



CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Supporting the Implementation of  
Educator Evaluation Flexibilities for  
the 2020-2021 School Year**

**RESC Curriculum Councils**

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# Presenters

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# Today's Agenda

Our goals for today's Webinar are to:

- Clarify the Flexibilities for Implementing the *CT Guidelines for Educator Evaluation 2017* during the 2020-21 School Year.
- Highlight resources available to support districts.
- Review Resources Available to Support Districts.
- Confirm that the Flexibilities are intended to support, not reset, the processes already in place in districts.
- Provide a sample strategy to develop SLOs focused on SEL.



# Educator Evaluation Flexibilities 2020-2021

In order for students to achieve academically, their primary needs of safety and well-being must first be addressed. Educators share these needs as well, as they strive to meet the needs of their students.

The Flexibilities for the Student Learning components of Educator Evaluation and Support prioritize a focus on social and emotional learning and overall well-being of staff and students.



# Educator Evaluation and Support

- Support educators in strengthening professional practice to improve student learning
- Informing professional learning and support
- Identify professional strengths
- Promote collaboration and shared ownership



# Evaluation and Support Priorities 2020-21

- Families as partners in facilitating student learning
- Mastery-based learning focused on individual student needs
- Equity, especially for the most vulnerable students and families
- Consistency and simplicity in cross-curricular planning, common platforms, instructional planning, and communication with families



# Current CSDE Talent Office Resources



## Observation, Feedback, and Support: Educator Performance and Practice



Connecticut State Department of Education



## Observation, Feedback, and Support: Leader Performance and Practice



Connecticut State Department of Education



## Developing and Implementing Student Learning Objectives and Indicators with a Focus on Social and Emotional Learning




Connecticut State Department of Education




# CSDE Resources

## Plan for Reimagining CT Classrooms for Continuous Learning




Connecticut State Department of Education  
June 25, 2020




## Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together

Connecticut State Department of Education  
Updated September 4, 2020



### Addendum 12 Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together

Connecticut State Department of Education



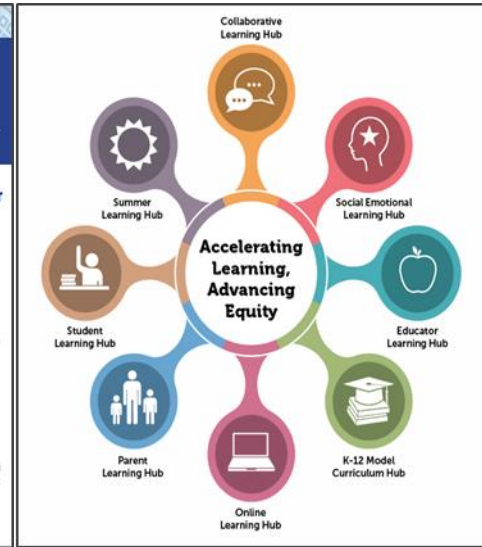
#### Reimagining CT Classrooms: Planning the Instructional Time for Remote Learning in Hybrid and Full Remote Models

September 3, 2020

This addendum serves as guidance to support LEAs with planning for hybrid and full remote learning in response to the Connecticut State Board of Education's resolution, passed August 5, 2020. The resolution authorizes guidance to ensure that students are provided rigorous learning and engagement opportunities that are aligned with State standards and Board expectations, whether the education is in person or remote.


Whether onsite or remote, the optimal amount of time spent learning each day is determined by the need for learning, practicing, applying, exploring and demonstrating knowledge. It is imperative to keep all attention focused squarely on the quality of the teaching and learning that is occurring and removing all barriers that come in the way of it (e.g., device, connectivity, content, teacher expertise, unnecessary assessments, etc.). Time will vary depending on student strengths, needs and developmental level. When remote, it is important to consider family needs. Teachers should provide experiences and activities for the day and week of learning within a specified timeframe. All requirements for learning should be communicated in a timely manner to students and families through the district identified learning management systems or other forms of communication. Of note, in cases where a remote day is due to family choice, school districts should follow the [Temporarily Opting into Voluntary Remote Learning Due to COVID-19](#) guidance, where the approach may be different because the school continues to offer an in-person option to those families. And, the same engaged instruction principles apply for those that choose to opt into remote learning.

To reimagine CT classrooms, districts should plan to provide students with learning opportunities aligned to state and national educational standards, which move everyone closer to demonstrating mastery. Onsite and remote learning plans must include forward movement along standards aligned learning progressions or through grade level outcomes, as well as acceleration and reinforcement of prior learning and necessary intervention.




