

**CONNECTICUT EDUCATION
ASSOCIATION**

**PROPOSED
CORE REQUIREMENTS AND GUIDELINES
FOR
CONNECTICUT EDUCATOR EVALUATION
AND SUPPORT PLANS**

I. Core Requirements and Guiding Principles

1 A. Core Requirements for the Evaluation of Teachers

2 Each local and regional board of education shall develop an educator evaluation and support
3 plan that is consistent with the guidelines. Such plan shall be developed with the Professional
4 Development and Evaluation Committee for the school district subject to the mutual
5 agreement process outlined in 10-151b(b).

6 Pursuant to sections 10-151b, 10-151h, and 10-220a of the Connecticut General Statutes,
7 district evaluation and support plans must meet the following Core Requirements in order to
8 receive approval by the State Department of Education:

- 9 1. Be consistent with the district’s comprehensive professional development plan for certified employees
10 developed in mutual agreement with the district’s professional development and evaluation
11 committee pursuant to 10-220a and that provides for the ongoing and systematic assessment and
12 improvement of both teacher evaluation and professional development of the professional staff
13 members of the district;
- 14 2. Provide for the annual evaluation of each teacher and administrator and be designed to identify
15 strengths, areas needing improvement, and strategies for improvement;
- 16 3. Include the use of multiple indicators of student academic growth and development; state mastery
17 test results and other statewide, national or international test scores may be used to help inform
18 strategies to address student needs, educator support, and school resources, but shall not be linked
19 to an individual teacher’s evaluation.
- 20 4. Provide for the use of at least two performance evaluations designators: “Meeting or exceeding goal”
21 and “Not meeting goal” (except that a teacher who does not receive a summative evaluation in a
22 school year shall receive a “not rated” designation for such year;
- 23 5. Include methods for assessing student academic growth and development;
- 24 6. Provide for consideration of control factors that may influence teacher performance ratings, including,
25 but not limited to, student characteristics, student attendance and student mobility and other factors
26 collected in the public school information system (10-10a);
- 27 7. Include minimum requirements for teacher evaluation instruments and procedures, including a
28 description of the system used (whether formula driven, holistic, or otherwise) to determine ratings in
29 order to prevent arbitrary treatment; and,
- 30 8. Provide for a training program for all evaluators and orientation for all teachers on the district
31 evaluation and support plan that is:
 - 32 (a) Conducted at least biennially for all evaluators and teachers employed,
 - 33 (b) Conducted prior to any evaluations conducted by such evaluators, and
 - 34 (c) Provided such to all new teachers hired by such board before such teachers receive
35 an evaluation.

37 9. Provide professional development services, or other targeted services based on needs that
38 are identified through the evaluation process and that provide opportunities for career
39 development and professional growth

40 10. Provide individual teacher improvement and remediation plans for teachers whose overall
41 performance is not meeting goal, designed in consultation with such teacher and his or her
42 exclusive bargaining representative, and that:

- 43 (a) Identify resources, support and other strategies to be provided;
- 44 (b) Indicate a timeline for implementing the plan in the course of the same school year
45 that the plan is issued; and
- 46 (c) Include indicators of success including an overall rating of meeting or exceeding
47 goal or better immediately at the conclusion of the improvement and remediation
48 plans.

49
50 11. Be approved locally in accordance with statute as follows:

- 51 (a) Local and regional boards of education shall annually submit to the State
52 Department of Education a district evaluation and support plan that meets the Core
53 Requirements and is consistent with the Guiding Principles and Guidelines. Such
54 plan and /or amendments to a plan shall indicate whether such plan is being
55 submitted with mutual agreement of the district's Professional Development and
56 Evaluation Committee, as attested to by the local bargaining unit representatives
57 on such committee, or is being submitted without such mutual agreement.
- 58 (b) Core Requirements: Any evaluation and support plan submitted to the State
59 Department of Education or being implemented by a school district that does not
60 meet the Core Requirements shall be deemed to be invalid by the Department.
- 61 (c) Guidelines: Any evaluation and support plan submitted to the State Department of
62 Education or being implemented by a school district that includes provisions
63 inconsistent with the Guidelines shall be deemed invalid by the Department, unless
64 such plan includes an attestation by the collective bargaining unit(s) affected by the
65 provisions that such provisions have been mutually agreed upon with the board of
66 education.
- 67 (d) Core Requirement Appeal: Any local or regional board of education whose plan is
68 deemed by the Department to not meet the Core Requirements may appeal such
69 decision by presenting its plan at a meeting of the Performance Evaluation Advisory
70 Council, which shall determine by a majority vote of its members whether such plan
71 meets the core requirements.

