



General Assembly

**Amendment**

January Session, 2013

LCO No. 6975

**\*SB0109706975SD0\***

Offered by:

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REP. HOLDER-WINFIELD, 94<sup>th</sup> Dist.  
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To: Subst. Senate Bill No. 1097

File No. 544

Cal. No. 389

**"AN ACT CONCERNING REVISIONS TO THE EDUCATION REFORM ACT OF 2012."**

1 Strike sections 1 and 2 in their entirety and insert the following in  
2 lieu thereof:

3 "Section 1. Section 10-151b of the general statutes is repealed and the  
4 following is substituted in lieu thereof (*Effective from passage*):

5 (a) The superintendent of each local or regional board of education  
6 shall annually evaluate or cause to be evaluated each teacher, [in  
7 accordance with guidelines established by the State Board of  
8 Education, pursuant to subsection (c) of this section, and such other  
9 guidelines as may be established by mutual agreement between the  
10 local or regional board of education and the teachers' representative

11 chosen pursuant to section 10-153b, and] and for the school year  
12 commencing July 1, 2013, and each school year thereafter, such annual  
13 evaluations shall be the teacher evaluation and support program  
14 adopted pursuant to subsection (b) of this section. The superintendent  
15 may conduct additional formative evaluations toward producing an  
16 annual summative evaluation. An evaluation pursuant to this  
17 subsection shall include, but need not be limited to, strengths, areas  
18 needing improvement, strategies for improvement and multiple  
19 indicators of student academic growth. Claims of failure to follow the  
20 established procedures of such teacher evaluation and support  
21 [programs] program shall be subject to the grievance procedure in  
22 collective bargaining agreements negotiated subsequent to July 1, 2004.  
23 In the event that a teacher does not receive a summative evaluation  
24 during the school year, such teacher shall receive a "not rated"  
25 designation for such school year. The superintendent shall report (1)  
26 the status of teacher evaluations to the local or regional board of  
27 education on or before June first of each year, and (2) the status of the  
28 implementation of the teacher evaluation and support program,  
29 including the frequency of evaluations, aggregate evaluation ratings,  
30 the number of teachers who have not been evaluated and other  
31 requirements as determined by the Department of Education, to the  
32 Commissioner of Education on or before June thirtieth of each year.  
33 For purposes of this section, the term "teacher" shall include each  
34 professional employee of a board of education, below the rank of  
35 superintendent, who holds a certificate or permit issued by the State  
36 Board of Education.

37 (b) [(1)] Except as provided in subsection (d) of this section, not later  
38 than September 1, 2013, each local and regional board of education  
39 shall [develop] adopt and implement a teacher evaluation [programs]  
40 and support program that is consistent with the guidelines for a model  
41 teacher evaluation and support program adopted by the State Board of  
42 Education, pursuant to subsection (c) of this section, and [consistent  
43 with] the plan developed, [in accordance with the provisions of]  
44 pursuant to subsection (b) of section 10-220a. Such teacher evaluation

45 and support program shall be developed through mutual agreement  
46 between the local or regional board of education and persons selected  
47 by the teachers' representative chosen pursuant to section 10-153b. If a  
48 local or regional board of education is unable to develop a teacher  
49 evaluation and support program through mutual agreement with such  
50 persons selected by the teachers' representative chosen pursuant to  
51 section 10-153b, then such board of education and such persons shall  
52 consider the model teacher evaluation and support program adopted  
53 by the State Board of Education, pursuant to subsection (c) of this  
54 section, and such board of education may adopt, through mutual  
55 agreement with such persons, such model teacher evaluation and  
56 support program. If a local or regional board of education is unable to  
57 adopt such model teacher evaluation and support program through  
58 mutual agreement with such persons selected by the teachers'  
59 representative chosen pursuant to section 10-153b, then such board of  
60 education shall adopt and implement a teacher evaluation and support  
61 program developed by such board of education, provided such teacher  
62 evaluation and support program is consistent with the guidelines  
63 adopted by the State Board of Education, pursuant to subsection (c) of  
64 this section, and the plan developed, pursuant to subsection (b) of  
65 section 10-220a. Each local and regional board of education shall  
66 commence implementation of the teacher evaluation and support  
67 program adopted pursuant to this subsection in accordance with the  
68 provisions of subsection (f) of this section.

