

# 2015-16 Plan Submission & Review Process

Bureau of Educator Effectiveness and  
Professional Learning

CT State Department of Education, Talent Office  
February 18, 2015



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**Slide 1.** Welcome to today's presentation, designed to assist Professional Development and Evaluation Committees, or PDECs, in developing the district's 2015-2016 Educator Evaluation and Support Plan as well as the process for submission and review by the Connecticut State Department of Education (CSDE).

# Agenda

 Welcome & Introduction of Presenters	<i>3:00 - 3:05 pm</i>
The Role of the Professional & Evaluation Committee (PDEC)	<i>3:05 - 3:10 pm</i>
Overview of the Plan Submission & Review Process	<i>3:10 - 3:15 pm</i>
Updates & Changes for 2015-16	<i>3:15 - 3:20 pm</i>
Required Elements & Lessons Learned from 2014-15 Additional Points for Consideration	<i>3:20 - 3:50 pm</i>
CSDE Contact Information for Technical Assistance Questions & Closing	<i>3:50 - 4:00 pm</i>



**Slide 2.** Today's agenda includes the role of the PDEC, updates and changes for the 2015-16 plan submission process, and, based on last year's review of educator evaluation and support plans, suggestions and points for the PDEC to consider when developing 2015-16 plans.

## Bureau of Educator Effectiveness & Professional Learning CSDE Talent Office

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**Slide 3.** Today's presentation will be facilitated by Teresa Boyd-Cowles and Sharon Fuller two of the Education Consultants in the Talent Office.



CONNECTICUT STATE  
DEPARTMENT OF EDUCATION

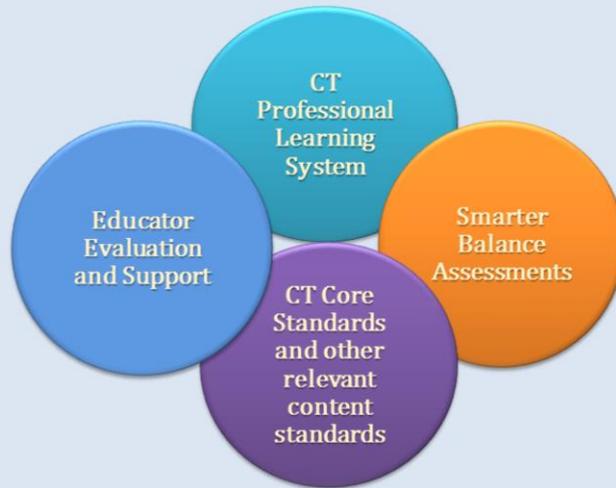
Email questions during the session to:  
Shannon M. Marimón, Division  
Director  
[Shannon.Marimon@ct.gov](mailto:Shannon.Marimon@ct.gov)



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**Slide 4.** The CHAT function will be available during the last 10 minutes of today's session. We welcome your questions and comments and will try to respond, based on available time at the end of the presentation. We will respond to all questions via email. Please send your questions to Shannon Marimón using the email address on your screen.

## Key Education Initiatives in Connecticut



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**Slide 5.** We recognize that districts are working to implement several important concurrent initiatives, including but not limited to those represented in this slide.

While this presentation will focus on Educator Evaluation and Support, we are working closely with our CSDE colleagues in other Bureaus to coordinate efforts and provide assistance to districts across initiatives in order to build towards coherence.

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**Slide 6.** I'd like to introduce Sharon Fuller who will begin by looking at the role and responsibilities of the Professional Development and Evaluation Committee – also referred to as the PDEC.

## The Role of the Professional Development and Evaluation Committee (PDEC)

A district committee composed of certified teachers, administrators and other appropriate school personnel including representatives of the respective bargaining units.

The PDEC is responsible for the development, evaluation, and annual updating of a local comprehensive professional learning plan and participation in the development or adoption of the district educator evaluation and support program.



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**Slide 7.** Section 10-151b of the Connecticut General Statutes, as amended by Public Act 13-245, requires that local and regional Boards of Education establish a Professional Development and Evaluation Committee (PDEC), which designs and annually updates the district's educator evaluation and support plan, as well as the district's plan for high-quality professional learning.

This presentation will outline some considerations for PDECs when developing the district's educator evaluation and support plan.