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74 **B. Guiding Principles**

75 The Guiding Principles shall assist in the development of local evaluation and support plans. They
76 provide context for boards of education, PDECs, and other stakeholders to develop plans.

77 The primary goal of the educator evaluation and support system is to strengthen individual and
78 collective practices so as to increase student growth and development. Connecticut’s Guidelines
79 for Educator Evaluation are based on Connecticut’s *Common Core of Teaching* and the *Common Core of*
80 *Leading: Connecticut School Leadership Standards*, which guide the observation of professional
81 practice. The guidelines also include multiple indicators of student growth and development,
82 stakeholder feedback and the context in which an educator works. Evaluation processes are
83 designed to promote collaboration and shared ownership for professional growth, renewal, and
84 employment decisions. The guidelines include key core requirements and provide basic assurances
85 that plans will be of high quality. They also serve as a foundation that enables collaboration,
86 innovation and local flexibility.

87 The Guidelines for Educator Evaluation are based on the following guiding principles:

- 88 1. The primary purpose of educator evaluation is to strengthen individual and collective practices
89 in order to improve student growth and development;
- 90 2. Educator evaluation is standards-based, using the Connecticut Common Core of Teaching for
91 teacher evaluation, Common Core of Leading: Connecticut Leadership Standards for administrator
92 evaluation, and National Pupil Personnel Services standards documents for evaluation of educators
93 in pupil services;
- 94 3. Connecticut’s Common Core Educator Standards, The Connecticut Framework K-12 Curricular
95 Goals, State Standards, 21st Century skills research, and local board of education derived
96 outcomes are the basis for establishing plan objectives at the district and school levels;
- 97 4. Local district evaluation plans should be developed collaboratively by teachers and administrators
98 and approved by a district’s respective board of education.
- 99 5. The guidelines foster continuing collaborative dialogue and enable innovation around teaching
100 and learning in order to increase student growth and development;
- 101 6. Districts must be permitted to develop innovative plans, like those that incorporate a holistic
102 scoring system that enable evaluators to examine an array of teaching components and strategies
103 and that encompass the complexity of teaching by eliminating the arbitrary weighting of one
104 element (e.g. characteristic) over another.
- 105 7. The guidelines clearly connect professional learning to the outcomes of the evaluation process.
- 106 8. The evaluation of educators must be free from incentives that distort the delivery of
107 instruction.
- 108 9. Non-mandated standardized or locally created tests and benchmark assessments
109 embedded in local curriculums can be helpful instructional tools, and may be utilized as an
110 indicator of student growth and development for a teacher’s evaluation through mutual
111 agreement between the board and the bargaining unit(s) affected, provided that such tests
112 are employed, administered and scored in accordance with the recommendations of the
113 test vendor.

114 **II. Guidelines for the Evaluation of Teachers**

115 As provided in subsection (a) of Sec. 10-151b (C.G.S.), the superintendent of each local or regional
116 board of education shall annually evaluate or cause to be evaluated each teacher, in accordance with
117 the Core Requirements. Local or regional boards of education shall develop and implement teacher
118 evaluation programs that meet the Core Requirements and are consistent with these Guidelines.
119 For the purposes of this section, the term “teacher” refers to any teacher serving in a position requiring
120 teacher certification within a district, but not requiring 092 certification.

