



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Educator Evaluation & Support 2022

April 9, 2021

9:30-11:00

Welcome & Introductions



Dr. Shuana K. Tucker
Chief Talent Officer
CT State Department of Education



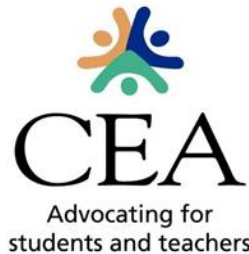
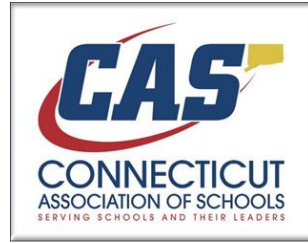
Charlene M. Russell-Tucker
Acting Commissioner
CT State Department of Education



Dr. Paul Fleming
Senior Vice President
Standards, States & Equity
Learning Forward



Council Members & Agenda



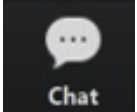


MTR Policy Oversight Council



- I. Welcome & Introduction
- II. EES 2022: Vision, Principles & Process
- III. Continuous Learning & Feedback
- IV. Phase I: Recommendations of Flexibilities for 2021-22 School Year
- V. Bridge to Practice & Next Steps

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.



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.



Guiding Principles

The Connecticut Guidelines for Educator Evaluation are based on the following guiding principles:

(a) The primary purpose of educator evaluation is to strengthen individual and collective practices in order to improve student growth;

(b) Educator evaluation is standards-based, using the Connecticut Common Core of Teaching for teacher evaluation, Common Core of Leading: Connecticut Leadership Standards for administrator evaluation, and National Pupil Personnel Services standards documents for evaluation of educators in pupil services;

(c) Connecticut's Core Standards, The Connecticut Framework: PK-12 Curricular Goals and Standards, as well as locally-developed curriculum standards are the basis for establishing outcomes at the district and school levels;

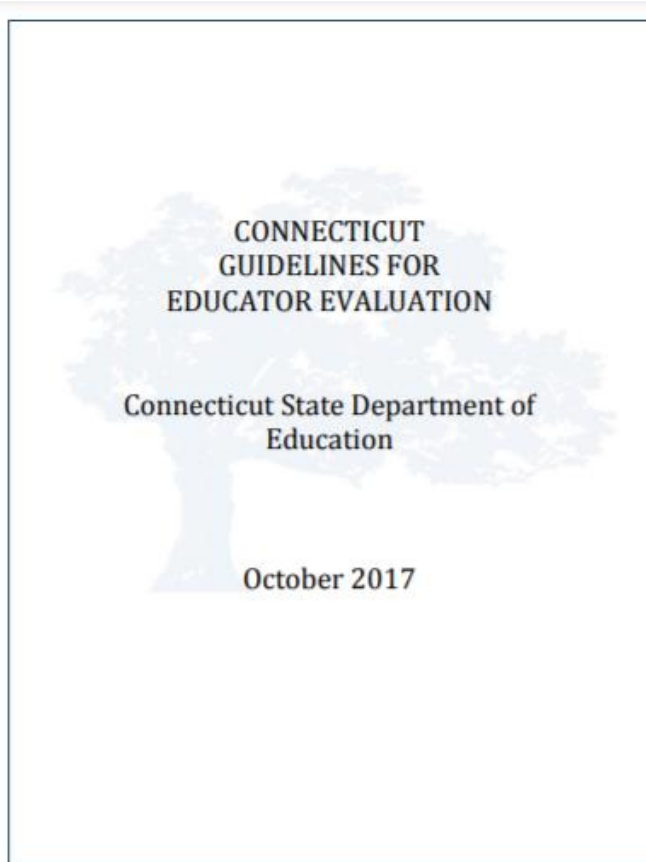
(d) The Guidelines foster continuing collaborative dialogue around teaching and learning in order to increase student academic growth and development;

(e) The Guidelines clearly connect professional learning to the outcomes of the evaluation process.

