

EES 2022 Council meeting transcript – May 11th, 2021

Yes.

Yes.

Yeah.

Yes.

And welcome, Everybody will be getting started momentarily. And great to see everybody and everybody making the time, again, for this thing.

Apologies all, you're on mute. Yeah, all right.

Somehow, it automatically muted myself, OK.

All right.

Oh, go ahead. Well.

Good morning, everyone, and welcome to our third meeting of our series of our IES ESP meetings.

And I first want to thank you all for your input up until this point for all of your work. We appreciate it.

And today's agenda and objectives. We are going to focus on our Phase one Recommendations of the flexibilities for 2021-22.

We're going to review the second draft.

We're also going to prioritize our focus areas for Phase two and move on to our next steps.

I do know that the commissioner will be joining us. I don't see her on just yet. But when she joins, she will probably welcome everyone and say a few words, so at this time, I am let me just make sure she is.

She's not here yet, but I'm going to go ahead and turn it over to Paul, so that we can go

ahead and get started with our morning. Thank you.

Thank you, and again, good morning, everybody.

And, again, thank you for your time, and for your expertise. And for your feedback, I know the talent team was very appreciative to receive such rich feedback from the prior to meetings, and also in-between, as the bridge to practice, as well. And I know that, hopefully, all of you have received the updated draft flexibilities for today's meeting. And that's what Dr. Tucker mentioned.

We'll be spending some significant time for getting your feedback to react to it, or even going to throw in a Zoom poll that you'll take anonymously for the opportunity to kind of do a temperature check today To see where you are about this group reaching consensus as well on the updated draft flexibilities.

So, just a couple of quick reminder on housekeeping for our webinar today. Certainly, if you need to attend to any personal matters, or professional matters to turn off your camera. But, otherwise, we'd like you to keep that on possible, certainly, to limit your background noise, and stand mute when you're not speaking.

We really appreciate all the feedback, especially in the chat, so we urge you to use that today.

In fact, you'll see as a next step, you'll have an opportunity to weigh in on the Phase two of this project, related to some areas of focus. And we're going to ask you to use the chat for that, as well.

Also, quick reminder, we are recording this just for the purpose, for all of you, and to have that recording centered and be posted on the site that's available along with the chat box will be.

The chatbox transcript will be there as well, so hopeful that that would be an opportunity.

We know that several folks had conflicts for today and weren't able to make it as well.

Just also, a quick reminder on the norms, and really appreciate everybody being present, and focused, and giving all of your great feedback, and using the expertise of this group.

And now, to encourage you to continue to think about the learning that needs to happen in, all of, for all of us, and all of your perspectives, and to serve as a collaborator.

Certainly, to be open to multiple perspectives and hearing different viewpoints, which I think has already been happening in the last couple of meetings, which is great to monitor airtime and LinkedIn, and then use the chat box as well. And it sounds like we do have the commissioners coming on here, so, Dr. Tucker, will turn it back to you.

Alright, Thank you.

And it is my pleasure to welcome our commissioner Charlene Russell-Tucker.

Who wants to just share a few words with us this morning. Good morning, Commissioner.

Good morning, Dr. Tucker and the right. So if you wanted to be here, thank you for the work that you're doing, facilitating the group, and for everyone here. Just want to thank you for your ongoing work and efforts in the midst of so many other things, and so many other places. I know that you, that you need to be, but for taking the time to be here, and really, that's all. I really just wanted to thank you, Kim, and all the staff here, at the agency, providing support in this space. Just thank you for all your work, and I'm not going to take any more of your precious time. I'm going to hand it back to you, Dr Tucker.

Thank you so much for joining us, joining us this morning. And now I'm going to hand it back to Paul.

Great. Well, thank you again, Commissioner for joining us.

And I think appreciate certainly your involvement and the important right, of really trying to help all educators in Connecticut and feel like they're on a continuous growth and continuous learning model, and I think that's really been the will of this group so far and their value.

And I know, you know, that's impressive, because I know from my where I sit, you know, States, right now, are in various stages of determining and thinking through how to move from that continuum.

Again, of compliance, and often the check the box mentality, which unfortunately sometimes happens around educator evaluation, to really moving to a position of support and continuous growth and continuous learning, so that all educators do feel that support. And I think that's been the value of the feedback that the talent team has received from all of you.

And, again, I mentioned, hopefully you see that in the draft flexibilities that have been updated. And that's where we'll be spending time this morning, going through those as well.

Because, as I mentioned at the very first meeting, and all of you know better than anyone during these, especially difficult times, how important it is, that educators feel supported by their administrator, by their district.

Certainly, by their association and union, by their school board.

And then that has a bigger impact on high quality teacher retention than anything else.

Right? Yes. Teacher pay is important, right?

Yes, working conditions are important. Yes, class sizes are important.

But at scope in that, that's a framing of how well teachers feel supported in their growth.

Not just supported, right as a person, but in their professional growth. Has a huge impact.

In fact, that, and the perception of their principal are the top two factors for why teachers commit to the profession, and why they stay in a building.

Is perception of the principal, which we know the principal has a huge role in setting the conditions and the support needed.

So that teachers at every phase of their career can grow and develop, as well as peer support, right, And feeling, that they have personalized learning for themselves.

Just like we talk all the time about personalized learning for students, this is an important opportunity, and all of you have submitted that, and your feedback, to get to a higher level of personalized support for all educators as well.

So, let's turn to, you know, this format.

So you have received, hopefully you've had a chance to look through kind of the updated flexibilities that are grouped into five areas, and this is where I will spend some time this morning before kind of, again, taking a temperature check after talking about the five areas.

We also want to make sure there's important understanding and discussion about these five areas, certainly before getting to the temperature check.

And then certainly asking you, as you'll see at the end of today's meeting, to weigh in on by Friday of this week.

Or, kind of your official recommendation, right on these draft flexibilities, in the talent team, as you've seen, has worked hard to compile these into, I think areas that are aligned to the feedback that you all shared last time in particular.

So, as you see on the screen, there are the first three we'll start off with here, and that was certainly around the expanded guidance around the indicators and measures of accomplishment, right? And, as certainly, as you see in the draft document around the student learning indicators, the inclusion of like to performance skills for like CTE, right, music, and art, physical education.

Based on the feedback that the talent team heard, second, update around the inclusion of key definitions, including the measures of accomplishment, which state those kind of six areas right within the measures, but also not limited.

As you see in the wording for the definition, as well as the definitions around holistic indicators.

Student growth, right?

Then that third area and the third update and the third updated flexibility around the language tightening the language regarding the requirement of one student learning goal or one student learning objective. As, you know, before, it was the minimum, right.

And this is clarifying that the expectation would sit chess for one as well, and that's certainly an important change with that.

And that also was a small change, too, to highlight that it's either on a social emotional side, student engagement, engaging families, cultural responsiveness, or write to student achievement and academic achievement.

Rather than looking like all of those, you know, being together with the word and in there. So what we'll do is walk through, you know, these first three components.

If you see the further dialog piece, thinking about the agreement, if one, uh, student net

SLO with a minimum of two indicators, or the minimum level, right?

two, you see what the reservations or concerns are. Or affirmations around these three.

