CONNECTICUT STATE DEPARTMENT OF EDUCATION

Educator Evaluation & Support 2022

January 24, 2022
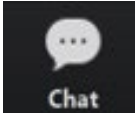
2:30 - 4:00

Today's Agenda & Objective

I. Welcome to 2022

II. Stakeholder Feedback Review
   a. RESC Alliance Forum Feedback
      - Linda Darcy, Director of Teaching & Learning, LEARN
   b. PDEC Survey Feedback
   c. Feedback Analysis Tool – Key Takeaways

III. Recommendation of Flexibilities for 2022-23 School Year
   a. Shift in Phases Timeline
   b. Consensus for Flexibilities 2022-23

IV. Next Steps – Putting Pen to Paper

<u>Today's Objectives:</u>

- Provide overview of stakeholder feedback (Forums & Survey)

- Find consensus on EES Council recommendations to the CSDE for proposed flexibilities for Educator Evaluation & Support 2022-23.

- Highlight Critical Next Steps

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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.

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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.

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Happy New Year & Thank You
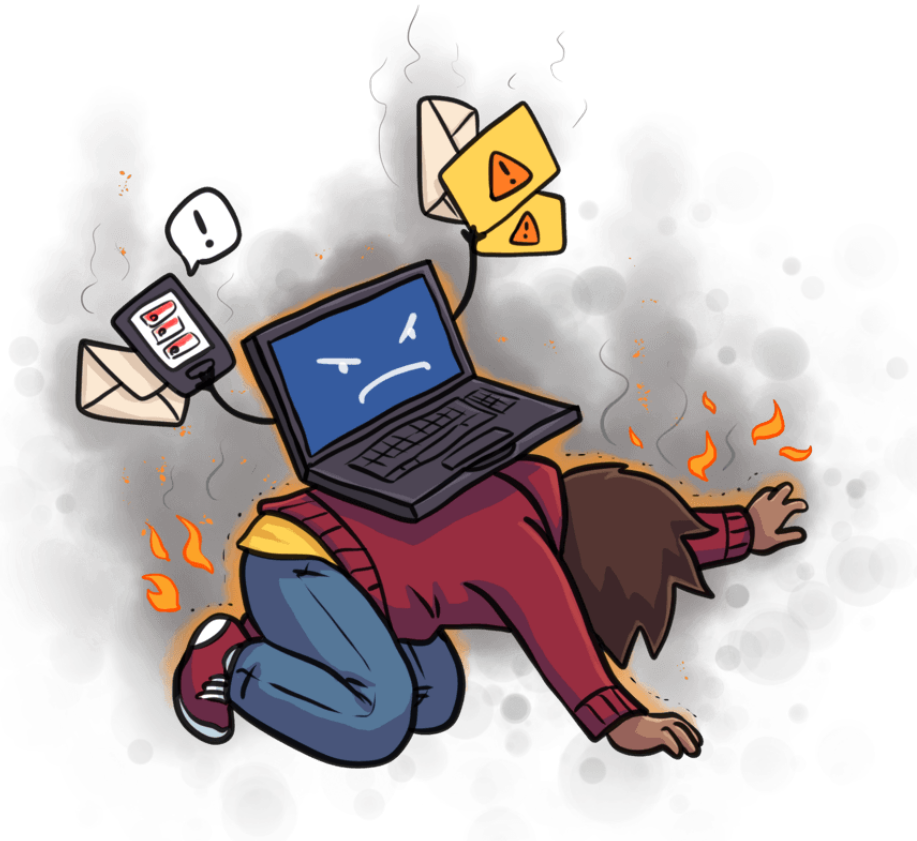
We recognize that each of us and those we support are struggling with some level of burnout...