Role of EES 2022 Council

The Council (C.G.S. 10-151d – PEAC) shall be responsible for assisting the State Board of Education in the development of:

- ✓ **(A) guidelines for a model teacher evaluation and support program;**
- ✓ **(B) a model teacher evaluation and support program, pursuant to subsection (c) of section 10-151b, (2) the data collection and evaluation support system, pursuant to subsection (c) of section 10-10a; and**
- ✓ **(C) assisting the State Board of Education in the development of a teacher evaluation and support program implementation plan, pursuant to subsection (e) of section 10-151b.**



Roles of EES 2022 Council Members

- Each organization will have the following roles:
 - **Delegate** – Attends EES 2022 meetings. Voting member who makes recommendations on behalf of stakeholders your organization represents.
 - **Alternate** – Attends EES 2022 meetings. Non-voting member unless the Delegate is unavailable to attend a meeting.
- Both delegates and alternates collaborate to share information with and receive feedback from stakeholders within your organization to make recommendations to the CSDE.
- The CSDE and SBE representatives will be non-voting Council members charged with organization, facilitation and partner engagement responsibilities
- Learning Forward will serve as a 3rd Party neutral facilitator



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.



Process: Three Phases of Reimagined EES

Phase I: Adopting 2021-22 Flexibilities

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: Updated *Guidelines* Recommendations for 2022-23

Phase II: Spring/Summer 2021

- Continue discussions with EES 2022 (PEAC) regarding 2022-23 *Guidelines* Changes
- 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

Phase III: 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

On-going conversations w/EES 2022 Council regarding stakeholder group input process, survey and regional forum mechanisms and potential need for training updates