We'll have that discussion, and then we'll go on to the fourth and fifth ones to follow a similar pattern as well.

So, anything else on the team wants to add before we kind of open it up at this point, a the Crest or Kimberly or Sharon or Dr. Tucker.

About either the, what we're going to do is the structure right now, or context around these first three updated flexibilities.

Thank you, Paul again. Good morning everybody, and we're happy to be here again with all of you. Kimberly, Sharon and I are happy to walk through if you have additional lingering questions or things pop up regarding the draft flexibilities that were proposed. But as both Dr. Tucker and Dr. Fleming have kinda indicated, we really tried to build this next iteration of the draft based on the specific feedback that came out of the two breakout rooms, as well as the whole group discussion in the chat boxes from our last meeting.

So, we're hoping that, you know, you see, see those reflected in the draft today, and we're happy to engage in dialog around each of these various components as we move forward.

So, thank you again for, for joining us, and we look forward to hearing your feedback.

Yeah. So at this point we'd love to open up hear your thoughts either about what now feels right and kind of is affirming with these draft flexibilities.

Or are there any ongoing questions or concerns specifically around these first three that are on the data document for you that will open it up. Yeah.

Can you can alternate certainly in the chat or to unmute yourself, if you'd like to, to start either with that kind of affirmation or a question of concern.

It looks like an affirmation, I'm sorry, I find cutting seminars.

That's OK, I just wanted to thank the team for really hearing the feedback, and I think I'm doing a really excellent job, and adjusting the previous Flex, incorporate the feedback.

So, I just wanted to say thank you, very much.

Thank you, Kate, for starting us off. Appreciate that we could have Bill, and then it looks like maybe Jeff as next.

Thanks, Paul.

I guess I was just wondering, you know, I see the language has been changed in terms of teachers, it's very specific about one goal, for administrators, It still says minimum of two.

I'm wondering if there should be consistency they're worth are?

If there's a reason why it isn't consistent?

It's a good question, certainly, about your thinking bill, that, do you have a preference, or you just want to make sure there is consistency, so a threat for teachers? There's the one that there should follow in terms of cohesion with administrators also following with one.

That would be my thinking. Yes. Yeah.

Sharon, I don't know if you have any quick thoughts on that. Yeah, So thanks, Bill, for bringing that up.

Um, and we can, we can definitely consider that.

So I'm just going back to the original guidelines that require, for teachers, a minimum of one SLO with multiple indicators.

So that's why we always have at least two indicators.

I'm an Academic development.

But for ministers, the requirement was, um, three.

So I mean, I think we could know, or we can make some adjustments based on what the, the group comes to consensus on it.

But I just wanted to mention that that was the original reason why we hadn't adjusted the number of SLOS for administrators.

Thank you. Thank you, Sharon. Jeff. Yes. Good morning.

Good morning. So my own personal preference on the further dialog required would be that we just say one SLO with a minimum of 2 educate 2 indicators.

And, I completely agree with Bill, let's, let's, let's try to make this a year ahead, that it's straightforward and allows people to concentrate on what they need to concentrate on, which is clearly going to be the, the way to get kids back in and engage and so forth.

I truly believe we ought to make this as nice and simple and streamlined as possible moving forward. So, that'd be, that'd be where I am.

And I was going to kinda jump in front of Kate there and say, yeah, we appreciate the, all that has gone into making these, making these much more, for lack of a better term, friendly to what I know we're going to experience next year.

So, anyway, yeah, thank you, Jeff, and that's, so they hook.

And other folks can weigh in on two around what Bill proposed with, they're thinking the recommendation to streamline on the admin or the administrator side as well. Thank you, also Mary for your thoughts about the believing that the definition of holistic is very strong.

And I know the team worked hard on that as well, based on your feedback. So anything, Mary, you want to add to that?

Yeah, absolutely. We do feel heard. I was very pleased to read the, the updates. And they really do reflect a lot of the core concerns that we had.

In terms of the further dialog required for the teachers one, SLO with a minimum of two indicators is what we would opt for in addition.

Because sometimes that because we have ratings because sometimes those SLOS will be SEL with width is something that a teacher may not be totally familiar with.

I would opt to say one SLO with a minimum of two indicators. And a teacher may choose to develop a second student learning goal.

And that way, there is a sort of a buffer that the teacher can develop for him or herself.

But it prevents the district from creating more onerous requirements, if it's not welcome.

Well, I'll put it in the chat.

So, it sounds like, Mary, Yeah.

You sound like they could have the option to develop that second learning goal right there, but obviously no requirement, really, as a possible option for any particular teacher.

Yes. And the last exactly.

And the last element that I would hope to include is some type of affirmation that, um, alliance districts will have the same requirements as other districts that this is there's no carve out for increased requirements for other types of low performing schools.

Thanks.

Thank you for berrien and appreciate.

And also, if there are other thought, certainly what Jill is wanting to recommend on the administrative side, too. You can either put those in the chat.

And, I think, Jeff second, is that, just as a recommendation, right, for streamlining, making sure there's balance between, you know, thank you.

Yeah. Hi, everybody, on this question.

This is about the formal evaluation process, so it doesn't preclude teachers at the school from, from having other performance measures outside of the event.

Great question, because to me, let me just, oh, I don't know, sir, is there an echo?

Look, I'm going to echo.

Somebody needs to mute, I think, But anyway, I guess, so, just so that I'm clear, this is A You know, the formal, if you will, evaluation process and one SLO, it's a minimum of two indicators, and a teacher may choose I think that's highly unlikely, quite frankly.

But, I just want to make sure that we're not precluding the school from doing other performance measures as a district.

And that's my understanding and team correct me if I'm wrong.

That, that, that would be the expectation that, Elizabeth, your question of districts and schools can go, this is kind of the bar and the districts aren't allowed to go over the bar and there's nothing prohibiting them going beyond the bar.

But, that, this is bar. Right.

But districts and schools can have that kind of local decision making, right, to go above bar, if they would help sell.

I mean, this is, as you said, this is minimum, So I would hope there's, yes.

An opportunity to, you know, kind of raised the bar, but OK, thank you.

Yeah, Just, I saw that, you know, my work here in Tennessee at the Department and across our state with, you know, to your point, was that many schools and districts said, for example, if there was a required number of observations, that they wanted to kind of add to that with, like peer dialog, right?

And peer observation and feedback, and then more walkthroughs. And so they were able, and they certainly have the flexibility to choose what was best for that educator allowing, oh, you know, aligned like professional learning plan.

And there was nothing prohibiting them from that, but, But the state, you know, guidance was really just setting the bar across the board.

So, yeah, yeah. I do think it's a it's an important topic to clarify, though.

Because what we're, what we're proposing is we're proposing draft flexibilities to the educator evaluation. As it stands so, a district that would choose the draft flexibilities, this would be the expectation for educator evaluation. Now, districts are going to have the ability to prioritize goals and other ways through their school improvement plans and through district improvement plans, but in terms of educator evaluation. This would be the expectation for the district that selects this moving forward as the flexibility options.

I just want to clarify that.

And they would select that with their PDAC committee. That's not Superintendent making that decision. Correct. So, this is we would, we would model exactly how it rolled out last year with the flexibility.

