

SA12-003

SB0384

Higher Education	1043-1044, 1046-1055, 1081-1084, 1086-1088	19
House	8277-8280, 8288-8290	7
<u>Senate</u>	<u>2646-2650, 2952-2953</u>	<u>7</u>

**JOINT
STANDING
COMMITTEE
HEARINGS**

**HIGHER EDUCATION
AND
EMPLOYMENT ADVANCEMENT
PART 3
736 - 1104**

2012

SENATOR BYE: Now we are moving on to our -- the general public list. We will start with Dr. Linette Branham. I hope I'm saying that right. Doctor, welcome.

LINETTE BRANHAM: Good afternoon Senator Bye and Representative Willis and members of the Committee. I'm Linette Branham. I'm the director of Policy and Professional Practice at the Connecticut Education Association, and I'd like to comment briefly on two bills, Senate Bill 382 and Senate Bill 384.

Senate Bill 382 is rather brief, and our assumption of that bill is that it aims to assure that early childhood educators have appropriate certification and preparation and that special educators also are -- work with, I should say, kindergarteners.

The bill states that as of July 1st, if it's passed this year -- as of July 1st, certificates, elementary certificates, will be valid for grades one through six. There's an unintended consequence, we believe, to this in that that would strip, basically, kindergarten from every currently valid elementary certificate, meaning that those teachers who currently teach kindergarten under that certification would not be able to do so come September.

We ran into this same type of situation a number of years ago and it really created a lot of chaos. Part of the problem is that we don't have enough people coming into early childhood education itself as a field. So it's an unintended consequence that we just wanted to make you aware of. The overall goal of the bill, however, we do support.

Bill 384 aims to do two things, and that is, one -- the first one is that it would require a student teaching experience to begin in the first year that a teacher, a pre-service teacher, is in the teacher preparation program and continue throughout that teacher prep program, and we really strongly support that. Students now have a variety of field experiences before their student teaching experience, but they can vary from one university to another.

It also states that students must be given information about shortage areas, both geographic and subject area in their first year of the preparation program. That is also very well-intentioned but I think it's a little bit late. By the time that a student gets into a teacher preparation program, chances are that that student has done the majority of his or her course work in the subject area major that they have. So it's really late for that student to pursue another subject area.

There are a lot of ways in which this could, you know, be changed and -- and this could be worked out so that students get information a lot earlier, before they make the decision to come into the profession. Because of that, we have strong reservations about both of those bills, and we do ask that you withhold full support until some of these issues are resolved so that we don't have unintended consequences in the long run.

Thank you very much.

SENATOR BYE: Thank you very much for your testimony, and you make an excellent point

LINETTE BRANHAM: Thank you.

SENATOR BYE: And -- and I think that you get the
intent and --

LINETTE BRANHAM: Oh, absolutely.

SENATOR BYE: -- it, basically, when they changed
this a number of years ago they destroyed the
early childhood ed program that are --

LINETTE BRANHAM: Absolutely.

SENATOR BYE: -- state universities -- and they
closed programs --

LINETTE BRANHAM: Absolutely.

SENATOR BYE: -- so now you're right. It will take
some time to adjust, so I appreciate your
input.

Senator Boucher, did you have questions?

SENATOR BOUCHER: Yes. Thank you, Madam Chairman.
And thank you for --

LINETTE BRANHAM: You're welcome.

SENATOR BOUCHER: -- appearing before us and adding
your perspective on this topic that has
occupied some of us for a while in -- in
trying to think about how we can better
improve classroom teaching and outcomes, given
so much attention and discussion this year on
education reform.

One of the things that I found in working with
so many different towns, and many of them with
outstanding school systems and others that are

SB384
SB384

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LINETTE BRANHAM: Uh-huh.

SENATOR BOUCHER: -- working to develop and become better, is the interesting feedback I get on the part of staff responsible for the hiring and -- and evaluation of -- of new teachers and superintendents as well as -- the -- the concern that I found was that there seems to be a lack of consistency between the various programs and -- and the students that -- that are ultimately become the teachers in their classroom.

This -- although there were some that were highly regarded -- and took a look at some of those who were highly regarded and two of the things that seem to come out at you was that -- had very high hurdles for acceptance. In other words, their qualifications were quite high to get into their programs and also spending the kind of quality time actually doing the work of teaching. And so -- since, though, however, we contemplated looking at drawing up some language that might be heard such as today. I've since learned that the Department of Education, almost at the same time, seems to be coming to the same conclusion. And as you just mentioned, they've put together a committee, an Education Preparation Advisory Council --

LINETTE BRANHAM: Right.

SENATOR BOUCHER: -- with -- combining both of the Department of Education and the Board of Regents as well, which is a great way to do it, and it appears that they are going to be looking at a lot of the issues that we're looking at in this bill with hopes of coming

up with some recommendations by April of next year.

