

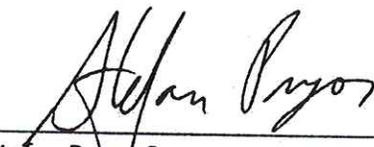
CONNECTICUT STATE BOARD OF EDUCATION  
Hartford

**TO BE PROPOSED:**  
**February 10, 2012**

**RESOLVED**, That the State Board of Education, pursuant to Subsection (a) through (c) inclusive of Section 10-151b of the Connecticut General Statutes, adopts the required evaluation framework to serve as the foundation for the Teacher and Administrator Evaluation Guidelines to become effective July 1, 2012, and directs the Commissioner to take the necessary action.

Approved by a vote of 10:0, this tenth day of February, Two Thousand Twelve.

Signed: \_\_\_\_\_

  
Stefan Pryor, Secretary  
State Board of Education

CONNECTICUT STATE BOARD OF EDUCATION  
Hartford

TO: State Board of Education

FROM: Stefan Pryor, Commissioner of Education

DATE: February 10, 2012

SUBJECT: Recommendation for the Adoption of the Required Evaluation Framework to serve as the foundation of the Teacher and Administrator Evaluation Guidelines

**PURPOSE OF REPORT**

This report presents the required evaluation framework unanimously supported by the Performance Evaluation Advisory Council (PEAC) and proposes that the State Board of Education adopt the required evaluation framework as the foundation for the Guidelines for Teacher and Administrator Evaluation and Support System.

**HISTORICAL CONTEXT/BACKGROUND INFORMATION**

Subsection (a) of Section 10-151b of the Connecticut General Statutes (CGS) requires, in part, that the “superintendent of each local or regional board of education shall continuously evaluate or cause to be evaluated each teacher, in accordance with guidelines established by the State Board of Education, pursuant to subsection (c) of this section.” Subsection (c) of Section 10-151b of the CGS requires that “on or before July 1, 2012, the State Board of Education shall adopt, in consultation with the Performance Evaluation Advisory Council established pursuant to section 10-151d, guidelines for a model teacher evaluation program. Such guidelines shall provide guidance on the use of multiple indicators of student academic growth in teacher evaluations. Such guidelines shall include, but not be limited to: (1) Methods for assessing student academic growth; (2) a consideration of control factors tracked by the state-wide public school information system, pursuant to subsection (c) of section 10-10a, that may influence teacher performance ratings, including, but not limited to, student characteristics, student attendance and student mobility; and (3) minimum requirements for teacher evaluation instruments and procedures.” For this section, the term “teacher” shall include each certified professional employee below the rank of superintendent employed by a board of education for at least ninety days in a position requiring a certificate issued by the State Board of Education.

Beginning in November 2010, PEAC (formally named in July 2011 when Section 10-151b was revised) began meeting to discuss the evaluation of teachers and administrators. Attached in Appendix B, please find the PEAC membership list. This group met regularly to develop eleven foundational principles upon which an effective teacher and administrator evaluation process should be based. Additionally, this group identified multiple indicators of student learning. On January 25, 2012, PEAC reached unanimous agreement on the required evaluation framework

for teacher evaluation (see below) and on February 6, 2012, PEAC reached unanimous agreement on the required evaluation framework for administrator evaluation (see below).

## RECOMMENDATIONS/JUSTIFICATIONS

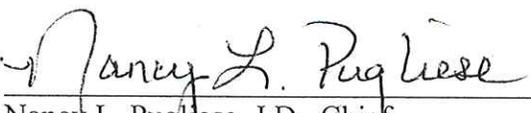
Therefore, the Department, in collaboration with PEAC, recommends the following required evaluation framework be approved by the State Board of Education and serve as the foundation for the Guidelines for Teacher and Administrator Evaluation.

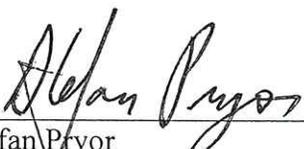
### Connecticut Teacher and Principal Evaluation Framework

TEACHERS	PRINCIPALS
<p><b>45%</b> = Multiple student learning indicators</p> <ul style="list-style-type: none"> <li>• One-half of this measure based on the state test for those teaching tested grades and subjects or another standardized measure for other grades and subjects</li> </ul> <p><b>5%</b> = Whole-school student learning indicators or student feedback</p> <p><b>40%</b> = Observations of teacher performance and practice</p> <p><b>10%</b> = Peer or parent feedback surveys</p>	<p><b>45%</b> = Multiple student learning indicators</p> <ul style="list-style-type: none"> <li>• One-half of this measure based on the state test</li> <li>• Other half to be locally determined, with parameters set by the state including measures for non-tested grades or subjects</li> </ul> <p><b>5%</b> = Teacher effectiveness outcomes</p> <ul style="list-style-type: none"> <li>• Opportunity for districts to pilot teacher growth and effectiveness measures, such as (a) increasing the percentage of teachers making adequate growth in student achievement or (b) differing strategies for teachers at differing levels of growth and effectiveness</li> </ul> <p><b>40%</b> = Observations of principal performance and practice</p> <ul style="list-style-type: none"> <li>• Based on the six performance expectations in Connecticut Leadership Standards</li> <li>• Includes a focus on all practices around teacher quality and teacher evaluation</li> </ul> <p><b>10%</b> = Staff, community, and/or student feedback surveys</p> <ul style="list-style-type: none"> <li>• Based on all or some of the six performance expectations in Connecticut Leadership Standards.</li> </ul>

## POLICY IMPLICATIONS

Approval of the above required evaluation framework will allow the Department to build out the Guidelines for Teacher and Administrator Evaluation in accordance with this framework.

