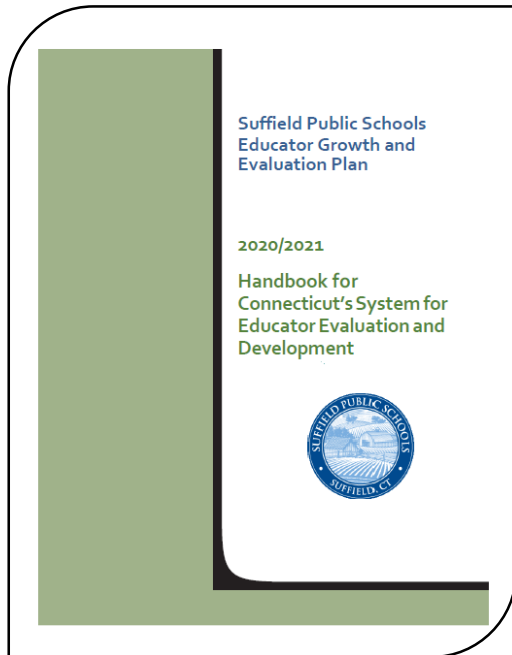


The Suffield Public Schools



Educator Growth Evaluation Plan

2020-2021 Flexibilities Overview

The mission of the Suffield Public Schools is to prepare all students with the knowledge, skills and attributes required for success in a rapidly changing world.

2020-2021 PD-EC Committee Members

Christina Baril

Patrick Brintle

Kris Pryce

Bari DeMichele

Melissa Fortunato

Mark Janick

Timothy Percoski

Traci Potter

Shannon Picard

Laura Noonan

Sarah Oliver

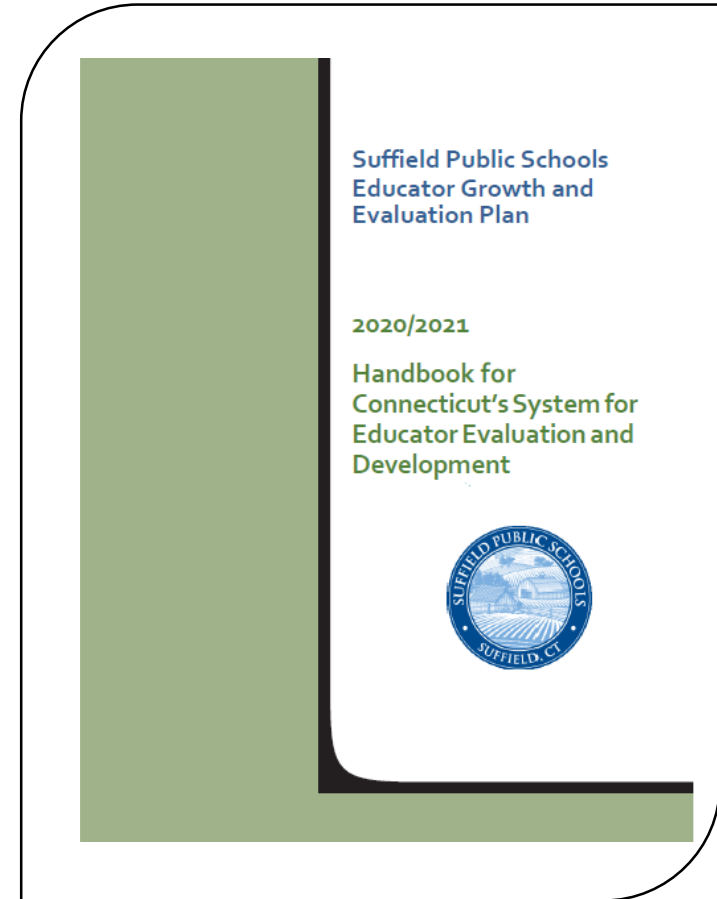
Gina Olearczyk

Kenneth Smith

Michelle Zawawi

Tim Van Tassel

Ashley Eichorn



Connecticut State Department of Education Flexibilities



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 *MAC*

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.

