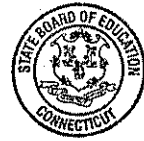




STATE OF CONNECTICUT  
BOARD OF EDUCATION



TO: Superintendents of Schools  
Superintendents of Unified School Districts  
Directors of Public Charter Schools  
Directors of Approved Private Special Education Programs  
Executive Directors of Regional Educational Service Centers

FROM: Charlene M. Russell-Tucker, Acting Commissioner of Education *CRJ*

DATE: June 9, 2021

SUBJECT: **Flexibilities for Implementing the *CT Guidelines for Educator Evaluation 2017 for the 2021-2022 School Year***

**Background**

Pursuant to Connecticut General Statutes (C.G.S.) Section 10-151d, the Connecticut State Department of Education (CSDE) reconvened the Educator Evaluation and Support 2022 Council (EES 2022), known in C.G.S. as the Performance Evaluation Advisory Council (PEAC), to begin the process to 'reimagine' Connecticut's educator evaluation in its entirety for the academic year 2021-22 and beyond. The first step in the process of 'reimagining' educator evaluation was to update and revise the current *Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017 (Guidelines)* in 2020-21 to what is allowable within the current *Guidelines* and in alignment with C.G.S. Section 10-151b considering that Governor Lamont's Executive Order 7C will have expired for the 2021-22 school year.

Therefore, EES 2022 recommended updates to the *Flexibilities* for the school year 2021-22. The CSDE then recommended to the Connecticut State Board of Education (SBE) to approve the updated *Flexibilities* for the school year 2021-22. On June 2, 2021, the SBE approved the *Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017 for the 2021-2022 School Year* for district adoption for the 2021-22 school year.

**Flexibilities 2021-22**

As the impact of the COVID-19 pandemic continues 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. As such, the attachment, *Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017 for the 2021-2022 School Year (Flexibilities 2021-22)*, prioritize the need to focus on:

- social and emotional learning and overall well-being of students, staff, and educators;
- equitable learning opportunities for all students;
- culturally responsive teaching and learning practices;
- academic achievement; and
- engagement with families.

These flexibilities are provided to facilitate support, feedback, and growth for Connecticut educators, in order to best meet the needs of students.

A summary of the components described in the Flexibilities 2021-22 are described below. For further detail, please refer to the attachment:

- Student Learning Indicators (45%) for both teachers and administrators
- Observation of Performance and Practice (40%) including definitions for informal observations, formal observations, in-class observations, and reviews of practice
- Stakeholder Feedback (10%)
- Whole-School Student Learning Indicators/Teacher Effectiveness Outcomes (5%)
- 4-Level Matrix Rating System including end-of-year summative reviews, holistic review of evidence, and reporting of aggregate evaluation ratings due to the CSDE by September 15, 2022

### **Adopting the Flexibilities 2021-22**

Local education agencies (LEAs) that choose to adopt these flexibilities must do so through the mutual-agreement process of the Professional Development and Evaluation Committee (PDEC) and the local board of education. It is intended that districts adopt the Flexibilities 2021-22 in their entirety for the 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 2021-22.

If an LEA adopted the Flexibilities for 2020-21 school year, the PDEC must determine, through mutual agreement with the local board of education, whether to adopt the Flexibilities for the 2021-22 school year or continue with their most recent CSDE-approved EESP. *The Flexibilities in place for the 2020-2021 school year will not apply for the 2021-2022 school year as Governor Lamont's Executive Order 7C will have expired.*

### **Submitting to Adopt Flexibilities 2021-22 or an Amendment Request**

LEAs intending to adopt the Flexibilities for the 2021-22 school year or submit a request for an amendment to their CSDE-approved EESP should complete the EESP checklist prior to October 1, 2021.

Contact the CSDE consultant assigned to your region to discuss questions from your PDEC.

- Sharon Fuller- [sharon.fuller@ct.gov](mailto:sharon.fuller@ct.gov) – (CES, EDADVANCE, LEARN)
- Kimberly Audet- [kimberly.audet@ct.gov](mailto:kimberly.audet@ct.gov) – (ACES, CREC, EASTCONN)

Thank you for your continued commitment to the evaluation and support of Connecticut's educators.

CRT:ka

Attachment

## ATTACHMENT

### **Flexibilities for Implementing the *CT Guidelines for Educator Evaluation 2017* for the 2021-2022 School Year (Flexibilities 2021-22) June 2, 2021**

The Connecticut State Department of Education (CSDE) is providing flexibilities to the fundamental requirements of the *CT Guidelines for Educator Evaluation 2017 (Guidelines)* for the 2021-22 school year. Local education agencies (LEAs) that choose to adopt these flexibilities must do so through the mutual-agreement process of the Professional Development and Evaluation Committee (PDEC) and the local board of education. 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.

#### **Overview**

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. As such, the Flexibilities for Implementing the *Guidelines 2017* for 2021-22 (*Flexibilities 2021-22*) prioritize the need to focus on:

- social and emotional learning and overall well-being of students, staff, and educators;
- equitable learning opportunities for all students;
- culturally responsive teaching and learning practices;
- academic achievement; and
- engagement with families.

These flexibilities are provided to facilitate support, feedback, and growth for Connecticut educators, in order to best meet the needs of students.

Student Learning Indicators and measures of accomplishment will prioritize students with the most significant needs and will align with the following:

- the school's focus on social and emotional learning;
- school and/or district improvement goals;
- addressing identified areas of need based on current data;
- performance skills in courses such as career technical trades, music, art, or physical education; or
- content-related standards.

#### **Student Learning Indicators (45%)**

**Justification:** As educators begin the new school year, following a year that has been very different from the traditional approach to teaching and learning, it is important for educators to focus on:

- supporting the wellness of the whole child,
- equitable learning opportunities for all students, and
- providing support to students who have challenges in attaining learning goals.

It is also important for school and district leaders to focus on supporting educators and staff, as well as to be supported, regarding their overall well-being and that of their staff.

## Key Definitions

**Holistic Indicators of Student Growth:** Student growth towards goal indicators should be measured through a holistic review of evidence, mutually agreed upon between the teacher and evaluator, which may include artifacts, district created formative assessments, student work samples/portfolios, student surveys, mastery-based demonstrations of academic achievement, etc.

**Measures of Accomplishment:** Measures of Accomplishment could be demonstrated by implementation of individual, grade-level, or school-wide strategies mutually agreed upon between the teacher and evaluator. The following are examples of demonstrating measures of accomplishment. This list does not preclude other methods that are mutually agreed upon.

- Evidence of implementing a new strategy throughout the year to address an identified area(s) of need;
- Evidence of analyzing data, developing and implementing strategies to improve learning for students with the most significant needs;
- Evidence of engaging parents throughout the year in supporting the learning process for students;
- Evidence of strategies implemented to increase the engagement of students in the learning process;
- Evidence of incorporating culturally responsive teaching strategies into daily lessons;
- or
- Measuring academic achievement of students.

**Mutual Agreement:** Goals and corresponding indicators must be reached through mutual agreement between the educator and evaluator. Goals should be informed by a thorough review of available data including but not limited to baseline performance data, district and/or school based goals, climate survey results, family and/or community feedback or SEL needs. When the evaluator and the educator cannot agree on goal/objective, evaluation period, feedback or the professional development plan, follow the dispute resolution steps of the district's most recently approved CSDE-EESP.