So I -- I noticed in your testimony you talked about the pieces of this that -- that were -- that were really positive improvements, but you were concerned, I think, about the issues of -- of selectivity.

Do you -- do you -- could you share some of the reasons for that concern and the fact that you think it might impact the numbers of -- of students we might have in going into that profession?

LINETTE BRANHAM: I'm sorry. I don't quite understand what you mean about issues of selectivity.

SENATOR BOUCHER: Well, if -- if we were to raise, say, the GPA for admittance into a teacher's program, would that effect, in your mind, the -- the quantity of students that we might find in this program?

LINETTE BRANHAM: No. That's -- that's something that we have supported, a higher GPA, absolutely, and a stronger preparation program. And there are a lot of different ways that we feel preparation programs could be improved based on, you know, our conversations with our members who teach in schools. One of the big issues that we see is on the elementary level.

We know we have a real overflow of certified elementary teachers. However, many of them did not major in areas that would yield with more study, them going into a shortage area especially to teach in a subject area, and that's because any major is acceptable.

We believe that one of the things that we could do to strengthen teacher preparation is really begin to talk about what it is that an elementary level teacher needs to know and what that -- how that ought to play out in terms of a major program of study -- excuse me.

Early childhood is very different from the upper elementary grades. And as I mentioned, because we have that overlap of certification, it's understandable. You know, with the early childhood, you could teach pre-K up to grade -- and including grade three. With elementary, you can teach K to six. So students look and they say, well, I want to -- I just want to teach children and I don't care what grade it is so I'll go for the elementary, as opposed to those who really know that they definitely want to focus on the -- on the early childhood. So I don't know how to resolve that issue without it -- it's very complicated.

You know, I understand students wanting to have more breath and -- and capability. But we have to ask ourselves, in the long run, what is going to be best for children and is there some way that we can redesign our system so that we look at certification differently with concentration areas? I'm not sure. That's why I think the -- the Preparation Advisory Council is a good start to that, you know.

And as I said, the -- the preparation programs do vary from one institution to another, which is understandable. We would like to see more consistency in -- excuse me -- I have got a cold -- we'd love to see more consistency in the types of field experiences and the length

of hours of field experiences, and student teaching experiences that a pre-service teacher has.

But even more importantly, we would love to see a greater attempt -- and this, again, might not be done through an actual program but, again, could be something that the advisory council could discuss. We would love to see students who come into college who really feel they want to become teachers, have more avenues to have experiences in school right away so that they make the decision early on.

All too often we have seen students come in, they get into their prep program and in student teaching. After they've spent four years at this, they say this really isn't what I want to do. So it's -- it's a way of -- it's time to begin to look at things differently. And we look -- we really look forward to being part of that council.

SENATOR BOUCHER: Well, I think, absolutely that your perspective is absolutely essential to having --

LINETTE BRANHAM: Yeah. Thank you.

SENATOR BOUCHER: -- a good final outcome. And I think what I'm hearing from you is a couple of things. One, that you'd like to see, maybe, a certification process, maybe, specialized more in certain levels of grades rather than -- and I know that in New York State there are other places where they actually have a K through eighth grade --

LINETTE BRANHAM: Right.

SENATOR BOUCHER: -- certification, so that's quite a wide spread. So you're thinking more the opposite, to really zero in and specialize and -- and be more concentrated and learn more about the teaching of that particular grade level?

LINETTE BRANHAM: Yeah.

SENATOR BOUCHER: And then, also, to be able to pass on the information of the real shortage areas and areas of concentration earlier on if someone is thinking about teaching at the -- at the high school level, per se --

LINETTE BRANHAM: Right.

SENATOR BOUCHER: -- rather than before they get to the college. And you're supporting the aspect of getting students in the classroom sooner --

LINETTE BRANHAM: Absolutely.

SENATOR BOUCHER: -- to learn more and that way they can also compare what they're learning and bring the right questions, and so forth. I also personally would like to see a lot more -- responsibility on the part of the receiving schools on how well they also mentor a council and nurture that -- that budding new teacher down the road, so I think that's very helpful.

Would you be then supportive of a bill, should we have one, that would ask for a reporting of such recommendations? At the same time, apparently, from the testimony we received, they're hoping to get a report back in April 2013.

It might be helpful if this committee were to get it at the same time and be able to assess

if, in fact, they've covered all the bases, as you've mentioned, because maybe not all of it will be addressed. Let's hope most of it will be. And, certainly, with your input and the organizations you represent input, it might end up being a better system because I know you -- you liked -- would like to have a higher quality --

LINETTE BRANHAM: Absolutely.

SENATOR BOUCHER: -- professional group.

LINETTE BRANHAM: Absolutely.

SENATOR BOUCHER: Okay.