Opportunities for Self-Care

https://portal.ct.gov/-/media/SDE/COVID-19/CSDE_Healthy_Adults_Healthy_Schools.pdf

https://www.coursera.org/learn/managing-emotions-uncertainty-stress
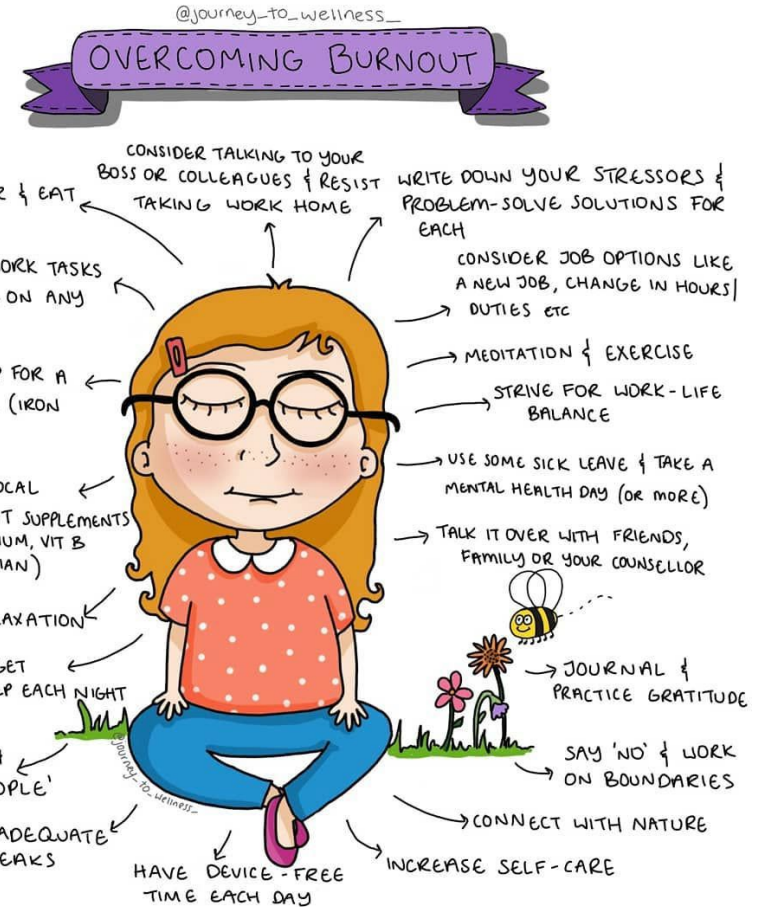
Stakeholder Feedback Process

Professional Development & Evaluation Committee (PDEC) Surveys

- Oct. – Dec. 2021

- 685 Participants across 108 LEAs

Regional Education Service Centers (RESC) Forums

- Oct. – Nov. 2021

- Hosted 7 Virtual Forums

- 115 Participants

Educator Evaluation and Support Feedback Forums

The Connecticut State Department of Education is seeking input and examples of innovative practice from educators to support the ongoing review and forthcoming and revisions to the *Guidelines for Educator Evaluation 2017*.

The RESC Alliance and district partners will be hosting and facilitating six virtual forums to solicit input on updates to the current *Guidelines*. Participants in the forum will engage in conversation and have the opportunity, through an on-line survey platform, to share innovative practices and strategies for teacher and administrator evaluation. The data from the forums and on-line survey will be used to help inform the Educator Evaluation and Support 2022 (EES 2022) Council's forthcoming updates to the *Guidelines*.

| October 25 3:30 - 4:30 Teachers Zoom Link | October 26 4:00 - 5:00 Central Office Administrators Zoom Link | November 3 3:30 - 4:30 Approved Private Special Education Programs Zoom Link |
| November 4 4:00 - 5:00 Teachers Zoom Link | November 9 4:00 - 5:00 Student and Educator Support Services Zoom Link | November 17 3:30 - 4:30 Building Level Administrators Zoom Link |

Although each session has a targeted audience, all educators are welcome to attend any of the forums. Click on the Zoom link provided to attend.

Please contact Linda T. Darcy (ldarcy@learn.k12.ct.us) with questions.

