

PA13-133

HB6292

Education	(614-615)	2
Higher Education	697	1
House	5074-5141	68
Senate	4073-4093	21
		92

**JOINT
STANDING
COMMITTEE
HEARINGS**

**EDUCATION
PART 2
358 - 723**

2013

SENATOR STILLMAN: Thank you very much. Thank you, Representative as well. Anyone else have any questions? Thank you.

JAMEY BELL: Thank you.

SENATOR STILLMAN: Next is Katie Augustyn, to be followed by Michael Criss. Welcome.

KATIE AUGUSTYN: Thank you, and thank you for allowing me the opportunity to comment on Raised Bill 1000 AN ACT CONCERNING THE ESTABLISHMENT OF AN ACADEMICALLY GIFTED ADVANCEMENT PROGRAM.

My name is Katie Augustyn. I'm the Past President of the Connecticut Association for the Gifted. I have been advocating for better services for gifted and talented and high-ability children in Connecticut for many years and I've not given up yet.

And this Bill 1000 is a welcome opportunity to shed some light on what is happening in our state for this population of our most able learners or rather what is not happening, and I'm happy to support this legislation while recognizing that much more needs to be done to ensure that our gifted and high-ability students even make it to high school without losing their love of learning and their motivation to do well in school, and I am speaking from a personal advantage on this. I have personal experience with this.

I think we need a multi-pronged approach to accomplish this. Number one is a bill that is being considered in another piece of legislation through the Higher Ed Committee and that is the required pre-service training for our teachers in Connecticut, and it's really

(HB6292)

important in meeting the cognitive, academic and aspect of needs of this population, for all teachers to have this information.

Number two, I believe we need required in-service training for our current teachers because the other bill will focus on our future teachers. There are kids in our schools now who need the support.

Number three, enforcement of the current law to identify our gifted and talented students using the State Department's guidelines of multiple criteria. This was brought up earlier that it's not always the case, and there are kids in every district who have high ability and gifted and talented and these are the ones that are going unrecognized.

You know, and I was listening to the testimony earlier on the community schools aspect of it and talking about multiple intelligences and there are a lot of kids whose abilities and strengths are going unrecognized.

I would offer to partner with any community school, any Commissioner's network school, any school that's being served that wants to rate the achievement of all schools as Bianka Kortlan-Cox said earlier, the gifted community has the wherewithal to support all students and raise the achievement. We have the research to prove that it works.

Number four, I would suggest that the state mandate for all districts to adopt an acceleration policy, and this policy is based on the guidelines for academic acceleration policy and there's information on the website.

And I think the state should take a leadership role because many of our districts need this

**JOINT
STANDING
COMMITTEE
HEARINGS**

**HIGHER EDUCATION
AND
EMPLOYMENT ADVANCEMENT
PART 3
484 - 730**

2013



Testimony of
Stephen McKeever, First Vice President
AFT Connecticut, AFL-CIO

Higher Education & Employment Advancement Committee
March 19, 2013

HB 6292 *An Act Concerning Teacher Education Programs*

Good afternoon Senator Bye, Representative Willis and members of the Higher Education & Employment Advancement Committee. My name is Steve McKeever and I am First Vice President of AFT Connecticut, a diverse state federation of nearly 29,000 public and private sector employees including state employees, nurses, healthcare workers, higher education staff, teachers and other school personnel. I am writing in support of HB 6292.

As you know, educating children is more than just teaching how to read and write. As teachers, we are charged with educating the "whole child". This includes social and emotional development. On a daily basis, teachers find themselves helping children deal with emotions ranging from the very excited, to the most depressed. In most cases, this is normal emotional development. In some cases it becomes troublesome for the child and the teacher is responsible for referring the child for further help. Giving teacher candidates a better understanding of normal social and emotional development and the warning signs for problems is an appropriate addition to teacher preparation programs.

The social and emotional well-being of a child is not the sole responsibility of the teacher or even the school, but the more we know about how children develop emotions the more we can intervene when something is amiss, therefore increasing the likelihood our children grow up healthy.

Thank you for the opportunity to provide testimony.

H – 1164

**CONNECTICUT
GENERAL ASSEMBLY
HOUSE**

**PROCEEDINGS
2013**

**VOL.56
PART 15
4856 – 5209**

The House of Representatives is voting by roll.

The House of Representatives is voting by roll. Will members please return to the chamber immediately?

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Have all members voted? Have all members voted?
Please check the board to make sure your vote is popularly cast.

If all members have voted, the machine will be locked.

Will the Clerk please take a tally and announce the tally.

THE CLERK:

House Bill 6478 as amended by House "A" and "B"

Total number voting	140
Necessary for passage	71
Those voting Yea	101
Those voting Nay	39
Those absent and not voting	10

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

The bill passes.

Will the Clerk please call Calendar 296.

THE CLERK:

On page 47 of today's calendar, Calendar Number 296, favorable report of the joint standing committee

HB6292

on Appropriations, House Bill 6292, AN ACT CONCERNING
TEACHER EDUCATION PROGRAMS.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Candelaria of the 95th, you have
the floor, sir.

REP. CANDELARIA (95th):

Thank you, Mr. Speaker.

Mr. Speaker, I move for acceptance of the joint
committee's favorable report and passage of the bill.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

The motion is for the Chamber's acceptance and
passage.

Please proceed, sir.

REP. CANDELARIA (95th):

Thank you, Mr. Speaker.

Mr. Speaker, this bill adds training hours and
requires candidates for teacher preparation parent
complete training in how children learn and develop
socially and emotionally before earning a professional
certificate. Such training must provide instruction
concerning comprehensive coordinated social and
emotional assessment of children who appear to have
social and emotional developments, early intervention
for children displaying behaviors associated with

social or emotional problems and the availability of treatments, sir, for such children and referring such children for assessment, intervention or treatment services.

Mr. Speaker, the Clerk is in possession of Amendment LCO 6006. I would ask the Clerk to please call the amendment, and I be granted leave of the Chamber to summarize?

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Will the Clerk please call LCO 6006, shall be designated House Amendment Schedule "A."

THE CLERK:

House Amendment "A," LCO 6006, introduced by Representative Candelaria.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Candelaria.

REP. CANDELARIA (95th):

Thank you, Mr. Speaker.

Mr. Speaker, the amendment makes technical changes to the bill that reduces the fiscal note of \$400,000 to each constituent unit of higher education to a \$120,000, of which \$30,000 has been allocated in the budget and the Board of Regents will allocate the additional \$90,000 within the appropriated budget per

our meeting and agreement with Dr. Nunez, who is vice president for the Connecticut State University System.

I move its adoption.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

The question before the Chamber is adoption on House "A."

Will you remark further on House A?

Representative LeGeyst of the 17th on House "A."

REP. LEGEYT (17th):

Thank you, Mr. Speaker.

A couple questions to the proponent of the amendment, if I may?

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Please proceed, sir.

REP. LEGEYT (17th):

Through you, Mr. Speaker, what is the process whereby the changing of the language in lines 69, 82 and 83 results in a decrease of the fiscal note?

Through you.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Candelaria.

REP. CANDELARIA (95th):

Through you, Mr. Speaker, on line 79, instead of the instruction in the "provision of," we're doing the

instruction of "concerning," which does not have to create additional credited material. What it does is it embedded it into existing curriculum programs.

Through you, Mr. Speaker.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative LeGeyt.

REP. LEGEYT (17th):

Thank you, Mr. Speaker.

Perhaps the good representative could comment on the changes in line 82 and 83, if he would?

Through you.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Candelaria.

REP. CANDELARIA (95th):

Thank you, Mr. Speaker.

Through you, Mr. Speaker, the changes in line 82 and 83, basically, what it does, instead of the actual teacher providing the eligibility for the child, what it does is they make the referral to the appropriate individual that may be, you know, the school nurse, and they will make the referral and assessment of the child.

Through you, Mr. Speaker.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative LeGeyt.

REP. LEGEYT (17th):

Thank you, Mr. Speaker.

So my question would be even though this is language that's going to result in a course of study change -- increase for teacher preparation, how is that referral going to change the cost of the teacher preparation program?

Through you, Mr. Speaker.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Candelaria.

REP. CANDELARIA (95th):

Through you, Mr. Speaker, because teachers will now, instead of having to do their own assessment, they will have to just acquire the skills to identify the reflex within that child, determine that there might be a social or emotional development issue with the child and then make the right referral.

Though you, Mr. Speaker.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative LeGeyt.

REP. LEGEYT (17th):

Thank you for that answer.

Through you, Mr. Speaker, in line 83, changing --

adding wording after the word "services," how is that going to affect the fiscal note?

Through you.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Candelaria.

REP. CANDELARIA (95th):

Through you, Mr. Speaker, this does not actually impact the fiscal note because it is available -- services are available in the community so that may be through the hospital, that may be through the health center that this child may be attending.

Through you, Mr. Speaker.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative LeGeyt.

REP. LEGEYT (17th):

Thank you, Mr. Speaker, and I thank the representative for his answers.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Thank you, sir.

Further on House "A"? Further on House "A"?

If not, I'll try your minds.

All those in favor, please signify by saying aye.

REPRESENTATIVES:

Aye.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Opposed?

The ayes have it.

The amendment is adopted.

Further on the bill? Further on the bill as amended?

Representative LeGeyst of the 17th on the bill as amended.

REP. LEGEYT (17th):

Thank you, Mr. Speaker.

This bill adds a component to the standards and competency areas that teacher preparation program seeks to include. There have been four. And if this bill passes, there will be now five.

Training on how children learn and develop socially and emotionally, in my experience as a teacher, is crucial to a teacher's understanding of their students. And in addition to the development in characteristics of learners, the evident in standards based instruction, the evidence based classroom in behavior management, and assessment in professional behaviors and responsibilities by adding this standard and competency area, training on how children learn socially and emotionally, I think, the graduates of

the teacher preparation program will be more well rounded, more well prepared and more capable in assessing and addressing the needs and the concerns and the difficulties that are expressed by their students.