Dr. Paul Fleming

Senior Vice President,
Standards, States &
Equity

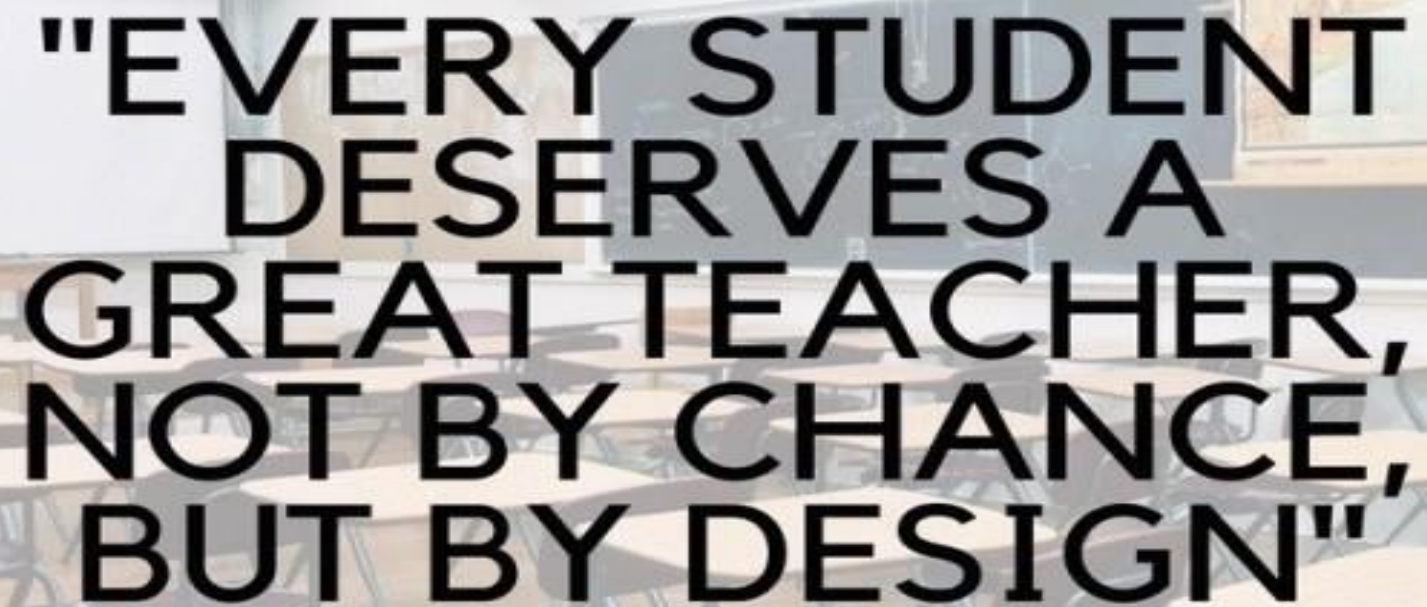
Learning Forward
@PaulFlemingTN



THE PROFESSIONAL LEARNING ASSOCIATION



Opening Prompt

A photograph of a classroom with rows of desks and chairs. In the background, there is a chalkboard and a world map on the wall. The text is overlaid on the image.

