



CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Connecticut Guidelines for Educator Evaluation and Support

# Historical Context/Background

The State Board of Education, pursuant to sections 51 through 56 of P.A. 12-116, amended by sections 23 and 24 of P.A. 12-2 of the June 12 Special Session, and in consultation with the Performance Evaluation Advisory Council (PEAC), adopts guidelines for a model teacher and administrator evaluation and support program.

Beginning in November 2010, PEAC (formally named in July 2011 when Section 10-151b was revised) began meeting to discuss the evaluation of teachers and administrators. This group met regularly to develop eleven foundational principles upon which an effective teacher and administrator evaluation process should be based.

On January 25, 2012, PEAC reached unanimous agreement on the required evaluation framework for teacher evaluation and on February 6, 2012, PEAC reached unanimous agreement on the required evaluation framework for administrator evaluation.

Over the past several months, PEAC and PEAC Working Groups—Teacher, Principal, Pupil Services, and Implementation—have built upon frameworks in order to develop and advance guidelines by consensus for a model teacher and administrator evaluation and support program.



# PEAC Members (as of June 2012)

Names	Title	Organization Represented
Bruce Douglas	Executive Director	CREC (RESC)
Carole Clifford	Consultant, Professional Development	American Federation of Teachers-CT (AFT)
Dennis Carrithers	Assistant Executive Director	CT Association of Schools (CAS)
Diane Ullman	Interim Chief Talent Officer	CSDE
Ed Malin	Department of Education Chair	Sacred Heart University
Joe Cirsuolo	Executive Director	CT Association of Public School Superintendents, Inc. (CAPSS)
Karissa Niehoff	Executive Director	CT Association of Schools (CAS)
Linette Branham	Education Issues Specialist	CT Education Association (CEA)
Malia Sieve	Associate Director	Board of Regents for Higher Education (BOR)
Mary Loftus Levine	Executive Director	CT Education Association (CEA)
Mike Buckley	Associate Executive Director	CT Association of Schools (CAS)
Nancy Pugliese	Bureau Chief	CSDE
Patrice McCarthy	Deputy Executive Director	CT Association of Boards of Education (CABE)
Paula Colen	Executive Director	EASTCONN (RESC)
Phil Apruzzese	President	CT Education Association (CEA)
Robert Rader	Executive Director	CT Association of Boards of Education (CABE)
Roch Girard	President	CT Federation of School Administrators (CFSA)
Sharon Palmer	President	CT-American Federation of Teachers (AFT)
Stefan Pryor	Commissioner	CSDE



# Proposed Guidelines for SBE Adoption: Preface

Connecticut's educators are committed to ensuring that students develop the skills and acquire the knowledge they will require to lead meaningful and productive lives as citizens in an interconnected world. This responsibility is shared among students, teachers, administrators, parents, the community, local boards of education, the state board of education, and local and state governments. The following educator evaluation guidelines will help ensure that Connecticut's schools develop the talented workforce that it requires to inspire our students to higher levels of performance....





CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Core Requirements for Teacher Evaluation and Support

# Teacher Evaluation Process

The annual evaluation process for a teacher shall at least include, but not be limited to, the following steps, in order:

1. Orientation on process—Teacher provided with information
2. Goal-setting conference—Agreement on specific student learning targets and professional development focus areas
3. Mid-year check-ins—Evaluator and teacher hold at least one mid-year check-in
4. End-of-year summative review—Self assessment by teacher, conference, then summative rating by end of the school year



# Teacher Evaluation Process: Orientation on process

1. Orientation on process—Teacher provided with information
  - ❖ The local or regional board of education or regional educational service center for the school district shall offer annual orientation programs regarding the teacher evaluation and support system to teachers who are employed by such local or regional board of education and whose performance is being evaluated.