Prepared by:   
Nancy L. Pugliese, J.D., Chief  
Bureau of Educator Standards and Certification

Approved by:   
Stefan Pryor  
Commissioner of Education

**PEAC-SDE Evaluation and Support System****1. Teacher Evaluation Components:**

45% = Multiple student learning indicators

- One-half of this measure based on the state test for those teaching tested grades and subjects or another standardized measure for other grades and subjects

5% = Whole-school student learning indicators or student feedback

40% = Observations of teacher performance and practice

10% = Peer or parent feedback surveys

**2. Principal Evaluation Components:**

45% = Multiple student learning indicators

- One-half of this measure based on the state test
- Other half to be locally determined, with parameters set by the state including measures for non-tested grades or subjects

5% = Teacher effectiveness outcomes

- Teacher growth and effectiveness measures, such as (a) increasing the percentage of teachers making adequate growth in student achievement or (b) differing strategies for teachers at differing levels of growth and effectiveness

40% = Observations of principal performance and practice

- Based on the six performance expectations in Connecticut Leadership Standards
- Includes a focus on all practices around teacher quality and teacher evaluation

10% = Staff, community, and/or student feedback surveys

- Based on all or some of the six performance expectations in Connecticut Leadership Standards

**3. Evaluation and Support System Requirements:**

a. **4-level rating system:** [Exemplary, Proficient, Developing, Below Standard]

b. **High quality observations of performance and practice:**

*District guidelines* will require that (1) observations are rated against a standards-based rubric, (2) observations result in useful and timely feedback, (3) evaluators receive training in observation and scoring, and how to provide high-quality feedback, and (4) evaluators must demonstrate proficiency to complete teacher evaluations

*State models* will provide (1) number and duration of formal vs. informal observations, (2) pre and post conference specifics, and (3) detailed observation rubrics tied to the CT teaching and leadership standards.

Annual reviews will be required but the number and type of observations per year should ultimately be adjusted based on new performance ratings.

**c. Multiple student learning indicators:**

*District guidelines* will require (1) multiple indicators that are fair, valid, reliable, and useful, (2) a minimum number of indicators for all educators, (3) safeguards for student, teacher and school characteristics, attendance, and mobility; and (4) an explanation of how these indicators will be selected and assessed throughout the school year.

*District guidelines* will provide examples of acceptable student learning indicators while *state models* will provide specific multiple student learning indicators that can be used for teachers of different grades and subjects.

**d. Other evaluation components:**

*District guidelines* will require that student, parent, peer, community or staff surveys used are fair, valid, reliable, and useful.

*State models* will provide specific surveys that districts can adopt if they so choose.

**e. Training for all evaluators:** Training will be provided for all evaluators beginning in summer 2012.

**f. Evaluation-based professional development:**

*District guidelines* will require that high-quality professional development accompany the evaluation system so educators receive useful and timely feedback and improvement opportunities.

*State models* will provide specific examples of effective evaluation-based professional development for educators.

**g. Periodic review of the districts' evaluation and support systems by the state.**

PEAC-Full Committee Members - 2011-12

Appendix B

<u>Names</u>	<u>Title</u>	<u>Organization Represented</u>
Barbara Beaudin	Associate Commissioner	CSDE, Research Evaluation & Student Assessment
Bruce Douglas	Executive Director	CREC (RESC)
Carole Clifford	Consultant, Profess'l Devlpmt	American Federation of Teachers-CT
Dennis Carrithers	Assistant Executive Director	CT Association of Schools
Diane Ullman	Superintendent	Simsbury Public Schools
Ed Malin	Dept of Ed, Chair	Sacred Heart University
George Coleman	Deputy Commissioner	CSDE
George Michna	Ed Consultant	CSDE, Research Evaluation & Student Assessment
Joe Cirusuolo	Executive Director	CT Association of Public School Superintendents, Inc.
Karissa Niehoff	Executive Director	CT Association of Schools
Louise Feroe	Interim Vice President	State Board of Regents, CT State Colleges and Universities
Marion Martinez	Associate Commissioner	CSDE, Teaching, Learning & Instructional Leadership
Mary Loftus-Levine	Executive Director	CEA
Mike Buckley	Associate Executive Director	CT Association of Schools
Nancy Pugliese	Bureau Chief	CSDE, Certification and Educator Standards
Patrice McCarthy	Deputy Executive Director	CT Association of Boards of Education (CABE)
Paula Colen	Executive Director	EASTCONN (RESC)
Phil Apruzzi	President	CEA
Robert Rader	Executive Director	CT Association of Boards of Education (CABE)
Roch Girard	President	CT Federation of School Administrators
Shana Kennedy-Salchow	Education Consultant	CSDE, Office of Legal & Governmental Affairs
Sharon Palmer	Executive Director	CT-American Federation of Teachers
Susan Kennedy	Assistant Executive Director	CT Association of Schools