

V.B.

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO BE PROPOSED:

January 3, 2018

RESOLVED, That the State Board of Education adopts these 2018 Legislative Proposals and directs the Commissioner to take the necessary action.

Approved by a vote of ____ this third day of January, Two Thousand Eighteen.

Signed: _____
Dianna R. Wentzell, Secretary
State Board of Education



Agency Legislative Proposal - 2018 Session

Document Name (e.g. OPM1015Budget.doc; OTG1015Policy.doc): **Leave this blank**

(If submitting electronically, please label with date, agency, and title of proposal – 092611_SDE_TechRevisions)

State Agency: Connecticut State Department of Education

Liaison: Laura J. Stefon
Phone: (860) 713 – 6493
E-mail: laura.stefon@ct.gov

Lead agency division requesting this proposal: **Talent Office**

Agency Analyst/Drafter of Proposal: **Ellen Cohn/ Sarah Barzee** Date: **10/11/17**

Title of Proposal An Act Requiring Special Education Teachers To Complete A Program Of Study In Evidence-Based Structured Literacy Interventions For Students With Dyslexia

Statutory Reference: House Bill 7254, Public Act 17-3 [click](#) here to access statute

Proposal Summary: Last year’s PA 17-3 requires initial, provisional and professional certificate seekers to complete a program of study in the diagnosis and remediation of reading and language arts that includes 18 “supervised practicum hours”. There is no way for a provisional or professional certificate seeker to access “supervised practicum hours” without re-enrolling in a new educator preparation program that they have already once completed as part of their initial preparation. The deletion of “provisional and professional” educator certificate will appropriately limit the practicum requirement to new teachers. Experienced working teachers should do in-service training to meet the same objective.

PROPOSAL BACKGROUND

Reason for Proposal

Please consider the following, if applicable:

- (1) Have there been changes in federal/state/local laws and regulations that make this legislation necessary? **No**
- (2) Has this proposal or something similar been implemented in other states? If yes, what is the outcome(s)? **Unsure.**
- (3) Have certain constituencies called for this action? **Special Education Teachers and Directors of Special Education in school districts across CT**
- (4) What would happen if this was not enacted in law this session? **Experienced employed special education teachers would need to re-enroll in preparation programs they have already completed to access this coursework. They could not receive continued certification without re-enrollment. This statute requires additional pre-service study for experienced, working teachers instead of in-service study of dyslexia.**

Origin of Proposal

New Proposal

Resubmission



If this is a resubmission, please share:

- (1) What was the reason this proposal did not pass, or if applicable, was not included in the Administration's package?
Unknown.
- (2) Have there been negotiations/discussions during or after the previous legislative session to improve this proposal?
Unknown.
- (3) Who were the major stakeholders/advocates/legislators involved in the previous work on this legislation? Unknown
- (4) What was the last action taken during the past legislative session? Unknown.

PROPOSAL IMPACT

) **Agencies Affected** (please list for each affected agency)

Agency Name: N/A

Agency Contact (name, title, phone):

Date Contacted:

Approve of Proposal ___ YES ___ NO ___ Talks Ongoing

Summary of Affected Agency's Comments

Will there need to be further negotiation? ___ YES ___ NO

) **Fiscal Impact** (please include the proposal section that causes the fiscal impact and the anticipated impact)

Municipal (please include any municipal mandate that can be found within legislation)

State

Federal

Additional notes on fiscal impact

) **Policy and Programmatic Impacts** (Please specify the proposal section associated with the impact)



Section 1. Subsection (i) of section 10-145d of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2017*):

(i) (1) On and after July 1, 2017, any (A) certified employee applying for a remedial reading, remedial language arts or reading consultant endorsement, or (B) applicant for an initial, provisional or professional educator certificate and a remedial reading, remedial language arts or reading consultant endorsement shall (i) achieve a satisfactory score on the reading instruction examination approved by the State Board of Education on April 1, 2009, or a comparable reading instruction examination with minimum standards that are equivalent to the examination approved by the State Board of Education on April 1, 2009, and (ii) have completed a program of study in the diagnosis and remediation of reading and language arts that includes supervised practicum hours and instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as defined in section 10-3d.