69 [(2) Not later than June thirtieth of each year, each superintendent  
70 shall report to the Commissioner of Education the status of the  
71 implementation of teacher evaluations, including the frequency of  
72 evaluations, aggregate evaluation ratings, the number of teachers who  
73 have not been evaluated and other requirements as determined by the  
74 Department of Education.]

75 (c) (1) On or before July 1, 2012, the State Board of Education shall  
76 adopt, in consultation with the Performance Evaluation Advisory  
77 Council established pursuant to section 10-151d, as amended by this  
78 act, guidelines for a model teacher evaluation and support program.

79 Such guidelines shall include, but not be limited to, [(1)] (A) the use of  
80 four performance evaluations designators: Exemplary, proficient,  
81 developing and below standard; [(2)] (B) the use of multiple indicators  
82 of student academic growth and development in teacher evaluations;  
83 [(3)] (C) methods for assessing student academic growth and  
84 development; [(4)] (D) a consideration of control factors tracked by the  
85 state-wide public school information system, pursuant to subsection  
86 (c) of section 10-10a, that may influence teacher performance ratings,  
87 including, but not limited to, student characteristics, student  
88 attendance and student mobility; [(5)] (E) minimum requirements for  
89 teacher evaluation instruments and procedures, including scoring  
90 systems to determine exemplary, proficient, developing and below  
91 standard ratings; [(6)] (F) the development and implementation of  
92 periodic training programs regarding the teacher evaluation and  
93 support program to be offered by the local or regional board of  
94 education or regional educational service center for the school district  
95 to teachers who are employed by such local or regional board of  
96 education and whose performance is being evaluated and to  
97 administrators who are employed by such local or regional board of  
98 education and who are conducting performance evaluations; [(7)] (G)  
99 the provision of professional development services based on the  
100 individual or group of individuals' needs that are identified through  
101 the evaluation process; [(8)] (H) the creation of individual teacher  
102 improvement and remediation plans for teachers whose performance  
103 is developing or below standard, designed in consultation with such  
104 teacher and his or her exclusive bargaining representative for certified  
105 teachers chosen pursuant to section 10-153b, and that [(A)] (i) identify  
106 resources, support and other strategies to be provided by the local or  
107 regional board of education to address documented deficiencies, [(B)]  
108 (ii) indicate a timeline for implementing such resources, support, and  
109 other strategies, in the course of the same school year as the plan is  
110 issued, and [(C)] (iii) include indicators of success including a  
111 summative rating of proficient or better immediately at the conclusion  
112 of the improvement and remediation plan; [(9)] (I) opportunities for  
113 career development and professional growth; and [(10)] (J) a validation

114 procedure to audit evaluation ratings of exemplary or below standard  
115 by the department, or a third-party entity approved by the  
116 department, to validate such exemplary or below standard evaluation  
117 ratings. [The State Board of Education, following the completion of the  
118 teacher evaluation and support pilot program, pursuant to section 10-  
119 151f, and the submission of the study of such pilot program, pursuant  
120 to section 10-151g, shall validate the guidelines adopted under this  
121 subsection.]

122 (2) On or before July 1, 2013, the State Board of Education shall  
123 adopt, in consultation with the Performance Evaluation Advisory  
124 Council established pursuant to section 10-151d, as amended by this  
125 act, a model teacher evaluation and support program that is consistent  
126 with the guidelines adopted pursuant to subdivision (1) of this  
127 subsection.

