

Rethinking Educator Evaluation & Support

Using Effective
Feedback to Improve
Instruction and
Student Learning

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EES Vision

All Connecticut educators have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the educator evaluation and support system so that all Connecticut students experience growth and success.



**LET'S MAKE
BETTER
MISTAKES
TOMORROW**

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Our Starting Assumptions

The current system was a response to Federal legislation and not on anyone's idea of what might work to improve learning.

ESS Council Design Process Steps

1. Background Explorations.

2. Identify and prioritize design principles.

3. Model review, selection or creation based on design principles alignment.

4. Model enhancement and final design.

5. Guideline and legislative alignment.

Two big ideas that work together...

Pareto - 20/80 – **focus** – just a few **causes** drive most of your results...

Systems - 85/15 – most of what drives the quality of those few causes is **HOW** they are done.

Consensus Rating Framework



Everything I will share today scored a 1 or a 2 from every member of the Council.

Listen to the Field

Constituent Feedback



What the research on
teacher evaluation says:

Morgaen Donaldson
UCONN

**Accountability is an
ineffective
motivator...**

**Emphasis on growth
and development...**

**Intrinsic motivation
and educator
agency...**

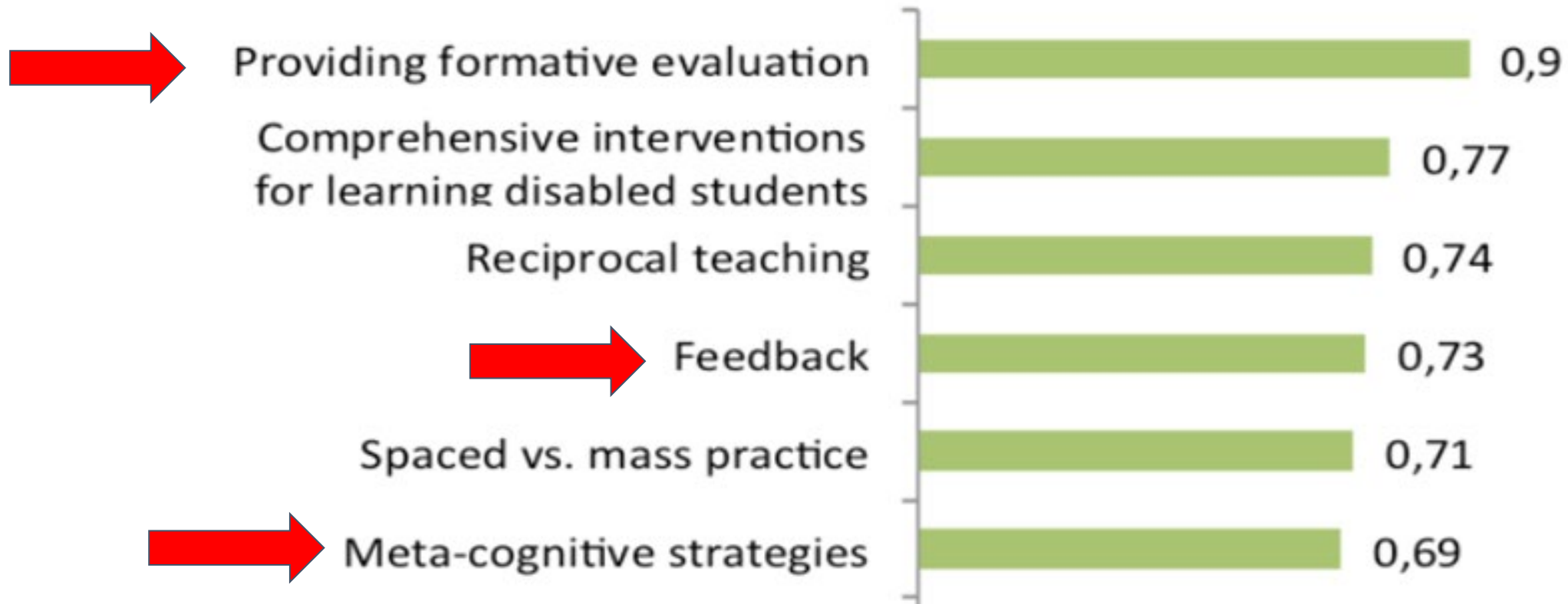
**Focus on things that
matter...**

**What the research on
teacher evaluation says:**

**Hanover Research
Meta-Study**

- **Providing specific and concrete feedback to teachers.**
- **Align evaluation practices with subsequent professional development.**
- **Incorporate action research and/or reflective action.**