(2) On and after July 1, 2018, any (A) certified employee applying for a comprehensive special education or integrated early childhood and special education endorsement, or (B) applicant for an initial[, provisional or professional] educator certificate and a comprehensive special education or integrated early childhood and special education endorsement shall have completed a program of study in the diagnosis and remediation of reading and language arts that includes supervised practicum hours and instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as defined in section 10-3d.

Approved May 16, 2017



Required Agency Approvals

Bureau Chief/Manager

Date

Chief Officer

Date

*Note: For CTHSS, this should be Board Chair and Superintendent.

*Note: Forms must have both signatures to be reviewed by Legal Director for consideration.

Legal Director

Date



Agency Legislative Proposal - 2018 Session

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State Agency: Connecticut State Department of Education

Liaison: Laura J. Stefon
Phone: (860) 713 – 6493
E-mail: laura.stefon@ct.gov

Lead agency division requesting this proposal: Talent Office

Agency Analyst/Drafter of Proposal: Wendy Harwin/Sarah Barzee

Title of Proposal “An Act Affecting State Board Regulations for Teacher Certificates”

Statutory Reference: Sec. Subsection (f) of section 10-145d State board regulations for teacher certificates

Proposal Summary: PA 12-116 amended Subsection (f) of section 10-145d to change the elementary education certificate from grades K-6 inclusive to grades 1-6, inclusive. This proposal recommends amending returning the elementary education certificate to grades K-6, inclusive, to allow for greater flexibility for districts depending on current enrollment and need. This return to a K-6 certificate will also assist with reciprocity with other states that grant K-6 certificates, so those teachers looking to relocate here, will not have to complete an entirely new program.

PROPOSAL BACKGROUND

Reason for Proposal

Please consider the following, if applicable:

- (1) Have there been changes in federal/state/local laws and regulations that make this legislation necessary? NO
- (2) Has this proposal or something similar been implemented in other states? If yes, what is the outcome(s)? YES
- (3) Have certain constituencies called for this action? YES
- (4) What would happen if this was not enacted in law this session? CSDE will continue to issue the 1-6 elementary education certificate but there are many teacher prep candidates who have indicated a desire to have the option to teach the full range of grades between k-6 inclusive.

Origin of Proposal

New Proposal

Resubmission



If this is a resubmission, please share:

- (1) What was the reason this proposal did not pass, or if applicable, was not included in the Administration's package?
- (2) Have there been negotiations/discussions during or after the previous legislative session to improve this proposal?
- (3) Who were the major stakeholders/advocates/legislators involved in the previous work on this legislation?
- (4) What was the last action taken during the past legislative session?

PROPOSAL IMPACT

) **Agencies Affected** (please list for each affected agency)

Agency Name:

Agency Contact (name, title, phone):

Date Contacted:

Approve of Proposal ___ YES ___ NO ___ Talks Ongoing

Summary of Affected Agency's Comments

Will there need to be further negotiation? ___ YES ___ NO

) **Fiscal Impact** (please include the proposal section that causes the fiscal impact and the anticipated impact)

Municipal (please include any municipal mandate that can be found within legislation) No cost savings but affords districts greater flexibility in assigning staff at the elementary level.

State None

Federal None

Additional notes on fiscal impact

) **Policy and Programmatic Impacts** (Please specify the proposal section associated with the impact)

) Provides schools districts with greater flexibility to place teachers within K-6 elementary schools.

) Educators who complete an elementary program currently must complete an additional program to teach kindergarten within an elementary school (i.e. Endorsement #112/#113)



Section 10-145d State board regulations for teacher certificates.

