



Senate

General Assembly

File No. 640

January Session, 2015

Substitute Senate Bill No. 1098

Senate, April 14, 2015

The Committee on Education reported through SEN. SLOSSBERG of the 14th Dist., Chairperson of the Committee on the part of the Senate, that the substitute bill ought to pass.

AN ACT CONCERNING TEACHER CERTIFICATION REQUIREMENTS FOR SHORTAGE AREAS, INTERSTATE AGREEMENTS FOR TEACHER CERTIFICATION RECIPROCITY, MINORITY TEACHER RECRUITMENT AND RETENTION AND CULTURAL COMPETENCY INSTRUCTION.

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

1 Section 1. Subsection (c) of section 10-145b of the general statutes is
2 repealed and the following is substituted in lieu thereof (*Effective July*
3 *1, 2015*):

4 (c) (1) The State Board of Education, upon request of a local or
5 regional board of education, shall issue a temporary ninety-day
6 certificate to any applicant in the certification endorsement areas of
7 elementary education, middle grades education, secondary academic
8 subjects, special subjects or fields, special education, early childhood
9 education and administration and supervision, or in the certification
10 endorsement areas corresponding to teacher shortage areas, as
11 determined by the Commissioner of Education pursuant to section 10-

12 8b, when the following conditions are met:

13 (A) The employing agent of a board of education makes a written
14 request for the issuance of such certificate and attests to the existence
15 of a special plan for supervision of temporary ninety-day certificate
16 holders;

17 (B) The applicant meets the following requirements, except as
18 otherwise provided in subparagraph (C) of this subdivision:

19 (i) Holds a bachelor's degree from an institution of higher education
20 accredited by the Board of Regents for Higher Education or Office of
21 Higher Education or regionally accredited with a major either in or
22 closely related to the certification endorsement area in which the
23 requesting board of education is placing the applicant or, in the case of
24 secondary or special subject or field endorsement area, possesses at
25 least the minimum total number of semester hours of credit required
26 for the content area, except as provided in section 10-145l;

27 (ii) Has met the requirements pursuant to subsection (b) of section
28 10-145f;

29 (iii) Presents a written application on such forms as the
30 Commissioner of Education shall prescribe;

31 (iv) Has successfully completed an alternate route to certification
32 program provided by the Board of Regents for Higher Education or
33 the Office of Higher Education or public or independent institutions of
34 higher education, regional educational service centers or private
35 teacher or administrator training organizations and approved by the
36 State Board of Education;

37 (v) Possesses an undergraduate college overall grade point average
38 of at least "B" or, if the applicant has completed at least twenty-four
39 hours of graduate credit, possesses a graduate grade point average of
40 at least "B"; and

41 (vi) Presents supporting evidence of appropriate experience

42 working with children; and

43 (C) The Commissioner of Education may waive the requirements of
44 subparagraphs (B)(v) or (B)(vi), or both, of this subdivision upon a
45 showing of good cause.

46 (2) A person serving under a temporary ninety-day certificate shall
47 participate in a beginning support and assessment program pursuant
48 to section 10-220a, as amended by this act, which is specifically
49 designed by the state Department of Education for holders of
50 temporary ninety-day certificates.

51 (3) Notwithstanding the provisions of subsection (a) of this section
52 to the contrary, on and after July 1, 1989, the State Board of Education,
53 upon receipt of a proper application, shall issue an initial educator
54 certificate, which shall be valid for three years, to any person who has
55 taught successfully while holding a temporary ninety-day certificate
56 and meets the requirements [pursuant to] established in regulations
57 adopted pursuant to section 10-145d, as amended by this act.

58 Sec. 2. Section 10-146c of the general statutes is repealed and the
59 following is substituted in lieu thereof (*Effective July 1, 2015*):

60 The Commissioner of Education, or the commissioner's designee, as
61 agent for the state [may] shall establish or join interstate agreements to
62 facilitate the certification of qualified educators from other states,
63 territories or possessions of the United States, or the District of
64 Columbia or the Commonwealth of Puerto Rico, provided candidates
65 for certification, at a minimum, hold a bachelor's degree from a
66 regionally accredited college or university, [fulfill assessment
67 requirements as approved by the State Board of Education] have
68 taught under an appropriate certificate issued by another state,
69 territory or possession of the United States or the District of Columbia
70 or the Commonwealth of Puerto Rico and meet all conditions as
71 mandated by such interstate agreement. Notwithstanding the
72 provisions of sections 10-145b, as amended by this act, and 10-145f, the
73 State Board of Education shall issue an initial educator certificate,

74 provisional educator certificate or professional educator certificate to
75 any person who satisfies the requirements of this section and the
76 appropriate interstate agreement.

