OLR Bill Analysis
sHB 7352

**AN ACT CONCERNING ASSORTED REVISIONS AND ADDITIONS TO THE EDUCATION STATUTES.**

**SUMMARY**

This bill adds climate change to public schools’ required program of instruction as part of the science requirement. It requires the climate change curriculum to be consistent with the Next Generation Science Standards (NGSS) adopted by the State Board of Education (SBE) (see BACKGROUND). Under current law, climate change is permitted, not required, to be included as part of science as long as it is consistent with the NGSS.

The bill also makes the following unrelated changes:

1. adds social-emotional learning to the list of resource materials SBE must make available to local and regional boards of education and encourage them to include in their instructional program (§ 2);

2. repeals a provision that allows a teacher or administrator who earned tenure in one district to be awarded tenure at a priority school district after teaching at the priority district for one year (otherwise, by law, such a teacher moving from one district to another must teach for two years at the new district before being eligible for tenure) (§ 3);

3. establishes a working group to study issues related to the implementation of the pre-service teacher performance assessment known as edTPA, as adopted by SBE (§ 4);

4. changes the name of the School Paraprofessional Advisory Council to the School Paraeducators Advisory Council and requires the council to study issues related to paraeducators’
work in school districts (§§ 5 & 6);

5. requires SDE to establish and administer a school principal induction pilot program for FYs 20 and 21 and submit a program evaluation to the Education Committee by January 1, 2020 (§ 7);

6. permits a non-Sheff magnet school that is not in compliance with the state’s enrollment requirements for minority students to continue to be eligible for magnet school operating grants for FYs 20 and 21 if the school submits a compliance plan to the education commissioner and the commissioner approves it (§ 8).

The bill also makes a technical change (§ 1).

EFFECTIVE DATE: July 1, 2019, except the provisions on the pre-service performance assessment working group and the paraeducators advisory council are effective upon passage.

§ 4 — PRE-SERVICE TEACHER PERFORMANCE ASSESSMENT

The bill establishes a working group to study issues related to the implementation of the pre-service teacher performance assessment known as edTPA, as adopted by SBE on December 7, 2016. Under the SBE vote, teacher preparation programs are required to use edTPA. The working group must submit its findings and recommendations to the Education Committee no later than January 1, 2020.

The working group must examine how teacher preparation programs in the state are implementing the edTPA assessment and in particular:

1. the financial costs associated with it for colleges, universities, and students;

2. whether edTPA is evidence-based or a best practice;

3. whether other states are using it as part of teacher preparation programs or making it a requirement for professional certification; and
4. any effect on world language instruction.

**Working Group Members and Chairperson Selection**

In addition to the education commissioner, or her designee, the group will consist of the following five members, listed in Table 1 with their qualifications and appointing authorities.

**Table 1: Membership of the Pre-Service Teacher Performance Assessment Working Group**

<table>
<thead>
<tr>
<th>Appointing Authority</th>
<th>Qualifications</th>
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</thead>
<tbody>
<tr>
<td>Governor</td>
<td>Expertise in teacher preparation program pre-service performance assessments</td>
</tr>
<tr>
<td>Education Committee Senate co-chair</td>
<td>Connecticut teacher preparation program student</td>
</tr>
<tr>
<td>Education Committee House co-chair</td>
<td>Connecticut teacher preparation program professor</td>
</tr>
<tr>
<td>Education Committee Senate ranking member</td>
<td>Connecticut teacher preparation program recent graduate</td>
</tr>
<tr>
<td>Education Committee House ranking member</td>
<td>Connecticut teacher preparation program student</td>
</tr>
</tbody>
</table>

Under the bill, appointments must be made within 30 days after the bill takes effect. Vacancies are filled by the appointing authority.

The education commissioner, or her designee, must schedule the first meeting, which must be held within 60 days after the bill takes effect. The working group members elect the chairperson from among the members at the first meeting. The Education Committee’s administrative staff will serve as the working group’s administrative staff.

The working group terminates on the date that it submits its report or January 1, 2020, whichever is later.

**§§ 5 & 6 — PARAEDUCATOR ADVISORY COUNCIL**
Under current law the paraprofessional advisory council advises the education commissioner on issues related to paraprofessionals in school districts, including their training and appropriate staffing strategies. The bill changes the council’s name, beginning July 1, 2019, to the School Paraeducator Advisory Council.

It also requires the council to study the following:

1. safety issues relating to paraeducators who work with students who have behavioral issues, including the availability of appropriate safety equipment;

2. issues relating to assigning substitute teaching duties to paraeducators, including emergency situations when a paraeducator is asked to serve as a substitute; and

3. issues relating to the duties of paraeducators who work with students who have individualized education programs under special education law.

The council must submit its report to the Education Committee by January 1, 2020.

§ 7 — **PRINCIPAL INDUCTION PILOT PROGRAM**

The bill requires SDE to establish and administer a school principal induction pilot program for FYs 20 and 21 and submit an evaluation of the program to the Education Committee by January 1, 2020.

The pilot program must (1) provide peer mentoring opportunities for new school principals and (2) include executive leadership and workforce development as key principles in new principals’ professional development. In developing the pilot program, SDE must standardize existing principal induction programs being administered by boards of education across the state. The department (1) must permit any board to participate in the pilot program and (2) may select up to five additional boards to participate. Under the bill, a board participating in the program may partner with businesses in the state to implement the pilot program.
§ 8 — MAGNET SCHOOL NON-COMPLIANCE PLAN

The bill permits a non-Sheff magnet school that is not in compliance with the state’s enrollment requirements for minority students (i.e., integration requirements) to continue to be eligible for magnet school operating grants in FYs 20 and 21 if the school submits a compliance plan to the education commissioner and the commissioner approves it. By law, a non-Sheff magnet school must have no more than 80% minority students (with the other 20% being Native American, Asian or white) to meet the state integration requirements, (The Sheff region, located in Greater Hartford, has a different enrollment requirement due to the Sheff v. O’Neill court decision and agreement.)

BACKGROUND

Next Generation Science Standards (NGSS)


COMMITTEE ACTION

Education Committee

Joint Favorable Substitute
Yea 33 Nay 2 (03/25/2019)