128 (3) The State Board of Education shall, following the completion of  
129 the teacher evaluation and support pilot program, pursuant to section  
130 10-151f, as amended by this act, and the submission of the study of  
131 such pilot program, pursuant to section 10-151g, as amended by this  
132 act, review and may revise, as necessary, the guidelines for a model  
133 teacher evaluation and support program and the model teacher  
134 evaluation and support program adopted under this subsection.

135 (d) The State Board of Education may waive the provisions of  
136 [subdivision (1) of] subsection (b) of this section for any local or  
137 regional board of education that [has developed] adopted a teacher  
138 evaluation program prior to [the validation of the model teacher  
139 evaluation and support program guidelines described in subsection (c)  
140 of this section and] July 1, 2013, that the State Board of Education  
141 determines is in substantial compliance with [such] the guidelines for a  
142 model teacher evaluation and support program. [guidelines.]

143 (e) Not later than July 1, 2013, the State Board of Education shall  
144 adopt, in consultation with the Performance Evaluation Advisory  
145 Council, a model teacher evaluation and support program

146 implementation plan that permits a local or regional board of  
147 education to phase in full implementation of the teacher evaluation  
148 and support programs, adopted pursuant to subsection (b) of this  
149 section, during the school years commencing July 1, 2013, and July 1,  
150 2014.

151 (f) Not later than September 1, 2013, each local and regional board of  
152 education may (1) adopt, through mutual agreement with persons  
153 selected by the teachers' representative chosen pursuant to section 10-  
154 153b, a teacher evaluation and support program implementation plan  
155 that phases in full implementation of the teacher evaluation and  
156 support program, adopted pursuant to subsection (b) of this section,  
157 during the school years commencing July 1, 2013, to July 1, 2016,  
158 inclusive, (2) adopt the model teacher evaluation and support program  
159 implementation plan adopted by the State Board of Education,  
160 pursuant to subsection (e) of this section, or (3) begin full  
161 implementation of the teacher evaluation and support program  
162 adopted by such board of education, pursuant to subsection (b) of this  
163 section. If a local or regional board of education is unable to adopt a  
164 teacher evaluation and support program implementation plan through  
165 mutual agreement with persons selected by the teachers'  
166 representative chosen pursuant to section 10-153b, such local or  
167 regional board of education shall (A) adopt the model teacher  
168 evaluation and support program implementation plan adopted by the  
169 State Board of Education, pursuant to subsection (e) of this section, or  
170 (B) begin full implementation of the teacher evaluation and support  
171 program adopted by such board of education, pursuant to subsection  
172 (b) of this section.

173 Sec. 2. Subsection (a) of section 10-220a of the general statutes are  
174 repealed and the following is substituted in lieu thereof (*Effective from*  
175 *passage*):

176 (a) Each local or regional board of education shall provide an in-  
177 service training program for its teachers, administrators and pupil  
178 personnel who hold the initial educator, provisional educator or

179 professional educator certificate. Such program shall provide such  
180 teachers, administrators and pupil personnel with information on (1)  
181 the nature and the relationship of drugs, as defined in subdivision (17)  
182 of section 21a-240, and alcohol to health and personality development,  
183 and procedures for discouraging their abuse, (2) health and mental  
184 health risk reduction education which includes, but need not be  
185 limited to, the prevention of risk-taking behavior by children and the  
186 relationship of such behavior to substance abuse, pregnancy, sexually  
187 transmitted diseases, including HIV-infection and AIDS, as defined in  
188 section 19a-581, violence, teen dating violence, domestic violence, child  
189 abuse and youth suicide, (3) the growth and development of  
190 exceptional children, including handicapped and gifted and talented  
191 children and children who may require special education, including,  
192 but not limited to, children with attention-deficit hyperactivity  
193 disorder or learning disabilities, and methods for identifying, planning  
194 for and working effectively with special needs children in a regular  
195 classroom, including, but not limited to, implementation of student  
196 individualized education programs, (4) school violence prevention,  
197 conflict resolution, the prevention of and response to youth suicide  
198 and the identification and prevention of and response to bullying, as  
199 defined in subsection (a) of section 10-222d, except that those boards of  
200 education that implement any evidence-based model approach that is  
201 approved by the Department of Education and is consistent with  
202 subsection (d) of section 10-145a, [subsection (a) of section 10-220a,]  
203 sections 10-222d, 10-222g and 10-222h, subsection (g) of section 10-233c  
204 and sections 1 and 3 of public act 08-160, shall not be required to  
205 provide in-service training on the identification and prevention of and  
206 response to bullying, (5) cardiopulmonary resuscitation and other  
207 emergency life saving procedures, (6) computer and other information  
208 technology as applied to student learning and classroom instruction,  
209 communications and data management, (7) the teaching of the  
210 language arts, reading and reading readiness for teachers in grades  
211 kindergarten to three, inclusive, (8) second language acquisition in  
212 districts required to provide a program of bilingual education  
213 pursuant to section 10-17f, (9) the requirements and obligations of a

