

Educator Professional Development Requirements Task Force Recommendations

Executive Summary

Background

The General Assembly passed Special Act 16-9 in 2016, which included the establishment of the Educator Professional Development Requirements Task Force (Task Force) to study professional development and in-service training requirements for educators as described in Connecticut General Statutes (C.G.S.) 10-148a, 10-148b, and 10-220a. Required trainings for educators has gotten unwieldy and disconnected from the definition of high-quality professional learning as defined in C.G.S. 10-148a. A top priority for the Task Force was to streamline the statutory requirements to better meet the learning needs of educators, which will, in turn, result in better outcomes for Connecticut's children.

Task Force Recommendations

The following recommendations are described in greater detail in the enclosed report.

Implementation

- Provide greater flexibility for districts to determine frequency/reoccurrence of trainings;
- Provide greater flexibility in defining/determining who must complete the trainings; and
- For all new training requirements, allow for, at minimum, a 1-year preparation period before requirements go into effect.

Content

- Delete redundancies in C.G.S 10-220a and 10-148a that overlap with requirements outlined elsewhere in statute;
- Clarify the distinction between in-service training (C.G.S. 10-220a) and professional learning that advances teaching and learning (C.G.S. 10-148a); and
- Modify language in 10-220a and 10-148a based on Task Force recommendations (Appendix D and E).

Process

- Given the excessive number of hours required to complete all statutorily-required trainings (outlined in Appendix C as approximately 106 hours/annually or 13 days equivalent), the Task Force recommends establishing a formal Educator Professional Development Council to serve as a long-term solution for ongoing review and modification of past and future legislation. The Council's role would be to:
 - Review and provide feedback on legislation that proposes any new trainings for certified and non-certified educators with a focus on reducing the burden on school districts;
 - Develop a rating rubric to identify the priority and feasibility of the training;
 - Make a final recommendation to the General Assembly in a timely manner; and
 - As noted above, this Council would also enforce a 1-year preparation period, at a minimum, before any new training requirements would go into effect.

Introduction

Over the past ten years, there has been a significant increase in statutorily mandated trainings for public school educators in Connecticut. Meeting these mandates is untenable for school districts in the face of significant cuts to fiscal and personnel resources and the loss of precious professional learning time; not to mention a loss of critical instructional time with students. The learning that positively impacts educator practice and, ultimately, student growth, is sacrificed in an attempt to be compliant with an unwieldy list of mandated trainings. The professional learning time for educators that might remain is insufficient and the negative impact on instructional time with students is unacceptable.

Statutory Conflicts

In 2012, the Connecticut General Assembly passed legislation, C.G.S. 10-148a(a), which states that all local and regional boards of education shall provide an annual professional development program to educators that is at least 18 hours in length. The program should be comprehensive, support teacher and administrator effectiveness, focus on refining practice, foster collective responsibility, and include learning that is aligned to state student academic achievement standards, conducted and facilitated by educators, occurs frequently, and is job-embedded.

The State has also embraced a new definition of professional learning aligned to C.G.S. 10-148a(a). In May 2015, the Connecticut State Board of Education formally adopted the Connecticut Definition of Professional Learning and the Connecticut Standards for Professional Learning (**Appendix A**), which places an emphasis on individualized, relevant professional learning as determined by the needs of the educator and his/her students.

The list of mandated trainings is in direct conflict with the concept of personalized professional learning described in C.G.S. 10-148a, which results in an additional barrier to closing the achievement gap. Educators spend hours completing annual trainings that eat away at the time districts are able to provide for professional learning. Educators are engaging more in the mandated training than in the learning that is driven by educator and student needs. Oftentimes, teachers are completing trainings that are more appropriate for specialized staff or specific grade levels and content areas (e.g., K-3 teachers versus high school teachers, school social workers, psychologists, and nurses). Instead of training all certified staff on an annual basis in violence, teen dating violence, domestic violence, child abuse, youth suicide, substance abuse, pregnancy, and sexually transmitted disease, PK-12 educators should be spending their time working to improve instruction and close gaps in student achievement.

Compliance Implications

In an attempt to meet both the mandated training requirements, as well as the individual needs of its teaching force, district time and resources are stretched thin and quality suffers. It is nearly impossible to do it all. While not always mutually exclusive, districts are often torn between doing what is required in statute and what is in the best interests of their staff and students. Districts struggle to provide a quality professional learning program aligned to the Connecticut Standards for Professional Learning and C.G.S. 10-148a(a). What little time is available for individual and collaborative learning is consumed by the statutorily required trainings in over 35, often disparate, topics.

In addition to the time and resource burden put upon districts to meet all of the mandated training requirements, districts face a logistical challenge. As the mandated trainings are numerous and differ in frequency and intended audience, keeping track of attendance becomes onerous, especially when factoring in staff turnover. In order to make this process more manageable, it becomes easier for districts to expect participation on an annual basis even when frequency expectations are not explicit in statute.

The Charge of the Task Force

The General Assembly passed Special Act 16-9 in 2016, which included the establishment of a Task Force to study professional development and in-service training requirements for educators. The Task Force was charged with examining professional development requirements as described in C.G.S. 10-148a, 10-148b, and 10-220a. The Task Force membership is provided in **Appendix B**.

This report includes the findings of the Task Force and recommendations aligned to the following areas identified in Special Act 16-9, Section 2:

- how the professional development and in-service training requirements prescribed by law are being implemented by local and regional boards of education;
- the content prescribed by such requirements, including, but not limited to, any duplicative training or instruction requirements, and the frequency with which educators are completing the same training or instruction;
- the time required each year to complete the professional development and in-service training requirements, and, after completing such training and instruction, how much time remains to address issues and topics specific to the school district;
- the direct and indirect costs of such requirements to local and regional boards of education; and
- the effect such requirements have on the provision of instruction in the public schools.

The Task Force Implementation Recommendations include:

- Provide greater flexibility for districts to determine frequency/reoccurrence of trainings;
- Provide greater flexibility in defining/determining who must complete the trainings; and
- For all new training requirements, allow for, at minimum, a 1-year preparation period before requirements go into effect.

Time Requirements and Direct and Indirect Costs

Districts support educator growth in many ways. One way is through standards-based, high-quality professional learning that provides time and opportunities throughout the school day for educators to collaborate and engage in learning to enhance their practice. However, districts must also find additional time for educators to complete the mandated trainings that are required in statute, which is misaligned with the Connecticut Definition of Professional Learning and the Connecticut Standards for Professional Learning. Districts understand the importance of topics identified for required trainings, but it is a growing challenge for them to find the additional time and resources needed after fulfilling all prescribed requirements to pursue a professional growth plan aligned to C.G.S. 148a(a).

Through an analysis of C.G.S. 10-220a, 10-148a, and 10-148b, as well as the many other statutes that specify training and professional development requirements for educators, the Task Force identified a minimum of 106 hours or 13 days¹, annually, necessary for an individual educator to complete all statutorily-required trainings. **Appendix C** illustrates the reality districts face in attempting to provide a high-quality professional learning system aligned to C.G.S. 10-148a(a), which competes with the large number of hours needed to complete all required trainings.