77 Sec. 3. Subdivision (3) of subsection (h) of section 10-145b of the
78 general statutes is repealed and the following is substituted in lieu
79 thereof (*Effective July 1, 2015*):

80 (3) [Upon] Except as otherwise provided in section 10-146c, as
81 amended by this act, upon receipt of a proper application, the State
82 Board of Education shall issue to a teacher from another state, territory
83 or possession of the United States or the District of Columbia or the
84 Commonwealth of Puerto Rico who (A) is nationally board certified by
85 an organization deemed appropriate by the Commissioner of
86 Education to issue such certifications, (B) has taught in another state,
87 territory or possession of the United States or the District of Columbia
88 or the Commonwealth of Puerto Rico for a minimum of [three] two
89 years in the preceding ten years, and (C) holds a master's degree in an
90 appropriate subject matter area, as determined by the State Board of
91 Education, related to such teacher's certification endorsement area, a
92 professional educator certificate with the appropriate endorsement,
93 subject to the provisions of subsection (i) of this section relating to
94 denial of applications for certification. Applicants who have taught
95 under an appropriate certificate issued by another state, territory or
96 possession of the United States or the District of Columbia or the
97 Commonwealth of Puerto Rico for [three] two or more years shall be
98 exempt from completing the beginning educator program based upon
99 such teaching experience upon a showing of effectiveness as a teacher,
100 as determined by the State Board of Education, which may include, but
101 need not be limited to, a demonstrated record of improving student
102 achievement. An applicant with [three] two or more years of teaching
103 experience in this state at a nonpublic school, approved by the State
104 Board of Education, in the past ten years shall be exempt from
105 completing the beginning educator program based upon such teaching
106 experience upon a showing of effectiveness as a teacher, as determined
107 by the State Board of Education, which may include, but need not be

108 limited to, a demonstrated record of improving student achievement.

109 Sec. 4. Subsection (a) of section 10-145d of the general statutes is
110 repealed and the following is substituted in lieu thereof (*Effective July*
111 *1, 2015*):

112 (a) The State Board of Education shall, pursuant to chapter 54, adopt
113 such regulations as may be necessary to carry out the provisions of
114 sections 10-144o, as amended by this act, 10-145a, as amended by this
115 act, to 10-145d, as amended by this act, inclusive, 10-145f and 10-146b.
116 Such regulations shall provide for (1) the establishment of an appeal
117 panel to review any decision to deny the issuance of a certificate
118 authorized under section 10-145b, as amended by this act; (2) the
119 establishment of requirements for subject area endorsements; (3) the
120 extension of the time to complete requirements for certificates under
121 section 10-145b, as amended by this act; (4) the establishment of
122 requirements for administrator and supervisor certificates; (5) the
123 composition of, and the procedures to be utilized by, the assessment
124 teams in implementing the beginning educator program; (6)
125 procedures and criteria for issuing certificates to persons whose
126 certificates have lapsed or persons with non-public-school or out-of-
127 state teaching experience; (7) the criteria for defining a major course of
128 study; (8) a requirement that on and after July 1, 1993, in order to be
129 eligible to obtain an initial educator certificate with an elementary
130 endorsement, each person be required to (A) complete a survey course
131 in United States history comprised of not fewer than three semester
132 hours, or (B) achieve a satisfactory evaluation on the appropriate State
133 Board of Education approved subject area assessment; and (9) a
134 requirement that on and after July 1, 2004, in order to be eligible to
135 obtain an initial educator certificate with an early childhood nursery
136 through grade three or an elementary endorsement, each person be
137 required to complete a comprehensive reading instruction course
138 comprised of not less than six semester hours. Such regulations may
139 provide for exceptions to accommodate specific certification
140 endorsement areas.