**NOTE:** Connecticut's proposed definition and Standards for Professional Learning will be presented to the State Board of Education for adoption in March 2015 and will then be made available to districts statewide.

## Characteristics of an Effective PDEC

- Establishes a protocol for decision-making and other group norms
- Membership to be representative of their district
  - Not the sole voice; develop a process/mechanism for sharing back to all educators throughout the district
- Members should be well-versed in the district's existing educator evaluation and support plan



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**Slide 8.** Based on experiences we have had with districts as part of the plan review process, we have learned that effective PDECs include teachers and administrators that represent various roles within the district. For example, in addition to including teachers and administrators from different grade levels and content areas, it is important to include Student Educator and Support Specialists and Central Office Administrators on your PDEC.

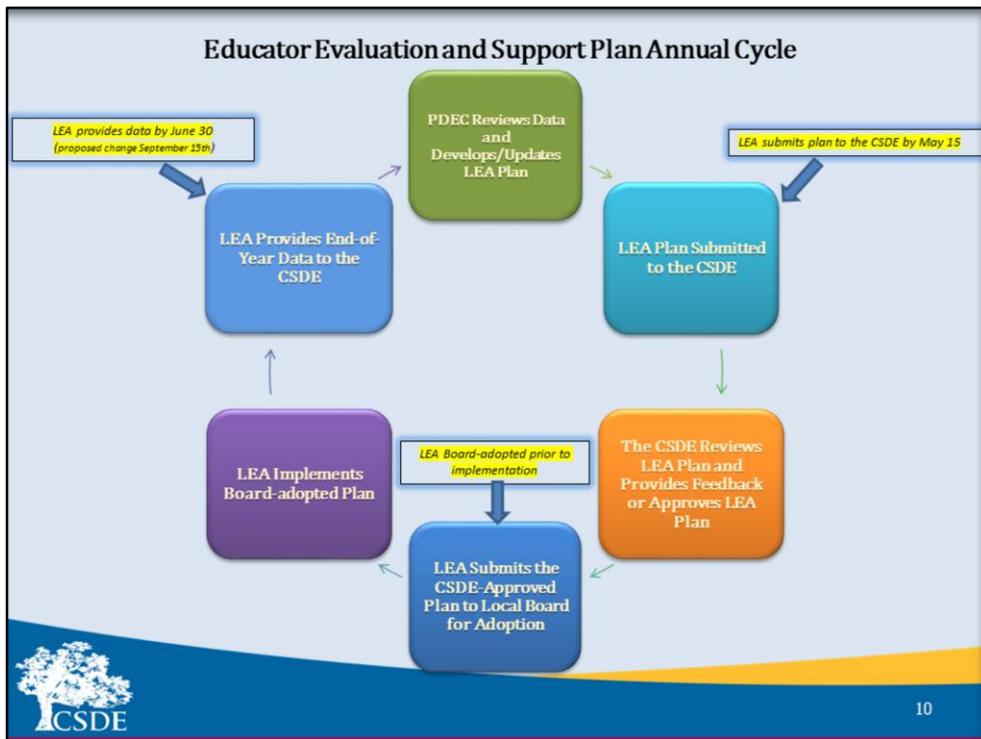
We've also learned that effective PDECs have established a protocol for decision-making and establishing consensus or agreement among members. While protocols may vary from district to district, consensus usually means that members have equity of voice and that most can support a decision.

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**Slide 9.** Let's begin by looking at an annual cycle for the development, submission and approval of a district's educator evaluation and support plan. I'd like to introduce my colleague, Teresa Boyd-Cowles.



**Slide 10.** The graphic that appears here represents the Educator Evaluation and Support Plan Annual Cycle. Beginning at the top is the Professional Development and Evaluation committee who should be actively reviewing data to support the development, updates and/or any proposed changes to the LEA’s educator evaluation and support plan. It is expected that **mutual agreement** between the PDEC and the local or regional board of education has been reached. If mutual agreement was not achieved, then a **sequence of events must take place as outlined in Section 10-151b of the state general statute**. Next the LEA should be ready to submit the plan during the plan submission window which will close on May 15<sup>th</sup> for 2015-16 plan.