## Full, Equal and Equitable Partnerships with Families

Connecticut's Definition and Framework for Family Engagement



Connecticut Office of Early Childhood  
A PRODUCT OF  
CONNECTICUT COUNCIL ON PHILANTHROPY





# Current Talent Office Resources

## Overview

Resources to Implement Flexibilities within the CT Guidelines for Educator Evaluation 2017 for the 2020-2021 School Year

[Flexibilities for Implementing the Guidelines for Educator Evaluation 2017 for 2020-21 - Recorded Webinar](#)

[Resources to Develop SLOs/SLIs focused on Social and Emotional Learning](#)

[Part 1: Observation, Feedback, and Support: Educator Performance and Practice](#)

Part 2: Observation and feedback of Leader Performance and Practice (Available Mid-October)

[Part 3: Developing and Implementing Student Learning Objectives and Indicators with a Focus on Social and Emotional Learning](#)

Districts who have adopted the flexibility measures for the 2020-21 academic year have permission to focus student learning components on social and emotional learning, student engagement, and family engagement exclusively. However, for districts looking for guidance on how to incorporate an academic indicator within an SEL goal, please refer to the two samples below. These samples provide one approach to setting a goal and are intended as examples.

- [Elementary SLO Example](#)
- [Middle SLO Example](#)

\*Reminder, all goals must be achieved through mutual agreement between the educator and their primary evaluator.

Memos

<https://tinyurl.com/CTFlexibilities2020-21>



# External Partners & Resources

## Resources to Guide Initial Conversations about SEL Goal Setting:

- [Aligning SEL and Academic Objectives \(CASEL\)](#)
- [Social and Emotional Learning - CT State Department of Education](#)
- [Social and Emotional Learning Standards – Ohio State Department of Education \(includes resources for Schools & Building, Teacher & Classroom, Family & Community\)](#)
- [Social Emotional Learning and Implementation Guidance – Minnesota Department of Education](#)
- [Social and Emotional Learning Assessment Guidance - Minnesota Department of Education](#) 
- [Choosing and Using SEL Competency Assessments: What Schools and District Need to Know – CASEL](#) 
- [Considerations for SEL Competency Assessment - CASEL](#)
- [Strategies for Social and Emotional Learning: Preschool and Elementary Grade Student Learning Standards and Assessment - CASEL](#) 
- [Teaching the Whole Child: Instructional Practices That Support Social-Emotional Learning in Three Teacher Evaluation Frameworks - GTL](#) 
- [SEL Integration in Schools - CASEL](#)
- [Providing Verbal Feedback - Tepper and Flynn](#)
- [Providing Written Feedback - Tepper and Flynn](#)
- [Providing Video Feedback - Tepper and Flynn](#)



Empower Your Learners

## Resources & Documents for Distanced Learning

### SUPPORTING TEACHERS THROUGH FEEDBACK IN VARIED MODELS

#### Part 1: Making the Shift

#### Part 2: Seeing the Shift as a Progression

[4 Stages Full Table](#)

[4 Stages Summary](#)

#### Part 3: Building the Foundations of Feedback

[Methods for Info Gathering](#)

[Supporting a Teacher From Stage 2-3](#)

#### Part 4: Cultivating a Culture of Learning

[Feedback Sample 1 Synchronous Written](#)

[Feedback Sample 2 Asynchronous Verbal](#)



#### Infographics

#### Feedback for all Learners

[Providing Verbal Feedback](#)

[Providing Written Feedback](#)

[Providing Video Feedback](#)

# Flexibility Highlights

## TEACHERS

- Minimum of one student learning goal with a minimum of two indicators or measures of accomplishment focused on: Social & Emotional Learning, student engagement, and/or family engagement.
  - An academic goal may be considered with mutual agreement
- Minimum of two observations and one review of practice (two+ years of experience and Proficient/Exemplary)
- Minimum of three informal observations and one review of practice (1<sup>st</sup>/2<sup>nd</sup> Year or Developing/Below)

## ADMINISTRATORS

- Minimum of two indicators or measures of accomplishment focused on re-opening of schools, supporting well-being of staff and students, supporting distance teaching and learning, and/or health and safety of students, staff, and the school community.
- Minimum of two site visits (two+ years of experience and Proficient/Exemplary)
- Minimum of three site visits (new administrators or new to district or Developing/Below)



# Goal Setting & Timeframe Highlights

- The timeline for developing goals is fluid so districts may make adjustments, as necessary. As forthcoming guidance and resources are released, these documents are intended to support, not reset, the goal-setting process already underway in districts.
- This includes mutual agreement between each educator and his/her evaluator in developing goals and indicators, or measures of accomplishment, as required in the *CT Guidelines for Educator Evaluation 2017*.



