Educator Evaluation & Support 2022

September 24, 2021
10:00-11:30
Today’s Agenda & Objective

I. Welcome Back & Introductions
II. Overview of Summer Subcommittee Work
III. Update on RESC Focus Groups
IV. Considerations
V. Next Steps

Today’s Objectives:
• Review Subcommittee Work & Focus Group Process
• Review Legislative Proposal
• Prioritize Educator Practice Subcommittee Work
Webinar Housekeeping

• Share video and please turn off the camera if you need to attend to a personal matter.
• Make sure you are in a quiet area. Limit the background noise.
• Mute your phone/device when you are not speaking.
• Utilize the chat box. Comments can be shared via chat as well as verbally.
• Meetings and chat box comments will be recorded and sent to all Council members after each session as well as posted to the CSDE EES 2022 Webpage.
Council Member Norms

• Be present and focused (avoid incoming distractions like incoming emails, text messages, phone calls, etc.).
• Position yourself as a learner and a collaborator.
• Be open to multiple perspectives.
• Monitor your airtime and encourage others so that all voices are heard.
• Use the chat box for comments/additional input as we meet.
Welcome & Introductions

- AACTE
- AFT-CT
- CABE
- CAPSS
- CAS
- CASA

- CEA
- CFSA
- MTR Policy Oversight
- RESC Alliance
- State Board of Education
- CSDE/Talent Office
- Learning Forward
Update on Sub-Committee Work

June – September 2021

1) Educator Practice Committee
   a) Teacher & Administrator Sub-Groups
   b) Initial focus will be recommended guidance to support flexibilities for 2021-22

2) PDEC Committee
   a) Inform the development of PDEC survey instrument
   b) Make recommendations for expanded CSDE Guidance regarding composition & role of PDECs
Updated Talent Office Page

Educator Evaluation Flexibilities for the 2021-2022 School Year

Overview

<table>
<thead>
<tr>
<th>Resource</th>
<th>Type</th>
<th>Organization</th>
<th>Summary</th>
<th>Audience</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative for Academic, Social, and Emotional Learning (CASEL)</td>
<td>Website</td>
<td>CASEL</td>
<td>Resources to advance and implement SEL practices and policies</td>
<td>Teachers, Administrators, Evaluators, District SEL Teams</td>
<td>SEL</td>
</tr>
</tbody>
</table>

Section 1: Functionality

Directions: Please indicate the level of your agreement with the statements below.

1. Our PDEC members work collaboratively.

   - Strongly disagree
   - Somewhat disagree
   - Neither agree nor disagree
   - Somewhat agree
   - Strongly agree

2. Our PDEC membership has broad representation of stakeholders including but not limited to educators, service providers, building leaders, central office leaders, and...
### Focus Groups

**RESC Alliance Facilitation, Data Collection, Reporting**

<table>
<thead>
<tr>
<th>RESC</th>
<th>Date and Time</th>
<th>Targeted Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACES</td>
<td>11/3 3:30-4:30</td>
<td>Approved Private Special Education Schools</td>
</tr>
<tr>
<td>CES</td>
<td>11/9 4:00-5:00</td>
<td>Student Services</td>
</tr>
<tr>
<td>CREC</td>
<td>11/17 3:30-4:30</td>
<td>Building Level Admin</td>
</tr>
<tr>
<td>EASTCONN</td>
<td>10/26 4:00 - 5:00</td>
<td>Central Office Admin</td>
</tr>
<tr>
<td>EdAdvance</td>
<td>10/25 3:30 - 4:30</td>
<td>Teachers</td>
</tr>
<tr>
<td>LEARN</td>
<td>TBD</td>
<td>Teachers</td>
</tr>
</tbody>
</table>
Legislative Proposal

• Update dates
• Remove references to the specific number of performance evaluation designators
• Allow for methods for assessing students to be focused on growth and development, not specific to academic growth and development
Consensus Protocol

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
Gradients of Agreement

1. Complete Endorsement
2. Support with Minor Reservations
3. More Information Needed
4. Don’t Like But Will Support
5. Significant Disagreement-Veto
After reading and learning about the legislative proposal today, I believe I:

- Can completely support and recommend the proposal
- Support and recommend the proposal knowing I have minor reservations
- Need more information to make an informed decision
- Don't agree with the proposal but will recommend knowing it needs future revisions
- Cannot recommend the proposal
For EES 2022 Consideration

• Expand work of EES 2022 & updating Guidelines through Winter 2022.

• Make recommendations to SBE for revised Guidelines for Educator Evaluation in Winter/Spring 2022.