# Teacher Evaluation Process:

## Goal-setting conference

2. Goal-setting conference—Agreement on specific student learning targets and professional development focus areas within the following components:
  - ❖ Multiple Student Learning Indicators (45%)
    - State-administered assessments for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available (22.5%)
    - Other indicators of academic growth and development (22.5%)
  - ❖ Observation of Teacher Practice and Performance (40%)
  - ❖ Whole-School Student Learning Indicators or Student Feedback, Including Surveys (5%)
  - ❖ Parent or Peer Feedback, Including Surveys (10%)





# Teacher Evaluation Process: Goal-setting conference

Forty-five percent (45%) of a teacher's evaluation shall be based on Multiple Student Learning Indicators

- One half (or 22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall be based on the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. For the other half (22.5%) of the indicators of academic growth and development, there may be:
  - a. A maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute resolution procedure.
  - b. A minimum of one non-standardized indicator.
- Indicators used to gauge attainment of goals/objectives shall be mutually agreed to by the teachers and their evaluators; they shall agree on a balance in the weighting of standardized and non-standardized indicators.
- Indicators of academic growth and development should be fair, reliable, valid and useful to the greatest extent possible.



# Teacher Evaluation Process:

## Goal-setting conference

Forty percent (40%) of a teacher's evaluation shall be based on observation of teacher practice and performance

- Teacher evaluation programs developed and implemented by local or regional boards of education shall ensure that processes related to observation of teacher practice and performance meet the core requirements.
- Teachers who receive a performance evaluation designation of below standard or developing shall receive a number of observations appropriate to their individual development plan, but no fewer than three in-class formal observations. Two of the three observations must include a pre-conference, and all of the observations must include a post-conference with timely written and verbal feedback.
- Teachers who receive a performance evaluation designation of proficient or exemplary shall receive a combination of at least three formal observations/reviews of practice, one of which must be a formal in-class observation. The exact combination shall be mutually agreed upon by the teacher and evaluator at the beginning of the evaluation process. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans or other teaching artifacts.
- Districts shall provide all evaluators with training in observation and evaluation, and how to provide high-quality feedback. Districts shall describe how evaluators must demonstrate proficiency on an ongoing basis in conducting teacher evaluations.



# Teacher Evaluation Process: Goal-setting conference

Five percent (5%) of a teacher's evaluation shall be based on whole-school student learning indicators or student feedback.

- For districts that include whole-school student learning indicators in teacher evaluations, a teacher's indicator ratings shall be represented by the aggregate rating for multiple student learning indicators established for the administrator's evaluation rating.
- For districts that include student surveys:
  1. Student responses must be anonymous.
  2. Surveys must demonstrate properties of fairness, reliability, validity and usefulness.
  3. School governance councils shall assist in development of surveys in order to encourage alignment with school improvement goals.
  4. An age-appropriate student survey (language and administration protocol) must be administered to each student.
  5. Results from surveys addressed by teachers should align with student learning goals.
  6. For whole-school student surveys, ratings may be based on one of two options:
    - a. Evidence from teacher developed student level indicators of improvement in areas of need as identified by the school level survey results; or
    - b. Evidence of teacher's implementation of strategies to address areas of need as identified by the survey results.
  7. Teacher ratings in this area may be based on a teacher's improvement in performance goals based on student feedback or on criteria in Domain 6 of the CCT.
- Approaches such as focus groups, interviews, or teachers' own surveys may be used to collect information from students.
- The whole-school student learning indicators rating or student feedback rating shall be among four performance levels.



# Teacher Evaluation Process: Goal-setting conference

Ten percent (10%) of a teacher's evaluation shall be based on parent or peer feedback, including surveys.