Is where PDACs and districts would make the decision to adopt the flexibilities as as a committee, as a consensus decision in order to move forward.

First, in terms of sure.

For this year, how many districts ended up adopting the flexible?

Kimberly, I'm gonna ask a great question,

Bill. I'm gonna misstep. I believe it was 160, but I'm going to ask Kimberly to just verify that.

Yep.

So, we had 251 schools approved private special ed and public schools. So, 192 public schools and charter's adopted the flexibilities.

We had 59 approved private special ed for a total of 251.

Thanks, Kimberly.

Great, thank you for the question.

And, Chris, just as you see, Mary had a question in the chat. There are none question, but does that align her to her common.

Aligned on what you were just saying about kind of the expectations for next year, if a district signed up for so to speak with these draft? Flexibilities?

Yeah, so, and, Mary you can correct me if I'm wrong. I'm reading Marias comment, actually, as a follow up to a previous comment that was made about whether or not a teacher would want to add an additional SLO at their at their Choosing.

And so, and, again, I think the point that's been raised is that, you know, a district may say, there's since there's only one SLO, we're going to focus exclusively on this particular area, through mutual agreement, obviously, But that, a teacher might say, All right.

I'm not fully comfortable with that. So the, having the option to add a second SLO at their, at their discretion, in mutual agreement with our evaluator, Mary. Is that correct?

Yep. That's exactly. That's exactly what I'm envisioning. But I would, many teachers have had this in the past when they're adopting something that's uncomfortable unfamiliar and it just gives them a little bit of a security blanket.

They feel like they're less of a tightrope walk and it balances out the variability of the score.

No, excuse me, Mary. Can you give me an example of an SLO that would make it uncomfortable?

I'm not understanding this.

I can always, if you don't mind, I can jump in. So I know, in my previous role as a classroom teacher, I'll give you a great example. I had tied specifically to my AP pass rate scores for my AP students.

And so, you know, one of the challenges when you have, like, a nationally based assessment is that, as a classroom teacher, you're going to do everything in your your capability to get students prepared for that assessment.

But at the end of the day, I would have an additional SLO tied to maybe one of my classes.

That wasn't an AP base assessment to be able to demonstrate student growth.

So that would be an example of where you're doing, what the district is asking you to do. You're going to show you through your indicators, how students have achieved growth, but then you're also going to look at other areas of my practice and instruction to support students.

I don't know if that makes sense. Um, this is Fran. I agree with just about everything that's been said so far.

I, I, you know, I yes.

I am very heavy on the practice piece. Whether that be the practice piece in social and emotional learning or an actual student achievement in teaching and learning.

Do we have a responsibility to be a little bit stronger on indicating I'm thinking mostly of new teachers do think that they are supported enough in the CCT too really.

Move forward. Um, this coming year, I worry about that, because, you know, certainly much of this year has been very, very different.

And I would think that they would need some support on that, and I'm assuming individual districts will provide that, but I'm wondering if we should be stronger in our guidance on that.

Right, for And that's a really good point, and I think something that we can recommend.

So later on in today's conversation, we have asked for, like, what additional resources or district is going to need to help implement the flexibility, is, I think something that you're speaking to is some guidance around stronger correlations between participation in the team program, and how that ties into the educator evaluation and support process.

And, you know, there are districts that do a really great job of tying in the focus areas for team modules with PLC work with the educator evaluation system. So, that might be some additional guidance, in terms of really looking at, how do you draw those correlations and parallels between all the different things that are intended to support a beginning educator?

But sometimes, there's a disconnect that that develops as a result. So, if you're OK with a friend, like, maybe we can bring that up at the future resources slide. In terms of helping. Yeah, I would greatly appreciate that.

Yeah, thank you. Friends are great.

Point, especially thinking about either a brand-new beginning teacher, right, or even 10 who's entering their second year, given last, given this school year, and how many challenges there have been. Right.

Yeah, I mean, I'm assuming that some of that comes in pre service.

But, um, I found, you know, new teachers to really need a lot of work. And in the rubric that we were using for teacher eval and what that actually meant in terms of actual classroom practice. Going back to many conversations I've had with Jan ..., who is, you know, continually concerned about the supportive new teachers as they, as they know, enter a teaching and learning environment that they haven't seen in the last year and a half. So I do think that that is incredibly important.

Yeah, that's a great point.

And hopefully, that's something to friend and everybody sees in the updated updated flexibilities around what we call area number four with those definitions. Because, like you said, even assuming, like a beginning teacher knows what a formal observation is, versus informal, you know, they don't know, They don't have that background.

And I think these definitions, in a small way, can help give everybody kind of a common understanding, right, including beginning teachers, about some of those pieces. Yeah.

And, and I would agree with that 100%. I would also say that we need some guidance about, I love, review of Practice, but I really need, I think people need to understand what that might look like.

And as Chris mentioned, I think that's a great opportunity to towards the end of today that, if you don't mind not restating unframed batches.

That's an opportunity will ask everybody in the chat box to put kind of some key priorities or areas you'd like to see of additional support for kind of the next phase of the evaluation model.

Yep. I'll do that.

Great.

You know, really appreciate so far, less than, just that, the dialog and the conversation.

Anything else on these three, before we'll kind of move to the fourth one, here, around, have one more statement. And I agree with everyone. I really appreciate the language, and the clarity. I think on page two, under measures of accomplishment. The only bullet that makes me a little wary is the very first bullet, because it sounds like it's a one and done.

And it says evidence of successfully implementing a new strategy to address an area of need.

It sounds like it's It's a singular moment where some of your language and the other bullets talks about engaging parents throughout the year. Evidence now strategies implemented to increase engagement in the learning process.

I feel like the other ones aren't so singular.

I just, I don't think it needs to be struck out of there, but I just think that might need a little word-smithing, so, it doesn't sound like, OK, you know, In In October, I did this strategy, I'm done for the year.

Right?

OK, that's an interesting point, So, in other words, making the language more consistent with the other, examples that are, They are about being an ongoing, rather than a one and done.

Yeah, that's right, because you're right, You wouldn't want someone to think on September 13, for example. They do this, they try it, and that's it, right? And then they're like, OK.

Yeah, yeah.

Yeah, they can go just for clarifying that, back to the, on the principal side.

Right, clarification, on that?

Yeah, Nancy, anything else wanted to go ahead share? Yeah.

I just, um, Mary, I just wanted to ask for clarification, when you, your request was that Alliance districts wouldn't have anything, that they would have the same requirements as other districts. Um, that's always been the intention.

I was just wondering if there was something that something specific you are referring to.

In some Alliance districts, this year, we adopted the flexibilities. But instead of having an alt option for SLOS related to social emotional learning, or academic goals, we had both.

And the rationale provided was that this is an alliance district, as long as it's aligned with the, the district goals and the improvement plans. Then, it, it can be additionally difficult.

It could be addition, there could be additional hoops to jump through.

I think I would really appreciate something that's affirming that this isn't, this is applied equally across every district. And that special rules and carve outs for struggling school districts are not anticipated.

Thank you for that clarification.

OK, yeah, thanks, Mary.