141 Sec. 5. Subsection (f) of section 10-145d of the general statutes is
142 repealed and the following is substituted in lieu thereof (*Effective July*
143 *1, 2015*):

144 (f) An endorsement issued [prior to] on or after July 1, 2013, to teach
145 elementary education grades one to six, inclusive, shall be valid for
146 grades kindergarten to six, inclusive. [, and for such an endorsement
147 issued on or after July 1, 2013, the endorsement shall be valid for
148 grades one to six, inclusive, except such an endorsement issued
149 between July 1, 2013, and July 1, 2017, to any student who was
150 admitted to and successfully completes a teacher preparation program,
151 as defined in section 10-10a, in the certification endorsement area of
152 elementary education on or before June 30, 2017, shall be valid for
153 grades kindergarten to six, inclusive.] An endorsement to teach
154 comprehensive special education grades one to twelve, inclusive, shall
155 be valid for grades kindergarten to twelve, inclusive, provided, on and
156 after September 1, 2013, any (1) certified employee applying for a
157 comprehensive special education endorsement, or (2) applicant for an
158 initial, provisional or professional educator certificate and a
159 comprehensive special education endorsement shall achieve a
160 satisfactory score on the reading instruction examination approved by
161 the State Board of Education on April 1, 2009, or a comparable reading
162 instruction examination with minimum standards that are equivalent
163 to the examination approved by the State Board of Education on April
164 1, 2009.

165 Sec. 6. Section 10-155d of the general statutes is repealed and the
166 following is substituted in lieu thereof (*Effective July 1, 2015*):

167 (a) The Office of Higher Education shall encourage and support
168 experimentation and research in the preparation of teachers for public
169 elementary and secondary schools. To help fulfill the purposes of this
170 section, the Office of Higher Education shall appoint an advisory
171 council composed of qualified professionals which shall render
172 assistance and advice to the office. In carrying out its activities
173 pursuant to this section, the office shall consult with the State Board of

174 Education and such other agencies as it deems appropriate to assure
175 coordination of all activities of the state relating to the preparation of
176 teachers for public elementary and secondary schools.

177 (b) The Office of Higher Education, with the approval of the
178 Commissioner of Education, shall expand, within available
179 appropriations, participation in its summer alternate route to
180 certification program and its weekend and evening alternate route to
181 certification program. The office shall expand the weekend and
182 evening program for participants seeking certification in a subject
183 shortage area pursuant to section 10-8b. The office, in collaboration
184 with the Department of Education, shall develop (1) a regional
185 alternate route to certification program targeted to the subject shortage
186 areas, and (2) an alternate route to certification program for former
187 teachers whose certificates have expired and who are interested in
188 resuming their teaching careers.

189 (c) [The] Not later than July 1, 2016, the Office of Higher Education,
190 in consultation with the Department of Education, shall develop
191 alternate route to certification programs for (1) school administrators
192 and superintendents, and (2) early childhood education teachers. The
193 programs shall include mentored apprenticeships and criteria for
194 admission to the programs. The Office of Higher Education shall begin
195 implementation of the programs on or before July 1, 2017.

196 Sec. 7. (*Effective from passage*) The Department of Education shall
197 study and develop strategies to increase and improve the recruitment,
198 preparation, and retention of minority teachers, as defined in section
199 10-155l of the general statutes, in public schools in the state. Such study
200 shall include, but need not be limited to, an examination of current
201 state-wide and school district demographics and a review of best
202 practices. Not later than January 1, 2016, the department shall submit a
203 report on its findings and recommendations to the joint standing
204 committee of the General Assembly having cognizance of matters
205 relating to education, in accordance with the provisions of section 11-
206 4a of the general statutes.

207 Sec. 8. (NEW) (*Effective July 1, 2015*) On and after July 1, 2015, the
208 Office of Higher Education shall annually submit a report on teacher
209 candidate demographics in teacher preparation programs leading to
210 professional certification offered at institutions of higher education in
211 the state to the State Board of Education and the joint standing
212 committee of the General Assembly having cognizance of matters
213 relating to education, in accordance with the provisions of section 11-
214 4a of the general statutes. Such report shall include, but not be limited
215 to, teacher candidate enrollment by subgroups, such as race, ethnicity
216 and gender, with respect to the recruitment, preparation and retention
217 of quality minority teachers, as defined in section 10-155l of the general
218 statutes.