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

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

While only one student learning goal is required, teachers are able to develop more than two indicators or measures of accomplishment to expand the areas of progress, growth, or accomplishment addressed through one student learning goal. Indicators or measures of accomplishment must be mutually agreed upon between the teacher and evaluator during the goal-setting process and could be demonstrated by implementation of school-wide, grade-level, or individual strategies.

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

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

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

### **Observation of Performance and Practice (40%)**

**Justification:** As the social and emotional well-being of students and staff will be a priority during 2021-2022, it is recommended that observations of performance and practice, site visits, and reviews of practice/artifacts be formative in nature, and take place more frequently and for shorter amounts of time throughout the school year for the purpose of providing feedback and support. Evaluators are encouraged to focus on educator practice that supports social and emotional learning, the health and well-being of staff and students, and student learning.

Written feedback from observations should be based on evidence collected and current CSDE-approved rubrics. Feedback should be formative in nature and include recommendations for growth and professional learning. Please reference the At-a-Glance Crosswalks for Social and Emotional (SEL) Core Competencies, SEL Teaching Practices, and the CCT Rubric for Effective Teaching 2017 Alignment, as well as the CT Learning Hub, that includes resources for social and emotional learning for students, student engagement, family engagement, cultural responsiveness, and academic achievement.

### **Observation Process for Teachers:**

#### **Key Definitions**

**Informal Observation:** In-class observations less than 20 minutes, with verbal and/or written feedback within a timely manner.

**Formal Observation:** In-class observations of at least 20 minutes, with verbal and/or written feedback within a timely manner.

**In-Class Observation:** Observations of the interaction between educators and students in the learning environment most reflective of the educator's assignment. In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that evaluators use a combination of announced and unannounced observations.

**Reviews of Practice:** Reviews of Practice/non-classroom observations include, but are not limited to, observations of data team meetings, observations of coaching/mentoring other teachers, student work, or other teaching artifacts.

**NOTE:**

**Non-Classroom Based Educators**, who are being evaluated using the SESS rubric, reviews of practice may be used in place of informal observations. Reviews of practice/non-classroom observations for non-classroom based educators may also include, but are not limited to, diagnostic reports, summary of counseling strategies used and impact on student progress, evidence of supporting students with the most significant needs, summary of coaching and training provided for colleagues and impact of training.

Districts may adjust the requirement for formal in-class observations, as appropriate, if shorter, more frequent observations will take place. For first and second year teachers, and teachers on an improvement and remediation plan, a post-conference is recommended.

- A minimum of two informal observations and a minimum of one review of practice for teachers with more than two years of experience and who were rated Proficient or Exemplary during the 2018-19 school year and/or maintained Proficient or Exemplary practice during 2020-2021.
- A minimum of three informal observations and a minimum of one review of practice for first and second year teachers and teachers who demonstrated Developing or Below Standard practice during 2020-2021.

Evaluators are encouraged to provide additional opportunities to check in with staff regarding social and emotional well-being and support, and may implement additional observations and/or reviews of practice as needed.

**Observation Process for Administrators:**

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

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

Evaluators are encouraged to provide additional opportunities to check in with administrators regarding social and emotional well-being and support, and may implement additional site visits/artifact reviews as needed.

**Stakeholder Feedback (10%)**

**Justification:** Engaging with families continues to be essential in supporting the social and emotional well-being of students and their academic learning. The CSDE is committed to supporting educators in their support of, and engagement with, the families of our students. It is recommended that educators prioritize the focus on implementing strategies for ongoing communication and engagement with families.

### Whole-School Student Learning Indicators/Teacher Effectiveness Outcomes (5%)

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

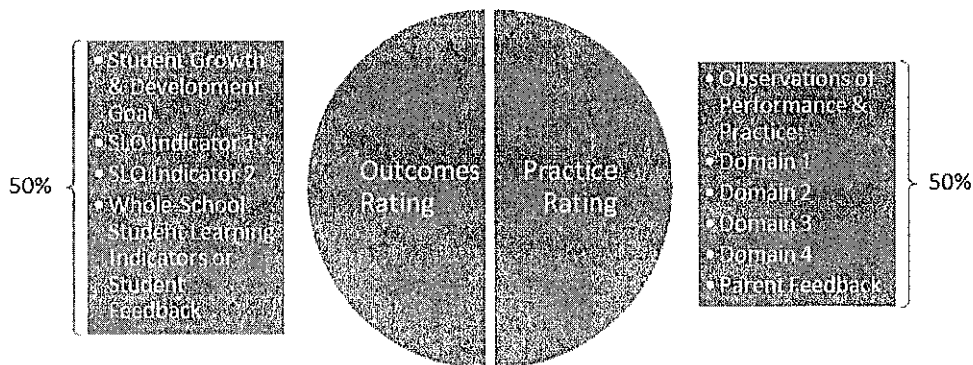
- follow their most recently approved CSDE-EESP, or
- for educators to focus on one of the following special areas of focus to support their professional practice and/or to support a school-wide area of focus, including, but not limited to:
  - social and emotional learning,
  - providing equitable learning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

### 4-Level Matrix Rating System

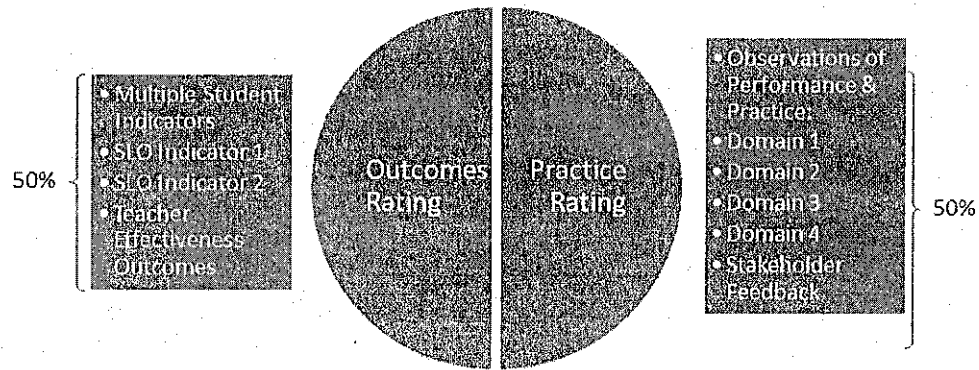
Summative ratings will be required for the 2021-2022 school year.

- End-of-year summative reviews shall include a teacher/administrator self-assessment, supporting documentation/artifact review and an end-of-year conference.
- Summative ratings shall be determined by:
  1. a holistic review of evidence in each component,
  2. combining the rating for student learning goals and whole-school student learning indicators/educator effectiveness/special area of focus for an **Outcomes Rating**,
  3. combining educator practice and stakeholder feedback for a **Practice Rating**, and
  4. combining the **Outcomes Rating** and the **Practice Rating** to a **Final Rating** aligned to one of four performance designations (See Sample Summative Form Template attachment):
    - Exemplary
    - Proficient
    - Developing
    - Below Standard

### Example: Teacher Holistic Rating



### Example: Administrators Holistic Rating



- Districts shall report to their local or regional board of education the status of educator evaluations by June 1, 2022.
- The reporting of aggregate evaluation ratings will be due to the CSDE by September 15, 2022.

Within the current rating system, districts may consider performance levels based on levels of engagement/implementation of strategies to accomplish goals.

#### **Evaluation-based Professional Learning**

It is recommended that Professional Learning needs be discussed during the goal-setting conference, and be reviewed as part of mid-year check-ins. This will ensure ongoing support as educators adapt and adjust to the potential for varied teaching and learning environments due to the monitoring of COVID-19 factors.