Any other thoughts on these three right now?

Questions or affirmations or Great.

Yeah, thanks, Lennar, on that, too.

Anything you want to add to that, Leonard?

Are you good with what Mary said? OK, that's great.

Um, great.

Well, let's move on then.

And just this is just kind of an affirmation, and a re-affirmation of what was a reminder what was discussed earlier meetings right, as well about the observation protocols and the current flexibilities that do exist and will continue to exist as well, especially around the current practices highlighting highlighted within the rubrics. Great for it.

Hmm.

Back up there.

Yeah, so this would, this would include, now, you see the definitions, including for what we call in the document, kinda areas. Number four around, and formal observation, and non classroom based educators as well.

Trying to update and make that more specific For that, and very simply, even now getting tighter on in class observations, as well as informal and formal, and then the reviews are practice, and then the note around the non classroom based educators.

So, similarly, are there affirmations are appreciations for these, these definitions and how they've been updated or questions or concerns based on.

As we noted, even for beginning teachers, I could see this being especially helpful in understanding the landscape of what is expected when these things were happening.

Oh, no, no for everybody.

Yeah, thanks, Kate, again. I know that teams worked hard to incorporate that feedback and have that level of specificity. I think, especially with the informal and the formal.

And I guess, from my own understanding, has not been either this year or in prior years, a point of contention or an area of major conflict, sometimes, of teachers, not understanding what is required of like, a formal and informal.

Or is this a relatively, not, I wouldn't say minor, but something that, you know, there's general agreement on.

I think there's a very big range of practice.

And often, when an administrator comes into the classroom, especially this year, but not limited to this year, the the educator typically wants to know what, what's happening in the classroom? So is this a three? So, if this is a three minute drop in, just to observe the whole school and going from classroom to classroom you know, and, and the feedback you're gonna get, is a thumbs up.

Or is this a 10 minute drive, informal observation that you'll find out? Some very specific documented evidence, but, or is it a 20 minute informal or 20 minute formal? It's, it's all very shaded.

And it matters how you follow up with your evaluator, depending on all of those factors.

So, it's when you're in the midst of teaching, three minutes can seem like 5, 10 minutes can seem like 20, and it's, it's hard to know what to get to, what to make of that experience.

So, I think some of those are good.

I would think that I mentioned in the chat that mutual agreement is a really key definition, and some of our members were eager to assert that, that it includes something of the process that a teacher can.

If the teacher and evaluator not agree, after a discussion, and an attempt at adjustment, and coming to mutual agreement, that the dispute resolution process should be included, I have, um, some draft language on that that I can put in the chat.

But, I think blowing up the mutual agreement a little bit more, would be very, very helpful, And I really think that the key definitions are excellent. The work is very clear that it, good work was done, So, thank you.

Yeah, Great point about, it sounds like it make, it could be possibly even put in different sections, right?

Or is that term mutual the definition to be included in several places? if not, definitely, in the box are key definitions?

Hmm.

Chris has pointed out, I feel turning to, that, is, Does that definition of coverage domain areas, or is there anything that needs to be expanded?

Within that term.

That's at the, remember that's kinda at the top of page two, bottom of the first box, For the definition, mutual agreement.

In some areas, this can be or updated this year.

Thinking about what could be added to it, yeah, it's the Teams approach to, you know, describe a little bit more of the process.

Because, we do, we don't really want teachers to say, no, I absolutely won't do this, and, and dig in their heels, and we don't want the administrators to absolutely say, no, there should be a discussion. And it should be informed by data. There should be an overall school goal or a district goal or both. And then applied to the students in that individual classroom and how that might be adjusted for the particularities of that classroom resources and goals and whatever.

So, if there's not that back and forth and there's not an ability then there isn't dispute resolution process. I think that it's appropriate to use for setting goals.

Great.

Thank you devotional patient as well.

Chris, I would also add a definition, and I like that word mutual agreement comes up, and all the right places.

I agree with Mary's point, but I also want to keep that definition really simple. Unclear.

But I like the idea of adding it to the box in a real simple way, and you can even say Steve below or something.

I always tell, Pete acts that mutual agreement process, reaching consensus, Um.

What does the consensus mean that it's kinda as Mario saying it's a process where nobody necessarily gets exactly what the line but everybody gets.

They can plan.

You put that in a really simple, yeah.

Well, thank you, everybody for weight, and yeah, well we'll play around. So Mary put the taxpayer, but I think all three of us are taking notes right now, so we'll play around with that.

It makes me think too quick question Do you have of the implementation of the guidelines Is dispute resolution resolution?

Like a common thing are people going to this level of dispute resolution a lot over SLOs or is it health I mean?

Elizabeth, I think it's, it's, it happens, but it's rare, and when you, when you think about it and when you think about it, in terms of how many administer administrators, evaluators, and teachers are working together to come up with goals on an annual basis.

It's not that frequent, but it does, it does happen, and it's really important that districts have a clearly defined process in place for when it does happen.

OK, thank you.

Question, because, as we started this process, I think one of the key components that was placed on the table was trust.

And we want to be trust amongst both these entities. And we also want to make sure that it was a very, very objective process. Not left to, so one subject.

So, we're always going to be looking and hearing from that lens in this row. Just to make sure that is.

That it's fair across the board for everybody at the table.

So, um, Liz, thank you for asking that ... asked the same thing.

Yeah, thank you.

And it sounds like decades point, if the dispute resolution steps are communicated widely across, you know, districts, then perhaps that could be separate from the actual definition here.

Right.

Yeah.

Great. Great points.

And I know the team is capturing that to make sure it's clarified as well.

Great. So, it sounds like, overall, there's some good agreement, or appreciation, at least in terms of greater specificity. I think there'll be some tweaks that the team certainly will consider and the recommendations you're making, right, or tweaking some of these definitions as well.

But that overall news.

Understanding our agreement about those.

Any other thoughts on this area, or more of the definitions?

I move to the last one around the rating system, in the holistic approach and possibilities.

Alright, and certainly, as you're doing, if you want to continue to place those thoughts in the chat, that's great.

So, this is where I was I had myself earlier, right, This is where the reminder about The current and proposed flexibility allows for that as an additional focus on educators, professional practice and professional learning.

There's not a specific, sounds like a tangible update to this, but just a reminder of how that can be utilized right across the board for the, that alignment, right?

With professional learning that educators have such choice to do that.

That takes us to this, number five, what's been under, you know, the rating system and the emphasis down and options right for a holistic review of the evidence across the evaluation components that evaluators would have.

And I know that the team sent kind of a sample summative form template, and, as you probably know, there are numerous states now, that are moving in this direction, or are have already moved to this, to allow for, in a fairly concrete way, right?

And as you saw that on the farm, to give greater flexibility, to score the components in a more holistic manner, with significant educator input in the process, and the evaluation, and in the summative rating.

And that, this, that's what this would bring.

No, would be the kind of added or increased flexibility for, positive, for the holistic review of the evidence across the components.

And, as I mentioned, it's interesting now that it seems to be the next wave in a good way for states to carry this out.

Related there, Chris, there's anything else you wanted to add in terms of context, or for that?

14? Yeah, thanks Paul. I mean, I think we tried.

