



General Assembly

February Session, 2016

Raised Bill No. 380

LCO No. 2547

* _____SB00380ED_____032116_____*

Referred to Committee on EDUCATION

Introduced by:
(ED)

AN ACT CONCERNING THE EXCLUSION OF STUDENT PERFORMANCE RESULTS ON THE MASTERY EXAMINATION FROM TEACHER EVALUATIONS.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Section 10-151b of the 2016 supplement to the general
2 statutes is repealed and the following is substituted in lieu thereof
3 (*Effective from passage*):

4 (a) The superintendent of each local or regional board of education
5 shall annually evaluate or cause to be evaluated each teacher, and for
6 the school year commencing July 1, 2013, and each school year
7 thereafter, such annual evaluations shall be the teacher evaluation and
8 support program adopted pursuant to subsection (b) of this section.
9 The superintendent may conduct additional formative evaluations
10 toward producing an annual summative evaluation. An evaluation
11 pursuant to this subsection shall include, but need not be limited to,
12 strengths, areas needing improvement, strategies for improvement and
13 multiple indicators of student academic growth. For any evaluation
14 conducted for the school year commencing July 1, 2016, and each
15 school year thereafter, such multiple indicators of student academic

16 growth shall not include the use of student performance data on the
17 state-wide mastery examination pursuant to section 10-14n. Claims of
18 failure to follow the established procedures of such teacher evaluation
19 and support program shall be subject to the grievance procedure in
20 collective bargaining agreements negotiated subsequent to July 1, 2004.
21 In the event that a teacher does not receive a summative evaluation
22 during the school year, such teacher shall receive a "not rated"
23 designation for such school year. The superintendent shall report (1)
24 the status of teacher evaluations to the local or regional board of
25 education on or before June first of each year, and (2) the status of the
26 implementation of the teacher evaluation and support program,
27 including the frequency of evaluations, aggregate evaluation ratings,
28 the number of teachers who have not been evaluated and other
29 requirements as determined by the Department of Education, to the
30 Commissioner of Education on or before September fifteenth of each
31 year. For purposes of this section, the term "teacher" shall include each
32 professional employee of a board of education, below the rank of
33 superintendent, who holds a certificate or permit issued by the State
34 Board of Education.

35 (b) Except as provided in subsection (d) of this section, not later
36 than September 1, [2013] 2016, each local and regional board of
37 education shall adopt and implement a teacher evaluation and support
38 program that is consistent with the guidelines for a model teacher
39 evaluation and support program adopted by the State Board of
40 Education, pursuant to subsection (c) of this section. Such teacher
41 evaluation and support program shall be developed through mutual
42 agreement between the local or regional board of education and the
43 professional development and evaluation committee for the school
44 district, established pursuant to subsection (b) of section 10-220a. If a
45 local or regional board of education is unable to develop a teacher
46 evaluation and support program through mutual agreement with such
47 professional development and evaluation committee, then such board
48 of education and such professional development and evaluation
49 committee shall consider the model teacher evaluation and support

50 program adopted by the State Board of Education, pursuant to
51 subsection (c) of this section, and such board of education may adopt,
52 through mutual agreement with such professional development and
53 evaluation committee, such model teacher evaluation and support
54 program. If a local or regional board of education and the professional
55 development and evaluation committee are unable to mutually agree
56 on the adoption of such model teacher evaluation and support
57 program, then such board of education shall adopt and implement a
58 teacher evaluation and support program developed by such board of
59 education, provided such teacher evaluation and support program is
60 consistent with the guidelines adopted by the State Board of
61 Education, pursuant to subsection (c) of this section. Each local and
62 regional board of education may commence implementation of the
63 teacher evaluation and support program adopted pursuant to this
64 subsection in accordance with a teacher evaluation and support
65 program implementation plan adopted pursuant to subsection (d) of
66 this section.