I wanted to make that comment, Mr. Speaker.

Thank you.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Thanks for your comments, Representative LeGeyt.

Further on the bill as amended?

Representative Cafero, on the bill as amended?

REP. CAFERO (142nd):

Thank you, Mr. Speaker.

Mr. Speaker, a few questions, through you, to the proponent of the bill.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Please proceed, sir.

REP. CAFERO (142nd):

Thank you, Mr. Speaker.

It's my understanding that this bill is adding a training area that the teacher preparation program candidates must successfully complete. And it's asking them to complete training in how children learn and develop socially and emotionally; is that correct?

Through you, Mr. Speaker.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Candelaria.

REP. CANDELARIA (95th):

Through you, Mr. Speaker, that's correct. The emotional development will be embedded into their current teacher preparation curriculum.

Through you, Mr. Speaker.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Cafero:

REP. CAFERO (142nd):

Now, ladies and gentlemen of the chamber, I am no teacher. I had an opportunity to teach as a lecturer at Norwalk Community College many, many moons ago. I come from a family of educators. My father was a public school middle school principal for over 30 years. I have various family members that are in the wonderful profession of teaching.

And I got to admit something, it comes as a shock to me that we have to legislate a bill that requires teachers to be trained in how children learn and develop socially and emotionally. Think of that. What we're saying to those out there watching us today, I think or at least implying, is that but for

the passage of this bill that the teachers, the thousands of teachers who teach our children every day have not been trained in how children learn or develop socially or emotionally. Now, I find that hard to believe. I find that hard to believe.

So, through you, Mr. Speaker, if I may ask a question.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

You may. Please proceed, Representative Cafero.

REP. CAFERO (142nd):

Thank you.

Through you, Mr. Speaker, what I'm curious about is what data, anecdotal or factual, what instance, what came to the attention of this General Assembly that said we need this bill because, without it, the teachers that teach in our public schools in Connecticut will not be trained in how children learn and develop emotionally and socially?

Through you, Mr. Speaker.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Candelaria.

REP. CANDELARIA (95th):

Actually, this came to my attention from actually one of the schools in my district where teachers were

not trained in identifying a child that was exhibiting some social or emotional behavioral issues.

The child went through grade school, not identifying that there was a problem. Later on, it was determined that the child could have had some assistance in some of the issues that he was facing in the home where there was a single family and the child couldn't cope with the separation of the family and was behaving inappropriately in the classroom and the teacher actually made the referral of that student to the principal. The student was suspended but, yet, the student actually continued to exhibit the same behavioral. And it wasn't until later on in this child's life that it was determined that this kid had an emotional problem in coping. So I think that if we have teachers prepared to identify the red flags and make the proper referrals, we'd be able to assist that child in future developments.

Through you, Mr. Speaker.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Cafero.

REP. CAFERO (142nd):

Thank you, Mr. Speaker. And I appreciate the good gentleman giving me that anecdote.

And with due respect, I think it's one anecdote but is there any other data or information that's come to the good gentleman's attention that would indicate that this is a universal problem that our Connecticut teachers are deficient in and, therefore, need specific training in.

Through you, Mr. Speaker.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Candelaria.

REP. CANDELARIA (95th):

Through you, Mr. Speaker, based on the research that was done for this particular bill, there was officially no data where teachers are actually trained in this particular area. They might pick up some psychology classes, but classes that deal specifically with the social and emotional development, there really is nothing there.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Cafero:

REP. CAFERO (142nd):

Well, thank you, Mr. Speaker.

And I won't belabor the point folks. But I don't know about you. I don't know about you, but I find it hard to believe that our good teachers who go through

a rigorous teacher preparation and teacher's certification somehow we don't have curriculum that they're taking in currently and training that teaches them how kids learn and develop emotionally and socially. I find it really hard to believe, but I'll take your word for it.

By the way, sad commentary, don't you think? We've been talking about the achievement gap for how long? We talk about making our schools better, and if I were to, and which I do, take the good gentleman on his word, but for this bill, we've got a whole bunch of teachers who have never been trained on how a kid learns. I'm not sure. Call me a doubter.

In any event, these things cost money, and I have before me what I believe is the fiscal note and I'm trying to understand it.

So through you, Mr. Speaker, a question to the proponent of the bill.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Please proceed, sir.

REP. CAFERO (142nd):

Through you, Mr. Speaker, to the good representative. I believe -- and please correct me if I'm wrong -- that if we pass this bill, it will cost

an additional \$120,000 next fiscal year to implement this bill; is that correct?

Through you, Mr. Speaker.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Candelaria.

REP. CANDELARIA (95th):

Through you, Mr. Speaker, that is correct. And just for clarification, we have allocated \$30,000 in the budget where \$90,000 of this \$120,000 will be allocated by the Board of Regents through our agreement and conversation with Dr. Nunez, who is the vice president for the CSU.

Through you, Mr. Speaker.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Cafero:

REP. CAFERO (142nd):

Thank you.

Through you, Mr. Speaker, to the good gentleman.

What budget?

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Candelaria.

REP. CANDELARIA (95th):

The budget that probably we'll be voting on soon.

Through you, Mr. Speaker.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Cafero:

REP. CAFERO (142nd):

Boy, thank you, Mr. Speaker, you know, you learn something new every day. In fact I think a whole bunch of us are learning that because last I checked we don't have a budget, not even talking about a budget. I know this side certainly "ain't." And yet, we're talking about \$120,000.

Now, let me ask you, Mr. Speaker, is there a cost in Fiscal Year 2015?

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Candelaria.

REP. CANDELARIA (95th):

Through you, Mr. Speaker, no.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Cafero:

REP. CAFERO (142nd):

And through you, Mr. Speaker, may I ask how that could be if we are adding teacher training in an area and that teacher training will cost us \$120,000 next year, how does it cost us nothing the year after?

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Candelaria.

REP. CANDELARIA (95th):

Through you, Mr. Speaker, the \$120,000 will be for curriculum development grants and also for staff to attend conferences and training courses in social and emotional development.

Through you, Mr. Speaker.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Cafero.

REP. CAFERO (142nd):

Thank you, Mr. Speaker, what are they doing in 2015?

Through you, Mr. Speaker. They don't go or --

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Candelaria.

REP. CANDELARIA (95th):

Through you, Mr. Speaker, only there's that upfront cost to do the curriculum development so that will be done by the professors whether they determine to do the readjustment of that curriculum so it's a one-time cost that will be implemented throughout going into the fiscal years.

Through you, Mr. Speaker.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Cafero.

REP. CAFERO (142nd):

Through you, Mr. Speaker, I presume someone has to teach these courses that have not heretofore been taught. That's the necessity of the bill. Are they only going to teach the course for one year and then they're winging it the next year? How does that work?

Through you, Mr. Speaker.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Candelaria.

REP. CANDELARIA (95th):

Through you, Mr. Speaker, the social and emotional development will be embedded into the current courses that are being taught for the teacher preparation program so it will be an adjustment to those courses.

Through you, Mr. Speaker.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Cafero.

REP. CAFERO (142nd):

Thank you, Mr. Speaker, and I guess I'm just not sharp today because I don't get it.

And you know there's another thing I don't get, ladies and gentlemen, I'd like you to do me a favor. Close your eyes for a second and think way back, way

back, to about 26 hours ago where I stood right here with this mic and we talked about something that was the corporate death tax and how good it was for the State and how the Secretary of the State supported it and that particular measure had a price tag on it of \$400,000. And I remember a good member of our chamber standing up and saying it's a great idea. We should do it, except we're in a tough fiscal year and, unfortunately, we can't spare the money.

And yet before us right now is a bill that many of us believe might not really be necessary that without this bill, I believe, we could have faith that our teachers are being taught how children learn and socially and emotionally develop without this bill, but with it, it's going to cost us a \$120,000.

Now I don't know what's happened in the last 26 hours. Maybe we found some more revenue somewhere or savings somewhere. I don't know. I didn't hear about it. And we've already established there is no budget. What we have in this chamber opportunities to spend our money wisely. And yesterday we had an opportunity to make a real difference and send a message to the world about what Connecticut is all about but it was too expensive. And 26 hours later, we have before us

a bill that I'm not sure is so necessary and, yet, the expense is of no consequence to us.

Ladies and gentlemen, at some point, if we ever do a budget, we're going to have to leave this chamber and go back to our constituency and explain why we possibly had to borrow money to get through or raise fees and taxes to get through or why we might have had to cut a program here and there that means so much to people in the area of education. And these little bills, although minute in number, 120,000 bucks, they add up. And at some point, we have to use common sense and stop. At some point, we just have to say it might be a great idea but we can't be doing this.

Thank you, Mr. Speaker.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Further on the bill as amended?

Representative Betts of the 78th, you have the floor, sir.

REP. BETTS (78th):

Thank you, very much, Mr. Speaker.

If I may, a couple of questions to the proponent?

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Please proceed, sir.

REP. BETTS (78th):

Yes. I'm looking at the public hearing testimony on this bill, and I wonder if the proponent could tell me if this is correct. I only see in testimony one speaker that addresses this particular issue; is that correct?

Through you, Mr. Speaker.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Candelaria.

REP. CANDELARIA (95th):

Through you, Mr. Speaker, that's correct.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Betts.

REP. BETTS (78th):

Thank you for that answer.

The reason why I'm asking is when Representative Cafero asked how widespread a problem this was and you did mention it was in your district, which certainly I think we can all relate to. I'm wondering why other speakers did not come forward to identify this as a spreading, growing or immediate problem. And I'm wondering if we received any other testimony, maybe not perhaps in speaking, but written testimony to address the need for this particular bill.

