



CONNECTICUT STATE DEPARTMENT OF EDUCATION
Presented by Diane Dugas, EASTCONN EES Facilitator

Rethinking Educator Evaluation and Support

Summary of CT Guidelines for Educator Evaluation and Support 2023

Adopted by the CT State Board of Education, June 2023

* codified in [Conn. Gen. Stat. 10-151b](#) as the Performance Evaluation and Advisory Council

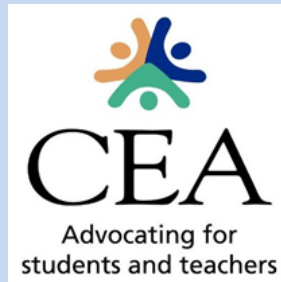
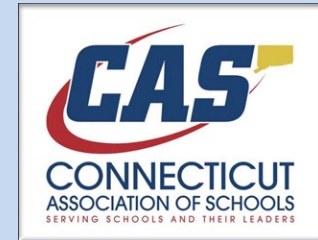
SDE Talent Office

- Sinthia Sone-Moyano, Deputy Commissioner for Educational Supports and Wellness
- Dr. Shuana K. Tucker, Chief Talent Officer
- Sharon M. S. Fuller, Education Consultant, Talent Office

Educator Evaluation and Support (EES) Council



CONNECTICUT ASSOCIATION OF BOARDS OF EDUCATION



MTR Policy Oversight Council



Including liaisons from the CSDE and CSBE, and facilitated by EdAdvance and EASTCONN

EES Committee

- **AACTE-CT:** Dr. Paula Talty, Dr. Laura Whitacre
- **AFT-CT:** Steve McKeever, Mary Yordon, Jennifer Benevento
- **CSBE:** Vice-Chair Erin Benham
- **CSDE:** Dr. Shuana Tucker, Sharon Fuller
- **CABE:** Elizabeth Brown, Leonard Lockhart
- **CAPSS:** Frances Rabinowitz, Teresa Carroll, Kathleen Greider
- **CAS:** Glenn Lungarini, Dr. Alicia Bowman
- **CEA:** Joslyn Delaney, Kate Field
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- **CFSA:** Fran DiFiore
- **MTR Policy Oversight Council:** Dr. Samuel Galloway, Dr. Rebecca Good
- **RESC Alliance:** Dr. Charles Dumais, Dr. Katherine Ericson
- **RESC Alliance Facilitators:** Jonathan Costa, Diane Dugas

EES Council

Vision

All Connecticut educators have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the educator evaluation and support system so that all Connecticut students experience growth and success.