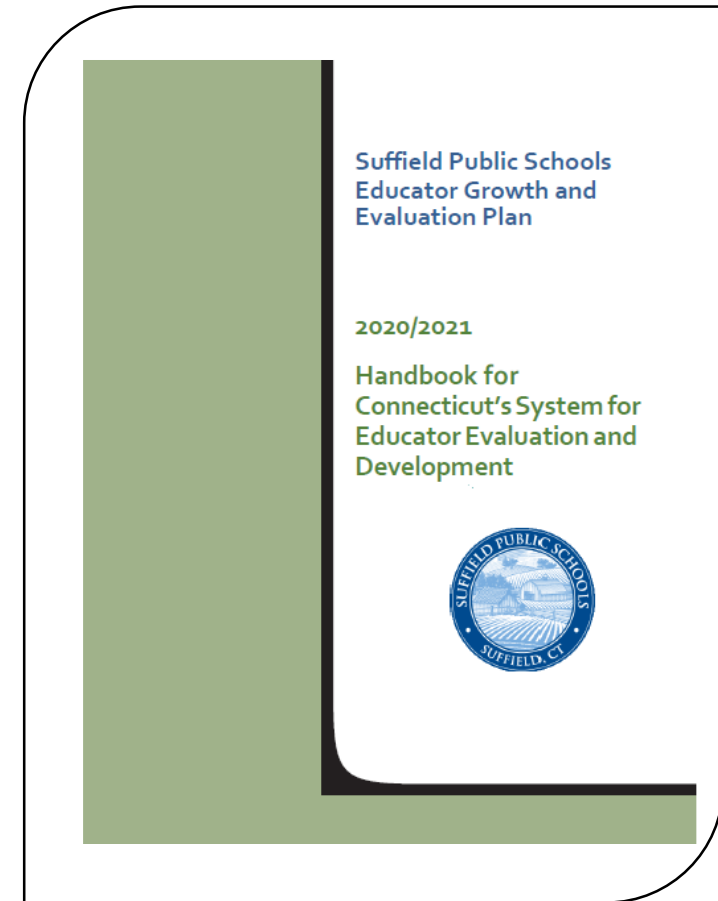
- o Sharon Fuller- sharon.fuller@ct.gov – (CES, EDADVANCE, LEARN)
- o Kimberly Audet- kimberly.audet@ct.gov – (ACES, CREC, EASTCONN)

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

SKT:ka

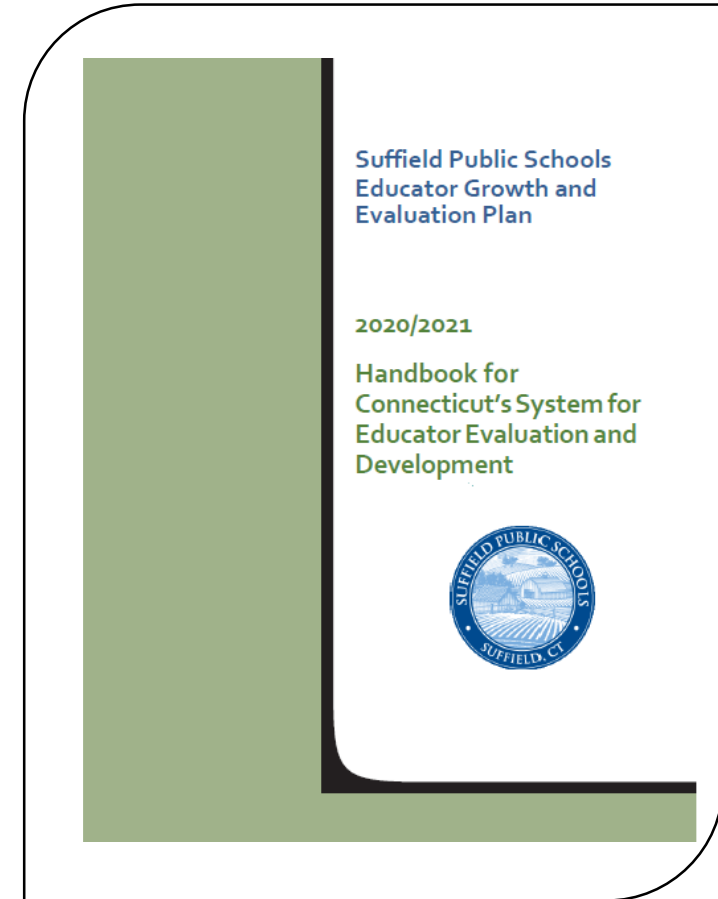
Teacher Indicators of Academic Growth and Development