Through you, Mr. Speaker.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Candelaria.

REP. CANDELARIA (95th):

Through you, Mr. Speaker, a lot of people see social and emotional development as a mental health problem. Specifically, when you look at urban cities and that's considered a taboo. My suggestion is probably people didn't come testify out of fear but, as being their representative and representing that district, they came forward to me in confidence and in conversation and that's why this bill is before us.

Through you, Mr. Speaker.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Betts.

REP. BETTS (78th):

Thank you very much and thank you for that answer.

I do agree we have a lot of big challenging problems, especially for teachers dealing with emotional and troubled kids who go through the school system. And as I recall in the question period, I believed, this training is going to take place -- and correct me if I'm wrong -- through something like a professional development day where the teachers would

receive training on this; am I correct in that information, Mr. Speaker?

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Candelaria.

REP. CANDELARIA (95th):

Through you, Mr. Speaker, no. This will be actually embedded into the current teacher preparation program at all of the colleges.

Through you, Mr. Speaker.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Betts.

REP. BETTS (78th):

Thank you and thank you for that answer.

The reason why I ask is I know that when I worked at the Institute of Living, I know how difficult it was not only to identify problems with children, but it also takes an awful lot of experience and a great deal of training to make proper assessments. And furthermore, as I recall in reading this bill, it says we are to identify the available services to help out children or parents of children that do have these problems.

My understanding is that there's going to be a bill coming forth in a couple of days that's basically

designed to complement the Mental Health Task Force that was formed from the Newtown group and one of the goals of that is to identify and make it easier for parents to know where to go and seek treatment for their children or diagnosis for their children and, then, also treatment.

So if that is going to be coming forward, I'm a little unclear as to what the need is, not only for this bill, but specifically, I didn't see any responses from any of the teachers. I wonder how many of them either feel qualified to make some of these, for lack of a better word, identification? I think the inference is somewhat of an informal diagnosis of children who appear to be having some problems.

And in light of that, I'm wondering why we need, through you, Mr. Speaker, to move forward on this with that bill coming down from the Senate in the next few days.

Through you, Mr. Speaker.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Candelaria.

REP. CANDELARIA (95th):

Through you, Mr. Speaker, although the parents may have the information where to take their child who

is exhibiting probably some of this behavior, mental health behaviors, but teachers themselves do not have the proper training to identify the signs that the child is exhibiting and make that proper referral.

A lot of the parents -- the issue is that the problem may exist within the household and the parent may not make that approach to ensure that that child gets the treatment necessary so as the teacher that has the face-to-face contact with that child on a daily basis, they'll be able to recognize it and then make the referral.

Through you, Mr. Speaker.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Betts.

REP. BETTS (78th):

I thank you for that answer, and I thank you for that clarification.

I guess I'm very -- I'm just not getting it myself. I understand the motivation behind this from the proponent. I'm not a teacher, but I believe I would have the skill and the ability to identify a child or a family situation if there was something dysfunctional or traumatic or out of the norm going on.

We've always talked about the need for communication, having parents work with teachers, trying to make sure that the kid is -- or the children are being watched closely on a daily basis through the school setting.

I just have a hard time believing they don't have sufficient skills right now after all of the training they get as a teacher and doing their internships that they need this one additional training; and two, again as many of you heard me say before why are we making this in statute? Why can't we do this through policies? Why can't we do this through development days?

I just am so concerned that we're micromanaging every problem that we come across through state statutes and state laws. And for that reason, with all due respect the proponent, I'm just not persuaded by this case.

I do have a little more -- not a little more, but I have confidence with the confidence in the training that is required now of teachers that they do have a skill to be able to perform some of the goals that the proponent was talking about but I just -- between the cost and between the lack of testimony for this bill,

I'm going to listen to the debate, but I'm having serious problems supporting this, but I thank you very much.

And I thank you, Mr. Speaker.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Thank you, Representative Betts.

Further on the bill as amended? Further on the bill as amended?

Representative Lavielle, on the bill as amended, from the 143rd, you have the floor, madam.

REP. LAVIELLE (143rd):

Good evening, Mr. Speaker.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Good evening, madam.

REP. LAVIELLE (143rd):

Thank you very much. I have a few questions for the proponent.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Please proceed, madam.

REP. LAVIELLE (143rd):

Thank you so much.

Could the good representative refresh us on how many, even approximately, teacher training programs we have in the state of Connecticut that this would apply

to?

Through you, Mr. Speaker.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Candelaria.

REP. CANDELARIA (95th):

Through you, Mr. Speaker, I do not know the answer to that question.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Lavielle.

REP. LAVIELLE (143rd):

Thank you.

And through you, Mr. Speaker, however many there are, is there content substantially similar since the requirements for teachers are substantially similar?

Through you, Mr. Speaker.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Candelaria.

REP. CANDELARIA (95th):

Through you, Mr. Speaker, not that I'm aware of. I know that within conversations with Dr. Nunez, they express an interest in this proposal. They were interested as something that should be done that's not currently being done.

Through you, Mr. Speaker.

ASSISTANT DEPUTY SPEAKER ALTOBELLO:

Representative Lavielle

REP. LAVIELLE (143rd):

Thank you, Mr. Speaker, but if I can rephrase my question?

I was just seeking to know whether the content of the programs offered throughout the state, basically, offers substantially the same curriculum regardless of what program we're talking about.

Through you, Mr. Speaker -- Madam Speaker, I'm not sure which, all of you -- through whoever.

(Deputy Speaker Ritter in the Chair.)

DEPUTY SPEAKER RITTER:

Thank you, Representative Lavielle.

Representative Candelaria.

REP. CANDELARIA (95th):

Through you, Madam Speaker, substantially.

DEPUTY SPEAKER RITTER:

Representative Lavielle.

REP. LAVIELLE (143rd):

Thank you, Madam Speaker.

And as we've talked about in many of our other

discussions, in addition to our standard teacher preparation programs, we also have -- we discussed the other day the night and weekend and summer programs for alternate route to certification. How would the passage of this bill affect those programs for alternate routes to certification? Would this particular addition to the curriculum affect them as well and how?

Through you, Madam Speaker.

DEPUTY SPEAKER RITTER:

Representative Candelaria.

REP. CANDELARIA (95th):

Through you, Madam Speaker, it would be a requirement once this bill, if passes, is adopted that all new teachers will have to be trained in social and emotional development. So my assumption is that they'll somehow will have to be embedded into their current advanced programs that they're attending.

Through you, Madam Speaker.

DEPUTY SPEAKER RITTER:

Representative Lavielle

REP. LAVIELLE (143rd):

Thank you, Madam Speaker.

I also remember from some of our work last year

that it is possible to be certified as a teacher under reciprocal arrangements if you have been certified in another state and would those programs in other states now be subject to review to see if they include this content before that reciprocity could be granted?

Through you, Madam Speaker.

DEPUTY SPEAKER RITTER:

Representative Candelaria.

REP. CANDELARIA (95th):

Through you, Madam Speaker, to my knowledge, I would say no. I'm not sure.

DEPUTY SPEAKER RITTER:

Representative Lavielle.

REP. LAVIELLE (143rd):

Thank you, Madam Speaker.

Therefore, are we to conclude that if you receive your education as a teacher in this state, it's important for you to have this background in social and emotional development. But if you receive your education as a teacher in another state and you are granted reciprocity, you don't need that particular background in social and emotional learning development?

Through you, Madam Speaker.

DEPUTY SPEAKER RITTER:

Representative Candelaria.

REP. CANDELARIA (95th):

Through you, Madam Speaker, if we have an agreement with other states where we're accepting their curriculum, I'm assuming that if we pass this today and is a requirement for teacher preparation, they will have to compete probably a study within the area.

Through you, Madam Speaker.

DEPUTY SPEAKER RITTER:

Representative Lavielle.

REP. LAVIELLE (143rd):

Thank you, Madam Speaker.

So I understand -- and I'll just confirm this as a question that current reciprocal arrangements with other programs in other states or whatever, there would have to be a regulation whereby people who come out of -- who benefit from those reciprocal agreements would have to complete a complimentary course here and there would have to be some provision for them to do so perhaps at -- well, I'll leave it there.

Through you, Madam Speaker.

DEPUTY SPEAKER RITTER:

Representative Candelaria.

REP. CANDELARIA (95th):

And through you, Madam Speaker, I was just informed that SDE, the State Department of Education, will actually make that decision.

Through you, Madam Speaker.

DEPUTY SPEAKER RITTER:

Representative Lavielle.

REP. LAVIELLE (143rd):

I'm sorry -- that "the State Department of Education" -- I mean, there was a word between that and "make that decision." If the representative could repeat that. Thank you.

DEPUTY SPEAKER RITTER:

Representative Candelaria.

REP. CANDELARIA (95th):

Through you, Madam Speaker, the State Board of Education will make that decision.

Through you, Madam Speaker.

DEPUTY SPEAKER RITTER:

Representative Lavielle.

REP. LAVIELLE (143rd):

Thank you, Madam Speaker. And so for that we wait.

I have a couple of questions on the fiscal note aspect of this. I see in the fiscal note to the amendment, which is now the bill, the cost of \$120,000 applies to faculty development revision of two or three courses, development and implementation of assessment tests and scoring guides.

There is -- I'm curious about something. We spoke in committee about a number of other bills. One sticks in my mind that involved gifted and talented education, which was another addition to the curriculum. And I remember that that bill had no fiscal note. For much the same, it was the introduction of new curriculum matter to teacher training programs. Why does this particular addition, occasion a fiscal note and substantial expense and a similar bill with a curriculum addition does not?

Through you, Madam Speaker.

DEPUTY SPEAKER RITTER:

Representative Candelaria.