219 Sec. 9. Section 10-265o of the general statutes is repealed and the
220 following is substituted in lieu thereof (*Effective July 1, 2015*):

221 For the fiscal year ending June 30, 2014, and each fiscal year
222 thereafter, the Department of Education shall establish the municipal
223 aid for new educators grant program. On or before March first of each
224 year, the program shall, within available appropriations, provide
225 grants of up to two hundred thousand dollars to the local or regional
226 board of education for an [educational reform] alliance district, as
227 defined in section 10-262u, as amended by this act, for the purpose of
228 extending offers of employment to [up to five] students who are
229 enrolled in a teacher preparation program offered by a public or
230 private institution of higher education, [in the state,] are graduating
231 seniors and are academically in the top ten per cent of their graduating
232 class.

233 Sec. 10. Subsection (d) of section 10-262u of the general statutes is
234 repealed and the following is substituted in lieu thereof (*Effective July*
235 *1, 2015*):

236 (d) The local or regional board of education for a town designated
237 as an alliance district may apply to the Commissioner of Education, at
238 such time and in such manner as the commissioner prescribes, to
239 receive any increase in funds received over the amount the town

240 received for the prior fiscal year pursuant to subsection (a) of section
241 10-262i. Applications pursuant to this subsection shall include
242 objectives and performance targets and a plan that may include, but
243 not be limited to, the following: (1) A tiered system of interventions for
244 the schools under the jurisdiction of such board based on the needs of
245 such schools, (2) ways to strengthen the foundational programs in
246 reading, through the intensive reading instruction program pursuant
247 to section 10-14u, to ensure reading mastery in kindergarten to grade
248 three, inclusive, with a focus on standards and instruction, proper use
249 of data, intervention strategies, current information for teachers,
250 parental engagement, and teacher professional development, (3)
251 additional learning time, including extended school day or school year
252 programming administered by school personnel or external partners,
253 (4) a talent strategy that includes, but is not limited to, teacher and
254 school leader recruitment and assignment, career ladder policies that
255 draw upon guidelines for a model teacher evaluation program
256 adopted by the State Board of Education, pursuant to section 10-151b,
257 and adopted by each local or regional board of education. Such talent
258 strategy may include provisions that demonstrate increased ability to
259 attract, retain, promote and bolster the performance of staff in
260 accordance with performance evaluation findings and, in the case of
261 new personnel, other indicators of effectiveness, (5) training for school
262 leaders and other staff on new teacher evaluation models, (6)
263 provisions for the cooperation and coordination with early childhood
264 education providers to ensure alignment with district expectations for
265 student entry into kindergarten, including funding for an existing local
266 Head Start program, (7) provisions for the cooperation and
267 coordination with other governmental and community programs to
268 ensure that students receive adequate support and wraparound
269 services, including community school models, (8) provisions for
270 implementing and furthering state-wide education standards adopted
271 by the State Board of Education and all activities and initiatives
272 associated with such standards, (9) strategies for attracting and
273 recruiting minority teachers and administrators, and [(9)] (10) any
274 additional categories or goals as determined by the commissioner.

275 Such plan shall demonstrate collaboration with key stakeholders, as
276 identified by the commissioner, with the goal of achieving efficiencies
277 and the alignment of intent and practice of current programs with
278 conditional programs identified in this subsection. The commissioner
279 may (A) require changes in any plan submitted by a local or regional
280 board of education before the commissioner approves an application
281 under this subsection, and (B) permit a local or regional board of
282 education, as part of such plan, to use a portion of any funds received
283 under this section for the purposes of paying tuition charged to such
284 board pursuant to subdivision (1) of subsection (k) of section 10-264l or
285 subsection (b) of section 10-264o.