The chart provided in Appendix C represents a comprehensive list of required trainings identified throughout statute, along with information on expectations for frequency/reoccurrence and time estimates. To inform its analysis, the Task Force examined training/professional learning plans provided by a range of districts (small, medium, large; urban, suburban, rural) to determine an average number of hours required for each type of training. In addition to breaking down all of the trainings required in 10-220a, 10-148a, and 10-148b, the Task Force also completed a scan of other statutes that describe training requirements for educators, though the list may not be exhaustive.

Based on the time estimates outlined in Appendix C, the Task Force translated the annual human capital costs incurred by a district based on average teacher, administrator, and non-certified staff salaries. These costs (outlined in Table 1) are based on the estimated 13 days per educator required to complete all mandated trainings on an annual basis and using 2014-15 EdSight data for a total count of PK-12 teachers, administrators, and non-certified staff full-time equivalent (FTE) status teaching in Connecticut's public school system. Please note, this does not include costs for substitute coverage, technology, materials, travel, training, etc. In the final column, the Task Force included a specific example of the staffing costs for a representative large urban district in Connecticut for an estimated 2,526 certified and non-certified FTE staff to complete the minimum 106 hours of mandated training.

A strong clarification must be made related to Table 1. It should not be interpreted that savings would be incurred, except for substitute coverage, travel, technology, etc., because in most cases this is existing contractual time that could be better used for professional learning and classroom instruction, rather than compliance related in-service training. In all cases, districts distribute these trainings throughout a school year during the school day with the use of substitute instructors, full day professional development days, after-school faculty meetings, and other opportunities that primarily come from existing contractual time.

¹ The 106 hours as translated into 13 days is based on an 8-hour work day; please note this varies district to di based on the local collective bargaining agreement.

Table 1*Staffing Costs for Mandated Trainings (based on an estimated 13 days/annually)**

Certified and Non-Certified Staff	Estimated Paid Time Per Individual	Estimated Cost Districts Pay in Time Statewide**	Sample: Large Urban District**
Teachers	\$4,216 (based on an annual salary of \$60,000 and a 185-day contract)	\$205,835,676 (based on 48,820 teachers FTE)	n=1,813 teachers FTE \$7,614,600
Administrators	\$6,704 (based on an annual salary of \$115,000 and a 223-day contract)	\$24,013,857 (based on 3,582 administrators FTE)	n=163 administrators FTE \$1,092,100
Non-Certified	\$1,560 (based on an hourly rate of \$15)	\$25,239,240 (based on 16,179 non-certified staff FTE)	n=550 non-certified staff FTE \$858,000
	Total cost in staffing time for Connecticut public school educators to complete mandated training for teachers, administrators, and paraeducators	\$255,088,773 annually in paid FTE staff time statewide	\$9,564,700 annually in paid FTE staff time for a single district

*Estimated amounts should *not* be interpreted as additional costs, as this time is primarily FTE or contractual time that is already an expense incurred by the district. The FTE dedicated to completing the mandated training could be used to address critical professional learning aligned to student/educator/school/district needs and/or increases in instructional time with students.

**Based on 2014-15 data from EdSight

The Task Force has identified several challenges districts face when attempting to implement a high-quality professional learning system while completing the full list of statutory trainings:

- There is a minimum of 13 days (106 hours) of mandated statutory training required for certified and noncertified staff.
- Tracking the completion of trainings is challenging due to various frequencies of required trainings and certified and non-certified turnover; while there are some online solutions available to track training participation/completion, this places an additional burden on fiscal resources.
- The mandated trainings cause greater disparities across districts due to differences in size and funding; oftentimes, smaller districts struggle due to limited staffing capacity.
- The feasibility of maintaining high-quality professional learning to support and advance teaching and learning aligned to educator, school, and district goals is strained by the requirements to comply with an unending list of required trainings in C.G.S. 10-220a and other sections of state statute.
- C.G.S. 10-148a(a) identifies professional learning that supports the growth of teachers and administrators individually and collaboratively totaling at least 18 hours. C.G.S. 10-220a identifies required trainings educators must complete on various topics. The two

statutes are in direct opposition of one another. C.G.S. 10-148a(a) identifies professional learning that supports the growth of teachers and administrators individually and collaboratively while the trainings outlined in C.G.S. 10-220a are predominantly non-instructional and compliance oriented.

Content Recommendations for C.G.S. 10-220a and 10-148a

The Task Force strongly recommends that C.G.S. 10-220a and 10-148a be significantly modified and streamlined to represent training that is related to in-service training in C.G.S. 10-220a and professional learning that advances teaching and learning in C.G.S. 10-148a. This recommendation is based on the analysis of C.G.S. 10-220a, 10-148a, and 10-148b, as well as mandated trainings required in other statutes, with a focus on removing redundancies. In addition to increased flexibility with respect to the frequency of trainings and the identification of those required to participate, the Task Force recommends a clear distinction between non-instructional and instructional related professional development by separating the topics out into a revised C.G.S. 10-220a (**Appendix D**) and a revised 10-148a (**Appendix E**). The proposed changes to C.G.S. 10-220a equate to an elimination of approximately 30.5 hours or four days of mandated training. This would present an opportunity to shift to a higher-quality professional learning system aligned to the Connecticut Standards for Professional Learning. This shift would provide the resources (i.e., time, technology, people, materials, etc.) needed for certified and non-certified staff to engage in ongoing learning that supports student achievement and helps close achievement gaps.

Detailed content recommendations relative to C.G.S. 10-220a are included below and captured in Appendix D, which provides a proposed mark-up of the statute. Much of the training identified in C.G.S. 10-220a is not high-quality professional learning nor does it align to the Connecticut Standards for Professional Learning. The Task Force recommends that C.G.S. 10-220a continue to include topics related to in-service training with the removal of trainings that are redundant in other statutes and/or are optional trainings that boards of education may provide for their certified and non-certified staff. All topics pertaining to teaching and learning have been moved to C.G.S. 10-148a. This was done in order to minimize the mandated trainings and allow districts the flexibility to identify any additional trainings necessary to meet their school, district, and community needs and context.

The following recommendations are based on an analysis of C.G.S. 10-220a and mandated trainings required in other statutes. Below, the Task Force has outlined, by topic, recommendations specific to C.G.S. 10-220a:

- 1) *10-220a(1) The nature and relationship of drugs and alcohol to health and personality development, and procedures for discouraging their abuse*

Recommendation:

Delete C.G.S. 10-220a(1) because C.G.S. 10-19 addresses training of specialized personnel who teach about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome. It also states in C.G.S. 10-19 that the State Board of Education and the Board of Regents for Higher Education, in consultation with the Commissioner of

Mental Health and Addiction Services and the Commissioner of Public Health, shall develop programs for the training of teachers.