214 mandated reporter. Each local and regional board of education may  
215 allow any paraprofessional or noncertified employee to participate, on  
216 a voluntary basis, in any in-service training program provided  
217 pursuant to this section, and (10) the teacher evaluation and support  
218 program [developed] adopted pursuant to subsection (b) of section 10-  
219 151b, as amended by this act. The State Board of Education, within  
220 available appropriations and utilizing available materials, shall assist  
221 and encourage local and regional boards of education to include: (A)  
222 Holocaust and genocide education and awareness; (B) the historical  
223 events surrounding the Great Famine in Ireland; (C) African-American  
224 history; (D) Puerto Rican history; (E) Native American history; (F)  
225 personal financial management; (G) domestic violence and teen dating  
226 violence; and (H) topics approved by the state board upon the request  
227 of local or regional boards of education as part of in-service training  
228 programs pursuant to this subsection."

229 Strike sections 6 to 8, inclusive, in their entirety and insert the  
230 following in lieu thereof:

231 "Sec. 6. Subsection (b) of section 10-151f of the general statutes is  
232 repealed and the following is substituted in lieu thereof (*Effective from*  
233 *passage*):

234 (b) The teacher evaluation and support pilot program described in  
235 subdivision (1) of subsection (a) of this section shall (1) assess and  
236 evaluate the implementation of a teacher evaluation and support  
237 program [developed] adopted by a local or regional board of  
238 education pursuant to subsection (b) of section 10-151b, as amended by  
239 this act, that is in compliance with the guidelines for a model teacher  
240 evaluation and support program or the model teacher evaluation and  
241 support program adopted pursuant to subsection (c) of section 10-  
242 151b, as amended by this act, (2) identify district needs for technical  
243 assistance and support in implementing such teacher evaluation and  
244 support program, (3) provide training to administrators in how to  
245 conduct performance evaluations under the teacher evaluation and  
246 support program, (4) provide orientation to teachers being evaluated

247 under the teacher evaluation and support program, (5) include a  
248 validation process for performance evaluations to be conducted by the  
249 Department of Education, or the department's designee, and (6)  
250 provide funding for the administration of the teacher evaluation and  
251 support program developed by the local or regional board of  
252 education.

253 Sec. 7. Subsection (b) of section 10-151g of the general statutes is  
254 repealed and the following is substituted in lieu thereof (*Effective from*  
255 *passage*):

256 (b) Upon completion of such study, but not later than January 1,  
257 2014, the Neag School of Education at The University of Connecticut  
258 shall (1) submit to the State Board of Education such study and any  
259 [recommendation concerning validation of the] recommendations  
260 concerning revisions to the guidelines for a model teacher evaluation  
261 and support program [guidelines] or model teacher evaluation and  
262 support program adopted by the State Board of Education pursuant to  
263 subsection (c) of section 10-151b, as amended by this act, and (2)  
264 submit such study and any such recommendations to the joint  
265 standing committee of the General Assembly having cognizance of  
266 matters relating to education, in accordance with the provisions of  
267 section 11-4a.