What the research on learning impact says: John Hattie



Exploring Other Models

Massachusetts

Iowa

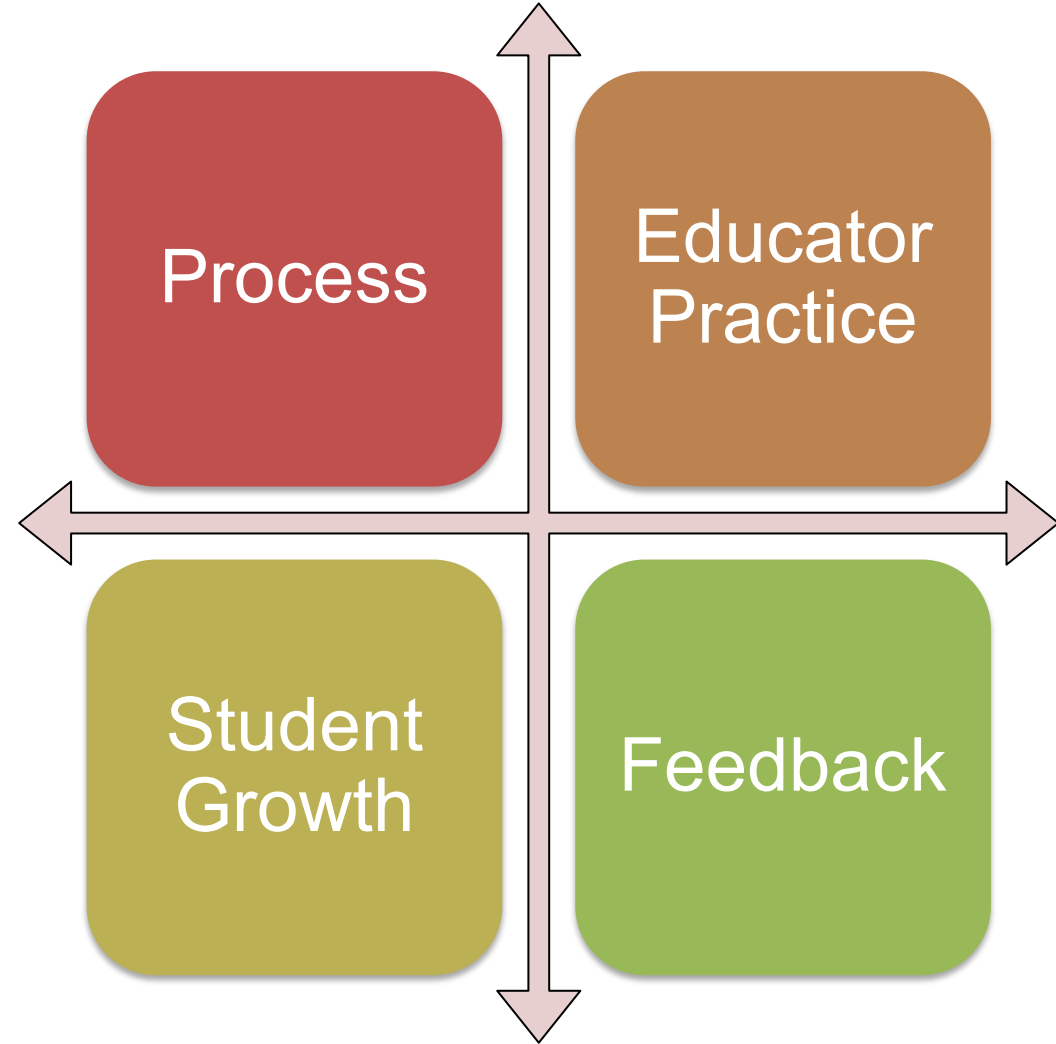
Mansfield

Farmington

EdAdvance

CEA/AFT

Design Categories



Foundational Assumptions and Design Priorities

Based on everything the Council reviewed and discussed, they brainstormed a list of almost 20 design principles that they wanted to have the new model follow...



They had to then prioritize them to guide the future design discussions.

Consensus Results

Design Principles / Participants													
	A	B	C	D	E	F	G	H	I	J	K	L	
Specific, timely, concrete, accurate and actionable feedback that is mutual and reciprocal	2	3	1	2	1	1	2	2	1	2	2	2	21
Connected to meaningful PD	2	2	1	2	1	1	2	2	2	2	2	2	21
Action research orientation, educator reflection	2	2	2	2	2	2	1	2	4	2	2	2	25
Educator growth and agency	1	2	1	1	2	2	2	2	2	2	2	2	21
Focused on things that matter	3	1	1	1	1	1	2	2	2	2	2	2	20
Simplify and reduce the burden	1	1	1	1	1	1	2	2	4	1	1	1	17
Allow for differentiation	1	1	1	2	1	1	1	1	1	2	1	2	15
Non-Punitive intentionally separate professional discipline (support) from professional growth with clear evidence/criteria for what constitutes the need to be in over the other (Trust/no ratings)	2	1	1	1	3	5	2	2	4	2	2	3	28
Embed equity in all aspects	1	2	3	3	1	1	2	2	4	2	2	3	26
Sustained, ongoing process that promotes reflection and revisio of the process itself	1	2	1	2	2	1	2	2	3	2	2	3	23
District and building level support to implement principles	3	3	3	3	1	1	2	2	2	2	2	3	27
Mutual/reciprocal accountability	1	2	1	3	3	1	2	2	2	2	2	2	23
Standards connected to best practice in delivery of content and the development on the whole child.	1	2	1	2	2	1	2		4	2	2	2	21