- 2) *Health and mental health risk reduction education that includes, but not be limited to, the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, violence, teen dating violence, domestic violence, child abuse and youth suicide*

Recommendations:

- Specify that training in these topics not be expected on an annual basis and, instead, be required at a minimum, once in the career of a Connecticut educator providing there is sufficient documentation of successful completion. It was also recommended that districts consider making completion of this training a condition of employment within the district. (Overall recommendation)
- Limit the audience for trainings to certain qualified personnel who would most often come across risk-taking behavior in their role and responsibilities. Such training topics include: substance abuse, pregnancy, sexually transmitted diseases, and teen dating violence.
- Remove “youth suicide” because it is redundant with C.G.S. 10-220a(4).

- 3) *The growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, including, but not limited to, children with attention-deficit hyperactivity disorder or learning disabilities, and methods for identifying, planning for and working effectively with special needs children in a regular classroom, including, but not limited to, implementation of student individualized education programs*

Recommendation:

Remove. To a large extent, this topic is inherent in local curricula and the roles and responsibilities of educators. It is a part of pre-service training with additional course work added. The topic is covered in 10-76b-10-92a, and there are additional trainings to focus on individual cases such as dyslexia, which is now a required topic as part of teacher preparation.

- 4) *School violence prevention, conflict resolution, the prevention of and response to youth suicide and the identification and prevention of and response to bullying, as defined in subsection (a) of section 10-222d, except that those boards of education that implement any evidence-based model approach that is approved by the Department of Education and is consistent with subsection (d) of section 10-145a, sections 10-222d, 10-222g and 10-222h, subsection (g) of section 10-233c and sections 1 and 3 of public act 08-160*, shall not be required to provide in-service training on the identification and prevention of and response to bullying*

Recommendation:

Increase flexibility in how districts react and prevent violence. Consider better alignment with C.G.S. 10-222n, which addresses creation and implementation of a school safety and security plan.

- 5) *Cardiopulmonary resuscitation and other emergency life-saving procedures*
Recommendation:
 No change.
- 6) *Computer and other information technology as applied to student learning and classroom instruction, communications and data management*
Recommendation:
 Remove. This topic is inherent in local curricula and the roles and responsibilities of educators. Any training aligned to this topic requires individualized trainings designed for the beginner through to the advanced technology user, which is better addressed under the professional learning defined in C.G.S. 10-148a.
- 7) *The teaching of the language arts, reading and reading readiness for teachers in grades kindergarten to three*
Recommendation:
 Remove. This topic is already addressed in C.G.S. 10-148b.
- 8) *Second language acquisition in districts required to provide a program of bilingual education pursuant to section 10-17f*
Recommendation:
 Addressed under C.G.S. 10-148a as it is a topic that advances teaching and learning.
- 9) *The requirements and obligations of a mandated reporter*
Recommendation:
 Redundant with C.G.S. 17a-101i(f). Keep in C.G.S. 10-220a and remove other reference.
- 10) *The teacher evaluation and support program adopted pursuant to subsection (b) of section 10-151b*
Recommendation:
 Remove. This topic is already addressed in C.G.S. 10-148a(b).
- 11) *The detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as defined in section 10-3d*
Recommendation:
 Addressed under C.G.S. 10-148a as it is a topic that advances teaching and learning.
- 12) *Cultural competency consistent with the training in cultural competency described in subsection (i) of section 10-145a.*
Recommendation:
 Addressed under C.G.S. 10-148a as it is a topic that advances teaching and learning and is also addressed as one of the Connecticut Standards for Professional Learning.

The recommendations for C.G.S. 10-148a are included below and are provided in a proposed markup version in Appendix E. C.G.S. 148-a(a) defines high-quality professional learning, which is further defined by the Connecticut Standards for Professional Learning. The Task Force recommends that C.G.S. 10-148a continue to include topics that support and advance teaching

and learning (which includes shifting teaching and learning topics from 10-220a over to 10-148a as noted above). Districts should be able to identify and design their professional learning as aligned to the needs of their students and educators and to district and school priorities. As such, the Task Force recommends the removal of some the prescriptiveness of topics/professional learning as outlined in C.G.S. 10-148a.

The following recommendations are based on an analysis of C.G.S. 10-148a and mandated trainings required in other statutes. Below, the Task Force has outlined topic-specific recommendations specific to C.G.S. 10-148a:

- 1. Sec. 10-148a. Professional development. Program audits. (a) For the school year commencing July 1, 2013, and each school year thereafter, each certified employee shall participate in a program of professional development. Each local and regional board of education shall make available, annually, at no cost to its certified employees, a program of professional development that is not fewer than eighteen hours in length, of which a preponderance is in a small group or individual instructional setting. Such program of professional development shall (1) be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement, (2) focus on refining and improving various effective teaching methods that are shared between and among educators, (3) foster collective responsibility for improved student performance, and (4) be comprised of professional learning that (A) is aligned with rigorous state student academic achievement standards, (B) is conducted among educators at the school and facilitated by principals, coaches, mentors, distinguished educators, as described in section 10-145s, or other appropriate teachers, (C) occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement, and (D) includes a repository of best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating. Each program of professional development shall include professional development activities in accordance with the provisions of subsection (b) of this section.*

(b) Local and regional boards of education shall offer professional development activities to certified employees as part of the plan developed pursuant to subsection (b) of section 10-220a or for any individual certified employee. Such professional development activities may be made available by a board of education directly, through a regional educational service center or cooperative arrangement with another board of education or through arrangements with any professional development provider approved by the Commissioner of Education.

Recommendation:

No change. This section defines high-quality professional learning and is instrumental in directing the design of professional learning to include effective strategies to promote continuous growth in teaching and learning for district certified and non-certified staff.

- 2. Such professional development activities shall (1) improve the integration of reading instruction, literacy and numeracy enhancement, and cultural awareness into*

instructional practice, (2) include strategies to improve English language learner instruction into instructional practice, (3) be determined by each board of education with the advice and assistance of the teachers employed by such board, including representatives of the exclusive bargaining unit for such teachers pursuant to section 10-153b, and on and after July 1, 2012, in full consideration of priorities and needs related to student outcomes as determined by the State Board of Education, (4) use the results and findings of teacher and administrator performance evaluations, conducted pursuant to section 10-151b, to improve teacher and administrator practice and provide professional growth, and (5) include training in the implementation of student individualized education programs and the communication of individualized education program procedures to parents or guardians of students who require special education and related services for certified employees with an endorsement in special education who hold a position requiring such an endorsement. Professional development completed by superintendents of schools and administrators, as defined in section 10-144e, shall include at least fifteen hours of training in the evaluation and support of teachers under the teacher and administrator evaluation and support program, adopted pursuant to subsection (b) of section 10-151b, during each five-year period. The time and location for the provision of such activities shall be in accordance with either an agreement between the board of education and the exclusive bargaining unit pursuant to section 10-153b or, in the absence of such agreement or to the extent such agreement does not provide for the time and location of all such activities, in accordance with a determination by the board of education.