268 Sec. 8. Section 10-151h of the general statutes is repealed and the  
269 following is substituted in lieu thereof (*Effective from passage*):

270 [Prior to the implementation of] (a) For the school year commencing  
271 July 1, 2013, prior to any evaluation conducted under the teacher  
272 evaluation and support program [developed] adopted pursuant to  
273 subsection (b) of section 10-151b, as amended by this act, [but not later  
274 than July 1, 2014,] each local and regional board of education shall  
275 conduct training programs for all evaluators and orientation for all  
276 teachers employed by such board relating to the provisions of such  
277 teacher evaluation and support program [developed] adopted by such  
278 board of education. Such training shall provide instruction to

279 evaluators in how to conduct proper performance evaluations prior to  
280 conducting an evaluation under the teacher evaluation and support  
281 program. Such orientation shall be completed by each teacher before a  
282 teacher receives an evaluation under the teacher evaluation and  
283 support program. For purposes of this section, the term "teacher" shall  
284 include each professional employee of a board of education, below the  
285 rank of superintendent, who holds a certificate or permit issued by the  
286 State Board of Education.

287 (b) For the school year commencing July 1, 2014, and each school  
288 year thereafter, each local and regional board of education shall (1)  
289 conduct the training programs and orientation described in subsection  
290 (a) of this section at least biennially to all evaluators and teachers  
291 employed by such board, (2) conduct such training programs for all  
292 new evaluators prior to any evaluations conducted by such evaluators,  
293 and (3) provide such orientation to all new teachers hired by such  
294 board before such teachers receive an evaluation."

295 Strike section 14 in its entirety and insert the following in lieu  
296 thereof:

297 "Sec. 14. Section 10-145r of the general statutes is repealed and the  
298 following is substituted in lieu thereof (*Effective July 1, 2013*):

299 For the school year commencing July 1, 2014, and [each school year]  
300 biennially thereafter, the local or regional board of education [for all  
301 certified employees who hold] that employs a certified individual who  
302 holds an initial, provisional or professional educator certificate with an  
303 early childhood nursery through grade three or an elementary  
304 endorsement [and are employed] in a position requiring such an  
305 endorsement in kindergarten to grade three, inclusive, shall require  
306 [all such certified employees to take the practice version of] each such  
307 certified individual to take a survey on reading instruction, developed  
308 by the Department of Education that is based on the reading  
309 instruction examination approved by the State Board of Education on  
310 April 1, 2009, [. Each local and regional board of education shall

311 annually report the results of such practice examination to the  
312 Department of Education.] or a comparable reading instruction  
313 examination with minimum standards that are equivalent to the  
314 examination approved by the State Board of Education on April 1,  
315 2009. The department shall design such survey in a manner that  
316 identifies the strengths and weaknesses of such certified individuals in  
317 reading instruction practices and knowledge on an individual, school  
318 and district level. Such survey shall be administered at no financial  
319 cost to such certified individual and in a manner that protects the  
320 anonymity of such certified individual. The results of such survey shall  
321 not be included as part of any summative ratings for performance  
322 evaluations, conducted pursuant to section 10-151b, and not be subject  
323 to disclosure under the Freedom of Information Act, as defined in  
324 section 1-200. Such results shall be used for the purpose of improving  
325 reading instruction by developing student learning objectives and  
326 teacher practice goals that will be included in the professional  
327 development conducted pursuant to section 10-148b, as amended by  
328 this act, for such certified individuals."