LINETTE BRANHAM: And -- and we would -- we would support that. There is a -- a provision here, though, in that -- and this is -- this is, I think, important to keep in mind, especially in tough economic times. Teachers want to be as marketable as they can be, needless to say. And having very narrow certification areas is problematic at times. But there are certain things that on the elementary level are common for elementary teachers to know, whether they teach kindergarten or grade five.

The things that require more depth of study especially have to do with childhood development at different levels and, at various times, how to teach certain things at various levels. So to make it -- in -- in addition to -- to thinking of how to more specifically design certifications, we would really need to talk about how then to make the cross endorsement process more meaningful and -- and efficient, so that if a teacher wanted to cross endorse, so that -- for example, if he or she started with an early childhood,

they could earn a certificate, a cross endorsement, to teach the upper elementary grades.

It wouldn't require going back and spending, you know, a full thirty credits or thousands of dollars to get that cross endorsement. We need to have those conversations, however, and that's the kind of thing that we really hope would become part of.

Any time, though, that we talk about the certification, we're talking about the tentacles reaching out and there being a lot of other far-reaching implications, so it's a topic that really needs a lot of conversation.

SENATOR BOUCHER: And the last comment that you made really resonated with me. And that is that you'd like to see more consistency --

LINETTE BRANHAM: Yeah.

SENATOR BOUCHER: -- on the part of the types of programs from our higher educational system across the board, which would be good, and I concur with you as well. Hopefully, that will also be heard by that committee.

LINETTE BRANHAM: Well, I hope so. I hope so.

SENATOR BYE: Thank you, Senator Boucher. And thank you for your ongoing advocacy for teacher quality. I know it's been something you've worked on for many years.

Representative Legeyt.

REP. LEGEYT: Thank you, Madam Chair.

Good afternoon, Dr. Branham.

LINETTE BRANHAM: Good afternoon.

REP. LEGEYT: I -- I have more of a comment than a question this afternoon, and it -- my comment is that I so much appreciate your focus and your attention to the concern that you raise regarding certification and the -- the boundaries between making it too narrow in the -- at the -- for the intent of focusing the instruction on a certain age range at the expense of limiting what a graduate can --

LINETTE BRANHAM: Uh-huh.

REP. LEGEYT: -- teach versus making it too wide and doing the opposite. I myself had a career in public education in Connecticut and I -- I have one of those K through 8 --

LINETTE BRANHAM: It's a big range.

REP. LEGEYT: -- certificates and chose to spend my career teaching first and second grade. So I'm -- I'm glad that -- that the experience that I got in school at Central fully prepared me -- prepared me more for --

LINETTE BRANHAM: Uh-huh.

REP. LEGEYT: -- the elementary grades than it did for the, you know, up through junior high school.

LINETTE BRANHAM: Uh-huh.

REP. LEGEYT: And your comments about having -- about student teaching early on are so important and so crucial. And aside from the fact that students decide to change careers

after their initial student teaching experience in their junior or senior year, it also -- student teaching at an earlier time also gives a student some perspective to apply their studies from the classroom towards.

LINETTE BRANHAM: Absolutely.

REP. LEGEYT: And so I just wanted to comment that I really appreciate those remarks because they -- they -- they find their way into my heart real easily. Thank you.

LINETTE BRANHAM: Thank you. I think that once you're a classroom teacher, you never forget what it's like. That's good to hear.

SENATOR BYE: Thank you so much for coming before us today. Appreciate it.

LINETTE BRANHAM: Thank you very much for your time.

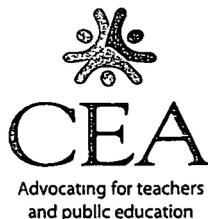
SENATOR BYE: Sure.

Next is Susan Palisano from Connecticut Center for Advance Technology, followed by Maggie Adair, follows by -- followed by Paige Bray.

SUSAN PALISANO: Good afternoon, Senator Bye, Representative Willis, members of the committee. My name is Susan Palisano. I'm director of education and training at CCAT, the Connecticut Center for Advance Technology.

I want to thank you for the opportunity to provide testimony this afternoon in support for Raised Bill Number 383, AN ACT CONCERNING MANUFACTURING INTERNSHIPS.

line 3 page 5



**Connecticut Education
Association**

Governance

Philip Apruzzese, President
Sheila Cohen, Vice President
Cheryl Prevost, Secretary
Jeff Leake, Treasurer
Kathy Flaherty, NEA Director
Thomas Nicholas, NEA Director

Executive Office

Mary Loftus Levine
Executive Director

Policy & Professional Practice

Dr Linette Branham, Director
Capitol Place, Suite 500
21 Oak Street
Hartford, CT 06106-8001
860-525-5641, 800-842-4316
Fax: 860-725-6328
www.cea.org

Affiliated with the
National Education Association

Remarks of Dr. Linette Branham
Director, Policy & Professional Practice
Connecticut Education Association

Before the Committee on Higher Education and Employment
Advancement
On Senate Bill 382, An Act Concerning Teacher Certification
&
On Senate Bill 384, An Act Concerning Teacher Preparation

March 13, 2012

Good afternoon Senator Bye and Representative Willis, and members of the Committee.