Recommendations:

Remove. Add language that emphasizes professional learning activities to support district, school, and educator goals and priorities, which are aligned to the Connecticut Standards for Professional Learning and are inclusive of the topics identified in this section.

3. *(c) Each local and regional board of education or supervisory agent of a nonpublic school approved by the State Board of Education shall attest to the Department of Education, in such form and at such time as the commissioner shall prescribe, that professional development activities under this section: (1) Are planned in response to identified needs, (2) are provided by qualified instructional personnel, as appropriate, (3) have the requirements for participation in the activity shared with participants before the commencement of the activity, (4) are evaluated in terms of its effectiveness and its contribution to the attainment of school or district-wide goals, and (5) are documented in accordance with procedures established by the State Board of Education. In the event that the Department of Education notifies the local or regional board of education that the provisions of this subsection have not been met and that specific corrective action is necessary, the local or regional board of education shall take such corrective action immediately.*

Recommendations:

Remove. At this time, all districts have a Connecticut State Department of Education (CSDE)-approved educator evaluation and support plan, which is inclusive of the

district's approach to evaluation-informed professional learning. Therefore, it is not beneficial to require districts to submit a separate attestation relative to this matter.

4. *(d) The Department of Education shall conduct audits of the professional development programs provided by local and regional boards of education. If the State Board of Education determines, based on such audit, that a local or regional board of education is not in compliance with any provision of this section, the State Board of Education may require the local or regional board of education to forfeit the total sum which is paid to such board of education from the State Treasury in an amount determined by the State Board of Education. The amount so forfeited shall be withheld from a grant payment, as determined by the Commissioner of Education, during the fiscal year following the fiscal year in which noncompliance is determined. The State Board of Education may waive such forfeiture if the State Board of Education determines that the failure of the local or regional board of education to comply with the provisions of this section was due to circumstances beyond its control.*

Recommendations:

Remove. Given the ongoing review of local and regional educator evaluation and support plans, as well as the limited resources of the CSDE at this time, there is little benefit to be gained by requiring audits of professional development programs at this time.

The Task Force had no recommendations related to C.G.S. 10-148b at this time.

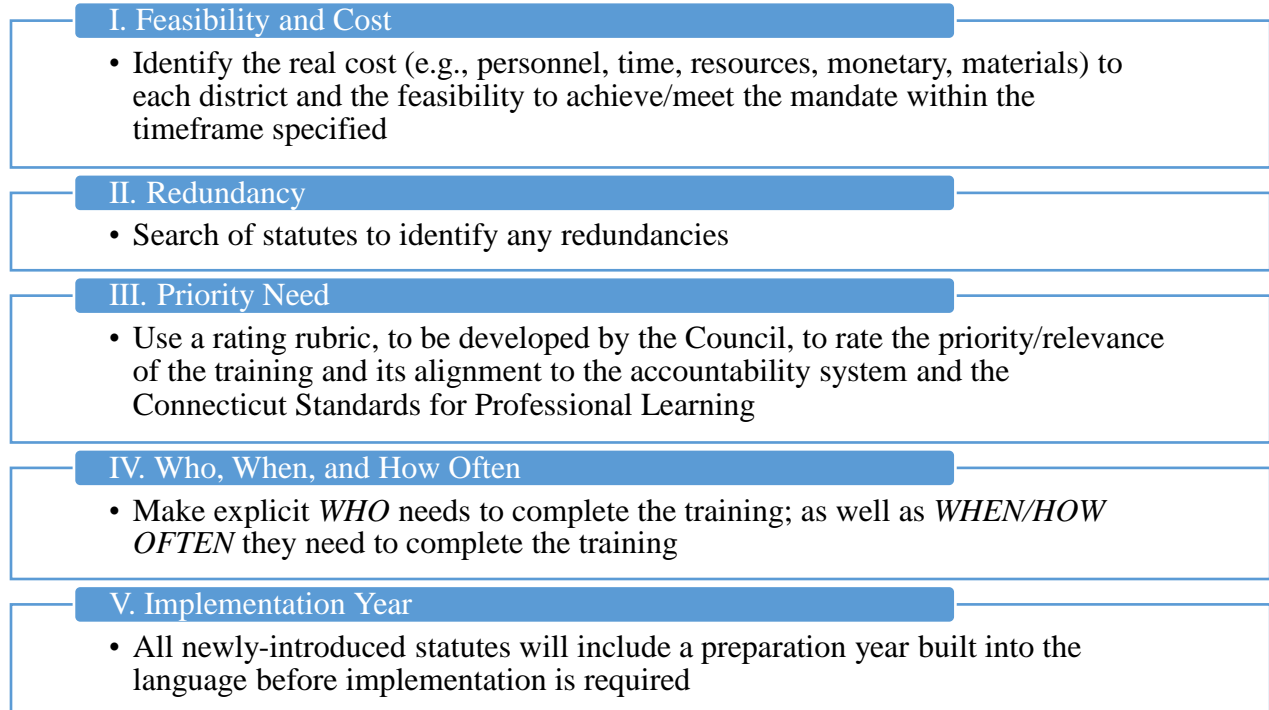
Process Recommendations

The Task Force also discussed ways to move forward in the event that new or expanded training requirements are proposed in future legislative sessions. Their recommendation is to establish an Educator Professional Development Council to review any new proposed legislation that requires training for PK-12 educators. The Council would review and provide feedback on legislation that proposes new educator training/professional learning and would develop a rating rubric to rate the relevance/importance of the proposed training. The membership of the Council would include, at a minimum, one representative from each of the following associations: American Federation of Teachers – Connecticut (AFT-CT), Connecticut Association of Boards of Education (CABE), Connecticut Association of School Superintendents (CAPSS), Connecticut Association of Schools (CAS), Connecticut Education Association (CEA), Connecticut Federation of School Administrators (CFSA), Connecticut State Department of Education (CSDE), and RESC Alliance. The Council would also include an active administrator, teacher, special educator, paraeducator, active board of education member, and a legislator.

The Educator Professional Development Council would adopt a review process for any proposed legislation specific to educator training and professional learning. Figure 1 outlines a proposed protocol that would guide the work of the Council. The Council would meet as needed, either in-person or virtually, to review, discuss, and provide feedback based on the feasibility and cost of implementing the proposed training in a district. They would also verify any redundancies in trainings, identify the priority/relevance of the training, propose who would complete the training, frequency, as well as a timeline for implementation. The Council would use the five-

step protocol in Figure 1 to identify the possible implications and potential burden to districts for any proposed future statute.

Figure 1
Five Step Protocol



The Council would also work with the regional educational service centers (RESCs) and/or other providers to create a catalogue of trainings required in C.G.S. 10-220a that would be of little to no cost to the districts or the State. This would include exploring opportunities to coordinate regional offerings of mandated trainings.

Until this Council is established, it is incumbent on the research team at the Legislative Office Building to reach out to the Task Force to review any proposed trainings.