So it doesn't all everything that really fits around this holistic thought process, doesn't all fit nicely into kinda the summation of the four level Matrix. Some of it shows up, and that that definition of holistic earlier in the guidelines and the documents and really kind of thinking of what are the various things that educators and evaluators can bring to the table to really have conversations about what a holistic review process. So, we did our best.

Again, legally, we have to maintain the categories, as there are highlighted in the current statute.

But, again, without getting into kind of the matrix, and the, and the weighting of it, we tried to break it down as simply as possible in terms of, these are the indicators that would roll into this particular piece for outcomes ratings here, which would enroll and for our practice rating. And then, as Paul said, you know, we looked at a couple other states and what they had.

The sample, Holistic Summative Rating Form Template is not, This is the be all, end all, but we wanted to.

I think one of the points that was raised at our last meeting was that some of, um, know, the layering in of challenges and burden and some feel to educator evaluation has been kind of Lee created.

So we thought if we could give a very simplified, kind of, example, of, here's what a basic summative rating form could look like for this holistic approach. It could maybe guide some thinking at the local level.

Yeah. And we know also, you may not have had a lot of time to look at this particular piece, But I think that's why you'll see, certainly to have the rest of this week, to give any any feedback.

But we'll, we want to similarly like the other for updates on the flexibility document to see if there's questions or thoughts. Or, again, affirmations for this is the right direction to include as an anchor flexibility option.

Right.

And, Chris, correct me if I'm wrong. That's also then would be combining, like, the outcomes rating and the practice reading, right, and using that for the final.

And having some discussion to weigh multiple sources of evidence with that final rating.

I just want to make sure I get that right.

I think overall, it's a solid document. I guess my question would be if I did have a teacher who was struggling with instruction.

I worry about, you know, I guess is the assumption that during my informal, I'm giving targeted actionable feedback for them to make adjustments versus the summative is, just say we've talked about a lot of the issues. Is that a fair?

Because otherwise I don't think this document would really capture typically I think that I under the domains I would put this is where we we talked about some struggles.

But if we all are are inferring that you're informal.

No documentation is solid and it's just the rating that you're getting from those informal.

I mean, again, this is for 90% of the teachers do fine, They get they get proficient or exemplary.

But for the ones that really need critical feedback, is there something missing by not having a place to put direct feedback about need for growth in the next to the domains?

That's all I would say.

Yeah, it's a really good point, Kate, and I think you were kind of hitting it with your initial thoughts about that, targeted feedback during the informal observation process for things around, And then ultimately, I think that the evaluator comment section, and, again, districts would have the ability to amend this if they, if, as a district, we wanted a comment box within each of the domains.

And along the indicators, you're, you're, there would be more than happy to do that.

We don't prescribe a particular format. I think we just wanted to show that it could be a very simplified approach to thinking holistically about an educator evaluation system. You know, we, as Paul said, there's states are moving towards this.

But there are a lot of states where this is in practice, or has been in practice long enough to really draw some things from. But this was based off of what we found from Ohio.

And we just really, we thought, again, this was a really nice, simple way to look at that, and to clearly kind of provide something that districts could upload into their existing software platforms.

And just a quick addition to that, and Kate is a great point, and if you look at particularly this forum, like, at the top, there's this kind of summary of the school year, And there's an area around, like, Reflections about students, and that's where I've seen in other states and districts where the educator, and the evaluator get to briefly show some, like, student growth progress.

And perhaps even examples of student work, without it becoming, you know, full, a full-blown portfolio, which nobody wants, right.

But rather, like, to your point, showing, perhaps, even growth of particular either subgroups or students from representing even different achievement areas over time over the school year. And that gives them an opportunity that to show that that might not be reflected on a typical summative form.

And that can help sometimes just paint a fuller picture for the evaluator. And I think that's the advantage, as well. You know, does that make sense?

I think we're also hoping that, you know, the feedback from the council has been very strong around the idea of a holistic rating system.

And, I think, while we're discussing it for flexibilities for next year, I think that this is going to become a bigger piece of the conversation for potential permanent shifts, in terms of the evaluation system for short-term and long-term. And so, some of our thinking, too, is, if we could roll out some elements of this, and people can play around with it a little bit next year, that would help inform the dialog as we go through this work next year to make some more substantive changes.

Which I always think is why, as you're not going from 0 to 100 overnight, but rather than allowing, as you said, Chris, for, know, folks to kind of dip their toe in the holistic waters and see if that, that kind of system works for them or not.

And it also gave the department great feedback, and 2122 about whether that should become, as you said, kinda more permanent.

Great opportunity.

Or permanent part, right, of the evaluation model.

Yeah, Liz, I may move forward.

Huh?

Whole support system, the year, there are certain indicators that school districts we have to show to this state, No, so how, how are they all mining in a school district, now I am an alliance school district and I have three high schools in the commissioners' network and basically all the audits.

Prior to our district, it was about teacher practice in the classroom.

So I'm just saying, if, to me, the evaluation system should be helping teachers in supporting teachers to, to improve their practice, every audit that we've done.

And this is true when you see the data across the Commissioners' Network, It's about teacher practice in the classroom.

So to go back to what Fran is talking about, how do we really create a system really focusing on helping teachers with the practice?

And this evaluation system is not helping them.

Let's think about a holistic approach. So I like the way, the direction we're going.

But I'd been on the Board of Education in Waterbury for 10 years.

I, whether we're evaluating or not evaluating, it really boils down to the practice in the classroom.

And I'm hoping that, as we move forward, we can see, there is a better way to do this as a continuous learning.

So I like the conversation about support, and really focusing on teacher practice, but as everybody's saying, it's not a one shot deal. I can't go and observe a teacher once and know.

I was a former teacher myself, so I do understand, I guess my point is, I want to see an alignment between the teacher evaluation system, Andy, the index that the state holds our districts accountable to.

I don't see that right now.

Maybe, maybe you can explain it's there, or that they're working towards it, or it doesn't make, I mean, we could, we could kind of talk about that, because this is, this should all be about better achievement for the kids, anyway.

So, Elizabeth, I agree 100%. I think it's a great point. I think it's important for everybody to know, you know, that in terms of teacher evaluation, districts report, educator ratings in the aggregate, to the State Department of Education.

And so, oftentimes, like what, in terms of the fact that we're keeping with the for current ratings, it doesn't change any of that in terms of how, how it would be reported to the, to this day. I think one of the interesting pieces of this conversation, right, is that, does this holistic process, in some ways, make it more meaningful for educators in terms of feedback and continuous growth, Because I think any of us that are hadn't lived the evaluation system. I can't tell you what, A 3.2 or 3.3, or a 3.1 on a matrix rating really meant for me as an educator until I dig back into what the feedback is from an evaluator, right?

And, in some ways, the holistic allow is the educator to more focus on where their strengths were, and where, where there's areas for needed improvement or growth, you know, in a way.

And it's just, At the end of the day, we're removing kind of that, the numerical matrix, and we're making it more targeted about the feedback and the identification of those indicators.

So hopefully that this would begin that shift, you know, away from, you know, you're a 2.7, or your 3.1, and more about where are the areas of growth that I need to grow as a professional.

