

EES 2022 Council Meeting Transcript – April 9, 2021

Alright.

Yeah.

Right?

Aye.

Good morning, everyone, and welcome to our Educator Evaluation and Support Council meeting. We will now get started. It is 9:32. And all of our participants are present and accounted for. I'm doctor should want to tuck our Chief Talent Officer here at the State Department of Education. And I am very pleased to welcome you to the Educator Evaluation and Support Council. Your organization selected you for a reason, as you are the voice that represents your organizational interest, as well as educators in our state.

Here at the Department of Education, we realize that it is time for us to re-assess our current educator evaluation and support Plan. We know that improvements to the system are warranted. So we are excited about the opportunity afforded us right now to enhance and engage with you.

We are excited about the potential of what we can accomplish together while working within the current law and regulations.

Today is the first of many conversations that we will have. It is our intent that this process be transparent, collaborative, and inclusive of your input and feedback from your reflective organizations and educators across the state.

We are relying on you.

Your honesty and expertise are a value to creating a support and growth model for our educators.

At this time, I would like to acknowledge a few colleagues that have joined us today.

First we have Deputy Commissioner Desi Nesmith.

We welcome him and we thank him for his support.

And next, I would like to introduce someone who truly needs no introduction.

As we are all familiar with her work in tenure here at the Department of Education, in March of 2021, Charlene RUSLE Tucker was appointed to serve as our Acting Commissioner of Education.

From that day forward, she has hit the ground running. and Daly addresses all the issues impacting education statewide.

Previously, she served as the deputy commissioner with oversight of educational supports and wellness priorities.

Professionally, she is passionate about equity and diversity, and values, the importance of family, and community engagement in education, and social, emotional, and mental health as the foundation for positive school and life outcomes commissioner. Russell Tucker serves on various state and National committees, and was recently the recipient of the 2021 National Public Service State and Local Excellence and Mentoring Award.

It gives me great pleasure to introduce Commissioner Sharleen. Russell.

Tucker: Thank you very much, doctor Tucker. It's great to be with you all this morning, and great to see everyone in the space, and also do not always find. I hope you are well. That is so critically important. So, it's a pleasure to welcome you all to the Educator Evaluation and Support Council.

So, we're off to the table with diverse perspectives, is that diversity.

I thought an idea is that will serve as a strength as we work hand in hand to re-imagine our educator evaluation and support system.

And, yes, some of you have been here before. I took the opportunity last night to look through some of the previous notes from the Performance Evaluation Advisory Council peak.

And I looked at the 2012, 2016, 2017, and I looked at the membership list, and no surprise, some of you were part of that effort, So I guess I'm saying welcome back to you, and also for new folks, are added to the group.

It is important to remember, as we take on this task, that the primary goal of having in place a substantive system of evaluation is to strengthen individual and collective practices.

That lead to, and I underscore student success and excellence.

And so while the department wants to help guide this work, I really also want to emphasize that it will be a holistic and collaborative process with our partners. That's all with you.

And Convenience Accounts are today. First of many meetings, I'm sure we will have in many conversation.

It's part of the department's commitment to engage.

And you are partners and giving you the autonomy to weigh in, develop the strongest evaluator, educator evaluation, and support system, for our state.

We have much to look back on in our own learning, here, and what may be happening in other states around us.

And so this is a safe space, and I know that none of you are shy in, which we can be open, an honest, discuss our thoughts, and what we collectively know will support all of our educators.

So that's why it's so important to us that we have an external facilitator, helping to conduct this process, a facilitator who is a neutral party, who brings the necessary experience, having done this in other states.

So I'm confident that the meaningful contributions of this council will translate in what is best for Connecticut educators, and the best possible outcomes for our students.

And I know together, that is our collective why, that we're gathered here today. So I want to thank doctor Tucker again, our entire tax office.

And each one of you, for participating in this very important process. While I have to jump off point for another meeting today, I look forward to work together, and note that you would have a very productive day. So thank you, again, doctor ..., for allowing me the space to say hello, and to bring everyone together with our collective SD card into this space. Thank you very much, and back to you.

Thank you so much, Commissioner. We appreciate your words this morning, and your presence, and thank you for joining us.

At this time, we would now like to have our council members introduce themselves. We would ask that you state your name, your title, your role, and your affiliation.

And we'll start with eight A CTE. Connecticut.

Hi, I'm Nancy ... from I'm the Director of the School of Education at the University of Bridgeport and I'm representing a CTE Connecticut.

Welcome, Kasia.

Do we have anyone from kasia this morning?

OK, we'll move on to Kass that causes fear.

I was just muted.

Anthony D Treo on the chairperson of casa?

Wonderful, welcome, and next we will have cast the Connecticut Association of Schools.

Good morning, everyone. Bill Sylva, Associate Executive Director, Connecticut Association of Schools.

Good morning and welcome ...: Good morning, Jan ...

president of F T Yeah, and we also have Mary Orton with us.

Good morning to both you and Mary.

Next, CEA.

Morning. My name is Jeff Leake, I'm a teacher in Cheshire and currently President of the Connecticut Education Association. And joining me joining us today is Kate Field also from CEA.

Alright, good morning Cake, Jeff.

Caps Morning, everyone. I'm Terry Carol.

I'm a Director of Professional Development for the Connecticut Association of Public School Superintendents, Morning Rescue Alliance.

Good morning, ..., Executive Director of co-operative Educational Services: Representing the Rescue.

All right. Good morning, CFSA.

Good morning, I was on mute, too. I'm Laura Rodriguez, I'm the Secretary treasurer of CFSA and also we have Colleen a whiner with us today, too.

Alright.

Welcome MTR Policy Oversight Council.

Morning my name is Rebecca Goe. I've founded Relay Connecticut and I'm representing the MTR Policy Oversight Council.

Morning and last but not least came brown at the HAPE and also a member of the Board of Education.

Good morning, everyone.

Good morning.

My apologies. We also have paid Erickson represented the restaurants today.

All right. Thank you very. Tucker we also have Leonard's Lockhart, representing a cave as well.

All right. Thank you all. Did I miss anyone?

Alright, I think we've covered it. Thank you so much for those introductions.

It is now my pleasure to introduce you to doctor Paul Fleming who serves as the senior vice president for standards, states and equity at learning forward.

His current area of focus includes the revision of the Standards for Professional Learning and multiple consulting projects with states and districts to increase educator and leader effectiveness through equity focused, high quality professional learning.

Prior to joining Learning Forward, he served as the Assistant Commissioner for the Teachers and Leaders Division at the Tennessee Department of Education and was responsible for the design, implementation, evaluation and support of impactful policies, practices, and programs related to teacher and leader preparation institutions, licensure, evaluation, and development and educator talent.

Before joining the department in 2012, he was a social studies teacher at the middle and high school levels and principal at Hume Fogg Magnet High School in Nashville, Tennessee. I'm very pleased to welcome and introduce doctor Paul Fleming.

Thank you so much, doctor Tucker and also to Commissioner, Russell Tucker and all of you. It's just great to be part of this, and, as mentioned, I will be serving, is kinda the official facilitator for this process. And I think it's important, just to say upfront that I'm passionate about educators and leadership, and all the feedback and coaching that goes with this process. And also for you to know that this is a way to have someone like myself serve in this role, to listen carefully, and to reflect back. And help move this process along. So that all of you, it feels like an open and transparent, and collaborative process. And I was fortunate it was mentioned by doctor Tucker to lead some similar efforts, both of my current role now, with several states and districts across the country.