- For districts that include parent surveys:
  1. Parent responses must be anonymous.
  2. Surveys must demonstrate properties of fairness, reliability, validity and usefulness
  3. School governance councils shall assist in development of surveys.
  4. Survey is administered to each parent either on-line or paper version.
  5. Results from surveys addressed by teachers should align with student improvement goals.
  6. For whole-school parent surveys, ratings may be based on one of two options
    - a. Evidence from teacher developed student level indicators of improvement in areas of need as identified by the school level survey results; or
    - b. Evidence of teacher's implementation of strategies to address areas of need as identified by the survey results.
  7. Teacher ratings in this area may be based on a teacher's improvement in performance goals based on parent feedback or on criteria in Domain 6 of the CCT.
- Approaches such as focus groups, interviews, or teachers' own surveys may be used to collect information from parents.
- Peer observation or peer focus groups may be developed.
- The parent or peer feedback rating shall be among four performance levels.



# Teacher Evaluation Process:

## Mid-year check-ins

3. Mid-year check-ins—Evaluator and teacher hold at least one mid-year check-in.
  - ❖ Evaluators and teachers will review progress toward the goals/objectives at least once during the school year, using available information, including agreed upon indicators. This review may result in revisions to the strategies or approach being used and a mutually agreed upon mid-year adjustment of student learning goals to accommodate may be made.



# Teacher Evaluation Process:

## End-of-year review summative review

4. End-of-year summative review—Self-assessment by teacher, conference, then summative rating by end of the school year
  - ❖ Teacher Self-Assessment – The teacher reviews all information and data collected during the year and completes a self-assessment (which may focus specifically on the areas for development established in the Goal-setting conference) for review by the principal or designee.
  - ❖ End of Year Conference – The teacher shall collect evidence of student progress toward meeting the student learning goals/objectives and submitted evidence to the evaluator. The teacher and evaluator will discuss the extent to which the students met the learning goals/objectives. Following the conference, the evaluator will rate the teacher based on criteria for 4 levels of performance. If state test data may have a significant impact on a final rating, a final rating may be revised before September 15 when state test data are available.



# 4-Level Matrix System

## Four Levels

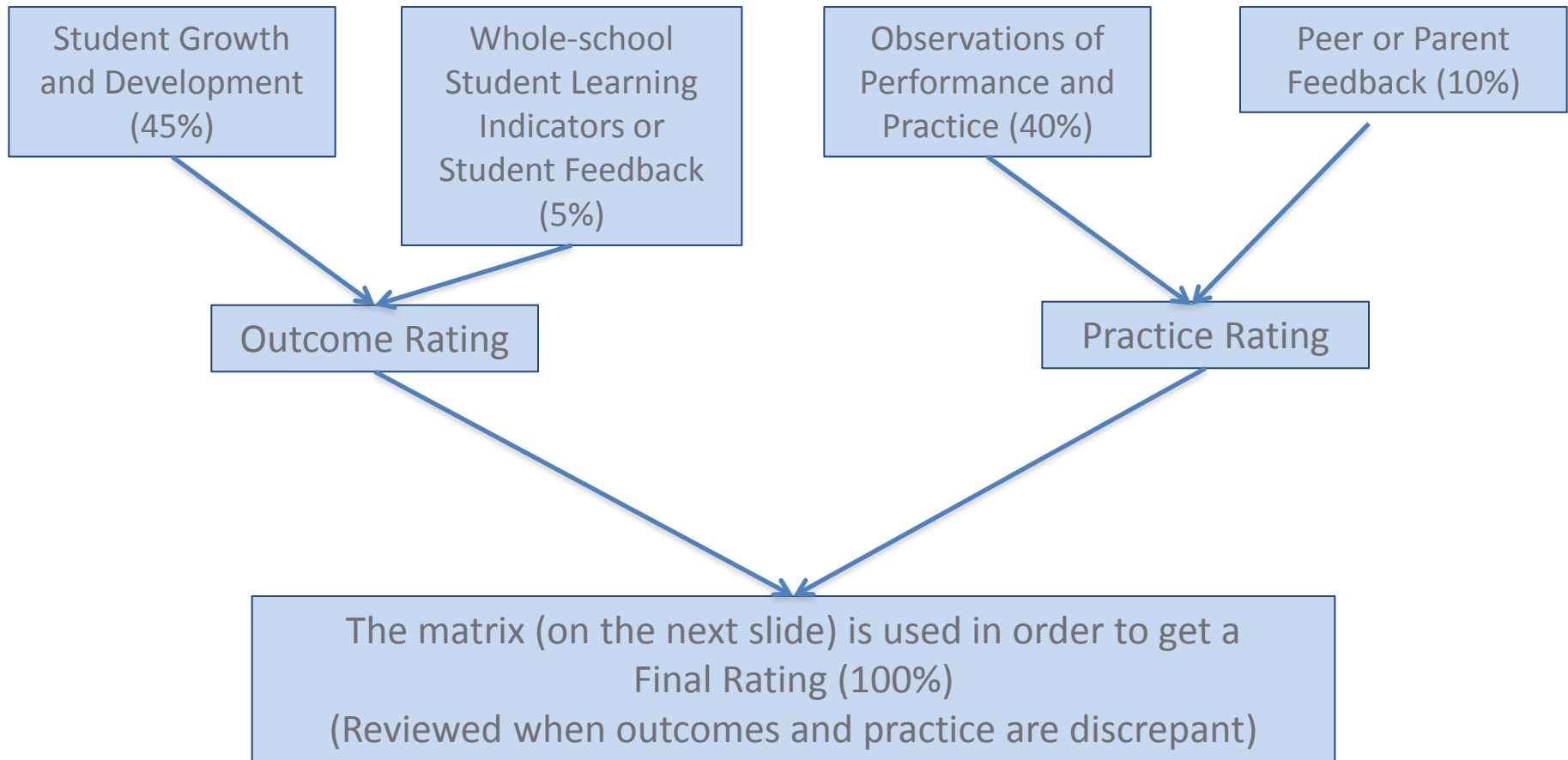
- Exemplary – Substantially exceeding indicators of performance
- Proficient – Meeting indicators of performance
- Developing – Meeting some indicators of performance but not others
- Below standard – Not meeting indicators of performance

