Today's Agenda & Objectives

I. Welcome

II. Review remaining proposed components of a potential *Revised CT Guidelines for Educator Evaluation*

    a. Feedback that informed each component

    b. Analysis Tool Feedback & Discussion

    c. Gradient of Agreement on approach & direction

Today's Primary Objectives:

- Discuss Council Member feedback for stakeholder engagement & summative ratings

- Further explore the concept of 'Pop-ins' as an Observation Protocol for self-directed professional learning plans

- Forward Map future meetings w/opportunities for landscape analysis & promising practices & respecting Council requests

CSDE

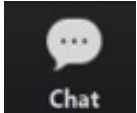CONNECTICUT STATE DEPARTMENT OF EDUCATION

New Members & Representatives

Dr. Katherine Roe, Western Connecticut State University

- AACTE Alternate Council Member

Superintendent Kathleen Greider – Representing CAPPS

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.

CSDE

Opportunities & Limitations - Clarification

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

- The CSDE Talent Office has never suggested that recommendations for changes to the statutory guidelines cannot occur;

- For the Department to make a recommendation for legislative proposals, recommendations must be proposed to CSDE leadership early fall, to go before SBE for approval;

- Sept. 24, 2021- CSDE Talent Office proposed changes in the statutory language which would have allowed for the removal of the defined 4 ratings and create more broad powers for Council/Commissioner to make changes to educator evaluation – The Council overwhelmingly rejected this proposal;

- From the beginning, this Council has agreed that we would not design a system in which implementation success was reliant upon a legislative change; we would create a better system within the statutory limitations and then push further to remove perceived statutory limitations

CSDE

CT Educator Evaluation Reimagined

Proposed Components of CT's Reimagined Guidelines

1. Educator Professional Practice
- Professional Learning, Choice, Individualization
- Professional Growth Plans
- Educator Practice Observations

2. Student Growth and Development
- Measures of Accomplishment
- Continued opportunities to focus on Equity, SEL, and Well-Being

3. Stakeholder Engagement
- Engaging Families, Teachers and Staff, Community
- Promoting Academic Success and Well-Being

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

1	2	3	4	5
Complete Endorsement	Support with Minor Reservations	More Information Needed	Don't Like But Will Support	Significant Disagreement-Veto

Key Feedback – Stakeholder Engagement

Feedback from educators:

– *Focus for school leaders must be on instructional leadership and stakeholder engagement*

– *Differentiate between Central Office and Building Administrators*

– *Allow for more teacher choice and individualization*

Stakeholder Engagement

Responses from EES Council Members - Strengths:

– Common and clearly stated definition of family engagement

– Goals of teachers and administrators are aligned

– Including 'other stakeholders' is an asset

– Stakeholder feedback is important, essential

– Alignment to CT's Definition & Framework for Family Engagement

– Includes all stakeholders

– Provides PDECs with flexibility in interpreting how to integrate stakeholder input into their own plans

CSDE

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Stakeholder Engagement

Responses from EES Council Members – Revisions/Comments:

– *Clarify the role of surveys in identifying/soliciting feedback from stakeholders*

– *Include students as key stakeholders, affirming how student voice can be incorporated*

– *Use 'and/or' so as not to give the impression that feedback from all stakeholders is required*

– *Concerned about the validity of stakeholder surveys and ratings. Prefer that the ratings no longer continue*

– *The language is vague; it is not clear what is being required (separate component of part of Professional Learning Plan)*

Full, Equal and Equitable Partnerships with Families

Guiding Principles:

– _Build collaborative, trusting relationships focused on learning._

– _Listen to what families say about their children's interests and challenges._

– _Model high-quality learning practices._

– _Share information frequently with families about how their children are doing._

– _Talk with students about how they want teachers and families to support their learning._

