

This webinar will provide an overview of the work led by the CSDE Talent Office towards 'Reimagining Educator Evaluation'. This presentation will provide an update of the process and progress to date, including highlights from the Flexibilities for Educator Evaluation for the 2021-22 school year to support implementation this academic year.

The vision for Educator Evaluation and Support has always been to support educators and administrators in their practice, and in doing so, to support student growth and success. In the early years of the requirements, the focus was more on meeting compliance than on implementing a comprehensive system of continuous improvement. 'Reimagining' Educator Evaluation and Support provides us with that opportunity for continuous improvement. It also provides an opportunity to consider lessons learned from this past year, and to truly focus on supporting all students.

The CSDE reconvened the Educator Evaluation and Support Council 2022 referred to as EES 2022, known in Statute as the Performance Evaluation and Advisory Council or PEAC. You'll see that the same organizations are represented on the Council.

Each organization has a Delegate, a member of the Council who makes recommendations on behalf of the organization, and an Alternate, who participates in EES 2022 meetings, but only votes on recommendations if the Delegate is not able to attend.

You can find up-to-date information on the Educator Evaluation and Support Council 2022 (EES 2022) Webpage. You can find the page by using the keyword EES 2022 in the Department of Education search option.

The process of 'Reimagining' Educator Evaluation and Support continues in the 2021-22 academic year in several Phases. In Phase II and III, EES 2022 will consider more broadly where changes could be made within the CT Guidelines for 2022-23 and beyond. As part of this phase, the CSDE is working with the RESC Alliance to develop a process to seek stakeholder feedback state-wide. The EES Council will also begin discussions about potential changes to the CT Guidelines and any possible legislative changes. In Phase IV, pending approval, EES 2022 will develop resources to support the full implementation of the Guidelines for the 2023-24 academic year while allowing districts to adopt the Flexibilities for an additional year in the 2022-23 academic year.

I will transition next to walking through the Flexibilities for the academic year 2021-22. The next portion of this presentation will highlight key points to consider as districts implement the Flexibilities for 2021-22.

In the 45% component of evaluation, the Flexibilities provide multiple options for areas of focus for both teachers and administrators. These are provided in consideration of the current context and highlights the student and staff needs that should be addressed.

Teachers are required to establish one SLO with a minimum of two indicators or measures of accomplishment. And administrators are required to establish two student learning indicators or measures of accomplishment.

Throughout the Flexibilities, you will find further guidance through the details provided under each component as well as guidance through the inclusion of key definitions that are intended to provide further clarification.

This is an example of one of the expanded definitions that are included in the Flexibilities for 2021-22. Based on feedback from EES 2022 Council members and their organizations, you'll see examples of Measures of Accomplishment.

Indicators of Growth/Measures of Accomplishment will be reviewed using a Holistic process.

And Mutual Agreement continues to be a part of the process to develop SLOs for teachers and SLIs for administrators.

This component is similar to what existed in the Flexibilities for 2020-21, with added definitions for Formal and Informal Observations to provide a clear distinction between the two types of observation, and Observations for Non-Classroom Based Educators such as instructional coaches, school counselors, school psychologists, social workers, and teachers in trade areas. This also recognizes that non-classroom based educators may provide instruction in a classroom but that they also provide service delivery or instruction in non-traditional classrooms.

For the 5% and 10% components, district Professional Development and Evaluation Committees (PDECs) can recommend whether they want to continue with these components as in their current CSDE-approved educator evaluation plan, or focus on a specialty area to support their professional practice and/or to support a school-wide area of focus.

The examples of areas of focus are to support SEL and wellness, to provide equitable opportunities for all students, and to focus on professional practice and continuous growth.

Summative ratings are required for the 2021-22 school year. The Flexibilities provide for a holistic review of evidence (vs mathematical approach). It will still be required to combine the educator's Outcomes Rating with the Practice Rating to determine the Summative Rating.

This is a visual of a holistic approach to determining a Summative Rating.

The CSDE also has a sample Summative Form Template to highlight user-friendly approaches to determining summative ratings. This form is a sample (vs a requirement).

The sample summative form and many other resources can be found by clicking Educator Evaluation on the Talent Office page. You can find this page by going to the Talent Office webpage and selecting Educator Evaluation.

To support the implementation of the Flexibilities this year, the CSDE Talent Office collaborated with colleagues in the CSDE Office for Student Supports to provide resources for educators as they focus on SEL practices and competencies. SEL is embedded within the current CCT Rubrics, and the CT Leader Evaluation and Support Rubric includes leader practices that can support SEL implementation. These resources are just a sample of what can be found on the Educator Evaluation page.

If your LEA is interested in adopting the Flexibilities, this must be done through the mutual-agreement process of the PDEC and the local board of education.

Discussion points with the PDEC should include that the Flexibilities 2021-22 are to be adopted in their entirety for the school year. Districts should then follow their most recently approved CSDE educator evaluation and support plan (EESP) for all other areas of the *Guidelines 2017* not described in the Flexibilities 2021-22.

The process is described on this slide about how districts and PDECs go about adopting the Flexibilities. If an LEA adopted the Flexibilities last year, the PDEC must determine, through mutual agreement with the local board of education, whether to adopt the Flexibilities for the 2021-22 school year or continue with their most recent CSDE-approved EESP. If a PDEC and Board mutually agree to adopt the Flexibilities for the 2021-22 school year or wish to submit a request for an amendment to their CSDE-approved EESP, the EESP checklist should be completed prior to October 1, 2021.

If you have any additional questions, please do not hesitate to reach out to the members of the Talent Office. We are here to support districts as they implement the Flexibilities for the 2021-22 academic year. We look forward to sharing regular updates with you on the EES 2022 and Educator Evaluation websites.