



Substitute Senate Bill No. 1020

Public Act No. 19-100

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:

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 Subsection (a) of section 10-148a of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2019*):

(a) For the school year commencing July 1, [2013] 2019, and each school year thereafter, each certified employee shall participate in a program of professional development. Each local and regional board of education shall make available, annually, at no cost to its certified employees, a program of professional development that is not fewer than eighteen hours in length, of which a preponderance is in a small group or individual instructional setting. Such program of professional development shall (1) be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement, (2) focus on refining and improving various effective teaching methods that are shared between and among educators, (3) foster collective responsibility for improved student performance, [and] (4) be comprised of professional learning

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that (A) is aligned with rigorous state student academic achievement standards, (B) is conducted among educators at the school and facilitated by principals, coaches, mentors, distinguished educators, as described in section 10-145s, or other appropriate teachers, (C) occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement, and (D) includes a repository of best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating, and (5) include training in culturally responsive pedagogy and practice. Each program of professional development shall include professional development activities in accordance with the provisions of subsection (b) of this section.

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 Subsection (a) of section 10-220a of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2019*):

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

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

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

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

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

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

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

Sec. 5. Subsection (b) of section 10-145w of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July*

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1, 2019):

(b) The Department of Education, in consultation with the Office of Higher Education, shall develop or review and approve proposals for alternate route to certification programs for persons from an alternate profession. Any alternate route to certification program developed or approved under this section shall (1) include instruction in classroom management and [cultural competency] culturally responsive pedagogy and practice, (2) align with the standards of teaching competencies adopted by the State Board of Education, and (3) meet such other criteria as the department requires.

Approved July 8, 2019