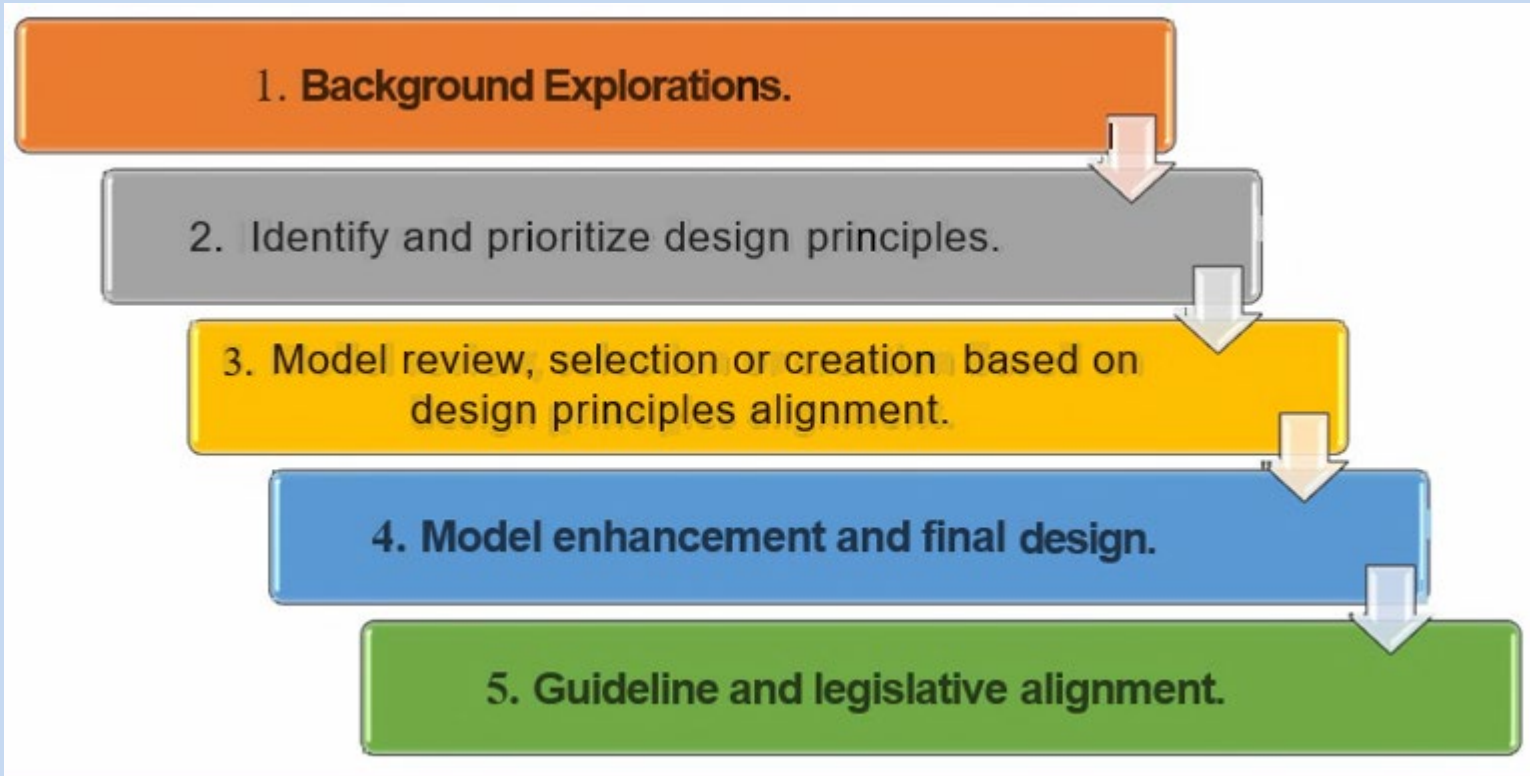
EES Council

The primary goal of the educator evaluation and support system is to strengthen individual and collective practices so as to increase student learning, growth and achievement.

To achieve this goal, the CSDE convened the Educator Evaluation and Support (EES) Council in April 2021 to reimagine CT's educator evaluation and support system. The proposed new system will engage educators and leaders in professional learning, growth and continuous improvement to positively impact student learning, growth and achievement.

EES Council

EES Council Design Process Steps



EES Council

Consensus Protocol

It's often good to start with what consensus is not: Consensus isn't voting. A majority isn't enough to declare victory and move on; what matters is the will of the entire group. Because of this, true consensus means there aren't winners and losers. Instead, consensus asks all participants to consider and eventually affirm the following three guiding principles:

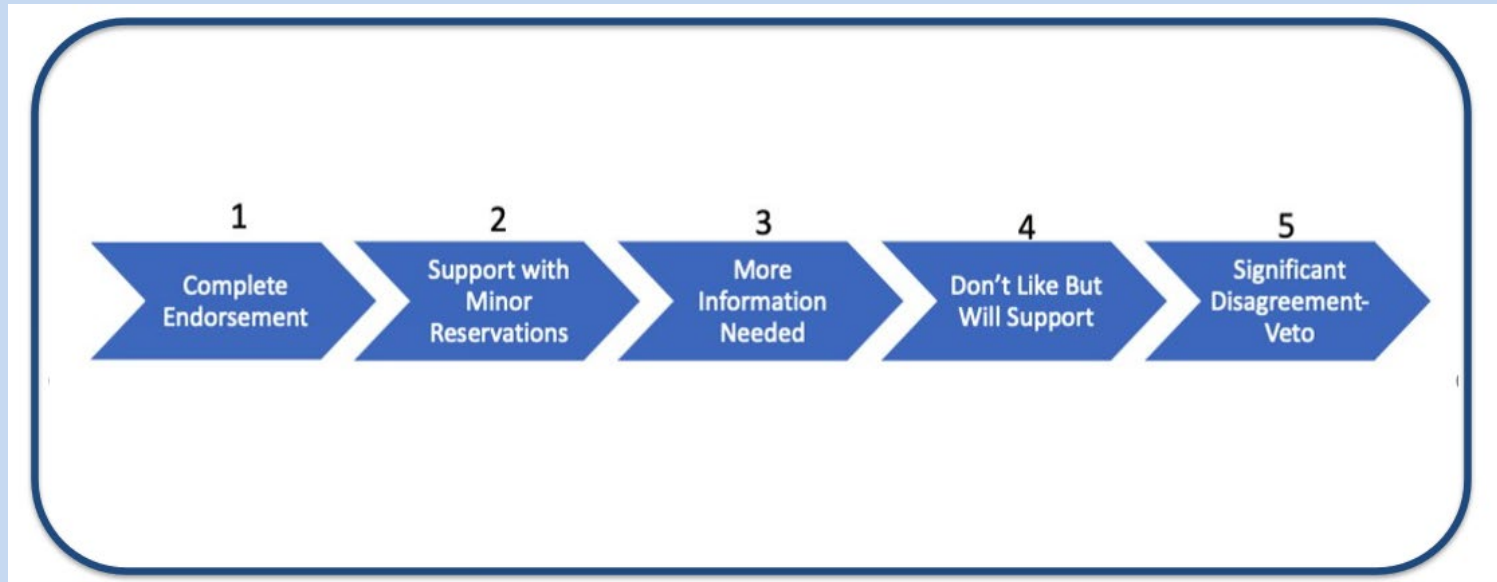
Consensus Guiding Principles

- My voice has been heard
- I understand the proposal
- It's clear to me that the will of the group has emerged around this proposal

This process was used with the Gradients of Agreement on the following slide to discuss and reach consensus as the EES Council engaged in the process of developing the proposed reimagined CT Guidelines for Educator Evaluation and Support (2023).

EES Council

Gradients of Agreement



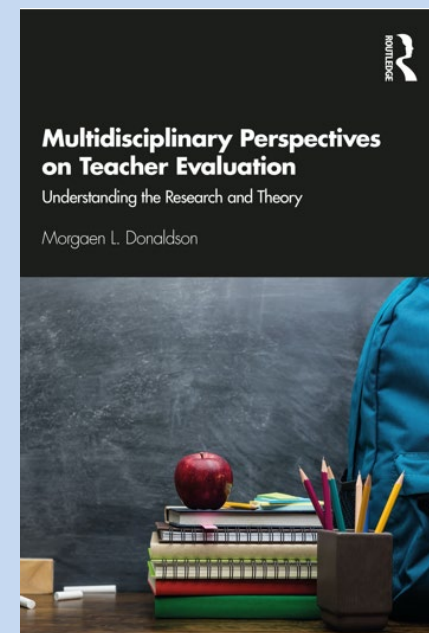
Using the Gradients of Agreement process fostered productive discussion that contributed to reaching consensus about the design, structure and components of the proposed reimagined CT Guidelines for Educator Evaluation and Support. (2023).

