



CONNECTICUT STATE DEPARTMENT OF EDUCATION

**PEAC Recommendations**  
**Concerning the Role of State Mastery Test Data**  
**in the CT Educator Evaluation and Support System**

**State Board of Education Meeting**

**April 5, 2017**

# The Role of PEAC — C.G.S. 10-151d

The council shall be responsible for assisting the State Board of Education in the development of:



(A) guidelines for a model teacher evaluation and support program;



(B) a model teacher evaluation and support program, pursuant to subsection (c) of section 10-151b, (2) the data collection and evaluation support system, pursuant to subsection (c) of section 10-10a; and

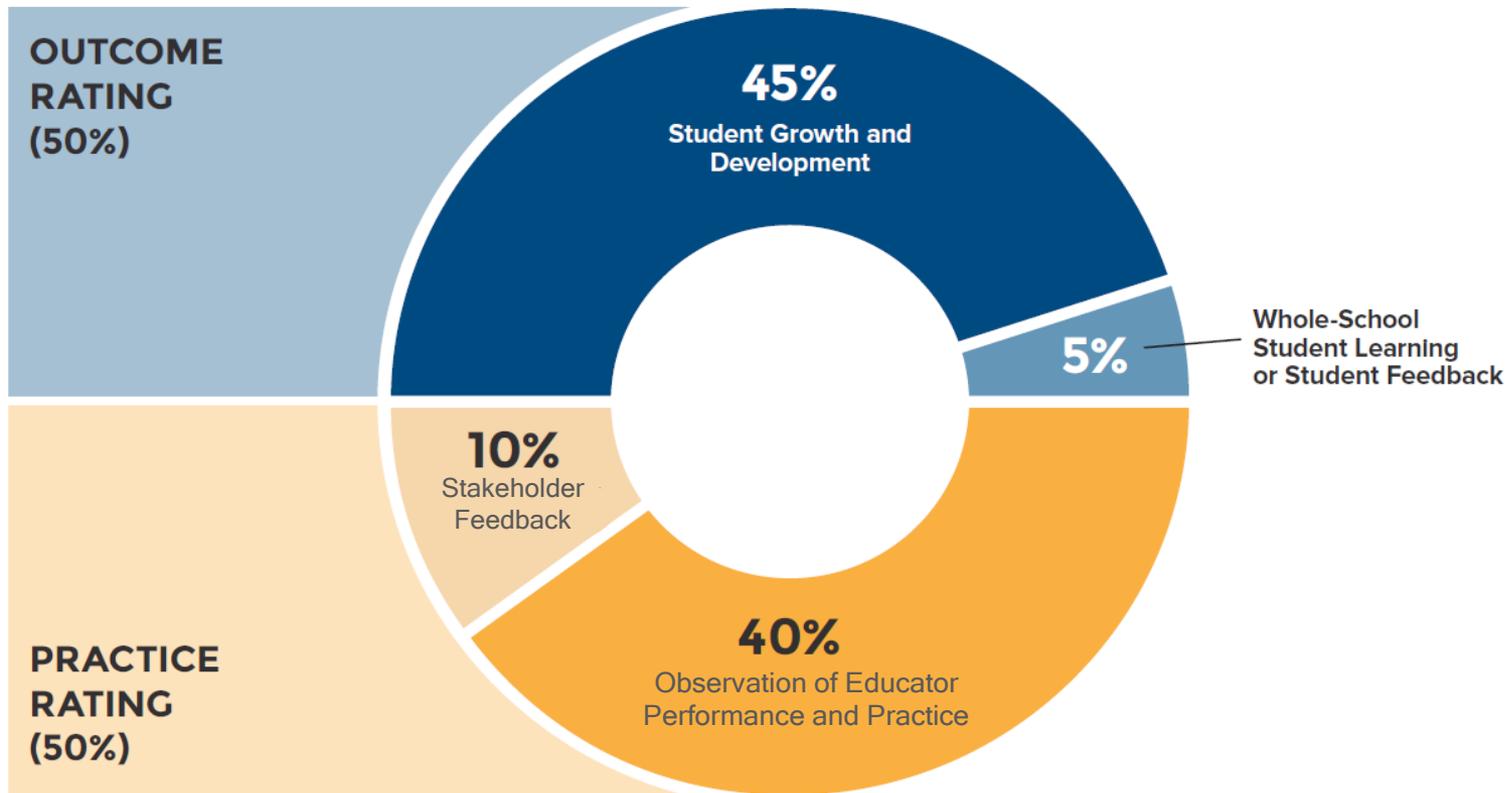


(C) assisting the State Board of Education in the development of a teacher evaluation and support program implementation plan, pursuant to subsection (e) of section 10-151b.