Thinking around, teacher and leader development, and coaching, and ongoing feedback processes. And then also as assistant commissioner in Tennessee, because I believe we started our evaluation process similarly around the same time as all of you in Connecticut, as well. So just really excited to be here and we'll share in a few moments just some, some kind of some of the best practices and learnings and research that have come out in the last few years to really support educators. And I think all of us have that common goal. So excited to be here and looking forward to working with all of you as well. So I'm going to turn it over I think at this point to Chris to go through the agenda and share the next piece of the day.

Thank you so much, doctor Fleming. We appreciate that. And before we move forward, we do have one other member that has joined us, and the logo was not on the slide, and that would be our State Board of Education member, Aaron Denham. Aaron?

Good morning, everybody. I'm glad to be part of this.

All right. Thank you so much for joining us Aaron and sorry for missing you in the overall introduction because I did not see the logo there. So my apologies for that. No problem, Shauna.

Muted yourself. All right, thank you.

As we move forward, and we prepare to review our agenda for the day, it brings me pleasure to introduce the wonderful and awesome talent team that I have the pleasure of working with, on a daily basis. And that would be Christopher Todd, who is the Bureau Chief here in the Talent office, as well as Kimberly on Debt. and Sharon Fuller, our educational consultants in the Bureau of Educator Evaluation, and support many of you have worked with throughout the years. So I'm now going to turn it over to my colleague and friend, Chris.

Thank you, doctor Tucker. Good morning, everybody. So, we're so excited to launch this work today. So, as many of you know, this has been ongoing conversations over the last year. It's been something that both the commissioner and doctor Tucker highlighted has been a longtime coming in a lot of respects. And so, we're really excited to begin this work. We recognize that we have a robust agenda planned for today. And unlike what we'll see more of in future meetings, today sadly will be a little bit more kind of CSD, e-learning, forward, directed conversations to start off the meeting.

We're hoping that as we move through this work, what you'll see towards the end of the meeting today, which is going to be more open conversation, dialog and discussion, is going to become the format as we move forward. But really, our goal today is to help level set a little bit around a brief background of where we've come from. So, what was kind of, the origin of P equal or the focus of peak for some of you, you were intimately involved in that process, for others. You you're aware of it, or were impacted by it, but maybe we're as directly involved in the work. And then, our goal really today is as we get to Part four of the agenda Is to really be able to begin those initial conversations of looking at what recommendations as Council would like to make to the State Board regarding flexibilities for the upcoming 4122 academic year.

Paul, if you want to move to the next slide.

Thank you.

So, as we launch our work today, we just wanted to level set around a couple of key housekeeping protocols. You know, we recognize that we have been a year into virtual meetings. And, so, for many of us, this has become more of a familiarity. And we also want to recognize that each of you are taking time out of your incredibly busy schedules to be with us today.

And our promise to you is that we will do our, all of our time together, meaningful, focused, and, most importantly, always collaborative. We acknowledge that, well, our meetings are taking place in a public setting, they are not, in fact, public meetings. And, and so, as such, all the meetings, the chatbox, comments, any, any notes that are taken by our team, will be made publicly, available, and recorded for the public. So they will be shared with each of you

following each of our meetings, and they will also be posted to the CST A website that will be specific to ...

28 22 with all materials on all recordings, all slide decks, publicly available for everybody to see.

We believe that transparency in this process has to be one of our fundamental principles in order for this to be accepted across the field. And so we're going to do every effort, as we can, working in kind of this virtual environment, to make that available and open to the field.

Paul, if you want to go to the next.

So doctor Tucker and I, as many of you, have lived this work, we've been evaluated under the current system.

We've supported the evaluation of educators under the current system, and both of us have been intimately involved in the work of

You know, as doctor Tucker pointed out, additionally, Miss Polar and doctor are that from the Talent Office team, have worked for numerous years, supporting districts with their implementation of the Educator Evaluation and Support System, and, and helping them find ways to be creative and accomplish what their local pursuits were within the given context of the guidelines.

And, and I think we, we, all, on this call recognize that, somewhere along the way for many educators across the state, the underlying principle that, the primary focus on the primary purpose of evaluate evaluator systems was to provide feedback, and growth. And support got lost along the way.

And as doctor Tucker's stated in her opening remarks, we're excited to use this opportunity today to really begin the first of several meetings to address those concerns To identify what is working, where our system requires changes, and how to better align with our Division of Continuous Learning and Growth.

If you want to advance, Paul.

Guiding our work will be the same guiding principles that currently exist for educator evaluation and are highlighted within our existing 2017 Connecticut guidelines for educator evaluation.

Strengthening educator practice, standard based systems, ongoing collaborative dialog and strong connections to professional learning are going to remain critical underpinnings of our work as we carry this forward.

Metaphor.

And so, as we dive into the work of this Council, and a little bit about kind of the concept behind rebranding, this Council, you know, we recognize that.

Your organizations, and some of you were directly involved in the Performance Evaluation Advisory Council, otherwise known as peak, but that many of you are new to this role peak, was guided by general, statute 1151.

And, and at the onset of our work, I think it's important to acknowledge that pique did accomplish the original intent of the law, which was to develop, validate, and implement an educator evaluation system across the state.

You know, we recognize that peak was the appropriate vehicle through which this work was done.

It allowed for conversations, it allowed for recommendations to the State Board, and that the decisions regarding educator evaluation and support ultimately should not be made in a vacuum. And so, as such, ES 2022 offers us a new opportunity to move on to rebrand.

And, and look at Educator evaluation and support in a way and a lens that we want it to be transcribed across the state.

But also serve as a platform to make sure that all of our stakeholders, voices, and inputs are heard, and influenced the process. And in regards to the recommendations made by the State Board.

This is our opportunity to work through these items, to revisit some of the work that had been done before. And the discussions before and to refine, amend, and change this process. And so, while we look to maintain a similar process that existed prior, we want to rebrand this work and shift it moving forward. So, that the outcome ends up being a system that educators across the state feel is supportive, Field does open the door for more collaborative conversations, and ultimately, in the end, helps improve practice to improve student success.

As collective members, of the 20 22, we will each have defined roles in the process. Each voting organization here, today, as represented by two individuals, a delegate, and an alternate.

As previously communicated, the delegate will serve as the voting member of each organization, making recommendations on behalf of your stakeholders, alternates attend and we will fully participate in all of our discussions and conversations, but will serve as a non-voting member unless in the absence of their assigned delegate.

Sadly, you are all stuck with me, a former politics and government teacher, and social studies teacher. So, I like protocols, I like process, But I think at the end of the day, it will help support, kind of a collaborative conversation. You know, I think, in both these instances, whether you're a delegate, whether you're an alternate, you serve an incredibly, incredibly critical role in this process. Because we're gonna rely heavily on you, and the Council is gonna rely heavily on you to work collaboratively, to go back to your respective organizations, To gather input, to gather feedback, and then bring that back to the council, so that we can evaluate way. And, and, and, and really use that to help guide our decision making process.