Morgaen L. Donaldson (2020) Associate Dean for Research, UConn Neag School of Education

Teacher evaluation supports teacher development & student learning when schools...

- place an overall emphasis on improvement
(Donaldson & Woulfin, 2019; Marsh et al., 2017; Reinhorn et al., 2017)
- deliver frequent, supportive feedback with high expectations (Reinhorn et al., 2017)
- implement evaluation as one of a set of strategies that improves educators' practice
(Marsh et al., 2017; McLaughlin, 1990)
- attend to human, social, and material capital within evaluation

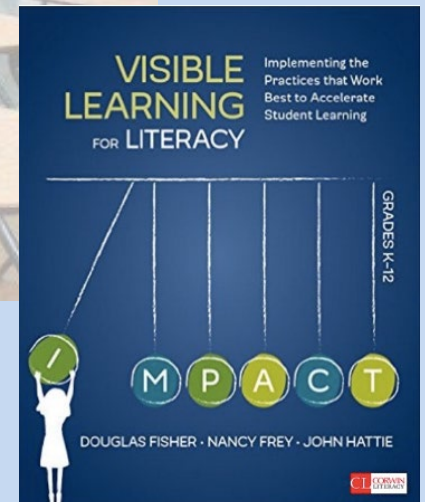
UConn



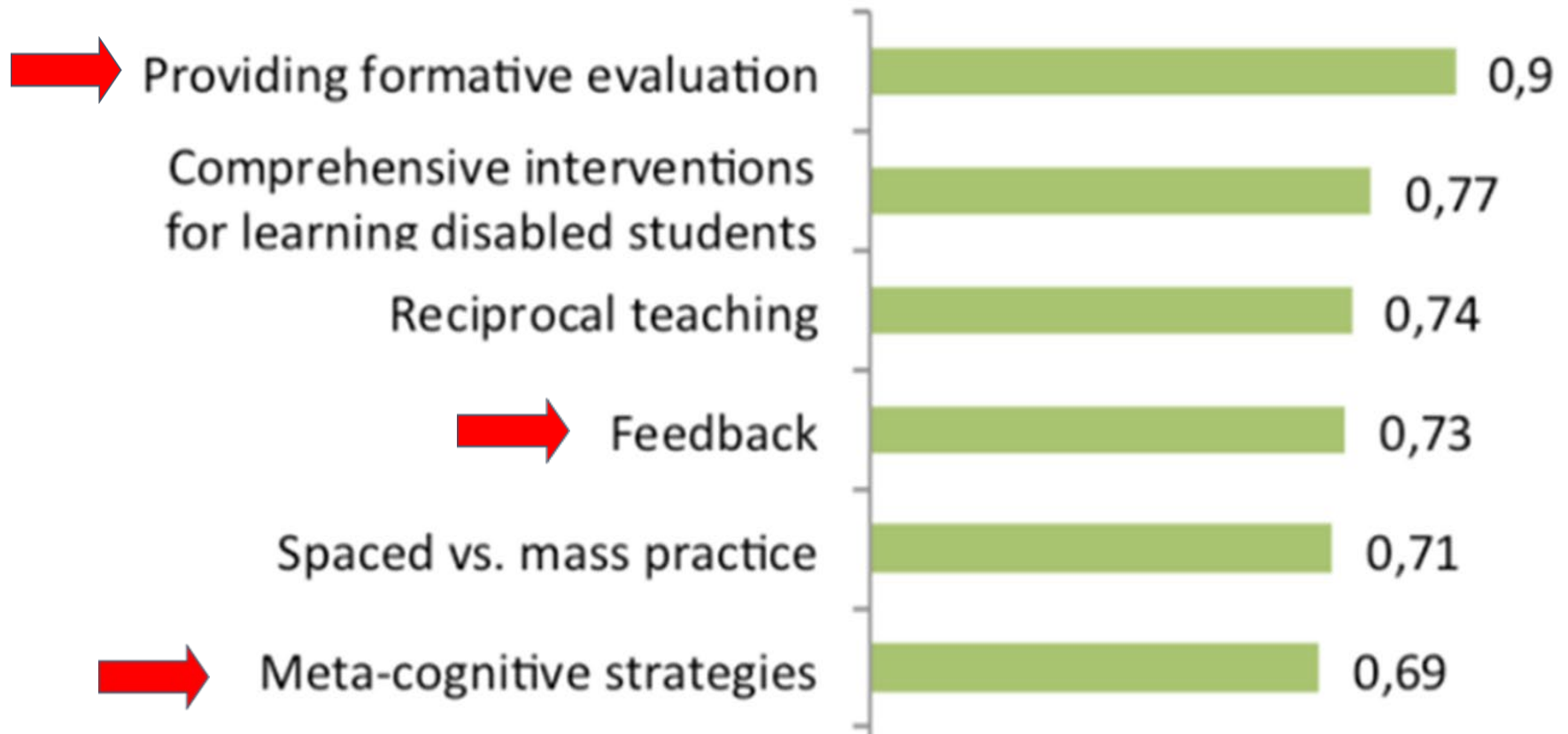
Douglas Fisher, Nancy Frey & John Hattie (2016)