My name is Linette Branham, I'm the Director of Policy and Professional Practice for the Connecticut Education Association, and I'd like to comment on Senate Bill 382 regarding elementary certification for teachers and Senate Bill 384 regarding teacher preparation.

Without knowing the history and rationale for the proposed bill, it's difficult to grasp exactly what the goal of the bill is. We know that it would do two things: (1) eliminate kindergarten from the current elementary certificate, and (2) include kindergarten as a grade in the comprehensive special education certificate. My assumption is that the proposal's focus is on assuring that kindergarten teachers are better prepared to teach special education students. If that assumption is correct, then in order to teach kindergarten under this bill, a teacher would have to hold an early childhood certificate, which is based on a preparation program that prepares the teacher to teach in either a regular or special education classroom at the primary level.

That, in itself, is a laudable goal.....if special education needs of students are identified and addressed in the classroom at an earlier age, by teachers who are well prepared to do so, students benefit greatly. However, the bill has a major impact that may well not have been anticipated by those drafting the language.

The bill states that, beginning this July 1, all elementary endorsements will be valid for teaching grades one through six. If passed, this legislation would, essentially, eliminate the validity of teaching kindergarten that is now part of the elementary certificate. It would prevent the thousands of teachers who currently hold a K-6 certificate from being eligible to teach kindergarten in the fall of 2012. Connecticut had this problem occur previously, when kindergarten was removed from the elementary certificate and superintendents had to search for teachers who held the early childhood certificate to fill those positions. The result was a year of anxiety until kindergarten was restored to the certificate through the legislative process. While this is probably not the intention of Senate Bill 382, this could easily happen.

Another potential problem lies in the area of teacher preparation.

Eliminating kindergarten from the elementary certificate doesn't give higher education institutions the time they need to either design and seek approval for a program to certify early childhood educators, or expand their current programs to handle what may be the increased number of students who would apply to the programs so they could earn the early childhood certificate. Again, Connecticut could be left with a

period of at least a few years when we don't have enough qualified teachers to teach in one of the most important grade levels.

There are two sections of Senate Bill 384 CEA supports and urges you to pursue. The first is that students be required to have student teaching experiences beginning in their first year of the teacher preparation program. Students are currently required by most, if not all university programs, to have field experiences prior to student teaching, but the nature of these can vary from one university's preparation program to another. We encourage a requirement for universities to have a more common approach to what constitutes either 'field experiences' or 'early student teaching' so there is more consistency in what students in different programs receive.

CEA also supports the practice of teacher preparation programs providing information about subject and geographic teaching shortage areas to students. However, by the time students are in the preparation program, most of them have already completed the subject area course requirements for their degree, and the subject may not be one of those that is a subject area shortage. Where teachers are needed – as it pertains to both subject area and geographic area – needs to reach the hands of our students while they are in high school, and then continue to be reinforced when they first enter college. While we're not looking to create more requirements for high school guidance counselors to fill, we would encourage you to create more incentives that would move universities and school districts to work even more closely together to inform students of the need for teachers.

With this in mind, we encourage you to withhold support for both Senate bill 382 and 384 until other possible ways to achieve the goals of these

bills are explored. Thank you for the opportunity to share our perspective with you.

TESTIMONY BEFORE COMMITTEE ON HIGHER EDUCATION AND EMPLOYMENTRAISED BILL NO. 384: AN ACT CONCERNING TEACHER PREPARATIONJOSEPH J. CIRASUOLO ED.D.EXECUTIVE DIRECTORCONNECTICUT ASSOCIATION OF PUBLIC SCHOOL SUPERINTENDENTS3/12/12

The Connecticut Association of Public School Superintendents (CAPSS) which represents all of the superintendents of schools in the state and the members of superintendents cabinets supports Raised Bill No. 384: An Act Concerning Teacher Preparation but has a concern about what might result in connection with the implementation of a specific component of the bill

The components which CAPSS supports are the following

- **The requirement that every student enrolled in a teacher preparation program spend a minimum number of hours student teaching, beginning in the student's first year in the program and continuing every year thereafter, including a certain number of ours working with special education and gifted students.** CAPSS supports this component because the organization is convinced that prospective teachers need to spend much more time actually working in classrooms than they do presently and much less time as students in classrooms themselves. Our conviction is based on what we know is the value of clinically based preparation programs in which participants actually do in a supervised setting the work that they are being prepared to do independently and in which participants do classroom work that is based on the practice experience that they gain in the field.
- **The requirement that candidates entering a program of teacher preparation meet the requirements of the academic programs in the subject areas in which the students will teach.** For relatively, obvious reasons, it is important for teachers to be well grounded in the subject matter that they will be teaching
- **The requirement that institutions that offer programs of teacher preparation provide candidates with information regarding subject and geographic areas in which teacher shortages exist and encourage candidates to seek teaching jobs in these subject and geographic areas.** Anything that can be done to alleviate the problems caused by subject area and geographic location shortages should be attempted.