286 Sec. 11. Subsection (i) of section 10-145a of the general statutes is
287 repealed and the following is substituted in lieu thereof (*Effective July*
288 *1, 2015*):

289 (i) On and after July 1, 2012, any candidate entering a program of
290 teacher preparation leading to professional certification shall be
291 required to complete training in competency areas contained in the
292 professional teaching standards established by the State Board of
293 Education, including, but not limited to, development and
294 characteristics of learners, evidence-based and standards-based
295 instruction, evidence-based classroom and behavior management,
296 assessment and professional behaviors and responsibilities and the
297 awareness and identification of the unique learning style of gifted and
298 talented children, [and] social and emotional development and
299 learning of children, and cultural competency. The training in social
300 and emotional development and learning of children shall include
301 instruction concerning a comprehensive, coordinated social and
302 emotional assessment and early intervention for children displaying
303 behaviors associated with social or emotional problems, the
304 availability of treatment services for such children and referring such
305 children for assessment, intervention or treatment services. The
306 training in cultural competency shall include instruction concerning
307 the awareness of students' background and experience that lead to the
308 development of skills, knowledge and behaviors that enable educators

309 and students to build positive relationships and work effectively in
310 cross-cultural situations.

311 Sec. 12. Subsection (a) of section 10-220a of the general statutes is
312 repealed and the following is substituted in lieu thereof (*Effective July*
313 *1, 2015*):

314 (a) Each local or regional board of education shall provide an in-
315 service training program for its teachers, administrators and pupil
316 personnel who hold the initial educator, provisional educator or
317 professional educator certificate. Such program shall provide such
318 teachers, administrators and pupil personnel with information on (1)
319 the nature and the relationship of drugs, as defined in subdivision (17)
320 of section 21a-240, and alcohol to health and personality development,
321 and procedures for discouraging their abuse, (2) health and mental
322 health risk reduction education which includes, but need not be
323 limited to, the prevention of risk-taking behavior by children and the
324 relationship of such behavior to substance abuse, pregnancy, sexually
325 transmitted diseases, including HIV-infection and AIDS, as defined in
326 section 19a-581, violence, teen dating violence, domestic violence, child
327 abuse and youth suicide, (3) the growth and development of
328 exceptional children, including handicapped and gifted and talented
329 children and children who may require special education, including,
330 but not limited to, children with attention-deficit hyperactivity
331 disorder or learning disabilities, and methods for identifying, planning
332 for and working effectively with special needs children in a regular
333 classroom, including, but not limited to, implementation of student
334 individualized education programs, (4) school violence prevention,
335 conflict resolution, the prevention of and response to youth suicide
336 and the identification and prevention of and response to bullying, as
337 defined in subsection (a) of section 10-222d, except that those boards of
338 education that implement any evidence-based model approach that is
339 approved by the Department of Education and is consistent with
340 subsection (d) of section 10-145a, sections 10-222d, 10-222g and 10-
341 222h, subsection (g) of section 10-233c and sections 1 and 3 of public
342 act 08-160, shall not be required to provide in-service training on the

343 identification and prevention of and response to bullying, (5)
344 cardiopulmonary resuscitation and other emergency life saving
345 procedures, (6) computer and other information technology as applied
346 to student learning and classroom instruction, communications and
347 data management, (7) the teaching of the language arts, reading and
348 reading readiness for teachers in grades kindergarten to three,
349 inclusive, (8) second language acquisition in districts required to
350 provide a program of bilingual education pursuant to section 10-17f,
351 (9) the requirements and obligations of a mandated reporter, [and] (10)
352 the teacher evaluation and support program adopted pursuant to
353 subsection (b) of section 10-151b, and (11) cultural competency,
354 consistent with the training in cultural competency described in
355 subsection (i) of section 10-145a, as amended by this act. Each local and
356 regional board of education may allow any paraprofessional or
357 noncertified employee to participate, on a voluntary basis, in any in-
358 service training program provided pursuant to this section. The State
359 Board of Education, within available appropriations and utilizing
360 available materials, shall assist and encourage local and regional
361 boards of education to include: (A) Holocaust and genocide education
362 and awareness; (B) the historical events surrounding the Great Famine
363 in Ireland; (C) African-American history; (D) Puerto Rican history; (E)
364 Native American history; (F) personal financial management; (G)
365 domestic violence and teen dating violence; (H) mental health first aid
366 training; and (I) topics approved by the state board upon the request of
367 local or regional boards of education as part of in-service training
368 programs pursuant to this subsection.