The CSDE will then either provide feedback or approve the plan. The next step would be for the LEA to submit the CSDE-approved plan to their local board for adoption, this needs to take place **prior to implementation**. Next the LEA implements the CSDE-approved board-adopted plan. The next stage of the cycle involves the submission of the LEA’s End-Of-Year data to CSDE which is currently due by June 30<sup>th</sup> however this date may be shifted to September 15<sup>th</sup> if the legislative proposal is accepted.

## 2015-16 Educator Evaluation and Support Plan Review Cycle and Timeline

For any district plan received by the submission closing date listed below, the CSDE will approve, provide feedback or request additional information on a rolling basis and no later than **early June 2015**.

Plan Submission Opening Date	Plan Submission Closing Date
March 15, 2015	May 15, 2015



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### Slide 11.

As LEAs prepare for submission of their 2015-16 Educator Evaluation and Support plans, LEA leaders and their Professional Development and Evaluation Committee (PDEC) should review their 2014-15 plan to determine areas for refinement or improvement. To provide LEAs with the time to prepare their plans for submission and for timely review by the CSDE, we have established a window for submission from **March 15, 2015** to **May 15, 2015**.

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**Slide 12.** Next I'd like to talk about updates and changes to the plan submission and review process for 2015-16 educator evaluation and support plans.

## Updates and Changes for 2015-16

- All plans must be submitted **electronically** before the plan submission closing date of **May 15, 2015**.
- Teacher and administrator must be submitted **at the same time**.  
*Once the fully completed educator evaluation and support plan for both teachers and administrators is received, the CSDE will begin the review process*
- The evaluation and support plan must be developed through **mutual agreement** between the Professional Development and Evaluation Committee (PDEC) and the local or regional board of education, including all changes and revisions to an existing plan.
- Superintendent Electronic Signature



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**Slide 13.** Updates and changes for 2015-16 include the continuation of a request that began for the submission of 2014-14 plans. All plans must be submitted **electronically** before the plan submission closing date of **May 15, 2015**.

Very few LEAs had any problems with the request for electronic documents, and some chose to send paper copies, however paper submissions are not necessary.

Overall, the request for digital documents aids in the effort to collect and review plans in a more consistent, efficient and effective manner.

## Updates and Changes for 2015-16

- All plans must be submitted electronically before the plan submission closing date of May 15, 2015.
- Teacher and administrator must be submitted at the same time.  
*Once the fully completed educator evaluation and support plan for both teachers and administrators is received, the CSDE will begin the review process*
- The evaluation and support plan must be developed through mutual agreement between the Professional Development and Evaluation Committee (PDEC) and the local or regional board of education, including all changes and revisions to an existing plan.
- Superintendent Electronic Signature



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**Slide 14.** The next change for 2015-16 plan submission stresses that both teacher and administrator are required to be submitted at the same time. Adhering to this requirement assists the CSDE in reducing the number of confirmations, reminders and extension requests as well as helping to expedite the review process more generally.

Once the fully completed educator evaluation and support plan for both teachers and administrators is received, the CSDE will begin the review process.

## Updates and Changes for 2015-16

- All plans must be submitted **electronically** before the plan submission closing date of **May 15, 2015**.
- Teacher and administrator must be submitted **at the same time**.  
*Once the fully completed educator evaluation and support plan for both teachers and administrators is received, the CSDE will begin the review process*
- The evaluation and support plan must be developed through **mutual agreement** between the Professional Development and Evaluation Committee (PDEC) and the local or regional board of education, including all changes and revisions to an existing plan.
- Superintendent Electronic Signature



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**Slide 15.** As outlined in the Guidelines for Educator Evaluation the evaluation and support plan must be developed through **mutual agreement** between the Professional Development and Evaluation Committee (PDEC) and the local or regional board of education, including all changes and revisions to an existing plan evaluation plan is something that you develop, change and refine through mutual agreement.