I wanted to be clear and similar to the commissioner's remarks earlier this morning that members of the CSD and members of the State Board of Education on this council are not in fact the voting members of this council.

Our role really is to help with the organization, the facilitation, the partner engagement, and then ultimately working with you to make a recommendation to the state Board for changes to the Educator Evaluation system.

I think from the onset, we, we have tried to communicate, and we want to communicate that we, as, as the talent office, as the State Department of Education, are not entering this war with a prescriptive outcome.

We are very much looking for you to help us build where we want to go with this work, in the hopes that it does address the concerns and and moves us in a direction that we want to move in.

As previously mentioned, by Paul Learning Forward, specifically doctor funding will serve as a third party facilitator. As a partner in this work. Learning forward will help provide the council with relevant and timely research best practices and models from across the nation to help inform our own decision making.

Again, this is Connecticut's Educator Evaluation System.

We have the capacity and we have the power to make decisions and to make recommendations to the State Board that are best for Connecticut's context and for Connecticut's educators.

As such, we're going to ask each Council member to observe the following norms to help us facilitate open and honest dialog to support, capture and codify input and ideas from multiple perspectives and to position ourselves as learners and collaborators.

We know that one of the unique challenges of educator evaluation and support in Connecticut is that its implementation looks and feels different across our districts.

And I think everybody on this call knows that, recognize it, and has experienced that. And while each of us has lived experiences and perspectives that are going to be critical to this work, we want to remind ourselves that our experiences are not universal truths, and how educator evaluation and support looks in one school. And in one district is not necessarily consistent across the state as a whole.

And it's art.

It's our collective role to come together to figure out how to, we make it more consistent and make it more meaningful and aligned with the vision and the purpose as it was intended.

Next slide.

So today represents the beginning of the first of three phases of our work together to re-imagine educator evaluation and support in Connecticut. This document was shared with you. We recognize that it's really small on the screen and we also want to recognize that this document was shared with you in a draft form.

This is, this is our plan as of today as of April 9, 2020, or 20 to 21. Excuse me, we recognize that this can shift it, can change weekend.

We can ultimately have to tweak it. But our goal is, is to really stick through this idea of a three phased approach to re-imagining educator evaluation.

Phase one represents the adoption of flexibility measures for next year, and I think that that is going to be the critical piece of our work today. And at our second meeting, moving forward.

Phase two, which will begin this spring immediately, following phase one, represents the larger conversations and discussions about the work of the Council and what recommendations we want to make collectively to the State Board of Education regarding our existing guidelines.

Phase three will address any Council recommendations for changes to the current statutory language. That would allow for greater flexibility to the guidelines, currently not permissible under the law as it's written.

Throughout each stage, expanding stakeholder input and feedback from the field will become a critical piece of our work together, and will be done through mechanisms and protocols designed in collaboration with this council.

As a practicing educator, the first time around, I recognize that many in the field felt as though they didn't have a mechanism for input into Peaks Process. I think we can all acknowledge that this is a very small, collective, group, of amazing educators and professionals, but, ultimately, that we, we don't, have the full input of the field. And I think that one of the most critical pieces of our work together is to collaboratively determine what our mechanisms for it. For feedback, are going to be. To make sure that all educators, administrators, classroom educators, support specialists on central office and board members, that they all feel as though they have the opportunity to weigh in this process, and to indicate to us what they believe is working, and what is not working, and what needs to be refined.

I think one of the powerful benefits of looking at this as a process and multiple phases, is that by regulating our work across the phases, it will allow for actionable recommendations to be implemented in a timely manner.

It will allow districts, in particular, P deck committees to adjust accordingly, and it will allow for substantial revisions to the guidelines within the current law.

It will allow us to provide timely and meaningful recommendations for next school year.

It will allow us to then really address the larger picture within the guidelines for recommendations for the 2020, 223 school year, and then ultimately, it will allow us, as a council, to make recommendations for potential changes to legislation and the law.

But ultimately, it allows us to impact change, now, an incremental stages versus waiting 'til the end, and, and hoping that we are able to get legislation passed through. So I think we want to be cognizant of what our goals and what our outcomes are going to be for each phase.

Our primary objective during Phase one will be make a timely recommendation to the State Board of Education to adopt flexibility measures for the 2122 academic year.

As you know, with the end of the Governor's emergency declarations on May 20th, the flexibility measures approved for use during this current school year cannot simply transfer over to the 2122 academic year.

As such, as 2022 Council must make recommendations to the State Board for adoption of Flexibility measures to the guidelines for the upcoming school year.

This will be the primary focus of today's conversation and our forthcoming meeting.

At this time it is my pleasure to turn our presentation over to doctor Paul Fleming of Learning Forward.

Thank you so much Chris. And again, it's just a pleasure to be here with all of you and just want to re-iterate a couple of things. As we get started sharing a few pieces of research and best practices that have really developed over the last 3 to 5 years. In fact, in other words, since the Connecticut evaluation model has been in place, and also like in Tennessee, but one for Learning Forward one. We're proud that. We have a strong affiliate in Connecticut. We have many state affiliates, and Connecticut is one that plays a very active role for learning forward. We are in the process of revising the international professional learning standards, of which feedback and coaching is a critical role in a critical part.

But I think more importantly or equally important is what Chris mentioned, and the team has already mentioned that. Even as an organization. We work closely with districts and states to make sure we're supporting and developing the models that are in place not to impose anything from learning forward. And that's similar to the role that I'll play here, is to to have a strong and invested interest in supporting the Connecticut Evaluation Model and all of you in this effort, and it's not in other words than a national model. It's not all learning forward model, but very much focused on what's best for educators in Connecticut.

And as I was thinking about to win, when, just a quick aside with the Tennessee, so we started in 201112, and that was with Race to the Top. This is Connecticut knows well, to going back when your model began, I believe about a year later.

And I was actually a principal during that first year of evaluation, and there were a lot of pieces that were put in place very quickly.

And there was a lot of emphasis on structure, and not about in process, and not about the actual thinking of what, really, educators and leaders need around ongoing, robust feedback, and coaching and support.

So at the end of year one, guess what?

We had about 25% believe that the evaluation system was effective, right, across the state, serving all all educators.

So those are some sobering lessons, and then when I joined the state the year in the following year, we were determined based on that data.

To bring more people to the table.

To bring folks like yourselves, representing all the organizations, so that flexibilities and adjustments could be made to move the model on one that were perceived as often, compliance based, check the box, and focused heavily on process.

Something that was much more elaborative and supportive, so that every educator could grow. You saw the vision, I think that's a powerful statement for the work that's that's happening here in Connecticut.

So I just wanted to offer that as context because I think there's an opportunity, and all of you have such a strong interest in this work and expertise to re-iterate that this has to be a collaborative process. And all of you have the expertise to share and to make this model. Continue to move.

as Chris and doctor Tucker mentioned and the team, to a more collaborative, supportive process for all.

So, I wanted to just quickly share just, again, some of that, those best practices and research that have been emerging, And I wanted to start with this quote, because I, it strikes me, is pretty powerful about, you know, every student deserves a great teacher, not by chance, but by design.

And I know when is I is a high school principal, I believe this strongly.

But, I also knew, and I learned over time, that this needed intentionality on my part and it needed a systems approach so that everybody was rowing in this direction. Right?