Section (f) of section 10-145d is repealed and the following is substituted in lieu thereof (Effective July 1, 2018):

Effective July 1, 2018, [A]an endorsement [issued prior to July 1, 2013,] to teach elementary education [grades one to six, inclusive,] shall be valid for grades kindergarten to six, inclusive [, and for such an endorsement issued on or after July 1, 2013, the endorsement shall be valid for grades one to six, inclusive, except such an endorsement issued between July 1, 2013, and July 1, 2017, to any student who was admitted to and successfully completes a teacher preparation program, as defined in section 10-10a, in the certification endorsement area of elementary education on or before June 30, 2017, shall be valid for grades kindergarten to six, inclusive]. All certificates previously issued for elementary endorsements grades one to six shall now be valid for service in grades kindergarten to six, inclusive. An endorsement to teach comprehensive special education grades one to twelve, inclusive, shall be valid for grades kindergarten to twelve, inclusive, provided, on and after September 1, 2013, any (1) certified employee applying for a comprehensive special education endorsement, or (2) applicant for an initial, provisional or professional educator certificate and a comprehensive special education endorsement shall achieve a satisfactory score on the reading instruction examination approved by the State Board of Education on April 1, 2009, or a comparable reading instruction examination with minimum standards that are equivalent to the examination approved by the State Board of Education on April 1, 2009.



Required Agency Approvals

Bureau Chief/Manager

Date

Chief Officer

Date

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Legal Director

Date

Agency Legislative Proposal - 2018 Session

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State Agency: Connecticut State Department of Education

Liaison: Laura J. Stefon
Phone: (860) 713 - 6493
E-mail: laura.stefon@ct.gov

Lead agency division requesting this proposal: Talent Office

Agency Analyst/Drafter of Proposal: Sarah Barzee/Wendy Harwin

Title of Proposal “An Act Concerning Various Revisions and Additions to the Education Statutes”

Statutory Reference Public Act 17-68

Proposal Summary:

- (1) Issue the temporary certificate for three years versus requiring the added expense required to “extend” two times as was the case in PA 17-68.
- (2) Eliminate the state of residence as a basis for eligibility.
- (3) Add the provision that acceptable experience outside Connecticut must be within the previous ten years in order to be eligible to extend a “non-renewable temporary certificate”. This language aligns to other references in Connecticut state statute and regulations to the criteria to accept appropriate experience outside Connecticut.

PROPOSAL BACKGROUND

) **Reason for Proposal**

Please consider the following, if applicable:

- (1) *Have there been changes in federal/state/local laws and regulations that make this legislation necessary? NO*
- (2) *Has this proposal or something similar been implemented in other states? If yes, what is the outcome(s)? YES*
- (3) *Have certain constituencies called for this action? NO*
- (4) *What would happen if this was not enacted in law this session? There may be confusion in analyzing eligibility of out of state teaching experience to qualify for the temporary certificate (in all other cases, the experience must be within the past ten years)*

) **Origin of Proposal** **New Proposal** **(Amended)** **Resubmission**

If this is a resubmission, please share:

- (1) *What was the reason this proposal did not pass, or if applicable, was not included in the Administration’s package?*
- (2) *Have there been negotiations/discussions during or after the previous legislative session to improve this proposal?*
- (3) *Who were the major stakeholders/advocates/legislators involved in the previous work on this legislation?*
- (4) *What was the last action taken during the past legislative session?*

PROPOSAL IMPACT

) **Agencies Affected** (please list for each affected agency)

Agency Name:

Agency Contact (name, title, phone):

Date Contacted:

Approve of Proposal ___ YES ___ NO ___ Talks Ongoing

Summary of Affected Agency's Comments

Will there need to be further negotiation? ___ YES ___ NO

) **Fiscal Impact** (please include the proposal section that causes the fiscal impact and the anticipated impact)

Municipal (please include any municipal mandate that can be found within legislation NONE)

State NONE (will save time for certification analysts who must determine if service outside CT qualifies an applicant for the temporary renewable certificate)

Federal None

Additional notes on fiscal impact

) **Policy and Programmatic Impacts** (Please specify the proposal section associated with the impact)

) This proposal eliminates the state of residence as a basis for eligibility ...the important factor is where the service was completed as opposed to where the educator resides.

) This proposal will save significant expense to educators as each renewal costs \$200.00

) This proposal will save significant staff time required to issue and re-issue temporary certificates (one three year versus three one-year certificates).

"AN ACT CONCERNING VARIOUS REVISIONS AND ADDITIONS TO THE EDUCATION STATUTES."