# Goal Setting Absolutes

- Individual/team goals should align with school and/or district goals.
- Goals should represent yearlong and developmentally appropriate growth. On-going touch points and mid-year meetings should focus on adjustments based on learners' growth and needs.
- Goals should be mutually agreed upon.



# Key Considerations

- Conduct an inventory of:
  - Curriculum
  - Assessments
  - Professional learning opportunities (past, present, future)
- Determine resources that align with educators'/administrators' needs.
  - Goal setting
  - Measures of accomplishment
  - Lessons/activities/strategies
- Opportunities to make adjustments to goal(s).



# Flexibility Absolutes

For districts that have adopted the Flexibilities for the 2020-2021 academic year:

- Student learning components - Educators may focus exclusively on:
  - Social and emotional learning, Student engagement, and Family engagement.
- An academic goal may be considered, with mutual agreement between the teacher and his/her evaluator.
- Summative ratings are waived for the 2020-2021 academic year. This waiver of summative ratings does not change the expectation that evaluators will provide substantive feedback to educators.



# What Is High-Impact Family Engagement?

Definition (The What)	Guiding Principles (The How)
<p><b>A full, equal and equitable partnership</b></p> <p>among families, educators and community partners to promote children’s learning and development, from birth through college and career.</p>	<ul style="list-style-type: none"><li>• Build trust and respect</li></ul>
	<ul style="list-style-type: none"><li>• Create two-way conversations</li></ul>
	<ul style="list-style-type: none"><li>• <b>Link family engagement to student learning</b></li></ul>
	<ul style="list-style-type: none"><li>• Co-create culturally responsive practice</li></ul>
	<ul style="list-style-type: none"><li>• Support parents as leaders</li></ul>

## *A Partnership Mindset*





# Engaging Families in SEL: From Vision to Practice

<b>Lower Impact</b>	<b>Moderate Impact</b>	<b>Higher Impact on Student Learning and Development</b>
School sends home information about SEL and example skills to be reinforced at home.	Teachers gather information from families on their perceptions and practices regarding SEL, and their child's skills and preferences.	Teachers meet with families to demonstrate SEL teaching strategies in academic areas.  Regular school-home text conversations provide families with personalized feedback and opportunity for questions.

# SLO Support to Focus on SEL

## Connecticut's Definition of SEL:

- The process through which children and adults achieve emotional intelligence through the competencies of ***self-awareness, self-management, social awareness, relationship skills, and responsible decision-making*** (Public Act 19-166).



# SLO Support to Focus on SEL (CASEL)



# Connections to Habits & Standards

- [CT State Department of Education: Components of Social, Emotional, and Intellectual Habits](#)
- [Office of Early Childhood: Connecticut Early Learning and Development Standards \(CT ELDS\)](#)
- [American School Counseling: Mindsets and Behaviors](#)
- [CT Core Standards](#)



# Considerations for SLO Development

- Elementary:
  - You've noticed students are struggling with being able to independently complete virtual classroom assignments. You may build a goal around **self-management**. Explicitly instructing students on perseverance, organization, and impulse control.
- Secondary:
  - You've noticed students struggling with discussions around conflicting viewpoints. You may decide to target **self-awareness** as a way to build community and perspective taking in the classroom. Hoping to increase engagement and relationships.



# Next Steps for School and District Leaders

- Reinforce with teachers and support specialists that the Flexibilities provide permission for them to develop SEL skills and competencies in their students and build partnerships with families to support student success.
- Assist School Leaders in their support for teachers and support specialists. Provide opportunities for them and their staff to focus on their own SEL.
- Analyze existing district processes to inform conversations around student engagement, well-being, and learning, and to highlight successes and identify areas in need of intervention.



# Next Steps for School and District Leaders

- Establish, and communicate, timelines that may need to be adjusted to accommodate varying teaching and learning models as a result of public health trends and data.
- Conduct regular two-way conversations with families and guardians about strategies to engage students in the teaching and learning process.
- Convene the district's PDEC to discuss Professional Development needs to be addressed by the district.
- Provide written feedback to educators about their practice and performance.



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# Q & A