The concern that CAPSS has is with reference to the requirement that candidates entering teacher preparation programs have a grade point average of at least 3.00. Any strategy that will result in teachers with relatively high academic ability and achievement is laudable. It needs to be kept in mind, however, that if standards are raised without increasing the attractiveness of a profession, the result is usually a shortage of people in the profession. This is to be particularly kept in mind during this time when there are a number of calls for freezing salary levels for teachers and for decreasing the potential retirement pensions for them as well.

I would be happy to discuss this with you in person



STATE OF CONNECTICUT
STATE BOARD OF EDUCATION



Connecticut General Assembly – Higher Education and Employment Advancement
Committee

Testimony of Education Commissioner Stefan Pryor
March 13, 2012

Good afternoon Senator Bye, Representative Willis, Senator Boucher, Representative LeGeyt, and members of the Higher Education and Employment Advancement Committee.

Thank you for the opportunity to offer testimony before this committee regarding Raised Bill number 384: An Act Concerning Teacher Preparation.

I am here to thank the committee and Senator Boucher for raising this important issue and bringing a focus to the quality of educator preparation programs in our state.

As you know, one of the six principles in the Governor's school reform plan is to ensure that "our schools are home to the very best teachers and principals – working within a fair system that values skill and effectiveness over seniority and tenure." To meet this goal, our package includes new financial incentives to recruit top college students into teaching; to raise the bar for entry into teacher preparation programs; and to launch a new Connecticut School Leadership Academy to prepare the next generation of school leaders and teacher leaders.

We also aim to take a serious look at how we oversee and accredit our state's teacher and administrator preparation programs. For too long, our institutions of higher education have been judged by class size, course design, and teaching ratios, among other *input* measures, rather than what really matters—the quality of their graduates.

As proposed by the Governor and established last week by action of the State Board of Education, we have created an Education Preparation Advisory Council under the State Board of Education and the Board of Regents. This Council has been charged with examining our accreditation regulations and holding teacher preparation programs accountable for several new measures of the quality of their programs—such as preparation program graduates' performance in the classroom as determined by indicators such as teacher evaluations and student achievement data; program graduates' retention, turnover, and dismissal rates in their schools; new graduates' preparation for work in high-need districts; the effectiveness of the preparation program's recruitment efforts among top tier university students; and structured feedback from school districts on the readiness and effectiveness of preparation program graduates.

We believe that this Council, which includes representatives from both higher education and the K-12 system, will examine these questions in a methodical and collaborative way and generate recommendations to the State Board and legislature that significantly enhance the quality of teacher and administrator preparation programs.

The Council may, after their examination, ultimately recommend some of the actions proposed in Raised Bill #384, such as a requirement that student-teaching begin earlier in the course of study and an increase in the required grade point average of entering and graduating students. But at the same time, we do not want to invite unintended consequences, such as excluding exceptional candidates due to new GPA requirements and in the absence of alternate criteria on which to admit such candidates into the educator preparation programs.

For these reasons, we respectfully request that the Council be given an opportunity to study these issues and deliver their comprehensive set of recommendations, due to the State Department of Education and Board of Regents by April 2013, and that any legislative or regulatory action be taken at that time or beforehand on the basis of any interim recommendations that the Council may produce.

Thank you.

H – 1147

**CONNECTICUT
GENERAL ASSEMBLY
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**PROCEEDINGS
2012**

**VOL.55
PART 25
8215 - 8555**

mr/ch/rgd/gdm/gbr
HOUSE OF REPRESENTATIVES

418
May 9, 2012

The motion is to place this item on the consent calendar.

Any objection?

Hearing none, the item is placed on the consent calendar.

Will the Clerk please call Calendar Number 516.

THE CLERK:

On page 28, Calendar 516, Substitute for Senate Bill Number 384, AN ACT CONCERNING TEACHER PREPARATION, favorable report by the Committee on Education.

SPEAKER DONOVAN:

Representative Roberta Willis, you have the floor, madam.

REP. WILLIS (64th):

It's been such a long time, sir.

Mr. Speaker, I move the acceptance of the joint committee's favorable report and passage of the bill in concurrence with the Senate.

SPEAKER DONOVAN:

The question is on acceptance and passage in concurrence with the Senate.

Will you remark?

REP. WILLIS (64th):

Yes, sir.

Mr. Speaker, this bill enhances teacher preparation requirements including expanded teacher student teaching to ensure that every individual graduating from a teacher preparation program leads to -- leading to a professional certification is better qualified and trained to teach students and ensure that Connecticut's students receive the best possible education.