#### **Individual Improvement and Remediation Plans**

Communication between evaluators, educators, and the exclusive bargaining representative should take place regarding the status of existing plans. Primary evaluators should provide formative documentation when developing a plan in consultation with the educator and exclusive bargaining representative.



# Final Holistic Summative Rating - TEACHERS

Teacher:		Evaluator:			
Tenured: <input type="checkbox"/> Non-Tenured: <input type="checkbox"/>					
School:					
Position:					
School Year:					
<p><b>Brief Summary of 2021-2022 School Year</b>  <i>Examples of areas for educators and their evaluators to describe:</i></p> <ul style="list-style-type: none"> <li>• Highlights</li> <li>• Celebrations</li> <li>• Challenges</li> <li>• Reflections about students (student learning, student progress, social and emotional well-being)</li> <li>• On-going professional learning</li> </ul> <p><i>Suggestions for priorities and supports needed for the transition back to school in the Fall may also be provided.</i></p>					
<b>OUTCOMES RATING (50%)</b>		<b>BELOW STANDARD</b>	<b>DEVELOPING</b>	<b>PROFICIENT</b>	<b>EXEMPLARY</b>
SLO Indicator #1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SLO Indicator #2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Whole-School Student Learning Indicator/Student Feedback		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PERFORMANCE RATING (50%)</b>		<b>BELOW STANDARD</b>	<b>DEVELOPING</b>	<b>PROFICIENT</b>	<b>EXEMPLARY</b>
Observation of Performance & Practice					
Domains:					
Domain 1 – Classroom Environment, Student Engagement and Commitment to Learning		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain 2 – Planning for Active Learning		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain 3 – Instruction for Active Learning		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain 4 – Professional Responsibilities and Teacher Leadership		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Feedback		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluator Comments:				
Teacher Comments:				
Final Holistic Summative Rating	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY

☐ Check here if Improvement & Remediation Plan has been recommended.

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_

## Final Holistic Summative Rating - ADMINISTRATORS

<b>Administrator:</b>	<b>Evaluator:</b>			
<b>School:</b>				
<b>Position:</b>				
<b>School Year:</b>				
<b>Brief Summary of 2021-2022 School Year</b> <i>Examples of areas for educators and their evaluators to describe:</i> <ul style="list-style-type: none"> <li>Highlights</li> <li>Celebrations</li> <li>Challenges</li> <li>Reflections about students (student learning, student progress, social and emotional well-being)</li> <li>On-going professional learning</li> <li>Suggestions for priorities and supports needed for the transition back to school in the Fall may also be provided.</li> </ul>				
<b>OUTCOMES RATING (50%)</b>				
	<b>BELOW STANDARD</b>	<b>DEVELOPING</b>	<b>PROFICIENT</b>	<b>EXEMPLARY</b>
SLI Indicator #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SLI Indicator #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Effectiveness Outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PERFORMANCE RATING (50%)</b>				
<b>Observation of Performance &amp; Practice</b>				
<b>Domains:</b>				
Domain 1 – Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain 2 – Talent Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain 3 – Organizational Systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domain 4 – Culture and Climate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stakeholder Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluator Comments:				
Administrator Comments:				
Final Holistic Summative Rating	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY

☐ Check here if Improvement & Remediation Plan has been recommended.

Administrator Signature \_\_\_\_\_ Date \_\_\_\_\_


Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_



STATE OF CONNECTICUT  
STATE BOARD OF EDUCATION



TO: Superintendents of Schools  
Superintendents of Unified School Districts  
Directors of Public Charter Schools  
Directors of Approved Private Special Education Programs  
Executive Directors of Regional Educational Service Centers

FROM: Dr. Miguel A. Cardona, Commissioner 

DATE: August 11, 2020

SUBJECT: **Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017 for the 2020-2021 School Year**

The disruption to our educational system during the COVID-19 pandemic has been significant and has affected multiple systems within our schools. As each local educational agency (LEA) prepares for the return to school, the CT State Department of Education (CSDE) is providing one-time flexibilities within the *Guidelines for Educator Evaluation 2017 (Guidelines)* and Connecticut General Statute Section 151b. Pursuant to Executive Order 7C, this document reflects my order implementing these flexibilities, which take effect immediately and will be in place for the 2020-2021 school year only.

These flexibilities reflect the critical importance of the social and emotional learning and well-being of students and educators during the upcoming academic year, while maintaining meaningful feedback and substantive evaluation of educators and administrators. Although this is a short-term approach, the CSDE is committed to engaging partners in reimagining educator evaluation and support for future years. This academic year the CSDE will convene educational stakeholders to work hand in hand to reimagine CT's educator evaluation and support system in its entirety. Our goal will be to complete this process in spring 2021 in order for districts to plan for and implement in the 2021-2022 school year.

A summary of the *Guidelines* flexibilities for 2020-2021 is included below. For further detail, please refer to the attachment.

**Student Learning Indicators**

Districts may focus Student Learning components on social and emotional learning, student engagement, and family engagement.

**Teachers:** A minimum of one goal with a minimum of two indicators or measures of accomplishment focused on social and emotional learning for students, student engagement, and/or family engagement.

**Administrators:** A minimum of two indicators or measures of accomplishment focused on the re-opening of schools, supporting well-being of staff and students, supporting distance teaching and learning, and/or health and safety of students, staff, and the school community.

Districts may adjust the requirement for formal in-class observations, as appropriate, if shorter, more frequent observations will take place. Written feedback from observations should be based on current, CSDE-approved rubrics, be formative in nature, and include recommendations for professional learning.

**Teachers:** A minimum of two and three informal observations for teachers based on years of experience and previous summative ratings. All teachers complete a minimum of one review of practice.

**Administrators:** A minimum of two and three site visits for administrators based on years of experience in the profession and/or district and previous summative ratings. All administrators complete a minimum of two artifact reviews.

#### **4-Level Matrix Rating System**

Summative ratings are waived for the 2020-2021 academic year as a direct result of the disruption of the pandemic and executive orders affecting our educational system, including the waiver of student assessments and teacher evaluations last year. These changes impacted some of the fundamental data typically used to contribute to the standard evaluation process. This waiver of summative ratings does not change the expectation that evaluators will provide substantive feedback to educators. Based on data and evidence collected throughout the year, educators will complete a self-assessment, and evaluators will complete a narrative summary of the educator's performance.

#### **Improvement and Remediation Plans**

These flexibilities should not be interpreted to mean improvement and remediation plans are unnecessary. Any evaluator who continues to have concerns about an educator's performance should ensure it is appropriately communicated and documented, and development opportunities are provided, even without summative ratings. Communication between evaluators, educators, and the exclusive bargaining representative should take place regarding the status of existing plans. Primary evaluators should provide formative documentation when developing a plan in consultation with the educator and exclusive bargaining representative.

#### **Amendment Requests**

LEAs that choose to adopt these flexibilities must do so through the mutual-agreement process of the Professional Development and Evaluation Committee (PDEC) and superintendent. Once mutual-agreement has been reached, an LEA may begin implementation of the flexibilities. LEAs that intend to utilize 2020-2021 flexibilities will be asked to notify the Bureau of Educator Effectiveness and Professional Learning by October 1, 2020 consistent with the EESP amendment process. The link to request EESP amendments will be included in a subsequent communication. Districts not using the flexibilities will assume their most recent CSDE-approved plan.