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

(Fisher, Frey, & Hattie, 2016)

“Every system is perfectly designed to get the results it does.”

– W. Edward Deming & Paul Batalden

*If we are
going to
change a
system*



SEE what the system
is producing

ENGAGE with others
to design something
different

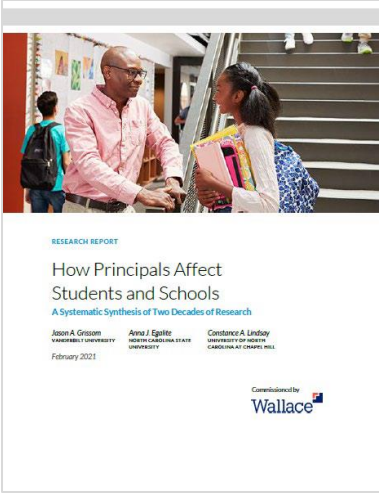
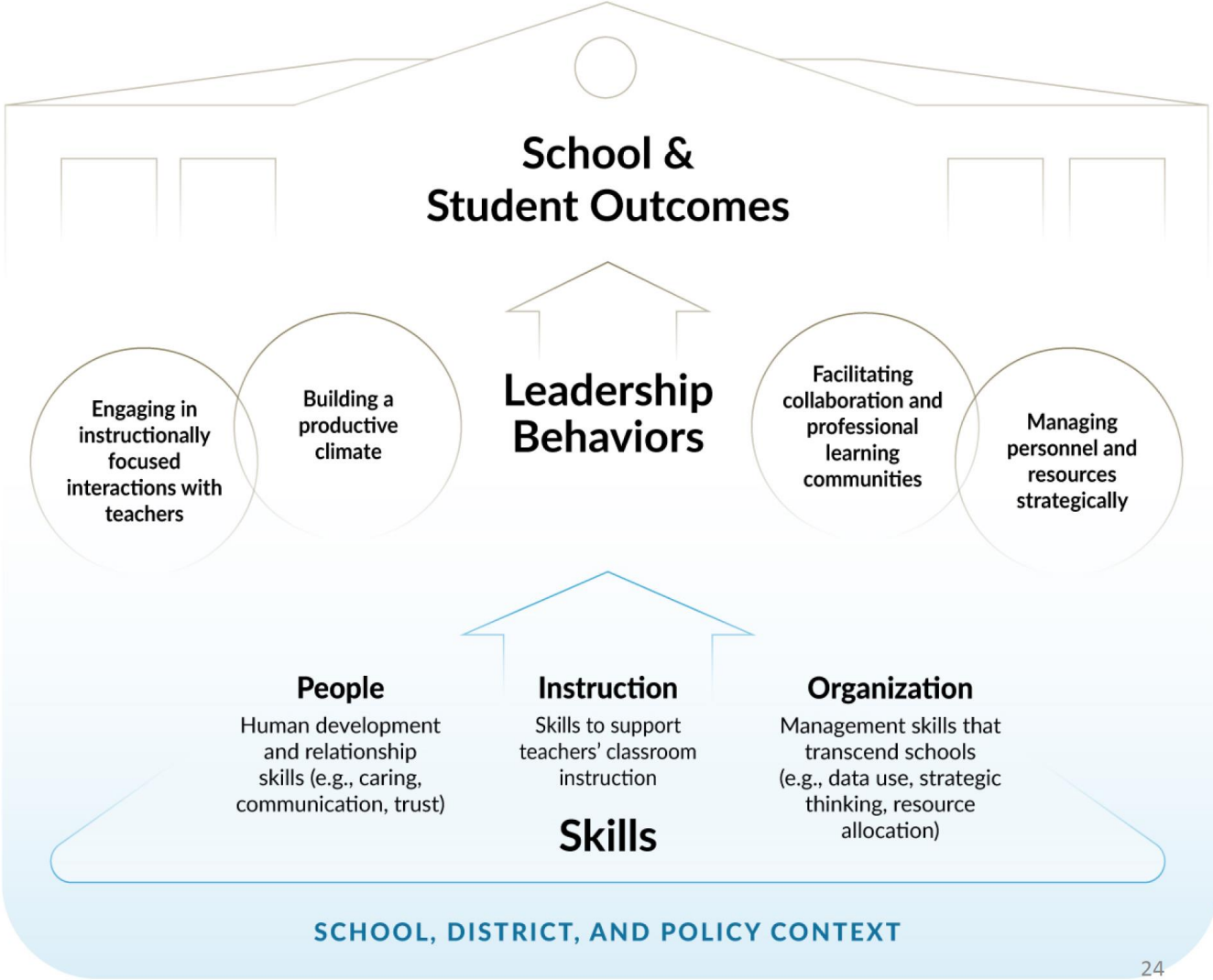
ACT