"Sec. 2. Subsection (c) of section 10-145f of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2018*):

(c) Notwithstanding the provisions of this section and section 10-145b, the following persons shall be eligible for a nonrenewable three-year temporary certificate: (1) [A person who has resided in a state other than Connecticut during the year immediately preceding application for certification in Connecticut and meets the requirements for certification, excluding successful completion of the competency examination and subject matter assessment, if such person holds current teacher certification in a state other than Connecticut and has completed at least one year of successful teaching in another state in a public school or a nonpublic school approved by the appropriate state board of education. (2)] a person who has graduated from a state-approved teacher preparation program at a regionally accredited college or university outside of the state [and regionally accredited], and meets the requirements for certification, [excluding] except successful completion of the [competency examination and subject matter assessment] required certification tests, [(3)] (2) a person hired by a charter school after July first in any school year for a teaching position that school year, provided the person hired after said date could reasonably be expected to complete the requirements prescribed in subparagraphs (B) and (C) of subdivision (1) of subsection (c) of section 10-145b, and [(4)] (3) a person who has taught or served under an appropriate certificate issued by another state, territory or possession of the United States or the District of Columbia or the Commonwealth of Puerto Rico for two or more years within the past ten years. The nonrenewable temporary certificate shall be valid for [one year] three years from the date it is issued[, except the State Board of Education may extend a temporary certificate for an additional two years (A) in the certification endorsement area of bilingual education issued under this subsection to a person who is employed by a local or regional board of education and providing instruction as part of a program of bilingual instruction, as defined in section 10-17e, or (B) to a person described in subdivision (4) of this subsection].

Required Agency Approvals

Bureau Chief/Manager

Date

Chief Officer

Date

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Legal Director

Date



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State Agency: Connecticut State Department of Education

Liaison: Laura J. Stefon
Phone: (860) 713 – 6493
E-mail: laura.stefon@ct.gov

Lead agency division requesting this proposal: Talent Office

Agency Analyst/Drafter of Proposal: Sarah Barzee

Title of Proposal An Act Concerning State board regulations for teacher certificates

Statutory Reference: Subsection (a) (8)(A) and (9) of section 10-145d

Proposal Summary C.G.S. Section 10-145d subsection (a) subdivision (8) and (9) outline the coursework requirements that must be met in order to obtain an initial educator certificate endorsed in elementary education and/or early childhood nursery through grade three or elementary education endorsement, respectively:

1. Complete a survey course in United States history comprised of not fewer than three semester hours, or achieve a satisfactory evaluation on the appropriate State Board of Education approved subject area assessment (i.e. Praxis II)
2. Complete a comprehensive reading instruction course comprised of not less than six semester hours

We propose adding language in subdivisions 8 and 9 to allow for the “equivalent” of semester or credit hours to meet these requirements. Language pertaining to “semester hours” or “credits” do not apply to candidates who complete an alternate route to certification which are “non-credit granting” programs. With respect to ensuring competency in reading instruction, this is currently assessed through the requirement that all of the educators seeking the endorsements outlined above through passing the Praxis II in Elementary Education Multiple Subjects Test and the Foundations of Reading test.

PROPOSAL BACKGROUND

Reason for Proposal

Please consider the following, if applicable:

- (1) Have there been changes in federal/state/local laws and regulations that make this legislation necessary? NO
- (2) Has this proposal or something similar been implemented in other states? If yes, what is the outcome(s)? Unknown
- (3) Have certain constituencies called for this action? Yes
- (4) What would happen if this was not enacted in law this session? We will continue to hold in-state candidates to these requirements (does not apply to out of state candidates) which creates additional barriers to alternate route candidates who cannot earn “credits”

Origin of Proposal

New Proposal

Resubmission



If this is a resubmission, please share: What was the reason this proposal did not pass, or if applicable, was not included in the Administration's package?

- (1) Have there been negotiations/discussions during or after the previous legislative session to improve this proposal?
- (2) Who were the major stakeholders/advocates/legislators involved in the previous work on this legislation?
- (3) What was the last action taken during the past legislative session?