REP. CANDELARIA (95th):

Through you, Madam Speaker, the Board of Regents was already satisfied with the intent of the bill.

DEPUTY SPEAKER RITTER:

Representative Lavielle

REP. LAVIELLE (143rd):

I'm sorry. I didn't quite catch that. Pardon me, Madam Speaker, if I could ask the representative to repeat.

DEPUTY SPEAKER RITTER:

Representative Candelaria.

REP. CANDELARIA (95th):

Through you, Madam Speaker, as the bill was being done, they were already doing that test.

Through you, Madam Speaker.

DEPUTY SPEAKER RITTER:

Representative Lavielle.

REP. LAVIELLE (143rd):

Okay. Thank you, Madam Speaker. I thank the gentleman for his answers.

I have been, as we've gone through these things, a little concerned about the fiscal implications, as well.

We've concentrated a good bit of time and there was very good work done in the Higher Education Committee, I might add, on different matters of how students learn at different ages with different capabilities, competencies, whether they are, especially talented, whether they learn especially

quickly, whether they have special learning needs -- as we say in the vernacular -- whether they have some emotional difficulties, whether they're especially advanced and we discussed the fact that children learn in many different ways along a spectrum.

And one of the things that came out in our discussions was that children -- well, that teachers need to be particularly skilled in recognizing all of those things. They may not be specialized in dealing with any one of them, in particular, but they need to recognize the differences. And if they don't have the expertise themselves, then to refer the students along.

My concern here -- and I understand completely representative Candelaria's intent that the emotional developmental needs of children have to be put front and center but, from our discussions, it seemed that they were so I do have a concern about an additional layer. And we discussed this in committee about an additional layer being put onto training and focus and tasks and curriculum when already it is expected that teachers recognize these differences in learning ability and competencies.

I will listen to the rest of the debate, but I do

continue to have this concern. I thank the gentleman for his answers.

Thank you, Madam Speaker.

DEPUTY SPEAKER RITTER:

Thank you, Representative.

Representative Rebimbas of the 70th District, you have the floor, ma'am.

REP. REBIMBAS (70th):

Thank you, Madam Speaker.

Madam Speaker, I rise with some concerns regarding the legislation that's before us. Certainly, when we look at even the title of the bill that's before us, "AN ACT CONCERNING TEACHER EDUCATION PROGRAMS," and some of the testimony we heard, it's almost as if how could you not vote for this legislation. It's something good. It's training. It's development for teachers.

My concern, though, is that it's duplicative. My concern, though, is how it came before us. And I say that because as I'm now -- I don't sit on Higher Education -- and as I'm trying to read the bill and understand, again, the issue that this is trying to address, I notice that the only testimony online is from AFT Connecticut, a union of professionals, and if

I'm not mistaken, I believe that's a union that represents a variety of different professions but teachers would be one.

But I don't see any testimony, whatsoever, from the Connecticut State Department of Education, although we're requiring them to implement something. I don't see any testimony from any association regarding superintendents, regarding teachers associations, paraprofessionals, guidance counselors, all of the people on the frontline that would be the people then to say, Hey, listen, we have a problem that needs to be addressed, we have a problem that needs to be addressed that we need a law for or that we need funding for. This is the struggle that I'm having.

Even more so and, again, sometimes being a part of this body and knowing too much information might hurt us as well, but I actually have a secondary education degree and I'm pretty old. I would hope since the last time that I went to undergraduate school, they've actually developed a stronger curriculum. But I was exposed to this. I was required to sit in the classroom and know a child's development. How do you not as a teacher? How do you

not? You have to know the development of a child in order to know how to better teach them in a variety of different ways: whether that's teaching them the curriculum that's before you; whether that's knowing how to interact with the child as a teacher. We all know that. We do that on a regular basis, even as legislators.

We talk to people differently depending on their history, their work experience, whatever the case is. The same thing with students, the same things with children. Teachers do have these skills and their required to do so. To not have a Board of Regents testimony to say we need to strengthen the degree for secondary education, elementary education -- you name your degree for any teacher to graduate with -- or even then to further that to have that certification that's required to go into our classrooms.

But, no, what we hear before us today is legislators based on one testimony that's been filed saying you have to do this. You have to pass a law. You have to fund this because our teachers are inadequately trained.

I don't hear from the teachers. I don't hear from the people who should be identifying this as a

problem. Our universities are already so stretched. I'd hate to bring the budget in but I have to bring the budget because this is a reality. They're so stretched that they're trying to prioritize where it is that they need to allocate funds, but now we're telling them, No, we're going to tell you what you need to do.

What are we doing? We're doing a disservice. That's what we're doing. If teachers need more training, they need to tell us. You know, I'm very fortunate to have some very good teachers that I still have close communications with that taught me. And I'm also very fortunate to know many other teachers that are currently serving and actually have family member who is a teacher. And let me tell you what they have to go through for their degrees and certifications and post certifications. It's a lot of work. And I would want to do nothing more but to support any teacher that needs that training in order to properly educate our children in classrooms. But what I read before me here today is something that I knew back then when I went through undergraduate. I learned this was part of the curriculum. I would hope that after so many years it would have strengthened it

and dealt with the many other social issues in the changing societies that we have.

But even just to take a step further -- or back, actually, most teachers are actually instructed not to address these things with the children in the classrooms. They're obligated to send these children to the principal's office and then to be properly determined if the child should be going to a guidance counselor. Teachers are not encouraged to deal with social issues regarding children in their classrooms. You send them to the professionals.

And in that regard, it could be an example of a guidance counselor who, then, is trained in how to deal with these same situations. And if the social emotional issue is something that maybe it's a family issue or maybe an undiagnosed disease or mental disability, those are what those planning meetings are for. Those planning meetings and, hopefully, will identify the real issue, and it could be a temporary one, it could be something that's a home disturbance or it could be something more significant and, again, those are what those planning meetings for.

But for us to say that our teachers are not now adequately educated in identifying social and

emotional issues of these kids is saying that our current education system is ineffective.

And again, I have no problem supporting strengthening, training in education, but let the education -- or the teachers, the people who need this come to us and tell us because I would hate to find out the example that was provided earlier was one of an ineffective teacher that mishandled a situation. And here we are with a bill before us debating this and now dictating -- dictating, a curriculum on our teachers, dictating a curriculum on our universities for potentially one ineffective teacher that mishandled a situation. You know what? I won't ask what happened to that teacher but maybe that teacher should not be teaching.

But then to say that we have a broken system and we, then, need to address it and we're prioritizing opposed to the school curriculum telling us, I think, is a waste of our resources.

So, Madam Speaker, I'm going to continue to listen to the debate here but, again, based on the lack of testimony, the only testimony online to this bill and I do not sit on this committee so there could have been other testimony but online filed is a

teachers union. I would've preferred to hear from the State Board of Education, which this bill would -- directly is mandating some action into a curriculum. I would have preferred to hear from the universities saying that they need this additional training or additional funding, not the legislator dictating to them what they need to do because this is one more mandate on our educational system.

So, Madam Speaker, I'll continue to listen to the debate, but as I stand here right now, I don't believe I can support this as much as I'd like to, but I don't foresee or see an issue or a problem. I don't think we're in a position to tell others that they need to correct something where a problem may not exist.

DEPUTY SPEAKER RITTER:

Thank you, Representative.

Representative Giuliano of the 23rd District, you have the floor, ma'am.

REP. GIULIANO (23rd):

Thank you, Madam Speaker, good evening.

You know, I do have some reservations, Madam Speaker, about this bill. And my reservations are not in its intent, which is really very, very heartfelt, well founded and well intended. Certainly, we need to

pay attention to the social and emotional needs of learners. It's kind of an old story in education when we first instituted breakfast programs. Kids can't, you know, learn to read and write unless their belly is full.

The entire educational process and achievement and its success is really underwritten by a holistic approach to educating a kid, which would mean taking care of, not only their literacy and numeracy needs, but also social and emotional needs, interactional needs, those types of things.

But you know, I have three degrees in education, and as I was listening to debate, I kind of went back to what does it take to do teacher preparation here in this State of Connecticut. Connecticut has very high standards. And just out of curiosity I went on the web site of Southern Connecticut State University, one of our premier teacher preparation universities here in the State of Connecticut, and here's what I found and I'm really referencing lines 77 through 83 of the bill where it speaks to the need to form teachers, to prepare teachers to respond to the social and emotional needs of students. And here's what I found online from our own SCSU.

Currently, social, emotional developmental information is currently not just embedded, it is being explicitly taught in the teacher preparatory courses that are currently required in our certification programs at our state universities, for example, child development, classroom management, educational psychology, the teaching of exceptional children.

Now, if you're a teacher in Connecticut or a teacher to be, let us say, in Connecticut, you don't escape any of these requirements. As I had stated, Connecticut sets a very high standard for teacher preparation. And it would seem to me that social emotional development, a very important dimension of a holistic picture of moving a child toward increasing achievement is being addressed. Particularly, there are courses on an overview of special education, special education, including much of the social and emotional developmental dimensions of the student and the learner. I would also point out that in practical sense, not just in a preparatory or educative sense, but in a practical pragmatic sense.

Before I come to the legislature, each day I go to school. Let me tell you what I do at school each

day. We meet at what are called SRBI teams. And SRBI -- again, this is another quite cutting-edge Connecticut initiative, stands for scientifically based research interventions -- scientifically research-based interventions, SRBI. We actually have teams that do this. This, actually, is an initiative by the State Department of Education. It is relatively new in Connecticut, but it is intended to capture all of those dimensions of the learner, once again, to underwrite holistic achievement in the schools.

And let me tell you what we do on our SRBI, scientifically research-based intervention teams -- it's a mouthful, Madam Speaker, I will admit -- but these teams include teachers, they include people, like me, the school psychologist, regular ed teachers, special ed teachers, speech language pathologists, sometimes occupational therapists, physical therapists, the entire clinical cadre that exists within the public school setting today in Connecticut. Thanks to the vision of our State Department of Education.