67 (c) (1) On or before [July 1, 2012] August 15, 2016, the State Board of
68 Education shall adopt, in consultation with the Performance
69 Evaluation Advisory Council established pursuant to section 10-151d,
70 guidelines for a model teacher evaluation and support program. Such
71 guidelines shall include, but not be limited to, (A) the use of four
72 performance evaluations designators: Exemplary, proficient,
73 developing and below standard; (B) subject to the provisions of
74 subdivision (3) of this subsection, the use of multiple indicators of
75 student academic growth and development in teacher evaluations that
76 do not include the use of student performance data on the state-wide
77 mastery examination pursuant to section 10-14n; (C) methods for
78 assessing student academic growth and development; (D) a
79 consideration of control factors tracked by the state-wide public school
80 information system, pursuant to subsection (c) of section 10-10a, that
81 may influence teacher performance ratings, including, but not limited
82 to, student characteristics, student attendance and student mobility; (E)
83 minimum requirements for teacher evaluation instruments and

84 procedures, including scoring systems to determine exemplary,
85 proficient, developing and below standard ratings; (F) the
86 development and implementation of periodic training programs
87 regarding the teacher evaluation and support program to be offered by
88 the local or regional board of education or regional educational service
89 center for the school district to teachers who are employed by such
90 local or regional board of education and whose performance is being
91 evaluated and to administrators who are employed by such local or
92 regional board of education and who are conducting performance
93 evaluations; (G) the provision of professional development services
94 based on the individual or group of individuals' needs that are
95 identified through the evaluation process; (H) the creation of
96 individual teacher improvement and remediation plans for teachers
97 whose performance is developing or below standard, designed in
98 consultation with such teacher and his or her exclusive bargaining
99 representative for certified teachers chosen pursuant to section 10-
100 153b, and that (i) identify resources, support and other strategies to be
101 provided by the local or regional board of education to address
102 documented deficiencies, (ii) indicate a timeline for implementing such
103 resources, support, and other strategies, in the course of the same
104 school year as the plan is issued, and (iii) include indicators of success
105 including a summative rating of proficient or better immediately at the
106 conclusion of the improvement and remediation plan; (I) opportunities
107 for career development and professional growth; and (J) a validation
108 procedure to audit evaluation ratings of exemplary or below standard
109 by the department or a third-party entity approved by the department.

110 (2) The State Board of Education shall, following the completion of
111 the teacher evaluation and support pilot program, pursuant to section
112 10-151f, and the submission of the study of such pilot program,
113 pursuant to section 10-151g, review and may revise, as necessary, the
114 guidelines for a model teacher evaluation and support program and
115 the model teacher evaluation and support program adopted under this
116 subsection.

117 (3) Not later than August 1, 2016, the State Board of Education shall
 118 revise the guidelines for a model teacher evaluation and support
 119 program and the model teacher evaluation and support program,
 120 adopted under this subsection, to exclude the use of student
 121 performance data on the state-wide mastery examination, pursuant to
 122 section 10-14n. The state board, in consultation with the Performance
 123 Evaluation Advisory Council, may reconsider how much weight shall
 124 be given to multiple indicators of student academic growth and
 125 development in teacher evaluations and revise, as necessary, such
 126 guidelines for a model teacher evaluation and support program and
 127 the model teacher evaluation and support program.

128 (d) A local or regional board of education may phase in full
 129 implementation of the teacher evaluation and support program
 130 adopted pursuant to subsection (b) of this section during the school
 131 years commencing July 1, 2013, and July 1, 2014, pursuant to a teacher
 132 evaluation and support program implementation plan adopted by the
 133 State Board of Education, in consultation with the Performance
 134 Evaluation Advisory Council, not later than July 1, 2013. The
 135 Commissioner of Education may waive the provisions of subsection
 136 (b) of this section and the implementation plan provisions of this
 137 subsection for any local or regional board of education that has
 138 expressed an intent, not later than July 1, 2013, to adopt a teacher
 139 evaluation program for which such board requests a waiver in
 140 accordance with this subsection.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>from passage</i>	10-151b

ED *Joint Favorable*