PROPOSAL IMPACT

) **Agencies Affected** (please list for each affected agency)

Agency Name:
 Agency Contact (name, title, phone):
 Date Contacted:

Approve of Proposal ___ YES ___ NO ___ Talks Ongoing

Summary of Affected Agency's Comments

Will there need to be further negotiation? ___ YES ___ NO

) **Fiscal Impact** (please include the proposal section that causes the fiscal impact and the anticipated impact)

Municipal (please include any municipal mandate that can be found within legislation) None

State None

Federal None

Additional notes on fiscal impact

) **Policy and Programmatic Impacts** (Please specify the proposal section associated with the impact)

This proposal will provide educator preparation programs flexibility in meeting the 3 semester hours of credits in U.S. History and 6 semester hours of credit in reading/literacy across the preparation programs in lieu of a discreet credit-based requirement. Furthermore, it will allow alternate route programs, which are which are non-credit teacher preparation programs to embed the training across the program rather than require candidates to complete the credit requirement external to their program. Accountability is retained in the standards for certification for candidates in these areas because elementary education candidates must still achieve a passing score on both Praxis II in elementary education and the Foundations of Reading Test.



Subsection (a) of section 10-145d of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2018*):

The State Board of Education shall, pursuant to chapter 54, adopt such regulations as may be necessary to carry out the provisions of sections 10-144o, 10-145a to 10-145d, inclusive, 10-145f and 10-146b. Such regulations shall provide for (1) the establishment of an appeal panel to review any decision to deny the issuance of a certificate authorized under section 10-145b; (2) the establishment of requirements for subject area endorsements; (3) the extension of the time to complete requirements for certificates under section 10-145b; (4) the establishment of requirements for administrator and supervisor certificates; (5) the composition of, and the procedures to be utilized by, the assessment teams in implementing the beginning educator program; (6) procedures and criteria for issuing certificates to persons whose certificates have lapsed or persons with non-public-school or out-of-state teaching experience; (7) the criteria for defining a major course of study; (8) a requirement that on and after July 1, 1993, in order to be eligible to obtain an initial educator certificate with an elementary endorsement, each person be required to (A) complete a survey course in United States history comprised of not fewer than three semester hours [**or the equivalent**], or (B) achieve a satisfactory evaluation on the appropriate State Board of Education approved subject area assessment; and (9) a requirement that on and after July 1, 2004, in order to be eligible to obtain an initial educator certificate with an early childhood nursery through grade three or an elementary endorsement, each person be required to complete a comprehensive reading instruction course comprised of not less than six semester hours [**or the equivalent**]. Such regulations may provide for exceptions to accommodate specific certification endorsement areas.



Required Agency Approvals

Bureau Chief/Manager

Date

Chief Officer

Date

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*Note: Forms must have both signatures to be reviewed by Legal Director for consideration.

Legal Director

Date



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E-mail: laura.stefon@ct.gov

Lead agency division requesting this proposal: **Talent Office**

Agency Analyst/Drafter of Proposal: **Laura Stefon/Sarah Barzee**

Title of Proposal **An Act Concerning the Teacher Education and Mentoring Program**

Statutory Reference **10-145o**

Proposal Summary **This proposal makes technical changes to the TEAM statute and eases burdensome requirements for local and regional boards of education given the elimination of state funding to support implementation.**

PROPOSAL BACKGROUND

Reason for Proposal

Please consider the following, if applicable:

- (1) *Have there been changes in federal/state/local laws and regulations that make this legislation necessary?*
- (2) *Has this proposal or something similar been implemented in other states? If yes, what is the outcome(s)?*
- (3) *Have certain constituencies called for this action?*
- (4) *What would happen if this was not enacted in law this session?*

This proposal is submitted given the elimination of state funding to support CT’s teacher induction program (TEAM) and to update language as appropriate (i.e. change from NCATE to CAEP as the standards to approve educator preparation programs).

Origin of Proposal

New Proposal

Resubmission



If this is a resubmission, please share: *These should be answered only if it is a resubmission*

- (1) What was the reason this proposal did not pass, or if applicable, was not included in the Administration’s package?
- (2) Have there been negotiations/discussions during or after the previous legislative session to improve this proposal?
- (3) Who were the major stakeholders/advocates/legislators involved in the previous work on this legislation?
- (4) What was the last action taken during the past legislative session?

