



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Rethinking Educator Evaluation and Support

Summary of Proposed CT Guidelines for Educator Evaluation and Support 2023

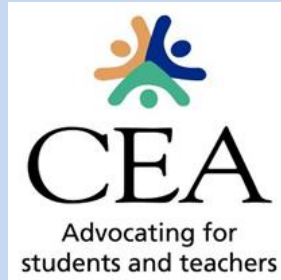
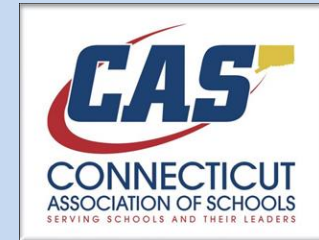
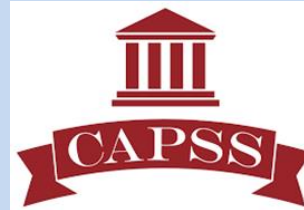
Proposed Recommendations from the Educator Evaluation and Support (EES) Council*
for Adoption by the CT State Board of Education

* codified in [Conn. Gen. Stat. 10-151b](#) as the Performance Evaluation and Advisory Council

Educator Evaluation and Support (EES) Council



CONNECTICUT ASSOCIATION OF BOARDS OF EDUCATION



MTR Policy Oversight Council



Including liaisons from the CSDE and CSBE, and facilitated by EdAdvance and EASTCONN

EES Council

Vision

All Connecticut educators have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the educator evaluation and support system so that all Connecticut students experience growth and success.