This is Fran.

I want to say I really do appreciate the holistic approach and I would say that I appreciate the simplicity of the template. And my only piece would be we really do need to encourage very complete evaluator comments and teach a comment. You know, I would hate to see this document go forward without extensive comments on the part of both. You know, I spent a great deal of time. I remember, it was so difficult. And it took hours and hours and hours to do my teacher, avows. But I felt that my administrator says the superintendent. But I did feel that teachers deserve that.

Administrators deserve to know.

If we're, if we're really in partnership and this is a support and development document, then I need to put there need to be comments that speak to that. I think I think it's our responsibility. So I would never want to see this document by itself or I wouldn't want to see a comment that says Great Job Kate's.

Do. You know what I mean? It needs to be a whole lot more than, than that, and we need to be able to take that, and move it into next year. You know, we're going to take off from this, from what we said this year and move into next year in terms of growth.

You know, To me, it's a, it's a real partnership, but I've. I've also seen no Evaluations that have said just that, great job, K or I've received myself, you know, that's not exactly what I want to see. At the end of the year, I want to see some, I want to know that people really took a look at what I was doing as a practitioner and appreciated the good parts and also motivated me, you know, we all have something that we can bring forward and do better and I I appreciate that.

So, and to this day, when my board at CAPSS does, my evaluation, I appreciate hearing what they think I did well and and what I think, you know, needs more work.

So I, I do think that that is an important and important piece to emphasize.

And, Fran, I think that's a great piece for the team to think about adding.

So, there's just greater opportunity to share a robust feedback, as you're saying, and it can also aligned to that comment in the chat, which is a great comment about, uh, peer feedback and teachers, giving feedback to each other. Because that is an area that we know many administrators either don't have the time or they miss, and that could be a really strong feedback, when it's not tied to a rating, but rather it's peer dialog. It's peer feedback.

But, we also know that there has to be a culture of building where teachers feel comfortable with other teachers coming in, not to give them a rating, but to give feedback.

And I think that could be a piece that could really, I would recommend, as well, adding, niche, thinking about it, in a holistic approach, because it's often the overlooked piece. And, frankly, it's the piece that the highest performing systems globally have already figured out and have been doing for 10 years or more.

Yeah, just in the beginning. That can go when they see each other teach as part of their weekly schedule, They don't even spend longer than 20 minutes in there. But, Can I add to that? Yeah. Yeah. Yeah? Go ahead, sir. Yeah, you had the comments. Great point.

Yeah, you know, 10 years, I mean, I've been, and this is my 32nd.

And when I started teaching, I was reading about Japan and they've been doing this long before I started teaching, right? That's right.

And the amazing thing was, and just, you know, I taught for 16 years, and this is my 16th year, is an administrative charge. I've seen both sides. Yeah.

Um, they spend more time in their day collaborating with other teachers when they did teaching kids in class.

And I just thought, you know, I thought about that and how to get time to talk to other teachers, is a difficult task. In any school.

I work in a high school, and we've done that.

But the way that I and we we've proposed a plan that does collaboration more, but the state didn't. And I understand why.

But if we're talking about moving forward, the way that I think you get the teachers on board is, like you said, they observe each other, and they talk about it. The person observed is the only one that writes anything about it, and they bring that to me. So I have that plus one I C. And now we have discussions that involve people, you know, a physics teacher watching a physics teacher is going to be better than me, the history guy. You know what I mean?

That's where we need to go. If we really want to improve practice. And we're on.

I know we're all about improving practice, but I'll be very honest, The system we have now, I don't think, does it in many ways, at all, So, I'm in full agreement, was moving forward. I know right now, we're looking just, let's get next year set, so we can do better than issue.

I want you to use muted yourself. Sorry.

You're just one up on mute. Yeah. That happened to me, anyway. I hope we can move forward with that kind of thinking.

That's all Yeah, Thank you.

I think that would be a great piece if you're at the end of today, to put that in the chat or if you've already been captured. And I think that's why, we know language matters because I think even saying, peer observation denote something very different than peer feedback, right?

And it sounds like in your building, it's all about peer feedback, and then the teacher takes it to you and those conferences. So, yeah, I think there's, that's, I think there's a really could be a strong opportunity to build in some of those pieces.

That's not too burdensome but but allows for that peer-to-peer exchange.

There's even some really powerful research that novice teachers who collaborate daily or regularly are getting better outcomes in math and reading than veteran teachers who don't collaborate.

That's pretty powerful, right? That, you probably see, then, you're building, I mean, it goes against conventional wisdom, that a veteran teacher has a lot of content knowledge, that they should get better outcomes than novice teachers. But the novice teachers who collaborate and build capacity and lessons and units together are actually getting better outcomes, being the history guy, we know that isolation never builds any innovation, so, that's why collaboration is a notch.

And, by the way, the other thing we did here, Rocky Hill, was every teacher until this year, because this year, we couldn't do it in the schedule because of the pandemic and all the other constraints.

But, in the last six years, I think, maybe five, we've developed a schedule that every teacher has collaborations every day with their department, so, And that's their duty.

That's one of their duties.

So, it's not, if you'll want to, it's a duty to get together, talk, teaching, talk, learning, talk, assessment, and all that.

So, yeah, that's where we're coming from and I hope to, it's something more like that from the state.

So we can solidify it and what we have to do and what we do. That's all.

All right, I'll stop talking now.

I think I you just resurrected for me one of the greatest things that I ever saw that was Japanese lesson study and we did that in Hampton when I was superintendent. You know, the issue is what Liz raised, and Jeff just raised, is resources. But I'm going to be a bear on that as we move forward because I do believe we don't give enough time for teachers to plan and execute and observe and we go back to, Well, how can I do that? Because, you know, the teacher has to be in the classroom.

We we really do need to find better ways.

So, thank you, for your memory back. Chime in and say thanks to all of you for bringing that back, and I just send a message to Jeff.

Just shortly, we, we hosted two focus groups within the past two weeks with teachers and administrators about their needs.

What would they like to see for professional development, for the summer, and for leading into the school year, and as well as their own SEL needs?

The collaboration piece, and the observation piece, came across loud and clear, And one of the groups went as far as to say, Look, the districts are getting additional funds now, So, why don't you target those funds to either a next gen student? or a sub that can come in a building sub two days, a week, in that classroom? When you can release that teacher, that season tenured teacher who can come and work with us, new teachers, and help us to build our skill set, build our practice, and collaborate. So, I have to say, you guys are spot on. And that came across most recently, I think last week, a week before when we held focus groups the whole collaborative piece, so it's, it's very powerful and it's needed.

Yeah. Great point Dr. Tucker. And thanks for.

Yeah, echoing that. Sounds like a need across different areas of the state.

And I also hope, you, as a principal, Sarah, have shared your master schedule with those around the state, because that is not an easy thing to do, is to, to build in the high school master schedule, which is often treated as the Holy Grail. And I know I was a high school principal, how to build in that time for collaboration is really, really important.

And, it signals that you engage in shared leadership, and I think that's the other missing piece that's so important around this, is to have principles, support teachers.

Well, actually, I'm the Assistant Principal, but yeah, it is my schedule, OK?