369 Sec. 13. Subdivision (8) of section 10-144o of the general statutes is
370 repealed and the following is substituted in lieu thereof (*Effective July*
371 *1, 2015*):

372 (8) "Temporary ninety-day certificate" means a license to teach
373 issued on or after July 1, 1988, to a person upon the request of a local or
374 regional board of education pursuant to subsection (c) of section 10-
375 145b, as amended by this act. Each such certificate issued prior to July
376 1, 1989, may be reissued once upon the request of a local or regional

377 board of education during the 1988-1989 school year and upon
 378 reissuance shall be effective until July 1, 1989. Any provision for the
 379 reissuance of such certificate after said school year shall be pursuant to
 380 regulations adopted by the State Board of Education;

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2015</i>	10-145b(c)
Sec. 2	<i>July 1, 2015</i>	10-146c
Sec. 3	<i>July 1, 2015</i>	10-145b(h)(3)
Sec. 4	<i>July 1, 2015</i>	10-145d(a)
Sec. 5	<i>July 1, 2015</i>	10-145d(f)
Sec. 6	<i>July 1, 2015</i>	10-155d
Sec. 7	<i>from passage</i>	New section
Sec. 8	<i>July 1, 2015</i>	New section
Sec. 9	<i>July 1, 2015</i>	10-265o
Sec. 10	<i>July 1, 2015</i>	10-262u(d)
Sec. 11	<i>July 1, 2015</i>	10-145a(i)
Sec. 12	<i>July 1, 2015</i>	10-220a(a)
Sec. 13	<i>July 1, 2015</i>	10-144o(8)

Statement of Legislative Commissioners:

Section 13 was added to clarify obsolete provisions in the definition of "temporary ninety-day certificate" for statutory accuracy and consistency with section 1 of the bill.

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 16 \$	FY 17 \$
Higher Ed., Off.	GF - Cost	78,665	226,805
State Comptroller - Fringe Benefits ¹	GF - Cost	24,606	87,659

Note: GF=General Fund

Municipal Impact:

Municipalities	Effect	FY 16 \$	FY 17 \$
Local and Regional School Districts	STATE MANDATE - Cost	less than 1,000	less than 1,000

Explanation

The bill results in a total cost of \$103,271 in FY 16 and \$314,464 in FY 17. The bill sets a July 1, 2016 deadline for the Office of Higher Education (OHE) to develop Alternate Route to Certification (ARC) programs for (1) school administrators and superintendents, and (2) early childhood education teachers, and a July 1, 2017 deadline to begin implementing the programs. The OHE would need to hire an outside consultant at \$150 per hour for approximately 100 hours to develop curriculum for three new certification programs, for a total cost of \$15,000 in FY 16. To begin implementation of the new ARC programs the office would require a new program director at an annual rate of \$99,475 plus \$38,447 in fringe benefits and a Senior Consultant at the annual rate of \$63,665 and \$24,606 in fringe benefits,

¹The fringe benefit costs for most state employees are budgeted centrally in accounts administered by the Comptroller. The estimated active employee fringe benefit cost associated with most personnel changes is 38.65% of payroll in FY 16 and FY 17.

in FY 17.

Additionally, the bill requires OHE by July 1, 2015, to begin annually submitting a report on teacher candidate demographics in teacher preparation programs offered at colleges and universities in the state to the Education Committee and the State Board of Education (SBE). Since OHE does not currently collect or have access to this information they would require one Senior Consultant, with an annual salary of \$63,665 and corresponding fringe benefits of \$24,606, to assume the new responsibilities.

Lastly, the bill adds a cultural competency component to teacher in-service training, offered by local or regional boards of education. This will result in a cost of less than \$1,000 per district to provide the required materials for the training.

The Out Years

The annualized ongoing fiscal impact identified above would continue into the future subject to inflation, except for the consulting costs, which are one time in nature.

OLR Bill Analysis**sSB 1098****AN ACT CONCERNING TEACHER CERTIFICATION REQUIREMENTS FOR SHORTAGE AREAS, INTERSTATE AGREEMENTS FOR TEACHER CERTIFICATION RECIPROCITY, MINORITY TEACHER RECRUITMENT AND RETENTION AND CULTURAL COMPETENCY INSTRUCTION.****SUMMARY:**

This bill decreases, from three to two years, the number of years of teaching experience an out-of-state teacher needs to qualify for a professional teacher certificate. Certification is the credential that authorizes a person to teach in Connecticut public schools.