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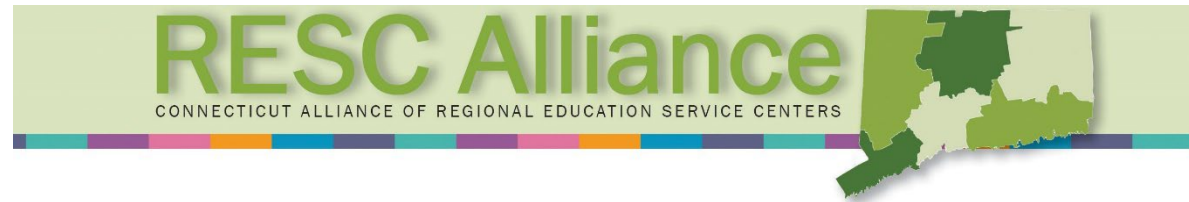
Forum Feedback

We welcome, **Linda Darcy, Director of Teaching & Learning, LEARN**, to share the process and highlight outcomes of the seven Feedback Forums facilitated by our RESC partners.

Thank you to the RESC Alliance for partnering with the CSDE to seek statewide stakeholder feedback to inform the work of the EES 2022 Council in Re-Imagining Educator Evaluation and Support.

Educator Evaluation and Support Feedback Forums

Forums	
Date	**Targeted Audience**
10/25	Teachers
10/26	Central Office Administrators
11/3	Approved Private Special Education Schools
11/4	Teachers
11/9	Student Services and Service Delivery
11/15	Members of Boards of Education*
11/17	Administrators*

Marketing
SDE Superintendents Digest
RESC Mailing Lists
EES 2022 Council Members
CEA and AFT

Forum Format

- Video introduction to the purpose of the forums and data collection
- Breakout room discussions regarding current guidelines
- Large group debrief
- Real time online survey completion

Educator Evaluation and Support Feedback - Data

Data Collection
Thought Exchange – Online Survey
Allows for multiple entries
Open for 4 weeks

Data Analysis
Coding
Identify themes
Categorize all entries according to codes
'Top thoughts'

Key Feedback

Administrator Evaluation
Differentiate evaluation by leadership role
Revisit and update the leadership standards
Vary the ways to demonstrate meeting the standards according to role and experience (Inquiry cycles, action research, peer observation)
Support professional learning for all administrators
Continue to honor the emphasis on SEL within the evaluation process

Teacher Evaluation
Reconfigure the proscribed ratings in the summative rating
Allow for more teacher choice and individualization (goals, data collection, rubric)
Be more specific in the guidelines to encourage a coaching model of evaluation
Inter district trainings and calibration could create more consistency in the implementation within the guidelines
Consider how districts can be held accountable for implementing their approved evaluation plans

ldarcy@learn.k12.ct.us

RESC Alliance
CONNECTICUT ALLIANCE OF REGIONAL EDUCATION SERVICE CENTERS

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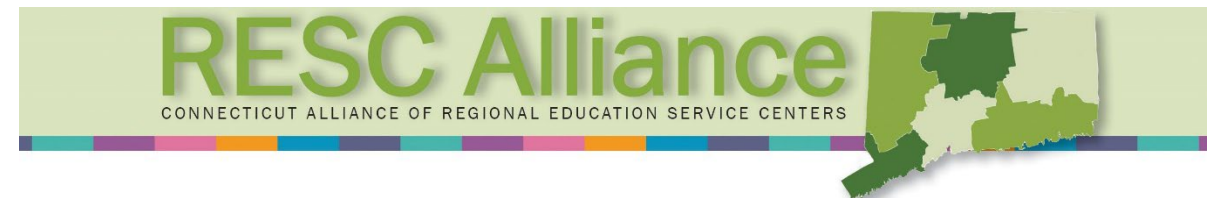
PDEC Survey Nov. – Dec. 2021

Areas of Focus
• Composition and Selection of Members
• Functionality and Decision Making
• Sources of Information
• Use of Data
• Communication

EES 2022 Feedback Analysis Tool Responses

EES 2022 Council members reviewed results from the PDEC Survey and the RESC Alliance Feedback Forum Report to:

- **Identify Key Take-aways:**
  - Administrator Evaluation and Support
  - Teacher Evaluation and Support
  - Professional Development & Evaluation Committees (PDECs)