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

(Fisher, Frey, & Hattie, 2016)



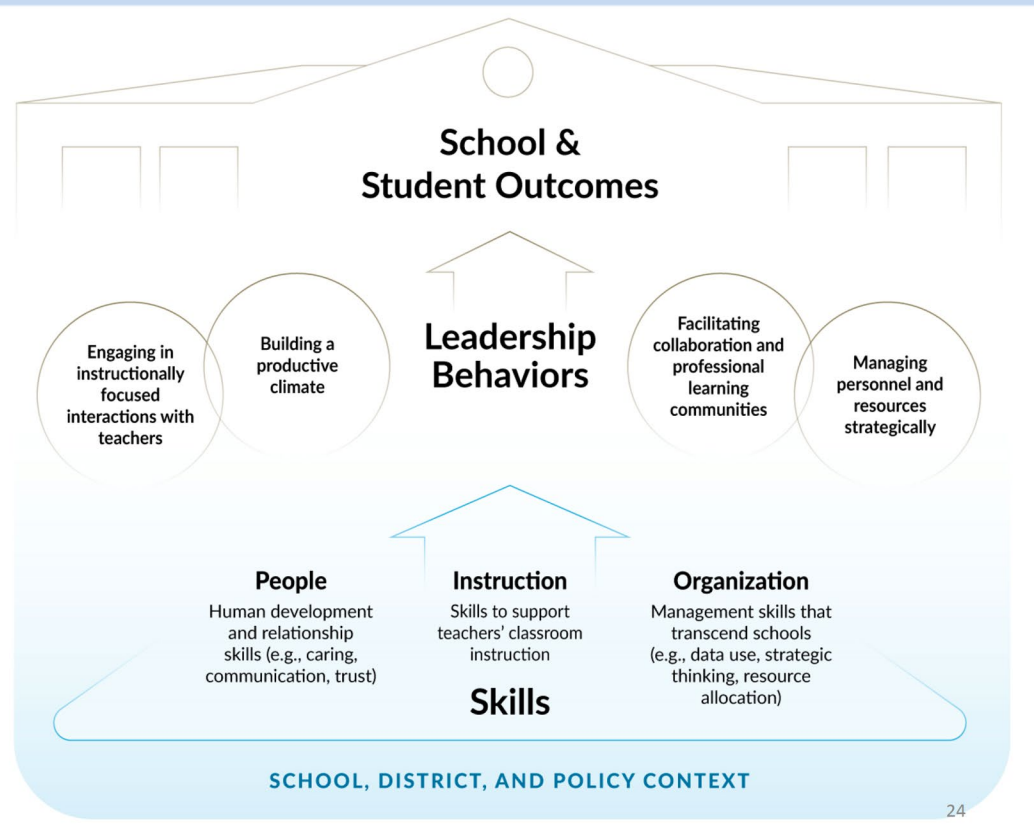
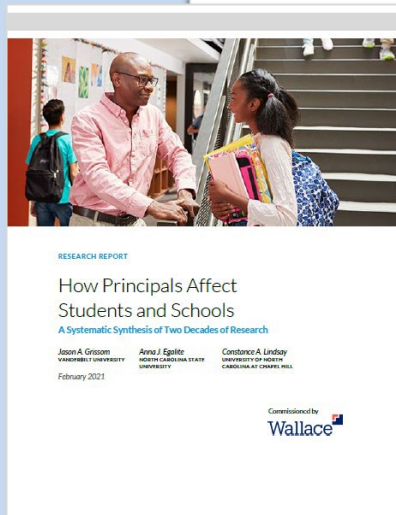
What the research on learning impact says: John Hattie



Grissom, Jason A., Anna J. Egalite, and Constance A. Lindsey (2021)

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

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



Linda Darling-Hammond, Maria E. Hyler, and Madelyn Gardner – (2017)

Effective Professional Development

“Teacher professional learning is of increasing interest as one way to support the increasingly complex skills students need to learn in preparation for further and work in the 21st century. Sophisticated forms of teaching are needed to develop student competencies such as deep mastery of challenging content, critical thinking, complex problem-solving, effective communication and collaboration, and self-direction. In turn, effective professional development (PD) is needed to help teachers learn and refine the pedagogies required to teach these skills.”

Features of Effective Professional Development

- Is of sustained duration
- Incorporates active learning
- Supports collaboration
- Uses models of effective practice
- Is of sustained duration
- Provides coaching and expert support
- Offers feedback and reflection

Effective Teacher Professional Development

Linda Darling-Hammond, Maria E. Hyler, and Madelyn Gardner,
with assistance from Danny Espinoza

