



# House of Representatives

General Assembly

**File No. 585**

January Session, 2023

Substitute House Bill No. 6757

*House of Representatives, April 13, 2023*

The Committee on Education reported through REP. CURREY of the 11th Dist., Chairperson of the Committee on the part of the House, that the substitute bill ought to pass.

## ***AN ACT CONCERNING TEACHER PERFORMANCE EVALUATIONS.***

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

1 Section 1. Section 10-151b of the general statutes is repealed and the  
2 following is substituted in lieu thereof (*Effective July 1, 2024*):

3 (a) The superintendent of each local or regional board of education  
4 shall annually evaluate or cause to be evaluated each teacher, and for  
5 the school year commencing July 1, 2013, and each school year  
6 thereafter, such annual evaluations shall be the teacher evaluation and  
7 support program adopted pursuant to subsection (b) of this section. The  
8 superintendent may conduct additional formative evaluations toward  
9 producing an annual summative evaluation. An evaluation pursuant to  
10 this subsection shall include, but need not be limited to, strengths, areas  
11 needing improvement, strategies for improvement and multiple  
12 indicators of student academic growth. Claims of failure to follow the  
13 established procedures of such teacher evaluation and support program  
14 shall be subject to the grievance procedure in collective bargaining  
15 agreements negotiated subsequent to July 1, 2004. In the event that a

16 teacher does not receive a summative evaluation during the school year,  
17 such teacher shall [receive a "not rated" designation for such school year]  
18 be recorded as not evaluated. The superintendent shall report (1) the  
19 status of teacher evaluations to the local or regional board of education  
20 on or before June first of each year, and (2) the status of the  
21 implementation of the teacher evaluation and support program,  
22 including the frequency of evaluations, [aggregate evaluation ratings,]  
23 the number of teachers who have not been evaluated and other  
24 requirements as determined by the Department of Education, to the  
25 Commissioner of Education on or before September fifteenth of each  
26 year. For purposes of this section, the term "teacher" shall include each  
27 professional employee of a board of education, below the rank of  
28 superintendent, who holds a certificate or permit issued by the State  
29 Board of Education.

30 (b) [Except as provided in subsection (d) of this section, not] Not later  
31 than September 1, [2013] 2024, each local and regional board of  
32 education shall adopt and implement a teacher evaluation and support  
33 program that is consistent with the guidelines for a [model] teacher  
34 evaluation and support program adopted by the State Board of  
35 Education, pursuant to subsection (c) of this section. Such teacher  
36 evaluation and support program shall be developed through mutual  
37 agreement between the local or regional board of education and the  
38 professional development and evaluation committee for the school  
39 district, established pursuant to subsection (b) of section 10-220a. If a  
40 local or regional board of education is unable to develop a teacher  
41 evaluation and support program through mutual agreement with such  
42 professional development and evaluation committee, then such board  
43 of education and such professional development and evaluation  
44 committee shall consider the model teacher evaluation and support  
45 program adopted by the State Board of Education, pursuant to  
46 subsection (c) of this section, and such board of education may adopt,  
47 through mutual agreement with such professional development and  
48 evaluation committee, such model teacher evaluation and support  
49 program. If a local or regional board of education and the professional  
50 development and evaluation committee are unable to mutually agree on

51 the adoption of such model teacher evaluation and support program,  
52 then such board of education shall adopt and implement a teacher  
53 evaluation and support program developed by such board of education,  
54 provided such teacher evaluation and support program is consistent  
55 with the guidelines adopted by the State Board of Education, pursuant  
56 to subsection (c) of this section. [Each local and regional board of  
57 education may commence implementation of the teacher evaluation and  
58 support program adopted pursuant to this subsection in accordance  
59 with a teacher evaluation and support program implementation plan  
60 adopted pursuant to subsection (d) of this section.]