It also:

1. adds teacher shortage area applicants (see BACKGROUND) to the existing law that grants 90-day temporary teacher certificates for those who finish an alternative route to certification (ARC) program;
2. requires the State Department of Education (SDE) to establish or join interstate agreements to facilitate certification of qualified out-of-state teachers;
3. requires SDE to study minority teacher recruitment;
4. requires the Office of Higher Education (OHE) to issue an annual demographics report on candidates graduating from teacher preparation programs;
5. adds training in cultural competency to the teacher preparation and in-service training laws; and
6. makes minor, technical, and conforming changes to teacher

certification law.

EFFECTIVE DATE: July 1, 2015, except the minority teacher recruitment study section is upon passage.

§ 1 – ALTERNATE ROUTE TO CERTIFICATION (ARC) AND TEACHER SHORTAGE AREAS

Under current law, the State Board of Education (SBE) must grant a 90-day temporary teacher certificate to an applicant at the employing board of education's request, if he or she, among other things, completes an alternative route to certification (ARC) program. The bill expands the law to grant 90-day temporary certifications to applicants in teacher shortage areas who meet the same criteria (see BACKGROUND). ARC programs allow participants to attain teacher certification without completing a regular teacher preparation program.

Under current law, the temporary certificate is available for education endorsement areas of elementary, middle grades, secondary academic subjects, special subjects or fields, special education, early childhood, and administration and supervision. It is not clear if the bill expands the types of certification endorsement areas that can be granted, as any shortage area would already be covered by the broad ranges of endorsements in the law.

§ 2 – TEACHER CERTIFICATION INTERSTATE AGREEMENTS

The bill requires, rather than permits, SDE to establish or join interstate agreements to facilitate certification of qualified out-of-state teachers.

It specifies that:

1. SBE must issue one of the three types of Connecticut teacher certification (initial, provisional, or professional) to any out-of-state teacher if the appropriate interstate agreement is in place and
2. the out-of-state applicants must have taught under an

appropriate certification in another state, U.S. territory or possession, including the District of Columbia and the Commonwealth of Puerto Rico.

Presumably, this means a certification granted in Connecticut would be of a similar level as the one under which the applicant previously taught. (Teacher certification levels and criteria vary from state to state, so SDE must make a judgment as to how a certification from another state fits into Connecticut's different tiers of certification.)

The bill eliminates the requirement that these certification applicants must fulfill the SBE-approved teacher testing requirements. Under the law and unchanged by the bill, the applicants must at least hold a bachelor's degree from a regionally accredited college or university and meet all the requirements of the interstate agreement.

§ 3 — OUT-OF-STATE TEACHERS AND PROFESSIONAL CERTIFICATION

The bill requires SBE to issue a professional certification to a teacher who has taught in another state or U.S. territory for two, rather than three, years in the last 10 and meets other existing requirements (i.e., be nationally board certified and hold a master's degree in an endorsement area related to the applicant's certification endorsement area). By law, in-state teachers must work three years before qualifying for professional certification.

Furthermore, under the bill applicants can be exempt from the mandatory Connecticut beginning teacher program if they taught under an appropriate certificate in another state for two, rather than three, years within the last 10. But the bill requires that they also show effectiveness as a teacher as SBE determines, which can include a record of improving student achievement.

For in-state private school teachers the bill also reduces the experience requirement from three years to two, within the last 10, in order for them to be exempted from the beginning teacher program, as long as they show effectiveness as a teacher as SDE determines.

§ 4 – TEACHER CERTIFICATION REGULATIONS

The bill modifies existing law regarding teacher certification regulations. Current law requires SBE regulations to mandate that an applicant for initial certification with an elementary school endorsement complete a survey course in U.S. history. The bill requires the regulations to permit applicants to substitute a satisfactory evaluation on an SBE-approved subject-area assessment in place of the history course.

§ 5 – ELEMENTARY SCHOOL TEACHER ENDORSEMENTS

Under current law, an endorsement issued after July 1, 2013 to teach elementary school grades one to six, inclusive, is not valid for kindergarten instruction unless the teacher began a teacher preparation program after July 1, 2013 and completes it before July 1, 2017. The bill removes the condition and makes all elementary school endorsements issued after July 1, 2013 valid to teach kindergarten through grade six (presumably all elementary endorsements issued before July 1, 2013 are also valid for K-6).

