

Connecticut







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| Law Analyzed | PA 10-111, PA 12-116 |
| Date Passed | 2010, 2012 |
| Overall Rating | 5.75 |

In 2010 a Democrat-controlled legislature passed, and Governor Jodi Rell (R) signed, PA 10-111, a comprehensive education reform bill intended to support the state's Race to the Top application. PA 10-111 required the State Board of Education to adopt guidelines for annual teacher evaluations that incorporate measures of student growth. It also addressed a variety of other issues, including alternative certification and system improvements to provide student growth data, but did not address use of evaluation data in personnel decisions, including tenure or dismissal. Under PA 10-111, the state established a Performance Evaluation Advisory Council to develop guidelines and standards for teacher evaluations, and in 2012, the State Board of Education approved the PEAC-developed framework





In May 2012, the Democrat-controlled legislature passed PA 12-116, a comprehensive education reform bill, championed by Governor Dan Malloy (D), that addresses issues related to teacher evaluation, tenure, and dismissal, as well as school finance, accountability, and school turnaround. PA 12-116 builds on PA 10-111 by establishing an 8-10 district evaluation pilot, requiring teachers to demonstrate effectiveness in evaluations before they receive tenure, allowing dismissal of teachers who are rated ineffective, and streamlining the dismissal process. This rating is based on PA 10-111, PA 12-116, and the current State Board-approved PEAC recommendations. Any additional regulations or guidance created as a result of PA 12-116 did not exist at the time this analysis was done and thus are not included in it.

Connecticut has made substantial progress in improving teacher evaluation and linking key personnel decisions—including tenure and dismissal—to evaluations, but it has not abolished “last-in, first-out” layoffs and excessing, made preparation programs accountable for their graduates’ performance, ensured teacher hiring and placement by mutual consent, or protected children from being consecutively taught by ineffective teachers. Connecticut has also created a new requirement that teachers earn a Master’s degree to receive the highest level of teacher certification, rather than linking this certification to evidence of effectiveness. These are all areas for potential future improvements.

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| Criteria | Explanation | Score |
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| Are teachers evaluated at least annually? | Yes. |  |
| Are principals, as well as teachers, evaluated? | Yes. The State Board of Education has approved draft guidelines for evaluation of both teachers and principals. |  |
| Is evidence of student learning a factor in teacher evaluations? | Student academic growth must be included in evaluation guidelines. For teacher evaluations, multiple student learning indicators for the teacher's students constitute 45 percent of the evaluation (one-half of which is based on the state test for teachers in tested grades and subjects), whole-school indicators 5 percent, observations of performance and practice 40 percent, and peer and parent surveys 10 percent. For principals, multiple student learning indicators account for 45 percent, teacher effectiveness outcomes 5 percent, observations 40 percent, and staff, community, and/or student surveys 10 percent. |  |
| Do evaluations differentiate between multiple levels of educator performance? | Yes. Four-level rating system: exemplary, proficient, developing, below standard |  |
| Are parents and the public provided clear information about teacher effectiveness? | Connecticut law precludes disclosure of teacher evaluation records. The law does not address aggregate reporting. |  |
| Are educator preparation programs accountable for graduates' effectiveness? | Legislation does not address. In March 2012 the State Board of Education and the Board of Regents for Higher Education created an Educator Preparation Advisory Council that is tasked with developing standards for teacher preparation programs that will hold programs accountable for the performance of their graduates, including impact on student learning. |  |

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| Is tenure linked to effectiveness? | Yes. In order to earn tenure teachers must complete four years of teaching and be offered continuing employment for the following year based on an evaluation rating of “effective.” |  |
| Does state provide clear authority to dismiss ineffective teachers and a reasonable process for doing so? | Law makes “ineffectiveness,” as measured by the evaluation system, one of the grounds upon which teachers may be dismissed. It also streamlines the hearing process for dismissal of a tenured teacher from 75 days to 45, and limits the scope of the hearing to whether the evaluation process was followed in good faith and whether evaluations are reasonable based on the evidence presented. |  |
| Is effectiveness, rather than seniority, the primary consideration in reductions in force? | The law allows collective bargaining agreements to determine the weighting of consideration factors for layoffs and reductions. |  |
| In cases of teacher excessing, is there a process for teachers to secure new positions through mutual consent, and for those who cannot do so to eventually be discharged from employment? | The law does not provide a process for the discharge of excessed teachers who fail to gain positions through mutual consent. |  |

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| Do principals have authority to decide who teaches in their schools? | The law does not address. | <input type="radio"/> |
| Does the law protect students from being consecutively assigned to ineffective teachers? | No. | <input type="radio"/> |
| Are effective teachers rewarded with increased compensation? | Effective teachers can be rewarded with compensation if it is collectively bargained at the local level. The law does not address or encourage this, but does allow for discretion for performance-based compensation in Commissioner's Network schools. | <input type="checkbox"/> |