61 (c) (1) On or before July 1, [2012] 2025, the State Board of Education  
62 shall adopt, in consultation with the Performance Evaluation Advisory  
63 Council established pursuant to section 10-151d, as amended by this act,  
64 guidelines for a [model] teacher evaluation and support program. Such  
65 guidelines shall include, but not be limited to, (A) [the use of four  
66 performance evaluations designators: Exemplary, proficient,  
67 developing and below standard; (B)] the use of multiple indicators of  
68 student [academic] learning, growth and [development] achievement in  
69 teacher evaluations; [(C)] (B) methods for assessing student [academic]  
70 learning, growth and [development; (D)] achievement; (C) a  
71 consideration of control factors tracked by the state-wide public school  
72 information system, pursuant to subsection (c) of section 10-10a, that  
73 may influence teacher performance, [ratings,] including, but not limited  
74 to, student characteristics, student attendance and student mobility;  
75 [(E)] (D) minimum requirements for teacher evaluation instruments and  
76 procedures, including [scoring systems to determine exemplary,  
77 proficient, developing and below standard ratings; (F)] an annual  
78 summary of teacher growth provided by the evaluator; (E) the  
79 development and implementation of periodic training programs  
80 regarding the teacher evaluation and support program to be offered by  
81 the local or regional board of education or regional educational service  
82 center for the school district to teachers who are employed by such local  
83 or regional board of education and whose performance is being  
84 evaluated and to administrators who are employed by such local or  
85 regional board of education and who are conducting performance

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

104 (2) (A) The State Board of Education [shall, following the completion  
105 of the teacher evaluation and support pilot program, pursuant to section  
106 10-151f, and the submission of the study of such pilot program,  
107 pursuant to section 10-151g, review and] may revise, as necessary, the  
108 guidelines for a [model] teacher evaluation and support program and  
109 the model teacher evaluation and support program adopted under [this  
110 subsection] subparagraph (B) of this subdivision.

111 (B) The State Board of Education shall adopt a model teacher  
112 evaluation and support program that may be used by local and regional  
113 boards of education. Such model teacher evaluation and support  
114 program shall be consistent with the guidelines described in subdivision  
115 (1) of this subsection.

116 (d) [A local or regional board of education may phase in full  
117 implementation of the teacher evaluation and support program adopted  
118 pursuant to subsection (b) of this section during the school years

119 commencing July 1, 2013, and July 1, 2014, pursuant to a teacher  
120 evaluation and support program implementation plan adopted by the  
121 State Board of Education, in consultation with the Performance  
122 Evaluation Advisory Council, not later than July 1, 2013.] The  
123 Commissioner of Education may waive the provisions of subsection (b)  
124 of this section [and the implementation plan provisions of this  
125 subsection] for any local or regional board of education that has  
126 expressed an intent, not later than July 1, [2013] 2024, to adopt a teacher  
127 evaluation program for which such board requests a waiver in  
128 accordance with this subsection.

129 Sec. 2. Section 10-151d of the general statutes is repealed and the  
130 following is substituted in lieu thereof (*Effective July 1, 2023*):

131 (a) There is established a Performance Evaluation Advisory Council  
132 within the Department of Education. Membership of the council shall  
133 consist of: (1) The Commissioner of Education and the president of the  
134 Connecticut State Colleges and Universities, or their designees, (2) one  
135 representative from each of the following associations, designated by  
136 the association, the Connecticut Association of Boards of Education, the  
137 Connecticut Association of Public School Superintendents, the  
138 Connecticut Federation of School Administrators, the Connecticut  
139 Education Association, the American Federation of Teachers-  
140 Connecticut, the Connecticut Association of School Administrators and  
141 the Connecticut Association of Schools, (3) a representative from the  
142 Task Force to Diversify the Educator Workforce, established pursuant  
143 to section 10-156aa, designated by the chairpersons of said task force,  
144 and (4) persons selected by the Commissioner of Education who shall  
145 include, but need not be limited to, teachers, persons with expertise in  
146 performance evaluation processes and systems, and any other person  
147 the commissioner deems appropriate.

148 (b) The council shall be responsible for (1) assisting the State Board of  
149 Education in the development of [(A)] guidelines for a [model] teacher  
150 evaluation and support program, and [(B)] a model teacher evaluation  
151 and support program, pursuant to subsection (c) of section 10-151b,] (2)

152 the data collection and evaluation support system, pursuant to  
153 subsection (c) of section 10-10a, [ and (3) assisting the State Board of  
154 Education in the development of a teacher evaluation and support  
155 program implementation plan, pursuant to subsection (e) of section 10-  
156 151b.] The council shall meet at least quarterly. The council shall  
157 collaborate with the Task Force to Diversify the Educator Workforce,  
158 established pursuant to section 10-156aa, to focus on issues concerning  
159 equity and closing the achievement gap, as defined in section 10-14u.