121 **A. Rating System**

122 Annual summative evaluations provide each teacher with a rating or ratings aligned to performance
123 evaluation designators including, but not limited to: “Meeting or exceeding goal” and “Not meeting
124 goal”.

125 1. At least two of the performance levels shall be defined as follows:

126 (a) Meeting or exceeding goal – Evidence showing standard progress toward meeting or
127 exceeding the mutually agreed upon goal(s)

128 (b) Not meeting goal – Evidence showing minimal or no progress toward meeting the mutually
129 agreed upon goal(s)

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131 2. In order to determine summative rating designations for each teacher, districts shall rate teacher
132 performance in two categories:

133 (a) Evidence of student growth and development

134 (b) Observations of teacher instructional practice and performance, which also include
135 professional responsibilities, teacher leadership, parent engagement, and other
136 contributions to the learning community.

137 **B. Teacher Evaluation Components**

138 (a) Fifty percent (50%) of a teacher’s overall evaluation shall be based on progress toward meeting or
139 exceeding goal(s) for student growth, using multiple indicators of student growth and
140 development (as described in paragraph (g) below).

141 (b) The process for assessing student growth using multiple indicators of growth and development for
142 teacher evaluation will be developed through mutual agreement by each teacher and their
143 evaluator at the beginning of the year.

144 (c) The process for assessing student growth and development will have three phases:

145 (1) Goal-setting conference:

146 a. Each teacher, through mutual agreement with his/her evaluator, will select 1 student
147 goal. Each teacher, through mutual agreement with his/her evaluator, may select up to
148 2 additional student goals, one of which may be a mutually agreed upon
149 “Innovation” goal (as described below), the exact number taking into account

150 teaching responsibilities and teacher experience to determine a reasonable number of
151 goals. Goals may be written collectively and mutually agreed to by the teachers by grade
152 levels or by department, but in no case shall teachers be required to set separate goals
153 for the school or district, which can instead be addressed below through indicators of
154 professional responsibility. For each goal, each teacher, through mutual agreement with
155 his/her evaluator, will select necessary evidence to be used to show progress
156 toward meeting or exceeding each goal. Of the 2 additional goals, one mutually
157 agreed upon "Innovation" goal may be considered. Such goal would enable a teacher
158 to use creativity and originality or explore educational ideas and concepts without the
159 risk of innovation threatening their overall rating. Performance on an "innovation" goal
160 can only be used to positively impact a teacher's overall rating and can be used to
161 recognize a teacher for developing and/or implementing new strategies that promote
162 student growth and development.

163 b. Each goal will:

- 164 i. Take into account the academic track record and overall needs and strengths of
165 the students the teacher is teaching that year/semester;
- 166 ii. Address the most important purposes of a teacher's assignment through self-
167 reflection and analysis of work and instructional strategies;
- 168 iii. Address each teacher's instructional and/or professional growth;
- 169 iv. Take into account their students' starting learning needs; and,
- 170 v. Pursuant to section 10-151b (C.G.S.), include consideration of control factors
171 tracked by the state-wide public school information system that may influence
172 teacher performance ratings, including, but not limited to, the percentage of English
173 Language Learners, special education, and free and reduced priced lunch students,
174 student mobility, and other characteristics available in the public school information
175 system (CGS 10-10a). Consideration of such control factors shall be undertaken and
176 accomplished through the joint deliberations and determinations of the Goal
177 Setting process.

178 c. To maximize time for teaching and learning, the evaluator and teacher shall limit entry
179 only to indicators, information and data that is mutually agreed to in a teacher's
180 evaluation, and to optional indicators as mutually agreed upon by teacher and evaluator.

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182 (2) Mid-year check-ins

183 Evaluators and teachers will review mutually agreed upon evidence toward meeting the
184 goal(s) at least once during the school year, which is to be considered the midpoint of the
185 school year, using available information. This review may result in revisions to the strategies
186 or approach being used and/or teachers and evaluators may mutually agree on mid-year
187 adjustment of the student learning goal(s) to accommodate changes (e.g., student
188 populations, assignment).