What do SRBI teams do? Well -- the reason -- I'll enumerate the points of that is because I think

it speaks to our current great attention to the social and emotional development of our students. SRBI teams track student progress. They monitor the success or absence of success of student learning. They intervene based on that data collection. They assess to progress monitor exactly what kids are doing and, then, they reassess and then they assess the efficacy of the intervention to see if an additional intervention or a fine tuning of manners of supporting a kid should occur.

I have to say this was piloted in Connecticut originally as an academic intervention but, currently, is being applied as a behavioral intervention. That's where people, like me, school psychologists, social workers, principals, administrators, special education teachers, are dealing with the social, emotional and behavioral development of kids in schools.

So to the point of this bill, I would say that, currently, as it is written, I believe the present teacher preparation programs and certification programs that are currently in practice in the state universities system of Connecticut, this would represent a kind of duplication. I believe that there is an explicitness, at least as I read the SCSU web

site -- and actually, the fact that it is duplicative is, actually, I think the good news because we are explicitly dealing with the social and emotional dimension of kids.

But, also, beyond the course work that is currently required, our very cutting-edge model of SRBI really does great things to act as an important adjunct in an augmentation to support our teachers presently in practice, in classrooms, to identify and tend to assess and to intervene in terms of social and emotional development of kids, which we know is so important to underwrite their learning and achievement.

Like my colleagues, Madam Speaker, I'm going to continue to listen to debate, but my assessment at this point is that this is a well-intended bill that I believe we've got covered here in the State of Connecticut currently.

Thank you, Madam Speaker.

DEPUTY SPEAKER RITTER:

Thank you, Representative.

Representative Hoydick of the 12th District, you have the floor.

REP. HOYDICK (120th):

Thank you, Madam Speaker.

I would like to commend Representative Candelaria for bringing this legislation forward. I think your intentions are well founded, sir, and I totally understand why you are addressing this need.

And I would also like to express my agreement with Representative Giuliano because we are doing many, many good things in our districts.

8417 end of part 2 cjd

8147 begin part 3 cjd

REP. HOYDICK (120th):

-- districts now. And some of you may know, especially those of you that are friends of mine on Facebook that I am recently a proud mother of a Fairfield University graduate student in education. And Brooke graduated in August and has been teaching but she walked in her ceremony on Sunday. So I just quickly texted her the body of the bill and said, "Brooke, can you tell me what you learned when you were at Fairfield regarding these issues," because I mean this is within the last year. And she said in her special ed class, they really focused -- in her classes, they really focused on the social and

emotional development of students.

They also -- she, also, interned in Bridgeport, student taught in Bridgeport and student taught in New Haven where the focus was primarily on diversity, connecting the student to their family's culture and the learning experience they had.

So to echo what Representative Giuliano's sentiments, I think we are fairly well covered with our curriculum through the State Department of Education and, though, I will continue to listen I would suggest maybe we might want to direct the funding for these fiscal notes to maybe something else in the education realm.

Thank you very much, Madam Speaker.

DEPUTY SPEAKER RITTER:

Thank you, Representative Hoydick.

Representative Ayala, you have the floor ma'am.

REP. AYALA (128th):

Good evening, Madam Speaker.

I had to approach everyone in the chamber because I feel very passionately about this. Please excuse me, I've actually jotted it down as I've heard all of my good colleagues' words. I know we all share the same concern for our children to be successful here in

Connecticut.

I definitely rise in support of this bill as it's amended. As we all know, times have changed. More importantly, social and emotional development has changed with the changes in our society. This bill is a form of early intervention that is much needed.

Yes, we will incur a cost -- a one-time cost of \$120,000, however, I believe it could save us money in the long run. I believe that the state will be able to save money if their able to intervene early with some of these children that need services that take too long to be identified.

I, also, believe that the teacher certification process in Connecticut is among one of the most rigorous as I have completed it myself. We are among the nation's best-prepared teachers. However, I believe that we can be stronger teachers if we implement this into our curriculum.

I know that children's social and emotional being is highly correlated with their academic performance. I have read quite a few studies that indicate that children who have positive social emotional being are able to succeed better.

In addition, I believe that if our teachers are

able to know the signs of referring to someone who may be qualified in that field that it would be, also, more beneficial for our children. Teacher's need to know when to send a child to a guidance counselor. At times, there's behaviors that they just may think that child is just having a bad day, but it may not be a bad day it may be a sign that that child needs help.

Unfortunately, in my district, I have witnessed firsthand teachers that are very well prepared to teach the children the curriculum, however, they're not able to because they cannot deal with certain behaviors. It may be a cultural shock. Perhaps, it's a difference in cultural competency. I'm not 100 percent positive as to why but I have seen that they struggle and they're unable to teach the rest of the children as well as that child.

So I believe that \$120,000 is a good investment in our children. And if it becomes a part of our curriculum, it will make all of our teachers, here in Connecticut, a lot stronger.

I thank you, Madam Speaker.

DEPUTY SPEAKER RITTER:

Thank you, Representative Ayala.

Representative Srinivasan of the 31st District,

you have the floor, sir.

REP. SRINIVASAN (31st):

Thank you, Madam Speaker. Good evening, Madam Speaker.

DEPUTY SPEAKER RITTER:

Good evening. Please proceed.

REP. SRINIVASAN (31st):

I have been listening to this debate and I am concerned. The lack of testimony is very disturbing from people who feel that this is required.

Duplication, we heard, is the other concern that I have. Given, of course, the fiscal environment that we are in. Granted it is always good when our teachers know and know even more. There's no question about that at all, but if the need really doesn't exist and we are duplicating services, training programs that our teachers as so well mentioned by the previous speaker so eloquently that the teacher training program is so rigorous, as we know in our state. And since we have such a program already, do we need this? Is this in additional mandate? Is this an additional fiscal component that we can -- or cannot afford? Those are the disturbing thoughts that I have.

And our chairperson brought out this bill. It is a great intent. I definitely agree that children need to be given a better tomorrow. We owe it to our children here in Connecticut, but is this what we need to be doing now is a concern given the duplication and given the lack of people coming out and saying this was really needed by people, obviously, who know education better and, of course, better than me.

Through you, Madam Speaker, if I can just have a couple of questions on this bill, as amended, on which we will be deciding to vote pretty soon.

Through you, Madam Speaker.

DEPUTY SPEAKER RITTER:

Representative Candelaria, please prepare yourself.

Please proceed, Representative Srinivasan.

REP. SRINIVASAN (31st):

Through you, Madam Speaker, if I could be enlightened, on line 79, it talks about a comprehensive program. What does "comprehensive" mean?

Through you, Madam Speaker.

DEPUTY SPEAKER RITTER:

Representative Candelaria.

REP. CANDELARIA (95th):

Through you, Madam Speaker, can he tell on what line that is again?

Through you.

DEPUTY SPEAKER RITTER:

Representative Srinivasan.

REP. SRINIVASAN (31st):

I'm seeing that on line 79. And if I can read, "shall include instruction in the provision of a comprehensive coordinated social and emotional assessment."

DEPUTY SPEAKER RITTER:

Representative Candelaria.

REP. CANDELARIA (95th):

Through you, Madam Speaker, "comprehensive" in the sense meaning that most of the curriculum that will incorporate most of the social and emotional development aspects into their teacher preparation program.

Through you, Madam Speaker.

DEPUTY SPEAKER RITTER:

Representative Srinivasan.

REP. SRINIVASAN (31st):

Through you, Madam Speaker, and that brings a

concern for me if we require a comprehensive educational program. And what if we are not able to come with something that is comprehensive? Comprehensive is a very tall order. And if that program is not comprehensive, will we, as a state in some form or the other, be held liable because this training program was really not as comprehensive as it should be according to some experts?

Through you, Madam Speaker.

DEPUTY SPEAKER RITTER:

Representative Candelaria.

REP. CANDELARIA (95th):

Through you, Madam Speaker, that's a good question for the experts, like you said. And I'm not an expert in the subject. I just know of an issue that is present before us and this legislation tries to address that particular issue.

Through you, Madam Speaker.

DEPUTY SPEAKER RITTER:

Representative Srinivasan.

DEPUTY SPEAKER RITTER:

Representative Srinivasan.

REP. SRINIVASAN (31st):

And through you, Madam Speaker, going down, a few

lines down, it talks about the availability of a child's -- for treatment options, for treatment services. That's the right word that is used in the bill here. And I'm not able to understand that. In this program, in this education that the teachers are going to be trained in, what part of the eligibility for treatment services are you referring to here?

Through you, Madam Speaker.

DEPUTY SPEAKER RITTER:

Representative Candelaria.

REP. CANDELARIA (95th):

Through you, Madam Speaker, there is no specific eligibility for the teacher itself. It is for the teacher to be knowledgeable of the treatment services available and where to make that referral to.

Through you, Madam Speaker.

DEPUTY SPEAKER RITTER:

Representative Srinivasan.

DEPUTY SPEAKER RITTER:

Representative Srinivasan.

REP. SRINIVASAN (31st):

So, through you, Madam Speaker, if I understand this correctly, and I thank for the answers. It is not specific to a particular child as to what the

child's eligibility will be for treatment services that the teacher needs to be involved with, but it is more in a general way that the teacher is aware of the various treatment options?

Through you, Madam Speaker.

DEPUTY SPEAKER RITTER:

Representative Candelaria.

REP. CANDELARIA (95th):

Through you, Madam Speaker, that's an excellent interpretation of the section.

Through you, Madam Speaker.

DEPUTY SPEAKER RITTER:

Representative Srinivasan.