- **Rate potential effect on improving the current system of educator evaluation and support:**
  - High – the greatest potential
  - Medium – potential for improvement
  - Low – potential to maintain, but not improve

Key Takeaways - Administrators

Effect	Recommendations
HIGH:	**Model** • Combination of long-term and short-term measures • Support the individualization of evaluation by role • Move toward a coaching model • Eliminate current evaluation system. • Districts develop their own evaluation system that incorporates the CCT CCL Rubric • The standards for school leaders must be the cornerstone of the evaluation system. Particular focus on team building within their department/ school. • Build on districts that have good models. • Administrator evaluation based in part on the support and quality feedback provided to the teachers assigned to them. • Include climate survey results as one of multiple indicators and differentiate the process for building level administrators and central office staff.

Key Takeaways - Administrators

Effect	Recommendations
HIGH	**Resources, Training and Supports** • Share newly developed district evaluation systems with others to grow effective practices. • The standards for school leaders must be the cornerstone of the evaluation system. Particular focus on team building within their department/ school. • Administrator Evaluation cannot be "second place" to the Teacher Evaluation and training. It must be front and center with Teacher Evaluation guidelines. Spend time on determining the type of quantitative/ qualitative outcomes CT wants to measure and how that might take place. • Spend time on determining the type of quantitative/ qualitative outcomes CT wants to measure and how that might take place. • Require training and calibration a minimum of every three years. Ensure training is developed with stakeholder input and is consistent across the state.

Key Takeaways - Administrators

Effect	Recommendations
MEDIUM	**Model** • Require combination of measures • More opportunities for choice/individualization within evaluation plan • Differentiated between school and central office; roles are not comparable • Explore other admin evaluation models—focus for school leaders must be instructional leadership and stakeholder engagement **Resources, Training and Supports** • Support professional learning for administrators • Ensure that the process is doable in a reasonable timeframe with fidelity • On-going training for administrators (regionally) to support growth of admin on "what good leadership looks like
LOW	• Include SEL skills as part of student achievement goals
OTHER	• Differentiate between Central Office and building administrators • Allow choice in how to demonstrate the standards

Key Takeaways - Teachers

Effect	Recommendations
HIGH	**Model** • Permit video observations • Move toward a coaching model. Have TEVAL be a true educator growth model. • Use other measures of professional growth beyond quantitative data. • Include more than just formal classroom observations in evaluation • Valid and reliable data needs to be available to all teacher/subject areas and used in eval process – weighting could be shifted away 45% • Streamline and simplify the evaluation process • The process should focus on educator growth and learning rather than student outcomes and ensure this growth is measured qualitatively rather than mathematically quantified. • Eliminate current evaluation system. Have districts develop their own evaluation system that incorporates the Connecticut's Common Core of Teaching rubric.

Key Takeaways - Teachers

Effect	Recommendations
HIGH	**<u>Model (continued)</u>** • The evaluation process should be differentiated so that experienced teachers have more flexibility to focus on innovation and beginning teachers get the support they need. Educators without classrooms also need a different process. • The rating system must be discontinued. Statewide guidelines should be established rather than an inflexible statewide model. The purpose of evaluation is support and development which is needed for the far majority of teachers. Moving out ineffective staff moves to another model. • THE CCT must be the cornerstone of a new evaluation system and growth- quantitative and qualitative measures should be included. I would very much like to see a growth portfolio model for student work. There must be an expectation of growth for every child. • Please don't reinvent the wheel. Build on effective evaluation models in CT school districts.