Guidance and resources to support the implementation of effective Student Learning Indicators and informal observation protocols for in-person, hybrid and virtual learning environments will be forthcoming to assist LEAs in adopting available flexibilities.

Contact the CSDE consultant assigned to your region to discuss questions from your PDEC.

- o Sharon Fuller- [sharon.fuller@ct.gov](mailto:sharon.fuller@ct.gov) – (CES, EDADVANCE, LEARN)
- o Kimberly Audet- [kimberly.audet@ct.gov](mailto:kimberly.audet@ct.gov) – (ACES, CREC, EASTCONN)

Thank you for your continued commitment to the evaluation and support of Connecticut's educators.

SKT:ka

**Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017  
(Guidelines) for the 2020-2021 School Year  
August 11, 2020**

Given the conditions of the COVID-19 pandemic, the impact on the re-opening of schools, and the critical importance of the social and emotional learning and well-being of students and educators during the upcoming academic year, the CT State Department of Education (CSDE) is providing flexibilities to the fundamental requirements of the *CT Guidelines for Educator Evaluation (Guidelines)* and Connecticut General Statute Section 10-151b to support individual and collective educator practices in order to improve student growth.

These flexibilities were developed to facilitate support, feedback, and growth for CT educators in order to best meet the needs of students.

**Student Learning Indicators (45%)**

**Justification:** In order for students to achieve academically, their primary needs of safety and well-being must first be addressed. Educators share these needs as well, as they strive to meet the needs of their students. Due to the COVID 19 pandemic, leading to the closure of school buildings, the cancellation of state-wide assessments, the rapid transition to remote learning models, and the impacts on social and emotional well-being caused by health and safety precautions, the CSDE is providing flexibility for the Student Learning components of Educator Evaluation and Support in order to prioritize a focus on social and emotional learning and overall well-being of staff and students.

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

- social and emotional learning for students,
- student engagement, and/or
- family engagement.
- An academic goal may be considered, with mutual agreement.

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

**Administrators will** develop a minimum of two student learning indicators or measures of accomplishment focused on:

- the re-opening of schools,
- supporting the health and safety, and social and emotional well-being, of staff and students,
- supporting remote and distance teaching and learning,
- mastery-based learning, and/or
- ensuring equity for the most vulnerable students and their families.

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

**Observation of Performance and Practice (40%)**

**Justification:** Given the overall goal of fully re-opening schools, while recognizing the reality that the context of leading, teaching and learning via pandemic health and safety precautions and/or

distance learning procedures may look different during this school year, the CSDE is providing flexibility for the Observation of Performance and Practice components of Educator Evaluation and Support.

As the social and emotional well-being of students and staff will be a priority during 2020-2021, it is recommended that observations of performance and practice be formative in nature, and take place more frequently and for shorter amounts of time throughout the school year for the purpose of providing feedback and support. Evaluators are encouraged to focus on educator practice that supports social and emotional learning, and health and well-being of staff and students in in-person, blended, and remote learning environments.

Written feedback from observations should be based on current, CSDE-approved rubrics, be formative in nature, and include recommendations for professional learning.

#### **Observation Process for Teachers:**

Districts may adjust the requirement for formal in-class observations, as appropriate, if shorter, more frequent observations will take place.

- A minimum of two observations and a minimum of one review of practice for teachers with more than two years of experience and who maintained Proficient or Exemplary practice during 2019-2020.
- A minimum of three informal observations and a minimum of one review of practice for first and second year teachers, and teachers who demonstrated Developing or Below Standard practice during 2019-2020.

#### **Observation Process for Administrators:**

Districts may consider that given the changes that are taking place for the re-opening of schools for 2020-2021, artifact reviews may replace one of the required site visits required in the *Guidelines*.

- A minimum of two site visits for administrators with two or more years of experience and who maintained Proficient or Exemplary practice during 2019-2020.
- A minimum of three site visits, with additional site visits, as needed, for administrators who are new to the profession or the district, or who demonstrated Developing or Below Standard practice during 2019-2020.

#### **Stakeholder Feedback (10%)**

**Justification:** Engaging with families continues to be essential in supporting the overall success of students in school. As families have had to adjust to remote learning for students from home, caring for family members while working from home and/or ensuring child care while working outside of the home, and addressing the impacts on health, safety, financial and food security, the CSDE is committed to supporting educators in their support of and engagement with the families of our students.

It is recommended that educators prioritize the focus on implementing strategies for ongoing communication and engagement with families.

#### **Whole-School Student Learning Indicators/Teacher Effectiveness Outcomes (5%)**

Districts should follow their most recently approved CSDE-EESP.



#### **4-Level Matrix Rating System**

**Justification:** Given that ratings have been waived for the 2020-2021 academic year, it is important for educators and their evaluators to communicate about educators' progress, potential concerns, and relevant professional learning. In order to promote support and growth for educators, feedback from observations of performance and practice should be conveyed in writing, as should feedback about the accomplishment of student learning goals/indicators.

This waiver of summative ratings does not change the expectation that evaluators will provide substantive feedback to educators.

- Educators shall still complete a self-assessment based on evidence and data collected throughout the school year, and submit to their evaluators no later than the date in the district's EESP.
- Evaluators shall provide a narrative summary highlighting commendations, areas for improvement, and recommendations to the educator prior to the end of the school year.
- The reporting of aggregate evaluation ratings to the CSDE by September 15, 2021, is waived.
- Districts shall inform their local or regional board of education the implications of the Governor's Executive Order No. 7C on Educator Evaluation and Support.

#### **Evaluation-based Professional Learning**

It is recommended that professional learning needs be discussed during the goal-setting conference and be reviewed as part of mid-year check-ins. This will ensure ongoing support as educators adapt and adjust to the potential for varied teaching and learning environments due to the monitoring of COVID-19 factors.

#### **Individual Improvement and Remediation Plans**

These flexibilities should not be interpreted to mean improvement and remediation plans are unnecessary. Any evaluator who continues to have concerns about an educator's performance should ensure it is appropriately communicated and documented, and development opportunities are provided, even without summative ratings. Communication between evaluators, educators, and the exclusive bargaining representative should take place regarding the status of existing plans. Primary evaluators should provide formative documentation when developing a plan in consultation with the educator and exclusive bargaining representative.

**Educator Evaluation and Support 2022 Council**  
**Virtual Meeting 1**  
**April 9, 2021**

Phase I: Recommendations of Flexibilities for 2021-22 School Year				
CT General Statutes 10-151b(c) and CT Guidelines for Educator Evaluation Alignment				
Guideline Requirements	C.G.S. 10-151b(c)	CT Guidelines for Educator Evaluation Teacher	CT Guidelines for Educator Evaluation Administrator	Can EES 2022 Make Guideline Changes and Recommendations to SBE?
Performance Designations - Exemplary, Proficient, Developing, and Below Standard	(A) the use of four performance evaluations designators: Exemplary, proficient, developing and below standard;	2.1 4-Level Matrix Rating System (pg. 5) (1) Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance evaluation designators [...]	3.1 4-Level Matrix Rating System (pg. 15) (1) Annual summative evaluations provide each administrator with a summative rating aligned to one of four performance evaluation designators [...]	<b>No</b> Must have a statutory change.
Multiple indicators of Academic Growth	(B) the use of multiple indicators of student academic growth and development in teacher evaluations;	2.3 Teacher Eval. Components (pgs. 7-8) End-of-year summative review: b. End of Year Conference -- [...] evidence will be produced by using the multiple indicators selected to align with each student learning goal/objective. (c) One half (22.5%) of the indicators of academic growth and development (IAGDs) should be based on a standardized indicator, when available and appropriate[...]. Those without an available standardized indicator will select, through mutual agreement, subject to the local dispute-resolution procedure as described in section 1.3, a non-standardized indicator. [...] While the state mastery test results can be used to identify an area for improvement and focus, they cannot be a measure included in an	3.3 Administrator Evaluation Components (pgs. 17-18) (1)(a) An administrator's evaluation shall be based on at least three locally-determined indicators which align to Connecticut learning standards. For administrators in high schools, selected indicators must include: 1. The cohort graduation rate and the extended graduation rate, as defined in the State's approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.	<b>Yes and No</b> Multiple indicators of academic growth must be included in the Guidelines but EES 2022 has the flexibility to determine how indicators are used in educator evaluation.