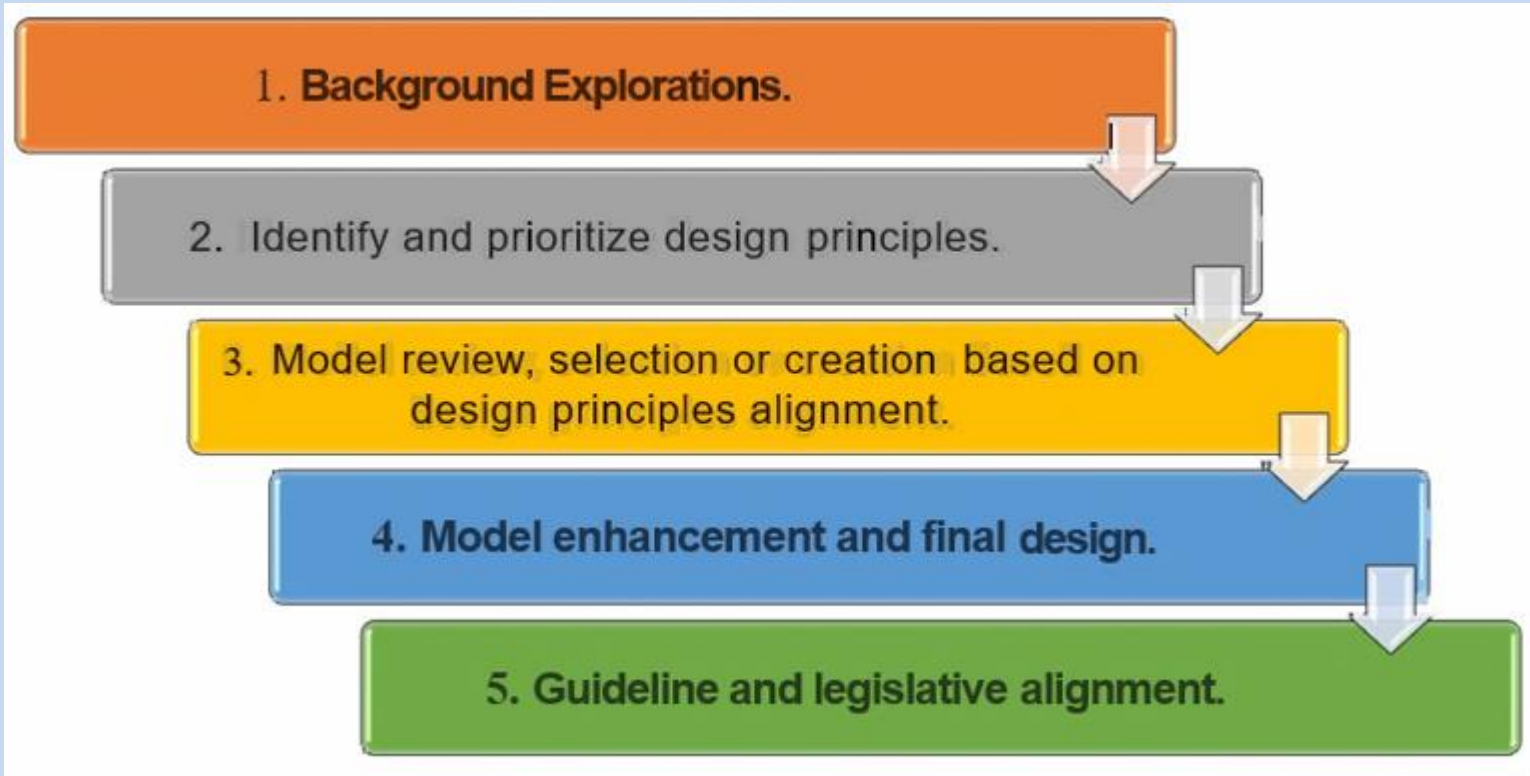
EES Council

The primary goal of the educator evaluation and support system is to strengthen individual and collective practices so as to increase student learning, growth and achievement.

To achieve this goal, the CSDE convened the Educator Evaluation and Support (EES) Council in April 2021 to reimagine CT's educator evaluation and support system. The proposed new system will engage educators and leaders in professional learning, growth and continuous improvement to positively impact student learning, growth and achievement.

EES Council

EES Council Design Process Steps



EES Council

Consensus Protocol

It's often good to start with what consensus is not: Consensus isn't voting. A majority isn't enough to declare victory and move on; what matters is the will of the entire group. Because of this, true consensus means there aren't winners and losers. Instead, consensus asks all participants to consider and eventually affirm the following three guiding principles:

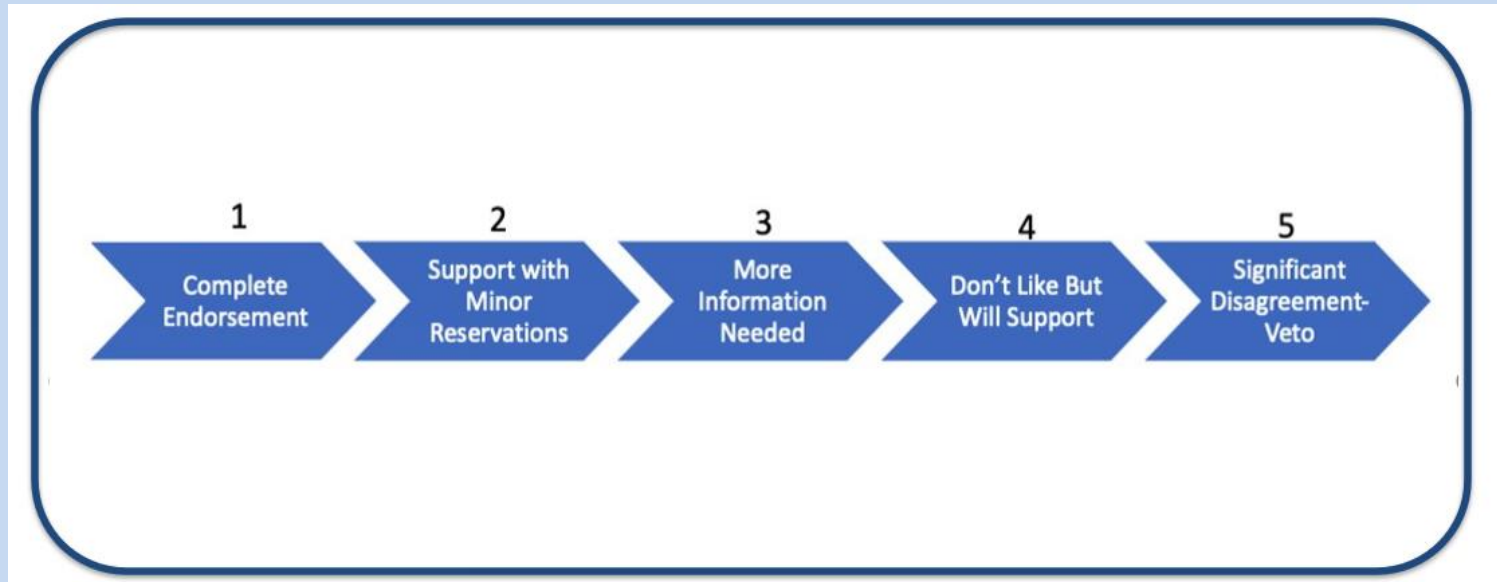
Consensus Guiding Principles

- My voice has been heard
- I understand the proposal
- It's clear to me that the will of the group has emerged around this proposal

This process was used with the Gradients of Agreement on the following slide to discuss and reach consensus as the EES Council engaged in the process of developing the proposed reimagined CT Guidelines for Educator Evaluation and Support (2023).

EES Council

Gradients of Agreement



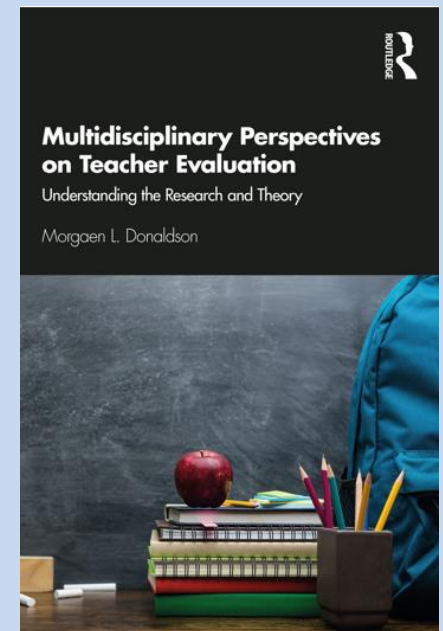
Using the Gradients of Agreement process fostered productive discussion that contributed to reaching consensus about the design, structure and components of the proposed reimagined CT Guidelines for Educator Evaluation and Support. (2023).

Morgaen L. Donaldson (2020) Associate Dean for Research, UConn Neag School of Education

Teacher evaluation supports teacher development & student learning when schools...

- place an overall emphasis on improvement
(Donaldson & Woulfin, 2019; Marsh et al., 2017; Reinhorn et al., 2017)
- deliver frequent, supportive feedback with high expectations (Reinhorn et al., 2017)
- implement evaluation as one of a set of strategies that improves educators' practice
(Marsh et al., 2017; McLaughlin, 1990)
- attend to human, social, and material capital within evaluation

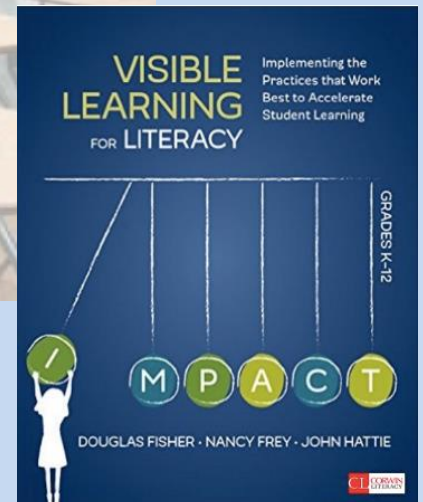
UConn



Douglas Fisher, Nancy Frey & John Hattie (2016)