- Student Growth and Development
- Student Assessment Data will be determined at the school level
- SLOs are carefully planned, long-term academic objectives.
- SLOs are measured by Indicators of Academic Growth and Development (IAGDs) which include specific assessments/measures of progress and targets for student mastery or progress.
- **Based on a review of district and building data, teachers will develop one SLO with two IAGDs**



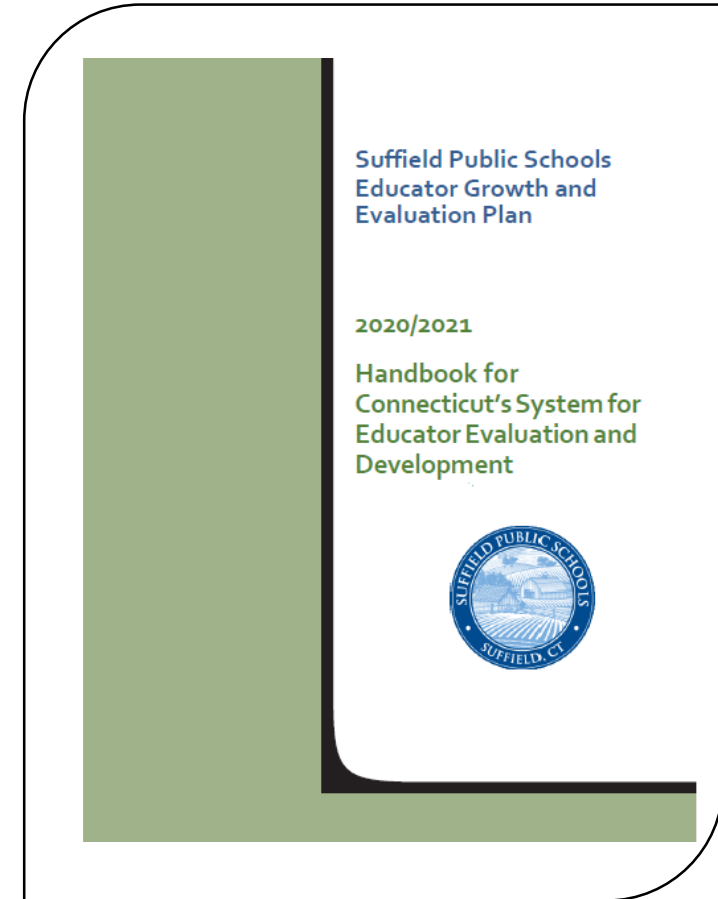
Teacher Performance and Practice

- For Observations and Reviews of Practice:
 - **Track A (Year 1 and Year 2):**
3 Informal Observations/1 Review of Practice
 - **Track B: 2 Informal Observations/1 Review of Practice**
- CSDE has waived observation ratings for 2020-2021; however, timely and focused feedback on practice through the CCT for Effective Teaching and CCT for Effective Service Delivery must be used for formative feedback
- CSDE has waived summative ratings for the 2020-2021 school year



Administrator Indicators of Academic Growth and Development

- Student Growth and Development
- Student Assessment Data will be determined at the school level
- SLOs are carefully planned, long-term academic objectives.
- SLOs are measured by Indicators of Academic Growth and Development (IAGDs) which include specific assessments/measures of progress and targets for student mastery or progress.
- **Based on a review of district and building data, administrators will develop one SLO with two IAGDs**



Administrator Performance and Practice

- Supervisors will conduct two (2) observations for each administrator. Four (4) observations for any new administrators.
- CSDE has waived observation ratings for 2020-2021; however, timely and focused feedback on practice through the CCL must be used for formative feedback
- CSDE has waived summative ratings for the 2020-2021 school year