– _Co-develop cultural competence among staff and families._

– _Support parents to become effective leaders and advocates for children._

Stakeholder Engagement

Teachers	Administrators
As part of their Professional Learning Plan, Teachers will develop and implement strategies to engage families in supporting and advocating for student learning, growth and development based on feedback from families, students, other stakeholders. Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement	As part of their Professional Learning Plan, Administrators will develop and implement strategies to engage families, teachers and staff, and the community in promoting the academic success and well-being of each student, teachers, and staff. Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement

Gradients of Agreement

1	2	3	4	5
Complete Endorsement	Support with Minor Reservations	More Information Needed	Don't Like But Will Support	Significant Disagreement-Veto

Key Feedback – Summative Ratings

Feedback from educators:

– *Reconfigure the prescribed ratings in the summative rating*

– *Streamline and simplify the evaluation process*

– *The current rating system should be discontinued. Statewide guidelines should be established rather than an inflexible statewide model*

Summative Ratings

Responses from EES Council Members - Strengths:

– *Emphasis on holistic rating of evaluation components*

– *Some flexibility*

– *Summative rating is tolerated*

– *Additional flexibility*

Summative Ratings

Responses from EES Council Members – Revisions/Comments:

– *More guidance and examples needed for deriving holistic ratings*

– *Disagree with summative ratings*

– *Prefer a model that discusses/improves professional practices without penalties. Inclusion of such ratings results in a guarded evaluation process rather than an opportunity for teachers to explore areas for improvement with the trust that the evaluator is a resource to help them improve.*

– *Prefer no rating. Absolutely no weighing of components.*

Summative Ratings

***Responses from EES Council Members –***

Revisions/Comments:

– *Advocate to the Legislature for the repeal of this entire evaluation system, including Summative Rating System. Weighting of Components is not required in Statute so districts should be allowed to make their own determinations.*

– *EES 2022 Council did not study other states or CT districts. Slow down and allow us to study and hear other perspectives before moving ahead.*

– *Allowing PDECs to adjust weights may be confusing. Weightings should be eliminated or keep the two halves of the weighting (student growth 40% and educator practice 60%). Adjust the components and rate holistically based on a preponderance of evidence.*

Holistic Summative Ratings

- Desire within field & CSDE to develop a simplified Holistic Summative Rating process

- Challenge of Guidelines vs. Flexibility

- Flexibility within component weightings includes a maximum of ___ adjustment within any component, with a median component requirement of **15% Stakeholder Engagement**, **40% Student Growth & Development**, and **45% for Educator Professional Practice**.

EXAMPLES OF SUMMATIVE COMPONENT RATINGS

Stakeholder Engagement · Student Growth and Development · Educator Professional Practice

	Stakeholder Engagement	Student Growth and Development	Educator Professional Practice
EXAMPLE 3	15	50	35
EXAMPLE 2	10		45
EXAMPLE 1	5		55
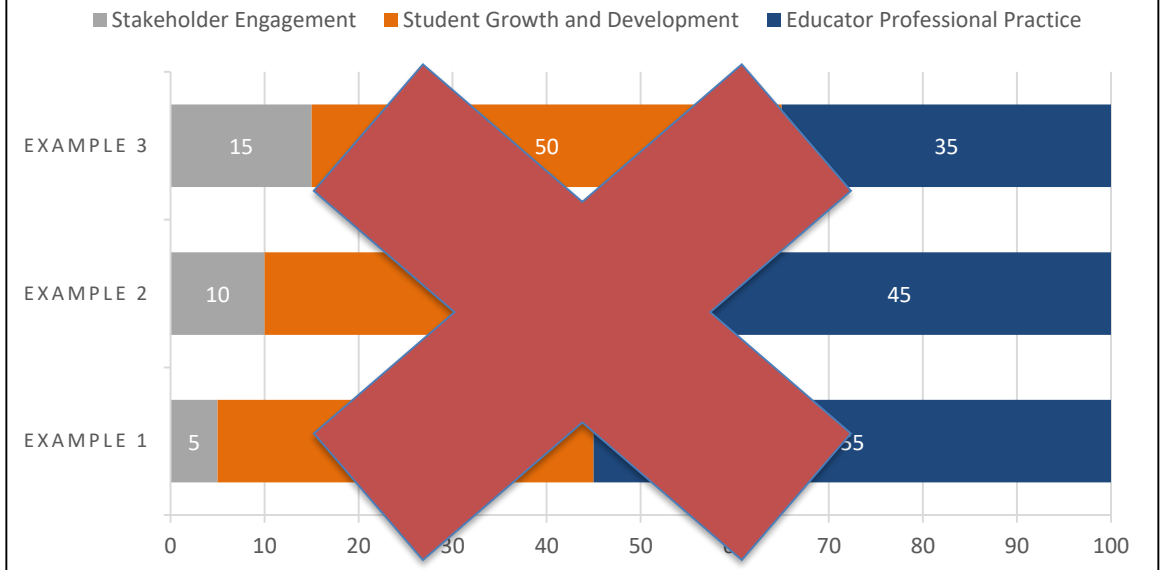
Summative Rating Re-visited: Gradients of Agreement

