

# Education Committee JOINT FAVORABLE REPORT

**Bill No.:** SB-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

**Title:** TEACHERS.

**Vote Date:** 3/15/2019

**Vote Action:** Joint Favorable

**PH Date:** 3/13/2019

**File No.:** 380

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## **SPONSORS OF BILL:**

Education Committee

## **REASONS FOR BILL:**

This bill seeks to address the disproportionate amount of educators of color compared to students of color. Including culturally responsive pedagogy to professional development encourages a more inclusive school environment.

## **RESPONSE FROM ADMINISTRATION/AGENCY:**

**Dianna R. Wentzell, Commissioner, Department of Education:** The Department is supportive of culturally responsive pedagogy be included in the pre-service training as well as professional development of teachers.

## **NATURE AND SOURCES OF SUPPORT:**

**Orlando Rodriguez, Research and Policy Development Specialist, Connecticut Education Association (CEA):** CEA is generally supportive of this bill but they ask the committee to consider how to more comprehensively integrate culturally responsive pedagogy into professional learning. They are concerned that with the increasing statutory requirements for teacher professional development, their teaching turns into a “check-the-box” approach rather than a coordinated whole-school adoption of these approaches.

**Subira Gordon, Executive Director, ConnCAN:** ConnCAN believes all teachers, regardless of background should be well-versed in culturally responsive pedagogy because it is essential to student academic and social-emotional progress.

**Ebony Chisholm, Managing Director of External Affairs, Educators for Excellence (E4E-CT):** E4E-CT supports this bill. They testify that only 9% of the educator workforce in Connecticut are people of color, but over 40% of students are of color. While our committee works on other bills to increase minority teacher retention in Connecticut, this bill works in tandem to ensure students of color have teachers who are culturally responsive.

**Connecticut Students for a Dream (C4D):** C4D strongly supports this bill. They believe culturally responsive pedagogy is important to educating youth and addressing implicit bias and the achievement gap.

**Connie Cooper, Waterbury Special Education teacher:** Ms. Cooper believes that education is empowerment and it is important to give all students access to a supportive and effective education. Creating an inclusive classroom is essential to providing such an education.

#### **NATURE AND SOURCES OF OPPOSITION:**

No opposition was submitted.

**Reported by: Garnet McLaughlin**

**Date: 4/9/2019**