



General Assembly

Substitute Bill No. 6757

January Session, 2023



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 Section 10-151b of the general statutes is repealed and the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.
8 The superintendent may conduct additional formative evaluations
9 toward producing an annual summative evaluation. An evaluation
10 pursuant to this subsection shall include, but need not be limited to,
11 strengths, areas needing improvement, strategies for improvement and
12 multiple indicators of student academic growth. Claims of failure to
13 follow the established procedures of such teacher evaluation and
14 support program shall be subject to the grievance procedure in
15 collective bargaining agreements negotiated subsequent to July 1, 2004.
16 In the event that a teacher does not receive a summative evaluation
17 during the school year, such teacher shall [receive a "not rated"
18 designation for such school year] be recorded as not evaluated. The
19 superintendent shall report (1) the status of teacher evaluations to the
20 local or regional board of education on or before June first of each year,

21 and (2) the status of the implementation of the teacher evaluation and
22 support program, including the frequency of evaluations, [aggregate
23 evaluation ratings,] the number of teachers who have not been
24 evaluated and other requirements as determined by the Department of
25 Education, to the Commissioner of Education on or before September
26 fifteenth of each year. For purposes of this section, the term "teacher"
27 shall include each professional employee of a board of education,
28 below the rank of superintendent, who holds a certificate or permit
29 issued by the State Board of Education.

30 (b) [Except as provided in subsection (d) of this section, not] Not
31 later 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
51 on the adoption of such model teacher evaluation and support
52 program, then such board of education shall adopt and implement a
53 teacher evaluation and support program developed by such board of
54 education, provided such teacher evaluation and support program is

55 consistent with the guidelines adopted by the State Board of
56 Education, pursuant to subsection (c) of this section. [Each local and
57 regional board of education may commence implementation of the
58 teacher evaluation and support program adopted pursuant to this
59 subsection in accordance with a teacher evaluation and support
60 program implementation plan adopted pursuant to subsection (d) of
61 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
65 act, guidelines for a [model] teacher evaluation and support program.
66 Such 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)] the use of multiple indicators of
69 student [academic] learning, growth and [development] achievement
70 in teacher evaluations; [(C)] (B) methods for assessing student
71 [academic] learning, growth and [development; (D)] achievement; (C)
72 a consideration of control factors tracked by the state-wide public
73 school information system, pursuant to subsection (c) of section 10-10a,
74 that may influence teacher performance, [ratings,] including, but not
75 limited to, student characteristics, student attendance and student
76 mobility; [(E)] (D) minimum requirements for teacher evaluation
77 instruments and procedures, including [scoring systems to determine
78 exemplary, proficient, developing and below standard ratings; (F)] an
79 annual summary of teacher growth provided by the evaluator; (E) the
80 development and implementation of periodic training programs
81 regarding the teacher evaluation and support program to be offered by
82 the local or regional board of education or regional educational service
83 center for the school district to teachers who are employed by such
84 local or regional board of education and whose performance is being
85 evaluated and to administrators who are employed by such local or
86 regional board of education and who are conducting performance
87 evaluations; [(G)] (F) the provision of professional development
88 services based on the individual or group of individuals' needs that are

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

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

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

117 (d) [A local or regional board of education may phase in full
118 implementation of the teacher evaluation and support program
119 adopted pursuant to subsection (b) of this section during the school
120 years commencing July 1, 2013, and July 1, 2014, pursuant to a teacher
121 evaluation and support program implementation plan adopted by the

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

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

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

149 (b) The council shall be responsible for (1) assisting the State Board
150 of Education in the development of [(A)] guidelines for a [model]
151 teacher evaluation and support program, and [(B)] a model teacher
152 evaluation and support program, pursuant to subsection (c) of section
153 10-151b,] (2) the data collection and evaluation support system,
154 pursuant to subsection (c) of section 10-10a, [, and (3) assisting the

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

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

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

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

184 (b) For the school year commencing July 1, [2014] 2023, and each
185 school year thereafter, each local and regional board of education shall
186 (1) conduct the training programs and orientation described in

187 subsection (a) of this section at least [biennially] annually to all
188 evaluators and teachers employed by such board, (2) conduct such
189 training programs for all new evaluators prior to any evaluations
190 conducted by such evaluators, and (3) provide such orientation to all
191 new teachers hired by such board before such teachers receive an
192 evaluation.