Making the case for an evaluation system focused on continuous learning and feedback

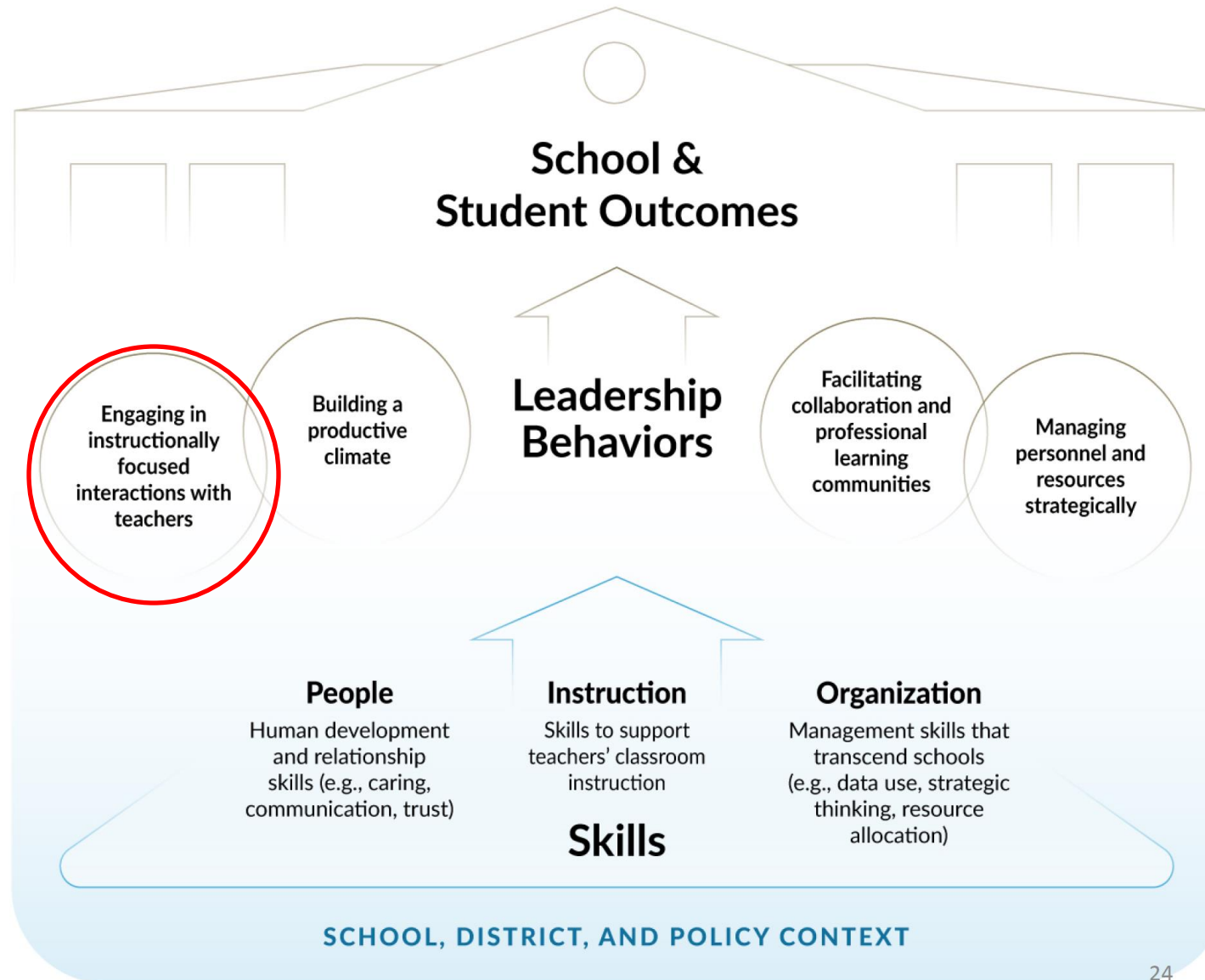


The average student gains an additional three months of learning in math and reading with an effective principal