160 (c) On and after July 1, 2018, the council shall, in collaboration with  
161 the [minority teacher recruitment task force] Task Force to Diversify the  
162 Educator Workforce, incorporate into the work of the council strategies  
163 and a framework for educators to be effective in closing the achievement  
164 gap and in increasing educational opportunities.

165 Sec. 3. Section 10-151h of the general statutes is repealed and the  
166 following is substituted in lieu thereof (*Effective July 1, 2023*):

167 (a) Upon the implementation of the teacher evaluation and support  
168 program adopted pursuant to subsection (b) of section 10-151b, as  
169 amended by this act, each local and regional board of education shall  
170 conduct training programs for all evaluators and orientation for all  
171 teachers employed by such board relating to the provisions of such  
172 teacher evaluation and support program adopted by such board of  
173 education. Such training shall provide instruction to evaluators in how  
174 to conduct proper performance evaluations prior to conducting an  
175 evaluation under the teacher evaluation and support program. Such  
176 orientation shall be completed by each teacher before a teacher receives  
177 an evaluation under the teacher evaluation and support program. For  
178 purposes of this section, "teacher" includes each professional employee  
179 of a board of education, below the rank of superintendent, who holds a  
180 certificate or permit issued by the State Board of Education.

181 (b) For the school year commencing July 1, [2014] 2023, and each  
182 school year thereafter, each local and regional board of education shall  
183 (1) conduct the training programs and orientation described in  
184 subsection (a) of this section at least [biennially] annually to all

185 evaluators and teachers employed by such board, (2) conduct such  
186 training programs for all new evaluators prior to any evaluations  
187 conducted by such evaluators, and (3) provide such orientation to all  
188 new teachers hired by such board before such teachers receive an  
189 evaluation.

190 Sec. 4. Subsection (i) of section 10-145a of the general statutes is  
191 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
192 *2023*):

193 (i) On and after July 1, 2016, any program of teacher preparation  
194 leading to professional certification shall require, as part of the  
195 curriculum, clinical experience, field experience or student teaching  
196 experience in a classroom during four semesters of such program of  
197 teacher preparation. Such clinical experience, field experience or student  
198 teaching experience shall occur: (1) In a school district that has been  
199 categorized by the Department of Education as District Reference Group  
200 A, B, C, D or E, and (2) in a school district that has been categorized by  
201 the department as District Reference Group F, G, H or I. Such clinical  
202 experience, field experience or student teaching experience may include  
203 a cooperating teacher serving as a mentor to student teachers. [,  
204 provided such cooperating teacher has received a performance  
205 evaluation designation of exemplary or proficient, pursuant to section  
206 10-151b, for the prior school year.]

207 Sec. 5. Subsection (c) of section 10-223h of the general statutes is  
208 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
209 *2023*):

210 (c) Following the establishment of a turnaround committee, the  
211 Department of Education shall conduct, in consultation with the local or  
212 regional board of education for a school selected to participate in the  
213 commissioner's network of schools, the school governance council for  
214 such school and such turnaround committee, an operations and  
215 instructional audit, as described in subparagraph (A) of subdivision (2)  
216 of subsection (e) of section 10-223e, for such school. Such operations and  
217 instructional audit shall be conducted pursuant to guidelines issued by