Design Principle Priorities

Allow for differentiation of roles (teachers, counselors, support staff and leaders - Central office, principal, vice principal)

Simplify and reduce the burden (eliminate the technical challenge, reduce the number of steps, paperwork)

Focus on things that matter (Identify high leverage, mainstream goal focus areas)

Connected to best practices aimed at the development of the whole child (Academic, social, emotional, and physical)

Focus on educator growth and agency (meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus (see above, focus on things matter))

Meaningful connections to professional learning (there are pathways for participants to improve their own practice in a way that is meaningful and impactful).


Specific, timely, accurate, actionable, and reciprocal feedback.





Non- Negotiables
Things you must do.

Best Practices
Things you should do.





**Educator
Practice
Non-
Negotiables**

- *Your new plan **must**...*
 - **Ensure that educator practice discussions are based on a set of national or state performance standards set by professional organizations and agreed upon by the PDEC.**



Educator
Practice
Best
Practices

- *Your new plan **should...***
 - **Differentiate the standards based on the role of the professional involved in the process.**



Educator
Practice
**Best
Practices**

- *Your new plan **should...***
 - **Avoid the use of numerical ratings of teacher performance.**
 - There is still a judgment to be made, but it is about the participation in the process.



Student
Growth

**Non-
Negotiables**

- *Your new plan **must**...*
 - **Include multiple measures of student learning, growth, and achievement as mutually agreed upon during the goal-setting process.**



**Student
Growth
Best
Practices**

- *Your new plan **should...***
 - **Consider the use of standardized indicators, but they are no longer required.**



Process

**Non-
Negotiables**

- *Your new plan **must**...*
 - Ensure that evaluation and support will be an on-going, cyclical progress monitoring process with evaluator and educator(s)/teams conferences in the fall/winter/spring at least three times per year.



Process

**Non-
Negotiables**

- *Your new plan **must**...*
 - **Follow timelines and guidelines developed by the PDEC –**
 - Levels, groupings
 - Goal timelines
 - Number of observations, evidences




Process

**Non-
Negotiables**

- *Your new plan **must**...*
 - Provide for multiple levels of support (Tier 1, Tier 2, and Tier 3) and clear criteria for the use and exit from support plans.



Process
Best
Practices

- 
- *Your new plan **should...***
 - **Allow for differentiation in terms of timelines, groupings, standards, and evidences.**



Process
Best
Practices



• *Your new plan **should...***

- **Reduce the burden of evaluation and TEAM on beginning teachers.**



Process
Best
Practices




• *Your new plan **should...***

- **Have teacher goals that are aligned with the goals of the district.**



**Process
Best
Practices**

- 
- ***Your district **should...*****
 - **Ensure that your local PDEC has the tools and capacity it needs to make these critical decisions.**




**Feedback
Best
Practices**

- *Your new plan **should...***
 - **Use single point competencies.**



**Feedback
Best
Practices**

- 
- ***Your new plan **should...*****
 - **Provide for multiple opportunities for teachers to receive timely, accurate and meaningful feedback (written and verbal).**



**Feedback
Best
Practices**



• *Your new plan **should...***

- **Focus on building evaluator capacity and competency in providing high-quality feedback.**



Looking for
more
guidance?



Sometimes...

..what is not stated is more important than what is – districts will have far more flexibility in this new era to innovate and design plans that work to improve professional practice.

What
happens
next?

- ***The existing flexibilities have been extended through next year.***




What
happens
next?

- **A new leader model that mirrors the teacher model is under development using the same timeline.**






What happens **next?**

- ***Changes in the law and new regulations have been proposed – and would need to be in place by the fall of 2024.***
- 

A large green circle on the left side of the slide, partially cut off by the edge.

What happens next?

- ***A design team has been convened to plan for teacher, evaluator, and PDEC trainings in support of this new framework.***
 - ***These trainings will begin in the late summer and fall and PDECs will have all next year to redesign what they want to do.***
- 
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What happens next?

- *It seems clear that there are three pathways forward...*
 1. *Tweak existing model to ensure its compliance with the non-negotiables*
 2. *Adopt and adapt an alternative model that advances your practice and is consistent with the framework.*
 3. *Design a new model from scratch.*



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