

Draft Proposal for Amendment of Guidelines for Educator Support and Evaluation Programs

PEAC has continued to meet frequently and consensus of the group supports many strengths of the current system, as well as some areas for improvement. Areas of continued discussion include the role of the state mastery test in educator evaluation and support, the weight of the components of the system in arriving at a summative rating for educators, as well as an analysis of lessons learned from districts who obtained waivers to pursue flexibility from aspects of the guidelines as well as best practices developed in districts that have adhered to the guidelines.

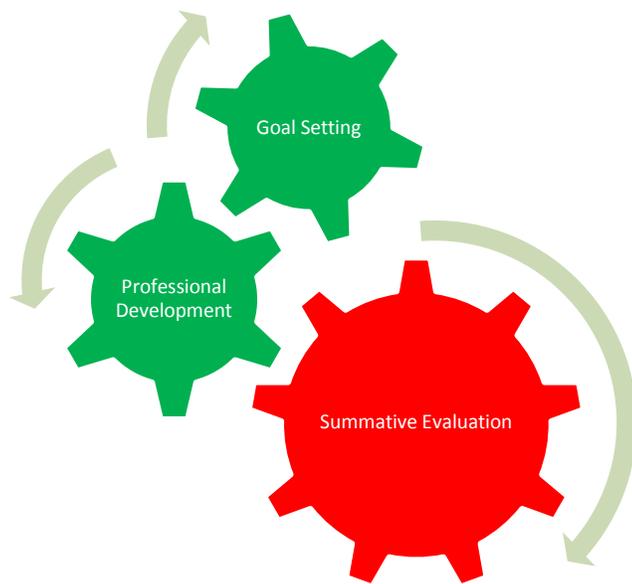
Recommendation related to the Role of the State Mastery Test in the Educator Support and Evaluation System

At the phase of system development it was a desire for coherence in our improvement efforts that supported the inclusion of the Mastery Test as a required measure of one of the educator's SLOs, in appropriate grades and subjects. There has been great change in context in the past five years. Our state now utilizes an Accountability System for school and district accountability that is much more sophisticated and developed than was possible in the No Child Left Behind era. Additionally, our field of educators is much more sophisticated in the application of the current educator support and evaluator system. Additionally, our stakeholders have engaged deeply in a review of our Mastery Examination systems for the state of Connecticut. The report that the Mastery Examination Committee filed this fall with the legislature includes a purpose statement regarding the mastery test system. This statement emphasizes that "the primary purpose of the statewide mastery examination is to provide an efficient and reliable estimate of a student's overall performance in a subject area relative to grade level standards." (MEC Report page 6, January 2017)

It is recommended that to preserve the fundamental purpose of the state mastery tests and protect the positive outcomes of the first five years of our educator evaluation system, that the state mastery test be used in the educator evaluation and support system to inform educator goal setting, to inform professional development planning, but not be used as a measure of goal attainment for educators. While the

state mastery test results can be used to identify an area for improvement and focus, they cannot be a measure included in an educator’s SLO.

What can the State Test be used for:	What can the state test Not be used for:
1. Informing goals for individual educators	Inclusion in the calculation of the rating in the summative evaluation
2. Informing Professional Development for individual educators	Measure of SLO/goal attainment
3. Discussion at the summative evaluation conference	
4. Informing collaborative goals	
5. Informing professional learning for groups or teams of educators	
6. Any communications around planning	
7. Development of curriculum	
8. Program evaluation	
9. Selecting or evaluating effectiveness of materials/resources	
10. School/district improvement planning	
11. Informing whole school professional development to support school improvement	



The state mastery test results can be used to inform goal setting and professional learning for appropriate educators, but cannot be used as a measure of goal attainment or in the calculation of the summative rating for an educator.