REP. SRINIVASAN (31st):

Thank you, Madam Speaker, and that makes me more comfortable because I just could not imagine, you know, with all of these multiple, multiple treatment options being available per person and as we all know what the insurance will cover, will not cover, what the child is eligible for, not eligible for, for us to put the need for the teacher to know all of that other than in a very general way as to these are the various programs that are available and, obviously, the teacher is just going to recommend to the counselor

what it should be. So I do want to thank the proponent of the bill for answering those questions and clarifying some of the concerns that I had.

I will continue to be listening to this debate, Madam, and decide what we all need to do.

Thank you, Madam Speaker.

DEPUTY SPEAKER RITTER:

Thank you, Representative.

Representative Sayers of the 60th District, you have the floor, ma'am.

REP. SAYERS (60th):

Thank you, Madam Speaker.

I stand in strong support of this bill. This bill does something that we absolutely need to help our teachers as they teach.

I listen to people talk about the current curriculum and the training that teachers receive and how it helps in the social emotional development and it was all geared towards how children learn, how teachers need to educate. The problem is that as we have seen Sandy Hook and so many other large scale problems around the country that often teachers don't recognize when that emotional development is part of a mental health problem. We need to help our teachers

recognize those problems early on in the process so that child can get into treatment. If we can get that child into treatment early on, we can get a child that is healthy and able to learn. So often by the time the problems in their mental health is recognized, it is so far advanced that they require hospitalizations.

I remember talking to a nurse that works in a school-based health center and she talked about how they were able to get mental health services as part of what they do. And it was this, that frequently what happens in the school, a child has an emotional break. They end up going to the emergency room, which costs the school probably around \$350, and they may spend three or four days out of school before they're even back in school. And then there's a certain stigma attached to that because they go off in an ambulance after -- like I said, emotional problems.

When we have school-based health centers in school where we offer behavioral health services, the child can go down for a one-hour visit where someone works with him over the issues of mental health and it costs \$22, a major savings for the schools.

We need to help teachers recognize early on these mental health problems so we can get children into

treatment, not have them spend time in an emergency room where there's no follow-up and nothing more happens. We need to help our teachers.

I've spoken to many teachers and they've told me that the behavioral problems in the classroom distract from their teaching. The problem with that is they don't often know if it is just a behavioral issue or a mental health issues. We need to add that to the curriculum to make sure they know. We don't expect them -- so often even on the team -- Representative Giuliano talked about the team. There's no healthcare professional really as part of that team that can help make that assessment and make that decision and help that student.

This is an excellent thing going forward. I think it's very important that we do this and thank representative for bringing out with the bill.

DEPUTY SPEAKER RITTER:

Thank you, Representative.

Representative Ackert, you have the floor, sir.

REP. ACKERT (8th):

Thank you, Madam Speaker.

And I do rise for a couple of questions, but I'll start, I think we've talked a little bit more about

school climate here more than we are in terms of teacher preparation. You know, we've heard it go on and Representative Ayala some good points and just now Representative Sayers did the same that it's got to be more of a team effort than an individual effort in some cases. And I thank Representative Candelaria for bringing this legislation forward, but I do have some concerns and, through you, a couple of questions to the proponent of the bill, Madam Speaker?

DEPUTY SPEAKER RITTER:

Please proceed.

REP. ACKERT (8th):

Representative Candelaria, you had mentioned that this would be embedded at one point in your conversation and you've been talking for a little while on it and we thank you for your answers. But I did do a little research as did Marilyn Giuliano being on the Education Committee, a lot of times this stuff comes from one committee to the other, especially when it deals with education and we get to see this legislation. This, obviously, came right to the floor, and we are concerned and have looked at how we can better prepare our teachers in many, many areas. And I think we did some good legislation in higher ed

that you've been involved with.

But in this case here, I look at -- and I'm going to go back to Representative Ayala's comments and she had mentioned the rigors of teacher certification, and I know just recently, my daughter getting her certification. And if it wasn't for her being aggressive in high school and getting 19 college credits before graduating, she would not have completed the education certification in four years because of how rigorous it is in an internship.

So, through you, Madam Speaker, is this going to add additional classes or credits, responsibilities for certification?

Through you, Madam Speaker.

DEPUTY SPEAKER RITTER:

Representative Candelaria.

REP. CANDELARIA (95th):

Through you, Madam Speaker, no.

DEPUTY SPEAKER RITTER:

Representative Ackert.

REP. ACKERT (8th):

Thank you.

So it would be considered embedded in existing curricula and not be additional credits then or

replacement credits?

Through you, Madam Speaker.

DEPUTY SPEAKER RITTER:

Representative Candelaria.

REP. CANDELARIA (95th):

Through you, Madam Speaker, the gentleman is correct.

DEPUTY SPEAKER RITTER:

Representative Ackert.

REP. ACKERT (8th):

Thank you, Madam Speaker, and thank you to the good representative for his answers, and that's all I have for tonight. Thank you.

DEPUTY SPEAKER RITTER:

Thank you, Representative.

Representative Case of the 63rd District, you have the floor, sir.

REP. CASE (63rd):

Thank you, Madam Speaker, question to the proponent of the bill please?

DEPUTY SPEAKER RITTER:

Please proceed.

REP. CASE (63rd):

Just reading through the bill, just a curiosity,

what does this do to the existing teacher's and their preparation? Is that included within here or is this just for students that are learning to be teachers?

DEPUTY SPEAKER RITTER:

Representative Candelaria.

REP. CANDELARIA (95th):

Through you, Madam Speaker, this will be for new students.

Through you.

DEPUTY SPEAKER RITTER:

Representative Case.

REP. CASE (63rd):

Okay. So our existing teachers that we have in the school we're just hoping that they, obviously, understand the social aspects of students -- which I do believe they do and I believe they learn it during their in-service -- but we don't have a program for existing teachers through this bill?

Through you.

DEPUTY SPEAKER RITTER:

Representative Candelaria, I believe there was a question there.

REP. CANDELARIA (95th):

Through you, Madam Speaker, the gentleman is

correct.

DEPUTY SPEAKER RITTER:

Representative Case.

REP. CASE (63rd):

I find it interesting. You know, listening to Representative Hoydick and her daughter who was just graduating and as I said to her she paid for this bill through tuition because her daughter already learned this in college, the social aspects, and I think they're really pushing harder on getting these programs in the college programs because what is going on in society today.

I don't think we, in Hartford, here need to legislate this and cost the taxpayers more money, but let's allow the curriculum of the universities derive a system, which as we've heard the good Representative Hoydick speak on, that we already have this.

Spending \$120,000, yeah, might be a little bit of money and like the minority speaker says not having a budget in place, not knowing if we're going to be able to put this dollar figure in that budget, I'm a little hesitant to vote for it.

I appreciate you bringing it forward. There is a lot of social aspects out there. I have two children

that are in the high school system, one in college, maybe they need a little social help, but it is a good bill, has very good intent. I'm just concerned with the fiscal aspect of it and maybe we can put the monies to better use within the education system.

Thank you, Madam Speaker.

DEPUTY SPEAKER RITTER:

Thank you, Representative Case.

Will you remark further? Will you remark further on the bill as amended? Will you remark further?

If not -- yes. I'm sorry -- will you remark further?

No.

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

THE CLERK:

The House of Representatives is voting by roll call. Members to the chamber please. The House of Representatives is voting by roll call. Members to the chamber please.

DEPUTY SPEAKER RITTER:

Have all of the members voted? Have all the members voted? Will the members please check the

board to determine if your vote is properly cast?

If all members have voted, the machine will be locked and the Clerk will take a tally.

The Clerk will please announce the tally.

THE CLERK:

Madam Speaker, House Bill Number 6292 as amended by House Amendment Schedule "A"

Total Number Voting	136
Necessary for Passage	69
Those voting Yea	91
Those voting Nay	45
Those absent and not voting	14

DEPUTY SPEAKER RITTER:

The bill, as amended, passes.

(Speaker Sharkey in the Chair.)

SPEAKER SHARKEY:

If I can just have your attention for a moment. We just have received notice from the Capitol Police that here are some storms with heavy hail that are approaching the Capitol area. So what I was going to propose is that we stand at ease for about 15 minutes, or so, and if folks have their cars parked here in the

S - 664

**CONNECTICUT
GENERAL ASSEMBLY
SENATE**

**PROCEEDINGS
2013**

**VOL. 56
PART 13
3813 - 4129**

SENATOR BYE:

Through you -- through you, Madam President.

If there is no exception, I ask that we move it to the Consent Calendar.

THE CHAIR:

Seeing no objection, so -- so ordered.

Mr. Clerk

THE CLERK:

On page 26, Calendar 637, House Bill number 6292, AN ACT CONCERNING TEACHER EDUCATION PROGRAMS. Favorable report of the Committee on Higher Education and Employment Advancement.

THE CHAIR:

Senator Bye.

SENATOR BYE:

Thank you, Madam President.

Through you I move acceptance of the joint committee's favorable report and passage of the bill.

THE CHAIR:

The motion is on acceptance and passage.

Will you remark?

SENATOR BYE:

Yes. Madam President --

THE CHAIR:

In concurrence with the House?

SENATOR BYE:

In concurrence with the House, yes.

Yes, Madam President, this bill was brought to us -- we think it's a very important bill -- by Representative Candelaria.

And what this bill does is it assures that during teacher training, teacher education programs, that our future teachers receive training in the social/emotional/development of children, makes teacher/educator/ students aware of the availability of treatment for students that have challenges in the area of social/emotional development, and gives them information about how to make referrals for students who have challenges.

I think this is a great idea, and I -- I urge passage.

Through you, Madam President.

THE CHAIR:

Will you remark?

Senator Boucher.

SENATOR BOUCHER:

Thank you, Madam President.

Madam President, although this particular bill shows that it passed out of our committee unanimously, there were questions that were raised and subsequently as well, and this might not be as easy of a bill or take as little time as we just have gone through.