189 (3) End-of-year summative review:

- 190 a. Teacher Self-Assessment – The teacher reviews all mutually agreed upon evidence
191 collected during the year and completes a self-assessment for review by the principal or
192 designee. This self-assessment shall focus specifically on the areas for development
193 established in the Goal-setting conference.
- 194 b. End of Year Conference – The teacher shall collect the mutually agreed upon evidence of
195 student progress toward meeting the student goal(s). This evidence will be submitted to
196 the evaluator, and the teacher and evaluator will discuss the extent to which the students
197 progressed toward meeting the goal(s). Following the conference, the evaluator will rate
198 the extent of student progress toward meeting the student goal(s) based on criteria for
199 the two levels of performance (i.e. “Meeting or exceeding goal” and “Not meeting
200 goal”).
- 201 (d) For classroom teachers whose primary responsibility is direct instruction, 50% of such teachers’
202 overall ratings shall be determined by the mutually agreed upon evidence of student growth and
203 development. Such rating must be based on indicators of student learning demonstrating what
204 students know and are able to do.
- 205 (e) For any teacher whose primary responsibility is not the direct instruction of students or whose
206 primary responsibility is to provide support or specialist services to students, teachers or the
207 educational program as a whole, 50% of such teachers’ overall ratings shall be determined using at
208 least one goal, with such goal(s) based on the teacher’s position and indicative of the teacher’s
209 support of the educational program in the school and/or the district.
- 210 (f) Evidence means multiple indicators of student growth and development, including
211 demonstrating what students learn, know, and are able to do.
- 212 (g) Indicators of what students learn, know, and are able to do, include, but are not limited to:
- 213 (1) Examples of student performance tasks (such as: constructed projects, student oral work, and
214 other written work) assessed using a mutually agreed to scoring system;
- 215 (2) Examples of portfolios of student work assessed using a mutually agreed to scoring system;
- 216 (3) Locally developed, curriculum-based assessments, including those constructed by a teacher or
217 team of teachers;
- 218 (4) Examples of student performances (such as: music performance, dance performance), or in the
219 case of students receiving special services other demonstrations of developmental progress,
220 assessed using a mutually agreed to scoring system;
- 221 (5) Other non-standardized indicators, which may include holistic indicators of student learning.
- 222 (h) All evidence of student growth and development shall be developed through mutual
223 agreement between each teacher and such teacher’s evaluator. Indicators that are not
224 prohibited in Section A.3 of the Core Requirements, such as commercially developed
225 standardized progress monitoring assessments, can only be used if a district’s plan specifically
226 permits such use through mutual agreement between the board and the bargaining unit(s)
227 affected. With the goal of streamlining the evaluation plan process, participants shall limit
228 collection only to indicators, information and data that is mutually agreed to in a teacher’s
229 evaluation.
- 230 (i) A student goal shall not include any assessment measure of student performance upon which
231 such teacher has no direct and continuous influence.