Exploring Other Models

Massachusetts

Iowa

Mansfield

Farmington

EdAdvance/EASTCONN

CEA/AFT

Feedback from the Field

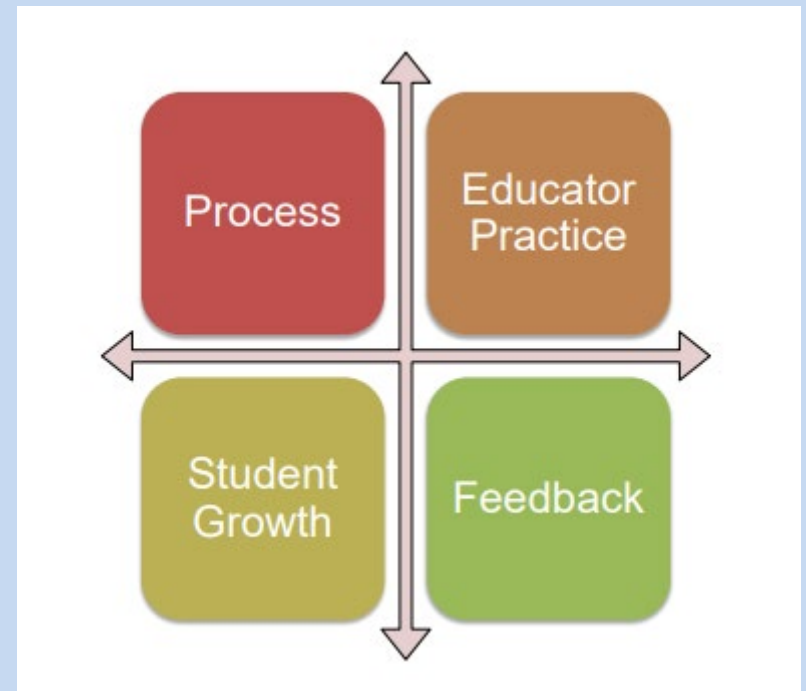
Constituent Feedback



EES Council

The EES Council considered improvements and changes in the following areas:

Design Categories



EES Council

Educator Evaluation Design Principles

- Support educator growth and agency
 - Engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus
- Allow for differentiation of roles
 - Teachers, counselors, support staff, leaders – principal, assistant principal, Central office administrators
- Simplify and reduce burden
 - Eliminate the technical challenge, reduce the number of steps & paperwork
- Focus on things that matter
 - Identify high leverage, mainstream goal focus areas

Continued on next slide.

EES Council

Educator Evaluation Design Principles (continued)

- Implement continuous improvement cycles that include specific, timely, actionable and reciprocal feedback
 - Quality feedback leads to opportunities for meaningful professional learning
- Meaningful connections to professional learning
 - Provides pathways for educators and leaders to improve their own practice in a way that is meaningful and impactful
- Focus on standards connected to best practices in the delivery of content and the development of the whole child
 - Academic, social, emotional, and physical

Reimagined CT Educator Guidelines for Educator Evaluation

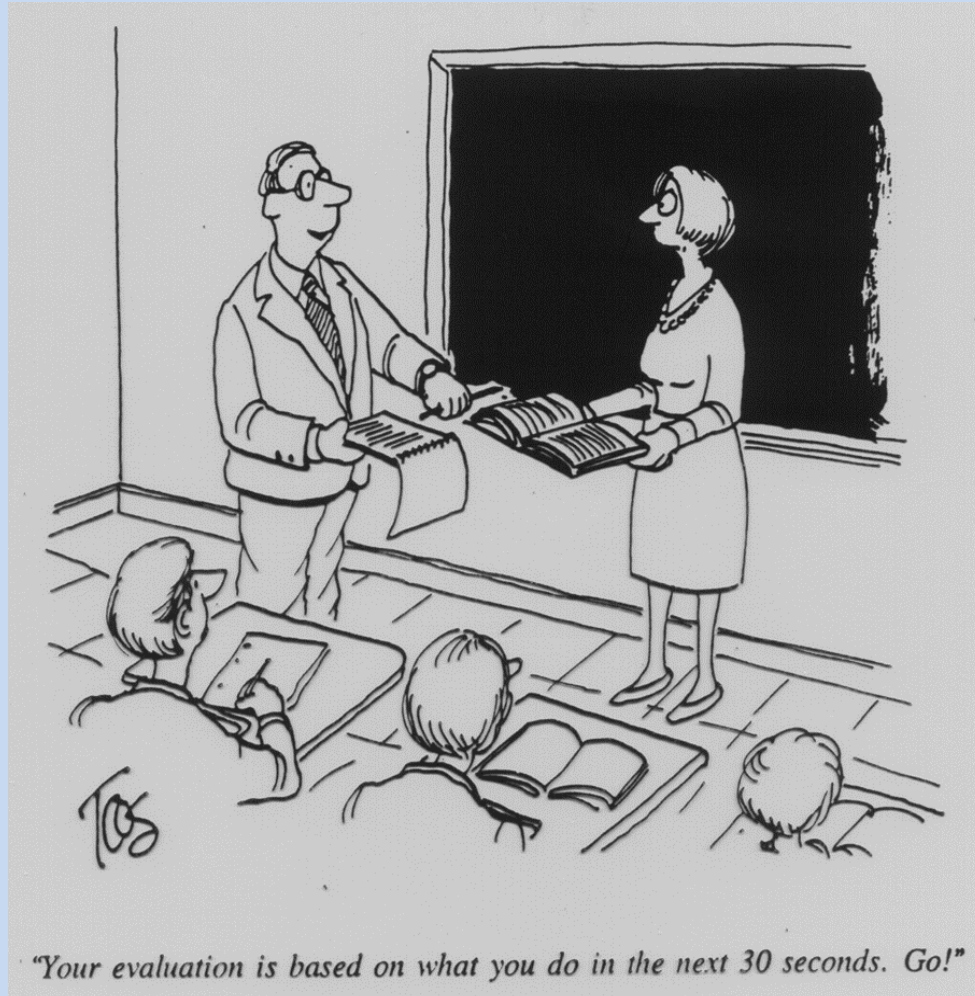
- **Standards and Criteria**
- **Goal Setting Process**
- **Professional Practice and Student Growth**
- **Evaluator/Observer/Stakeholder Feedback and Engagement**
- **Process Elements**
- **Dispute Resolution**