*“If a local or regional board of education is unable to develop a teacher evaluation and support program through mutual agreement with such professional development and evaluation committee, then such board of education and such professional development and evaluation program committee shall consider the model teacher evaluation and support program adopted by the State Board of Education, pursuant to (c) of this section, and such board of education may adopt, through mutual agreement with such professional development and evaluation committee, such model teacher evaluation and support. If a local or regional board of education and the professional development and evaluation committee are unable to mutually agree on the adoption of such model teacher evaluation and support program, then such board of education shall adopt and implement a teacher evaluation and support program developed by such board of education, provided such teacher evaluation and support program is consistent with the guidelines adopted by the State Board of Education, pursuant to subsection (c) of this section. Each local and regional board of education may commence implementation of the teacher evaluation and support program adopted pursuant to this subsection in accordance with a teacher evaluation and support program implementation plan adopted pursuant to subsection (d) of this section (section 10-151b).”*



## Updates and Changes for 2015-16

- All plans must be submitted **electronically** before the plan submission closing date of **May 15, 2015**.
- Teacher and administrator must be submitted **at the same time**.  
*Once the fully completed educator evaluation and support plan for both teachers and administrators is received, the CSDE will begin the review process*
- The evaluation and support plan must be developed through **mutual agreement** between the Professional Development and Evaluation Committee (PDEC) and the local or regional board of education, including all changes and revisions to an existing plan.
- **Superintendent Electronic Signature**



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**Slide 16.** Therefore because of the requirement that the PDEC participate in all proposed revisions and changes to an LEA plan, the electronic signature of the Superintendent is required to signify that **mutual agreement** between the PDEC and the local or regional board of education has been reached. If mutual agreement was not achieved, then the Superintendent would confirm **[that a sequence of events took place as outlined in statute]**, has occurred; **[this was emphasized in the Superintendent Memo dated 2-5-15]**

## Updates and Changes for 2015-16

- Superintendent Electronic Signature

Previewing Survey Restart Survey Place Bookmark

**SUPERINTENDENT ELECTRONIC SIGNATURE/ACKNOWLEDGEMENT STATEMENT**

Note: Section 10-151b of the state general statutes requires:

*Involvement of the Professional Development and Evaluation Committee (PDEC) in the development and updating of LEA Educator Evaluation and Support Plans; and CSDE approval. Educator Evaluation and Support Plans must be adopted by the local or regional board of education prior to district implementation.*

**MUTUAL AGREEMENT HAS BEEN REACHED**  
I have read the above notice regarding 10-151(b) and acknowledge that the local or regional board of education and the Professional Development and Evaluation Committee(PDEC) reached mutual agreement on the development and/or update of the 2015-16 Educator Evaluation and Support Plan. Upon receiving CSDE-approval, the plan will be adopted by the local or regional board of education prior to district implementation.

**MUTUAL AGREEMENT HAS NOT BEEN REACHED**  
I have read the above notice regarding 10-151(b) and acknowledge that mutual agreement was not reached, between the Professional Development and Evaluation Committee(PDEC) and the local or regional board of education and the local or regional board of education made the final decision. Upon receiving CSDE-approval, the plan will be adopted by the local or regional board of education prior to district implementation.



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**Slide 17.** The next section shows how the Mutual Agreement acknowledgement statement appears in the Checklist for 2015-16.

As with last year's Checklist, the introductory information asks for the LEA to be identified, followed by the Superintendent Contact Information (name, email and telephone). New to the checklist is the Mutual Agreement acknowledgement statement that immediately follows the Superintendent Contact Information. For 2015-16 plans, the Superintendent will need to select one of these Mutual Agreement statements to move forward in the checklist.

Following the Mutual Agreement acknowledgement statement is the place where an alternate LEA Contact person can be identified by name, title, email address and telephone number. Also new to the contact information page is name of the LEA Board Chair and spaces to provide the names, titles and email addresses for up to 10 PDEC members.

Repeated information that is being asked for in 2015-16 includes;

- The method that will be used to manage the LEA's educator evaluation and support data for 2015-16.
- The rubric(s) that will be used to observe performance and practice for teachers, administrators, and student educator and support specialists within the LEA in 2015-16.

NOTE: If you select a rubric that is undergoing a validation by the CSDE, (i.e. The CCT Rubric for Effective Teaching, The CCT Rubric for Effective Service Delivery or the CCL Leader Evaluation Rubric,) we will assume that you will be using the latest version available for that rubric, unless otherwise noted.