- 232 (j) Evidence of progress toward meeting or exceeding goal(s) shall take into account student needs and
233 characteristics, including, but not limited to student attendance, mobility (percentage of
234 attrition/turnover of students in a classroom), and other characteristics available in the public school
235 information system (CGS 10-10a).
- 236 (k) To the greatest extent possible, evidence of growth and development selected by teachers and
237 evaluators should be:
- 238 (1) Fair to students – Evidence of growth and development is used in such a way as to provide
239 students an opportunity to show that they have met or are making progress in meeting the
240 student goal(s). Evidence of growth and development are to be as free as possible from
241 bias and stereotype;
- 242 (2) Fair to teachers – Evidence of growth and development is fair when a teacher has the
243 professional resources, working environment/climate, and opportunity to show that his/her
244 students have made progress toward meeting or exceeding the goal(s) and when the
245 evidence is appropriate to the teacher’s content, assignment and class composition;
- 246 (3) Useful – The evidence may be used to provide the teacher with meaningful feedback about
247 student knowledge, skills, perspective and classroom experience that may be used to
248 enhance student learning and provide opportunities for teacher professional growth and
249 development.
- 250 1. Fifty (50%) of a teacher’s evaluation shall be based on an observation or review of teacher practice and
251 evidence of performance and professional responsibility.
- 252 (a) Teacher evaluation programs developed and implemented by local or regional boards of education
253 shall ensure that processes related to observation of teacher practice and performance:
- 254 (1) Facilitate and encourage effective means for multiple in-class visits necessary for gathering
255 evidence of the quality of teacher practice;
- 256 (2) Provide constructive oral and/or written feedback of observations in a timely and useful
257 manner;
- 258 (3) Provide on-going calibration of evaluators in the district;
- 259 (4) Use a combination of formal, informal, announced, and unannounced observation;
- 260 (5) Consider differentiating the number of observations related to experience, prior ratings,
261 needs and goals; and,
- 262 (6) Include pre- and post-conferences that include deep professional conversations that allow
263 evaluators and teachers to reflect on the mutually agreed upon goal(s), allow administrators
264 to gain insight into the teacher’s progress in addressing issues and working toward their
265 goal(s), and share evidence each has gathered during the year.
- 266 (b) Within the professional practice component, at least 40% of a teacher’s overall rating may be based
267 on formal observations of teacher practice and performance, and reviews of professional practice
268 and shall meet the following minimum criteria:
- 269 Observations and Reviews of Practice
- 270 (1) Formal observation models must be standards-based. Examples of acceptable standards
271 based frameworks include, but are not limited to the Danielson, Marzano and Marshall
272 frameworks, or locally developed frameworks based on best practice;

- 273 (2) Formal observation models must be aligned to the Connecticut Common Core of Teaching;
- 274 (3) First and second year teachers shall receive at least two in-class formal observations. Both
- 275 observations must include a pre-conference, and all of the observations must include a post-
- 276 conference with timely written and/or verbal feedback;
- 277 (4) Teachers subject to the state Teacher Education and Mentoring (TEAM) requirements shall
- 278 have evaluation plans that align formal observations and other reviews of practice to such
- 279 teacher’s TEAM modules;
- 280 (5) Teachers who receive a performance evaluation designation of “not meeting goal” shall
- 281 receive a number of formal observations appropriate to their individual development plan,
- 282 but no fewer than three in-class formal observations. Two of the three observations must
- 283 include a pre-conference, and all of the observations must include a post-conference with
- 284 timely written and verbal feedback; and,
- 285 (6) Teachers who receive and maintain a performance evaluation designation of meeting or
- 286 exceeding goal, or their equivalents, who are not first or second year teachers shall be
- 287 evaluated with a minimum of one formal in-class observation no less frequent than once
- 288 every three years. Additionally:
- 289 a. In an off-cycle year when a teacher is not on the formal observation cycle, such teacher
- 290 shall complete a review of practice designed to promote professional growth and that
- 291 includes at least one but no more than three elements selected by mutual agreement
- 292 between a teacher and the teacher’s evaluator (examples include, but are not limited to,
- 293 a lesson plan review, development and or facilitation of professional learning
- 294 workshop(s), informal observations, presenting of new teaching strategies at a
- 295 conference or other venue for dissemination of effective strategies to other educators;
- 296 b. If informal observations are to be used, they must be a minimum of 15 minutes to
- 297 ascertain teacher performance in meeting the agreed upon goal using a locally developed
- 298 framework;
- 299 c. Teachers with meeting or exceeding goal designations may receive a formal in-class
- 300 observation if a review of practice in a given year results in a concern about the teacher’s
- 301 practice;
- 302 d. For non-classroom teachers, the above frequency of observations shall apply in the same
- 303 ways, except that the observations need not be in-classroom and shall instead be
- 304 conducted in appropriate settings. Examples of non-classroom observations include, but
- 305 are not limited to: observations of data team meetings, observations of
- 306 coaching/mentoring other teachers, reviews of lesson plans or other teaching indicators;
- 307 e. Teachers together with their evaluator may identify professional development
- 308 opportunities based on informal observations or other experiences in off-cycle years; and,
- 309 f. All observations shall be followed with timely feedback.
- 310 (c) Within the professional practice component, up to 10% of a teacher’s overall rating may be based on
- 311 evidence of professional responsibility consistent with Domain 6 of the Common Core of Teaching,
- 312 which includes:

313 Professional Responsibility

- 314 (1) Engaging in continuous professional growth to impact instruction and student learning;

- 315 (2) Collaborating to develop and sustain a professional learning environment to support student
316 learning;
- 317 (3) Communicating and collaborating with colleagues, students and families to develop and
318 sustain a positive school climate and support student learning; and,
- 319 (4) Conducting oneself as a professional.

320 Note: See CSDE’s “Common Core of Teaching (CCT) Rubric for Effective Teaching”
321 http://www.connecticutseed.org/wp-content/uploads/2014/05/CCT_Rubric_for_Effective_Teaching-May_2014.pdf

- 322 (d) Districts shall provide all evaluators with training in observation and evaluation, and how to provide
323 high-quality feedback. Districts shall describe how evaluators must demonstrate proficiency on an
324 ongoing basis in conducting teacher evaluations. All evaluators shall demonstrate competent
325 understanding of guidelines and the local evaluation model prior to beginning the evaluation
326 process with any teacher.

327 **C. Evaluation-based Professional Learning**

328 Districts and schools shall provide professional learning opportunities for teachers, developed in
329 mutual agreement with their Professional Development and Evaluation Committee pursuant to
330 subsection (b) of Sec. 10-220a of the Connecticut General Statutes, based on the individual or group of
331 individuals’ needs that are identified through the evaluation process. These learning opportunities shall
332 be clearly linked to the specific outcomes of the evaluation process as it relates to student growth and
333 development results, and observation of professional practice. See appendix for statutory language
334 referenced.
335

336 **D. Individual Teacher Improvement and Remediation Plans**

337 Districts shall create plans of individual teacher improvement and remediation for only those teachers
338 whose overall performance is “not meeting goal,” collaboratively developed with such teacher and his
339 or her exclusive bargaining representative for certified teachers chosen pursuant to section 10-153b
340 (C.G.S.), and that (A) identify resources, support and other strategies to be provided by the local or
341 regional board of education to address documented deficiencies, (B) indicate a timeline for
342 implementing such resources, support, and other strategies, in the course of the same school year as
343 the plan is issued, and (C) include indicators of success including a summative rating of meeting or
344 exceeding goal or better at the conclusion of the improvement and remediation plan.

345 **E. Local Plan Dispute Resolution Process**

346 In accordance with the requirement in the 1999 Connecticut Guidelines for Teacher Evaluation and
347 Professional Development, in establishing or amending the local teacher evaluation plan, the local or
348 regional board of education shall include a process for resolving disputes in cases where the evaluator
349 and teacher cannot agree on the teacher or student goal(s), the evaluation period, feedback or the
350 professional development plan. When such agreement cannot be reached, the issue in dispute shall be
351 referred for resolution to the district’s Professional Development and Evaluation Committee
352 established pursuant to Sec. 10-220a (C.G.S.). This provision is to be utilized in accordance with all
353 specified processes and parameters regarding goals, evaluation period, feedback, and professional
354 development contained in this document.

355 **III. Career Development and Growth**

356 Districts must provide opportunities for career development and professional growth based on
357 performance identified through the evaluation process. Examples of opportunities include, but are not
358 limited to: observation of peers; mentoring/coaching early-career teachers; participating in
359 development of teacher improvement and remediation plans for peers whose performance is not
360 meeting goal; differentiated career pathways; and targeted professional development based on areas
361 of need.

362 **IV. Orientation Programs**

363 The local or regional board of education or regional educational service center for the school district
364 shall offer annual orientation and training programs regarding the teacher evaluation and support
365 system to teachers who are employed by such local or regional board of education and whose
366 performance is being evaluated. The orientation shall not occur later than September 30 and prior to
367 the beginning of an evaluation process in a given school year.