329 Strike sections 16 and 17 in their entirety and insert the following in  
330 lieu thereof:

331 "Sec. 16. Subsection (f) of section 10-145d of the general statutes is  
332 repealed and the following is substituted in lieu thereof (*Effective from*  
333 *passage*):

334 (f) An endorsement issued prior to July 1, 2013, to teach elementary  
335 education grades one to six, inclusive, shall be valid for grades  
336 kindergarten to six, inclusive, and for such an endorsement issued on  
337 or after July 1, 2013, the endorsement shall be valid for grades one to  
338 six, inclusive, except such an endorsement issued between July 1, 2013,  
339 and July 1, 2017, to any student who was admitted to a teacher  
340 preparation program, as defined in section 10-10a, in the certification  
341 endorsement area of elementary education on or before the start of the  
342 fall semester of 2012, and successfully completes such program, shall  
343 be valid for grades kindergarten to six, inclusive. An endorsement to

344 teach comprehensive special education grades one to twelve, inclusive,  
345 shall be valid for grades kindergarten to twelve, inclusive, provided,  
346 on and after [July] September 1, 2013, any (1) certified employee [with  
347 such] applying for a comprehensive special education endorsement, or  
348 (2) applicant for an initial, provisional or professional educator  
349 certificate and a comprehensive special education endorsement  
350 [achieves] shall achieve a satisfactory score on the reading instruction  
351 examination approved by the State Board of Education on April 1,  
352 2009, or a comparable reading instruction examination with minimum  
353 standards that are equivalent to the examination approved by the State  
354 Board of Education on April 1, 2009.

355 Sec. 17. Subsection (i) of section 10-145d of the general statutes is  
356 repealed and the following is substituted in lieu thereof (*Effective from*  
357 *passage*):

358 (i) On and after [July] September 1, 2013, any (1) certified employee  
359 [with] applying for a remedial reading, [and] remedial language arts or  
360 reading consultant endorsement, or (2) applicant for an initial,  
361 provisional or professional educator certificate and a remedial reading,  
362 remedial language arts or reading consultant endorsement shall  
363 achieve a satisfactory score on the reading instruction examination  
364 approved by the State Board of Education on April 1, 2009, or a  
365 comparable reading instruction examination with minimum standards  
366 that are equivalent to the examination approved by the State Board of  
367 Education on April 1, 2009."

368 After the last section, add the following and renumber sections and  
369 internal references accordingly:

370 "Sec. 501. Subsection (a) of section 10-148b of the general statutes is  
371 repealed and the following is substituted in lieu thereof (*Effective July*  
372 *1, 2013*):

373 (a) On or before July 1, 2013, the Commissioner of Education shall  
374 create a program of professional development for teachers, as defined  
375 in section 10-144d, and principals in scientifically-based reading

376 research and instruction, as defined in section 10-14u. Such program of  
 377 professional development shall (1) count towards the professional  
 378 development requirements pursuant to section 10-148a, (2) be based on  
 379 data collected from student reading assessments, (3) provide  
 380 differentiated and intensified training in reading instruction for  
 381 teachers, (4) outline how mentor teachers who will train teachers in  
 382 reading instruction, (5) outline how model classrooms will be  
 383 established in schools for reading instruction, (6) inform principals on  
 384 how to evaluate classrooms and teacher performance in scientifically-  
 385 based reading research and instruction, and (7) be job-embedded and  
 386 local whenever possible. In the case of any certified individual who is  
 387 required to complete the reading instruction survey, pursuant to  
 388 section 10-145r, as amended by this act, the program of professional  
 389 development for such individual shall be designed using the results of  
 390 such survey, in accordance with said section 10-145r."

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>from passage</i>	10-151b
Sec. 2	<i>from passage</i>	10-220a(a)
Sec. 6	<i>from passage</i>	10-151f(b)
Sec. 7	<i>from passage</i>	10-151g(b)
Sec. 8	<i>from passage</i>	10-151h
Sec. 14	<i>July 1, 2013</i>	10-145r
Sec. 16	<i>from passage</i>	10-145d(f)
Sec. 17	<i>from passage</i>	10-145d(i)
Sec. 501	<i>July 1, 2013</i>	10-148b(a)