Conclusion

Over the past several years, the organizations represented in the Task Force have worked to transform professional learning for educators across Connecticut through participation in the Professional Learning Advisory Council (PLAC). The PLAC and other stakeholders were instrumental in establishing the Connecticut Definition for Professional Learning, as well as the Connecticut Standards for Professional Learning, adopted by the SBE in May 2015. These efforts, prompted by the passage of C.G.S. 10-148a(a), have been focused on shifting the learning and development of certified and non-certified educators from participation in irrelevant and passive learning (e.g. “sit and get,” auditorium-style events) to active learning that is focused on relevant topics that truly support and enhance teaching and learning.

Districts strive to design high-quality, job-embedded, relevant professional learning opportunities that support enhanced teaching and learning for all of their certified and non-

certified staff. Not only have districts redesigned their professional learning to prioritize educator and student growth, districts have fought to find time to allow their certified and non-certified staff to collaborate and learn together in order to better support their students. However, this time is too often sacrificed in order to comply with completing what amounts to 13 days of mandated trainings, annually.

The Task Force's recommended changes to C.G.S. 10-220a and 10-148a ensure that the most essential in-service trainings are concentrated in one place for ease of reference and manageability (Appendix D) and allows for districts to identify high-quality, individualized professional learning for educators based on their local context and the needs of their students (Appendix E). As well, their recommendation to establish a dedicated Educator Professional Development Council will provide a process to review future proposed training requirements. The end result will provide educators with more meaningful professional learning, reduce the costs to districts, and most importantly, will allow teachers to focus more time on direct instruction with students.

Connecticut Definition of Professional Learning (May 2015)

High-quality professional learning is a process that ensures all educators² have equitable access throughout their career continuum to relevant, individual and collaborative opportunities to enhance their practice so that all students advance towards positive academic and non-academic outcomes.

Connecticut Standards for Professional Learning (May 2015)

Cultural Competence: *Professional learning that enhances both educator practice and outcomes for each and every student* facilitates educators' self-examination of their awareness, knowledge, skills, and actions that pertain to culture and how they can develop culturally-responsive strategies to enrich the educational experiences for all students.

Learning Communities: *Professional learning that enhances both educator practice and outcomes for each and every student* occurs within learning communities committed to continuous growth, collective responsibility, family and community engagement and alignment of district and school vision and goals.

Leadership: *Professional learning that enhances both educator practice and outcomes for each and every student* requires and develops leadership capacity at all levels to advocate for and create systems for professional learning.

Resources: *Professional learning that enhances both educator practice and outcomes for each and every student* requires purposeful planning for the identification, coordination, monitoring, evaluation, and equitable use and allocation of resources to support educator learning.

Data: *Professional learning that enhances both educator practice and outcomes for each and every student* requires the use of both quantitative and qualitative student, educator and system data to plan, implement, monitor and assess professional learning.

Learning Designs: *Professional learning that enhances both educator practice and outcomes for each and every student* integrates research on effective adult learning and uses flexible learning designs to achieve intended outcomes.

Implementation: *Professional learning that enhances both educator practice and outcomes for each and every student* applies change research and uses tools to identify and support the developmental stages of change and ensures the fidelity of implementation.

Outcomes: *Professional learning that enhances both educator practice and outcomes for each and every student* is aligned with district/school goals, relevant Connecticut standards, and other agreed-upon standards for educator practice and student growth.

² Must apply to all certified employees and can extend to all school and district staff.

PROFESSIONAL DEVELOPMENT TASK FORCE MEMBERSHIP 2016-17

Name	Title	Organization Represented
Shannon Marimón (Chair)	Division Director, Talent Office	Connecticut State Department of Education (CSDE)
Kimberly Audet	Associate Education Consultant	Connecticut State Department of Education (CSDE)
John F. Cross III	Director of Development, LEARN	Regional Educational Service Centers (RESC) Alliance
Katherine Field	Teacher Development Specialist	CT Education Association (CEA)
Daniel S. Hansen	Educational Consultant	Commissioner's Designee
Kristin B. Heckt	Superintendent, Bolton Public Schools	Commissioner's Designee
Kathleen C. Greider	Superintendent, Farmington Public Schools	CT Association of Public School Superintendents, Inc. (CAPSS)
V. Everett Lyons	Associate Executive Director	CT Association of Schools (CAS)
Christopher Todd	Social Studies Teacher, Windsor Public Schools	Commissioner's Designee
Gary Maynard	President	CT Federation of School Administrators (CFSA)
Stephen McKeever	Science Teacher, Middletown Public Schools	American Federation of Teachers-CT (AFT)
Patrice McCarthy	Deputy Executive Director	CT Association of Boards of Education (CABE)
Denise Seel	Paraeducator, Hartford Public Schools	Commissioner's Designee, School Paraprofessional Advisory Council Member

Legal Reference	Training	Personnel	Frequency	Training Created by	Impact on Resources	At a Minimum, # of Hours Required
Connecticut General Statute (CGS) 10-220a						
CGS 10-220a	Impact of drugs and alcohol on personality development and physical and mental health mental health risk education	Teachers, administrators, and pupil personnel	Biennial and to all teachers new to district, new evaluating administrators	Local Boards of Education	Time: Teachers, administrators, and pupil personnel to create, train, and implement	.5 hours
CGS 10-220a	Prevention of risk taking behaviors and correlation to illness and disease, teen dating violence, domestic violence, child abuse, youth suicide, HIV	Teachers, administrators, and pupil personnel	Not referenced	Local Boards of Education	Time: Teachers, administrators and pupil personnel to create, train, and implement	.5 hours

Legal Reference	Training	Personnel	Frequency	Training Created by	Impact on Resources	At a Minimum, # of Hours Required
Connecticut General Statute (CGS) 10-220a (cont'd)						
CGS 10-220a	Violence, teen dating violence, domestic violence, child abuse and youth suicide	Teachers, administrators, and pupil personnel	Not referenced	Local Boards of Education	Time: Teachers, administrators, and pupil personnel to create, train, and implement	Refer to 10-222n
CGS 10-220a	Growth and development of exceptional children	Teachers, administrators, and pupil personnel	Not referenced	Local Boards of Education	Time: Teachers, administrators, and pupil personnel to create, train, and implement	.5 hours
CGS 10-220a	School violence prevention, conflict resolution, the prevention of and response to youth suicide and identification and prevention of and response to bullying	Teachers, administrators, and pupil personnel	Not referenced	Local Boards of Education	Time: Teachers, administrators, and pupil personnel to create, train, and implement	Refer to 10-222n