PROPOSAL IMPACT

) **Agencies Affected** (please list for each affected agency) *Please only complete this section if you have already been working with another agency. If not, I will reach out to the appropriate agency’s legislative liaison upon approval from the Commissioner.*

Agency Name: N/A Agency Contact (name, title, phone): Date Contacted: Approve of Proposal <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> Talks Ongoing
Summary of Affected Agency’s Comments
Will there need to be further negotiation? <input type="checkbox"/> YES <input type="checkbox"/> NO

) **Fiscal Impact** (please include the proposal section that causes the fiscal impact and the anticipated impact)

Municipal (please include any municipal mandate that can be found within legislation) <i>Impact on LEAs or municipalities – there may be minimal savings to districts and will ease certain mandates for local and regional boards of education and beginning teachers who are required to participate in TEAM</i>
State <i>The Talent Office will continue to support TEAM through dedicated staff members within the CSDE Talent Office.</i>
Federal <i>N/A</i>
Additional notes on fiscal impact

) **Policy and Programmatic Impacts** (Please specify the proposal section associated with the impact)



By section, what is the impact of this proposal?

Section 10-145o (b) (1) (C) removes the requirement that the state provide a data system to support TEAM implementation at the local/regional board level

(b) (2) removes the requirement that the state provide professional development and training for regional mentors; however the CSDE will continue to provide training and technical assistance to local mentors

(b)(3) (A) changes the National Council for Accreditation of Teacher preparation programs to the Council for Accreditation of Educator Preparation as NCATE no longer exists and transitioned to CAEP

(b)(3) (B) removes the requirement that the SDE develop and deliver regional strategies for supporting mentor assistance programs.

(b)(4)(C) removes the requirement that districts develop an annual budget and submit it to the SDE.

(b)(4)(h) removes the responsibility of the regional coordinating committee to attest to the successful completion of TEAM

(b)(4)(g)(vi) removes the requirement to submit an annual report to the district coordinating committee

(c)(6-9) removes requirement that the district develop a timeline for implementation activities

(e)2)removes the requirement that a beginning teacher submit a reflection paper or project to the district coordinating committee for approval.

(e)(3)removes the requirement that the superintendent submit names of beginning teachers eligible for provisional certification to the SDE.

(e)(f) removes the distinguished educator designation pursuant to section 10-145s as a criteria for mentor eligibility.

(i)removes the requirement that SDE in consultation with EASTCONN provide a data system for local and regional districts to implement TEAM requirements.

Sec. 10-145o. Teacher education and mentoring program. Administration. Three-year plan. Instructional modules. Data system. Guidelines.

(a) The Department of Education, with cooperation from local and regional school districts, regional educational service centers, representatives of the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b, and public institutions of higher education, shall establish and administer a teacher education and mentoring program that includes guided teacher support and coaching and the completion of instructional modules, pursuant to subsection (e) of this section, for beginning teachers. The program shall be aligned with the principles of teaching approved by the State Board of Education. As part of the program, each beginning teacher shall develop a two-year individualized mentoring plan.

(b) In administering the teacher education and mentoring program under this section:

(1) The Department of Education shall (A) develop a statement for the teacher education and mentoring program that includes the state's goals for state-wide teacher induction, mentoring, professional development and evaluation, using state-wide data and national research findings; (B) distribute state funding to local and regional school districts to assist with implementation of district teacher education and mentoring plans; (C) [manage and make accessible to local and regional school districts the data systems needed to document that teachers and mentors have satisfactorily completed the instructional modules; (D)] monitor district implementation of the teacher education and mentoring program to ensure fidelity to the program's plan and goals[, including random district audits and observations by state personnel; [(E)] ; (D) issue provisional educator certificates to teachers that have satisfactorily completed the induction program; [(F)] (E) develop guidelines for the creation and approval of district teacher education and mentoring plans, based on input and recommendations from stakeholder groups; and [(G)] (F) oversee an outside evaluation of the teacher education and mentoring program every three to five years;



(2) The Department of Education, in collaboration with EASTCONN, the RESC Alliance, institutions of higher education and other stakeholders, shall (A) develop instructional modules for beginning teachers to complete; (B) train mentors to carry out responsibilities at the district level; [(C) provide professional development and training for regional mentors working at the district level; (D)] (C) provide professional development and training for district teams and principals in managing, designing and administering teacher education and mentoring plans; and (E) provide technical assistance to districts based on district size and needs;

