



General Assembly

January Session, 2005

Raised Bill No. 6679

LCO No. 3256

03256_____ED_

Referred to Committee on Education

Introduced by:

(ED)

AN ACT CONCERNING THE BEST PROGRAM.

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

1 Section 1. Subsection (d) of section 10-220a of the general statutes is
2 repealed and the following is substituted in lieu thereof (Effective July
3 1, 2005):

4 (d) The Department of Education may fund, within available
5 appropriations, in cooperation with one or more regional educational
6 service centers: (1) A cooperating teacher program to train Connecticut
7 public school teachers and certified teachers at private special
8 education facilities approved by the Commissioner of Education and at
9 other facilities designated by the commissioner, who participate in the
10 supervision, training and evaluation of student teachers; (2) institutes
11 to provide continuing education for Connecticut public school
12 educators, assessors and cooperating teachers and teacher mentors,
13 including institutes to provide continuing education for Connecticut
14 public school educators offered in cooperation with the Connecticut
15 Humanities Council; and (3) a beginning teacher support and
16 assessment program to train Connecticut public school teachers and
17 other qualified persons approved by the Commissioner of Education

18 and certified teachers at such private special education and other
19 designated facilities who serve as mentors or assessors for beginning
20 teachers and who supervise, train and assist or assess beginning
21 teachers in their initial years in teaching and to pay stipends to
22 assessors. Funds available under this subsection shall be paid directly
23 to school districts for the provision of substitute teachers when
24 cooperating teachers, teacher mentors, beginning teachers and
25 assessors are released from regular classroom responsibilities and for
26 the provision of professional development activities for cooperating
27 and student teachers, teacher mentors, assessors and beginning
28 teachers. The cooperating teacher and beginning teacher support and
29 assessment programs shall operate in accordance with regulations
30 which shall be adopted by the State Board of Education pursuant to
31 chapter 54. Student teachers shall be placed with trained cooperating
32 teachers. Beginning teachers shall participate in a beginning teacher
33 support and assessment program as made available by the board.
34 School districts shall be responsible for providing support to beginning
35 teachers which shall include, but not be limited to, the placement of
36 beginning teachers with trained teacher mentors who may be full or
37 part-time teachers in the same or a different building than the
38 beginning teacher and provision of trained assessors to conduct
39 assessments of beginning teachers. Cooperating teachers, teacher
40 mentors and assessors may serve concurrently in more than one
41 capacity and may be assigned more than one student teacher or
42 beginning teacher in each such capacity. The assessment of each
43 beginning teacher shall be based upon, but not limited to, data
44 obtained from observations conducted by assessors using an
45 assessment instrument. A beginning teacher shall be assessed by
46 educators with teaching experience in the same general subject area as
47 such beginning teacher. Cooperating teachers and teacher mentors
48 who are Connecticut public school teachers and assessors who are
49 employed by school districts shall be selected by local and regional
50 boards of education. Cooperating teachers and teacher mentors and
51 assessors at such private special education and other designated

52 facilities shall be selected by the authority responsible for the operation
53 of such facilities. If a board of education is unable to identify a
54 sufficient number of individuals to serve in such positions, the
55 commissioner may select qualified persons who are not employed by
56 the board of education to serve in such positions. Such regulations
57 shall require primary consideration of teachers' classroom experience
58 and recognized success as educators. The provisions of sections 10-
59 153a to 10-153n, inclusive, shall not be applicable to the selection [,
60 and placement [and compensation] of persons participating in the
61 cooperating teacher and beginning teacher support and assessment
62 programs pursuant to the provisions of this section, except that the
63 provisions of sections 10-153a to 10-153n, inclusive, shall be applicable
64 to the compensation and to the hours and duties of such persons. The
65 State Board of Education shall protect and save harmless, in
66 accordance with the provisions of section 10-235, any cooperating
67 teacher, teacher mentor or assessor while serving in such capacity.

68 Sec. 2. Subsection (b) of section 10-153d of the general statutes is
69 repealed and the following is substituted in lieu thereof (*Effective July*
70 *1, 2005*):

71 (b) The local or regional board of education and the organization
72 designated or elected as the exclusive representative for the
73 appropriate unit, through designated officials or their representatives,
74 shall have the duty to negotiate with respect to salaries, hours and
75 other conditions of employment about which either party wishes to
76 negotiate. On and after July 1, 2005, the parties shall negotiate with
77 respect to the compensation of cooperating teachers and teacher
78 mentors and assessors participating in the cooperating teacher and
79 beginning teacher support and assessment programs pursuant to the
80 provisions of section 10-220a, as amended by this act, and to the hours
81 and duties of such persons. For purposes of this subsection and
82 sections 10-153a, 10-153b and 10-153e to 10-153g, inclusive, (1) "hours"
83 shall not include the length of the student school year, the scheduling
84 of the student school year, the length of the student school day, the

85 length and number of parent-teacher conferences and the scheduling
86 of the student school day, except for the length and the scheduling of
87 teacher lunch periods and teacher preparation periods and (2) "other
88 conditions of employment" shall not include the establishment or
89 provisions of any retirement incentive plan authorized by section 10-
90 183jj. Such negotiations shall commence not less than two hundred ten
91 days prior to the budget submission date. Any local board of education
92 shall file forthwith a signed copy of any contract with the town clerk
93 and with the Commissioner of Education. Any regional board of
94 education shall file forthwith a signed copy of any such contract with
95 the town clerk in each member town and with the Commissioner of
96 Education. Upon receipt of a signed copy of such contract the clerk of
97 such town shall give public notice of such filing. The terms of such
98 contract shall be binding on the legislative body of the local or regional
99 school district, unless such body rejects such contract at a regular or
100 special meeting called and convened for such purpose within thirty
101 days of the filing of the contract. If a vote on such contract is petitioned
102 for in accordance with the provisions of section 7-7, in order to reject
103 such contract, a minimum number of those persons eligible to vote
104 equal to fifteen per cent of the electors of such local or regional school
105 district shall be required to participate in the voting and a majority of
106 those voting shall be required to reject. Any regional board of
107 education shall call a district meeting to consider such contract within
108 such thirty-day period if the chief executive officer of any member
109 town so requests in writing within fifteen days of the receipt of the
110 signed copy of the contract by the town clerk in such town. The body
111 charged with making annual appropriations in any school district shall
112 appropriate to the board of education whatever funds are required to
113 implement the terms of any contract not rejected pursuant to this
114 section. All organizations seeking to represent members of the
115 teaching profession shall be accorded equal treatment with respect to
116 access to teachers, principals, members of the board of education,
117 records, mail boxes and school facilities and, in the absence of any
118 recognition or certification as the exclusive representative as provided

119 by section 10-153b, participation in discussions with respect to salaries,
120 hours and other conditions of employment.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2005</i>	10-220a(d)
Sec. 2	<i>July 1, 2005</i>	10-153d(b)

Statement of Purpose:

To require school boards and unions to bargain over the compensation, hours and duties of teachers who train and evaluate student teachers or serve as mentors and assessors of beginning teachers under the Beginning Educator Support and Training Program.

[Proposed deletions are enclosed in brackets. Proposed additions are indicated by underline, except that when the entire text of a bill or resolution or a section of a bill or resolution is new, it is not underlined.]