<b>Date:</b>	<b>2014 - Present PEAC Activities &amp; SBE Actions</b>
<b>February 2014</b>	SBE approves flexibilities to the Guidelines
<b>December 2015</b>	ESSA removes any requirements for teacher evaluation, allowing decisions to be made at the state level
<b>April 2016</b>	PEAC requests/receives extension from the SBE of current flexibility
<b>September 2016 - Present</b>	PEAC identifies positive aspects of the Guidelines and the educator evaluation and support system, as well as opportunities for refinement; PEAC focuses on the appropriate use of state mastery test data within Connecticut's educator evaluation system
<b>November 2016</b>	PEAC provided the SBE with a progress report on their survey of local and regional Professional Development and Evaluation Committees (PDECs); district perspectives on teacher and administrator evaluation and support systems; and their review and discussion of research and state policies regarding the use of standardized and non-standardized indicators within educator evaluation
<b>March 2017</b>	PEAC reaches unanimous consensus on the appropriate use of state mastery test data within Connecticut's educator evaluation system

# Connecticut's Educator Evaluation and Support Model



# Positive Aspects of the Evaluation and Support System

Data is driving the conversation much more than pre-2012

Conversations are more focused on teaching and learning

More frequent classroom observations deepen the dialogue between an educator and his/her evaluator

Educators are internalizing a common/shared language, about what it means to be an effective educator/ instructional leader (based on professional standards)

Variation in how and when evaluations are conducted is greatly reduced

The focus is on the entire continuum of accountability (short-term and long-term) for teachers and leaders, which also supports them in meeting high standards



# Definition of Standardized Tests

**Standardized tests** are:

- administered and scored in a consistent, or "standard," manner
- designed in such a way that the questions, conditions for administering, scoring procedures, and interpretations are consistent
- Best when they have high degrees of validity and reliability; these are viewed as essential elements for determining the quality of a standardized test

# Multiple Measures for Student Growth and Development

## Examples of Standardized Tests (not an exhaustive list)

- Advanced Placement Exams (high school)
- AIMSweb (K-12)
- The Iowa Test of Basic Skills
- DIBELs (elementary)
- NWEA/MAP (PK-12)
- STAR Assessments (K-8)
- California Achievement Test
- Standardized trade certification exams
- Standardized vocational exams

## Examples of Non-standardized measures/indicators:

- Projects or performances, scored with rubrics
- Portfolios of student work
- Teacher-created assessments, based on course/ subject content
- District-created benchmark assessments (2-3x per year), based on units of study taught across all course sections (secondary) or all classes in a grade (elementary)

# Sample Student Learning Objectives Based on a Standardized Measure

## Meriden Administrator SLO/Goal:

- 85% of kindergarten students will exhibit strong awareness of their foundational reading skills as measured by the **Phonemic Awareness Inventory**.
- 80% of 1<sup>st</sup>-5<sup>th</sup> grade students will achieve levels 3 or 4; or grow 120 scale score points as measured by the **STAR reading assessment**.

## Meriden Teacher SLO/Goal:

- 80% of the students will reach level 3 or 4 on the **STAR reading assessment** or grow a minimum of 120 points.