It requires the State Board of Education to study issues of teacher preparation with the -- excuse me, the State Board of Education to study issues in consultation with the board of regents and the University of Connecticut and it requires each teacher prep to provide students with information on teacher shortage areas.

Mr. Speaker, the Clerk has amendment LCO 3446. I move that the reading of the amendment be waived and I be allowed to summarize.

SPEAKER DONOVAN:

Will the Clerk please call LCO 3446, previously designated Senate "A."

THE CLERK:

LCO 3446, Senate "A," offered by Representative Willis, et al.

SPEAKER DONOVAN:

Is there objection to summarization?

mr/ch/rgd/gdm/gbr
HOUSE OF REPRESENTATIVES

420
May 9, 2012

Hearing none, Representative, you may proceed.

REP. WILLIS (64th):

Thank you, sir.

The amendment makes technical changes, adds UConn, and requires a study of every student in a teacher prep program. And it also involve -- includes teacher involvement in their child's education. I move adoption.

SPEAKER DONOVAN:

Question is on adoption.

Remark further? Remark further?

If not, let me try your minds.

All those in favor of the amendment, please signify by saying aye.

REPRESENTATIVES:

Aye.

SPEAKER DONOVAN:

Opposed, nay.

The ayes have it. The amendment is adopted.

Remark further?

Representative Willis.

REP. WILLIS (64th):

Thank you, sir.

If there's no objection, I request that this item be placed on the consent calendar.

mr/ch/rgd/gdm/gbr
HOUSE OF REPRESENTATIVES

421
May 9, 2012

SPEAKER DONOVAN:

The motion is to place this item on the consent calendar.

Any objection?

Hearing none, the item is placed on the consent calendar. Will the Clerk please call Calendar 430 -- 530, five three zero.

THE CLERK:

On page 30, Calendar 530, Substitute for Senate Bill Number 29, AN ACT CONCERNING THE CONNECTICUT HEALTH AND EDUCATIONAL FACILITIES AUTHORITY, favorable report by the Committee on Finance.

SPEAKER DONOVAN:

Roberta, Representative Roberta Willis.

REP. WILLIS (64th):

This will be the last time.

I move that this bill be -- I'm losing my -- in concurrence with the Senate.

SPEAKER DONOVAN:

The question is on acceptance and passage in concurrence with the Senate.

Will you remark?

REP. WILLIS (64th):

Yes, sir.

mr/ch/rgd/gdm/gbr
HOUSE OF REPRESENTATIVES

429
May 9, 2012

calendar.

Representative Sharkey.

REP. SHARKEY (88th):

Thank you, Mr. Speaker..

Mr. Speaker, I'm about to call the items again that are on the consent calendar, but I would like to alert the Clerk to two bills that we will be taking off the consent calendar. They are Calendars 380, and Calendars 431. Those are Calendars 380 and Calendar 431.

HB5333
SB130

SPEAKER DONOVAN:

Will the Clerk please call Calendar 204.

THE CLERK:

On page 6, Calendar 204, Substitute for House Bill Number 530, AN ACT CONCERNING THE BOARD IN CONTROL OF THE CONNECTICUT AGRICULTURAL EXPERIMENT STATION, favorable report by the Committee on Government Administration and Elections.

SPEAKER DONOVAN:

Representative Sharkey.

REP. SHARKEY (88th):

Thank you, Mr. Speaker.

With that, let me -- I was looking to just list the calendar numbers again that we are planning to put on the consent calendar before I move them. I'll be doing this

mr/ch/rgd/gdm/gbr
HOUSE OF REPRESENTATIVES

430
May 9, 2012

in numerical order by calendar number.

They are Calendar Number 71, Calendar 204, Calendar 205, Calendar 287, Calendar 292, Calendar 330, Calendar 402, Calendar 407, Calendar 412, Calendar 417, Calendar 425, Calendar 426, Calendar 442, Calendar 458, Calendar 460.

Calendar 463, Calendar 492, Calendar 495, Calendar 499, Calendar 500, Calendar 501, Calendar 506, Calendar 507, Calendar 508, Calendar 512, Calendar 515, Calendar 516, Calendar 530, Calendar 538 and Calendar 545.

And I'd also like to add to that -- I'm sorry. I omitted one which is Calendar 275.

SPEAKER DONOVAN:

The question before us is passage of the bills on today's consent calendar.

Will you remark? Will you remark?

If not, staff and guests please come to the well of the House. Members take their seats. The machine will be open.

THE CLERK:

The House of Representatives is voting by roll call.
Members to the Chamber. The House is voting the consent calendar by roll call. Members to the Chamber, please.

