



CONNECTICUT

SNAPSHOT

State requires objective student growth as part of teacher evaluation system.	YES
Teachers must meet student growth goals or be rated at least effective on the student growth portion to be rated overall effective.	NO

CHARACTERISTICS

Weight of student growth:	<p>All teachers: 45%</p> <ul style="list-style-type: none"> One half (22.5%) of these indicators must be based on a standardized indicator. The other half (22.5%) may consist of, at most, one additional standardized indicator, or at least one nonstandardized indicator. <p>State board voted to delay required use of test scores until the 2017-2018 school year.</p>
Role of student growth in overall score:	<p>State provides a sample scoring matrix in its SEED model.</p> <ul style="list-style-type: none"> Teachers with a student outcome score of 2 (partially meets) can still be rated overall proficient if they receive a rating of 3 or 4 on teacher practice. A score of 2 means that some students met the target, but a notable percentage of them missed the target by more than a few points. If a teacher gets a 1 (does not meet) on student outcomes and a 4 on teacher practice, the evaluator must “gather further information” before deciding on a summative score, thus leaving the door open for a proficient rating.

CITATIONS

Guidelines for Educator Evaluation: http://www.connecticutseed.org/wp-content/uploads/2015/09/CT_Guidelines_for_Educator_Evaluation_Updated_2015.pdf

SEED Handbook (sample state model): http://www.connecticutseed.org/wp-content/uploads/2015/11/2015_SEED_Handbook_11_24_15.pdf

STATE RESPONSE

Connecticut was helpful in providing NCTQ with the facts necessary for this analysis. The state added that SEED is one state-provided model that offers guidance on how the guidelines may be implemented. Districts may consider SEED, or they may develop their own models as long as they meet the requirements outlined in the guidelines.

Connecticut also pointed out that given the weighting of 45 percent for the student growth component, districts may use a mathematical calculation/weighted average when rolling up to a final summative rating. The state provides a sample scoring matrix that may be used by districts; otherwise, they can develop a matrix for review and approval by the state.

Finally, Connecticut added that the decision to delay inclusion of test scores was based on a recommendation by the state’s primary educator evaluation stakeholder group, the Performance Evaluation Advisory Council (PEAC).