**"EVERY STUDENT
DESERVES A
GREAT TEACHER,
NOT BY CHANCE,
BUT BY DESIGN"**

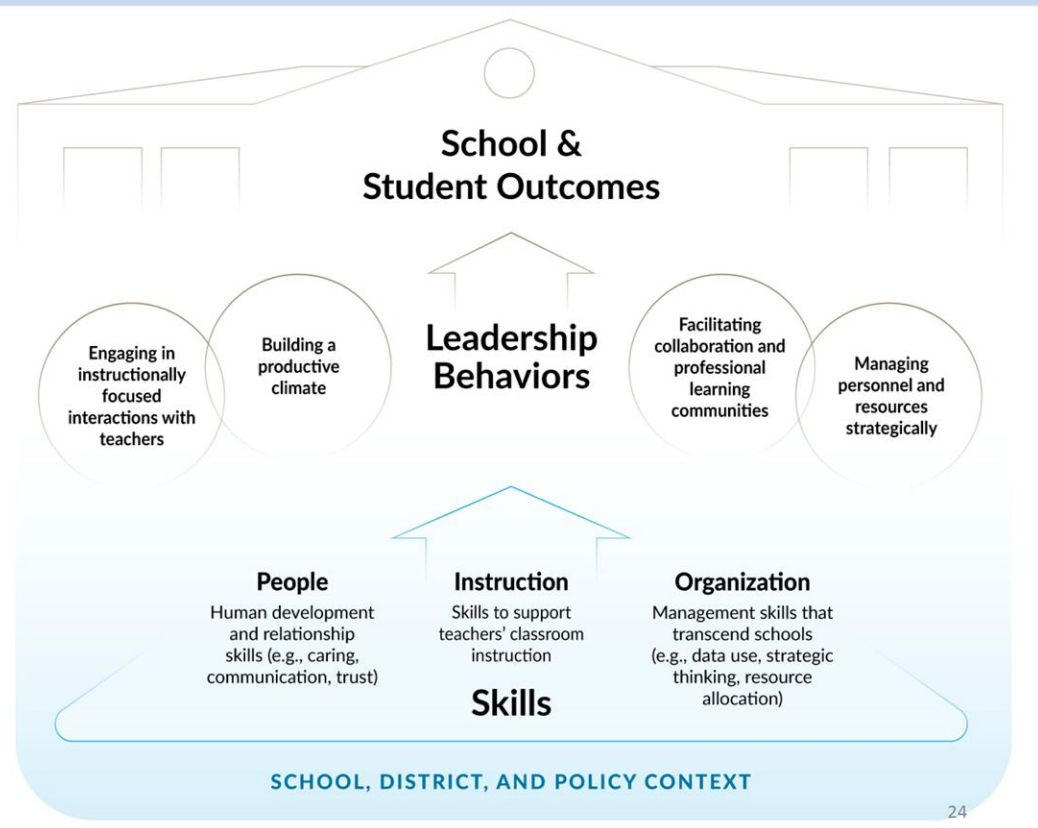
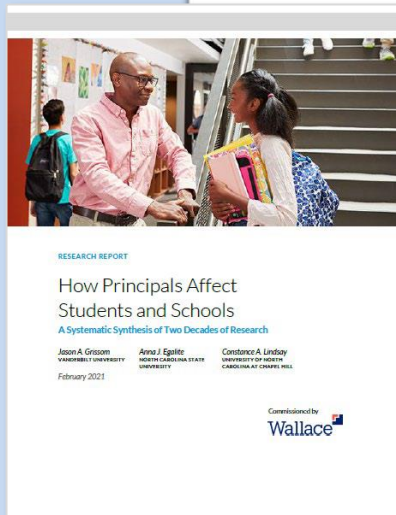
(Fisher, Frey, & Hattie, 2016)



Grissom, Jason A., Anna J. Egalite, and Constance A. Lindsey (2021)

The average student gains an additional three months of learning in math and reading with an effective principal.