HB5025
HB5368
HB5326
HB5539
HB5146
SB328
HB5534
HB5555
SB157
SB232
SB339
SB340
SB41
SB98
SB116
SB196
SB97
SB188
SB234
SB237
SB299
SB347
SB371
SB391
SB345
SB383
SB384
SB29
SB354
HB5320
SB254

mr/ch/rgd/gdm/gbr
HOUSE OF REPRESENTATIVES

431
May 9, 2012

SPEAKER DONOVAN:

Have all the members voted? Have all the members voted?

Please check the roll call board to make sure your vote has been properly cast.

If all the members have voted the machine will be locked. The Clerk will please take a tally.

The Clerk please announce the tally.

THE CLERK:

On today's consent calendar.

Total Number Voting	150
Necessary for Adoption	76
Those Voting Yea	150
Those Voting Nay	0
Those Absent and Not Voting	1

SPEAKER DONOVAN:

The consent calendar passes.

Will the Clerk please call Calendar 443.

THE CLERK:

On page 20, Calendar 443, Senate Bill Number 60, AN ACT PROHIBITING PRICE GOUGING DURING SEVERE WEATHER EVENTS, favorable report by the Committee on the Judiciary.

SPEAKER DONOVAN:

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**CONNECTICUT
GENERAL ASSEMBLY
SENATE**

**PROCEEDINGS
2012**

**VOL. 55
PART 9
2639 - 2991**

pat/rgd/gbr
SENATE

8
May 3, 2012

THE CLERK:

On Calendar Page 25, Number 178, Substitute for Senate Bill Number 384 AN ACT CONCERNING TEACHER PREPARATION. Favorable Reports from the Committee on Higher Education and the Committee on Education.

THE CHAIR:

Senator Bye.

SENATOR BYE:

Thank you, Mr. President. I move acceptance of the Joint Committee's Favorable Report and passage of the bill.

THE CHAIR:

On acceptance and passage. Will you remark?

SENATOR BYE:

Yes, thank you, Mr. President. The Clerk is in possession of LCO Number 3446. I ask that he call the amendment and I be allowed to summarize.

THE CHAIR:

Mr. Clerk, please call LCO 3446.

THE CLERK:

LCO Number 3446, Senate Amendment "A", offered by Senator Bye, Representative Willis, et al.

THE CHAIR:

Senator Bye.

SENATOR BYE:

Thank you, Mr. President. This amendment does a couple of simple things to the underlying bill, which I will explain in a moment.

pat/rgd/gbr
SENATE

9
May 3, 2012

THE CHAIR:

Will you move adoption, please.

SENATOR BYE:

I move adoption.

THE CHAIR:

Please remark.

SENATOR BYE:

Thank you, Mr. President for your guidance. The amendment adds the University of Connecticut to the bill and it also adds course work about parental involvement in their child's education to this bill that's about teacher preparation. Through you, Mr. President.

THE CHAIR:

Thank you, madam. Will you remark further on the amendment? Will you remark further on the amendment? If not, I'll try your minds. All those in favor please signify by saying Aye.

SENATORS:

Aye.

THE CHAIR:

Those opposed, Nay. The Ayes have it. Senate "A" is adopted. Senator Bye.

SENATOR BYE:

Thank you, Mr. President, very briefly. I want to start by thanking Senator Boucher for her advocacy for this concept even before we had S.B. 24 before us last year. She was advocating that we needed to take a hard look at our teacher preparation programs and that's really the genesis of this bill this year.

The bill currently is asking the State Board of

pat/rgd/gbr
SENATE

10
May 3, 2012

Education and the Board of Regents to look at criteria for teachers and for our future teachers, and particularly to look at how we prepare them and how many hours they practice teach, to look at the idea of having criteria for entering the program related to GPA, and also to look at the concept, and I think the very good idea of having teachers specialize in a subject area versus just education.

And then those recommendations will be made to the State Department of Ed and the Board of Regents.
Thank you, Mr. President.

THE CHAIR:

Thank you, Senator. Will you remark further? Will you remark further on the bill as amended? Senator Boucher.

SENATOR BOUCHER:

Thank you, Mr. President. Mr. President, I rise to support this bill and also thank the distinguished Chair of the Higher Education Committee for her serious appraisal of this issue and support and working hard to include all the comments by all sides that would make this study even better.

There is no question that Connecticut has received a great deal of attention regarding its greatest in the nation achievement gap, and in studying that issue this year there have been many bills that are focusing on the profession of teaching altogether, hoping that by elevating the teaching profession it would help in some cases to overcome some of that achievement gap, although we do understand that that is not the entire picture, that there are a lot of other issues and barriers to achievement that students bring to the classroom.

And as such, a teacher needs to be more prepared than ever before. The demands on teaching are greater than they were ever before, both in the kind of background that students bring, maybe the lack of English acquisition, the poverty rate of a particular community and also other factors that are not controllable.

pat/rgd/gbr
SENATE

11
May 3, 2012

But where we can control it, and that is in the classroom, we want to prepare that next generation of teachers in the very best way possible.