## Steps to Final Rating

1. Rate teacher performance in each of four categories.
2. Combine the indicators of student growth and development rating and whole-school student learning indicators or student feedback rating into a single rating; this will represent an overall “outcomes rating”.
3. Combine the observations of teacher performance and practice rating and the peer or parent feedback rating into a single rating; this will represent an overall “practice rating”.
4. Combine the outcomes rating and practice rating into a final rating. In undertaking this step, the district must assign a summative rating category of Exemplary, Proficient, Developing, or Below Standard.
  - Note: District must define how each combination of outcomes and practice combine to result in the four summative rating categories



# Illustration of Steps to Final Rating





# Defining Effectiveness and Ineffectiveness; Evaluation Audit and Validation

(1) Each district shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system.

(2) At the request of a district or employee, the State Department of Education or a third-party entity approved by the SDE will audit the evaluation components that are combined to determine an individual's summative rating in the event that such components are significantly dissimilar (i.e. include both exemplary and below standard ratings) to determine a final summative rating.

(3) The State Department of Education or a third-party designated by the SDE will audit evaluations ratings of exemplary and below standard to validate such exemplary or below standard ratings by selecting ten districts at random annually and reviewing evaluation evidence files for a minimum of two educators rated exemplary and two educators rated below standard in those districts selected at random, including at least one classroom teacher rated exemplary and at least one teacher rated below standard per district selected.



# Evaluation-based Professional Learning

Districts and schools shall provide professional learning opportunities for teachers, pursuant to subsection (b) of Sec. 10-220a of the 2012 Supplement (C.G.S.), based on the individual or group of individuals' needs that are identified through the evaluation process. These learning opportunities shall be clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observation of professional practice or the results of stakeholder feedback.



