



House of Representatives

General Assembly

File No. 452

February Session, 2010

Substitute House Bill No. 5421

House of Representatives, April 12, 2010

The Committee on Education reported through REP. FLEISCHMANN of the 18th Dist., Chairperson of the Committee on the part of the House, that the substitute bill ought to pass.

AN ACT CONCERNING EDUCATORS AND ADMINISTRATORS.

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

1 Section 1. Section 10-155d of the general statutes is repealed and the
2 following is substituted in lieu thereof (*Effective July 1, 2010*):

3 (a) The Board of Governors of Higher Education shall encourage
4 and support experimentation and research in the preparation of
5 teachers for public elementary and secondary schools. To help fulfill
6 the purposes of this section, the Board of Governors of Higher
7 Education shall appoint an advisory council composed of qualified
8 professionals which shall render assistance and advice to the board. In
9 carrying out its activities pursuant to this section, the board shall
10 consult with the State Board of Education and such other agencies as it
11 deems appropriate to assure coordination of all activities of the state
12 relating to the preparation of teachers for public elementary and
13 secondary schools.

14 (b) The Department of Higher Education, with the approval of the
15 Commissioner of Education, shall expand, within available
16 appropriations, participation in its summer alternate route to
17 certification program and its weekend and evening alternate route to
18 certification program. The department shall expand the weekend and
19 evening program for participants seeking certification in a subject
20 shortage area pursuant to section 10-8b. The department, in
21 collaboration with the Department of Education, shall develop (1) a
22 regional alternate route to certification program targeted to the subject
23 shortage areas, and (2) an alternate route to certification program for
24 former teachers whose certificates have expired and who are interested
25 in resuming their teaching careers.

26 (c) The Department of Higher Education, in consultation with the
27 Department of Education, shall develop alternate route to certification
28 programs for (1) school administrators and superintendents, in
29 accordance with the provisions of section 2 of this act, and (2) early
30 childhood education teachers. The programs shall include mentored
31 apprenticeships and criteria for admission to the programs.

32 Sec. 2. (NEW) (*Effective July 1, 2010*) (a) The Department of Higher
33 Education and the Department of Education shall develop an alternate
34 route to certification program for school administrators and
35 superintendents. Such alternate route to certification program shall be
36 provided by public or independent institutions of higher education,
37 regional educational service centers or private, nonprofit teacher or
38 administrator training organizations approved by the State Board of
39 Education.

40 (b) The alternate route to certification program for administrators
41 and superintendents shall accept only those participants who (1) hold
42 a bachelor's degree from an institution of higher education accredited
43 by the Board of Governors of Higher Education or regionally
44 accredited, (2) have thirty months or more teaching experience in this
45 state or another state, and (3) have demonstrated a record of effective
46 leadership and effective teaching based on student achievement, as

47 determined by the State Board of Education.

48 (c) The alternate route to certification program for administrators
49 and superintendents shall require each participant to complete a one-
50 year residency as an assistant principal under the guidance and
51 supervision of a certified school principal, unless such participant
52 attests to the program director that such participant has at least two
53 years of successful work experience involving management of
54 personnel.

55 (d) The alternate route to certification program for administrators
56 and superintendents shall allow participants to demonstrate mastery
57 of coursework, required pursuant to the regulations adopted by the
58 State Board of Education, pursuant to section 10-145d of the general
59 statutes by (1) achieving a satisfactory score, as determined by the
60 State Board of Education, on any appropriate State Board of Education
61 approved assessment, or (2) demonstrating requisite experience
62 relevant to administration and supervision, as determined by the State
63 Board of Education.

64 (e) Notwithstanding the provisions of subsection (e) of section 10-
65 145b of the general statutes, on and after July 1, 2010, the State Board of
66 Education, upon receipt of a proper application, shall issue an initial
67 educator certificate in the certification endorsement area of
68 administration and supervision, which shall be valid for three years, to
69 any person who (1) successfully completed the alternate route to
70 certification program for administrators and superintendents pursuant
71 to this section, and (2) meets the requirements established in
72 subsection (b) of section 10-145f of the general statutes.

