

Social/Emotional Development Training in Teacher Preparation

This act requires any candidate entering a program of teacher preparation to complete training in social and emotional development and learning of children. The training must include instruction concerning a comprehensive, coordinated social and emotional assessment and early intervention for children displaying behaviors associated with social or emotional problems, the availability of treatment services for such children and referring such children for assessment, intervention or treatment services.

Submitted as:

Connecticut

[HB 6292](#)

Status: Signed into law on July 1, 2013.

Suggested State Legislation

(Title, enacting clause, etc.)

- 1 Section 1. [*Short Title*] An Act concerning teacher education programs.
2
- 3 Section 2. [*Teacher education programs.*]
- 4 (a) The [State Board of Education] may, in accordance with [insert citation] and such regulations
5 and qualifications as it prescribes, issue certificates of qualification to teach, to administer, to
6 supervise or to serve in other positions requiring certification pursuant to regulations adopted
7 by the [State Board of Education] in any public school in the state and may revoke the same.
8 Any such regulations shall provide that the qualifications to maintain any administrator,
9 supervisor or special service certificate shall incorporate the professional development
10 provisions of [insert citation]. The certificates of qualification issued under this section shall
11 be accepted by boards of education in lieu of any other certificate, provided additional
12 qualifications may be required by a board of education, in which case the state certificate
13 shall be accepted for such subjects as it includes.
- 14 (b) Any candidate in a program of teacher preparation leading to professional certification shall
15 be encouraged to successfully complete an intergroup relations component of such a program
16 which shall be developed with the participation of both sexes, and persons of various ethnic,
17 cultural and economic backgrounds. Such intergroup relations program shall have the
18 following objectives: (1) The imparting of an appreciation of the contributions to American
19 civilization of the various ethnic, cultural and economic groups composing American society
20 and an understanding of the life styles of such groups; (2) the counteracting of biases,
21 discrimination and prejudices; and (3) the assurance of respect for human diversity and
22 personal rights. The State Board of Education, the Board of Regents for Higher Education,
23 the Commission on Human Rights and Opportunities and the Permanent Commission on the
24 Status of Women shall establish a joint committee composed of members of the four
25 agencies, which shall develop and implement such programs in intergroup relations.

- 1 (c) Any candidate in a program of teacher preparation leading to professional certification shall
2 be encouraged to complete a (1) health component of such a program, which includes, but
3 need not be limited to, human growth and development, nutrition, first aid, disease
4 prevention and community and consumer health, and (2) mental health component of such a
5 program, which includes, but need not be limited to, youth suicide, child abuse and alcohol
6 and drug abuse.
- 7 (d) Any candidate in a program of teacher preparation leading to professional certification shall
8 complete a school violence, bullying, as defined in [insert citation], and suicide prevention
9 and conflict resolution component of such a program.
- 10 (e) On and after [July 1, 1998], any candidate in a program of teacher preparation leading to
11 professional certification shall complete a computer and other information technology skills
12 component of such program, as applied to student learning and classroom instruction,
13 communications and data management.
- 14 (f) On and after [July 1, 2006], any program of teacher preparation leading to professional
15 certification shall include, as part of the curriculum, instruction in literacy skills and
16 processes that reflects current research and best practices in the field of literacy training.
17 Such instruction shall be incorporated into requirements of student major and concentration.
- 18 (g) On and after [July 1, 2006], any program of teacher preparation leading to professional
19 certification shall include, as part of the curriculum, instruction in the concepts of second
20 language learning and second language acquisition and processes that reflects current
21 research and best practices in the field of second language learning and second language
22 acquisition. Such instruction shall be incorporated into requirements of student major and
23 concentration.
- 24 (h) On and after [July 1, 2011], any program of teacher preparation leading to professional
25 certification may permit teaching experience in a nonpublic school, approved by the State
26 Board of Education, and offered through a public or private institution of higher education to
27 count towards the preparation and eligibility requirements for an initial educator certificate,
28 provided such teaching experience is completed as part of a cooperating teacher program, in
29 accordance with the provisions of [insert citation].
- 30 (i) On and after [July 1, 2012], any candidate entering a program of teacher preparation leading
31 to professional certification shall be required to complete training in competency areas
32 contained in the professional teaching standards established by the [State Board of
33 Education], including, but not limited to, development and characteristics of learners,
34 evidence-based and standards-based instruction, evidence-based classroom and behavior
35 management, [and] assessment and professional behaviors and responsibilities, and social
36 and emotional development and learning of children. The training in social and emotional
37 development and learning of children shall include instruction concerning a comprehensive,
38 coordinated social and emotional assessment and early intervention for children displaying
39 behaviors associated with social or emotional problems, the availability of treatment services
40 for such children and referring such children for assessment, intervention or treatment
41 services.
- 42 (j) On and after [July 1, 2015], any program of teacher preparation leading to professional
43 certification shall require, as part of the curriculum, clinical experience, field experience or
44 student teaching experience in a classroom during four semesters of such program of teacher
45 preparation.

1 (k) On and after [July 1, 2012], any program of teacher preparation leading to professional
2 certification shall include, as part of the curriculum, instruction in the implementation of
3 student individualized education programs as it relates to the provision of special education
4 and related services.

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6 Section 3. [*Severability.*] Insert severability clause.

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8 Section 4. [*Repealer.*] Insert repealer clause.

9
10 Section 5. [*Effective Date.*] Insert effective date.