Some of the real concerns have to do with the fact that the bill requires candidates to add a very substantial new aspect to their teacher training standard competency areas.

Currently there are four. In order to earn professional certification, candidates must successfully complete training in these four areas. Development and characteristics of learning. And so that -- that statement, the first one, adds some confusion as to whether or not what is being put in

this bill really should -- is already included in what they are already required to do.

Number two, evidence in standard-based instruction. Number three, evidence-based classroom and behavior management, and number four, assessment and professional -- and professional behaviors and responsibilities.

Much of what this is trying to do -- and originally the House has amended this out which is a good thing -- originally it also required the -- the candidates to complete training in how children learn and develop socially and emotionally, and the training would provide instruction about a comprehensive, coordinated social and emotional assessment of, and early intervention for children who appear to have social or emotional problems.

In other words, they're seeking out those problems. And I know there was a lot of interest in this, given the aftermath of what has happened in Newtown and at Sandy Hook school in that are we adequately identifying problems earlier and being able to head -- head them off at a better opportunity.

And then also the availability of treatment for services for such children, and thirdly, the referrals for assessment, intervention and treatment services.

Again, there was controversy because already the schools do employ social workers. The schools already employ psychologists. The schools also employ guidance counselors, who in their training, spend a great deal of time in these areas, and are the experts.

They're the in-house experts that should be involved. In fact, I remember once teaching a CCD course after school over a number of years, and had such a student, and immediately needed the help of the school counselor and psychologist. In fact -- and they made a serious referral because it was quite obvious, but I did not have, of course, the kind of training necessary to deal with the very significant emotional problems that this young child had, and was exhibiting at a very early age.

So those individuals again have the kind of depth of training and knowledge. I don't know that we can do that for each and every one of our teachers that are concentrating on various other subject areas.

So that -- of course, House Amendment 8 does remove the requirement that the training instruct candidates on how to conduct social and emotional assessments, and how to provide early intervention and how to determine a child's eligibility for treatment.

House Amendment A

Instead, it requires instruction on assessments, interventions and referrals. So, you know, that's still a little gray area. It would be good to have a little bit more clarification on that.

And if, in fact, this is necessary to the degree that this bill takes us, in the fact that as I recall, even from my own training in undergraduate school, there were many courses that we had to take on child psychology, as well as adolescent behavior, that gave us at least some amount or background that would be implicit in any teaching program that there is.

I'm just not quite certain that this -- and just how much it adds to the program, and if, in fact, we're -- we're headed into territory -- and I know we're asking teachers to do so very much -- how does this differentiate or give us that added layer without compromising the other important topics that teachers have to take or teach -- young student teachers have to take, particularly as they now do have to take quite a bit of -- of instruction in Special Education.

And even though they're not going to be a Special Education teacher in this specialty there, they all have to identify and interact with students that have those special problems. One would say that this type of individual might exhibit some of the very same needs and concerns as a Special Education student.

I know that that's fairly long-winded in my trying to get to more elaboration on the part of our good Chairman, but I -- I hope that she can provide a little bit more clarity to this discussion.

Thank you, Madam President.

THE CHAIR:

Senator Bye.

SENATOR BYE:

Through you, Madam President.

I -- I really appreciate the -- the long question because what it does is -- is demonstrate how complicated this is, when it comes to educating students. And Senator Boucher wants to make sure that we're not putting an undue burden on colleges who have to teach these students, and on students who already have very full dockets at their universities.

So what's the payoff I think is the question. Is this investment worth it?

And I would say that based on my reading of the most recent educational research, that Representative Candelaria in his work and this bill are really on the cutting edge of what we're understanding about how children learn, because when you look at a website alike the Harvard Center for the Developing Child, what we're realizing is that we've spent so much time on things like literacy, numeracy, which are very important.

But if children don't develop those self-regulation skills early, those social/emotional skills to get along with others, it can get in the way with their -- both when they enter the workforce but in the classroom, and it can really get in the way of their learning.

So I think this goes beyond simply heading off problems. It's about developing those internal controls starting early, and having our teacher educators realize how important the social emotional climate of their classroom is for learning, so students aren't distracted by other children's behaviors.

But also, having teachers understand the breadth of resources that are available if they do have students that they can't support in this area.

So they may learn about treatment options, but they're not going to be treating. Nothing here says they'll be treating. It says they'll understand where to refer students for treatment. And I think that's, through you, Madam President, a very important thing for our teachers to understand, so that they know there are resources out there that they don't need to solve every problem for every child.

But at the same time, understand that the underpinning of all learning is students feeling comfortable in their social environment and learning to regulate their emotions. So I think this is important for preschool and high school teachers.

And so I appreciate the question, but as I look at the four areas and listen to Senator Boucher's questions, I think this is so integral to them. I think it overlaps and will be very much a part of the child development that they teach.

And frankly, I feel like it's going to make our teacher education programs look at this and make sure it's an integral part of how they're teaching our next generation of teachers.

Through you, Madam President.

THE CHAIR:

Will you remark?

Senator Boucher.

SENATOR BOUCHER:

Thank you, Madam President.

Madam President, just for further clarification, how does House Amendment A change substantially the original language in this bill? I just want to be clear what will our teacher preparation courses be responsible to continue to do in the social and

emotional aspect of the training of a teacher versus what House Amendment A removes?

THE CHAIR:

Senator Bye.

SENATOR BYE:

Through you, Madam President.

If I can just have a moment to look at the two versions. So please stand at ease.

THE CHAIR:

The Senate will stand at ease.

(Chamber at ease.)

THE CHAIR:

The Senate will come back to order. Senator Bye.

SENATOR BYE:

Through you, Madam President.

As I review the bill analysis, it seems to shift the burden of House Amendment A from actually providing some of the services -- the teacher providing -- learning how to provide the services more to a model of referral to services.

Through you, Madam President.

THE CHAIR:

Senator Boucher.

SENATOR BOUCHER:

Thank you very much, Madam President.

Yes, in looking at that report as well, it for me raises some confusion as to what the -- what will actually be required in the teacher prep courses,

because House Amendment A removes requirements with regards to the training, both and removes how to conduct a social and emotional assessment.

So that's probably a good thing. So they're not required to actually sit down and analyze the situation and do an assessment. So I presume that if they're doing a referral, it will have to be just on some behavior may be exhibited, they're removed from how to provide early intervention. So they're not going to be doing any early intervention, and they also are not going to be learning how to determine a child's eligible for treatment.

So I -- I think that's what I'm seeing here. Instead, it requires instruction on -- on assessments. I presume the type of assessments that are available on interventions and on referrals. So I -- again, it is somewhat confusing, and that's why I'm questioning further through you, Madam President.

And certainly if the good Chairwoman has more to add to the -- to kind of further clarify and remove some of those doubts or questions it would be very helpful.

Thank you, Madam President.

THE CHAIR:

Senator Bye.

SENATOR BYE:

Thank you, Madam President.

And -- and I'm glad we are talking about this on the floor, because it helps to establish the legislative intent. And I believe that House Amendment A is actually very important, as I look further and think more about this. Because it's very clear that the teacher has a role in making referrals, not delivering therapies, that may be outside of their skill set, but to understand the the types of services that are available. And so I think this really comports with what happens now in schools across Connecticut.

When teachers have a concern about a student they bring it to the attention of their supervisor, they may call Central Office and ask for someone to come do a speech evaluation or something like that versus a teacher saying this child has this problem.

So I think that this really will lead to collaboration among the different service providers in the school system, as well as in the community, because this isn't specific to the school system. It says, you know, places where students can be referred.

So in the teacher education program they may well talk about services like Birth to Three, or community-based mental health services, that sort of thing. So I think it really comports with what happens now in education, that is, the teacher, if they have concerns, address them, but also look for other supports.

And so I think this was actually a very important amendment as I -- as I look at this.

Through you, Madam President.

THE CHAIR:

Senator Boucher.

SENATOR BOUCHER:

Thank you, Madam President.

Madam President, I think for legislative intent, and certainly if the good Chairwoman disagrees, I would hope she would stand up immediately and do so. But for legislative intent, I'm going to determine -- or at least interpret that House Amendment A really removes all aspects of this bill, with the exception that the bill requires candidates to complete training on how children learn and develop socially and emotionally.

And that that would be the additional requirement in the training of our student teachers. And I'm hoping that that in fact is the case, that what is left in

the bill, which for me is most supportable, is that included.

And I -- I have the strong sense that that's being done today through the coursework that's required in child development and adolescent behavior, that how children learn and develop socially and emotionally and leave the rest of it to the professionals in the school system that actually can make referrals for treatment, their eligibility, and the kind of interventions required.

And -- and to conduct those assessments to actually determine -- I don't know that we can put that burden on a classroom teacher that they should determine in their own mind with the training that they come -- that -- that actually a referral is necessary, or that they can actually conduct a professional assessment.

Through you, Madam President.

THE CHAIR:

Senator Bye.

SENATOR BYE:

Through you, Madam President.

I -- I agree primarily with what Senator Boucher has said, but I want to just reiterate what I said earlier about why I think this is so important that Representative Candelaria has added this to the teacher education requirements.

Because the bill says social and emotional development and learning. So I think again we're so focused sometimes on phonemic awareness and letter ID and numeracy skills that we forget how important social and emotionally development are for learning. And we want our teachers to understand that any classroom they set up have to support those things as a primary support for teaching the other skills.

So I think that piece is also very important in this bill, and that -- so I'll just end there.

Through you, Madam President.

THE CHAIR:

Will you remark? Will you remark?

Senator Boucher.

SENATOR BOUCHER:

Thank you very much, Madam President.

I look forward to any further debate should there be any.

Thank you.

THE CHAIR:

Thank you.