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

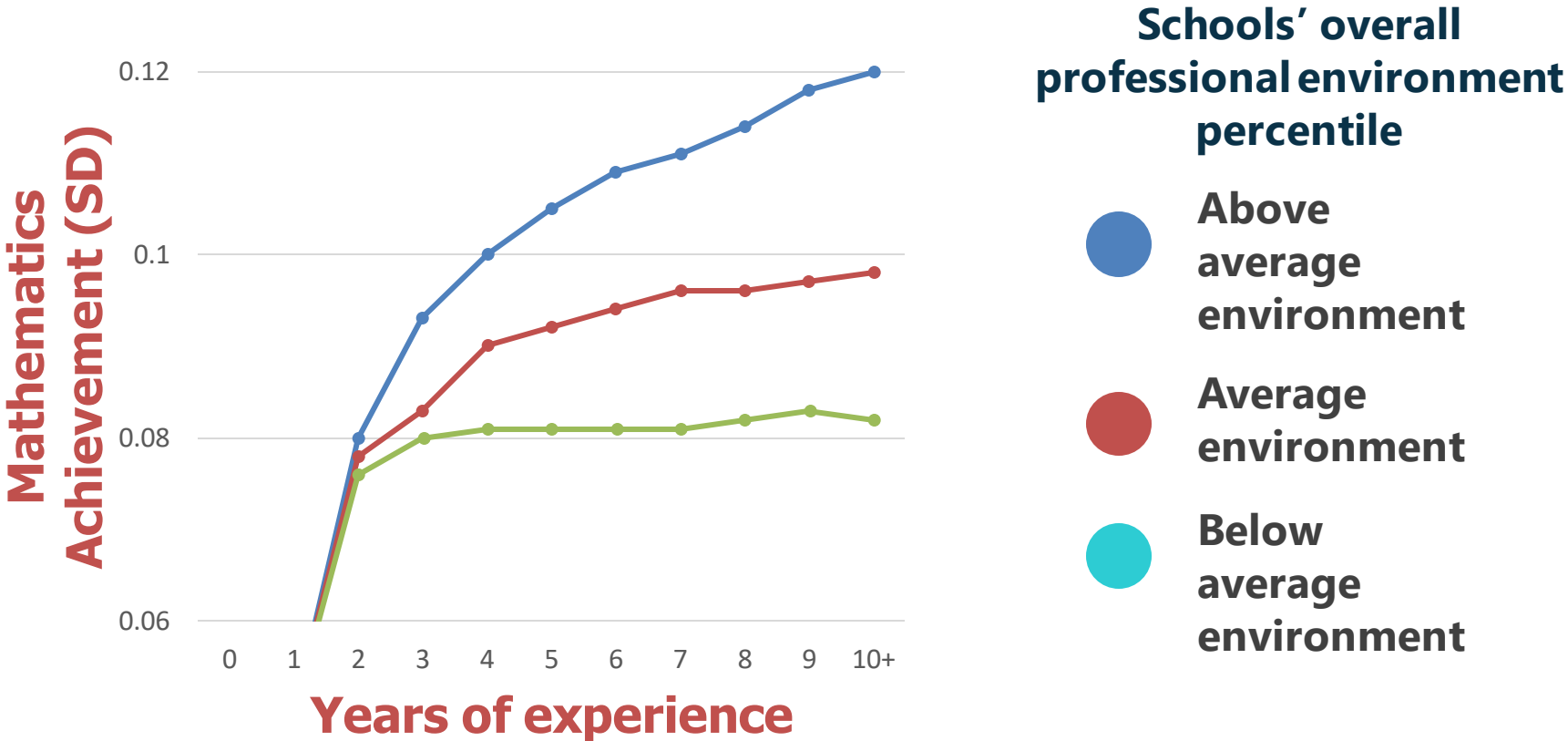


Engaging in instructionally focused interactions with teachers



Estimated Returns for Teachers Based on Their Professional Environments

Schools with the best professional environments see student achievement gains 40 percent greater than schools ranking among the lowest professional environments.



The literature shows that beginning teachers improve more if they:

Work in	Work in more supportive professional environments with strong school leaders.
Work in	Work in schools that are more collaborative.
Participate in	Participate in a rigorous teacher evaluation system.

Key Learnings and Takeaways To-date

Evaluation works better as a tool for continuous learning when:

- Teachers and administrators receive accurate information about their performance (and evaluators differentiate across teachers)
- Teachers and administrators receive regular, strong, and actionable feedback tied to their ratings
- Teachers and administrators believe that their evaluators are competent and that the system is about support rather than just accountability

Phase I: Recommendations of Flexibilities for 2021-22 School Year

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



Analysis of 2020-21 Flexibilities

Discussion Topics:

- **What current flexibilities are effective and should continue?**
- **What current flexibilities are ineffective or less effective and should not continue?**
- **What current flexibilities need to be revised and/or what new flexibilities should be considered?**



“Bridge to Practice”

- Ask for Recommended Flexibilities to be submitted by Friday, April 23rd
 - **Please share the Flexibilities Chart with 4 to 5 colleagues to discuss and gather their feedback on recommended flexibilities**
 - **Utilize today's discussion topics to guide your conversations.**
 - **Summarize their feedback (one page recommended) and submit by Friday, April 23rd**

Send all feedback submissions to Dr. Kimberly Audet @
Kimberly.Audet@ct.gov

- Will review recommendations as a Committee Tuesday, April 27th to inform recommendations for the May SBE meeting



Upcoming Meetings

Tuesday, April 27th, 2:00 p.m. – 3:30 p.m.

Tuesday, May 11th, 10:30 a.m. – 12:00 p.m.

Tuesday, May 25th, 10:30 a.m. – 12:00 p.m.