• Provide option for districts to continue using the current Flexibilities for 2022-23 while EES 2022 and CSDE develop materials and training for full implementation of updated Guidelines in 2023-24.
Proposed Updated Timeline

**Phase I: Adopting 2021-22 Flexibilities & Extending to 2022-23**

- Winter/Spring 2021
  - Acquire 3rd Party Facilitator
  - Reconvene EES 2022 (PEAC)
  - Adopt Flexibilities for 2021-22; make recommendation to SBE for approval (Spring).
  - Notification to LEAs/PDECs to allow for adoption/changes/waivers for the 2021-22 Flexibilities.
  - Begin discussions with EES 2022 (PEAC) regarding 2022-23 Guidelines

**Phase II: Updated Guidelines Recommendations for Implementation 2023-24**

- Spring/Summer/Fall/Winter 2021-22
  - Continue discussions with EES 2022 (PEAC) regarding 2022-23 Guidelines
  - Seek statewide stakeholder input & feedback
  - Present Changes to the SBE for approval Fall.
  - Notification to LEAs/PDECs to allow for adoption/changes/waivers for 2022-23 Guidelines.
  - Begin conversations regarding potential legislative proposals

**Phase III: Legislative Proposals for 2022 Session**

- Summer/Fall 2021
  - Continue discussions with EES 2022 (PEAC) regarding substantive changes to guidelines that would require legislative proposals
  - Convene stakeholders for comments & feedback
  - Proposals prepared for Winter 2021

**Phase IV: Full Implementation 2023-24**

- 2022-23 School Year
  - Develop Resources for Educators and PDECs to Support Full Implementation
  - Updated Guidelines
  - Updated trainings
  - Updated plan submission process
  - **Full implementation of Guidelines for Educator Evaluation**
• After reading and learning about the revised timeline for the evaluation guidelines and flexibilities, I believe I:
  – Can completely support and recommend the revised timeline
  – Support and recommend the revised timeline knowing I have minor reservations
  – Need more information to make an informed decision
  – Don't agree with the revised timeline but will recommend knowing it needs future revisions
  – Cannot recommend the revised timeline
### Phase 2: Purview of EES 2022

<table>
<thead>
<tr>
<th>Guidelines Topic or Component</th>
<th>Required by CT General Statutes</th>
<th>Can EES 2022 Make Guideline Changes and Recommend to SBE?</th>
</tr>
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<tbody>
<tr>
<td></td>
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<tr>
<td><strong>Most Common Inquiries</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Formal/Informal Observations</td>
<td><strong>No</strong></td>
<td>Yes</td>
</tr>
<tr>
<td>*Statutes state there needs to be a “minimum requirement for Teacher Evaluation Instrument and Procedures”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summative Evaluation and Ratings</td>
<td><strong>Yes</strong></td>
<td>No</td>
</tr>
<tr>
<td>C.G.S. 10-151b(a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Performance Ratings (Exemplary, Proficient, Developing, Below Standard)</td>
<td><strong>Yes</strong></td>
<td>No</td>
</tr>
<tr>
<td>C.G.S. 10-151b(c)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Components &amp; Weightings 40%, 45%, 10%, 5%</td>
<td><strong>No</strong></td>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td>Use of Multiple Indicators of Student Academic Growth and Development</td>
<td><strong>Yes</strong></td>
<td>Yes</td>
</tr>
<tr>
<td>C.G.S. 10-151b(c)</td>
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Prioritizing Our Focus

A. Re-assess Four Performance Ratings (Short/Long Term)
   (MTR Policy Oversight, CAS, CAPSS, CEA, AFT, CASA)

B. Re-structure Evaluation Component Weighting Percentages
   (RESC Alliance, CFSA, CABE, CAPSS, CEA, AFT, CASA)

C. Informal vs. Formal Observation/Site-Visit Protocols
   (MTR Policy Oversight, CASA, RESC Alliance, CFSA, CAS, CABE, CAPSS, CEA, AFT)

D. Re-defining Multiple Measures of Academic Growth & Development (Short/Long)
   (CASA, MTR Policy Oversight, AFT, CEA, RESC Alliance, CAS, CFSA, CAPSS, CABE)

E. Updated Guidelines on Professional Learning & Role/Composition of PDEC
   (CEA, AFT, RESC Alliance, CAPSS, CABE)
Which Two Topics Should be Addressed **First** in the Sub-Committee Meetings in October and November?

<table>
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<td>E. Updated Guidelines on Professional Learning &amp; Role/Composition of PDEC</td>
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Next Steps & Upcoming Meetings

A subsequent email will outline sub-committee work for the Fall and request Council members. All responses will be directed towards Kimberly Audet (kimberly.audet@ct.gov).

Upcoming Meetings
Sub-Committee Work is TBD
EES 2022 Council will look to reconvene in December