Legal Reference	Training	Personnel	Frequency	Training Created by	Impact on Resources	At a Minimum, # of Hours Required
Connecticut General Statute (CGS) 10-220a (cont'd)						
CGS 10-220a	Cardiopulmonary resuscitation and other emergency life saving procedures	Teachers, administrators, and pupil personnel	Not referenced	Local Boards of Education	Time: Teachers, administrators, and pupil personnel to create, train, and implement	6 hours
CGS 10-220a	Computer and other information technology	Teachers, administrators, and pupil personnel	Not referenced	Local Boards of Education	Time: Teachers, administrators, and pupil personnel to create, train, and implement	5-10 hours (Reflective of technologically-dependent initiatives in districts)
CGS 10-220a	Teaching of language arts, reading and reading readiness for teachers in grades kindergarten to three	Teachers, administrators, and pupil personnel	Not referenced	Local Boards of Education	Time: Teachers, administrators, and pupil personnel to create, train, and implement	5-25 hours

Legal Reference	Training	Personnel	Frequency	Training Created by	Impact on Resources	At a Minimum, # of Hours Required
Connecticut General Statute (CGS) 10-220a (cont'd)						
CGS 10-220a	Second language acquisition	Teachers, administrators, and pupil personnel in districts required	Not referenced	Local Boards of Education	Time: teachers, administrators, and pupil personnel to create, train, and implement	Determined by the needs of the district and students
CGS 10-220a	Mandated Reporting	Teachers, administrators, and pupil personnel	Not referenced	Local Boards of Education	Time: teachers, administrators, and pupil personnel to create, train, and implement	.5 hours
CGS 10-220a	Teacher evaluation and support program	Teachers, administrators, and pupil personnel		Local Boards of Education	Time: teachers, administrators, and pupil personnel to create, train, and implement	5 hours

Legal Reference	Training	Personnel	Frequency	Training Created by	Impact on Resources	At a Minimum, # of Hours Required
Connecticut General Statute (CGS) 10-220a (cont'd)						
CGS 10-220a	Literacy Interventions	Teachers, administrators, and pupil personnel		Local Boards of Education	Time: Teachers, administrators, and pupil personnel to create, train, and implement	5 hours
CGS 10-220a	Cultural Competency	Teachers, administrators, and pupil personnel		Local Boards of Education	Time: Teachers, administrators, and pupil personnel to create, train, and implement	10-20 hours
Additional Connecticut General Statute Requiring Training (not inclusive of all statutes) <i>(Not covered by the charge of the Task Force)</i>						
CGS 10-14v	Reading – training and test	Elementary teachers (K-3)	3 hours for test and unspecified for training (one time)	CSDE	Time: Teacher preparation and testing, report submission	3-5 hours
CGS 10-19	Effects of nicotine tobacco and drugs	Elementary and secondary teachers, administrators, and guidance	Unspecified for training and implementation on (for 2013 – 14 and as needed)	Higher Education and Board of Regents	Time: Teachers and administrators	.5 hours

Legal Reference	Training	Personnel	Frequency	Training Created by	Impact on Resources	At a Minimum, # of Hours Required
Additional Connecticut General Statute Requiring Training (not inclusive of all statutes) (cont'd) <i>(Not covered by the charge of the Task Force)</i>						
CGS 10-148a	Improving teacher and administrator effectiveness	All certified staff	18 hours annually	Local Boards of Education with bargaining unit representation	Time: Teachers and administrator planning, training, and implementation Funds: Substitute coverage	18 hours
CGS 10-145o	Teacher education and mentoring program	Beginning teachers in specified subject areas for 5 modules and some for 2 modules	Training for Beginning Teachers, mentors, and reviewers	CSDE, RESCs, local Boards of Education and bargaining unit representation	Time: Beginning teachers, mentor teachers, reflection paper reviewers Funds: Substitute teachers for mentors, beginning teachers, and reviewers	10-20 hours

Legal Reference	Training	Personnel	Frequency	Training Created by	Impact on Resources	At a Minimum, # of Hours Required
Additional Connecticut General Statute Requiring Training (not inclusive of all statutes) (cont'd) <i>(Not covered by the charge of the Task Force)</i>						
CGS 10-151c	Teacher Evaluation Training	Administrators	Periodic training on educator evaluation	Local Boards of Education	Time: Administrators to attend training, create local calibration activities	Referenced in 10-220a
CGS 10-212a	Administration of Medication	Teachers, administrators, and other staff who may need to administer	Various staff taking field trips, holding after school events on annual basis		Time: Various staff, nurses	.5 hours
CGS 10-212a	Epi Pen Training	Employees selected by principal and nurse	Annual training (to be created)	CSDE and Dept. of Public Health and School Nurse Advisory	Time: Training of large number of certified and non-certified staff Funds: Epi-pens	.5-2 hours
CGS 10-212c	Food Allergies	School Personnel			Time	.5 hours

Legal Reference	Training	Personnel	Frequency	Training Created by	Impact on Resources	At a Minimum, # of Hours Required
Additional Connecticut General Statute Requiring Training (not inclusive of all statutes) (cont'd) <i>(Not covered by the charge of the Task Force)</i>						
CGS 10-212d	Emergency Action Plans for Cardiac Arrest AEDs and CPR (if funding is available)	School personnel at each school and athletic events		Schools develop emergency action plans	Time: Plan creation, training Funds: purchase of AEDs and possible expense of trainers	Referenced in 10-220a
CGS 10-222d	Teen dating violence and bullying (PBIS, safe school climate, peer training, safe school climate, promotion of parent involvement, culturally competent school base curriculum)	Certified teachers, administrators, and pupil personnel		Local Board provides training	Time: Teachers, administrators and others for plan creation, training, and implementation Funding: Substitute teachers	Refer to 10-220a and 10-222n

Legal Reference	Training	Personnel	Frequency	Training Created by	Impact on Resources	At a Minimum, # of Hours Required
Additional Connecticut General Statute Requiring Training (not inclusive of all statutes) (cont'd) <i>(Not covered by the charge of the Task Force)</i>						
CGS 10-222j	Teen dating violence and bullying (PBIS, safe school climate, peer training, safe school climate, promotion of parent involvement, culturally competent school base curriculum	Non-certified staff	Annual	CSDE	Time: Para-educators and other non-certified staff	Refer to 10-222n
CGS 10-222n	School and security safety plan creation and implementation	All school employees		Local Boards of Education	Time: Create, train and implement Funds: Substitute coverage	20 hours (Inclusive of 10-220a, 10-222d, and 10-222j requirements. Inclusive of all drills and modifications to plans.)

