



For Immediate Release:

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Council approves changes to new educator evaluation and support system

Performance Evaluation Advisory Council clarifies and amends guidelines

(HARTFORD, CT)— The advisory council charged with developing Connecticut’s new educator evaluation and support system today made consensus recommendations to the State Board of Education regarding revisions to three areas of this major school improvement initiative.

The Performance Evaluation Advisory Council (PEAC) amended the guidelines to provide an illustrative example of the process for resolving disputes between evaluators and educators, spelled-out the definition of “performance” in the context of the four educator rating levels, and evolved an important student growth and development component which makes up 45 percent of a teacher’s summative evaluation.

“Critical lessons and insights have emerged from districts and educators during the first year of the statewide implementation of the new evaluation and support system. The actions taken today reflect one of the crucial responsibilities of PEAC—listening and responding to teacher, administrator, and community feedback in order to improve the system,” Commissioner of Education Stefan Pryor said. “In so doing, we ensure that educators’ confidence in the evaluation and support system grows ever stronger and we provide ever more meaningful feedback and professional support.”

PEAC amended the evaluation guidelines to provide a detailed example of how a three-member committee or, if unsuccessful in reaching a resolution, a superintendent can resolve disputes where the evaluator and educator disagree on issues such as goals and objectives, the evaluation period, or feedback.

PEAC clarified definitions of the four performance levels—exemplary, proficient, developing, and below standard—that educators will be assigned each year, by explaining that performance means “progress as defined by specified indicators.” Evaluators and educators must mutually agree on the indicators of performance, as applicable, that will be used to measure progress, and such progress shall be demonstrated by evidence.

PEAC also articulated that one half (22.5 percent) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. This approach will be further examined and evolved over the course of the 2014-15 academic year, during which the required use of state test data has already been suspended, pending federal approval.

Earlier this year, upon Governor Dannel P. Malloy's request and PEAC's recommendation, the State Board of Education approved additional changes to provide educators with greater flexibility and clarity on the requirements for implementation of the new evaluation and support system.

The State Board of Education is expected to consider PEAC's latest revisions to the educator evaluation and support system at its meeting on May 7.

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