So that ongoing support and development in coaching were baked into the school, into my school, And it was baked into my leadership practices.

So it became part of the DNA, to think about, how does this happen for every student.

Because, as we all know, at the end of the day, every student deserves this, And all of us want this, right?

But this requires the collective effort, in order to get there, and thinking about it.

So, you know, that, that gets us to another quote you've probably seen before, but, you know, often, every system is perfectly designed to get the results it does.

And I think we've seen, historically, in American education, this to be true, it was designed very well, or the results that we often received. But we also know now there's a shift in thinking around, especially around an equity lens.

If we need to reach every student and ensure every student's success, that requires some changes to the system that you heard doctor Tucker and Chris Outline.

Thinking deeply about what does it require on all of this council's part?

See and be honest with what the system is producing, both the positive and the elements, especially around flexibilities that should continue.

And also, what are the areas that could be refined and developed to make the evaluation model even more collaborative and supportive, right, and transparent.

And so, that requires, you know, there's this idea of engaging, which is where all of you are right now, and where we hope this council will go with that deep engagement and requirement to act, right. And to think about that.

So, you know, in thinking about, I think it's all kind of common sense, right?

When we think about, we want every educator experience continuous learning and feedback.

But, as I mentioned, it's not baked into the DNA of a system in a school district or at the state.

Media policies and practices are not aligned.

There are often can be a disconnect between what the intentionality is of a model.

Like a space specifically, an evaluation model and the results that it's getting.

And the perceptions right from educators about that system and what it's producing.

And so, there's some pretty compelling research, just briefly want to share, that I lights the incredible impact, that when educators receive continuous learning and feedback, and targeted,

actionable and sustainable feedback over time in a supportive environment, the growth for students is pretty significant.

So the first one I want to share, if you may have seen this recently with, the new report came out from Vanderbilt and the Wallace Foundation about how principals affect students in schools.

And interesting to see that you see, especially these four leadership behaviors that are on the top half, principals who consistently engage in these behaviors, are actually quantifiably, seen three months student growth in gains in math and ELA.

And this is the first time this has been able to be quantified, that effective principals were engaged in these kind of four buckets, aren't significantly moving the needle and helping students.

And what's not on here is actually helping them with non academic outcomes to, like, increased attendance rate. Lower incidence incidences of exclusionary disciplinary policies and practices happening as well.

And so, it's pretty powerful, Ps, especially if you look at, as I, as I mentioned, honing in on these, kinda for leadership behaviors.

Now, to take this one step further, there something pretty profound in there, in the steady around the bucket that you see circled. And this is around engaging principals who engage instructionally, and have instructionally focused conversations with teachers and provide feedback and support.

And the final thing is this, that, pretty specifically, the findings showed that principals who engage in walkthroughs in their classrooms, if that's all they're doing, it does not change the practice.

So, in other words, the thinking is often it's conventional, wisdom, and understandable the thing.

The more principals are in classrooms, and the more almost informal or infrequent or informal observations that are doing the better.

But if that is a standalone practice, it's been found not to change practice.

Now, to clarify, when it does, change educator practice is when it's coupled with ongoing coaching and support.

So when educators are receiving kind of sustainable feedback from their principals, from their instructional coaches, both within and outside of the evaluation model, they're seeing significant changes in educator practice.

So again, if that makes sense, it's the idea of just increasing, perhaps, the frequency.

Oh, principals, time in classrooms does not necessarily change practice, but when it's coupled with a systems approach for ongoing coaching and feedback, it makes a much stronger case for, in helping educators and helping support educator practice.

So this is something that just came out last month, and I think we will make sure you have this resource as well. For both. We have a, there's a PowerPoint that really captures a lot of these findings. Are the 130 page report, but we can also send there. It's a full report if you're interested as well.

Also urging if you feel free to put questions or thoughts or comments as we're going through all of today in the chat box.

So thinking both about pieces that come to your mind, especially with this piece, but it's specifically throughout time together.

I wanted to share this piece, too, because this is interesting that there's often been a myth that educator performance, after the first five years, In the Classroom, Flatlined.

And that there's often no more growth to be had with with teachers after five years. In reality, we know this is not true.

And we know, though, that, that school culture and school environments are different.

In school cultures that provide ongoing coaching and feedback, in a supportive, structured way, actually, support teacher growth over the length of their career.

And they actually are in what we see this, call, this, a stronger professional environment, that their students, especially in math, are making greater gains.

Then teachers who are in less supportive environments and less supportive cultures in their schools, Again, kind of common sense, but, but powerful to think about what that means for, not just the role of the principal, but the role of, of ongoing support for every educator.

Because you will see, again, this significant difference in educators that, over time, are given opportunities to grow.

And that's where the, the alignment with an evaluation model.

Can it happen? Right.

The other interesting piece related to this is how it connects with, as many of you know, that the number one factor for teachers, staying in a school, is the perception of their leader, their principal, interphase, very important.

Not number one, working condition is very important, Not number one, it's actually the perception of the principal and how well they support teachers in the classroom. Right?

Which would go along with schools that have a strong environment, are marked by leaders who support a collaborative leadership, culture.

And allow for the growth and support of educators over time. Let me see here.

So, just a pretty interesting piece. Just one other piece around beginning teachers, and, again, this sounds pretty common sense, but I think pretty powerful to think about teacher retention is greater, and teacher improvement is greater in the first three years.

When they experience these pieces, right? They're working in more of those supportive school culture environments.

With strong school leadership, they have an opportunity to collaborate.

You know, it's still kind of stunning that over half of all teachers have never seen a colleague teach.

This is no fault of the teachers, but this is, our schools often are set up, where they're not opportunities, right, For that collaborations to occur, and for teachers to grow and work together in a collaborative setting.

All right.

That collaborative culture has a huge impact on, on teacher retention, and that's something that can be baked into.

And, it sounds like, perhaps, this flexibility or part of the Connecticut model may already be there, right?

And they also can retain Mint and the growth has been shown, especially given the previous slide, from that study from Craft and pep Hay, that they do well when they participate in a rigorous teacher evaluation system. And by rigorous, that means accurate scoring.

That means, is, you'll see, in a later slide, that there's the perception of the ...

educator, about the credibility of their evaluator, has to be there thinking about the credibility of the evaluator, and feel important.

That is, and also that there's an opportunity, again, for this kind of ongoing feedback.

So, it's not a checklist mentality. It's not a gotcha mentality, right? That plays into that role.

So that pieces there, that's important.

So, I think just to sum up, you know, I think, well, what's been apparent in the last decade, but specifically even in the last five years, are these elements, right, That scene across the country right now that evaluation is getting more of a hold and more of a positive perception and results when teachers and administrators actually receive accurate information about performance.

And that there is kind of a healthy differentiation of scores and of those, those, those ratings that occur, both formally and as a summative rating.

I think the second one is huge, because how often this is how difficult, this is often too.

..., right?

Thinking about receiving regular, strong and actionable feedback, Bye to the model and how that actually helps row and the relevance when that when that happens.

But then also the challenges of putting that into a systems approach.

We know there are often barriers, especially around time or evaluators and for educators to engage and receive this meaningful feedback, right?

And then finally, this piece of, as I mentioned, the perception of educators in the belief that their evaluators are competent.

And, and the perception that the support is that the system is now rather about support and not just about accountability.

