with the provisions of section 10-235,  
137 any cooperating teacher, teacher mentor or assessor while serving in  
138 such capacity.

139 Sec. 4. (NEW) (*Effective July 1, 2003*) The Department of Higher  
140 Education shall, within available appropriations, collaborate with the  
141 Department of Education, the regional community-technical colleges  
142 and four-year institutions of higher education that offer teacher  
143 preparation programs, to design programs to allow community-  
144 technical college students who are interested in pursuing teaching  
145 careers to enter teacher preparation programs at four-year institutions  
146 upon completion of their community-technical college programs.  
147 Under the programs, a student shall be jointly accepted for admission  
148 by the community-technical college and the four-year institution,  
149 provided actual admission to the four-year institution shall be subject  
150 to successful completion of the community-technical college program.



The following fiscal impact statement and bill analysis are prepared for the benefit of members of the General Assembly, solely for the purpose of information, summarization, and explanation, and do not represent the intent of the General Assembly or either House thereof for any purpose:

**OFA Fiscal Note**

**State Impact:**

Agency Affected	Fund-Type	FY 04 \$	FY 05 \$
Education, Dept.	GF - None	None	None
Higher Ed., Dept.	GF - None	None	None
Constituent Units of Higher Education	GF - None	None	None

Note: GF=General Fund

**Municipal Impact:** None

**Explanation**

It is anticipated that the Department of Education, Department of Higher Education and the constituent units of higher education can accomplish the requirements of a "2+2" program for teacher preparation within their available resources.

All other sections of the bill are technical and/or have no fiscal impact.

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**OLR Bill Analysis**

sHB 6427

**AN ACT CONCERNING PROGRAMS TO ADDRESS THE TEACHER SHORTAGE**

**SUMMARY:**

This bill:

1. requires the State Board of Education (SBE) to issue the highest level state teaching certificate to experienced, national-board-certified teachers from out-of-state without further testing or coursework unless the person does not qualify for a Connecticut certificate because of fraud, misrepresentation, criminal conviction, or similar cause;
2. allows the education commissioner to give a teacher more time to successfully complete the required beginning educator support and training (BEST) program;
3. requires the Department of Higher Education (DHE), the State Department of Education (SDE), regional community-technical colleges (CTCs), and four-year colleges and universities to design a so-called "2+2" program to allow CTC students interested in teaching to be jointly accepted into a CTC and a teacher preparation program at a four-year institution; and
4. eliminates obsolete language and makes technical changes.

EFFECTIVE DATE: July 1, 2003

**NATIONAL BOARD CERTIFICATION**

The bill requires SBE to issue a Connecticut professional educator certificate (the highest level of teaching certificate the state issues) with an appropriate endorsement to any teacher who has taught for at least five years in another state and is nationally board certified, presumably by the National Board for Professional Teaching Standards (NBPTS). (An endorsement specifies the subject or grade

level that a certified teacher can teach.)

SBE can still deny a certificate to such a nationally certified out-of-state teacher for the same reasons it can deny any other applicant, namely because (1) the teacher seeks the certificate through fraud or misrepresents a material fact; (2) the teacher has been convicted of a crime involving moral turpitude or some other crime that, in the board's opinion, would impair the standing of the state's teaching certificates; or (3) it has other due cause. A teacher who is denied certification can ask SBE to review its decision.

### **BEST PROGRAM COMPLETION DEADLINES**

The bill allows the education commissioner to extend, for good cause, the deadline for a new teacher to get a satisfactory evaluation on the professional knowledge clinical assessment under the BEST program. A new teacher normally has two years to achieve the satisfactory evaluation, but current law allows the education commissioner to give the teacher an additional year for good cause. The bill allows him to grant up to a two-year extension. It also changes when the extension begins from the time the teacher starts teaching in the public schools to the time he starts participating in the BEST program.

### **"2 + 2" PROGRAM**

The bill requires the DHE, within available appropriations, to collaborate with (1) SDE, (2) the CTCs, and (3) colleges and universities offering teacher preparation programs to design programs to allow CTC students interested in teaching careers to enter teacher preparation programs at four-year institutions after completing their CTC programs. It specifies that the programs will jointly accept students for admission at the CTC and the college or university, but makes actual admission to the four-year institution conditional on successful completion of the CTC program. It requires the programs to include a counseling component.

### **BACKGROUND**

#### ***National Board Certification for Teachers***

To be eligible for certification by the NBPTS, a public school teacher must have a valid state teaching certificate, a bachelor's degree from an accredited institution, and at least three years of teaching experience. A

private school teacher who is not legally required to hold a state teaching certificate may receive board certification if she submits proof that the private school where she taught has state approval to operate.

NBPTS certification requires teachers to demonstrate knowledge, skills, and talent. They must prepare a school-site portfolio including descriptions of their practice, students' work, and videotapes of classroom activities. During two days of assessment, they participate in structured interviews, work on collaborative activities with other teachers, take a written essay exam, and work on real-life problems that confront teachers.

### ***Related Bills***

sSB 1093 (File 522) also allows the education commissioner to extend the BEST completion deadline for two years instead of one. In addition, that bill extends the initial deadline for BEST completion from within two years after a teacher begins teaching in a public school to (1) by the end of the second year of teaching in a public school if the teacher was hired before January 1 or (2) by the end of the second full school year of teaching following the year the teacher was hired. sSB 1093 also requires beginning teachers in the BEST program to be assessed by educators with teaching experience in the same general subject area as the beginning teacher, but does not require that the assessors hold an endorsement in that area.

sHB 6598, favorably reported by the Higher Education and Employment Advancement, Education, and Appropriations committees requires the boards of trustees of the CTCs, Connecticut State University (CSU), and the University of Connecticut (UConn) to develop transfer and articulation agreements for teacher preparation programs that require CTC students to be considered for admission to schools of education at CSU and UConn on the same standards as each university's own students.

### **COMMITTEE ACTION**

Education Committee

Joint Favorable Substitute Change of Reference

Yea 24      Nay 1

Appropriations Committee

Joint Favorable Substitute

Yea 49      Nay 0