



General Assembly

January Session, 2023

Raised Bill No. 6757

LCO No. 4497



Referred to Committee on EDUCATION

Introduced by:
(ED)

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 Section 10-151b of the general statutes is repealed and the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, 2023*):

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 later than
31 September 1, [2013] 2024, each local and regional board of education
32 shall adopt and implement a teacher evaluation and support program
33 that is consistent with [the guidelines for a model teacher evaluation and
34 support program adopted by the State Board of Education, pursuant to
35 subsection (c) of this section] Connecticut state guidelines for educator
36 evaluation and support. Such teacher evaluation and support program
37 shall be developed through mutual agreement between the local or
38 regional board of education and the professional development and
39 evaluation committee for the school district, established pursuant to
40 subsection (b) of section 10-220a. [If a local or regional board of
41 education is unable to develop a teacher evaluation and support
42 program through mutual agreement with such professional
43 development and evaluation committee, then such board of education
44 and such professional development and evaluation committee shall
45 consider the model teacher evaluation and support program adopted by
46 the State Board of Education, pursuant to subsection (c) of this section,
47 and such board of education may adopt, through mutual agreement
48 with such professional development and evaluation committee, such
49 model teacher evaluation and support program. If a local or regional
50 board of education and the professional development and evaluation

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

62 (c) [(1)] On or before July 1, [2012] 2025, the State Board of Education
63 shall adopt, in consultation with the Performance Evaluation Advisory
64 Council established pursuant to section 10-151d, as amended by this act,
65 guidelines for a [model] teacher evaluation and support program. Such
66 guidelines shall include, but not be limited to, [(A)] the use of four
67 performance evaluations designators: Exemplary, proficient,
68 developing and below standard; (B)] (1) the use of multiple indicators
69 of student [academic] growth and development in teacher evaluations;
70 [(C)] (2) methods for assessing student [academic] growth and
71 development; [(D)] (3) a consideration of control factors tracked by the
72 state-wide public school information system, pursuant to subsection (c)
73 of section 10-10a, that may influence teacher performance, [ratings,]
74 including, but not limited to, student characteristics, student attendance
75 and student mobility; [(E)] (4) minimum requirements for teacher
76 evaluation instruments and procedures; [, including scoring systems to
77 determine exemplary, proficient, developing and below standard
78 ratings; (F)] (5) the development and implementation of periodic
79 training programs regarding the teacher evaluation and support
80 program to be offered by the local or regional board of education or
81 regional educational service center for the school district to teachers
82 who are employed by such local or regional board of education and
83 whose performance is being evaluated and to administrators who are
84 employed by such local or regional board of education and who are

85 conducting performance evaluations; [(G)] (6) the provision of
86 professional development services based on the individual or group of
87 individuals' needs that are identified through the evaluation process;
88 [(H)] (7) the creation of individual teacher improvement and
89 remediation plans for teachers [whose performance is developing or
90 below standard] who require additional support, designed in
91 consultation with such teacher and his or her exclusive bargaining
92 representative for certified teachers chosen pursuant to section 10-153b,
93 and that (i) identify resources, support and other strategies to be
94 provided by the local or regional board of education to address
95 documented deficiencies, (ii) indicate a timeline for implementing such
96 resources, support, and other strategies, in the course of the same school
97 year as the plan is issued, and (iii) include indicators of success
98 [including a summative rating of proficient or better] immediately at the
99 conclusion of the improvement and remediation plan; [(I)] (8)
100 opportunities for career development and professional growth; and [(J)]
101 (9) a validation procedure to audit [evaluation ratings of exemplary or
102 below standard] remediation plans by the department or a third-party
103 entity approved by the department.

104 [(2) The State Board of Education shall, following the completion of
105 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 the
109 model teacher evaluation and support program adopted under this
110 subsection.]

111 [(d) A local or regional board of education may phase in full
112 implementation of the teacher evaluation and support program adopted
113 pursuant to subsection (b) of this section during the school years
114 commencing July 1, 2013, and July 1, 2014, pursuant to a teacher
115 evaluation and support program implementation plan adopted by the
116 State Board of Education, in consultation with the Performance
117 Evaluation Advisory Council, not later than July 1, 2013. The
118 Commissioner of Education may waive the provisions of subsection (b)

119 of this section and the implementation plan provisions of this subsection
120 for any local or regional board of education that has expressed an intent,
121 not later than July 1, 2013, to adopt a teacher evaluation program for
122 which such board requests a waiver in accordance with this subsection.]

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

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

142 (b) The council shall be responsible for (1) assisting the State Board of
143 Education in the development of [(A)] guidelines for a [model] teacher
144 evaluation and support program, and [(B) a model teacher evaluation
145 and support program, pursuant to subsection (c) of section 10-151b,] (2)
146 the data collection and evaluation support system, pursuant to
147 subsection (c) of section 10-10a, [, and (3) assisting the State Board of
148 Education in the development of a teacher evaluation and support
149 program implementation plan, pursuant to subsection (e) of section 10-
150 151b.] The council shall meet at least quarterly. The council shall
151 collaborate with the Task Force to Diversify the Educator Workforce,

152 established pursuant to section 10-156aa, to focus on issues concerning
153 equity and closing the achievement gap, as defined in section 10-14u.

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

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

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

175 (b) For the school year commencing July 1, [2014] 2023, and each
176 school year thereafter, each local and regional board of education shall
177 (1) conduct the training programs and orientation described in
178 subsection (a) of this section at least [biennially] annually to all
179 evaluators and teachers employed by such board, (2) conduct such
180 training programs for all new evaluators prior to any evaluations
181 conducted by such evaluators, and (3) provide such orientation to all
182 new teachers hired by such board before such teachers receive an
183 evaluation.