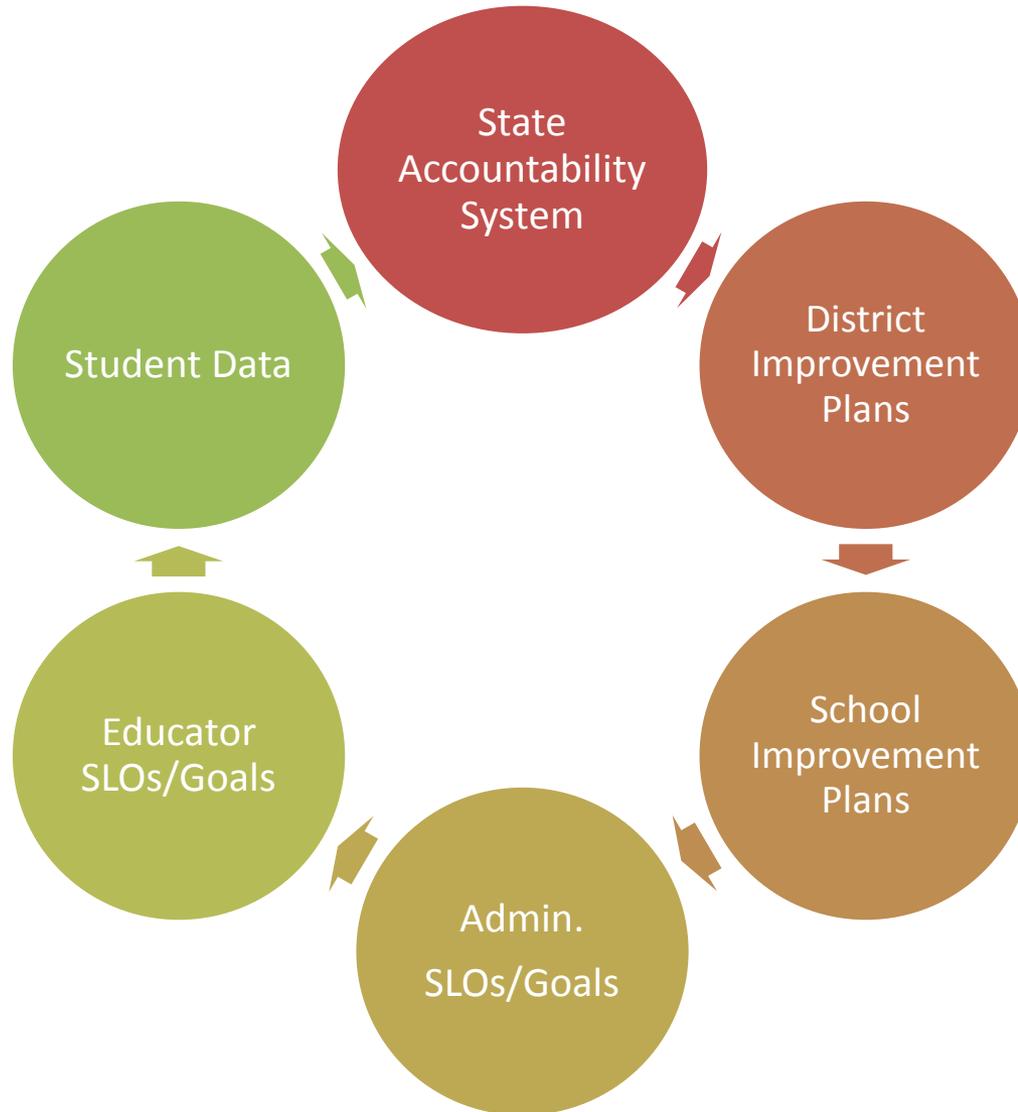
# Sample Student Learning Objectives Based on a Standardized Measure

## *LEARN Teacher SLOs/Goal:*

- 100% of Advanced Placement (AP) Statistics students will score a 3 or higher on the AP examination (summative assessments aligned to AP statistics; practice AP test in May).



# A Coherent System



# PEAC Recommendation for the Use of State Mastery Test Data

## State test data should be used to/in:

- Inform goals for individuals
- Inform professional development for individuals
- Discussion at the summative evaluation conference
- Inform collaborative/group goals
- Inform professional learning for groups
- Communication around planning
- Curriculum Development
- Program evaluation
- Selection/evaluation of materials
- School/district improvement planning
- Inform whole school professional development and school improvement

## State test data cannot be used for:

- Inclusion in the calculation of the rating in the summative evaluation
- Calculating SLO/goal attainment