(1) Holistic Summative Rating

(2) Three Categories:
   1. Educator Professional Practice
   2. Student Growth and Development
   3. Stakeholder Engagement

(3) No Categorical Weightings

1	2	3	4	5
Complete Endorsement	Support with Minor Reservations	More Information Needed	Don't Like But Will Support	Significant Disagreement-Veto

Observation Protocols

| Self-Directed Professional Learning Cycle

Experienced (2+ Years) Educators and Administrators rated Proficient or Exemplary | **Teachers:**
○ A minimum of one informal observation and/or progress monitoring meeting, and one Review of Practice.
○ Evaluators are encouraged to provide additional opportunities to check in with staff regarding Professional Learning Plan and may implement additional observations, progress monitoring meetings and/or Reviews of Practice as needed.
○ Evaluators are encouraged to support Communities of Practice for teachers with similar Professional Learning Plans.

Administrators:
○ A minimum of two observations of leadership practice and two progress monitoring meetings. One observation of leadership practice could be substituted for a Review of Artifacts.
○ Evaluators are encouraged to provide additional opportunities for progress monitoring meetings and/or Review of Artifacts, as needed.
○ Evaluators are encouraged to support Communities of Practice for administrators with similar Professional Learning Plans. |

Defining 'Pop-Ins'

Key Definitions

Informal Observation: In-class observations less than 20 minutes, with verbal and/or written feedback within a timely manner.

Formal Observation: In-class observations of at least 20 minutes, with verbal and/or written feedback within a timely manner.

In-Class Observation: Observations of the interaction between educators and students in the learning environment most reflective of the educator's assignment. In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that evaluators use a combination of announced and unannounced observations.

Reviews of Practice: Reviews of Practice/non-classroom observations include, but are not limited to, observations of data team meetings, observations of coaching/mentoring other teachers, student work, or other teaching artifacts.

Last Council meeting it appeared there was mutual interest across membership to clarify observation protocols for educators on a proposed self-directed, specifically the term *Pop – Ins:*

We'd like to explore more keeping in mind several considerations:

- Building leaders should be encouraged to frequently visit classrooms

- In the absence of specific CSDE guidance, LEAs will define and create forms to guide pop-in's

- The Council worked to provide more clear definitions within the *Flexibilities*

CSDE

Next Steps & Upcoming Meeting

Upcoming Meetings

April 1 @ CAS – 10 am – 12 pm (In-Person)

- Sub Committee Meeting w/focus on Student Growth & Development

April 8 @ 9:30 a.m. – 11:00 a.m. (Virtual)

- Provide updates from Sub-Committee Meeting

- Landscape Review of EES components from across the country

- LEA Promising Practices

- Forward mapping – Respecting the requests to slow down & separate focus (teacher v. administrator) while maintaining alignment & forward momentum