368 **V. Evaluation Ratings Audit and Validation**

- 369 A. The State Department of Education will audit evaluation plans for compliance to the Guidelines
370 for Educator Evaluation by selecting ten districts at random annually and reviewing evaluation
371 evidence files for two educators for each performance rating level (i.e. "Meeting or exceeding
372 goal" and "Not meeting goal") in each randomly selected district. Such audit shall include, to the
373 degree available, at least one teacher and one administrator for each rating level per selected
374 district.
- 375 B. Local reporting: The district superintendent shall report the status of teacher evaluations to the
376 local or regional board of education on or before June 1st of each year.
- 377 C. State reporting: Not later than September 15th of each year, each superintendent shall report to
378 the Commissioner of Education the status of the implementation of teacher evaluations,
379 including the frequency of evaluations, the number of teachers who received a rating or ratings
380 of "not meeting goal" and the number of administrators and teachers who have not been
381 evaluated.

382 **VI. Data Management Protocols**

- 383 A. On or before September 15, 2014 and each year thereafter, Professional Development and
384 Evaluation Committees established pursuant to 10-220a shall review and report to their board
385 of education the user experience and efficiency of the district's data management
386 systems/platforms being used by teachers and administrators to manage evaluation plans.
- 387 B. For implementation of local evaluation plans for the 2014-15 school year, and each year
388 thereafter, data management systems/platforms to be used by teachers and administrators to
389 manage evaluation plans shall be selected by boards of education with consideration given to

390 the functional requirements/needs and efficiencies identified by professional development and
391 evaluation committees.

392 C. For implementation of local evaluation plans for the 2014-15 school year, and each year
393 thereafter, educator evaluation plans shall contain guidance on the entry of data into a district's
394 data management system/platform being used to manage/administer the evaluation plan and
395 on ways to reduce paperwork and documentation while maintaining plan integrity. Such
396 guidance shall:

- 397 1. Limit entry only to indicators, information and data that is mutually agreed to in a teacher or
398 administrator's evaluation plan as evidence to be used for evaluating such educators, and to
399 optional indicators as mutually agreed upon by teacher/administrator and evaluator;
- 400 2. Streamline educator evaluation evidence collection and reporting by teachers and administrators;
- 401 3. Prohibit the SDE from accessing identifiable student and teacher data in the educator evaluation
402 data management systems/platforms, except as needed to conduct the audits mandated by C.G.S.
403 10-151i;
- 404 4. Specify that individual student or teacher data, including aggregate evaluation data, that is
405 protected (i.e. not disclosable) under the Freedom of Information Act (FOIA) shall not be shared
406 with any entity working under contract with a local board of education without such contract:
 - 407 (a) prohibiting the secondary release of protected data or use of such data for purposes beyond
408 the contract,
 - 409 (b) including provisions that ensure suitable data security protections have been implemented by
410 such entity,
 - 411 (c) requiring local board of education review and approval of such contract,
 - 412 (d) including a timeline for the destroying of protected data no later than the expiration of the
413 contract,
 - 414 (e) requiring prior consent by the parents of students and by the teachers whose protected data
415 would be shared, and;
 - 416 (f) Designating the work product of any such entity as protected information and therefore not
417 disclosable under FOIA.
- 418 5. Prohibit the sharing or transference of individual or aggregate teacher data from one district to
419 another or to any other entity without the teacher's or administrator's consent, as prohibited by
420 law;
- 421 6. Limit the access of teacher or administrator data to only the primary evaluator, superintendent or
422 his/her designee, and to other designated professionals directly involved with evaluation and
423 professional development processes. Consistent with Connecticut General Statutes, this provision
424 does not affect the SDE's data collection authority;
- 425 7. Include a process for logging the names of authorized individuals who access a teacher or
426 administrator's evaluation information.

427 D. The SDE's technical assistance to school districts will be appropriate to the evaluation and
428 support plan adopted by the district.

END