Marrying those twin pillars of support and accountability are important.

And I guess the, the, the end of that Tennessee story was over time, after surveying teachers every year, it actually peaked at about 70% of educators couple of years ago.

I remember it started at 28% in 2012, thought the evaluation model was effective and met their needs and help them grow. It actually went up to about 70%.

And that was a direct, uh, that was a direct effort based on what you see on the screen here, of trying to make changes based on educator feedback, as well.

Pizza or a message that, I think, is, what you're hearing from the team, and what the council helps you in thinking about getting all your feedback and thinking about how to move a model, and make some of these improvements, as well.

So, I know these were just some highlights.

But wanted to give, you, know, what's been out there, especially in the last 3 to 5 years, and thinking, related specifically to models of evaluation that are there.

And at this point.

Turn it back over. And it's gonna be a little bit of an overview now of the recommended recommendations and flexibilities here.

And I believe, for Kimberlee, now, I'll turn it over to you.

Thanks so much, pumped.

Hello, everybody. It's good to see you all.

As we transition to the next part in the agenda, we really wanted to highlight this particular chart.

It's an abbreviated chart of it was a detailed attachment that you received in the e-mail from Wednesday.

And so, that attachment we took statute 10, 151 B subsection C and we broke it down by phase and aligned it to the language in the guidelines, both the teacher and the administrator.

Then, what we did, we created an additional row to help guide what this council will be able to change and recommend to the State Board of Ed, versus having to make statutory changes first.

That document will be used throughout our work throughout the three phases that Chris spoke about. So, please use that as a reference document.

But, for the purposes of today, as the Council begins to consider flexibilities for 21 22, we want you to think about the what the easiest pathway would be to continue moving forward for districts. Considering that the flexibilities were offered this year.

So 2021, um, what evaluation will be in 2122, and then thinking, you know, that long term with the full full implementation of the re-imagined guidelines in the following year. So, 20 to 20.

So, we created this abbreviated chart with some of the more frequent interim inquiries that Sharon and I got, districts will call us, asking us questions about what they're able to amend in their evaluation documents.

You know, sometimes there they have the flexibility, they have those options to make those changes, and other areas, they are really tied to what the guidelines.

So, we have highlighted with the two arrows, uh, some of the areas that we think could provide the most flexibility or educators and reduce anxiety.

So, the number of formal and informal observations, not observation protocol.

That's very specific in the guidelines.

But as you look at the flexibilities for this year, there's a lot more options that districts have within that protocol.

The other part that we've highlighted with the arrow is the use of multiple indicators of student academic growth and development.

So what the guidelines have said is, it's really focused on those academic learning indicators.

The flexibilities this current school year really expanded that option to include social and emotional learning, So these are, you know, some things that we want you to consider as we move forward into our next part of the agenda in the activity about what is working in the flexibilities. and where is a Council.

You have the most area for impact to provide and reduce anxiety for educators while continuing to move the work forward to that, that enphase, that end goal of the re-imagine guidelines in 22.

With that, I will turn it back over to Paul, too, move on to our discussion topic.

Well, thank you, Kimberly. And as she mentioned, we really want to have an opportunity now to hear from everybody and to have a discussion based on some of these guiding questions, as Kimberly mentioned.

So, first, thinking about no.

What current flexibilities have been effective? Both that you know about or that you experience or that you are working with and hearing from your colleagues and from your stakeholders that you believe should continue.

Second, what have you been hearing and experiencing this year that have been perhaps less effective or even ineffective?

And there should be maybe a stop or not continuing 421, 22.

And then finally, you know, is it because I thought about these, what current flexibilities need to be revised or what should be maybe perhaps, considered for next year, uh, or a new flexibility that doesn't currently exist, right, with all of that.

So, we wouldn't want to open it up, and this is, you know, both if you have a thought in the chat, to put that there.

I may take the, liberty maybe to volunteer, Colleen's principle, if it's OK, we could start with you just to hear, since you're at the principle level calling, to be thinking about, you know, especially maybe, in this first question of this year. How's that?

been for you in terms of the flexibilities in what?

What that's meant for your, for your faculty and for yourself, as a leader of the school.

So, I apologize for, for putting you in the voluntary process, but I thought you would be a great perspective to start with.

That's OK, well, I'm not the only principle, I sort of changed my title, I think they've been very effective this year, but no.

It's just such a circumstance that we're living through that you don't want it.

It's kind of hard to change.

teachers mindset, sometimes, even when you're so Listen, we're going to focus on more SEL, obviously this year.

There's still this, you know, like you were saying before, a lot of things are hard baked into our routines and, and so definitely was appreciated that that we have the flexibilities and they want to, you know, we're encouraging them to continue their their SEO practices from now on. So hopefully, some of those things will recur after.

No, we're back to re-open.

Yeah, well, thank you for starting, and just as a quick follow-up. So do you, do you believe that that SEL flexibility is that it should be continue? Or is there any room also to make any revisions based on what you're hearing and seeing with your faculty?

Aye.

I believe it. Should we contribute?

I mean, we, you know, we create good through rigor without relationships, and so there are similar SEO practices could, could be a little bit more supported through the, this process.

I think, we're greatly help, especially at the high school level.

I think sometimes teachers tend to shy away from some of the SEO, for, because they realize that sooner it's critical work, so, continuing those practices in the future would be best practice.

And, well, thank you for kicking this off and love to hear from others and thinking about, now, this school year in probably, like, school. You're, like, No other, and, hopefully, maybe lengthy whether. What. What has been effective or working in thinking about the current flexibilities for.

I think what we've seen in our schools is that one of the barriers to leave out the older ebll situation was just logistically scheduling and making sure you had your 15 minute block, and that you have the pre planning papers, and you have another schedule for post conference. And, it's a lot of scheduling, just for one person, and then, when you have a school of 500, it becomes a logistical nightmare With the informal, have allowed for is just really, you know, spontaneous good conversations about what's happening right there and really Clear feedback right?

In that moment without the paperwork that, that people really weren't no feeling that it was helping. That paperwork wasn't helping them grow as educators. At least from the perspective that I, that I've seen.

So that live, that, taking that logistical mountain out of the picture and just saying, get in the classroom. That's that's easier than saying, Oh, did you have a pre post, Did you have. You know, did you, did you make sure that you saw for 50 minutes the entire lesson?

Some of those things.

They just didn't seem as important this year.

Thank you, can just follow up on that. We usually when using the paperwork were seen as burdensome, was that related both to the time element.

Or was it related to even the, the process and the content related to the paperwork, or I guess was a little bit of both.

Yeah, I mean, I guess, it starts to be a game of, like, just fulfill the, the expectation and not really a true reflection of like, OK, how do I plan a really excellent lesson?

Or it just turns into, that's the 1 or 2 times a year that I'm going to have every minute outlined in plans. You know, that's not real, that's not real, that's not what happens every day and an educator's life. So I don't feel like it.

It fits the routines.

And let me just say, it's actually really nice when you, when you need to support a teacher, to go back to that planning model and saying, all right, let's get back and like, and really look at how you're thinking about that.

But we have a lot of excellent teachers that they, they don't map out every second of their day, and they have excellent lessons. So I, I don't know if I'm being too critical, but I just that, that's been my experience My, my greatest teachers are not my greatest planners.