# Individual Teacher Improvement and Remediation Plans

Districts shall create plans of individual teacher improvement and remediation for teachers whose performance is developing or below standard, collaboratively developed with such teacher and his or her exclusive bargaining representative for certified teachers chosen pursuant to section 10-153b of the 2012 Supplement (C.G.S.), and that (A) identify resources, support and other strategies to be provided by the local or regional board of education to address documented deficiencies, (B) indicate a timeline for implementing such resources, support, and other strategies, in the course of the same school year as the plan is issued, and (C) include indicators of success including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.



# Career Development and Growth

Districts must provide opportunities for career development and professional growth based on performance identified through the evaluation process. Examples of opportunities include, but are not limited to: observation of peers; mentoring/coaching early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities for their peers; differentiated career pathways; and targeted professional development based on areas of need.



# Evaluation and Approval Process

(1) Educator evaluation and support systems plans or revisions to such plans must be approved annually by the State Department of Education prior to district implementation. The State Department of Education will inform districts of the approval process timeline.

(2) The State Department of Education will provide models for teacher and administrator evaluation and support systems. Districts may choose to propose variations upon the teacher and administrator model so long as the model is consistent with the Connecticut Core Requirements for Educator Evaluation.

(3) In accordance with the requirement in the 1999 Connecticut Guidelines for Teacher Evaluation and Professional Development, the local or regional board of education shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree. This provision is to be utilized in accordance with the 2012 “Connecticut Guidelines for Educator Evaluation.” Should the process established not result in resolution of a given issue, the determination regarding that issue may be made by the superintendent. An example will be provided within the State model.



# Effect of the Neag Study on the Core Requirements

The Neag School of Education at The University of Connecticut shall submit to the State Board of Education, not later than January 1, 2014, a study and recommendations concerning validation of the teacher evaluation and support program core requirements. The results of the study will help determine any changes needed to the core requirements.

Should pilot districts identify promising practices within the Core Requirements, to implement during the pilot that vary from the established guidelines, those practices must be approved by the State Department of Education in consultation with PEAC and be incorporated into the scope of the Neag study.





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# Core Requirements for Administrator Evaluation and Support

# Administrator Evaluation Process

The annual evaluation process for an administrator shall at least include, but not be limited to, the following steps, in order:

1. Orientation on process—Administrator provided with all information
2. Goal-setting conference—Agreement on specific student learning targets and professional development focus areas
3. Evidence collection—Minimum of 2 observations (4 for principals new to their district, school or the profession; 4 for assistant principals)
4. Mid-year formative review—Discussion of progress against student learning targets and professional development focus areas
5. End-of-year summative review—Self-assessment by evaluator, conference, then summative rating by end of the school year





# Administrator Evaluation Process: Orientation on process

1. Orientation on process—Administrator provided with all information
  - ❖ The local or regional board of education or regional educational service center for the school district shall offer annual orientation programs regarding the administrator evaluation and support program to administrators who are employed by such local or regional board of education and whose performance is being evaluated and training administrators who are employed by such local or regional board of education and who are conducting performance evaluations.



# Administrator Evaluation Process:

## Goal-setting conference

2. Goal-Setting conference—Agreement on specific student learning targets and professional development focus areas
  - ❖ Multiple Student Learning Indicators (45%)
    - Student performance and/or growth on state-administered assessments (22.5%)
    - Locally-determined measures of student learning (22.5%)
  - ❖ Teacher Effectiveness Outcomes (5%)
  - ❖ Administrator Performance and Practice (40%)
  - ❖ Stakeholder Feedback (10%)



# Administrator Evaluation Process: Goal-setting conference

## Multiple Student Learning Indicators (45%): Student learning—State Test Portion

- Must include:
  - SPI progress from year to year
  - SPI progress for student subgroups
- May also include:
  - SPI score
  - SPI score for student subgroups
- Districts determine relative weights of indicators
- When growth measures are included in state accountability system, they will be added as required element of principal evaluation
- Schools with no tested grades (e.g. K-2 schools) default to locally-determined measures for entire 45% of student learning section