73 Sec. 3. Subdivision (1) of subsection (h) of section 10-145b of the
74 2010 supplement to the general statutes is repealed and the following
75 is substituted in lieu thereof (*Effective July 1, 2010*):

76 (h) (1) Unless otherwise provided in regulations adopted under
77 section 10-145d, in not less than three years or more than eight years
78 after the issuance of a provisional educator certificate pursuant to

79 subsection (e) of this section and upon the statement of the
80 superintendent, or the superintendent's designee, in whose school
81 district such certificate holder was employed, or the supervisory agent
82 of a nonpublic school approved by the State Board of Education, in
83 whose school such certificate holder was employed, that the
84 provisional educator certificate holder and such superintendent, or
85 such superintendent's designee, or supervisory agent have mutually
86 determined or approved an individual program pursuant to
87 subdivision (2) of subsection (g) of this section and upon the statement
88 of such superintendent, or such superintendent's designee, or
89 supervisory agent that such certificate holder has a record of
90 competency in the discharge of such certificate holder's duties during
91 such provisional period, the state board upon receipt of a proper
92 application shall issue such certificate holder a professional educator
93 certificate. A signed recommendation from the superintendent of
94 schools, or the superintendent's designee, for the local or regional
95 board of education or from the supervisory agent of a nonpublic
96 school approved by the State Board of Education shall be evidence of
97 competency. Such recommendation shall state that the person who
98 holds or has held a provisional educator certificate has successfully
99 completed at least three school years of satisfactory teaching for one or
100 more local or regional boards of education or such nonpublic schools.
101 Each applicant for a certificate pursuant to this subsection shall
102 provide to the Department of Education, in such manner and form as
103 prescribed by the commissioner, evidence that the applicant has
104 successfully completed coursework pursuant to subsection (g) of this
105 section, as appropriate. [Notwithstanding the provisions of this
106 subsection, on and after July 1, 2012, experience teaching in a
107 nonpublic school shall not be accepted for purposes of issuing a
108 professional educator certificate, but may be accepted to renew the
109 provisional educator certificate.]

110 Sec. 4. Section 10-145a of the 2010 supplement to the general statutes
111 is repealed and the following is substituted in lieu thereof (*Effective July*
112 *1, 2010*):

113 (a) The State Board of Education may, in accordance with section 10-
114 19 and such regulations and qualifications as it prescribes, issue
115 certificates of qualification to teach, to administer, to supervise or to
116 serve in other positions requiring certification pursuant to regulations
117 adopted by the State Board of Education in any public school in the
118 state and may revoke the same. Any such regulations shall provide
119 that the qualifications to maintain any administrator, supervisor or
120 special service certificate shall incorporate the continuing education
121 provisions of subsection (i) of section 10-145b. The certificates of
122 qualification issued under this section shall be accepted by boards of
123 education in lieu of any other certificate, provided additional
124 qualifications may be required by a board of education, in which case
125 the state certificate shall be accepted for such subjects as it includes.

126 (b) Any candidate in a program of teacher preparation leading to
127 professional certification shall be encouraged to successfully complete
128 an intergroup relations component of such a program which shall be
129 developed with the participation of both sexes, and persons of various
130 ethnic, cultural and economic backgrounds. Such intergroup relations
131 program shall have the following objectives: (1) The imparting of an
132 appreciation of the contributions to American civilization of the
133 various ethnic, cultural and economic groups composing American
134 society and an understanding of the life styles of such groups; (2) the
135 counteracting of biases, discrimination and prejudices; and (3) the
136 assurance of respect for human diversity and personal rights. The State
137 Board of Education, the Board of Governors of Higher Education, the
138 Commission on Human Rights and Opportunities and the Permanent
139 Commission on the Status of Women shall establish a joint committee
140 composed of members of the four agencies, which shall develop and
141 implement such programs in intergroup relations.