		<p><b>educator's student learning objective (SLO):</b></p> <p>The other half (22.5%) of the indicators of academic growth and development may be:</p> <p>1. A maximum of one additional standardized indicator, if there is mutual agreement...]</p> <p>2. A minimum of one non-standardized indicator.</p> <p><b>2.9 Flexibility Components (1)(a) (pg. 13)</b>          [...] (a) For each goal/objective, each teacher, through mutual agreement with his/her evaluator, will select multiple indicators of Academic Growth and Development (IAGD) and evidence of those IAGDs based on the range of criteria used by the district.</p>	<p>(1)(b) For all school-based administrators, selected indicators must be relevant to the student population (e.g., grade levels) served by the administrator's school, [...]</p> <p>(1)(c) For assistant principals, indicators may focus on student results from a subset of teachers, grade levels, or subjects, consistent with the job responsibilities of the assistant principal being evaluated.</p> <p>(1)(d) For central office administrators, indicators may be based on results in the group of schools, group of students, or subject areas most relevant to the administrator's job responsibilities, or on district-wide student learning results.</p>	
How to Assess Academic Growth and Development	<p>(C) methods for assessing student academic growth and development;</p> <p>(D) a consideration of control factors tracked by the state-wide public school information system, pursuant to subsection (c) of section 10-10a, that may influence teacher performance ratings, including, but not limited to, student characteristics, student attendance and student mobility;</p>	<p><b>2.3 Teacher Eval. Components (pg. 8)</b>          (f) [...] In the context of the evaluation of a teacher's performance, 2.3.f.1 is an opportunity to evaluate the degree to which the teacher provides students fair opportunity and 2.3.f.2 is an opportunity to evaluate the context in which the teacher is working to show that the teacher is given fair opportunity. Indicators of academic growth and development should be fair, reliable, valid and useful to the greatest extent possible.</p>	<p><b>3.3 Administrator Evaluation Component</b>          (1) (pg. 18)          In selecting indicators, districts may establish district-wide indicators or may allow administrators and their evaluators to craft mutually agreed-upon student learning objectives specific to that administrator. The school or district must be able to collect adequate information on any chosen indicator to make a fair judgment about whether the administrator met the established goal. When setting targets or objectives, the superintendent or designee must include a review of relevant student</p>	<p><b>Yes</b>          The statute does not describe methods.</p> <p><b>Yes</b>          The statute requires considerations of control factors tracked by the state-wide public school information system but it is not limited to the list.</p>

			<p>characteristics (e.g., mobility, attendance, demographic and learning characteristics). The evaluator and administrator must also discuss the professional resources appropriate to supporting the administrator in meeting the performance targets.</p> <p>For any administrator assigned to a school in "review" or "turnaround" status in the state's accountability system, the indicators used for administrator evaluation must align with the performance targets set out in the school's mandated improvement plan. Districts are encouraged to have such alignment for all administrators.</p>	
Scoring System to determine exemplary, proficient, developing and below standard ratings (Matrix, Observation Protocol, Standards-based Observation Model)	(E) minimum requirements for teacher evaluation instruments and procedures, including scoring systems to determine exemplary, proficient, developing and below standard ratings;	<p><b>2.1 (1)(b) 4-Level Matrix Rating System</b> (pg. 5) Determining summative ratings</p> <p><b>2.3 Teacher Eval. Components</b> (pgs. 9 – 10) Forty percent (40%) of a teacher's evaluation shall be based on observation of teacher practice and performance. Observation protocol, Standards-based Observation Model.</p> <p><b>2.9 Flexibility Components (1)(b)</b> (pg. 13) Observation protocol</p>	<p><b>3.1 (1)(b) 4-Level Matrix Rating System</b> (pg. 15) Determining summative ratings</p> <p>(3) Forty percent (40%) of an administrator's evaluation shall be based on ratings of administrator performance and practice by the district superintendent or her/his designee(s). (pgs. 18-19)</p>	<p><b>Yes</b></p> <p>The statute requires a minimum requirements for instruments and procedures. The Guidelines define those requirements for instruments and procedures such as the observation protocol.</p>
Evaluation Training	(F) the development and implementation of periodic training programs regarding the teacher evaluation and support program to be offered by the local or regional board of	<p><b>2.2 Teacher Evaluation Process</b> (pg. 6)</p> <p>(1) Goal-setting conference (a) Orientation on process – To begin the process, the principal or designee provides the teacher with materials outlining the evaluation</p>	<p><b>3.2 Administrator Evaluation Process</b> (pg. 16)</p> <p>(1)(a) Orientation on process – To begin the process, the superintendent or designee provides the administrator with materials outlining the evaluation process and other</p>	<p><b>Yes</b></p> <p>The statute requires evaluation training but does not describe process.</p>

	education or regional educational service center for the school district to teachers who are employed by such local or regional board of education and whose performance is being evaluated and to administrators who are employed by such local or regional board of education and who are conducting performance evaluations;	process and other information as appropriate and meets and reviews these materials. The orientation shall not occur later than November 15 of a given school year.  Pg. (10) (f) Districts shall provide all evaluators with training in observation and evaluation, and how to provide high-quality feedback. Districts shall describe how evaluators must demonstrate proficiency on an ongoing basis in conducting teacher evaluations.	information as appropriate. Process information provided in orientation must include the rubric used for assessing administrator practice, the instruments to be used to gather feedback from staff, families, and/or students and their alignment to the rubric, the process and calculation by which all evaluation elements will be integrated into an overall rating.	
		<b>2.7 Orientation Programs (pg. 12)</b> The local or regional board of education or regional educational service center for the school district shall offer annual orientation programs regarding the teacher evaluation and support system to teachers who are employed by such local or regional board of education and whose performance is being evaluated.	<b>3.7 Orientation Programs (pgs. 20-21)</b> The local or regional board of education or regional educational service center for the school district shall offer annual orientation programs regarding the administrator evaluation and support program to administrators who are employed by such local or regional board of education and whose performance is being evaluated and shall train administrators who are employed by such local or regional board of education and who are conducting performance evaluations.	
Professional Development	(g) the provision of professional development services based on the individual or group of individuals' needs that are identified through the evaluation process;	<b>2.4 Evaluation-based Professional Learning (pg. 12)</b> Districts and schools shall provide professional learning opportunities for teachers, pursuant to subsections (a) and (b) of Sec. 10-148 of the 2012 Supplement (C.G.S.), based on the individual or group of individuals' needs that are identified through the evaluation process. These learning	<b>3.4 Evaluation-based Professional Learning (pg. 20)</b> Districts and schools shall provide professional learning opportunities for administrators, pursuant to subsection (b) of Sec. 10-220a of the 2012 Supplement (C.G.S.), based on the individual or group of individuals' needs that are identified through the evaluation process. These learning	<b>Yes</b> The statute requires evaluation training but does not describe process.

