



General Assembly

January Session, 2019

Raised Bill No. 1020

LCO No. 5281



Referred to Committee on EDUCATION

Introduced by:
(ED)

AN ACT CONCERNING SCHOOL EQUITY.

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2 repealed and the following is substituted in lieu thereof (*Effective July*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31 repealed and the following is substituted in lieu thereof (*Effective July*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	<i>July 1, 2019</i>	10-148a(a)
Sec. 2	<i>July 1, 2019</i>	10-220a(a)
Sec. 3	<i>July 1, 2019</i>	10-145a(h)
Sec. 4	<i>July 1, 2019</i>	10-145b(d)(1)
Sec. 5	<i>July 1, 2019</i>	10-145w(b)

Statement of Purpose:

To include instruction in culturally responsive pedagogy and practice in the preservice training, professional development and in-service training provided to teachers.

[Proposed deletions are enclosed in brackets. Proposed additions are indicated by underline, except that when the entire text of a bill or resolution or a section of a bill or resolution is new, it is not underlined.]