



# Senate

General Assembly

**File No. 380**

January Session, 2019

Substitute Senate Bill No. 1020

*Senate, April 3, 2019*

The Committee on Education reported through SEN. MCCRORY, D. of the 2nd Dist., Chairperson of the Committee on the part of the Senate, that the substitute bill ought to pass.

***AN ACT CONCERNING THE INCLUSION OF INSTRUCTION IN CULTURALLY RESPONSIVE PEDAGOGY AND PRACTICE IN THE PRESERVICE TRAINING, PROFESSIONAL DEVELOPMENT AND IN-SERVICE TRAINING PROVIDED TO TEACHERS.***

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

1 Section 1. Subsection (a) of section 10-148a of the general statutes is  
2 repealed and the following is substituted in lieu thereof (*Effective July*  
3 *1, 2019*):

4 (a) For the school year commencing July 1, [2013] 2019, and each  
5 school year thereafter, each certified employee shall participate in a  
6 program of professional development. Each local and regional board  
7 of education shall make available, annually, at no cost to its certified  
8 employees, a program of professional development that is not fewer  
9 than eighteen hours in length, of which a preponderance is in a small  
10 group or individual instructional setting. Such program of professional  
11 development shall (1) be a comprehensive, sustained and intensive  
12 approach to improving teacher and administrator effectiveness in

13 increasing student knowledge achievement, (2) focus on refining and  
14 improving various effective teaching methods that are shared between  
15 and among educators, (3) foster collective responsibility for improved  
16 student performance, [and] (4) be comprised of professional learning  
17 that (A) is aligned with rigorous state student academic achievement  
18 standards, (B) is conducted among educators at the school and  
19 facilitated by principals, coaches, mentors, distinguished educators, as  
20 described in section 10-145s, or other appropriate teachers, (C) occurs  
21 frequently on an individual basis or among groups of teachers in a job-  
22 embedded process of continuous improvement, and (D) includes a  
23 repository of best practices for teaching methods developed by  
24 educators within each school that is continuously available to such  
25 educators for comment and updating, and (5) include training in  
26 culturally responsive pedagogy and practice. Each program of  
27 professional development shall include professional development  
28 activities in accordance with the provisions of subsection (b) of this  
29 section.

30 Sec. 2. Subsection (a) of section 10-220a of the general statutes is  
31 repealed and the following is substituted in lieu thereof (*Effective July*  
32 *1, 2019*):

33 (a) Each local or regional board of education shall provide an in-  
34 service training program for its teachers, administrators and pupil  
35 personnel who hold the initial educator, provisional educator or  
36 professional educator certificate. Such program shall provide such  
37 teachers, administrators and pupil personnel with information on (1)  
38 the nature and the relationship of alcohol and drugs, as defined in  
39 subdivision (17) of section 21a-240, to health and personality  
40 development, and procedures for discouraging their abuse, (2) health  
41 and mental health risk reduction education that includes, but need not  
42 be limited to, the prevention of risk-taking behavior by children and  
43 the relationship of such behavior to substance abuse, pregnancy,  
44 sexually transmitted diseases, including HIV-infection and AIDS, as  
45 defined in section 19a-581, violence, teen dating violence, domestic  
46 violence and child abuse, (3) school violence prevention, conflict

47 resolution, the prevention of and response to youth suicide and the  
48 identification and prevention of and response to bullying, as defined in  
49 subsection (a) of section 10-222d, except that those boards of education  
50 that implement any evidence-based model approach that is approved  
51 by the Department of Education and is consistent with subsection (c)  
52 of section 10-145a, sections 10-222d, 10-222g and 10-222h, subsection  
53 (g) of section 10-233c and sections 1 and 3 of public act 08-160, shall not  
54 be required to provide in-service training on the identification and  
55 prevention of and response to bullying, (4) cardiopulmonary  
56 resuscitation and other emergency life saving procedures, (5) the  
57 requirements and obligations of a mandated reporter, [and] (6) the  
58 detection and recognition of, and evidence-based structured literacy  
59 interventions for, students with dyslexia, as defined in section 10-3d,  
60 and (7) culturally responsive pedagogy and practice. Each local or  
61 regional board of education may allow any paraprofessional or  
62 noncertified employee to participate, on a voluntary basis, in any in-  
63 service training program provided pursuant to this section.

64 Sec. 3. Subsection (h) of section 10-145a of the general statutes is  
65 repealed and the following is substituted in lieu thereof (*Effective July*  
66 *1, 2019*):

67 (h) On and after July 1, [2012] 2019, any candidate entering a  
68 program of teacher preparation leading to professional certification  
69 shall be required to complete training in competency areas contained  
70 in the professional teaching standards established by the State Board of  
71 Education, including, but not limited to, development and  
72 characteristics of learners, evidence-based and standards-based  
73 instruction, evidence-based classroom and behavior management,  
74 assessment and professional behaviors and responsibilities and the  
75 awareness and identification of the unique learning style of gifted and  
76 talented children, social and emotional development and learning of  
77 children, and [cultural competency] culturally responsive pedagogy  
78 and practice. The training in social and emotional development and  
79 learning of children shall include instruction concerning a  
80 comprehensive, coordinated social and emotional assessment and

81 early intervention for children displaying behaviors associated with  
82 social or emotional problems, the availability of treatment services for  
83 such children and referring such children for assessment, intervention  
84 or treatment services. The training in [cultural competency] culturally  
85 responsive pedagogy and practice shall include instruction concerning  
86 the awareness of students' background and experience that lead to the  
87 development of skills, knowledge and behaviors that enable educators  
88 and students to build positive relationships and work effectively in  
89 cross-cultural situations.