## Updates and Changes for 2015-16 Part A. Checklist

	TEACHER		ADMINISTRATOR	
	Change	No Change	Change	No Change
1a. ORIENTATION	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1b. GOAL-SETTING PROCESS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1c. MID-YEAR CHECK IN--- (Administrator) FORMATIVE REVIEW	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1d. END-OF-YEAR/SUMMATIVE REVIEW	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1e. FOUR-LEVEL MATRIX RATING SYSTEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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**Slide 18.** New for 2015-16 is that plan submission process will be divided into two sections PART A. and PART B.

Note that the Checklist portion is labeled as PART A. for 2015-16.

And similar to last year, the Checklist outlines all the required Guidelines elements of a plan asks each LEA to identify the Guideline elements that have changes from the last approved plan.

What is different from last year is the LEA will **not** need to identify the page numbers where changes appear on the Checklist.

**HOWEVER,** we are requiring that you **highlight the areas** in the electronically submitted document to note where the changes can be found in the document in order to expedite the review process. Focus on substantive changes versus copy editing. If you have any questions about whether you need to highlight a specific change feel free to contact your regional representative consultant, the information about regional consultants appears at the end of this presentation.

## Updates and Changes for 2015-16

As required under Principle 3 of the ESEA Flexibility Waiver, the CSDE will implement a statewide system to monitor implementation of CT's Educator Evaluation and Support system as follows:

- Annual monitoring through a three-tiered approach
  - Level 1: All LEAs and charter schools will submit a progress questionnaire as part of the annual submission of their educator evaluation and support plan
  - Level 2: A survey of educators from a sampling of CT LEAs and charter schools (representing both Alliance and Non-Alliance districts)
  - Level 3: On-site visit for up to ten districts annually based on the findings from Level 2
- Implementation Timeline:
  - 2015-16 Plan Submission: LEAs and charter schools will be **strongly encouraged** but not required to participate
  - 2016-17 Plan Submission: All LEAs and charter schools **will be required** to participate as outlined above.



**Slide 19.** As part of the ESEA Flexibility Waiver criteria, the U.S. Department of Education requires the CSDE to monitor the implementation of educator evaluation and support systems across the state.

In designing the system, the Department worked to ensure that the system of monitoring would also provide important information to continue to inform on-going refinements and improvements to the system, while not being overly burdensome to the LEAs and charter schools.

To that end, we have **built the monitoring system requirements into the existing annual submission of educator evaluation and support plans.**

We were also interested in building a system that would provide a mechanism by which LEAs and charter schools have a **systematic way to monitor themselves** in the interest of both accountability and continuous improvement. Therefore, the tools we develop as part of the monitoring system will assist districts and schools in self-assessing their implementation.

The CSDE, in collaborations with the Community Technical Assistance Center, convened focus groups comprised of local educators to help shape our approach. The annual process entails a three tier system as outlined on the slide: (Review Levels 1-3)

Annual monitoring takes place through a three-tiered approach

- Level 1: All LEAs and charter schools will submit a progress questionnaire as part of the annual submission of their educator evaluation and support plan
- Level 2: A survey of educators from a sampling of CT LEAs and charter schools (representing both Alliance and Non-Alliance districts)
- Level 3: On-site visit for up to ten districts annually based on the findings from Level 2

The CF/PQ will be **required** beginning with the 2016-17 Educator Evaluation and Support plan submission process.

## Updates and Changes for 2015-16

### Part B. Comprehensive Feedback/Progress Questionnaire (CF/PQ)

Submission process includes an **Optional**  
Level I Questionnaire for monitoring.



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**Slide 20.** In addition to the 2015-16 Educator Evaluation and Support Plan Checklist, a **Comprehensive Feedback/Progress Questionnaire (CF/PQ)** will be included within the link to the checklist. Completing the questionnaire is **OPTIONAL**, however we encourage you to take the time to complete the questionnaire at this time.

The Comprehensive Feedback/Progress Questionnaire will appear as **PART B**, as you navigate through the survey link.

In terms of background, monitoring of implementation of the educator evaluation and support system is part of Principle 3 of the ESEA waiver.

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**Slide 21.** As districts are planning for their third year of implementing educator evaluation and support, teachers and administrators are more knowledgeable about the requirements and feeling more comfortable with the implementation of their plans. These districts have begun to include practices in their plans that illustrate that their educator evaluation and support system is evolving from meeting technical requirements to demonstrating coherence.

As the next few slides review the required elements of evaluation and support plans, we'd like to share our lessons learned based on review of 2014-15 educator evaluation and support plans.