# Administrator Evaluation Process: Goal-setting conference

## Multiple Student Learning Indicators (45%): Student learning—Local Indicators

- Minimum of 2 indicators, one of which must be in subjects/grades not covered by state tests
- Must align to the Connecticut learning standards (if no standards, then evidence of alignment to research-based learning standards)
  - High schools must include:
    - Cohort graduation rate & Extended graduation rate
  - All schools may include:
    - State-administered assessments and/or district-adopted assessments
    - Progress toward graduation in the school using strong predictive indicators
    - School- or classroom- developed assessments in subjects and grade levels for which there are not available state or district-wide assessments
    - Others proposed by district
- District can use the same indicators for all similar schools in the district or can set individual indicators and targets for each school
- When setting targets or objectives, the superintendent or designee must include a review of relevant student characteristics (e.g., mobility, attendance, demographic and learning characteristics.)

“Review” or “turnaround” school principals must align targets to school improvement plan



# Administrator Evaluation Process:

## Goal-setting conference

### Teacher Effectiveness Outcomes (5%)

- Two categories of acceptable measures
- Ratings based on evidence collected about practice on six Connecticut Leadership Standards
  - Improving the percentage (or meeting a high target) of teachers meeting student learning objective targets
  - Other locally-determined measures

### Administrator Performance and Practice (40%)

- Ratings based on evidence collected about practice on six Connecticut Leadership Standards
- District-adopted or –created rubrics must:
- Evaluators must:
  - Teaching and Learning Standard must be weighted at least twice as much as any other standard
  - Minimum of 5% weight on each standard
- District-adopted or –created rubrics must:
  - Align to the Connecticut Standards of Leadership
  - Clearly distinguish between at least four levels of performance
  - Clearly identify principal leadership actions related to improving teacher effectiveness, including conducting teacher evaluations
- Evaluators must:
  - Provide written evidence to support ratings
  - Identify the strengths and growth areas of the principal
  - Provide feedback at least at mid-year and end-of-year, preferably more



# Administrator Evaluation Process: Goal-setting conference

## Stakeholder Feedback (10%)

- Stakeholders solicited for feedback:
  - Must include teachers and parents (or primary clients for central office admins)
  - May include community members, and/or students
- District select elements and indicators to include from CT Leadership Standards
- The instruments used must be:
  - Valid: They measure what they are intended to measure
  - Reliable: The use of the instruments is consistent among those using them and is consistent over time
- More than half of an administrator's rating based on improvement (unless performance is already high) and may also include status performance
  - Districts may set targets for all principals or set targets for individuals
  - If surveys used, districts may rate principals on the response rate



# Administrator Evaluation Process: Evidence collection & Mid-year review

3. Evidence Collection– Minimum of 2 observations (4 for principals new to their district, school or the profession; 4 for assistant principals)
4. Mid-year formative review—Discussion of progress against student learning targets and professional development focus areas
  - ❖ The superintendent or designee and administrator hold a mid-year formative conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice



# Administrator Evaluation Process:

## End-of-year review summative review

5. End-of-year summative review—Self-assessment by administrator, conference, then summative rating by end of the school year
  - ❖ Administrator self-assessment - The administrator reviews all information and data collected during the year and completes a self-assessment for review by the superintendent or designee. This self-assessment may focus specifically on the areas for development established in the Goal-setting conference.
  - ❖ End-of-year conference -The superintendent or designee and the administrator meet to discuss all evidence collected to date. Following the conference, the superintendent assigns a summative rating and generates a summary report of the evaluation before the end of the school year. If state test data may have a significant impact on a final rating, a final rating may be revised before September 15 when state test data are available.





