

RSD17 Flexibilities for Educator Evaluation 2021-22



Link to [Teacher form](#)

OVERVIEW

The CT State Department of Education (CSDE) is providing flexibilities within the Guidelines for Educator Evaluation. 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 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.

TIMELINES (no change)

Date	Meeting
By November 15	Goal Setting
January / February	Mid-Year Check-in
April / May / June	End-of-Year Review

CATEGORIES

There are no changes to the teacher evaluation categories.



STUDENT LEARNING INDICATORS (45%)

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.

- 1 student learning goal (SLO)
- A minimum of 2 indicators (IAGDs) or measures of accomplishment

WHOLE SCHOOL LEARNING INDICATORS (5%)

- Follow the usual guidance as per the RSD17 Evaluation Plan (p 32-33).

OBSERVATIONS of PERFORMANCE AND PRACTICE (40%)

As the social and emotional well-being of students and staff will be a priority, 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.

	Educator experience/rating	Informal observations	Review of practice
Track 1	<ul style="list-style-type: none">• First and second year teachers in RSD17• And/Or Demonstrated Developing or Below Standard practice during 2020-2021.	<ul style="list-style-type: none">• minimum of 3	<ul style="list-style-type: none">• minimum of 1
Track 2	<ul style="list-style-type: none">• 2+ years of experience in RSD17• Proficient or Exemplary during the 2018-19 school year and/or maintained Proficient or Exemplary practice during 2020-2021.	<ul style="list-style-type: none">• minimum of 2	<ul style="list-style-type: none">• minimum of 1

Written and/or verbal feedback will be provided based on the rubrics, be formative in nature and include recommendations for professional learning. [CCT Rubric for Effective Teaching 2017](#) and [CCT Rubric for Effective Service Delivery 2017](#)

STAKEHOLDER FEEDBACK (10%)

- Engaging with families continues to be essential in supporting the overall success of students in school.
- It is recommended that educators prioritize the focus on implementing strategies for ongoing communication and engagement with families.

ASSISTANCE PLANS

- Follow the usual communication and documentation process as per the RSD17 Evaluation Plan (p 13-14).

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
 - Exemplary
 - Proficient
 - Developing
 - Below Standard

Districts may consider performance levels based on levels of engagement/implementation of strategies to accomplish goals.

Q & A

What Educator Performance Cycle (Year A, B or C) will I be on for 2020-21?

The 2021-22 school year will not fit into the usual cycles. There will not be a Year A, B and C focus this year.

Will administrators do formal observations?

For most educators, formal observations will be replaced with more frequent, informal observations with written and/or verbal feedback. Formal observations may be included, if more evidence is needed.

What are “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.

What are “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.

What is an Informal Observation?

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

What is a Review 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.

REFERENCES

- [RSD17 Evaluation and Professional Learning System](#) - our usual plan
- [Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017 for the 2021-22 School year](#) - memo from Commissioner of Education