AN ACT CONCERNING THE INTEGRATION OF SOCIAL-EMOTIONAL LEARNING IN PROGRAMS OF PROFESSIONAL DEVELOPMENT FOR EDUCATORS IN CONNECTICUT.

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

Section 1. Subsection (a) of section 10-148a of the 2020 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2020):

(a) For the school year commencing July 1, [2019] 2020, 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, (4) be comprised of professional learning 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. The principles and practices of social-emotional learning shall be integrated throughout the components of such program of professional development described in subdivisions (1) to (5), inclusive, of this subsection.

Sec. 2. Subsection (b) of section 10-220a of the 2020 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2020):

(b) Not later than a date prescribed by the commissioner, each local and regional board of education shall establish a professional development and evaluation committee. Such professional development and evaluation committee shall consist of (1) at least one teacher, as defined in subsection (a) of section 10-144d, selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b, (2) at least one administrator, as defined in subsection (a) of section 10-144e, selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b, and (3) such other school personnel as the board deems appropriate. The duties of such committees shall include, but not be limited to, participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b, and the development, evaluation and annual updating of a
comprehensive local professional development plan for certified
employees of the district. Such plan shall: (A) Be directly related to the
educational goals prepared by the local or regional board of education
pursuant to subsection (b) of section 10-220, as amended by this act, (B)
on and after July 1, [2011] 2020, be developed with full consideration of
the priorities and needs related to student social-emotional learning, in
accordance with the provisions of section 10-148a, as amended by this
act, and (C) provide for the ongoing and systematic
assessment and improvement of both teacher evaluation and
professional development of the professional staff members of each
such board, including personnel management and evaluation training
or experience for administrators, [shall] and (D) be related to regular
and special student needs and may include provisions concerning
career incentives and parent involvement. The State Board of Education, [and] (C) provide for the ongoing and systematic
assessment and improvement of both teacher evaluation and
professional development of the professional staff members of each
such board, including personnel management and evaluation training
or experience for administrators, [shall] and (D) be related to regular
and special student needs and may include provisions concerning
career incentives and parent involvement. The State Board of Education
shall develop guidelines to assist local and regional boards of education
in determining the objectives of the plans and in coordinating staff
development activities with student needs and school programs.

Sec. 3. Subsection (b) of section 10-220 of the 2020 supplement to the
general statutes is repealed and the following is substituted in lieu
thereof (Effective July 1, 2020):

(b) The board of education of each local or regional school district
shall, with the participation of parents, students, school administrators,
teachers, citizens, local elected officials and any other individuals or
groups such board shall deem appropriate, prepare a statement of
educational goals for such local or regional school district. The
statement of goals shall be consistent with state-wide goals pursuant to
subsection (c) of section 10-4 and include goals for the integration of
principles and practices of social-emotional learning in the program of
professional development for the school district, in accordance with the
provisions of section 10-148a, as amended by this act, and career
placement for students who do not pursue an advanced degree
immediately after graduation. Each local or regional board of education
shall annually establish student objectives for the school year which
relate directly to the statement of educational goals prepared pursuant to this subsection and which identify specific expectations for students in terms of skills, knowledge and competence.

This act shall take effect as follows and shall amend the following sections:

<table>
<thead>
<tr>
<th>Section 1</th>
<th>July 1, 2020</th>
<th>10-148a(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sec. 2</td>
<td>July 1, 2020</td>
<td>10-220a(b)</td>
</tr>
<tr>
<td>Sec. 3</td>
<td>July 1, 2020</td>
<td>10-220(b)</td>
</tr>
</tbody>
</table>

**Statement of Purpose:**
To integrate the principles and practices of social-emotional learning in the program of professional development for educators in the state.

[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.]