193 Sec. 4. Subsection (i) of section 10-145a of the general statutes is
194 repealed and the following is substituted in lieu thereof (*Effective July*
195 *1, 2023*):

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

210 Sec. 5. Subsection (c) of section 10-223h of the general statutes is
211 repealed and the following is substituted in lieu thereof (*Effective July*
212 *1, 2023*):

213 (c) Following the establishment of a turnaround committee, the
214 Department of Education shall conduct, in consultation with the local
215 or regional board of education for a school selected to participate in the
216 commissioner's network of schools, the school governance council for
217 such school and such turnaround committee, an operations and
218 instructional audit, as described in subparagraph (A) of subdivision (2)

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

254 gifted and talented students, (F) the length of the school day and the
255 school year, (G) summer school programs, (H) alternative education,
256 as defined in section 10-74j, if any, offered to students at the school, (I)
257 the number of teachers employed at the school and the number of
258 teachers who have left the school in each of the previous three school
259 years, (J) student mobility, including the number of students who have
260 been enrolled in and left the school, (K) the number of students whose
261 primary language is not English, (L) the number of students receiving
262 special education services, (M) the number of truants, (N) the number
263 of students who are eligible for free or reduced price lunches, (O) the
264 number of students who are eligible for HUSKY A, (P) the curricula
265 used at the school, (Q) the reading curricula and programs for
266 kindergarten to grade three, inclusive, if any, at the school, (R) arts and
267 music programs offered at the school, (S) physical education programs
268 offered and periods for recess or physical activity, (T) the number of
269 school psychologists at the school and the ratio of school psychologists
270 to students at the school, (U) the number of social workers at the
271 school and the ratio of social workers to students at the school, (V) the
272 teacher and administrator performance evaluation program, including
273 the frequency of performance evaluations, how such evaluations are
274 conducted and by whom, the standards for performance ratings and
275 follow-up and remediation plans and the [aggregate] results of teacher
276 performance evaluation ratings conducted pursuant to section 10-151b,
277 as amended by this act, and any other available measures of teacher
278 effectiveness, (W) professional development activities and programs,
279 (X) teacher and student access to technology inside and outside of the
280 classroom, (Y) student access to and enrollment in mastery test
281 preparation programs, (Z) the availability of textbooks, learning
282 materials and other supplies, (AA) student demographics, including
283 race, gender and ethnicity, (BB) chronic absenteeism, and (CC)
284 preexisting school improvement plans, for the purpose of (i)
285 determining why such school improvement plans have not improved
286 student academic performance, and (ii) identifying governance, legal,
287 operational, staffing or resource constraints that contributed to the lack
288 of student academic performance at such school and should be

289 addressed, modified or removed for such school to improve student
290 academic performance.

291 Sec. 6. Subsection (d) of section 10-262u of the general statutes is
292 repealed and the following is substituted in lieu thereof (*Effective July*
293 *1, 2023*):

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

322 leaders and other staff on new teacher evaluation models, (6)
323 provisions for the cooperation and coordination with early childhood
324 education providers to ensure alignment with district expectations for
325 student entry into kindergarten, including funding for an existing local
326 Head Start program, (7) provisions for the cooperation and
327 coordination with other governmental and community programs to
328 ensure that students receive adequate support and wraparound
329 services, including community school models, (8) provisions for
330 implementing and furthering state-wide education standards adopted
331 by the State Board of Education and all activities and initiatives
332 associated with such standards, (9) strategies for attracting and
333 recruiting minority teachers and administrators, (10) provisions for the
334 enhancement of bilingual education programs, pursuant to section 10-
335 17f, or other language acquisition services to English language
336 learners, including, but not limited to, participation in the English
337 language learner pilot program, established pursuant to section 10-17n,
338 (11) entering into the model school district responsibilities agreement,
339 described in section 10-223l, (12) leadership succession plans that
340 provide training and learning opportunities for administrators and are
341 designed to assist in the seamless transition of school and district
342 personnel in and out of leadership positions in the school district and
343 the continuous implementation of plans developed under this
344 subsection, (13) implementing the policy adopted pursuant to section
345 10-223m to improve completion rates of the Free Application for
346 Federal Student Aid by students enrolled in grade twelve in a high
347 school under the jurisdiction of such board or students enrolled in an
348 adult education program maintained by such board pursuant to
349 section 10-69, and, as applicable, the parent and guardians of such
350 students, and (14) any additional categories or goals as determined by
351 the commissioner. Such plan shall demonstrate collaboration with key
352 stakeholders, as identified by the commissioner, with the goal of
353 achieving efficiencies and the alignment of intent and practice of
354 current programs with conditional programs identified in this
355 subsection. The commissioner may (A) require changes in any plan
356 submitted by a local or regional board of education before the

357 commissioner approves an application under this subsection, and (B)
 358 permit a local or regional board of education, as part of such plan, to
 359 use a portion of any funds received under this section for the purposes
 360 of paying tuition charged to such board pursuant to subdivision (1) of
 361 subsection (k) of section 10-264l or subsection (b) of section 10-264o.

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

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2024</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 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.*