You finding then that summarizes that mean then, that the informal and the flexibility is perhaps around informal gives greater opportunities for even some of the teachers you just mentioned to engage with them.

And we're just having targeted conversations about what we just saw in that moment about illiteracy less than about a math lesson and we're not getting bogged down of, Oh my gosh, It's four days after that lesson. How did, you know we haven't talked about it yet because we were there?

It wasn't, and, you know, we actually can be more timely in our feedback as well. So that's been targeted.

Thank you. Thank you for sharing that.

Paul, could I interject quickly?

Hi, everybody. I'm Kate and I'm a I'm a CA.

I would just like to share perspective, and I want to re-iterate something that Chris had said. Right at the beginning, which was, I thought really profound, I wrote it down, which is our, our experiences are not necessarily universal truths. And one of the things that I'm seeing in my role, I specialize in teacher evaluation at sea. I am also a former evaluator, and I was a teacher for 18 years.

Uh, so, one of the things I'm seeing in my role is just how diverse the practices are across the state.

And, you know, some places, the flexibilities are working brilliantly, And I would say, gosh, they should continue. And in other places, it's been an unmitigated disaster.

So, I personally have some reservations, and I know this group is really creative and has vast experience, and I know we're gonna find a constructive way around them.

But next year, our primary concern I have with continuing the flexibilities is, we all know teachers and administrators are completely stressed. And I want to re-iterate what Kate just said, regarding the burdens on levels of paperwork.

When teachers and administrators return in the fall, we don't have any concept of the magnitude of what they're going to be facing.

Kids are a mess emotionally.

And on top of that, they're going to be all over the place academically and the fact that we're going to rate teachers on how well they perform and this totally unprecedented situation is really problematic and I know statutorily it's very clear that's beyond our purview. But I I urge this committee.

Not just for the benefit of teachers and administrators, but also the kids.

I read, and we're getting all this feedback at CA. And I saw this quote from a student who says, our parents and our teachers aren't fooling us.

We know they're having a breakdown. Like, it's clear to us, they're totally stressed out and had a kids learn in that environment. We've gotta take care of everybody.

So, in continuing the flexibilities next year, one of the things that won't be carried over is the lack of a rating, and we've got to figure our way around that, whether it's adjusting the ratings significantly so that that rating is not going to be completely unreasonable based. And, again, kids are all over the place, for no fault of the teachers. How are they going to, how are we going to prepare them for that. How are we going to support them through that next year.

So, I just, I really beg everybody on the committee to just keep that in mind. And, and in talking about how we're going to extend the flexibilities.

Because I'm all for an SEL focus, but I'm not for rating a teacher based on what they're utterly unprepared, and could not possibly be prepared to do.

Thank you.

OK, thank you, and, again, I think that's the point of today, and really, the council, right, going forward, is exactly what all of you so far sharing, because I think you said a couple of really powerful things. one, just how well every district or contexts can be different. As you noted,

perhaps there are areas that are knocking on the park this past, you know, this year, and are doing well as the flexibilities.

And then somewhere you said, it's, it's really been a challenge, or are difficult, as well as this idea of a meaningful rating, right? And what does a meaningful rating system look like? Which I think it's a really important question. Just like we talk about Meaningful Accountability.

I think what you're raising is, is it possible to to think about your next year with Post coven and building back Better, so to speak?

What does that look like for a rating system, right, that takes into account.

I'm just curious to, Kate, did you see, and, in either districts, you mentioned, just what my, especially, I think, for districts that don't have kind of done well with the flexibility, is what, what was allowing them to do that or what was your perception of some of that.

We know a lot of it is just that even seed or even our current know, free flexibilities evaluation was working in some places very well.

And as you pointed out with your research, A lot of it has to do with the a principle and, um, the credibility or the reliability of those ratings. A lot of it has to do with how much feedback and the quality of the feedback and the frequency of the feedback.

A lot of it just has to do to with the creative approach where the PTAC's working in Connecticut.

I'm not sure if you're familiar with that, yet, where the PTAC's are strong and where there's true attempt to come to consensus on us, You know, You've got the best ideas coming together, and that's where it's working, But it is so rural based and it is so cumbersome.

You talked about the importance of a rigorous evaluation system for beginning teachers, and I think in a lot of places, they confuse rigor with burden. You know, it's it's a lot of loopholes and as a former evaluator, it's just as burdensome on them. And, you know, teachers sometimes feel like we're filling out all these forms. We're checking off all these boxes.

It's taking time away from the students. So like Kate was saying, you know, stem teachers are brealey, and they don't necessarily have this perfect lesson plan.

Are we going to take them away from their kids to write it, just so we can check the box?

Teachers and administrators tend to be really compliant people.

You know we we step up, we do what's asked of us. And you know they're really diligent teachers, and they're really diligent administrators want to check all those boxes and do it with actual fidelity.

And it becomes, um, it just bogs everybody down.

Yeah. It's just. it adds to stress and it adds to everybody's feeling the time crunch.

And time is finite and if we're spending all our time on meaningless tasks, Where does that conversation come in?

Where does the feedback in that?

Meaningful Back and forth about what teaching should look like. Where is that?

Yeah, thank you. So, and so is it fair to say that You still perceiving there's a there's a quantity aspect around the burden of even this year with the flexibilities to place, right?

they need to be hanging on.

We're in no, depending on where, what district we're talking about.

Yes, yeah, so I'm thinking about next year.

The eye towards, how does this council, as you said, grapple with, you know, not just meaningful rating, but also this idea of quality versus quantity, right.

Related to, same is true with data. You know, as an evaluator, I would have these awesome teachers come in and, and they'd have.

They'd have just huge amounts of data. And I think, like, Oh my gosh, I have, I'm evaluating 26 people. I've pre conferences, I post conferences, I've gotta go through all this data, and you're drowning in data. But what does it even show it?

Like, what are we doing with the data? And I'm not saying that it's not important. Of course, it is, It's the foundation of everything.

But I think sometimes we lose sight of the tree for the forest, you know?

More data is not necessarily better.

Yeah. Thank you. So that's, like you said, you're sounds like you're seeing that, and have seen that.

And that's maybe getting to that third question about, what continues to be needed to either be revised, or new, brought to the flexibility table, so to speak, right around that, that notion of evaluator burden, and also educator burden.

Yeah, thank you.

Yeah, other folks, what is the spark for you are thinking as you're hearing. Yeah, Mary, go ahead. Thank you. I'd like to follow up on on both Kate's really great comments there.

When I am, I have also been surveying the EFT councils, the leaders of various a of T districts in the state. And also struck by that change range of experiences. And one of the elements absolutely, is that, they are not being rated on cell. That there's a willingness to try to implement steps, try to track some data. But to be held accountable for the outcomes in such an unpredictable time is is really challenging.

Moving on to next year, I really do support Kate's observation very strongly, to be required to predict outcomes Next fall, in an SEL world, which is pretty, pretty new strategies, pretty new practices, in some ways, in terms of data. Particularly. If it is going to be crushing, it is going to be very, very stressful.

On the other hand, when I see what districts are implementing with, with great success, where teachers feel supported, it's when there is really meaningful mutual agreement. So, that, setting the goals at the beginning of the school year between an evaluator and an admins.