Key Takeaways - Teachers

Effect	Recommendations
HIGH	**Resources, Training and Supports** • Require and Provide Interdistrict professional development • Coaching Administrators on effective feedback on teaching and learning. • Share newly developed district evaluation systems with others to grow effective practices.
MEDIUM	• Find ways to promote consistency across districts • More opportunities for choice/individualization within evaluation plan • Calibration should go beyond school/district level
LOW	• No responses provided as LOW.
OTHER	• Focus on teacher actions, not student outcomes. Very strong universal negative reaction to videotaping. • Promote discussions between evaluator and evaluee, and actionable timely feedback, not paperwork and ratings. • Allow some multi-year ratings, promote differentiated goal setting

Key Takeaways - PDECS

Effect	Recommendations
HIGH	**Composition** • The PDEC Committee should be more flexible in terms of appointment. It is essential that teachers and administrators are fairly represented, and that the PD plan is based upon the needs of the district. Quantitative and qualitative data should be used in planning. • Require an equitable ratio of admin and teachers and require the superintendent submit these names and their contact info to the SDE every September to enable direct communication with PDECs. Create template to help with submission process. **Focus and Responsibilities** • Provide strategies/guidelines for using data to inform professional learning • Emphasis on Professional learning • The PDEC Committee should be doing an annual overall evaluation of the training provided- obtaining representative feedback and should be reviewing effective practices nationally, statewide and district wide and incorporating those into future plans. • Utilize district and school priorities for professional learning and develop some aspect of educator (teacher and administrator) choice that will support the priorities. • Implement an accountability/audit process to ensure districts are following the required

Key Takeaways - PDECS

Effect	Recommendations
HIGH	**Training** • Increased guidance and training for PDECs to implement with consistency as to the State model • The members of the PDEC Committee should receive training prior to becoming members. They should also be experienced in providing professional development in a variety of venues. • Encourage innovation in structures for delivering and receiving professional learning by providing professional learning **ON** professional learning to administrators and lead teachers. • process and are including teacher input on the PDEC. Support this by providing PDECs training materials and resources developed with stakeholder input. **Legislation and Monitoring** • Remove legislative requirement for PDEC and establish support for district's to established councils focused on professional learning and growth for both teachers and administrators. Minimize requirements for operation thereby promoting opportunities for districts to innovate. • Require evaluation plans and professional development plans be updated and submitted to the state every three years and ensure these plans made publicly available on SDE website. Revisit professional development statutory mandates to ensure PDECs can realistically incorporate them into their PD plan.

Key Takeaways - PDECS

Effect	Recommendations
MEDIUM	• Provide support for decision making protocols for committees • Clarify goals and purpose of district PDECs • Provide technical assistance to PDECs on use of data • Monitor PDECs for functionality and fidelity of implementation • Provide training and guidance for evaluators • Design trainings for districts to access on effective PDEC meetings (on-going) i.e. data teams, using Eval data to drive district learning objectives • Defining how to look at eval and student data through an equity lens • Investigate/Explore how to use evaluation data meaningfully (not using summative ratings)
LOW	• Require semi-annual meetings
OTHER	• Equal numbers of certified administrators who have been trained as evaluators and certified teachers • Others may be invited to take part in PD planning if they are impacted by these decisions (such as paraprofessionals). • Consider how districts can be held accountable and be supported to have functioning PDECS, and include PD in the work of PDECs, not just teacher evaluation.

For EES 2022 Consideration

Provide option for districts to continue using the current *Flexibilities* for 2022-23 while EES 2022 and CSDE develop updated *Guidelines* and resources, materials & training for full implementation of in 2023-24.

Proposed Updated Timeline

Phase I: Adopting 2021-22 Flexibilities

Phase II: Extending *Flexibilities* to 2022-23 & Developing Updated *Guidelines* Recommendations for Implementation 2023-24

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

Phase IV: Full Implementation 2023-24

Phase I: 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* Changes

Phase II: Fall/Winter 2021-22

- Continue discussions with EES 2022 (PEAC) regarding 2023-24 *Guidelines* Changes

- Seek statewide stakeholder input & feedback

- **Make Recommendations for SBE to adopt *Flexibilities* for 2022-23 school year – winter 2022**

- **Develop Updated *Guidelines* based on input from Council Membership & stakeholder feedback**

Phase III: Spring/Summer/Fall 2022

-**Present Substantive Changes to the SBE for approval Spring 2022**.

- Notification to LEAs/PDECs to allow for adoption/changes/waivers for 2023-24 *Guidelines.*

- Begin conversations regarding potential legislative proposals for changes not addressed by EES 2022.