§ 6 – ALTERNATE ROUTE TO CERTIFICATION (ARC) PROGRAM DEADLINES

In current law, OHE is required to develop ARC programs for (1) school administrators and superintendents, and (2) early childhood education teachers. The bill sets a July 1, 2016 deadline for OHE to develop the programs and a July 1, 2017 deadline to begin implementing the programs.

MINORITY TEACHER RECRUITMENT**§ 7 – *Minority Teacher Recruitment Study***

The bill requires SDE to study and develop strategies to increase and improve minority teacher recruitment, preparation, and retention in public schools. Under the bill, “minority” means individuals whose race is other than white or whose ethnicity is defined by the U.S. Census Bureau as Hispanic or Latino.

The study must, at a minimum, include an examination of current

statewide and school district demographics and a review of best practices. SDE must submit the report with its findings and recommendations to the Education Committee by January 1, 2016.

§ 8 – Annual Teacher Demographics Report

The bill requires OHE, by July 1, 2015, to begin annually submitting a report on teacher candidate demographics in teacher preparation programs offered at colleges and universities in the state to the Education Committee and SBE. The report must include teacher candidate enrollment by subgroups (e.g., race, ethnicity, and gender) with respect to the recruitment, preparation, and retention of quality minority teachers.

§ 10 – Expanding Eligible Alliance District Activities to Include Minority Teacher Recruitment

Under the alliance district law, alliance districts must submit a plan to SDE for approval describing how they plan to use alliance aid to improve the district's performance. The bill adds strategies for attracting and recruiting minority teachers and administrators to the list of possible alliance district uses (see BACKGROUND).

§ 9 – ALLIANCE DISTRICTS AND AID FOR NEW EDUCATORS

Under current law, SDE is required to establish a municipal aid for new educators (MANE) program, within available appropriations, to enable education reform districts to extend job offers to up to five students graduating from in-state public or private teacher preparation programs, who are in the top 10% of their class. The bill expands the program to cover the 30 alliance districts, instead of the 10 reform districts. It also removes the five student cap and the requirement that job offers only go to those graduating from in-state programs.

§§ 11 & 12 – TRAINING IN CULTURAL COMPETENCY

The bill adds a cultural competency component to teacher preparation programs and in-service training. It requires training in cultural competency to include instruction concerning awareness of student background and experience in order to lead to the

development of skills, knowledge, and behaviors that enable teachers and students to build positive relationships and work effectively in cross-cultural situations.

Teacher preparation law requires prospective teachers to take a curriculum that includes instruction in classroom and behavior management, the social and emotional development and learning of children, and other topics. By law, local or regional boards of education must provide in-service training to teachers in a number of areas including health and mental health risk reduction education, school violence prevention, and numerous other topics. The bill adds cultural competency to the required topics in both arenas.

BACKGROUND

Teacher Shortage Areas

By law, the education commissioner must annually determine the anticipated teacher shortage areas based on vacancies, retirements and the expected quantity and quality of new applicants. By law and regulation unchanged by the bill, shortage area applicants can qualify for a one-year durational shortage area teaching permit, which entitles a holder to teach in Connecticut, but is not fully equivalent to a certification.

90-Day Temporary Teaching Certificate

By law, to be granted a temporary certification an applicant must:

1. hold a bachelor's degree from an accredited institution of higher education with a major either in, or closely related to, the certification endorsement area;
2. pass or qualify for a waiver of the standard competency exam and pass an appropriate subject matter exam;
3. present a written application as the education commissioner prescribes;
4. successfully complete an ARC program;

5. possess an undergraduate or, where appropriate, graduate, degree with an overall grade point average of at least a "B"; and
6. present supporting evidence of appropriate experience working with children.

The commissioner can waive the last two requirements upon showing good cause. The sponsoring board of education must attest that it has a special supervision plan for any holders of 90-day-temporary certificates.

Alliance Districts and Reform Districts

Alliance districts are the 30 districts in the state with the lowest district performance index (DPI), which is a weighted measure of student mastery test scores by district. Reform districts are the 10 districts with the lowest DPI.

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute

Yea 33 Nay 0 (03/25/2015)