142 (c) Any candidate in a program of teacher preparation leading to
143 professional certification shall be encouraged to complete a (1) health
144 component of such a program, which includes, but need not be limited
145 to, human growth and development, nutrition, first aid, disease
146 prevention and community and consumer health, and (2) mental

147 health component of such a program, which includes, but need not be
148 limited to, youth suicide, child abuse and alcohol and drug abuse.

149 (d) Any candidate in a program of teacher preparation leading to
150 professional certification shall be encouraged to complete a school
151 violence, bullying and suicide prevention and conflict resolution
152 component of such a program.

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

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

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

171 (h) On and after July 1, 2010, any program of teacher preparation
172 leading to professional certification may permit teaching experience in
173 a nonpublic school, approved by the State Board of Education, and
174 offered through a public or private institution of higher education to
175 count towards the preparation and eligibility requirements for an
176 initial educator certificate.

177 [(h)] (i) On and after July 1, 2012, any candidate entering a program

178 of teacher preparation leading to professional certification shall be
179 required to complete training in competency areas contained in the
180 professional teaching standards established by the State Board of
181 Education, including, but not limited to, development and
182 characteristics of learners, evidence-based and standards-based
183 instruction, evidence-based classroom and behavior management, and
184 assessment and professional behaviors and responsibilities.

185 Sec. 5. Subsection (a) of section 10-220a of the 2010 supplement to
186 the general statutes is repealed and the following is substituted in lieu
187 thereof (*Effective July 1, 2010*):

188 (a) Each local or regional board of education shall provide an in-
189 service training program for its teachers, administrators and pupil
190 personnel who hold the initial educator, provisional educator or
191 professional educator certificate. Such program shall provide such
192 teachers, administrators and pupil personnel with information on (1)
193 the nature and the relationship of drugs, as defined in subdivision (17)
194 of section 21a-240, and alcohol to health and personality development,
195 and procedures for discouraging their abuse, (2) health and mental
196 health risk reduction education which includes, but need not be
197 limited to, the prevention of risk-taking behavior by children and the
198 relationship of such behavior to substance abuse, pregnancy, sexually
199 transmitted diseases, including HIV-infection and AIDS, as defined in
200 section 19a-581, violence, child abuse and youth suicide, (3) the growth
201 and development of exceptional children, including handicapped and
202 gifted and talented children and children who may require special
203 education, including, but not limited to, children with attention-deficit
204 hyperactivity disorder or learning disabilities, and methods for
205 identifying, planning for and working effectively with special needs
206 children in a regular classroom, (4) school violence prevention, conflict
207 resolution and prevention of bullying, as defined in subsection (a) of
208 section 10-222d, except that those boards of education that implement
209 an evidence-based model approach, consistent with subsection (d) of
210 section 10-145a, subsection (a) of section 10-220a, sections 10-222d, 10-
211 222g and 10-222h, subsection (g) of section 10-233c and sections 1 and 3

212 of public act 08-160, shall not be required to provide in-service training
 213 on prevention of bullying, (5) cardiopulmonary resuscitation and other
 214 emergency life saving procedures, (6) computer and other information
 215 technology as applied to student learning and classroom instruction,
 216 communications and data management, (7) the teaching of the
 217 language arts, reading and reading readiness for teachers in grades
 218 kindergarten to three, inclusive, including, but not limited to,
 219 scientifically-based reading research models, as described by the No
 220 Child Left Behind Act, P.L. 107-110, and (8) second language
 221 acquisition in districts required to provide a program of bilingual
 222 education pursuant to section 10-17f. The State Board of Education,
 223 within available appropriations and utilizing available materials, shall
 224 assist and encourage local and regional boards of education to include:
 225 (A) Holocaust education and awareness; (B) the historical events
 226 surrounding the Great Famine in Ireland; (C) African-American
 227 history; (D) Puerto Rican history; (E) Native American history; (F)
 228 personal financial management; and (G) topics approved by the state
 229 board upon the request of local or regional boards of education as part
 230 of in-service training programs pursuant to this subsection.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2010</i>	10-155d
Sec. 2	<i>July 1, 2010</i>	New section
Sec. 3	<i>July 1, 2010</i>	10-145b(h)(1)
Sec. 4	<i>July 1, 2010</i>	10-145a
Sec. 5	<i>July 1, 2010</i>	10-220a(a)