And, and a teacher, it means that they're really having a conversation about the focus, the mains, the main practices, and the main outcomes in that classroom, and how to achieve them.

As opposed to being required to have a smart goal, based on data that we've never used before, or don't really quite understand at the beginning of the school year. I think mutual agreement is at the heart of what is in our documents, but not, in our practices, in many districts. And so, to have a non tenured teacher be told, by an evaluator, you are going to use this formula for these sets of students with these three bands based on this data. And sometimes it's not related to the main subject.

I think that needs to be looked at very carefully.

And for SEL, with the s.d.l.

goals, or parent engagement practices, where it has worked is where the language of the flexibility document, it says, for student learning indicators, you can use measures of accomplishment.

So, some people have been, some districts, people have been very comfortable using smart goals, and data driven goals and student outcomes, very traditionally identified.

Other districts for SEL, particularly, are identifying measures of accomplishment. We will engage in these classroom practices, and we will engage in this type of professional learning. And see a measure of accomplishment at the end. It may not be based on a traditional, smart goal of data assessment. We don't really have experience.

We're not confident in the validity of the SEL data that we can gather, and so those are elements that we've been, I've been thinking about.

Yeah, and thank you, and I really appreciate sharing them both, printed on your first point. Just to summarize, you're here.

Point about mutual language around mutual agreement, does, do you believe right now, then?

That is what needs to be elevated or made more visible, so that, in the beginning of the year, conferences, and planning conferences for the year, between teacher and evaluator, and teacher and principal, that it would be much more clear in policy, or guidance around mutual agreement. Is that?

Yeah, yes, I believe teachers really do need to understand that.

They can say that, as a Social Studies teacher, as a gym teacher, having a literacy or numeracy goal, maybe that's one SLO, but the other SLO should really be a subject level or something that you really feel engage with. And if another person wants that literacy or numeracy goal, that's great, but there should be a mutual agreement associated with it. And that's, it is absolutely the case that SLOS across the state in many districts are dictated. This is what we're doing, this is the formula and here is the here is the topic.

It's a problem.

So, allowing for, maybe, greater educator autonomy with selecting one that might be closer to their own content that are right here. Yeah.

Yeah. Again, an interesting You mentioned that just a quick aside.

There are several states now that have added onto the smart goal process by adding an IE, and I don't know if you heard about this, so, it's like Smarty now, so it's both inclusion and equity is added to the smart, to the smart brain.

And that actually helps a little bit to your point about, the educator think, you know, how am I thinking about equity and how is my school thinking about equity in a way that perhaps was not as visible before by adding that IE?

So, you know, there are several states that have and a transition, this Markov process, to adding that? I E on the end? And they're seeing some pretty good results so far.

And, uh, OK, Yes, OK, K field, thank you for echoing Mary In the chat into us.

Uh, you want to say, Is that sparking for UK, and you said about the measures of accomplishment, you heard that.

I hadn't heard of that before, and I really like that idea, particularly as it relates to SEL.

I think a lot of teachers have a very visceral reaction. When people say SLO or they state, they'll say a smart goal.

And I think that visceral reaction, which is very powerfully, is often because schools are dictating, as Mary said, or because it's tied to a standardized measure. That's not necessarily well matched.

Or, or the teacher may perceive it is not particularly reliable, even though it gives you a percentage or it gives you a number.

And I like the idea of measures of accomplishment, because it kind of implies that there's multiple ways that a teacher is able to show that they're increasing their own knowledge and professional learning. But that that's also translating to improve student performance.

But, that measure, you know, might be a holistic line, or it might be multiple measures, that not necessarily smart in the sense that it's tied to a standardized test, or an actual score on something.

Because it just seems to very counter-intuitive, that we're gonna come up with an SEL instrument, A standardized indicator of SEL growth, it seems.

I mean, it kind of makes me laugh, because it's no matter how valid, how many, how many times it gets validated, no matter how reliable it claims to be.

It's, China put a number on something that's very, very human, and I think teachers are going to have a real hard time with that concept.

Oh, thank you for sharing that.

And, Elizabeth, thank you for your question about, is there a common understanding of what SEL is, and maybe that's a question to the department team.

And I also know, it's, it's great food for thought, going forward around, maybe numerous terms, to be more clearly defined, if they're not already in the evaluation model, in terms of a glossary of terms like equity, SEL, culturally responsive, teaching, a lot of those be used with varying levels of definition and understanding, right? So, so, Elizabeth, thank you for the question, And maybe for the grants. And the team is there, right? now.

In the current model, are there, is there a definition of what SEL is, or a statewide model, or, say, by definition?

I was actually going to kick that, Sharon, if she wanted to jump in. And so, I think, I think, Elizabeth, it's a great question. And I, K, Mary and a lot of you on the call know that it was something that we really grappled with in the fall when we were trying to push out resources to support CLA within the flexibility is I, you know, I think our colleagues across the department have done a tremendous amount of work in this area over the course of the year. And I think that one of the benefits is that we will be better positioned to support that and have more common language for districts coming into the spring and the summer in preparation for next fall. So I know Sharon has been working a little bit with our colleagues across the Department on that as well.

Yeah. Thanks for that, Chris. So one of the things that we will, one of the resources that we will be sending you after this meeting in preparation for our next meeting and the overall work moving forward, will be an at a Glance crosswalk, which will actually have two parts.

And as Chris mentioned, we have been working very collaboratively with our colleagues in the Office of Student Support to see where our work, each of our work, can support the work of various projects.

But they, at a glance crosswalk will show the intersection of our current CCT rubrics, and one of them will crosswalk with the five social and emotional core competencies from Cassel.

The other crosswalk will be between the CCT Rubric, and Soapstone on social and emotional teaching Practices that have been identified through research from the great Great teachers and leaders.

So, this is definitely an overview and not meant to be all encompassing, encompassing.

But it will show where there are existing alignment to SEL practices and skills that already exist in our CCT Rubrics which many districts are using. So, we wanted to try to highlight where there would be some familiar familiarity for educators within our current resources.

Great, thank you, Sharon.

Elizabeth, thank you for the question. I wanted to give you an opportunity to say a little bit more if you'd like, just in terms of your experience, and what prompted the question.

I think you're on mute, isn't it?

Yeah. Can you hear me now? Pay gap. OK, hi, yes. This is a very interesting conversation. I guess I could relate to my own experiences on the board of Education.

We've you know grappled with this issue, but we've, I think there are secondary indicators that our school climate committees have developed in terms of whole school climate.

You know, how many kids are being sent to the office, or how many kids are, you know, acting out.

I mean, those kinds of behaviors.

Which I know is us, you know, social emotional learning, really needs to get deeper than the behaviors. So, what we've been doing as a school district, especially in the elementary levels.

And for indicate, we've been having the circle times in the morning and the teachers have really embraced it, Not all, but most of them.

And we've seen amazing, amazing difference in that practice in school climate.

As far as students feeling welcome, students, feeling that people can, that they can express their opinions.

There's been a whole kind of no lessening of this, you know, go to the office behaved that kind of kind of thing.

So, I think there's a direct correlation between professional development in these areas of SEL as well as the schools developing some indicators that they want to work on.

So, maybe a smart goal could be in terms of the whole school climate.

An individual teachers are trained and given the resources, and support, or these practices.