218 the department and shall determine the extent to which the school (1)  
219 has established a strong family and community connection to the school;  
220 (2) has a positive school environment, as evidenced by a culture of high  
221 expectations, a safe and orderly workplace, and that address other  
222 nonacademic factors that impact student achievement, such as students'  
223 social, emotional, arts, cultural, recreational and health needs; (3) has  
224 effective leadership, as evidenced by the school principal's performance  
225 appraisals, track record in improving student achievement, ability to  
226 lead turnaround efforts, and managerial skills and authority in the areas  
227 of scheduling, staff management, curriculum implementation and  
228 budgeting; (4) has effective teachers and support staff as evidenced by  
229 performance evaluations, policies to retain staff determined to be  
230 effective and who have the ability to be successful in the turnaround  
231 effort, policies to prevent ineffective teachers from transferring to the  
232 schools, and job-embedded, ongoing professional development  
233 informed by the teacher evaluation and support programs that are tied  
234 to teacher and student needs; (5) uses time effectively as evidenced by  
235 the redesign of the school day, week, or year to include additional time  
236 for student learning and teacher collaboration; (6) has a curriculum and  
237 instructional program that is based on student needs, is research-based,  
238 rigorous and aligned with state academic content standards, and serves  
239 all children, including students at every achievement level; and (7) uses  
240 evidence to inform decision-making and for continuous improvement,  
241 including by providing time for collaboration on the use of data. Such  
242 operations and instructional audit shall be informed by an inventory of  
243 the following: (A) Before and after school programs, (B) any school-  
244 based health centers, family resource centers or other community  
245 services offered at the school, including, but not limited to, social  
246 services, mental health services and parenting support programs, (C)  
247 whether scientific research-based interventions are being fully  
248 implemented at the school, (D) resources for scientific research-based  
249 interventions during the school year and summer school programs, (E)  
250 resources for gifted and talented students, (F) the length of the school  
251 day and the school year, (G) summer school programs, (H) alternative  
252 education, as defined in section 10-74j, if any, offered to students at the



253 school, (I) the number of teachers employed at the school and the  
254 number of teachers who have left the school in each of the previous three  
255 school years, (J) student mobility, including the number of students who  
256 have been enrolled in and left the school, (K) the number of students  
257 whose primary language is not English, (L) the number of students  
258 receiving special education services, (M) the number of truants, (N) the  
259 number of students who are eligible for free or reduced price lunches,  
260 (O) the number of students who are eligible for HUSKY A, (P) the  
261 curricula used at the school, (Q) the reading curricula and programs for  
262 kindergarten to grade three, inclusive, if any, at the school, (R) arts and  
263 music programs offered at the school, (S) physical education programs  
264 offered and periods for recess or physical activity, (T) the number of  
265 school psychologists at the school and the ratio of school psychologists  
266 to students at the school, (U) the number of social workers at the school  
267 and the ratio of social workers to students at the school, (V) the teacher  
268 and administrator performance evaluation program, including the  
269 frequency of performance evaluations, how such evaluations are  
270 conducted and by whom, the standards for performance ratings and  
271 follow-up and remediation plans and the [aggregate] results of teacher  
272 performance evaluation ratings conducted pursuant to section 10-151b,  
273 as amended by this act, and any other available measures of teacher  
274 effectiveness, (W) professional development activities and programs,  
275 (X) teacher and student access to technology inside and outside of the  
276 classroom, (Y) student access to and enrollment in mastery test  
277 preparation programs, (Z) the availability of textbooks, learning  
278 materials and other supplies, (AA) student demographics, including  
279 race, gender and ethnicity, (BB) chronic absenteeism, and (CC)  
280 preexisting school improvement plans, for the purpose of (i)  
281 determining why such school improvement plans have not improved  
282 student academic performance, and (ii) identifying governance, legal,  
283 operational, staffing or resource constraints that contributed to the lack  
284 of student academic performance at such school and should be  
285 addressed, modified or removed for such school to improve student  
286 academic performance.

287 Sec. 6. Subsection (d) of section 10-262u of the general statutes is

288 repealed and the following is substituted in lieu thereof (*Effective July 1,*  
289 *2023*):

290 (d) The local or regional board of education for a town designated as  
291 an alliance district may apply to the Commissioner of Education, at such  
292 time and in such manner as the commissioner prescribes, to receive any  
293 increase in funds received over the amount the town received for the  
294 prior fiscal year pursuant to subsection (a) of section 10-262i.  
295 Applications pursuant to this subsection shall include objectives and  
296 performance targets and a plan that are developed, in part, on the  
297 strategic use of student academic performance data. Such plan may  
298 include, but not be limited to, the following: (1) A tiered system of  
299 interventions for the schools under the jurisdiction of such board based  
300 on the needs of such schools, (2) ways to strengthen the foundational  
301 programs in reading, through the intensive reading instruction program  
302 pursuant to section 10-14u, to ensure reading mastery in kindergarten  
303 to grade three, inclusive, with a focus on standards and instruction,  
304 proper use of data, intervention strategies, current information for  
305 teachers, parental engagement, and teacher professional development,  
306 (3) additional learning time, including extended school day or school  
307 year programming administered by school personnel or external  
308 partners, (4) a talent strategy that includes, but is not limited to, teacher  
309 and school leader recruitment and assignment, career ladder policies  
310 that draw upon guidelines for a [model] teacher evaluation program  
311 adopted by the State Board of Education, pursuant to section 10-151b,  
312 as amended by this act, and adopted by each local or regional board of  
313 education. Such talent strategy may include provisions that  
314 demonstrate increased ability to attract, retain, promote and bolster the  
315 performance of staff in accordance with performance evaluation  
316 findings and, in the case of new personnel, other indicators of  
317 effectiveness, (5) training for school leaders and other staff on new  
318 teacher evaluation models, (6) provisions for the cooperation and  
319 coordination with early childhood education providers to ensure  
320 alignment with district expectations for student entry into kindergarten,  
321 including funding for an existing local Head Start program, (7)  
322 provisions for the cooperation and coordination with other