ED *Joint Favorable Subst.*

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

OFA Fiscal Note

State Impact:

Agency Affected	Fund-Effect	FY 11 \$	FY 12 \$
Higher Ed., Dept.	GF - Cost	200,000	0
Education, Dept.	GF - Cost	85,000	85,000
Comptroller Misc. Accounts (Fringe Benefits) ¹	GF - Cost	22,661	56,534

Note: GF=General Fund

Municipal Impact: None

Explanation

Sections 1 and 2 of the bill establish an alternate route to certification (ARC) program for school administrators and superintendents, which must be developed by the Department of Higher Education (DHE) and the State Department of Education (SDE). It is anticipated that creating the new program will result in an additional cost of approximately \$200,000 to DHE, including: program design, consulting fees, and materials. Additionally, SDE will require two part-time staff; one for accrediting the individuals enrolled in the program (an annual salary of \$50,000 plus fringe benefits), and one responsible for certifying the program participants (\$35,000 plus fringe benefits).

Sections 3, 4, and 5 are not anticipated to result in a fiscal impact.

The Out Years

¹ The estimated non-pension fringe benefit rate as a percentage of payroll is 26.66% which includes health insurance, social security, Medicare, life insurance, and unemployment compensation. Fringe benefit costs for new positions do not include pension costs as new positions will not impact the state's pension contribution until FY 12 after the next scheduled actuarial valuation.

The annualized ongoing fiscal impact identified above would continue into the future subject to inflation, except for the program design and consulting fees associated with DHE, which are one-time in nature.

OLR Bill Analysis**sHB 5421*****AN ACT CONCERNING EDUCATORS AND ADMINISTRATORS.*****SUMMARY:**

This bill:

1. establishes criteria for an alternate route to certification (ARC) program for school administrators and superintendents that the departments of Education (SDE) and Higher Education (DHE) are already required to develop;
2. on and after July 1, 2012, allows the State Board of Education (SBE) to continue to accept nonpublic school teaching experience for purposes of issuing a professional educator certificate (the highest level state educator certificate);
3. allows teacher preparation programs to count student teaching in SBE-approved nonpublic schools towards the preparation and eligibility requirements for an initial educator certificate (the entry-level teaching certificate) (see COMMENT); and
4. requires local and regional school districts to include scientifically based research models as described in the federal No Child Left Behind Act (see BACKGROUND), as part of the professional development in language arts, reading, and reading readiness they must offer to certified K-3 teachers.

EFFECTIVE DATE: July 1, 2010

ALTERNATE ROUTE TO CERTIFICATION FOR ADMINISTRATORS***Establishing the Program***

By law, DHE, in consultation with SDE, must develop an ARC

program for school administrators and superintendents that includes mentored apprenticeships and criteria for program admission. The bill requires the two departments to develop the program together.

Under the bill, the administrators' ARC program must be provided by public or private higher education institutions; regional educational service centers; or private, nonprofit administrator training organizations approved by the State Board of Education (SBE).

Admission Criteria

Current law requires DHE to develop admission criteria in consultation with SDE. The bill requires the program to accept only those who have at least:

1. a bachelor's degree from an institution accredited by the higher education Board of Governors or regionally accredited;
2. 30 months of teaching experience in Connecticut or another state; and
3. a demonstrated record of effective leadership and teaching based on student achievement, as determined by SBE.