Will you remark? Will you remark?

Senator Welch.

SENATOR WELCH:

Thank you, Madam President.

I truly appreciate the dialogue that Senator Boucher and Senator Bye had. I have some questions for Senator Bye, and let me just apologize in advance for my ignorance of -- of the process.

THE CHAIR:

Please proceed, sir.

SENATOR WELCH:

Thank you, Madam President.

The -- as I understand what this bill does is it's requiring those who are still in school or will be going to school for -- to become teachers, to become certified teachers in the State of Connecticut, to have as a part of their curriculum exactly what we're

talking about, the social and emotional development and learning of children.

And so that in essence what this bill is going to do, and the reason why there's a fiscal note is because Connecticut institutions that train teachers will have to adjust or come up with new -- new curriculum. And I get that and I understand that.

And so I guess my first question at a fundamental level is do all Connecticut certified teachers get their training for certification here in the State of Connecticut, or do they also do it elsewhere outside of the State of Connecticut?

If I may, through you, Madam President.

THE CHAIR:

Senator Bye.

SENATOR BYE:

Through you, Madam President.

It's a combination. Though many get their education here, plenty get it outside of Connecticut and come and teach in the state.

Through you, Madam President.

THE CHAIR:

Senator Welch.

SENATOR WELCH:

Thank you, Madam President.

And my next question, which is a follow-up to that is I can appreciate that all of the Connecticut institutions will gear up and change and do things very quickly, but that not everybody outside of the state might appreciate that, and so if I may just ask Senator Bye what -- what does she indecision -- how does that message get out to the other states, what

kind of impact do we expect it to have on non-Connecticut institutions?

Through you, Madam President.

THE CHAIR:

Senator Bye.

SENATOR BYE:

Through you, Madam President.

I don't know that we can impact institutions outside of Connecticut. I think the teaching is an incredibly collaborative profession, and if we get a large number of the teachers coming out of our state institutions over time, they will be a majority of the teachers in our schools, and many of them will go on to be school leaders.

So this idea of the importance of social and emotional development for learning will spread that way through collaboration.

Through you, Madam President.

THE CHAIR:

Senator Welch.

SENATOR WELCH:

Thank you, Madam President.

And -- and I appreciate that and -- and I don't at all challenge that idea. I think it's actually a good idea. But I guess I'm more concerned practically speaking if -- if I were to get all of my training as a teacher outside the state and maybe even locally at -- you know, not too far away at like a PACE or -- or somewhere in Rhode Island or Massachusetts.

But I want to come back and teach here in the State of Connecticut. Then I'm assuming somehow I will have to take at least a module or class that would satisfy this requirement, and until such point in time where

we have out-of-state institutions seeing numbers of -- of people to teach in the State of Connecticut and have modified their curriculum to do that, how do we envision -- how do we envision adapting to meet that need or that -- that situation?

Through you, Madam President.

THE CHAIR:

Senator Bye.

SENATOR BYE:

Thank you, Madam President.

Currently we have reciprocity with certain states in teacher certification. I also know that students that want to become certified in Connecticut take a test called PRAXIS, which is another way that as a state we put our standards that we require of teachers in place. So that could be another way questions about this could be put on the PRAXIS exam.

But I don't see major changes to the teacher certification requirements because of this, and as Senator Boucher was pointing out, there is certainly overlap with the child development requirements and other such things. So I don't see this as something that will limit our ability to attract teachers from other states.

Through you, Madam President.

THE CHAIR:

Senator Welch.

SENATOR WELCH:

Thank you, Madam President.

I guess I'm not concerned -- again, I'm not -- I'm not concerned about attracting teachers from other states. And -- and I apologize because maybe my questions are just coming through my ignorance of the process. But

I guess I just concerned practically how this is going to speak.

And maybe my fundamental understanding of the bill is wrong, but I -- I understand that -- that anybody that's going to enter a teacher preparation program will be required to train in competency in this new area.

And -- and so if -- if you enter a training program outside of the State of Connecticut, I'm just wondering how one is going to meet the requirement that this bill will put forward.

I -- I guess what -- and correct me if I'm wrong, Senator Bye, but I guess our institutions will adopt and they'll just have to take a class at -- at Central, at UCONN, at whatever institution, just one class to -- to meet this.

Is that -- is that what's going to happen?

Through you, Madam President.

THE CHAIR:

Senator Bye.

SENATOR BYE:

Through you, Madam President.

I -- I don't perceive this, Senator Welch, as a particular class students would take. For example, when I teach teacher education classes at St. Joseph College or somewhere else, when you teach any class there's certain competencies you have to meet within that class.

So if I'm teaching child development, there may be 10 particular areas I have to make sure that I cover. If I'm teaching institutional methods, there are certain things that I need to cover. Both of those classes could -- if I was in charge of curriculum at St. Joseph, I would make sure that both of those classes had material required related to social and emotional development of children.

And my guess is many of them already do. This just puts more of a focus on it, because over time you learn new things about early education, and elementary and high school education.

And certainly one of the newest findings in the past 20 years is about the importance of adult responsiveness for brain development, and the importance of the social/emotional climate as a sort of bomb for learning. You know, something in the brain that makes it easier to learn.

So my best guess is that many of the programs have incorporated this. But this just assures it, and it would probably be across three or four classes that are already offered, but the curriculum committees would meet and adapt those classes to assure these -- these goals are met.

Only in the Connecticut programs can we require it. It's our state board of education that oversees this.

Through you, Madam President.

THE CHAIR:

Senator Welch.

SENATOR WELCH:

Thank you, Madam President.

And that was a very helpful answer. I appreciate it. That -- that's what I was looking for. So thank you for your patience in helping me get there. I appreciate that. Thank you, Senator Bye.

Thank you, Madam President.

THE CHAIR:

Will you remark?

Senator Kane.

SENATOR KANE:

Thank you, Madam President.

Through you, just a couple of questions to the proponent of the bill.

THE CHAIR:

Please proceed, sir.

SENATOR KANE:

In your conversation with Senator Boucher, you took a look at - - we studied these - - and you took a look at the difference between the underlying bill and House Amendment A, and I'm curious if - - I think I have the right file number, but in lines 77 through 80 it looks like it's still in there, or am I not reading it correctly? I just want to make sure that what's in House Amendment A jives with the underlying bill.

Through you.

THE CHAIR:

Senator Bye.

SENATOR BYE:

Through you, Madam President.

I apologize, Senator Kane, I don't have the numbered reprint file 460 in front of me, which is the act as amended by the House. But in Section I, if you have that, if you can go by sections, Senator Kane, the change is in the last several sentences in Section I. I think that is the best description of how the bill is different and - - and what the language is in the bill we're discussing.

Through you, Madam President.

THE CHAIR:

Senator Kane.

SENATOR KANE:

Thank you, Madam President.

And what I'm reading is - - it's underlined as it is new language.

Through you, Is that correct?

THE CHAIR:

Senator Bye.

SENATOR BYE:

Through you, Madam President.

Yes.

THE CHAIR:

Senator Kane.

SENATOR KANE:

Great. Thank you, Madam President.

The - - in your - - also in your conversation with Senator Boucher, one of the answers you gave was that the emotional development and social development of - - of students, and it's not just about numbers and reading, I don't disagree with that, I just want to

make sure that we are not sacrificing the numbers and the reading in exchange for what's - - what we're talking about in this bill.

Through you.

THE CHAIR:

Senator Bye.

SENATOR BYE:

Through you, Madam President.

I so appreciate that question from Senator Kane. You know, as I have all the questions, and I think those watching at home will recognize how important education is in Connecticut, that we all want to make sure, even for those we train, that we're staying on track for optimal outcomes for children.

The point I was trying to make, through you, Madam President, to Senator Kane, is that in fact having a healthy social/emotional climate in the classroom enhances numeracy, learning letter ID. And that when students are in chaotic environments, when students have a lot of stress, no matter how good the instruction in literacy and numeracy, the learning doesn't happen.

So what I think this bill points out, and I've been trying to articulate, though maybe not as well as I could, is that understanding the social/emotional development of children and implementing teaching strategies that support the social and emotional development of children actually enhance the more academic, cognitive skills of children.

And I think that's the goal of Representative Candaleria, and certainly of our committee in putting this forward.

Through you, Madam President.

THE CHAIR:

Senator Kane.

SENATOR KANE:

Thank you, Madam President.

And I thank Senator Bye for that answer. I don't disagree with you, although I will say, just my own commentary, that a lot of that would come from home and come from the family life of the students and - - and the parental involvement that must take place in a child's development.

But I appreciate that answer, and thank you, Madam President.

THE CHAIR:

Will you remark further? Will you remark further?

Not - - Senator - - Senator Bye?

SENATOR BYE:

Madam President, if there's no objection, I ask - - there's an objection so - -

THE CHAIR:

Seeing no objection - -

SENATOR BYE:

There is an objection. Senator Kane.

THE CHAIR:

Oh, I'm sorry. Senator Kane objected, okay. And Senator - - Mr. Clerk, will you please call for roll call vote, 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:

Mr. Clerk, can you call - - recall the roll call, please?

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:

I'm missing somebody. Okay, well all members have voted. All members have voted. The machine will be closed. Mr. Clerk, will you call the tally, please?

THE CLERK:

House Bill 6292

Total Number Voting 34

Necessary for Adoption 17

Those voting Yea 33

Those voting Nay 1

Those absent and not voting 2

THE CHAIR:

Bill passes.

Mr. Clerk.

THE CLERK:

On page 26, Calendar 633, substitute for Senate Bill Number 6576, AN ACT CONCERNING THE APPLICABILITY OF THE SALES AND USE TAX TO WINTER STORAGE OF BOATS. Favorable report of the Committee on Finance, Revenue and Bonding.

THE CHAIR:

Good afternoon, Senator Fonfara.