		opportunities shall be clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observation of professional practice or the results of stakeholder feedback. See appendix for statutory language referenced.	opportunities shall be clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observation of professional practice or the results of stakeholder feedback include the provision of useful and timely feedback and improvement opportunities. See appendix for statute language referenced.	
Improvement and Remediation Plans	(h) the creation of individual teacher improvement and remediation plans for teachers whose performance is developing or below standard, designed in consultation with such teacher and his or her exclusive bargaining representative for certified teachers chosen pursuant to section 10-153b, and that (i) identify resources, support and other strategies to be provided by the local or regional board of education to address documented deficiencies, (ii) indicate a timeline for implementing such resources, support, and other strategies, in the course of the same school year as the plan is issued, and (iii) include indicators of success including a summative rating of proficient or better immediately	<b>2.5 Individual Teacher Improvement and Remediation Plans (pg. 12)</b> Districts shall create plans of individual teacher improvement and remediation for teachers whose performance is developing or below standard, developed in consultation with such teacher and his or her exclusive bargaining representative for certified teachers chosen pursuant to section 10-153b of the 2012 Supplement (C.G.S.), and that (A) identify resources, support and other strategies to be provided by the local or regional board of education to address documented deficiencies, (B) indicate a timeline for implementing such resources, support, and other strategies, in the course of the same school year as the plan is issued, and (C) include indicators of success including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.	<b>3.5 Individual Administrator Improvement and Remediation Plans (pg. 20)</b> Districts shall create plans of individual administrator improvement and remediation for principals whose performance is developing or below standard, developed in consultation with such administrator and his or her exclusive bargaining representative for certified administrators chosen pursuant to section 10-153b of the 2012 Supplement (C.G.S.), and that (A) identify resources, support and other strategies to be provided by the local or regional board of education to address documented deficiencies, (B) indicate a timeline for implementing such resources, support, and other strategies, in the course of the same school year as the plan is issued, and (C) include indicators of success including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.	<b>Yes</b>  The statute requires evaluation training but does not describe process.

	at the conclusion of the improvement and remediation plan;			
Career Development and Professional Growth	(1) opportunities for career development and professional growth; and	2.6 Career Development and Growth (pg. 12) Districts must provide opportunities for career development and professional growth based on performance identified through the evaluation process. Examples of opportunities include, but are not limited to: observation of peers; mentoring/coaching early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities for their peers; differentiated career pathways; and targeted professional development based on areas of need.	3.6 Career Development and Growth (pg. 20) Districts must provide opportunities for career development and professional growth based on performance identified through the evaluation process. Examples of opportunities include, but are not limited to: observation of peers; mentoring/coaching early-career administrators; participating in development of administrator improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities for their peers; differentiated career pathways; and, targeted professional development based on areas of need.	<b>Yes</b>  The statute does not describe opportunities or process.
Validation of Ratings	(1) a validation procedure to audit evaluation ratings of exemplary or below standard by the department or a third-party entity approved by the department.			<b>YES</b>  C.G.S. 10-151j addresses audits of teacher evaluation and support programs.
Defining Effectiveness and Ineffectiveness		2.8 Defining Effectiveness and Ineffectiveness (pg. 12) Each district shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system.	3.8 Defining Effectiveness and Ineffectiveness (pg. 21) (1) Each district shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system.	<b>YES</b>  Not addressed in statute.

<p>Student and Educator Support Specialists (SESSs)</p>	<p><b>4.1 Flexibility from Core Requirements for the Evaluation of Teachers (pg. 22-23)</b></p> <p>(1) SESSs shall have a clear job descriptions and delineation of their role and responsibilities in the school to guide the setting of indicators of academic growth and development, feedback and observation.</p> <p>(2) Because of the unique nature of the roles fulfilled by SESSs, districts shall be granted flexibility in applying the Core Requirements of teacher evaluation in the following ways:</p> <p>(a) Districts shall be granted flexibility in using indicators of Academic Growth and Development to measure attainment of goals and/or objectives for student growth</p> <p>(b) Because some SESSs do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance at the beginning of the school year.</p> <p>(c) When student, parent and/or peer feedback mechanisms are not applicable to SESSs, districts may permit local development of short feedback mechanisms for students, parents, and peers specific to</p>	<p><b>YES</b></p> <p>Not addressed in statute.</p>
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		particular roles or projects for which the Student and Educator Support Specialists are responsible.	
Central Office Administrators			<p><b>3.3 Administrator Evaluation Components</b> (pgs. 17-19)</p> <p>(1) Forty five percent (45%) of an administrator's summative rating shall be based on multiple student learning indicators.</p> <p>(a) For 092 holders serving in central office administrative roles, districts shall rate performance based on results in the group of schools, group of students, or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results.</p> <p>(d) For central office administrators, indicators may be based on results in the group of schools, group of students, or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results.</p> <p>(3) Forty percent (40%) of an administrator's evaluation shall be based on ratings of administrator performance and practice by the district superintendent or her/his designee(s).</p> <p>For central office administrators, a rubric is not required. Districts may generate ratings from evidence collected directly from the</p>

			<p>Common Core of Learning: Connecticut School Leadership Standards (CCL:CSLS). Criteria for Proficient should be discussed during the goal-setting conference at the beginning of the year.</p> <p>(4) Ten percent (10%) of an administrator's summative rating shall be based on feedback from stakeholders on areas of principal and/or school practice described in the Connecticut Leadership Standards. Central office administrators shall be rated based on feedback from the stakeholders whom the administrator directly serves.</p>	
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# **At-a-Glance Crosswalk 1: The Five Social and Emotional Core Competencies (CASEL) and CCT Rubric for Effective Teaching 2017 Alignment**

## **Additional Resources:**

2013 CASEL Guide: Effective Social and Emotional Learning Programs, Preschool and Elementary Edition

2015 CASEL Guide: Effective Social and Emotional Learning Programs, Middle and High School Edition

	The Five Social and Emotional Learning Core Competencies (CASEL, 2013)				
	Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision making
Domain 1 - Classroom Environment, Student Engagement and Commitment to Learning	Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:				
INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.					
INDICATOR 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.					
INDICATOR 1c: Maximizing instructional time by effectively managing routines and transitions.					
Domain 3 - Instruction for Active Learning	Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:				
INDICATOR 3a: Implementing instructional content for learning.					
INDICATOR 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.					
INDICATOR 3c: Assessing and monitoring student learning, providing feedback to students, and adjusting instruction.					

## At-a-Glance Crosswalk 2: SEL Teaching Practices (GTL) and CCT Rubric for Effective Teaching 2017 Alignment

Additional Resource: Teaching the Whole Child (GTL, 2014)

SEL Teaching Practices (GTL)	CCT Rubric for Effective Teaching 2017 Indicators
Student-Centered Discipline	<p>INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.</p> <p>INDICATOR 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.</p> <p>INDICATOR 1c: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.</p>
Teacher Language	<p>INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.</p> <p>INDICATOR 1c: Maximizing instructional time by effectively managing routines and transitions.</p> <p>INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.</p>
Responsibility and Choice	<p>INDICATOR 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</p> <p>INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.</p>
Warmth and Support (Teacher and Peer)	<p>INDICATOR 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</p> <p>INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.</p>
Cooperative Learning	<p>INDICATOR 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</p> <p>INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.</p>
Classroom Discussions	<p>INDICATOR 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</p> <p>INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.</p>
Self-Reflection and Self-Assessment	<p>INDICATOR 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</p> <p>INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.</p>
Balanced Instruction	<p>INDICATOR 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</p> <p>INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.</p>

Academic Press and Expectations	INDICATOR 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.
Competence Building - Modeling, Practicing, Feedback, Coaching	INDICATOR 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. INDICATOR 3c: Assessing and monitoring student learning, providing feedback to students, and adjusting instruction.