One-Year Residency

Under the bill, the administrators' ARC program must include a one-year residency as an assistant principal under the supervision and guidance of a certified school principal. The residency is not required for any program participant who attests to the ARC program director that he or she has at least two years of successful work experience that involves managing personnel. The work experience does not have to be in an educational setting.

Initial Administrator Certificate

The ARC program for administrators must allow participants to demonstrate their mastery of coursework by either (1) achieving a satisfactory score as determined by SBE on an appropriate SBE-specified test or (2) demonstrating requisite experience relevant to

administration and supervision, also as determined by SBE.

The bill also requires SBE to issue an initial certificate with an administration and supervision endorsement to anyone who (1) successfully completes the administrators' ARC program and (2) (a) passes, or meets the requirements for an out-of-state administrator exemption from, Connecticut's reading, writing, and math competency exam and (b) passes the required subject matter exam. The competency test exemption applies only to a person from out-of-state who (1) holds a valid school administrator certificate in another state that SBE determines is equivalent to an initial educator certificate in Connecticut, (2) is applying for a Connecticut certificate in a school administrator endorsement area, and (3) has three years of successful experience as a school administrator in the 10 years before applying for the administrator certificate. The experience may be in a public school or a private school approved by the state board of education in the other state.

Starting July 1, 2010, the bill also apparently requires the SBE to issue an initial certificate to a qualifying administrator ARC program graduate "notwithstanding" a statutory requirement that all applicants for initial and provisional educator certificates complete a minimum 36-hour course in understanding the growth and development of exceptional children, including handicapped and gifted and talented children. (The bill's notwithstanding provision refers to "subsection (e) of § 10-145b," which requires this course. However, in the 2010 CGS Supplement, the special education course requirement is codified in subsection (d) of that section, while subsection (e) refers to issuance of a provisional certificate.)

NONPUBLIC SCHOOL TEACHING EXPERIENCE AND PROFESSIONAL CERTIFICATES

By law, a provisional certificate holder must have from three to eight years of successful teaching experience to gain a professional certificate. Under current law, starting July 1, 2012, only public school teaching experience may be used to qualify for a professional

certificate, although provisional certificate holders may use private school teaching experience to renew a provisional certificate. The bill eliminates this provision and continues to allow nonpublic school teachers to obtain professional certificates.

BACKGROUND

Scientifically Based Reading Research Models

The federal No Child Left Behind Act of 2001 (P.L. 107-110) refers to, but does not define, “scientifically-based reading research models.” Title I, Part B, Subpart 1 of the act established a federal Reading First program to provide grants to school districts to, among other things, implement “reading instruction based on scientifically based reading research” that “includes the essential components of reading instruction.”

In program guidance issued in April 2002, the U.S. Department of Education defined scientifically based reading research as research that “applies rigorous, systematic and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties.” The same guidance defines the “essential components of reading instruction” as (1) phonemic awareness (ability to hear, identify, and manipulate the individual sounds or “phonemes” in spoken words); (2) phonics; (3) vocabulary development; (4) reading fluency, including oral reading skills; and (5) reading comprehension strategies (*Guidance for the Reading First Program*, U.S. Department of Education, Office of Elementary and Secondary Education, April 2002).

COMMENT

Student Teaching in Nonpublic Schools

The bill’s provision allowing student teaching in nonpublic schools to count towards preparation for initial certification (§ 4) is ineffective because it conflicts with another law requiring student teachers to be placed with “cooperating teachers” (CGS § 10-220a (d)).

Cooperating teachers are certified teachers who work in public

schools, private special education facilities approved by the education commissioner, and other facilities the commissioner designates and who supervise, train, and evaluate student teachers. Local and regional boards of education designate the cooperating teachers working in public schools and the authorities who operate private special education and other designated facilities choose the cooperating teachers at those facilities. The cooperating teacher program is funded by a state appropriation. There are no cooperating teachers for nonpublic schools.

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute

Yea 31 Nay 0 (03/23/2010)