90 Sec. 4. Subdivision (1) of subsection (d) of section 10-145b of the  
91 general statutes is repealed and the following is substituted in lieu  
92 thereof (*Effective July 1, 2019*):

93 (d) (1) On and after July 1, [2016] 2019, in order to be eligible to  
94 obtain an initial educator certificate, each person shall be required to  
95 complete (A) a course of study in special education comprised of not  
96 fewer than thirty-six hours, which shall include [an understanding of]  
97 (i) instruction on the growth and development of exceptional children,  
98 including children with a disability, gifted and talented children and  
99 children who may require special education, and (ii) methods for  
100 identifying, planning for and working effectively with special needs  
101 children in a regular classroom, and (B) a course or courses of study in  
102 special education relating to instruction on classroom techniques in  
103 reading, differentiated instruction, social-emotional learning, [cultural  
104 competencies] culturally responsive pedagogy and practice and  
105 assistive technology. The provisions of this subdivision shall not apply  
106 to any person who has been issued an initial educator certificate prior  
107 to July 1, [2016] 2019.

108 Sec. 5. Subsection (b) of section 10-145w of the general statutes is  
109 repealed and the following is substituted in lieu thereof (*Effective July*  
110 *1, 2019*):

111 (b) The Department of Education, in consultation with the Office of  
112 Higher Education, shall develop or review and approve proposals for  
113 alternate route to certification programs for persons from an alternate

114 profession. Any alternate route to certification program developed or  
 115 approved under this section shall (1) include instruction in classroom  
 116 management and [cultural competency] culturally responsive  
 117 pedagogy and practice, (2) align with the standards of teaching  
 118 competencies adopted by the State Board of Education, and (3) meet  
 119 such other criteria as the department requires.

This act shall take effect as follows and shall amend the following sections:		
Section 1	July 1, 2019	10-148a(a)
Sec. 2	July 1, 2019	10-220a(a)
Sec. 3	July 1, 2019	10-145a(h)
Sec. 4	July 1, 2019	10-145b(d)(1)
Sec. 5	July 1, 2019	10-145w(b)

**Statement of Legislative Commissioners:**

Title was changed to accurately reflect the contents of the bill.

**ED**      *Joint Favorable Subst. -LCO*

*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.*

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**OFA Fiscal Note****State Impact:** None**Municipal Impact:** None**Explanation**

The bill changes the term “cultural competency” to “culturally responsive pedagogy and practice” and adds culturally responsive pedagogy and practice to teacher development and in-service training. This is not anticipated to result in a fiscal impact as the State Department of Education and local and regional boards of education have the staff and expertise necessary to incorporate this change.

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

**OLR Bill Analysis****sSB 1020*****AN ACT CONCERNING THE INCLUSION OF INSTRUCTION IN CULTURALLY RESPONSIVE PEDAGOGY AND PRACTICE IN THE PRESERVICE TRAINING, PROFESSIONAL DEVELOPMENT AND IN-SERVICE TRAINING PROVIDED TO TEACHERS.*****SUMMARY**

This bill changes the term “cultural competency” to “culturally responsive pedagogy and practice” in laws addressing required:

1. teacher preparation training,
2. special education coursework necessary to qualify for an initial educator certification, and
3. instruction in an alternate route to certification (ARC).

It also adds culturally responsive pedagogy and practice to the teacher professional development and in-service training that boards of education are required to provide for their teachers.

The bill does not define culturally responsive pedagogy and practice. The term has been interpreted in some settings to include understanding students' cultural references and including them in all aspects of learning (see BACKGROUND).

EFFECTIVE DATE: July 1, 2019

**§ 3 – TEACHER PREPARATION PROGRAMS**

Under current law, each person in a teacher preparation program that leads to teacher certification is required to complete training in a number of areas including cultural competency. Training in cultural competency includes instruction about the awareness of students' background and experience that develops skills, knowledge, and

behaviors that enable educators and students to build positive relationships and effectively work in cross-cultural situations. The bill replaces the term “cultural competency” with “culturally responsive pedagogy and practices” effective July 1, 2019.

#### **§§ 4 & 5 – TEACHER CERTIFICATION AND ARC PROGRAM**

Under current law, to be eligible for an initial teacher certification, each person must complete a course or courses of study in special education that includes instruction on a number of topics including cultural competencies. The bill changes this to culturally responsive pedagogy and practice for anyone seeking certification on or after July 1, 2019.

The bill makes a similar change to the requirements of the ARC program that the State Department of Education develops for persons from alternate professions. By law alternate professions include paraeducators, charter school teachers, veterans, and former college professors.

#### **§§ 1 & 2 – PROFESSIONAL DEVELOPMENT AND IN-SERVICES TRAINING**

The bill adds culturally responsive pedagogy and practice to the teacher professional development and in-services training that boards of education are required to provide.

By law, boards must provide at least 18 hours of professional development at no cost to the teachers. The professional development program must meet a number of criteria set in law, including focusing on refining and improving various effective teaching methods and aligning with rigorous state student academic achievement standards. The bill adds training in culturally responsive pedagogy and practice to the existing requirements starting with the 2019-2020 school year.

The in-service training program boards are required to provide must include providing information on, to name a few examples, (1) the impact of alcohol and drugs on health and personality development and discouraging their abuse; (2) health and mental



health risk-reduction education, which includes the prevention of risk-taking behavior in children; (3) school violence prevention, conflict resolution, the identification and prevention of, and response to, youth suicide and bullying; and (4) CPR and other life-saving procedures. The bill adds culturally responsive pedagogy and practice to the list of requirements.

## **BACKGROUND**

### ***Culturally Responsive Pedagogy***

According to the Education Alliance at Brown University:

[Culture] plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures.

## **COMMITTEE ACTION**

Education Committee

Joint Favorable

Yea 34    Nay 0    (03/15/2019)