Legal Reference	Training	Personnel	Frequency	Training Created by	Impact on Resources	At a Minimum, # of Hours Required
Additional Connecticut General Statute Requiring Training (not inclusive of all statutes) (cont'd) <i>(Not covered by the charge of the Task Force)</i>						
CGS 46a-150 et seq	Physical Restraint and Seclusion on Persons at Risk	All providers and assistant providers of care, education or supervision of persons at risk			Time: Administrators teachers and para-educators, train and implement Funds: Substitute coverage	7-14 hours (2 days initially and 1 day annually after)

Legal Reference	Training	Personnel	Frequency	Training Created by	Impact on Resources	At a Minimum, # of Hours Required
Additional Connecticut General Statute Requiring Training (not inclusive of all statutes) (cont'd) <i>(Not covered by the charge of the Task Force)</i>						
CGS 17a-101i(f)	DCF Mandated Reporter Training	All school employees *teacher, substitute teacher, administrator, superintendent guidance counselor, psychologist, physician nurse paraprofessional coach or anyone else who in the performance of his duties provides services on behalf of students	One time and refresher course every 3 years	DCF	Time: All employees	.5 hours

Legal Reference	Training	Personnel	Frequency	Training Created by	Impact on Resources	At a Minimum, # of Hours Required
Additional Connecticut General Statute Requiring Training (not inclusive of all statutes) (cont'd) <i>(Not covered by the charge of the Task Force)</i>						
CGS 17a-101q	Sexual abuse awareness and prevention program	Certified teachers			Time: Teachers	.5 hours
CGS 46q-54	Sexual Harassment Training for supervisors	All new within six months	As scheduled	Various sources	Time: Supervisors; training Funds: Trainer	6 hours
Public Acts						
PA 14-196	Sexual abuse assault awareness – to identify, prevent and address	Certified teachers	Implement by October 2015 – full program with opt out for parents – One time, new teachers and refreshers	DCF, CSDE and Sexual Assault Crisis Services	Time: Implementation at local level Funding: Substitute coverage	Referenced in 17a-101q

Legal Reference	Training	Personnel	Frequency	Training Created by	Impact on Resources	At a Minimum, # of Hours Required
Public Acts						
PA 13-3	Threatening and Disturbing Behavior – safe school climate	Designated mental health and first aid responders (teachers, counselors, nurses, etc.)	Annual – starting July 1, 2015	CSDE to safe school climate coordinator since July 1, 2014	Time: To write annual report, time for training, and implementation	Referenced in 10-222d
Code of Federal Regulations (CFR)						
34 CFR (FERPA)	Training re: personally identifiable student information	All persons collecting or using such information			Time: Administrators, secretaries, counselors, some teachers	.5 hours
29 CFR (OSHA)	Blood-borne pathogens – prevention and exposure	All school employees	Annual	OSHA	Time: training	.5 hours
Overall Total of Minimum Hours Required to Annually Complete Mandated PD						106+ hours OR 13 days (based on 8 hour-day)

This table (same as on page 5 of the report) describes the cost to districts in paid time for certified and non-certified staff to complete the minimum 106 hours of mandated professional development. A strong clarification must be made related to the table below. It should not be interpreted that savings would be incurred, except for substitute coverage, travel, technology, etc., because in most cases this is existing contractual time that could be better used for professional learning and classroom instruction, rather than compliance related in-service training. In all cases, districts distribute these trainings throughout a school year during the school day with the use of substitute instructors, full day professional development days, after-school faculty meetings, and other opportunities that primarily come from existing contractual time.

*Staffing Costs for Mandated Trainings (based on an estimated 13 days/annually)**

Certified and Non-Certified Staff	Estimated Paid Time Per Individual	Estimated Cost Districts Pay in Time State-wide**	Sample: Large Urban District**
Teachers	\$4,216 (based on an annual salary of \$60,000 and a 185-day contract)	\$205,835,676 (based on 48,820 teachers FTE)	N = 1,813 teachers \$7,614,600
Administrators	\$6,704 (based on an annual salary of \$115,000 and a 223-day contract)	\$24,013,857 (based on 3,582 administrators FTE)	N = 163 administrators \$1,092,100
Non-Certified	\$1,560 (based on an hourly rate of \$15)	\$25,239,240 (based on 16,179 non-certified staff FTE)	N = 550 non-certified staff \$858,000
	Total cost in time for Connecticut public school educators to complete mandated training for teachers, administrators, and paraeducators	\$255,088,773 annually in paid FTE staff time statewide	\$9,564,700 annually in paid FTE staff time for a single district

*Estimated amounts should *not* be interpreted as additional costs, as this time is primarily FTE or contractual time that is already an expense incurred by the district. The FTE dedicated to completing the mandated training could be used to address critical professional learning aligned to student/ educator/school/district needs and/or increases in instructional time with students.

**Based on 2014-15 data from EdSight

**Recommendations for C.G.S. 10-220a
(Track Changes)**

Sec. 10-220a. In-service training. Professional development and evaluation committees. Institutes for educators. Cooperating teacher program, regulations. (a) Each local or regional board of education shall provide an in-service training program for its teachers, administrators and pupil personnel who hold the initial educator, provisional educator or professional educator certificate. Such program shall provide such teachers, administrators and pupil personnel with information on (1) the nature and the relationship of drugs, as defined in subdivision (17) of section 21a-240, and alcohol to health and personality development, and procedures for discouraging their abuse, (2) health and mental health risk reduction education that includes, but need not be limited to, the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, as defined in section 19a-581, violence, teen dating violence, domestic violence, child abuse ~~and youth suicide~~, (3) ~~the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, including, but not limited to, children with attention deficit hyperactivity disorder or learning disabilities, and methods for identifying, planning for and working effectively with special needs children in a regular classroom, including, but not limited to, implementation of student individualized education programs,~~ (4) school violence prevention, conflict resolution, the prevention of and response to youth suicide and the identification and prevention of and response to bullying, as defined in subsection (a) of section 10-222d, except that those boards of education that implement any evidence-based model approach that is approved by the Department of Education and is consistent with subsection (d) of section 10-145a, sections 10-222d, 10-222g and 10-222h, subsection (g) of section 10-233c and sections 1 and 3 of public act 08-160*, shall not be required to provide in-service training on the identification and prevention of and response to bullying, ~~(5) [(4)] cardiopulmonary resuscitation and other emergency life saving procedures, (6) computer and other information technology as applied to student learning and classroom instruction, communications and data management, (7) the teaching of the language arts, reading and reading readiness for teachers in grades kindergarten to three, inclusive, (8) second language acquisition in districts required to provide a program of bilingual education pursuant to section 10-17f, (9) [(5)] the requirements and obligations of a mandated reporter, (10) the teacher evaluation and support program adopted pursuant to subsection (b) of section 10-151b, (11) the detection and recognition of, and evidence based structured literacy interventions for, students with dyslexia, as defined in section 10-3d, and (12) cultural competency consistent with the training in cultural competency described in subsection (i) of section 10-145a.~~ Each local and regional board of education may allow any paraprofessional or noncertified employee to participate, on a voluntary basis, in any in-service training program provided pursuant to this section. ~~The State Board of Education, within available appropriations and utilizing available materials, shall assist and encourage local and regional boards of education to include: (A) Holocaust and genocide education and awareness; (B) the historical events surrounding the Great Famine in Ireland; (C) African-American history; (D) Puerto Rican history; (E) Native American history; (F) personal financial management; (G) domestic violence~~

~~and teen dating violence; (H) mental health first aid training; (I) trauma informed practices for the school setting to enable teachers, administrators and pupil personnel to more adequately respond to students with mental, emotional or behavioral health needs; (J) second language acquisition, including, but not limited to, language development and culturally responsive pedagogy; and (K) topics approved by the state board upon the request of local or regional boards of education as part of in-service training programs pursuant to this subsection.~~

