

REVISED: Please note, due to a technological issue the correct version of this bill was not available to the Office of Legislative Research prior to file copy production. The issue has been resolved and the revised version of the bill analysis, for the most recent version of the bill, appears below.

OLR Bill Analysis

sHB 6757

AN ACT CONCERNING TEACHER PERFORMANCE EVALUATIONS.

SUMMARY

By law, each public school district's superintendent must annually evaluate each teacher or have each teacher be evaluated. The evaluation process must follow the teacher evaluation and support program adopted by the district's board of education and be aligned with the State Board of Education's (SBE) guidelines. The district must develop its program through mutual agreement between the school board and the district's professional development and evaluation committee.

This bill makes various changes in the teacher evaluation laws, requiring local and regional boards of education to adopt revised teacher evaluation programs and SBE to adopt revised program guidelines that use new (1) student indicators and assessment methods and (2) teacher feedback mechanisms. The bill maintains the option for boards of education to adopt SBE's model teacher evaluation and support program, but it requires SBE to ensure that its model program aligns with these revised guidelines.

The bill also removes obsolete language, including references to a now obsolete teacher evaluation and support pilot program and a UConn study of the pilot program. It also makes technical and conforming changes.

EFFECTIVE DATE: July 1, 2023, except the provisions on revised evaluation and support plans and models adopted by boards of education and SBE (§ 1) take effect on July 1, 2024.

TEACHER EVALUATION AND SUPPORT PROGRAM***SBE Program***

The bill requires SBE to adopt, by July 1, 2025, revised guidelines for a teacher evaluation and support program, in consultation with the Performance Evaluation Advisory Council (PEAC; see below). It also requires SBE to adopt a revised model teacher evaluation and support program that aligns with these guidelines. The bill makes the following changes to revise the guidelines that current law required SBE to adopt for its model program in 2012:

1. removes the requirement that the guidelines include four performance evaluation designators for teachers (i.e., exemplary, proficient, developing, and below standard);
2. requires the guidelines to use student learning, growth, and achievement, rather than student academic growth and development, as indicators in teacher evaluations;
3. requires the guidelines to include methods for assessing student learning, growth, and achievement rather than student academic growth and development;
4. requires the guidelines to remove references to teacher “ratings”;
5. requires the guidelines to use an evaluator-provided annual summary of teacher growth, rather than a scoring system with performance evaluation designators, for the minimum requirements for teacher evaluation instruments and procedures;
6. requires the guidelines to address creating individual improvement and remediation plans for teachers who need additional support, rather than for teachers who have a rating of “developing” or “below standard”;
7. removes the requirement that these individual improvement and remediation plans include a summative rating of proficient or better as indicators of success at the plan’s conclusion; and

8. requires the guidelines to include a validation procedure for the State Department of Education (SDE) or a third party to audit all remediation plans, not just those plans with a rating of “exemplary” or “below standard.”

District Program

The bill requires each local and regional board of education, by September 1, 2024, to adopt and implement a revised teacher evaluation and support program that follows SBE’s guidelines (however, the bill allows SBE until July 1, 2025, to adopt revised guidelines).

The bill allows the education commissioner to waive the requirement that a board adopt a program consistent with SBE’s revised guidelines for any board that has expressed an intent by July 1, 2024, to adopt a program that requires a waiver from these requirements.

By law, each board of education must provide training and orientation programs for evaluators and teachers on the local evaluation and support program. The bill requires, beginning with the 2023-2024 school year, that the training programs and orientation be conducted at least annually, rather than biennially.

OTHER EVALUATION PROCESS CHANGES

The bill also makes the following changes to the state’s teacher evaluation process:

1. requires teachers who do not receive a summative evaluation during the school year to be recorded as “not evaluated” rather than “not rated” as current law requires and
2. removes the requirement that superintendents report aggregate evaluation ratings to the education commissioner by September 15 each year.

PEAC

Under existing law, PEAC is a council within SDE, led by the education commissioner with members from various education interest groups. The bill maintains PEAC’s tasks under current law to assist SBE

with (1) developing guidelines for a teacher evaluation and support program and (2) the data collection and evaluation support system; however, it removes the requirement that PEAC assist SBE with developing a (1) model teacher evaluation and support program and (2) teacher evaluation and support program implementation plan.

TEACHER PREPARATION PROGRAMS

By law, teacher preparation programs leading to certification must require students to participate in a clinical, field, or student teaching experience over four semesters. The bill removes the requirement that any cooperating teacher who is part of this experience must have earned a performance evaluation designation of “exemplary” or “proficient” in the prior school year to serve as a mentor to student teachers.

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute

Yea 44 Nay 0 (03/24/2023)