Educator

Leader

Non-Negotiables and Best Practice Preferences

The Mindshift



The Role of PDEC

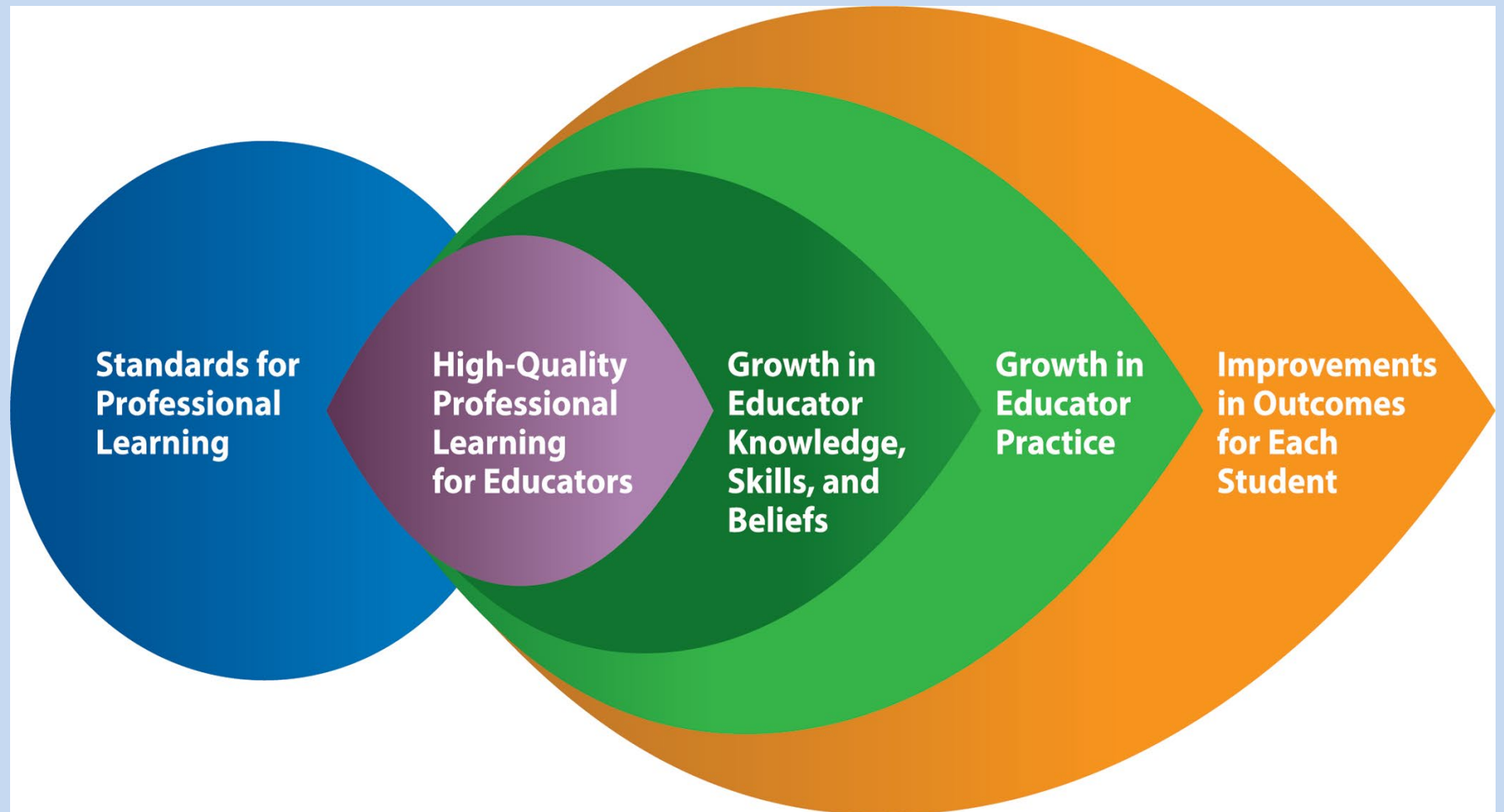
- Development and ongoing reflection of the Evaluation Tool
- Development, implementation and monitoring of effective professional development plan



The Role of PDEC

- Includes representative membership, roles, responsibilities to develop, monitor, plan, reflect, refine.
- Collaboratively defines a shared vision and responsibility for a comprehensive evaluation and professional learning plan
- Addresses professional learning supports for educator (including para's), leader and student growth.
- Uses data to monitor, reflect, refine, plan forward.

The Role of PDEC







Process
Best
Practices



• *Your district should...*

- Ensure that your local PDEC has the tools and capacity it needs to make these critical decisions.




**Standards/
Criteria**
**Non-
Negotiables**

- *Your new plan **must**...*
 - **Ensure that educator/leader practice discussions are based on a set of national or state performance standards set by professional organizations and **agreed upon by the PDEC.****