Yeah, It's not, it's not as hard as you think.

Yeah, Yeah. To get it done. You gotta just, I mean, we have a nine period day in a normal world, and that's a 41 minute period. That's, that's, that's a downside of it.

We make it work, and it's work.

Now, we have two hour period because of the cooking.

We've been open from day one every day for all kids, and so now we have only three periods, But it's the same day next year. We're going back to a 4.5 period day. We're not ready yet to go back to mine. So I don't know if I can get the collaborations back, but I'm trying.

Thank you.

Yeah, great, great topic, I think to, and I think the team will take that. Certainly thinking about how to embed, possibly in a in a holistic review, right? So, anything else on this, on this section and this piece, before we kind of move towards a, just a quick, anonymous poll.

It's like a temperature check to see how you're feeling overall, you know, about the the revised flexibilities.

But I want to make sure if there are any other thoughts on this last number five section around holistic review.

Or any additional questions you have for the team?

Great.

Well, you can really, I think, more appreciative of the feedback, and also just the rich discussion, because, as we all know, there's sometimes hard to hard to have happen in our and our Zoom world's brightest bringing folks together, and really building on the feedback over time, which is important.

So, just a reminder is, you know, really, though, the spirit and guiding principle of this group as a council, as I know, I speak for the team, but we want to make sure that your voice has been heard.

You understand this revised proposal right now, knowing that there could be some tweaks.

And knowing that by Friday, you'll have additional time for feedback. And also that it's clear to you that the will of the group has emerged around the proposal, just as reminders.

And, you know, that's the, I think the value of this type of council already is hope you're seeing the the spirit of which the team has taken feedback. Incorporated it brings it back.

And so it's often like a living document the way I like to describe something like that propose flexibilities because of all of your your feedback so far.

And then that, So, we're going to ask in a moment and just don't want to be clear that what you're When you respond to the one question poll, this is not binding. It's not public.

You can change your mind after today, but it is going to ask you a question that's kind of aligned to these five categories about the proposed flexibilities, right? So, it goes, as you see on the continuum, it's do you believe you have right now, you know, very comfortable, full endorsement, or the proposed flexibilities, or, you know, there's the categories do support and maybe there you have some minor reservations. But overall, you believe it reflects the will the council and also is good for the state.

Um, it's impossible though. The third category, you still need some more information. And that's why you'll see that there's opportunities both today and this week, if you need more context for more information, to make a decision.

There's also, as you see under number, for you, you don't, you don't agree. And that's OK, but you think that in a short term, for next year, you will support it, given that there can be other substantive changes down the line and phase two and phase three.

And then, finally, certainly, if you have significant disagreements with it in right now, if you're not on board, and so, the idea is, yeah.

Similarly here, and you'll see that, will show, and this is, Zoom has a new feature here with this new update on polling, so hopefully, this will be here. You will see this question. It will be anonymous. And, again, you will kind of respond to the question with one of these, give an answer, and we'll have it open for a minute or so. And then it'll show the results kind of cumulative for the group. But it will not reveal how you voted, if that makes sense.

With it.

So, yeah, launch this poll.

Again, it's just the one question here.

And you see that on your screen now.

Save an opportunity to vote.

Thank you for doing that.

All right, looks like we've got just about everybody.

Right.

Anybody need more time?

All right, cool.

Close the poll.

And we will share the results here.

Can you see that as well? On there, OK, so you see, it looks like we have about 20 little, 21% that are completely supported and recommend, and then looks like, I think I read and everyone else is supporting and recommending and knowing that, there's perhaps a minor tweaks are minor reservations. All right, with that.

So let's appreciate it doing that.

Great, thank you. And again, that's just a snapshot and because I mentioned, this is what, you'll have the PowerPoint, but this is what you'll be asked by Friday, to basically respond back to the team with kind of a numeric rating or the category of this, if that makes sense, or how you believe about your recommendation on to those categories.

So, we're gonna keep moving to finish up here.

And I believe, Chris, if this, if this, is something the area of the team wants to mention now, about, just briefly, and this is what we mentioned earlier, right, of the opportunity to think about what additional resources you'll need.

Yeah, thank you, thank you, Paul. And thank you, everybody, for all the great conversations this morning. So, really the next, the next two things that we wanted to do today is we just wanted to get an initial thought around some additional resources that would be required.

You know, obviously, I think we know like an amendment to evaluator training that that will be conducted the summer, friends, comment about additional linkage between what we're proposing for the flexibilities and team and how to how to best align those and support those.

But this is really going to be a conversation that we start today, to get some initial thoughts, and then we'll be building off of, at our second meeting in May, in addition to really looking at identifying some key priorities moving forward.

So at this point, if you have, if you, right off the top of you had there, you know, there are some resources that you want to throw in the chat box, or just share verbally, please do so.

At the beginning of this year, AFT, and CEA developed, a document that kind of explained and gave some suggestions for very specific ideas for social, emotional learning, SEL, student engagement, parent engagement, SLOS, and I, I would like to share that with the, with you, Chris, and offer it to the group.

My ... actually discuss what our needs would be in this next year. And it was a Bank of SEL SLOS, a bank of proposed SLOS that would, that have worked this year. And some that were more problematic.

So, really, being able to, to share the what worked really well this year, moving forward would, be would be very helpful.

And also I liked the crosswalks. I like the other documents that were prepared by the Department of Education. Those were, those are beautiful and very, very well done.

Thank you, Mary.

So, Kate, that's really good point.

So refresher training for evaluators.

We can have that conversation with our partners.

Yeah.

I know Fran mentioned earlier around the novice teachers, right Support support for novice teachers and perhaps, Fran, were you saying that someone just a specific resource then around support for novice and beginning teacher or is that more about just the communication that needs to go to beginning teachers or both.

Well, I do think that they need I think team is needs to be built into this very definitely.

But I also believe as a former Superintendent in Bridgeport with more than 200 new educators per year. I do think that there is very explicit support and communication of, um, of what is expected is really needed by those teachers and, and and educators, you know, whether it's social workers, et cetera, I don't, I don't think it's fair to begin to evaluate if they actually don't know what the expectation is. So, I think that goes beyond team.

It goes to explicit communication, whether that's done in teacher orientation or done by mentor, done by administrator, but clearly, no, ... has been around a long time, guys.

But I'm going to tell you, I learn more about it every time, and I think it's not something that teachers learn in 45 minutes.

So, I would definitely, definitely push for that.

I think it's, um, I think we owe it. We, we have a responsibility there to our teachers, as well as to our new administrators.

Yeah. Thank you.

Paul, I'm wondering if there's an opportunity because districts are sending up to the state how they're going to use their essar funds.

I'm wondering if there could be a nudge to the districts to use some of that money for this?

You know, this teacher improvement practice, because I know a lot of us are saying, OK, we're going to have summer school, we're going to have this, we're going to have that. But?

If it's the same, if it's the same thing we're doing now, and we're not being creative about it, and being deeper about the instruction over the summer, I'm not sure if it's going to be that beneficial, quite honestly.

So if the state could play it, a bigger role, in really saying, no, these are best practices, or these are, these are things that should be embedded in the essar.