(3) The Department of Education and public institutions of higher education shall (A) work with regional educational service centers to align modules with [National Council for Accreditation of Teacher Education] Council for the Accreditation of Educator Preparation approved preservice teacher preparation programs; and (B) [develop and deliver regional strategies for supporting mentor assistance programs; and (C)] train cooperating teachers to work with teacher preparation candidates during student teaching and internships;

(4) Local and regional boards of education shall (A) develop a three-year teacher education and mentoring plan in accordance with subsection (c) of this section; (B) form a local or regional coordinating committee or committees, with representatives of the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b, based on district size, to guide the activities outlined in the three-year teacher education and mentoring plan; (C) [develop an annual budget to support the activities detailed in the three-year teacher education and mentoring plan and submit such budget annually to the Department of Education to receive state assistance for such activities; (D)] recruit and pair mentors from within and outside of the district to work with beginning teachers; [(E)] (D) ensure substitute teacher coverage for mentors and beginning teachers to participate in the activities and modules required in the three-year teacher education and mentoring plan; [(F)] (E) communicate regularly with beginning teachers about training opportunities, state-wide workshops and support group work; [(G)] (F) coordinate the teacher education and mentoring program and teacher evaluation and supervision program, provided they are kept separate; [(H) verify, through the local or regional coordinating committee, that the work of beginning teachers and instructional modules has been successfully completed to warrant provisional certification; (I) when a beginning teacher has satisfactorily completed all modules, attest to that fact and that the teacher is eligible for provisional certification; and (J) ensure that schools under the board's jurisdiction (i) administer the state's on-line needs assessment to establish the goals and priorities of each beginning teacher as such teacher develops an individualized mentoring plan, (ii)] and (G) review and approve beginning teachers' individualized, two-year mentoring plan, [(iii)] organize mentoring opportunities by grade, department or specialty area, [(iv)] take steps to make time available, as needed, to help teachers achieve the goals of their mentoring plans, and [(v)] coordinate the activities and schedules of mentors and beginning teachers to ensure faithful implementation of the district plan[, and (vi) submit annual report on mentor-teacher activities to the district coordinating committee for review and approval].

(c) Local and regional school districts shall develop a three-year teacher education and mentoring plan that incorporates the Department of Education's goals and instructional priorities, as well as any local considerations based on community and student needs. Such plan shall include: (1) Background information about the district that includes a community profile, district profile, student profile, faculty



profile, mentor profile and beginning teacher profile; (2) a statement of three-year objectives related to the state's goal statement for the teacher education and mentoring program; (3) a general timeline for district coordinating teams to meet with central office personnel, principals, mentors or district facilitators; (4) a description of the process used to select mentors and assign them to beginning teachers, based on subject areas, levels and need; and (5) a description of the process used to train and update mentors in best practices and essential knowledge; (6) a timeline of district-wide mentoring days for observations, individual discussion, small group meetings, professional development days, regional educational service center training sessions and beginning teachers' completion of tasks associated with each module; (7) a description of the process used to collect, review and coordinate teachers' mentoring plans; (8) a description of the process to resolve internal disputes over the district's recommendations to the state concerning which individuals have satisfactorily completed the instructional modules; and (9) a description of the resources and budget needed to carry out the activities described in the plan].

(d) Local and regional boards of education shall not consider a teacher's completion of the teacher education and mentoring program as a factor in its decision to continue a teacher's employment in the district.

(e) (1) Beginning teachers shall satisfactorily complete instructional modules in the following areas: (A) Classroom management and climate, which shall include training regarding the prevention, identification and response to school bullying, as defined in section 10-222d, and the prevention of and response to youth suicide; (B) lesson planning and unit design; (C) delivering instruction; (D) assessing student learning; and (E) professional practice. Beginning teachers shall complete two modules in their first year in the program and three modules in their second year in the program, except as otherwise provided by the Commissioner of Education, or as provided for in subsection (h) of this section.