**IX.G.**

**CONNECTICUT STATE BOARD OF EDUCATION**

**Hartford**

**TO BE PROPOSED:**

**June 2, 2021**

**RESOLVED**, That the State Board of Education, pursuant to Section 10-151d of the CT General Statutes, approves the Flexibilities for Implementing the *CT Guidelines for Educator Evaluation 2017* for the 2021-22 school year, and directs the Acting Commissioner to take the necessary action.

Approved by a vote of \_\_\_\_\_, this second day of June, Two Thousand Twenty-One.

Signed: \_\_\_\_\_  
Charlene M. Russell-Tucker, Secretary  
State Board of Education

**CONNECTICUT STATE BOARD OF EDUCATION**  
**Hartford**

TO: State Board of Education

FROM: Charlene M. Russell-Tucker, Acting Commissioner of Education

DATE: June 2, 2021

SUBJECT: Flexibilities for Implementing the Connecticut Guidelines for Educator Evaluation 2017 (Flexibilities 2021-22) for the 2021-22 School Year

**Executive Summary**

**Introduction**

This report provides the State Board of Education (SBE) with a rationale for the recommendation to adopt the Flexibilities for Implementing the *Guidelines for Educator Evaluation and Support 2017 (Guidelines)* in the 2021-22 academic year.

**History/Background**

In accordance with Governor Ned Lamont's Executive Order 7C, the Connecticut State Department of Education (CSDE) provided flexibilities within the Guidelines and Connecticut General Statute Section 151b for implementation in the 2020-21 school year. These flexibilities reflected the critical importance of the social and emotional learning and well-being of students and educators during the 2020-21 academic year. Although this was a short-term approach, the CSDE is committed to engaging partners in reimagining educator evaluation and support for future years.

Pursuant to Connecticut General Statutes (C.G.S.) 10-151d, the CSDE reconvened the Educator Evaluation and Support 2022 Council (EES 2022), known in C.G.S. as the Performance Evaluation and Advisory Council (PEAC), to begin the process to 'reimagine' CT's educator evaluation in its entirety for the academic year 2021-22 and beyond. Each organization has a delegate and an alternate representative who collaborate to share information with and receive feedback from stakeholders within their organization to make recommendations to the CSDE. In addition to the CSDE and SBE representatives, who are non-voting members charged with organization, facilitation and partner engagement, the members of EES 2022 include:

- American Association of Colleges for Teacher Education – CT (AACTE-CT)
- American Federation of Teachers - CT (AFT-CT)
- CT Association of Boards of Education (CABE)
- CT Association of Public School Superintendents (CAPSS)
- CT Association of Schools (CAS)
- CT Association of School Administrators (CASA)
- CT Education Association (CEA)
- CT Federation of School Administrators (CFSA)
- Minority Teacher Recruitment (MTR) Policy Oversight Council
- Regional Educational Service Centers Alliance (RESC Alliance)

The EES 2022 process of 'reimagining' Educator Evaluation and Support (EES) will take place in three Phases:

- **Phase I (Spring 2021):** Updating and revising the current Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017 to what is allowable within the current *Guidelines* and in alignment with C.G.S. 10-151b
  - The 2020-21 Flexibilities included options that were made possible by the Governor's Executive Order authority, which will expire for the 2021-22 school year. Once it expires, the statutory requirements must be reinstated; therefore, EES 2022 had to determine revisions and make recommendations to the Flexibilities for the 2021-22 school year.
  - EES 2022 met four times throughout the spring to discuss revisions and recommendations for the Flexibilities in 2021-22. **On May 17, 2021, the EES 2022 Council reached consensus on the proposed Flexibilities for the 2021-22 school year (Attachment A).**
- **Phase II (Summer 2021):** EES 2022 will consider, more broadly, where changes could be made within the *Guidelines* for implementation in the 2022-23 school year.
  - The CSDE is working with the RESCs to develop a process to seek stakeholder feedback state-wide.
- **Phase III (Summer/Fall 2021):** EES 2022 will determine substantive changes to the *Guidelines* that would require legislative proposals.

### **Recommendation and Justification**

As the impact of the COVID-19 pandemic continues 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. As such, the Flexibilities for Implementing the Guidelines 2017 for 2021-22 (Attachment A) prioritize the need to focus on:

- social and emotional learning and overall well-being of students, staff, and educators;
- equitable learning opportunities for all students;
- culturally responsive teaching and learning practices;
- academic achievement; and
- engagement with families.

These flexibilities are provided to facilitate support, feedback, and growth for CT educators, in order to best meet the needs of students.

Therefore, the CSDE recommends that the SBE approve the Flexibilities for the 2021-22 school year. Local educational agencies (LEAs) that choose to adopt these flexibilities must do so through the mutual-agreement process of the Professional Development and Evaluation Committee (PDEC) and the local board of education. 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.

**Follow-up Activity**

If the SBE approves the recommendations for Flexibilities for the 2021-22 school year, the CSDE will notify LEAs immediately so that they may begin planning accordingly.

Prepared by: Christopher M. Todd, Bureau Chief, Talent Office

Approved by: Shuana K. Tucker, Ph.D., Chief Talent Officer, Talent Office

**Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017  
(*Guidelines 2017*) for the 2021-2022 School Year  
May 11, 2021**

The CT State Department of Education (CSDE) is providing flexibilities to the fundamental requirements of the *CT Guidelines for Educator Evaluation 2017 (Guidelines)* for the 2021-22 school year. LEAs that choose to adopt these flexibilities must do so through the mutual-agreement process of the Professional Development and Evaluation Committee (PDEC) and the local board of education. 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.

**Overview**

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. As such, the Flexibilities for Implementing the *Guidelines 2017* for 2021-22 (*Flexibilities 2021-22*) prioritize the need to focus on:

- social and emotional learning and overall well-being of students, staff, and educators;
- equitable learning opportunities for all students;
- culturally responsive teaching and learning practices;
- academic achievement; and
- engagement with families.

These flexibilities are provided to facilitate support, feedback, and growth for CT educators, in order to best meet the needs of students.

Student Learning Indicators and measures of accomplishment will prioritize students with the most significant needs and will align with the following:

- the school's focus on social and emotional learning;
- school and/or district improvement goals;
- addressing identified areas of need based on current data;
- performance skills in courses such as career technical trades, music, art, or physical education; or
- content-related standards.

**Student Learning Indicators (45%)**

**Justification:** As educators begin the new school year, following a year that has been very different from the traditional approach to teaching and learning, it is important for educators to focus on:

- supporting the wellness of the whole child;

- equitable learning opportunities for all students; and
- providing support to students who have challenges in attaining learning goals.

It is also important for school and district leaders to focus on supporting educators and staff, as well as to be supported, regarding their overall wellbeing and that of their staff.

### **Key Definitions**

**Holistic Indicators of Student Growth:** Student growth towards goal indicators should be measured through a holistic review of evidence, mutually agreed upon between the teacher and evaluator, which may include artifacts, district created formative assessments, student work samples/portfolios, student surveys, mastery-based demonstrations of academic achievement, etc.