Principals who consistently engage in these behaviors see more positive outcomes.



Linda Darling-Hammond, Maria E. Hyler, and Madelyn Gardner – (2017)

Effective Professional Development

“Teacher professional learning is of increasing interest as one way to support the increasingly complex skills students need to learn in preparation for further and work in the 21st century. Sophisticated forms of teaching are needed to develop student competencies such as deep mastery of challenging content, critical thinking, complex problem-solving, effective communication and collaboration, and self-direction. In turn, effective professional development (PD) is needed to help teachers learn and refine the pedagogies required to teach these skills.”

Features of Effective Professional Development

- Is of sustained duration
- Incorporates active learning
- Supports collaboration
- Uses models of effective practice
- Is of sustained duration
- Provides coaching and expert support
- Offers feedback and reflection

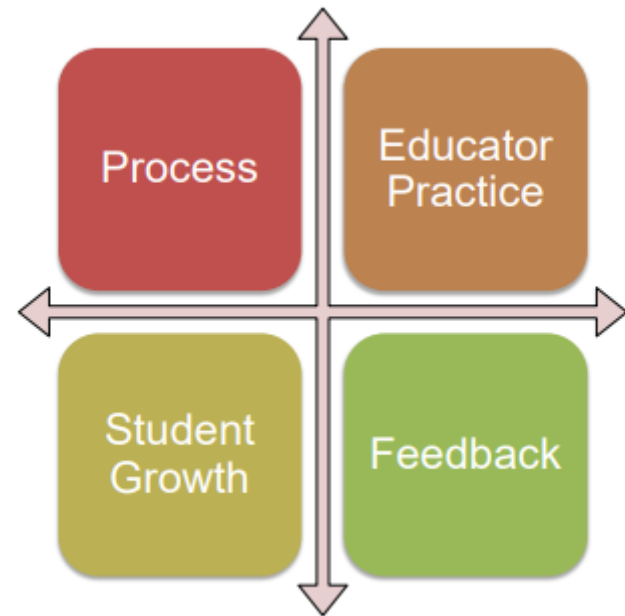
Effective Teacher Professional Development

Linda Darling-Hammond, Maria E. Hyler, and Madelyn Gardner,
with assistance from Danny Espinoza

EES Council

The EES Council considered improvements and changes in the following areas:

Design Categories



EES Council

Educator Evaluation Design Principles

- Support educator growth and agency
 - Engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus
- Allow for differentiation of roles
 - Teachers, counselors, support staff, leaders – principal, assistant principal, Central office administrators
- Simplify and reduce burden
 - Eliminate the technical challenge, reduce the number of steps & paperwork
- Focus on things that matter
 - Identify high leverage, mainstream goal focus areas

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EES Council

Educator Evaluation Design Principles (continued)

- Implement continuous improvement cycles that include specific, timely, actionable and reciprocal feedback
 - Quality feedback leads to opportunities for meaningful professional learning
- Meaningful connections to professional learning
 - There are pathways for educators and leaders to improve their own practice in a way that is meaningful and impactful
- Focus on standards connected to best practices in the delivery of content and the development of the whole child
 - Academic, social, emotional, and physical

Next Steps

SBE Approval and Adoption

Process to Adopt Proposed New CT Guidelines for Educator Evaluation and Support (2023) (CT Guidelines 2023)

- Internal review by CSDE Office of Legal and Governmental Affairs
- Present proposed new CT Guidelines (2023) to the State Board of Education (SBE) Legislation and Policy Development Committee (May 2023)
- Reconvene with the Legislation and Policy Development Committee following outcomes of current legislative session.
- Pending approval of Committee, recommend that the SBE adopts the proposed new CT Guidelines 2023
- Communication to districts following June SBE meeting
- Required implementation beginning in the 2024-25 school year