So, I think PD is directly related to evaluation. And we have to make that synergy very, very upfront, because it can't be in a vacuum.

And I think we've had success in waterbury through that, through this model.

And I think the teachers really feel feel that they are making contribution.

Thank you, thank you for sharing that. And especially the whole school approach, as you mentioned with SEL and also the importance of ongoing professional development, or professional learning to implement.

And to think about whether it's a whole school approach, or whatever the focus in initiative is.

Because I think we need it, especially with high quality instructional materials, and the importance of rigorous curriculum.

But without the teacher, training and teacher support to implement, that's often where it can fall down, Right, And so, that's another really important point.

I will just have a couple of minutes left, but I wanna make sure if anyone else, before we kind of turn it over to Sharon for kind of the final piece, because I think you would appreciate this is really the beginning of the conversation around the flexibilities. And in a moment, we'll share kind of what the next steps are going to be.

Wanted to give anyone else an opportunity, either in the chat, or to say something based on everything that's been shared so far, in your thoughts.

I guess I would, I'm sorry, I don't mean to talk too much, but I guess I would, one of the programs that I was exposed to through Magnet Schools Assistance Program grant was called MTP, It's my teaching partner at a university of Virginia.

And that is a coaching model and it supports the development of coaches, but in that model is really, really explicit language around what creating great rapport looks like. And it's as simple as Smiling. It's not, there's no interpretation, there's no subjectivity. Just Did you see it or not?

But what I loved about it is, what they do with coaches, say, they train them to go out after the strengths of the educator, and so you build confidence, and we talk about this with students, this strengths based approach, in our classrooms.

But I think it's going to be really difficult if we don't start doing that same practice with educators, but yet we expect that in the classroom.

So, that, that's just a thumbnail of the conversation, but I just think that really teaching our, whether it's a coaching level or our principles about talking through a strength based lens, I think it's a great model for what we want to see in the classroom.

Yeah. Thank you, Kate. And that's a great reminder, We've actually, we're partnering on that MTP model, is Learning Forward, so I won't send to Sharon, if it's OK, Sharon, to send out to everybody.

We just had written a brief about the, just everything you just said, Kate, in terms of what those districts experience with a strengths based approach. So, these coaches, for example, are not even content based, that they're not even going in training to look at, you know, math or ELA. But more about what is the teacher doing to promote positive student engagement in the classroom, As you mentioned, Kate, and so that's a great example of a model. Just as a resource to think about what that could look like, when you're in this space, That we're all thinking about, right, with ongoing feedback and support.

And also, that teachers feel like their strengths are being recognized.

Which, many of the veteran teachers who are part of the model, say, that was just like a game changer, and they had a renewed energy to be back, and even during kogod.

When they're leaders, we're recognizing the strengths that maybe they've never seen before.

So, yeah.

Good point. Thank you.

Yeah, Jeff, thank you for sharing, as well, as dimension, bad, about the learning communities, and them, the interaction with ratings. Right.

Yeah, we, we've been talking about how educators always gonna have to be first responders regarding health and and and emotional support and so forth.

And we're going to have to truly, make sure that students feel safe and comfortable as they come back to school, and that's going to be a learning experience for all of us.

Because it hasn't necessarily been something we've been talking about, and it may, for lack of a better term, overtake some of our other initiatives in school. At least for the next couple of years, this is not going to be a one-year, possibly even a two, I mean, this is going to be multiple.

Conversations that we need to have.

And figure out how we're going to get from where we are and like build back better to as long as it's not bill back the same as we were before for this pandemic it. And, and, and that's going to be the challenge I think I think we're going to have.

Yeah, thank you.

And I really appreciate that term healing community because I think there's power in there that, as you noted, recognized what are the needs of students that that could be very different than when teachers last saw them A candidate 12 months ago?

I'm thinking about next year and all the ramifications.

Thank you very much.

Any other final thoughts, as I mentioned before?

Turn it over to Sharon for this final piece.

And again, this will continue. I just want to also really thank everyone because this is thing one of the most critical important areas.

When you think about investing in educators, right? Typically a district's financial picture is 85% are in personnel.

So it's only right that this is around how to, you know, accelerate and maximize effectiveness and the support for 85% of a budget, you know, to put it in financial terms, right? That's often fixed around personnel.

So, really, really critical with that. So, thank you. It's the beginning of this conversation.

And unless, anyone else, any other team member wants to say anything, I think, Sharon, it would be over to you for this, these next steps.

Thank you, Paul. And thanks to Paul and everyone who shared comments regarding your thoughts about the flexibilities for next year.

We hope that you will, between now and the next meeting on April 27th, share some ideas and even the three questions that are posed to us just a short while ago, to your colleagues, discuss their feedback and send that to us by, to Kimberly on that by Friday, April 23rd.

Our plan is to have that ready to share with you the collective feedback at our April 27th meeting.

And so following that meeting and with support of the State Board of Education during their May meeting with their approval, we will be in a position to communicate to districts the flexibilities that they will have available for the 2020, 2021, 2022 school year, which will allow district ... to plan for next year, before they finished this year's fiscal year this year.

As Kimberly mentioned, we hope that this will alleviate some anxiety that um, we've already heard from districts wondering what next year will be like.

So we hope this will alleviate some anxiety and that will give districts an opportunity to continue with the evaluation and support system that they've been familiar with this year.

So having said that, the flexibilities will be a bridge to the educator practice and support this capsule, we'll focus on during phases 2 and 3 that Chris had mentioned of this work as we work together to re-imagine educator evaluation and support.

I mentioned previously the at a glance classwork that you crosswalk that you will receive in an e-mail with other resources that will come from in an e-mail from Kimberly.

I also wanted to mention that we are working very collaboratively with our colleagues in the Office of Student Support.

They are working to do some alignment and crosswalks for resources that they have.

We're trying to, um, see where where that work can overlap with our work.

I wanted to also mention that our colleagues in that that office are working on finalizing the social, emotional and intellectual habits for grades 4 through 12.

We already have those finalized for pre K through grade six, but that will also be another resource resource that we can use as we can re-imagine educator evaluation and support.

So in closing, we, again, appreciate very much all of your time in being here today. Thank you, Paul, for your facilitation and your input.

We look forward from hearing back from each organization after you after you have the opportunity to discuss with your stakeholders, their thoughts about what we should keep with the flexibilities, what we should perhaps take out and what we should perhaps change.

Um.

Just also remember that these resources will be posted on our webpage which will be under the talent of this web page and the SDE, um, in the SDE.

So again, thank you all. Our next meetings, as you see, are April 27th, and then we have two in May.

Our focus for the April 27th meeting will be to finalize a recommendation that we can bring to our state board.

So, thank you, everyone, and Chris or doctor Tucker, Paul.

I didn't know if you had any closing comments, as well.

Thank you so much, Sharon. And to the Talent Office team, to you. And Kimberly, I just wanted to say thanks to our Council for coming together this morning, for your thoughts, for your time, to start thinking about how we wish to move forward on this very important topic. And we thank Paul for facilitating our session. We look forward to seeing everyone, again, on April 27th, and

in the meantime, if you have any questions, do not hesitate, contacting doctor Kimberly Audet or Sharon Fuller? So, thanks again for your time. We wish everyone a great weekend. Take care.