

Overview of Educator Evaluation Changes in Connecticut

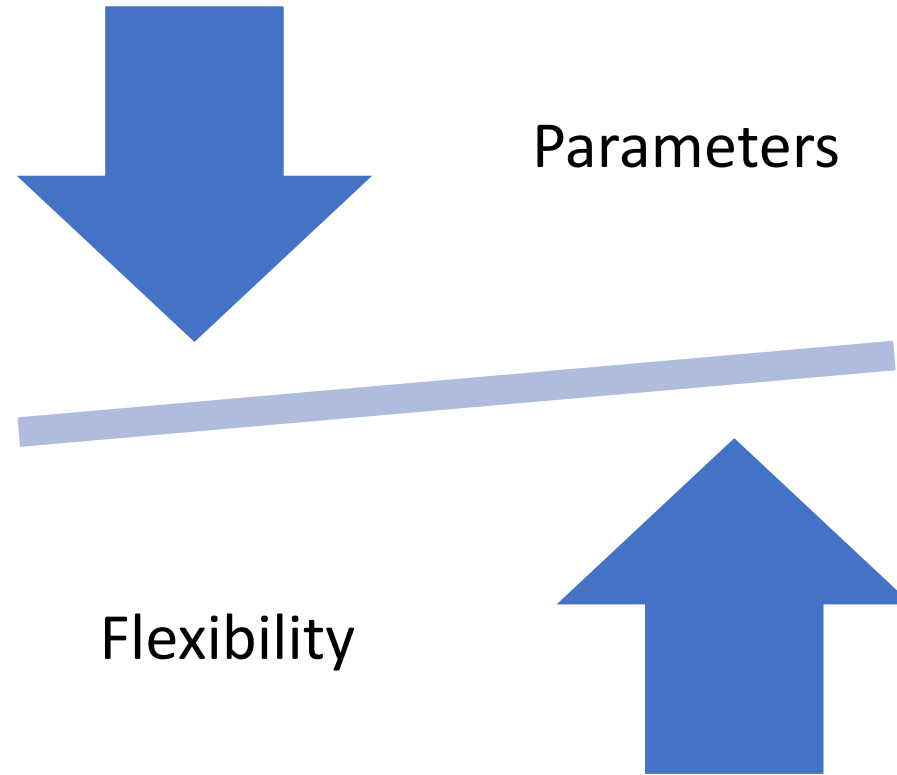
What Members & PDECs Need to Know

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New Guidelines = More Flexibility



Educator Evaluation: Old versus New

Old Guidelines (approved 2012)

- Require ratings (exemplary, proficient, developing, below standard).
- Require at least one SLO every year.
- Require the use of a standardized indicator (such as NWEA or STAR).
- Require a set number of observations each year.
- Little differentiation permitted for educators based on years of experience, professional goals, and role in the district.
- Parent and or peer feedback is required.

New Guidelines (approved 2023)

- No ratings are required.
- No SLOs are required. Instead, teachers may consider a professional learning goal that spans up to three years. The goal may also be collaborative in nature (groups of Ts may share the same goal).
- No standardized indicator is required.
- PDEC determines the number, type, and length of observations required.
- High level of differentiation allowed for teachers with different levels of experience, goals, and role.
- No parent or peer feedback is required.

Educator Evaluation: Things that Stay the Same

- The role of the PDEC—it is responsible for creating and updating the district evaluation plan **and** its professional development plan. The PDEC must include members of the teachers' collective bargaining unit.
- The district's evaluation plan must be based on a set of external standards (although the standards may be customized). Standards may differ for different groups (for example, school social workers or counselors).
- Mutual agreement (or consensus) is required between teachers & evaluators when setting goal(s) and among the PDEC members.
- A dispute resolution process is required.
- Goal-setting, mid-year, and summative conferences are required.
- Timely feedback from evaluators is required.
- Support/Remediation plans still exist for teachers struggling with performance issues.
- Evaluators must be trained in the PDEC approved observation protocols.
- Any significant misstep in the evaluation process may be grieved.

What to Do Now

- Ensure your district PDEC has strong Association members on it and different buildings, grade levels and a variety of roles are represented. Teachers should not be outnumbered by administrators.
- Advocate that the PDEC have co-chairs (one admin and one teacher).
- Know teacher rights remain the same = mutual agreement, dispute resolution, can grieve procedure violations, collective bargaining involvement in support plans.
- Understand there will be one full school year to prepare for implementation.
- The SDE will extend the existing TEVAL flexibilities into next year as districts prepare for implementation of new guidelines. Oct 1 deadline to indicate to SDE your district will adopt them.
- Prepare to solicit input from all teachers & admin to help inform PDEC decisions.
- Contact Kate Field at CEA (katef@cea.org) with any evaluation questions or to arrange PDEC facilitation, training, or additional resources.

Example of An Observation Rubric without Ratings

TEACHER FORMAL CLASSROOM OBSERVATION FORM

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Teacher's Name: _____ Date: _____
Grade/Subject: _____ Time: _____

*Directions: This form can be used by the evaluator to document during formal classroom observation. One form should be given to the teacher and one copy should be maintained by the evaluator for the entire evaluation cycle to document growth. **It is unlikely that all teacher performance standards would be documented in a single classroom visit. In fact, an observation might focus on a specific standard.***

<p>1. Professional Knowledge</p> <ul style="list-style-type: none">• Addresses appropriate curriculum standards• Facilitates students' use of higher level thinking skills• Demonstrates ability to link present content with past and future learning• Demonstrates an accurate knowledge of the subject matter checking for understanding• Demonstrates skills relevant to subject area(s) utilizing best practices based on current research• Bases instruction on goals that reflect high expectations• Demonstrates an understanding of the knowledge of development	<p>Specific Examples:</p> <div style="background-color: #e6f2ff; height: 150px; width: 100%;"></div> <p style="text-align: right;"><input type="checkbox"/> Evident <input type="checkbox"/> Not Evident</p>
<p>2. Instructional Planning</p> <ul style="list-style-type: none">• Analyzes and uses student learning data to inform planning.• Plans instruction and time for realistic pacing• Plans for differentiated instruction• Develops appropriate long- and short-range plans and adapts plans• Coordinates plans with appropriate colleagues	<p>Specific Examples:</p> <div style="background-color: #e6f2ff; height: 150px; width: 100%;"></div> <p style="text-align: right;"><input type="checkbox"/> Evident <input type="checkbox"/> Not Evident</p>

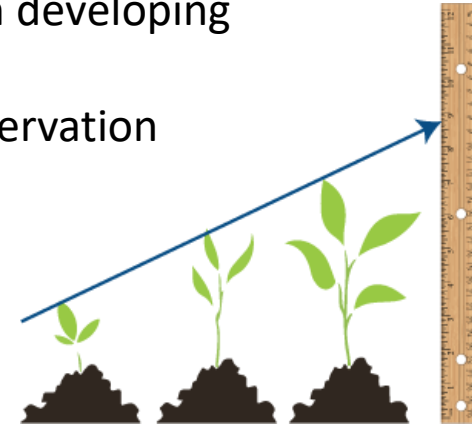
Summary

Accomplishments/Celebrations:

- Warm, inviting classroom atmosphere
- Clear routines and transitions
- Strong content knowledge

Next Steps:

- Incorporate more opportunities for students to develop autonomy
- PD or read book on developing student autonomy
- Engage in peer observation





Connecticut's Guidelines for Educator Evaluation

An Implementation Guide



CEA is Here to Help!

To request a copy of CEA's Implementation Guide, schedule a workshop, or request customized PDEC or TEVAL support please contact:

myprofession@cea.org