Next Steps for Successful Implementation

Training and Guidance

The EES Council identified key elements to be included in training and guidance that is being developed for:

- *Evaluators of administrators/leaders*
- *Evaluators of educators*
- *Professional Development and Evaluation Committees (PDECs)*

Training

- These trainings will be offered by the RESCs and CAS, tentatively to begin late summer 2023. Dates and times will be posted on the [EES Council webpage](#).
- Districts will have the 2023-24 school year to train staff on the components and processes of the new proposed CT Guidelines 2023.

Information will also be available specific to:

- Local/Regional Boards of Education
- Educator Preparation Programs
- CSDE-Approved Private Special Education Programs (APSEPs)

Next Steps for Districts in 2024-25

Suggestions for District Planning

Suggestions to begin the transformation to the new proposed CT Guidelines 2023:

- Guidance for PDECs is being developed to ensure that PDECs have the information and resources needed to ensure successful implementation of the new, proposed CT Guidelines (2023), and including design elements for professional learning. More information will be provided regarding content, dates and times (tentative date: July 2023).
- Celebrate goals that have been accomplished and look forward to a reimagined system that is focused on:
 - Emerging research and best practices in the field of education
 - Professional learning to develop systems of continuous improvement for educator/leader practice and student outcomes
 - Provides opportunities to address the continued impact of the COVID-19 pandemic on students, teachers, administrators, families, and school communities.

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Next Steps for Implementation in 2024-25

Suggestions for District Planning (continued)

Suggestions to begin the transformation to the new proposed CT Guidelines 2023 (continued):

- Become familiar with [Learning Forward's Standards for Professional Learning \(April 2022\)](#).
 - [CSDE Standards for Professional Learning](#) are still valid. These were developed based on the previous version of the Learning Forward Standards for Professional Learning.
- Consider a process to determine mutual agreement among PDEC members.
 - The Consensus Protocol and Gradients of Agreement process (slides #6 and #7 were successful as the EES Council engaged in this process of reimagining educator evaluation and support).
- Begin to plan a 2023-24 timeline that includes ongoing PDEC meetings throughout the year:
 - To develop a revised educator evaluation and support plan aligned to the CT Guidelines 2023, pending adoption by the SBE in June 2023, and
 - To provide training for staff on the components and processes of the new proposed CT Guidelines 2023.

Thank You for your Collaboration, Insight, and Innovation!

- **AACTE-CT:** Dr. Paula Talty, Dr. Laura Whitacre
- **AFT-CT:** Steve McKeever, Mary Yordon, Jennifer Benevento
- **CSBE:** Vice-Chair Erin Benham
- **CSDE:** Dr. Shuana Tucker, Sharon Fuller
- **CABE:** Elizabeth Brown, Leonard Lockhart
- **CAPSS:** Frances Rabinowitz, Teresa Carroll, Kathleen Greider
- **CAS:** Glenn Lungarini, Dr. Alicia Bowman
- **CEA:** Joslyn Delaney, Kate Field
- **CASA:** Anthony Ditrio, Sanjeeta Bella
- **CFSA:** Fran DiFiore
- **MTR Policy Oversight Council:** Dr. Samuel Galloway, Dr. Rebecca Good
- **RESC Alliance:** Dr. Charles Dumais, Dr. Katherine Ericson
- **RESC Alliance Facilitators:** Jonathan Costa, Diane Dugas

Contact Information

CSDE Talent Office

- Dr. Shuana K. Tucker, Chief Talent Officer
Shuana.Tucker@ct.gov
860.713.6848
- Sharon M. S. Fuller, Education Consultant
Sharon.Fuller@ct.gov
860.713.6814