What has also happened and why this bill is before us as well is that we've had a number of superintendents from various schools talk to us at the Education Committee and they've expressed their experience with the teachers that they've received from various state universities and other universities, on different teacher preparation programs and unfortunately they weren't all very consistent, that there could have been a great deal of variation between one program or the other.

Some get very, very high marks. In fact, there is a lack of supply and a waiting list for some students coming out of certain teacher preparation courses and others seem to not be at the same quality, that there is just too much variation.

So in this bill, we tried to impress upon those that are responsible for the teacher preparation programs to study intently and also include the best programs that we have in that conversation and that they should actually look at including more classroom time right from the very beginning as well as the quality.

In other words, be more selective. Some may be concerned that that might somehow dampen the number of applicants, but in fact what we found is just the opposite. When you increase the quality and the reputation of a program and that they are seen to be assured of a position once they graduate, in fact they get ore going into the profession.

Additionally, we want our best and brightest to be attracted to the educational system. That helps us in the classroom. It elevates the profession. They should be well compensated for that as well, but we surely should get them off on the right foot with a very fine quality system.

Again, I thank my distinguished Chair of the Higher Education Committee who's been very open to any and all concepts that can help and improve our quality of

pat/rgd/gbr
SENATE

12
May 3, 2012

teaching as well as improve the quality of the life of our students, whether they be early childhood, all the way up to our graduates as well.

So I commend her for this and I'm very happy to support it and hope the rest of the Senate circle will do so as well. Thank you, Mr. President.

THE CHAIR:

Thank you, Senator. Will you remark further? Senator Bye.

SENATOR BYE:

Thank you, Mr. President. Very briefly to follow up on my Ranking Member, my Ranking Member's comments that were so accurate and embellished and told more about the bill.

I will say, we've also had conversations with some of our liberal arts schools and asked, why don't you graduate teachers any more? Why has it become strictly the State Universities and University of Connecticut and not something that Trinity College and Wesleyan and those sorts of schools do, and we really hope that, to establish for legislative intent, that the Board of Regents and the State Department of Ed will look for ways to incorporate teachers from some of our fine liberal arts schools as well and develop a program of study where they can get maybe a master's in teaching and join the ranks of teachers and look to diversify our teaching workforce.

Thank you, Mr. President. If there's no objection, I ask that we move this to Consent.

THE CHAIR:

Seeing and hearing no objection, so ordered. Mr. Clerk.

THE CLERK:

On Page 27, Calendar Number 280, Senate Bill Number 345 AN ACT CONCERNING MUNICIPAL FLOOD AND EROSION CONTROL BOARD. Favorable Committee Reports from the

pat/rgd/gbr
SENATE

314
May 3, 2012

THE CHAIR:

So ordered, sir.

SENATOR LOONEY:

Thank you, Madam President.

And a final item is on calendar page 25, Calendar 112, Senate Bill 61, move to place that item on the consent calendar.

THE CHAIR:

So ordered, sir.

SENATOR LOONEY:

Thank you, Madam President.

Madam President, if the Clerk would now read the items on the consent calendar, both these just added and the ones placed on it earlier today, and then if we might move to a vote on the consent calendar.

THE CHAIR:

Absolutely.

Mr. Clerk, will you please call the calendar first, the consent calendar.

THE CLERK:

On calendar page 1, Calendar 106, Senate Bill 316; page 3, Calendar 235, House Bill 5030; on page 6, Calendar 315, Senate Bill 367; on page 9, Calendar 363, House Bill 5073; on page 10, Calendar 377, House Bill 5346; on page 11, Calendar 39, House Bill 5318; on page 13, Calendar 400, House Bill 5515; and on page 14, Calendar 407, House Bill 5484.

On page 15, Calendar 409, House Bill 5498; page 25, Calendar 178, Senate Bill 384. On page 25, Calendar 112, Senate Bill 61; page 26, Calendar 202,

pat/rgd/gbr
SENATE

315
May 3, 2012

Senate Bill 383; page 27, Calendar 280, Senate
Bill 345. And on page 29, Calendar 352, Senate
Bill 353.

THE CHAIR:

Okay. All right.

Mr. Clerk, will you please call for a roll call vote on the consent calendar, and the machine will be open.

THE CLERK:

Immediate roll call has been ordered in the Senate.
Senators please return to the Chamber. Immediate roll
call has been ordered in the Senate.

THE CHAIR:

Have all members voted?

If all members voted, the machine will be locked.

Mr. Clerk, will you call the tally.

THE CLERK:

On today's consent calendar.

Total Number voting	36
Necessary for passage	19
Those voting Yea	36
Those voting Nay	0
Those absent and not voting	0

THE CHAIR:

The consent calendar passes.

Senator Looney.

SENATOR LOONEY:

Thank you, Madam President.

First of all, of the matters referred to committee earlier, would move that those items be immediately