



General Assembly

February Session, 2020

Raised Bill No. 5378

LCO No. 1730



Referred to Committee on EDUCATION

Introduced by:
(ED)

***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:

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2 the general statutes is repealed and the following is substituted in lieu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

4 (a) For the school year commencing July 1, [2019] 2020, and each
5 school year thereafter, each certified employee shall participate in a
6 program of professional development. Each local and regional board of
7 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, (4) be comprised of professional learning that (A)
17 is aligned with rigorous state student academic achievement standards,
18 (B) is conducted among educators at the school and facilitated by
19 principals, coaches, mentors, distinguished educators, as described in
20 section 10-145s, or other appropriate teachers, (C) occurs frequently on
21 an individual basis or among groups of teachers in a job-embedded
22 process of continuous improvement, and (D) includes a repository of
23 best practices for teaching methods developed by educators within each
24 school that is continuously available to such educators for comment and
25 updating, and (5) include training in culturally responsive pedagogy
26 and practice. Each program of professional development shall include
27 professional development activities in accordance with the provisions
28 of subsection (b) of this section. The principles and practices of social-
29 emotional learning shall be integrated throughout the components of
30 such program of professional development described in subdivisions (1)
31 to (5), inclusive, of this subsection.

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33 general statutes is repealed and the following is substituted in lieu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

35 (b) Not later than a date prescribed by the commissioner, each local
36 and regional board of education shall establish a professional
37 development and evaluation committee. Such professional
38 development and evaluation committee shall consist of (1) at least one
39 teacher, as defined in subsection (a) of section 10-144d, selected by the
40 exclusive bargaining representative for certified employees chosen
41 pursuant to section 10-153b, (2) at least one administrator, as defined in
42 subsection (a) of section 10-144e, selected by the exclusive bargaining
43 representative for certified employees chosen pursuant to section 10-
44 153b, and (3) such other school personnel as the board deems
45 appropriate. The duties of such committees shall include, but not be
46 limited to, participation in the development or adoption of a teacher
47 evaluation and support program for the district, pursuant to section 10-
48 151b, and the development, evaluation and annual updating of a

49 comprehensive local professional development plan for certified
50 employees of the district. Such plan shall: (A) Be directly related to the
51 educational goals prepared by the local or regional board of education
52 pursuant to subsection (b) of section 10-220, as amended by this act, (B)
53 on and after July 1, [2011] 2020, be developed with full consideration of
54 the priorities and needs related to student social-emotional learning, in
55 accordance with the provisions of section 10-148a, as amended by this
56 act, and student academic outcomes as determined by the State Board
57 of Education, [and] (C) provide for the ongoing and systematic
58 assessment and improvement of both teacher evaluation and
59 professional development of the professional staff members of each
60 such board, including personnel management and evaluation training
61 or experience for administrators, [shall] and (D) be related to regular
62 and special student needs and may include provisions concerning
63 career incentives and parent involvement. The State Board of Education
64 shall develop guidelines to assist local and regional boards of education
65 in determining the objectives of the plans and in coordinating staff
66 development activities with student needs and school programs.

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

70 (b) The board of education of each local or regional school district
71 shall, with the participation of parents, students, school administrators,
72 teachers, citizens, local elected officials and any other individuals or
73 groups such board shall deem appropriate, prepare a statement of
74 educational goals for such local or regional school district. The
75 statement of goals shall be consistent with state-wide goals pursuant to
76 subsection (c) of section 10-4 and include goals for the integration of
77 principles and practices of social-emotional learning in the program of
78 professional development for the school district, in accordance with the
79 provisions of section 10-148a, as amended by this act, and career
80 placement for students who do not pursue an advanced degree
81 immediately after graduation. Each local or regional board of education
82 shall annually establish student objectives for the school year which

83 relate directly to the statement of educational goals prepared pursuant
84 to this subsection and which identify specific expectations for students
85 in terms of skills, knowledge and competence.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2020</i>	10-148a(a)
Sec. 2	<i>July 1, 2020</i>	10-220a(b)
Sec. 3	<i>July 1, 2020</i>	10-220(b)

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.]