(2) Beginning teachers shall work with their mentors in developing a planned set of activities, based on the topics offered within each instructional module[, to complete each such instructional module, and such activities shall be reflected in the beginning teacher needs assessment]. Such activities may be presented in person by mentors, offered in workshops, through on-line courses or through the completion of a set of readings. For each instructional module, beginning teachers shall [(A)] apply the knowledge gained through such activities in a lesson, project or demonstration of how the activity impacted student learning[, and (B) submit a reflection paper or project, to be signed by the mentor, that summarizes, describes or analyzes what has been learned by the beginning teacher and their students throughout the module and how the learning contributed to the development of such beginning teacher. Such reflection paper or project shall be forwarded to the district's coordinating committee for approval].

[(3) Upon successful completion of the instructional modules and final review by the coordinating committee, the superintendent of the school district shall submit the names of the beginning teachers eligible for receipt of a provisional educator certificate to the State Board of Education.]

(f) Local and regional boards of education, in cooperation with the Department of Education, institutions of higher education and regional educational service centers, shall recruit mentors for their teacher education and mentoring program. Those persons eligible to serve as mentors for such programs shall



hold a provisional educator certificate or a professional educator certificate, [or a distinguished educator designation pursuant to section 10-145s,] and have at least three years teaching experience in Connecticut, including at least one year of experience in the district in which they are presently employed. Retired certified teachers may also serve as mentors, provided they successfully complete a mentor training program offered by a regional educational service center. Each mentor [shall] may be assigned two beginning teachers, except that in certain circumstances, a mentor may be assigned three beginning teachers. [Such assignment shall be reflected in each district's three-year plan.] Each mentor shall provide fifty contact hours to each beginning teacher during the program, with the expectation of approximately ten contact hours per module. Mentors shall receive a minimum of a five-hundred-dollar annual stipend for each beginning teacher assigned to such mentor from the local or regional board of education for participation in the teacher education and mentoring program. Such stipend shall be included in a person's total earnings for purposes of retirement.

(g) Notwithstanding the provisions of subsection (h) of this section, for the school year commencing July 1, 2010, beginning teachers who hold an initial educator certificate and have not participated in any beginning educator program as of July 1, 2009, shall participate in the teacher education and mentoring programs as follows:

(1) Beginning teachers in the following subject areas and endorsement areas shall be required to successfully complete the teacher education and mentoring program in full: Elementary education, English and language arts, mathematics, science, social studies, special education, bilingual education, music, physical education, visual arts, world languages and teachers of English as a second language.

(2) Beginning teachers in any other endorsement area and whose primary function is providing direct instruction to students shall be required to successfully complete one year of mentorship and two instructional modules.

(h) Teachers who began in a beginning educator program, pursuant to section 10-145b of the general statutes, revision of 1958, revised to January 1, 2009, but have not completed that program as of July 1, 2009, and teach during the 2009-2010 school year, shall be granted a one-year extension of their initial educator certificates, if necessary, and shall participate in the teacher education and mentoring program, pursuant to this section, through the completion of two instructional modules during the 2010-2011 school year. Such teachers shall exit the program at the end of the 2010-2011 school year upon the successful completion of the two instructional modules.

[(i) The Department of Education, in consultation with EASTCONN, shall create a data system for local and regional school districts to access the resources and record-keeping tools to manage the teacher education and mentoring program at the local level. Such data system shall include (1) templates for (A) writing and updating each district's plan, (B) recording each teacher's completion of each of the five instructional modules, and (C) teachers to record the completion of instructional module activities and submit written reflection papers or projects, and (2) links to on-line programs or workshops that are part of the five modules.]

[(j)] (i) Not later than July 1, 2010, the State Board of Education shall adopt guidelines to provide for the implementation of the teacher education and mentoring program in accordance with this section and



the Report of the Beginning Educator Support and Training Program (BEST)/Mentor Assistance Program (MAP) Task Force dated December 29, 2008.

Required Agency Approvals

Bureau Chief/Manager

Date

Chief Officer

Date

*Note: For CTHSS, this should be Board Chair and Superintendent.

*Note: Forms must have both signatures to be reviewed by Legal Director for consideration.

Legal Director

Date