

## HAMPTON ELEMENTARY SCHOOL PDEC

It is intended that districts adopt the Flexibilities for Implementing the Guidelines 2017 in its entirety for the 2021-2022 school year. Districts should follow their most recently approved CSDE educator evaluation and support plan (EESP) for all other areas of the Guidelines 2017 not described in the Flexibilities below.

Reasoning and Purpose to the Flexibilities: As the impact of the COVID-19 pandemic will continue into the 2021-22 school year, a balanced approach to returning educators, staff and students back to in-person teaching and learning, and to support student and educator growth and improvement, will be necessary.

These are the flexibilities as outlined by the CSDE the Hampton Elementary School PDEC considered and agreed upon for the next step to have the Hampton Board of Education approve.

Flexibilities to adopt as outlined and provided by the CT State Department of Education (CSDE).  Flexibility	Support Information
1. One goal - can be academic or SEL	Academic: Math or Social Studies (teachers may opt for other subjects as to what best fits their needs-mutual agreement required)  SEL: Development of a community in which every school member can grow, adapt, connect and navigate life's challenges together because they can be seen, supported and valued. (continuation of 2020 - 2021 goal)
2. No standardized indicator - doesn't have to be mathematically quantified	More detail on page 9 of CSDE Flexibilities Plan  Teachers will still have to show how students have grown (academically or social-emotionally), but may be demonstrated qualitatively rather than calculated mathematically.
3. # of observations are reduced for most teachers. Formal observations are not required for most teachers but one is recommended for beginning teachers or any teacher on an assistance plan.  Educators in support roles who do not have a classroom may substitute a review of practice for classroom observations.	Reduce the following: 1st and 2nd year teachers from 3 formal observations to 1; our TEVAL plan.
4. Beginning teachers maintain frequent but shorter observations	These teachers are also part of T.E.A.M. and so, will maintain up to 3 observations with pre/post conferences recommended and aligned with their growth module. (Teacher Education and Mentoring Program)

**PD Committee Members voted to approve this document to share with the Hampton Board of Education**

ATTACHMENTS: [Flexibilities for Implementing the Connecticut Guideline](#)