Use of the sir dollars, I think districts are looking for guidance, so we're not just doing no the same old thing, by frankly.

Yeah. That's a great point, Elizabeth. And I know there's organizations like CC SSO put out on different types of guidance. You mean, as you said, there's, there's a lot of flexibility with AARP funds, and that's great. But as you said, you don't want districts to use the funding to drive the planning rather than the planning driving the funding, right?

And I think with this much money coming down the pike, it's important not to kind of, right you're saying to, to think carefully about investment in teacher professional growth, rather than the same old, same old.

But, and I think the team, I can sense, in, that there's been some good guidance documents and PowerPoints actually created, that could be used for districts around possible uses and innovative uses for these new funds.

I couldn't agree more. I think that we talk often about the SOC refunds And in terms of, you know, how we're going to work with our students and builds the capacity of the district.

What better way than to build the capacity of the districts and through this.

So I would say that but I Again, I guess my word today is explicit but I think we have to be more explicit on on building capacity and what that means and how we might think about doing that and not put anything extra on the Connecticut State Department of Education because I know how much you're doing but I think offering trainings or or being or pointing out who could do those in terms of the CCT Rubric would be very, very helpful.

Sharon. Thanks.

I just wanted to ask the group, if there are any needs or resources or supports, that would assist in the administrator evaluation and support system?

To be honest with you, I'm just going to say this, and then I'll be quiet. I think we need a whole lot more work on the administrator evaluation. I think in this last iteration of teacher, about, we spend all our time on teacher about, and I think, as a superintendent, former, Superintendent, I could use a whole lot more, in terms of what, what it is we expect from administrators, and what that might look like. We just haven't spent a lot of time on that. I think we, we gave all of our, our attention to the teacher about peace.

Thanks for that, friend. I agree to and I just didn't want to end today, without bringing the administrator evaluation and support model in. So, if folks have ideas, you can put them in the chat box, or just feel free to share them.

Yep, thank you.

I already agree with it, Sherine and friend, it always seems, at least in the districts I've been in, the administrator evaluation is an afterthought, and a lot of time and effort, rightly So, it's put into thinking about teacher evaluation.

And then, there's a few minutes left, and then it, so, yeah, we have this administrator evaluation plan as well that we need to, to give some time and focus to. So, I would wholeheartedly endorse.

Thank you, Bill.

Yeah, easy to overlook, which makes sense, but that's so, I think, especially if you've seen the new yeah, which we shared, right The first meeting and a little bit of the new policy and Vanderbilt research about, really on par with teachers, the quality of the administrator and in supporting teachers and its impact on student achievement. So, you're right, this could be a good opportunity.

Subsequent phases of this work.

All right, too, do you similar approach?

Ask a question about the funds?

Is, I know there's two versions of it, but is the is the money coming in, still, does the state get to put aside 10% to do other things?

Yeah, that's my understanding. Yeah. Well, then, there's some money you guys can direct things with instead of leaving it up to districts. And if this committee comes up, the whole communication thing, we've talked about.

Some of those things maybe we could talk about, and maybe some of that money could be, could help start those things anyway.

Yeah. It's a great point. I know Dr. Tucker and I have advocated for the utilization of some of that 10% withhold for the talent office.

As you can imagine, there's a lot of competing interests for that, that 10% and there's a lot of guidelines from the federal government about how the 10% has to be allocated. But please know that Dr. Tucker and I have made a push for some aspects of it. So, hopefully, we'll find out there.

But we do, we do here. Why that? Paul, if you want to jump, actually. So, I think, in the essence of time, I want to be respectful of everybody.

I think we've had a really great conversation today, and I think the team feels we have the feedback that we need to really kind of move forward to the next step.

What we will be doing at the at the May meeting, and the 25th meeting, and something that you can start thinking about in the interim is as, um, how we want to prioritize those parking lots. So as we start thinking about transitioning into Phase two and phase three of this work, where do we wanna emphasize our focus, based on your organizational needs?

I think some of them are gonna unfold and there's obviously overlap and kind of cross-pollination with some of these topics, but so really the plan is for the rest of this week and moving forward. So, what we're gonna do, is, we're going to take the feedback today, We're going to finalize the draft and we're going to send it back out to everybody.

We would ask and, and the team, and I will connect today to see because we want to give you at least 48 hours to review the final draft. It's obviously, there won't be substantial changes, but there will be additional changes based on the feedback today. And then we would ask that each delegate provide that kind of final rating to Kimberly Audet by Friday.

We'll let you know if it looks as though there may be some additional time needed will push Friday to Monday to give you some additional time to review that. So, that's really step one.

Step 2, 1 of the things that we'll be asking everybody, and we had, we had this on the slide last meeting, but we didn't really get to discuss it. We've had several organizations that have asked if they could have a guest attend beyond the identified delegate or alternate for the Council. Um, you know, we recognize that it is a really small group. And so we want to honor those requests, so that if there are organizations and individuals involved that, that are helpful in terms of note taking. Or really helping record kind of what's documented or to bring back to stakeholders. We, again, we want to honor that request.

So if you have somebody from your organization, or again, we're trying to keep the group manageable and small. But if you have 1 or 2 names that you would like to be at least a guest in these conversations, please make sure that you get us there and their name and their contact information and And again, re-iterate that as a guest, they can lessen and And attend, but ultimately they're they're really not in a position to communicate. or to engage in kind of a dialog. We're gonna leave that with the Delegate and the alternate at that point. And then really next meeting I think what our goal is going to be is to identify where we want to go with Phase two.

We'd like to propose to you what our our wider plan will be for stakeholder engagement.

And looking at utilizing the RESC Alliance too, facilitate forums across the state and a couple of other organizations, so we wanna kinda lay that out. We want to talk a little bit about surveying P X and what

we'd like to see captured in those surveys. And then thinking about kind of how we want to begin this phase two of the work recognizing that we are in the year. And that, you know, if we have a stakeholder process in place, you know, maybe we look to pause for for June and July and reconvene in August once we have some information from those stakeholder forums for the committee to evaluate. I think in the interim, though, what we will with would like to discuss with all of you is the development of some subcommittee work. And I think that those are going to be some great opportunities to address.

You know, the points that were raised earlier about we could have an administrative specific subcommittee group that allows some additional time and energy to put be put into the administrator evaluation. The collaboration piece that we've talked about. How do we, how do we provide some guidance or thoughts around building that more into the process. So our hope is that at the 25th we'll come back to you with an extended plan and some options for subcommittee group and future stakeholder involvement and that will be looking for feedback.

So at this point, any any concluding questions or thoughts?

Doctor Tucker. I think you're on mute.

Doctor Tucker. Did you, were you speaking think you're on mute?

She may be able to call. Oh, yeah, maybe an account. Sorry. Yeah.

Yeah, well, you know, on behalf of the team.

And thank you everyone, and appreciate all the feedback, and, as Chris said, stay tuned and look for the upcoming document this week in order to return and get feedback. And I can really appreciate everybody. So, in the intestine, where we have a great rest of the week, and we will see everybody on May 25th at the same time, 10, 30. And thanks, everyone.

Thank you, everybody. Thank you! All right.