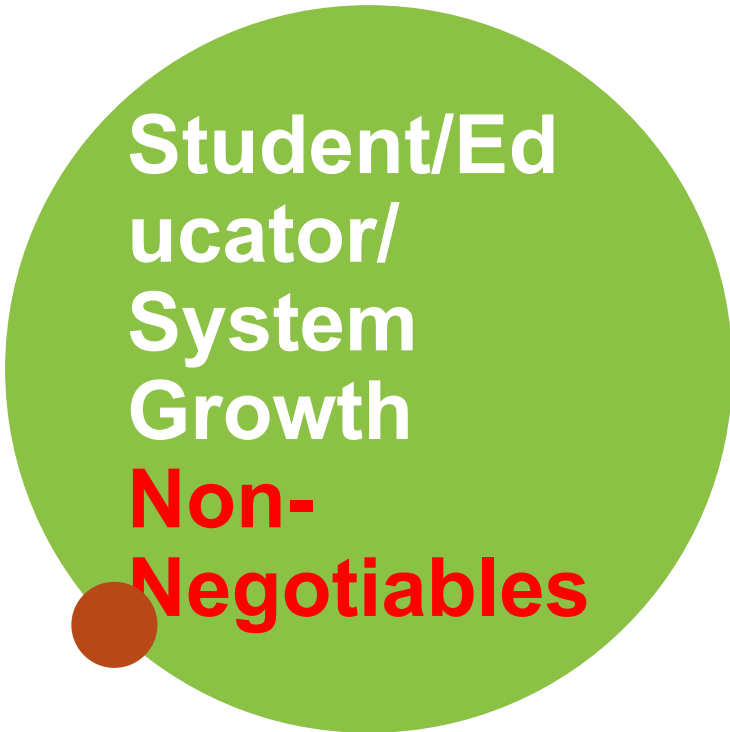
Standards/
Criteria
**Best
Practices**

- 
- *Your new plan **should**...*
 - **Differentiate the standards** based on the role of the professional involved in the process.



Standards/
Criteria
**Best
Practices**

- *Your new plan **should...***
 - **Use Single Point Competencies**
 - There is still a judgment to be made, but it is about the participation in the process and quality of reflection.



Student/Educator/
System
Growth
**Non-
Negotiables**

- *Your new plan **must**...*
 - **Include multiple measures of student learning, growth, and achievement as mutually agreed upon during the goal-setting process.**



Process

**Non-
Negotiables**

- *Your new plan **must**...*
 - Ensure that evaluation and support will be an on-going, cyclical progress monitoring process with evaluator and educator(s)/teams conferences in the fall/winter/spring at least three times per year.



Goal Setting Process

**Non-
Negotiables**

- ***Your new plan **must**...***
 - **Follow timelines and guidelines developed by the PDEC –**
 - Levels, groupings
 - Goal timelines
 - Number of observations, evidences
 - **Goals and Feedback base on evidence, observation and artifacts aligned to standards**



Goal Setting Process

Non- Negotiables

- *Your new plan **must**...*
 - Provide for multiple levels of support (Tier 1, Tier 2, and Tier 3) and clear criteria for the use and exit from support plans.
 - PDEC determines protocols for various levels of educator/leader



Process
Best
Practices




• *Your new plan **should...***

- **Allow for differentiation in terms of timelines, groupings, standards, and evidences.**
 - 1-3 year goals, goals aligned to ToA, PLC, V/M/G of district/school




Process
Best
Practices

- 
- *Your new plan **should**...*
 - **Reduce the burden of evaluation and TEAM on beginning teachers.**

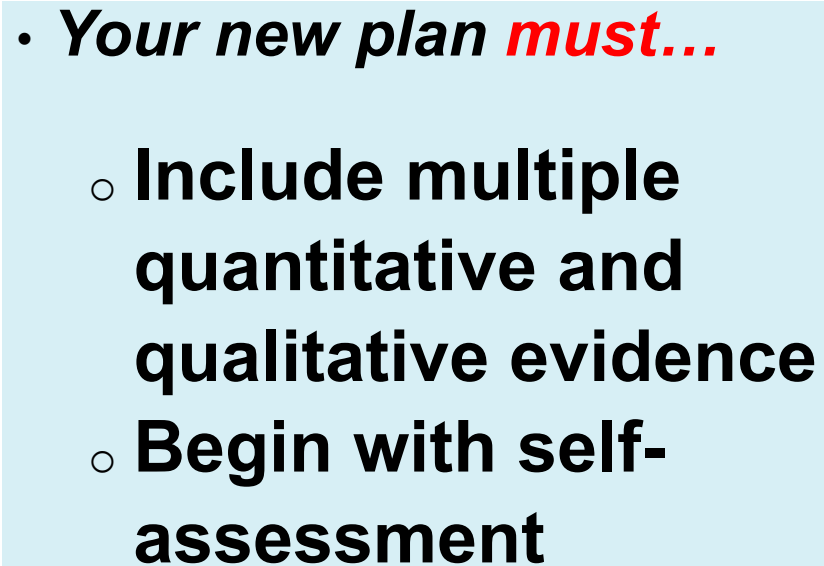


Process
Best
Practices

- 
- *Your new plan **should**...*
 - **Have teacher/leader goals that are aligned with the goals of the district.**