# 4-Level Matrix System

## Four Levels

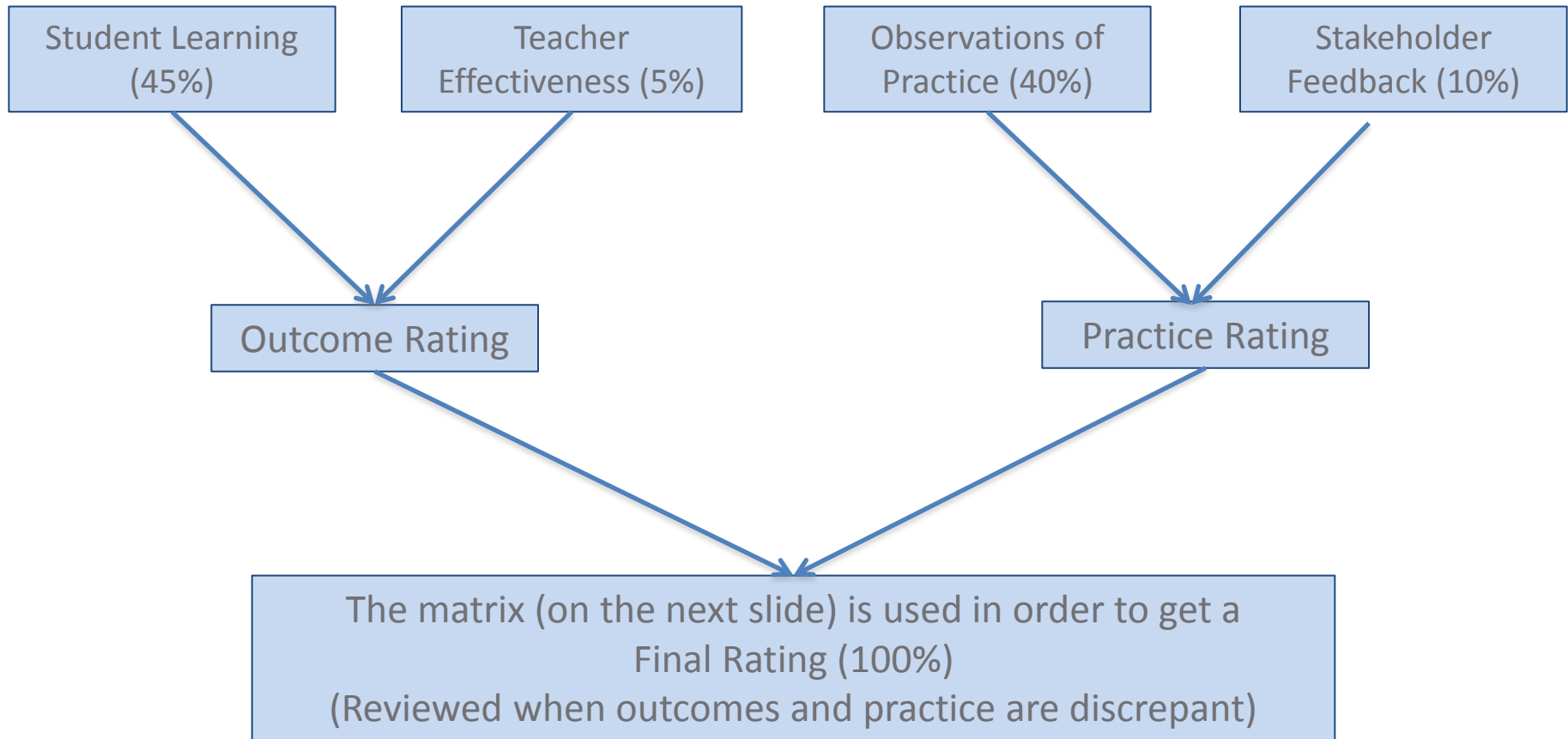
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## Steps to Final Rating

1. Rate in each of four categories
2. Combine student learning and teacher effectiveness into “outcomes” rating
3. Combine observations of practice and stakeholder feedback into “practice” rating
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  - Note: District must define how each combination of outcomes and practice combine to result in the four summative rating categories



# Illustration of Steps to Final Rating



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