**Measures of Accomplishment:** Measures of Accomplishment could be demonstrated by implementation of individual, grade-level, or school-wide strategies mutually agreed upon between the teacher and evaluator. The following are examples of demonstrating measures of accomplishment. This list does not preclude other methods that are mutually agreed upon.

- Evidence of implementing a new strategy throughout the year to address an identified area(s) of need;
- Evidence of analyzing data, developing and implementing strategies to improve learning for students with the most significant needs;
- Evidence of engaging parents throughout the year in supporting the learning process for students;
- Evidence of strategies implemented to increase the engagement of students in the learning process;
- Evidence of incorporating culturally responsive teaching strategies into daily lessons; or
- Measuring academic achievement of students.

**Mutual Agreement:** Goals and corresponding indicators must be reached through mutual agreement between the educator and evaluator. Goals should be informed by a thorough review of available data including, but not limited to, baseline performance data, district and/or school-based goals, climate survey results, family and/or community feedback or SEL needs. When the evaluator and the educator cannot agree on goal/objective, evaluation period, feedback or the professional development plan, follow the dispute resolution steps of the district's most recently approved CSDE-EESP.

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

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

**In-Class Observation:** Observations of the interaction between educators and students in the learning environment most reflective of the educator's assignment. In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that evaluators use a combination of announced and unannounced observations.

**Reviews of Practice:** Reviews of Practice/non-classroom observations include, but are not limited to, observations of data team meetings, observations of coaching/mentoring other teachers, student work, or other teaching artifacts.

**NOTE:**

**Non-Classroom Based Educators,** who are being evaluated using the SESS rubric, reviews of practice may be used in place of informal observations. Reviews of practice/non-classroom observations for non-classroom based educators may also include, but are not limited to, diagnostic reports, summary of counseling strategies used and impact on student progress, evidence of supporting students with the most significant needs, summary of coaching and training provided for colleagues and impact of training.

Districts may adjust the requirement for formal in-class observations, as appropriate, if shorter, more frequent observations will take place. For first and second year teachers, and teachers on an improvement and remediation plan, a post-conference is recommended.

- A minimum of two informal observations and a minimum of one review of practice for teachers with more than two years of experience and who were rated Proficient or Exemplary during the 2018-19 school year and/or maintained Proficient or Exemplary practice during 2020-2021.
- A minimum of three informal observations and a minimum of one review of practice for first and second year teachers and teachers who demonstrated Developing or Below Standard practice during 2020-2021.

Evaluators are encouraged to provide additional opportunities to check in with staff regarding social and emotional well-being and support, and may implement additional observations and/or reviews of practice as needed.

**Observation Process for Administrators:**

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

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

Evaluators are encouraged to provide additional opportunities to check in with administrators regarding social and emotional well-being and support, and may implement additional site visits/artifact reviews as needed.

### **Stakeholder Feedback (10%)**

**Justification:** Engaging with families continues to be essential in supporting the social and emotional well-being of students and their academic learning. The CSDE is committed to supporting educators in their support of, and engagement with, the families of our students.

It is recommended that educators prioritize the focus on implementing strategies for ongoing communication and engagement with families.

### **Whole-School Student Learning Indicators/Teacher Effectiveness Outcomes (5%)**

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

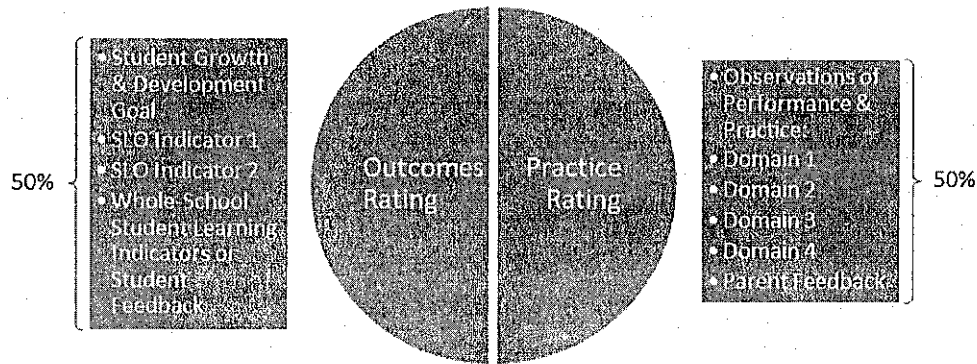
- follow their most recently approved CSDE-EESP, or
- for educators to focus on one of the following special areas of focus to support their professional practice and/or to support a school-wide area of focus, including, but not limited to:
  - social and emotional learning;
  - providing equitable learning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

### **4-Level Matrix Rating System**

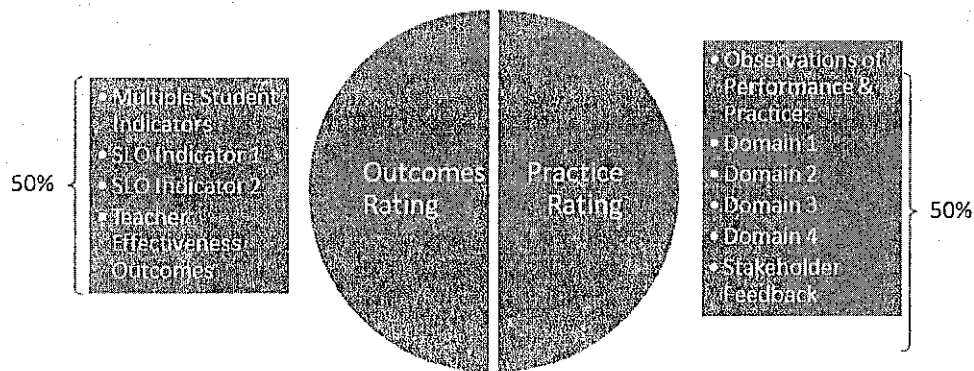
Summative ratings will be required for the 2021-2022 school year.

- End-of-year summative reviews shall include a teacher/administrator self-assessment, supporting documentation/artifact review and an end-of-year conference.
- Summative ratings shall be determined by:
  1. A holistic review of evidence in each component.
  2. Combining the rating for student learning goals and whole-school student learning indicators/educator effectiveness/special area of focus for an **Outcomes Rating**.
  3. Combining educator practice and stakeholder feedback for a **Practice Rating**.
  4. Combining the **Outcomes Rating** and the **Practice Rating** to a **Final Rating** aligned to one of four performance designations (See Sample Summative Form Template attachment).
    - Exemplary
    - Proficient
    - Developing
    - Below Standard

### Example: Teacher Holistic Rating



### Example: Administrators Holistic Rating



- Districts shall report to their local or regional board of education the status of educator evaluations by June 1, 2022.
- The reporting of aggregate evaluation ratings will be due to the CSDE by September 15, 2022.

Within the current rating system, districts may consider performance levels based on levels of engagement/implementation of strategies to accomplish goals.

### **Evaluation-based Professional Learning**

It is recommended that Professional Learning needs be discussed during the goal-setting conference, and be reviewed as part of mid-year check-ins. This will ensure ongoing support as educators adapt and adjust to the potential for varied teaching and learning environments due to the monitoring of COVID-19 factors.

### **Individual Improvement and Remediation Plans**

Communication between evaluators, educators, and the exclusive bargaining representative should take place regarding the status of existing plans. Primary evaluators should provide formative documentation when developing a plan in consultation with the educator and exclusive bargaining representative.