323 governmental and community programs to ensure that students receive  
324 adequate support and wraparound services, including community  
325 school models, (8) provisions for implementing and furthering state-  
326 wide education standards adopted by the State Board of Education and  
327 all activities and initiatives associated with such standards, (9) strategies  
328 for attracting and recruiting minority teachers and administrators, (10)  
329 provisions for the enhancement of bilingual education programs,  
330 pursuant to section 10-17f, or other language acquisition services to  
331 English language learners, including, but not limited to, participation in  
332 the English language learner pilot program, established pursuant to  
333 section 10-17n, (11) entering into the model school district  
334 responsibilities agreement, described in section 10-223l, (12) leadership  
335 succession plans that provide training and learning opportunities for  
336 administrators and are designed to assist in the seamless transition of  
337 school and district personnel in and out of leadership positions in the  
338 school district and the continuous implementation of plans developed  
339 under this subsection, (13) implementing the policy adopted pursuant  
340 to section 10-223m to improve completion rates of the Free Application  
341 for Federal Student Aid by students enrolled in grade twelve in a high  
342 school under the jurisdiction of such board or students enrolled in an  
343 adult education program maintained by such board pursuant to section  
344 10-69, and, as applicable, the parent and guardians of such students, and  
345 (14) any additional categories or goals as determined by the  
346 commissioner. Such plan shall demonstrate collaboration with key  
347 stakeholders, as identified by the commissioner, with the goal of  
348 achieving efficiencies and the alignment of intent and practice of current  
349 programs with conditional programs identified in this subsection. The  
350 commissioner may (A) require changes in any plan submitted by a local  
351 or regional board of education before the commissioner approves an  
352 application under this subsection, and (B) permit a local or regional  
353 board of education, as part of such plan, to use a portion of any funds  
354 received under this section for the purposes of paying tuition charged  
355 to such board pursuant to subdivision (1) of subsection (k) of section 10-  
356 264l or subsection (b) of section 10-264o.

357 Sec. 7. Sections 10-151f and 10-151g of the general statutes are

358 repealed. (Effective July 1, 2023)

This act shall take effect as follows and shall amend the following sections:		
Section 1	July 1, 2024	10-151b
Sec. 2	July 1, 2023	10-151d
Sec. 3	July 1, 2023	10-151h
Sec. 4	July 1, 2023	10-145a(i)
Sec. 5	July 1, 2023	10-223h(c)
Sec. 6	July 1, 2023	10-262u(d)
Sec. 7	July 1, 2023	Repealer section

**Statement of Legislative Commissioners:**

In Section 1(c)(2)(A), "guidelines for a model teacher evaluation and support program" was changed to "guidelines for a [model] teacher evaluation and support program" for consistency, and "this subsection" was changed to "[this subsection] subparagraph (B) of this subdivision" for accuracy.

**ED**      *Joint Favorable Subst.*

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*The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.*

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**OFA Fiscal Note**

**State Impact:** None

**Municipal Impact:** None

**Explanation**

The bill requires the State Board of Education (SBE) to develop a model teacher evaluation and support program and allows local and regional school districts to adopt the model. This has no fiscal impact as it is anticipated that SBE has the resources to develop the model, and the model is not anticipated to increase the cost to local and regional school districts of conducting teacher evaluations.

**The Out Years**

**State Impact:** None

**Municipal Impact:** None

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**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)