Phase IV: Develop Resources for Educators and PDECs to Support Full Implementation

- Updated Guidelines

- Updated trainings

- Updated plan submission process

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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

Gradients of Agreement
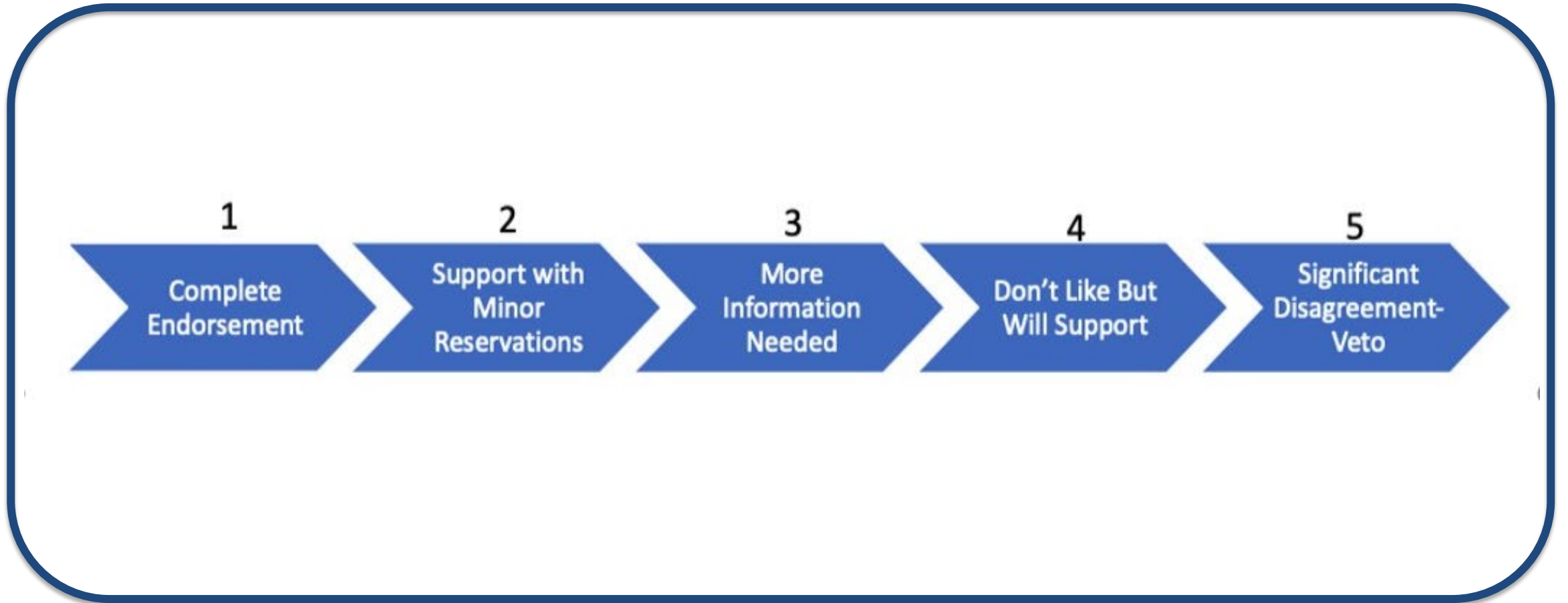
Teams Poll (Anonymous)

- After hearing the updated timeline w/consideration for extending *Flexibilities* through 2022-23, I believe I:
    - Can completely support and recommend
    - Support and recommend knowing I have minor reservations
    - Need more information to make an informed decision
    - Don't agree with updated timeline but will recommend knowing continued efforts will be made to support implementation
    - Cannot recommend extending *Flexibilities* through 2022-23

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.

Next Steps & Upcoming Meeting

- DRAFT changes to the *CT Guidelines for Educator Evaluation (2017)* will be developed based on the collective feedback from Council members & stakeholder input.

- Initial DRAFT changes will be shared with Council members ahead of our next meeting with opportunities for feedback & recommendations.

<u>Upcoming Meeting</u>

February, 24th, 9:30 a.m. – 11:00 a.m.