



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Educator Evaluation & Support 2022

April 27, 2021

2:00-3:30

Today's Agenda & Objective



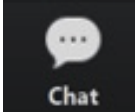
- I. Welcome & Thank You
- II. Phase I: Recommendations of Flexibilities for 2021-22 School Year
 - a. Organizational Feedback
 - b. Short Term vs. Long Term Parking
 - c. Consensus Process
 - d. Recommendations on Draft Flexibilities
- III. Next Steps

Today's Objectives:

- Review organizational feedback regarding the 'Bridge to Practice' assignment.
- Find consensus on EES Council recommendations to the CSDE for proposed flexibilities for Educator Evaluation & Support 2021-22.



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.



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.



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



Organizational Feedback

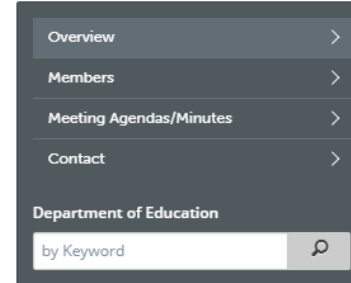
Organizations Feedback:

EES 2022 Feedback on Flexibilities for 2021-22

Organization	What current educator evaluation flexibilities are <u>effective</u> and should continue?	What current educator evaluation flexibilities are <u>ineffective or less effective</u> and should not continue?	What current flexibilities <u>need to be revised</u> and/or what new flexibilities should be considered?
MTR Policy Oversight Council	<ul style="list-style-type: none"> The process by which feedback can be given over a long period of time Number of formal/informal observations 	<ul style="list-style-type: none"> A rushed and narrow process 4 Performance ratings should probably be reassessed 	<ul style="list-style-type: none"> Feedback by more than one person Need better indicators of student growth We expect every educator to be involved in developing their competence around diversity. Can the evaluation system record what each educator feels they need and how they are engaged in supporting that need (curriculum and instruction, understanding diversity, engaging families, learning new content, etc.). How can the development system respond to the needs of educators as they engage in a multi-year self-improvement design with district or building level input and support?
RESC Alliance	<ul style="list-style-type: none"> Ability to see feedback implemented Admin able to provide timely feedback with evidence Current flexible in decoupling of standardized testing should continue. Using anecdotal data and non-standardized test data helpful. Focus on inputs lowers the affective filters of teachers (defensive stance leads to blame of students and families)—Inputs discussion is empowering and energizing 	<ul style="list-style-type: none"> Lack of data makes it hard to move an educator to an intensive assistance plan Rubric does not support growth and development of related staff/special education teachers State did not have a ton of resources to support districts with flexibilities and the decision-making process regarding whether or not to make the shift. Still need on-going support for admin on understanding what good teaching looks like (on-going) 	<ul style="list-style-type: none"> A clear distinction between what is considered formal or informal, unannounced or announced. Calibration – there is currently no monitoring around calibration for administrators Continue to build tools to support the professional roles of non-classroom teachers Defining Ineffective and Effective being district-based creates inequity, especially as teachers move from one district to another.

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Educator Evaluation and Support Council 2022



Overview

Materials, Agendas, Slide Decks and Resources for the EES 2022 Council

[CT Guidelines for Educator Evaluation 2017](#) [Flexibilities for Implementing the Guidelines for 2020-21](#) [Detailed Flexibilities Chart - 10-151b\(c\) and Guidelines](#) [At-a-Glance Crosswalks](#)

Schedule for First Series of EES 2022 Virtual Meetings:

- April 9, 2021, 9:30-11:00 a.m.
 - [Agenda](#)
 - [Slides](#)
 - [How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research](#)
 - [Recorded Meeting](#)
- April 27, 2021, 2:00-3:30 p.m.
- May 11, 2021, 10:30 a.m.-12:00 p.m.
- May 25, 2021, 10:30 a.m.-12:00 p.m.

<https://portal.ct.gov/SDE/Evaluation-and-Support/Educator-Evaluation-and-Support-Council>



Feedback Parking Lots



Short Term Parking – PHASE II

- **Re-assess Four Performance Ratings (Short/Long Term)**
(MTR Policy Oversight, CAS, CAPSS, CEA, AFT, CASA)
- **Re-structure Evaluation Component Weighting Percentages**
(RESC Alliance, CFSA, CABE, CAPSS, CEA, AFT, CASA)
- **Informal vs. Formal Observation Protocols**
(MTR Policy Oversight, CASA, RESC Alliance, CFSA, CAS, CABE, CAPSS, CEA, AFT)
- **Re-defining Multiple Measures of Academic Growth & Development (Short/Long)**
(CASA, MTR Policy Oversight, AFT, CEA, RESC Alliance, CAS, CFSA, CAPSS, CABE)
- **Updated Guidelines on Professional Learning & Role/Composition of PDEC**
(CEA, AFT, RESC Alliance, CAPSS, CABE)



Feedback Parking Lots - Continued



Long Term Parking – PHASE III

- **Re-assess Four Performance Ratings (Short/Long Term)**
(MTR Policy Oversight, CAS, CAPSS, CEA, AFT, CASA)
- **Re-defining Multiple Measures of Academic Growth & Development (Short/Long)**
(CASA, MTR Policy Oversight, AFT, CEA, RESC Alliance, CAS, CFSA, CAPSS, CABE)



Points of Clarification

- One SLO w/multiple Indicators has always been allowable under existing *Guidelines* using a standardized assessment when available and appropriate.
- Previous Department communications have emphasized the ability to allow for one formal observation and one review of practice for tenured staff on annual basis.
- Annual Summative Rating is required pursuant to Section 10-151(b)(a).
- Systems, Forms and burdensome protocols are often LEA generated and are not required by the *Guidelines*.
- *Guidelines* do not currently establish a formal time requirement for formal/informal evaluations.