**Slide 22.** As you review your district’s process and timeline, a few questions for your PDEC to consider include:

- Does your district’s plan include an annual orientation for both teachers and administrators? Districts may provide a more detailed orientation for new teachers and administrators, but all educators shall have an orientation to the evaluation and support plan, including a clear timeline for the evaluation process.
- How will your district provide an orientation for teachers and administrators who are hired mid-year?
- While a goal-setting conference is required at the beginning of the school year, does your district’s plan describe goal-setting opportunities for teachers who may teach semester or trimester courses?
- Does your district’s plan describe check-in opportunities for teachers who teach semester or trimester courses?

## Required Elements

### Observation of Practice (40%)

Observation protocol/schedule

Observation rubric

Evaluator training

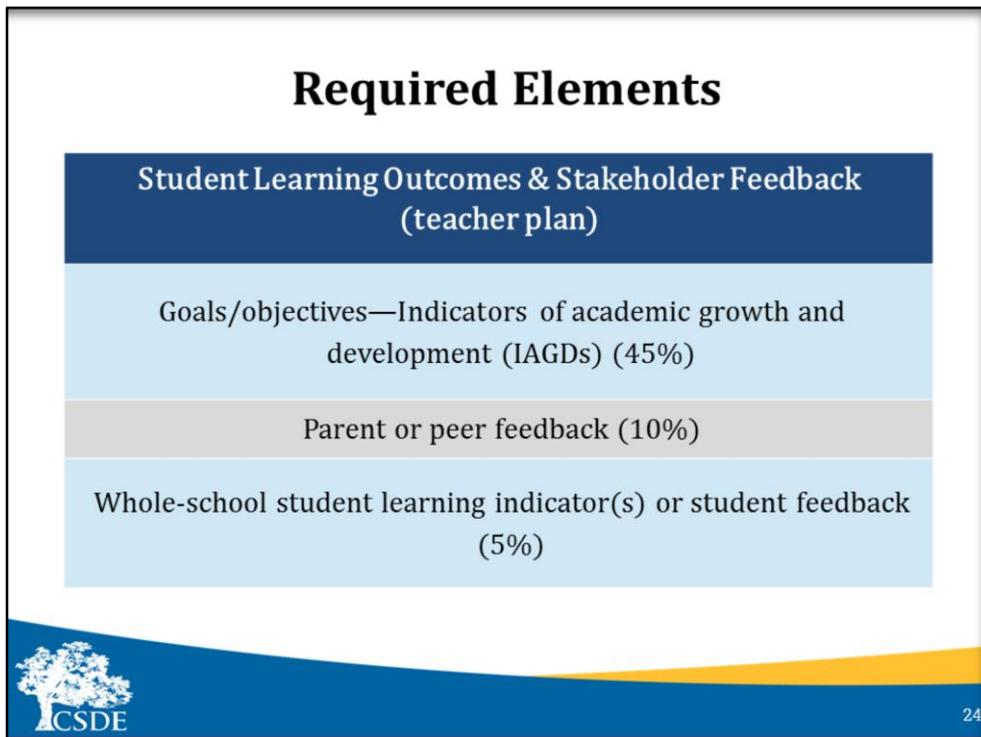
Evaluator proficiency/calibration



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**Slide 23.** Both teachers and administrators include the observation of practice and performance as 40% of their summative rating. One of the most common elements that required feedback to districts last year was the observation protocol. A few clarifications and questions to consider include:

- For teachers, the minimum number and type of observations must meet either the original Guidelines requirements OR the Flexibility Option requirements. No flexibility option for Year 1 & 2 teachers and for those summative rating in the previous year of Below Standard or Developing.
- Does your district's plan describe the observation protocol for teachers new to the district?
- How does your plan define a formal vs an informal observation?
- Please remember that a review of practice is a separate event and may not serve simultaneously as an informal observation, a pre-conference or a post-conference.
- Does your district's plan describe what reviews of practice might include?
- While a pre-conference may not be required for Student Educator and Support Specialists who received a proficient or exemplary rating the previous year, it may be beneficial to define the learning environment to help guide the conversation about the context of an upcoming observation as well as what the student learning might look like in that context.
- For administrators, does your district's plan provide guidance about what a 'site visit' may include?
  - Central office administrators will be required to be evaluated in 2015-16. Thus, it will be important for your district's plan to describe the process to determine a rating for the observation of practice element as the use of a rubric with four levels of performance is not required. At minimum, central office administrators and their evaluators should have a common understanding of expected performance to earn a 'proficient' rating. Additional resources for the evaluation of central office administrators can be found on the [connecticutseed.org](http://connecticutseed.org) website.
- We are continuing our process of validation of the three observation rubrics that are included in SEED, CT's state model of educator evaluation and support. We do not anticipate changes to the *CCT Rubric for Effective Teaching 2014*, but as a result of validation committees that will be meeting this Spring, revised versions of the *CCT Rubric for Effective Service Delivery 2014* and the *Leader Evaluation Rubric* are expected by the end of May. If your district is considering using one of these rubrics just note on the Checklist and we will assume that you will be using the latest version available for that rubric, unless otherwise noted.



**Slide 24.** District plans differ in the number of student learning goals/objectives teachers are required to develop. Regardless of whether teachers develop one or more goals, a minimum of 2 indicators of academic growth and development (IAGDs) are required. The *CT Guidelines for Educator Evaluation* establish that each teacher and his or her evaluator shall mutually agree upon the IAGDs. If your district’s plan indicates that during the goal-setting process the evaluator will *approve* the goals and/or IAGDs, approval in serves as confirmation that mutual agreement has been reached.

Through the ESEA Flexibility Renewal process, the CSDE is requesting continued flexibility from the US Department of Education, at least through the 2015-16 school year, regarding the requirement to incorporate the state test as a measure of student growth in educator evaluation for teachers and administrators in tested grades and subjects. Thus, teachers who teach in a grade level or content area in which other standardized measures are available and appropriate shall base half of the weighting of their IAGDs on a standardized measure and the other half of the weighting on non-standardized measures. All other teachers shall base their IAGDs on non-standardized measures.

The most common method to obtain parent or peer feedback is via surveys. Approaches such as focus groups, interviews or teachers’ own surveys may also be used to obtain parent or peer feedback.

For districts using the whole-school student learning indicator as 5% of a teacher’s summative rating, this rating is shared with the administrator’s rating on his or her 45% student learning component. The Guidelines do not require that teachers write a separate goal for this component. Best practice includes discussing how teachers can contribute to the school-wide goals for student learning.

## Required Elements

### Student Learning Indicators & Stakeholder Feedback, Teacher effectiveness (administrator plan)

Goals/objectives—Multiple student learning indicators (45%)

Stakeholder feedback (10%)

Teacher effectiveness outcomes (5%)



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**Slide 25.** As mentioned, earlier, pending federal approval, the required use of state test data, including SPI, will be waived for the 2015-16 academic year.

As districts are beginning to move from compliance to coherence, several districts have worked with the CSDE this year to illustrate the alignment of district priorities, administrators goals and teacher goals to improve student learning. While this required an upfront investment of time and coordination, feedback from these districts indicated that the process was beneficial, helped educators to focus on student learning priorities, and helped to move the district forward from compliance with requirements to a coherent system of evaluation and support.

Just as teachers may use approaches other than surveys to obtain stakeholder feedback, administrators may also consider focus groups or interviews to obtain stakeholder feedback.

While feedback from parents and teachers is required for building level administrators, central office administrators may have involve other stakeholders that would provide meaningful feedback.

As part of the 2014-15 Permissive Pilot for Central Office Administrators, recommendations for PDECs to consider regarding the development of goals, stakeholder feedback – including a bank of survey questions specific to six common central office roles, and how to determine the 5% teacher effectiveness outcomes rating can be found on the [connecticutseed.org](http://connecticutseed.org) website.

## Required Elements

Element	Considerations
Definition of effectiveness/ineffectiveness	Must be defined utilizing a pattern of summative ratings
Evaluation-informed professional learning	Must articulate how to provide professional learning opportunities.... identified through the evaluation process
Improvement/remediation plan(s)	Must create a plan of individual teacher/administrator improvement and remediation for educators whose performance is developing or below standard.
Dispute-resolution process	Must include the superintendent as the final decision maker when a resolution cannot be reached.
Career development and professional growth	Must provide opportunities for career development and professional growth based on performance identified through the evaluation process


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**Slide 26.** We have reviewed the 4 required components for Educator Evaluation and Support plans. In addition, there are several additional elements that are required as part of any district plan for both teachers and administrators.