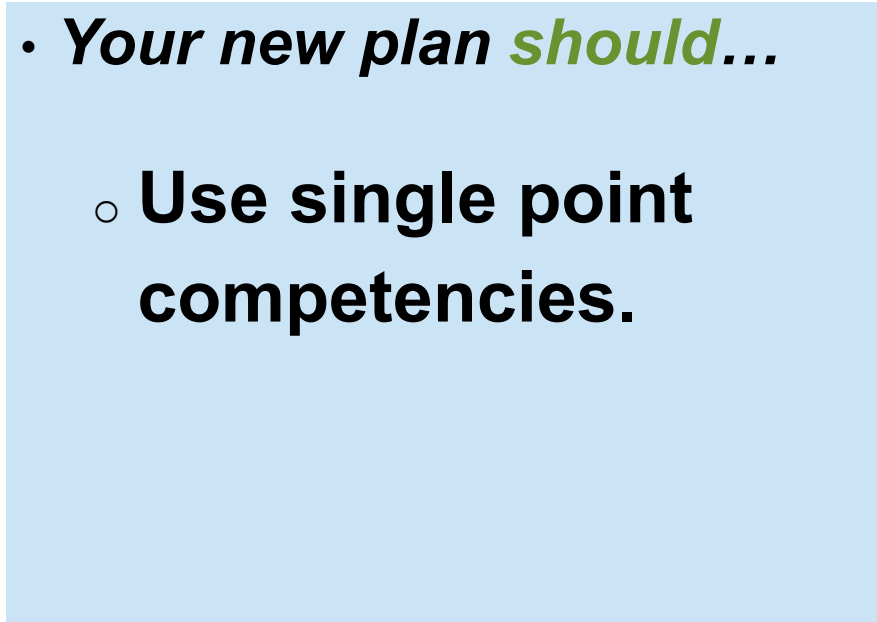


Professional
Practice and
Growth
Best Practice

- 
- *Your new plan **must...***
 - **Include multiple quantitative and qualitative evidence**
 - **Begin with self-assessment**



Professional
Practice and
Growth
Feedback
Best Practices

- 
- *Your new plan **should**...*
 - **Use single point competencies.**



**Feedback
Best
Practices**




• *Your new plan **should...***

- **Provide for multiple opportunities for educators/leaders to receive timely, accurate and meaningful feedback (written and verbal).**



**Feedback
Best
Practices**

- 
- *Your new plan **should...***
 - **Focus on building evaluator capacity and competency in providing high-quality feedback.**



In
summary...



Sometimes...

..what is not stated is more important than what is – districts will have far more flexibility in this new era to innovate and design plans that work to improve professional practice.

...PDEC's play an integral role in transformation

What
happen
s
next?

- ***The existing flexibilities have been extended through next year.***



What happens next?


- ***Changes in the law and new regulations have been passed to be in place by the fall of 2024.***



What happens next?

- *A design team has been convened and has planned for teacher, leader, evaluator, and PDEC trainings in support of this new framework.*
- *The preliminary trainings schedule have been created and PDECs will have all next year to redesign what they want to do.*

What
happen
s
next?

- ***It seems clear that there are three pathways forward...***
 1. ***Tweak existing model to ensure its compliance with the non-negotiables***
 2. ***Adopt and adapt an alternative model that advances your practice and is consistent with the framework.***
 3. ***Design a new model from scratch.***
- 

Next Steps for Successful Implementation

Training and Guidance

The EES Council identified key elements to be included in training and guidance that is being developed for:

- *Evaluators of administrators/leaders*
- *Evaluators of educators*
- *Professional Development and Evaluation Committees (PDECs)*

Training

- Trainings will be offered by the RESCs and CAS, tentatively to beginning in August of 2023. Dates and times will be posted on the [EES Council webpage](#).
- Districts will have the 2023-24 school year to train staff on the components and processes of the new proposed CT Guidelines 2023.

Information will also be available specific to:

- Local/Regional Boards of Education
- Educator Preparation Programs
- CSDE-Approved Private Special Education Programs (APSEPs)

Next Steps for Successful Implementation

Training Dates

PDEC Guidance (2 Day Training) (Additional dates TBD)

- August 8 CAS 8:30 – 3:30
- August 9 CAS 8:30 – 3:30

Evaluators of Administrators (3 Days)

- September 19, 20 and January 9
- January 30, 31 and March 12

Evaluators of Teachers (3 Days)

- EdAdvance – October 17, 18, Dec. 12
- EASTCONN – October 24,25, Dec. 12
- CES – March 4, 5 and April 10
- CREC – February 13, 14 and March 19
- LEARN – March 27, 28 and May 5
- ACES – January 23, 24 and March 5

Next Steps for Districts in 2024-25

Suggestions for District Planning

Suggestions to begin the transformation to the new proposed CT Guidelines 2023:

- PDEC Guidance has been developed to ensure that PDECs have the information and resources needed to ensure successful implementation of the new, proposed CT Guidelines (2023), and including design elements for professional learning. More information will be provided regarding content, dates and times (tentative date: July 2023).
- **Created PDEC SELF-REFLECTION for Planning and Implementation Readiness**
- Celebrate goals that have been accomplished and look forward to a reimagined system that is focused on:
 - Emerging research and best practices in the field of education
 - Professional learning to develop systems of continuous improvement for educator/leader practice and student outcomes
 - Provides opportunities to address the continued impact of the COVID-19 pandemic on students, teachers, administrators, families, and school communities.

Continued on next slide

Next Steps for Implementation in 2024-25

Suggestions for District Planning (continued)

Suggestions to begin the transformation to the new proposed CT Guidelines 2023 (continued):

- Become familiar with [Learning Forward's Standards for Professional Learning \(April 2022\)](#).
 - [CSDE Standards for Professional Learning](#) are still valid. These were developed based on the previous version of the Learning Forward Standards for Professional Learning.
- Consider a process to determine mutual agreement among PDEC members.
 - The Consensus Protocol and Gradients of Agreement process (slides #6 and #7 were successful as the EES Council engaged in this process of reimagining educator evaluation and support).
- Begin to plan a 2023-24 timeline that includes ongoing PDEC meetings throughout the year:
 - To develop a revised educator evaluation and support plan aligned to the CT Guidelines 2023, pending adoption by the SBE in June 2023, and
 - To provide training for staff on the components and processes of the new proposed CT Guidelines 2023.

Any
Questions

Contact Information

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