



House of Representatives

General Assembly

File No. 633

January Session, 2015

Substitute House Bill No. 7021

House of Representatives, April 14, 2015

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 TEACHER PREPARATION PROGRAM EFFICACY.

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

1 Section 1. (NEW) (*Effective from passage*) On and after July 1, 2015,
2 the Department of Education shall annually submit a report on the
3 quality of teacher preparation programs leading to professional
4 certification offered at institutions of higher education in the state to
5 the joint standing committees of the General Assembly having
6 cognizance of matters relating to education and higher education, in
7 accordance with the provisions of section 11-4a of the general statutes.
8 Such report shall include, but not be limited to, (1) information and
9 data relating to the extent to which graduates of such teacher
10 preparation programs help their students learn, including, but not
11 limited to, data relating to the academic achievement and progress of
12 the students of such graduates, (2) measures for assessing the
13 classroom teaching performance of such graduates, (3) retention rates
14 in the teaching profession of such graduates, (4) survey results from

15 such graduates and the employers of such graduates regarding such
 16 teacher preparation programs, (5) data relating to the employment of
 17 such graduates in a teaching position, (6) certification issuance rates,
 18 including first-time pass rates for such graduates, and (7)
 19 recommendations regarding the recruitment of minority teachers and
 20 administrators pursuant to section 10-155l of the general statutes.

21 Sec. 2. Subsection (j) of section 10-145a of the general statutes is
 22 repealed and the following is substituted in lieu thereof (*Effective July*
 23 *1, 2015*):

24 (j) On and after July 1, [2015] 2016, any program of teacher
 25 preparation leading to professional certification shall require, as part of
 26 the curriculum, clinical experience, field experience or student
 27 teaching experience in a classroom of a school (1) in a school district
 28 that receives a school improvement grant pursuant to Section 1003(g)
 29 of Title I of the Elementary and Secondary Education Act, 20 USC 6301
 30 et seq., and (2) in a school district that does not receive such school
 31 improvement grant during four semesters of such program of teacher
 32 preparation. Such clinical experience, field experience or student
 33 teaching experience may include a cooperating teacher serving as a
 34 mentor to student teachers, provided such cooperating teacher has
 35 received a performance evaluation designation of proficient or
 36 exemplary, pursuant to section 10-151b, for the prior school year.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>from passage</i>	New section
Sec. 2	<i>July 1, 2015</i>	10-145a(j)

Statement of Legislative Commissioners:

In Section 2, deleted "located" and "a classroom of a school that is not located", replaced "receives" with "does not receive" and added subdivision designators (1) and (2) for clarity.

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:** None**Municipal Impact:** None**Explanation**

The bill requires the State Department of Education (SDE) to annually report on the quality of in-state teacher preparation programs, which is not anticipated to result in a fiscal impact as SDE currently has the staff and resources available to complete the report.

The bill also requires starting July 1, 2016, all teacher preparation programs in the state to place their students, as part of their field work or student teaching classroom experience, at (a) a school in a school district that receives federal Title I school improvement grants and (b) one that does not, which is not anticipated to result in a fiscal impact as the change is procedural in nature.

The Out Years**State Impact:** None**Municipal Impact:** None

OLR Bill Analysis**sHB 7021*****AN ACT CONCERNING TEACHER PREPARATION PROGRAM EFFICACY.*****SUMMARY:**

This bill requires:

1. starting July 1, 2016, all teacher preparation programs in the state to place their students, as part of their field work or student teaching classroom experience, at (a) a school in a school district that receives federal Title I school improvement grants and (b) one that does not and
2. by July 1, 2015, the State Department of Education (SDE) to annually report on the quality of in-state teacher preparation programs to the Education and Higher Education and Employment Advancement committees.

EFFECTIVE DATE: July 1, 2015, except the teacher preparation quality report provision takes effect upon passage.

CLASSROOM EXPERIENCE REQUIREMENT

By law, beginning July 1, 2015, all teacher preparation programs in the state, as part of their curriculum, clinical experience, field experience, or student teaching, must require their students to have classroom experience during four semesters. The bill adds to this by requiring that the curriculum, clinical, field, or student teaching experience must be at (1) a school in a school district that receives federal Title I school improvement grants and (2) one that does not (see BACKGROUND).

The bill specifies that the clinical, field, or student teaching experience can include a cooperating teacher serving as a mentor to

student teachers, as long as the cooperating teacher received a “proficient” or “exemplary” performance evaluation rating for the prior school year. Under state teacher evaluation law, teachers can receive, from highest to lowest, one of four of the following ratings: (1) exemplary, (2) proficient, (3) developing, and (4) below standard.

TEACHER PREPARATION QUALITY REPORT

Under the bill, starting July 1, 2015, SDE must annually submit a report on the quality of teacher preparation programs offered at in-state institutions of higher education to the Education and Higher Education and Employment Advancement committees.

The report must, at a minimum, include:

1. information and data on the extent to which graduates of the teacher preparation programs help their students learn, including data on the academic achievement and progress of the graduates’ students;
2. measures for assessing the classroom teaching performance of graduates;
3. teacher retention rates for the graduates;
4. survey results from graduates and their employers regarding the teacher preparation programs;
5. graduate employment data relating to teaching jobs;
6. certification issuance rates, including first-time pass rates for graduates (presumably “pass rates” are related to competency and subject-area assessments necessary for certification); and
7. recommendations regarding the recruitment of minority teachers and administrators, as defined in state law.

BACKGROUND

Title I School Improvement Grants

Federal school improvement grants are awarded to schools in low-performing districts as long as the school and district agree to implement a school turnaround plan. For FY 14, there were six districts that received improvement grants: Bloomfield, Bridgeport, New Britain, New Haven, New London, and Windham.

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute

Yea 33 Nay 0 (03/25/2015)