184 Sec. 4. Subsection (i) of section 10-145a of the general statutes is
185 repealed and the following is substituted in lieu thereof (*Effective July 1,*
186 *2023*):

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

201 Sec. 5. Subsection (c) of section 10-223h of the general statutes is
202 repealed and the following is substituted in lieu thereof (*Effective July 1,*
203 *2023*):

204 (c) Following the establishment of a turnaround committee, the
205 Department of Education shall conduct, in consultation with the local or
206 regional board of education for a school selected to participate in the
207 commissioner's network of schools, the school governance council for
208 such school and such turnaround committee, an operations and
209 instructional audit, as described in subparagraph (A) of subdivision (2)
210 of subsection (e) of section 10-223e, for such school. Such operations and
211 instructional audit shall be conducted pursuant to guidelines issued by
212 the department and shall determine the extent to which the school (1)
213 has established a strong family and community connection to the school;
214 (2) has a positive school environment, as evidenced by a culture of high
215 expectations, a safe and orderly workplace, and that address other
216 nonacademic factors that impact student achievement, such as students'

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

252 receiving special education services, (M) the number of truants, (N) the
253 number of students who are eligible for free or reduced price lunches,
254 (O) the number of students who are eligible for HUSKY A, (P) the
255 curricula used at the school, (Q) the reading curricula and programs for
256 kindergarten to grade three, inclusive, if any, at the school, (R) arts and
257 music programs offered at the school, (S) physical education programs
258 offered and periods for recess or physical activity, (T) the number of
259 school psychologists at the school and the ratio of school psychologists
260 to students at the school, (U) the number of social workers at the school
261 and the ratio of social workers to students at the school, (V) the teacher
262 and administrator performance evaluation program, including the
263 frequency of performance evaluations, how such evaluations are
264 conducted and by whom, the standards for performance ratings and
265 follow-up and remediation plans and the [aggregate] results of teacher
266 performance evaluation ratings conducted pursuant to section 10-151b₂
267 as amended by this act, and any other available measures of teacher
268 effectiveness, (W) professional development activities and programs,
269 (X) teacher and student access to technology inside and outside of the
270 classroom, (Y) student access to and enrollment in mastery test
271 preparation programs, (Z) the availability of textbooks, learning
272 materials and other supplies, (AA) student demographics, including
273 race, gender and ethnicity, (BB) chronic absenteeism, and (CC)
274 preexisting school improvement plans, for the purpose of (i)
275 determining why such school improvement plans have not improved
276 student academic performance, and (ii) identifying governance, legal,
277 operational, staffing or resource constraints that contributed to the lack
278 of student academic performance at such school and should be
279 addressed, modified or removed for such school to improve student
280 academic performance.

281 Sec. 6. Subsection (d) of section 10-262u of the general statutes is
282 repealed and the following is substituted in lieu thereof (*Effective July 1,*
283 *2023*):

284 (d) The local or regional board of education for a town designated as
285 an alliance district may apply to the Commissioner of Education, at such

286 time and in such manner as the commissioner prescribes, to receive any
287 increase in funds received over the amount the town received for the
288 prior fiscal year pursuant to subsection (a) of section 10-262i.
289 Applications pursuant to this subsection shall include objectives and
290 performance targets and a plan that are developed, in part, on the
291 strategic use of student academic performance data. Such plan may
292 include, but not be limited to, the following: (1) A tiered system of
293 interventions for the schools under the jurisdiction of such board based
294 on the needs of such schools, (2) ways to strengthen the foundational
295 programs in reading, through the intensive reading instruction program
296 pursuant to section 10-14u, to ensure reading mastery in kindergarten
297 to grade three, inclusive, with a focus on standards and instruction,
298 proper use of data, intervention strategies, current information for
299 teachers, parental engagement, and teacher professional development,
300 (3) additional learning time, including extended school day or school
301 year programming administered by school personnel or external
302 partners, (4) a talent strategy that includes, but is not limited to, teacher
303 and school leader recruitment and assignment, career ladder policies
304 that draw upon guidelines for a [model] teacher evaluation program
305 adopted by the State Board of Education, pursuant to section 10-151b,
306 as amended by this act, and adopted by each local or regional board of
307 education. Such talent strategy may include provisions that
308 demonstrate increased ability to attract, retain, promote and bolster the
309 performance of staff in accordance with performance evaluation
310 findings and, in the case of new personnel, other indicators of
311 effectiveness, (5) training for school leaders and other staff on new
312 teacher evaluation models, (6) provisions for the cooperation and
313 coordination with early childhood education providers to ensure
314 alignment with district expectations for student entry into kindergarten,
315 including funding for an existing local Head Start program, (7)
316 provisions for the cooperation and coordination with other
317 governmental and community programs to ensure that students receive
318 adequate support and wraparound services, including community
319 school models, (8) provisions for implementing and furthering state-
320 wide education standards adopted by the State Board of Education and

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

351 Sec. 7. Sections 10-151f and 10-151g of the general statutes are
352 repealed. (*Effective July 1, 2023*)

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

Statement of Purpose:

To make revisions to how teacher evaluation and support programs are implemented.

[Proposed deletions are enclosed in brackets. Proposed additions are indicated by underline, except that when the entire text of a bill or resolution or a section of a bill or resolution is new, it is not underlined.]