**Recommendations for C.G.S. 10-220a
(Without Track Changes)**

Sec. 10-220a. In-service training. Professional development and evaluation committees. Institutes for educators. Cooperating teacher program, regulations. (a) Each local or regional board of education shall provide an in-service training program for appropriate staff who hold the initial educator, provisional educator or professional educator certificate. Such program shall provide participants with information on (1) the nature and the relationship of drugs, as defined in subdivision (17) of section 21a-240, and alcohol to health and personality development, and procedures for discouraging their abuse, (2) health and mental health risk reduction education that includes, but need not be limited to, the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, as defined in section 19a-581, violence, teen dating violence, domestic violence, and child abuse (3) school violence prevention, conflict resolution, the prevention of and response to youth suicide and the identification and prevention of and response to bullying, as defined in subsection (a) of section 10-222d, except that those boards of education that implement any evidence-based model approach that is approved by the Department of Education and is consistent with subsection (d) of section 10-145a, sections 10-222d, 10-222g and 10-222h, subsection (g) of section 10-233c and sections 1 and 3 of public act 08-160*, shall not be required to provide in-service training on the identification and prevention of and response to bullying, (4) cardiopulmonary resuscitation and other emergency life saving procedures, (5) the requirements and obligations of a mandated reporter. Each local and regional board of education may allow any paraprofessional or noncertified employee to participate, on a voluntary basis, in any in-service training program provided pursuant to this section.

**Recommendations for C.G.S. 10-148a
(Track Changes)**

Sec. 10-148a. Professional development. Program audits. (a) For the school year commencing July 1, 2013, and each school year thereafter, each certified employee shall participate in a program of professional development. Each local and regional board of education shall make available, annually, at no cost to its certified employees, a program of professional development that is not fewer than eighteen hours in length, of which a preponderance is in a small group or individual instructional setting. Such program of professional development shall (1) be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement, (2) focus on refining and improving various effective teaching methods that are shared between and among educators, (3) foster collective responsibility for improved student performance, and (4) be comprised of professional learning that (A) is aligned with rigorous state student academic achievement standards, (B) is conducted among educators at the school and facilitated by principals, coaches, mentors, distinguished educators, as described in section 10-145s, or other appropriate teachers, (C) occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement, and (D) includes a repository of best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating. Each program of professional development shall include professional development activities in accordance with the provisions of subsection (b) of this section.

(b) Local and regional boards of education shall offer professional development activities to certified employees as part of the plan developed pursuant to subsection (b) of section 10-220a or for any individual certified employee. Such professional development activities may be made available by a board of education directly, through a regional educational service center or cooperative arrangement with another board of education or through arrangements with any professional development provider approved by the Commissioner of Education. Such professional development activities shall ~~[align to district, school, and educator identified goals and shall be consistent with Sec. 10-148a.]~~ ~~(1) improve the integration of reading instruction, literacy and numeracy enhancement, and cultural awareness into instructional practice,~~ ~~(2) include strategies to improve English language learner instruction into instructional practice,~~ ~~(3) be determined by each board of education with the advice and assistance of the teachers employed by such board, including representatives of the exclusive bargaining unit for such teachers pursuant to section 10-153b, and on and after July 1, 2012, in full consideration of priorities and needs related to student outcomes as determined by the State Board of Education,~~ ~~(4) use the results and findings of teacher and administrator performance evaluations, conducted pursuant to section 10-151b, to improve teacher and administrator practice and provide professional growth, and~~ ~~(5) include training in the implementation of student individualized education programs and the communication of individualized education program procedures to parents or guardians of students who require special education and related services for certified employees with an endorsement in special education who hold a position requiring such an endorsement. Professional development completed by superintendents of schools and~~

~~administrators, as defined in section 10-144e, shall include at least fifteen hours of training in the evaluation and support of teachers under the teacher and administrator evaluation and support program, adopted pursuant to subsection (b) of section 10-151b, during each five-year period. The time and location for the provision of such activities shall be in accordance with either an agreement between the board of education and the exclusive bargaining unit pursuant to section 10-153b or, in the absence of such agreement or to the extent such agreement does not provide for the time and location of all such activities, in accordance with a determination by the board of education.~~

~~(c) Each local and regional board of education or supervisory agent of a nonpublic school approved by the State Board of Education shall attest to the Department of Education, in such form and at such time as the commissioner shall prescribe, that professional development activities under this section: (1) Are planned in response to identified needs, (2) are provided by qualified instructional personnel, as appropriate, (3) have the requirements for participation in the activity shared with participants before the commencement of the activity, (4) are evaluated in terms of its effectiveness and its contribution to the attainment of school or district-wide goals, and (5) are documented in accordance with procedures established by the State Board of Education. In the event that the Department of Education notifies the local or regional board of education that the provisions of this subsection have not been met and that specific corrective action is necessary, the local or regional board of education shall take such corrective action immediately.~~

~~(d) The Department of Education shall conduct audits of the professional development programs provided by local and regional boards of education. If the State Board of Education determines, based on such audit, that a local or regional board of education is not in compliance with any provision of this section, the State Board of Education may require the local or regional board of education to forfeit the total sum which is paid to such board of education from the State Treasury in an amount determined by the State Board of Education. The amount so forfeited shall be withheld from a grant payment, as determined by the Commissioner of Education, during the fiscal year following the fiscal year in which noncompliance is determined. The State Board of Education may waive such forfeiture if the State Board of Education determines that the failure of the local or regional board of education to comply with the provisions of this section was due to circumstances beyond its control.~~

C.G.S. 10-148a
(Without Track Changes)

Sec. 10-148a. Professional development. Program audits. (a) For the school year commencing July 1, 2013, and each school year thereafter, each certified employee shall participate in a program of professional development. Each local and regional board of education shall make available, annually, at no cost to its certified employees, a program of professional development that is not fewer than eighteen hours in length, of which a preponderance is in a small group or individual instructional setting. Such program of professional development shall (1) be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement, (2) focus on refining and improving various effective teaching methods that are shared between and among educators, (3) foster collective responsibility for improved student performance, and (4) be comprised of professional learning that (A) is aligned with rigorous state student academic achievement standards, (B) is conducted among educators at the school and facilitated by principals, coaches, mentors, distinguished educators, as described in section 10-145s, or other appropriate teachers, (C) occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement, and (D) includes a repository of best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating. Each program of professional development shall include professional development activities in accordance with the provisions of subsection (b) of this section.

(b) Local and regional boards of education shall offer professional development activities to certified employees as part of the plan developed pursuant to subsection (b) of section 10-220a or for any individual certified employee. Such professional development activities may be made available by a board of education directly, through a regional educational service center or cooperative arrangement with another board of education or through arrangements with any professional development provider approved by the Commissioner of Education. Such professional development activities shall align to district, school, and educator identified goals and shall be consistent with Sec. 10-148a.