Organizational Feedback Discussion

1. In reviewing the feedback from all of the organizational stakeholders, which flexibilities generated more broad agreement about:
 - * their greater value and continuation for the 2021-22 school year?
 - * their lesser value and discontinuation for the 2021-22 school year?
2. What new ideas or questions were sparked from the feedback about the revised and/or new flexibilities?



Highlights of Proposed *DRAFT* Flexibilities

Student Learning Indicators (45%)

Teachers will develop a minimum of one student learning goal with a minimum of two indicators, or measures of accomplishment, focused on:

- social and emotional learning for students,
- student engagement,
- engaging families,
- cultural responsiveness, and/or
- academic achievement.

Indicators or measures of accomplishment could be demonstrated by implementation of school-wide, grade-level, or individual strategies mutually agreed upon between the teacher and evaluator during the goal-setting process.

Administrators will develop a minimum of two student learning indicators, or measures of accomplishment, including, but not limited to:

- supporting the health, safety, and social and emotional well-being, of staff and students,
- ensuring equity for the most vulnerable students and their families,
- mastery-based learning, and/or
- developing systematic approaches to incorporating social and emotional practices and/or culturally responsive practices into the teaching and learning process.

Indicators or measures of accomplishment could be demonstrated by implementation of district-wide or individual strategies that are mutually agreed upon between the administrator and evaluator during the goal-setting process.



Highlights of Proposed *DRAFT* Flexibilities

Observation Process

Teachers

- A minimum of two informal observations and a minimum of one review of practice for teachers with more than two years of experience and who were rated Proficient or Exemplary during the 2018-19 school year and/or maintained Proficient or Exemplary practice during 2020-2021.
- A minimum of three informal observations and a minimum of one review of practice for first- and second-year teachers and teachers who demonstrated Developing or Below Standard practice during 2020-2021.
- For those educators serving in non-classroom roles being evaluated under the SESS rubric, reviews of practice may be used in place of informal observations.

Administrators

Artifact reviews may replace one of the required site visits required in the *Guidelines 2017*.

- A minimum of two site visits and one artifact review for administrators with two or more years of experience and who were rated Proficient or Exemplary during the 2018-19 school year and/or maintained Proficient or Exemplary practice during 2020-2021.
- A minimum of three site visits and two artifact reviews, with additional site visits/artifact reviews, as needed, for administrators who are new to the profession or the district, or who demonstrated Developing or Below Standard practice during 2020-2021.



Highlights of Proposed *DRAFT* Flexibilities

Whole-School Student Learning Indicators/Teacher Effectiveness Outcomes

(5%)

Flexibility is provided to districts, with consensus of their PDECs, to:

- follow their most recently approved CSDE-EESP, or
- for educators to focus on one of the following special areas of focus to support their professional practice and/or to support a school-wide area of focus, including, but not limited to:
 - social and emotional learning,
 - providing equitable learning opportunities for all students,
 - professional learning to improve practice,
 - professional learning communities, and
 - best practices for hybrid or remote learning.



Highlights of Proposed *DRAFT* Flexibilities

4-Level Matrix Rating System

Summative ratings will be required for the 2021-2022 school year.

- End-of-year summative reviews shall include a teacher/administrator self-assessment and an end-of-year conference.
- Summative ratings shall be determined by:
 - a holistic review of evidence in each component,
 - combining the rating for student learning goals and whole-school student learning indicators/educator effectiveness/special area of focus for an Outcomes Rating,
 - combining educator practice and stakeholder feedback for a Practice Rating, and
 - combining the Outcomes Rating and the Practice Rating to a Final Rating aligned to one of four performance designations: *Exemplary, Proficient, Developing, Below Standard*
- Districts shall report to their local or regional board of education the status of educator evaluations by June 1, 2022.
- The reporting of aggregate evaluation ratings will be due to the CSDE by September 15, 2022.



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



Proposed Draft 2021-22 *Flexibilities*

In reviewing the proposed draft 2021-22 Flexibilities, apply and discuss this criteria for successfully reaching consensus for the group:

- * Which flexibilities are *essential and must-haves* for next year?
- * Which flexibilities are *nice to have but not essential* for next year?
- * Which flexibilities are missing and need to be included as *essential/must haves* for next year?

Please also select a group reporter who will share out the flexibilities under each criteria and a brief rationale.



Recommendations Discussion

1. Each breakout group reporter will share a brief rationale for their list of *essential, nice to have but not essential, and missing but should be essential* flexibilities for 2021-22.
2. How aligned are the lists from the breakout groups?
3. What else needs to be considered to reach consensus on this recommendation about the flexibilities?



Agreement on Recommendations

Based on Breakout Room report outs, where do Council Delegates stand on the following questions:

- Any reservations or concerns?
- Any items need to discussed further after today's meeting?
- Do we have consensus on this recommendation about the flexibilities for 2021-22?



Next Steps & Upcoming Meetings

- DRAFT Recommendations incorporating today's feedback w/be shared – Delegates will have 48 hrs. to provide final thoughts
- Some organizations have requested allowing a non-participating organizational guest to attend EES 2022 meetings – We will ask each organization to submit a name/contact for consideration

Upcoming Meetings

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

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