The next few slides provide points for discussion as PDECs consider elaborating upon each of these elements to develop a more comprehensive and robust system of support and development.

## Other Educational Entities

The CSDE plans to propose adding an additional one-year waiver for full implementation of CT's Educator Evaluation and Support system in the following unique settings:

- Pre-K;
- Adult Education;
- Unified School District #1;
- Unified School District #2; and
- Approved Private Special Education Programs.

The CSDE will require that each of these systems implement a pilot in 2015-16. Further guidance will be provided.



**Slide 27.** The CSDE continues to work with the educators in our unique educational settings as listed here (Pre-K, Adult Education, Unified School Districts #1 & #1, and CSDE-Approved Private Special Education Programs). The CSDE recognizes that there are unique implementation challenges to be considered when implementing the new system for educator evaluation and support in these settings. To that end, CT will propose an additional year of flexibility for these settings. While allowed the flexibility to conduct a “permissive pilot” of the new system during the 2014-15 school year, the CSDE will require a pilot of the system in these settings during the 2015-16 school year. This will allow the CSDE, along with representatives from these settings to continue to explore the implementation challenges and also explore appropriate solutions to address those challenges. We are committed to determine how best to implement the evaluation guidelines in these settings and ensure that the system is a fair and accurate one.

We are developing further guidance and instruction for these entities that will be released in the coming month. If you have questions in the meantime, please don't hesitate to reach out to Sharon Fuller (contact info is provided at the end of the presentation).

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**Slide 28.** As we come to the close of the presentation, we wanted to provide contact information if you should have questions during the plan submission and review process and provide an opportunity ask questions.

# Contact Information

## Bureau of Educator Effectiveness and Professional Learning CSDE Talent Office

Contact Information for Technical Assistance

[www.connecticutseed.org](http://www.connecticutseed.org)

RESC REGION	CONSULTANT	E-MAIL	PHONE
ACES	Claudine Primack OR	<a href="mailto:claudine.primack@ct.gov">claudine.primack@ct.gov</a>	860-713-6826
EASTCONN	Kimberly Audet	<a href="mailto:kimberly.audet@ct.gov">kimberly.audet@ct.gov</a>	860-713-6829
CREC	Kim Wachtelhausen OR	<a href="mailto:kim.wachtelhausen@ct.gov">kim.wachtelhausen@ct.gov</a>	860-713-6841
CES	Teresa Boyd-Cowles	<a href="mailto:teresa.boyd@ct.gov">teresa.boyd@ct.gov</a>	860-713-6842
EDUCATION CONNECTION LEARN	Sharon Fuller	<a href="mailto:sharon.fuller@ct.gov">sharon.fuller@ct.gov</a>	860-713-6814

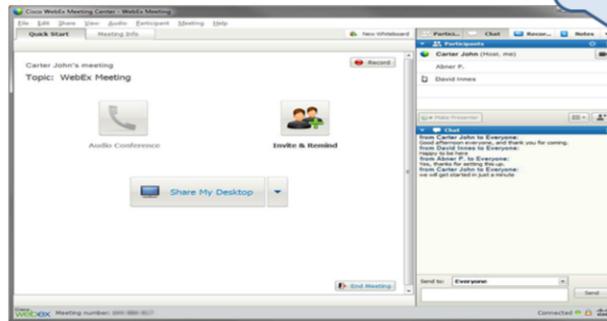


29

**Slide 29.** We are activating the CHAT function. You can send a question or interact with the presenter, host and panelists using the chat or Q&A panels and other feedback tools. To use Chat type your message into the text box and press the **Enter key or Send button**.

# Questions & Closing

Using Chat



You can send a question using the chat or Q&A panels and other feedback tools. To use Chat, type your message into the text box and press the **Enter key or Send button**.



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**Slide 30.** At this point the audio will be “Unmuted” and we will activate the CHAT function.

You can send a question or interact with the presenter, host and panelists using the chat or Q&A panels and other feedback tools.

To use Chat type your message into the text box and press the **Enter key or Send button**.

## Questions & Closing



**Final Slide**