



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Performance Evaluation Advisory Council (PEAC) Meeting

January 17, 2014

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Agenda

I. Welcome	9:00-9:05 am
II. Neag Report	9:05-9:30 am
III. Discussion of Proposed Flexibilities	9:30-10:30 am
IV. Additional Discussion/Close	10:30-11:30 am

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Meeting Objectives

- Present findings from Neag's final report of the SEED Pilot Implementation Study
- Refine CT's System for Educator Evaluation and Support for continuous improvement based on stakeholder feedback and lessons learned from the pilot and early statewide implementation
- Reach consensus on proposed flexibilities as applied to the Guidelines for Educator Evaluation (June 2012)

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Introduction

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SEED Implementation in the Pilot Districts FINAL STUDY

Center for Education Policy Analysis,
Neag School of Education
University of Connecticut

Morgaen Donaldson, Ed.D., Casey Cobb, Ph.D., Sarah Woulfin, Ph.D., Rachael Gabriel, Ph.D., Richard Gonzales, Ed.M., Kimberly LeChasseur, Ph.D., Aliza Makuch, Ed.M., and Dawne Goodwin, Ed.M.

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Connecticut's System for Educator Evaluation and Development

Report on the Pilot Implementation 2012-2013

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Kimberly LeChasseur, Rachael Gabriel, Richard Gonzales,
Sarah Woulfin & Aliza Makuch

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Purpose

- To study SEED's pilot implementation and report findings to the State Board of Education and Education Committee to inform modifications to the model (*per legislative mandate*)

The Pilot sites

- Fourteen (14) public school districts chosen by SDE
 - 8 stand-alone districts and 2 consortia

Sample

- 37 schools within the 14 districts purposefully selected to reflect a representative sample
- presidents of union locals, state-level union leaders, and RESC trainers

Data collection

- 3 rounds of interviews with 200–500 randomly sampled individuals in each round
- 2 rounds of surveys with teachers with 500+ respondents in each round
- 1 round of surveys with school administrators ($n=22$)

Interview and Focus Group Sample in Phase 1

District/Consortium	Number of Interview/Focus Group Participants in Phase 1					Total
	Schools*	District Leaders	School Leaders	Teachers	Specialists	
Bethany	1	0	2	10	2	15
Branford	2	2	0	11	3	18
Bridgeport	7	1	7	73	9	97
CEFS ¹	4	4	5	41	3	57
CREC ²	6	1	6	31	2	46
Litchfield/Region 6	4	2	5	13	8	32
Norwalk	3	1	3	36	5	48
Waterford	2	2	3	27	3	37
Windham	4	2	4	26	23	59
Windsor	2	2	2	28	9	43
Total	35	17	37	296	67	452

*Schools in target sample; ¹ Columbia-Eastford-Franklin-Sterling; ² Capitol Region Education Council

Survey Sample and Response Rates for Second Survey

District/Consortium	Schools*	Sample		School Population**		District Population***	
		n	%	n	%	n	%
Branford	3	68	13%	215	32%	309	22%
Bridgeport	4	91	17%	373	24%	1,607	6%
CEFS	2	16	3%	66	24%	71	23%
CREC	5	92	17%	175	53%	516	18%
Litchfield/Region 6	6	34	6%	177	19%	209	16%
Norwalk	6	47	9%	342	14%	892	5%
Waterford	5	59	11%	160	37%	244	24%
Windham	6	90	17%	217	41%	302	30%
Windsor	1	36	7%	288	13%	387	9%
Total	38	533	100%	2,067	26%	4,596	12%

*Bethany, Franklin, and Sterling did not participate in the second survey

**Percentage of target sample

***Percentage of entire district/consortia; not adjusted for reduced sample of schools

Data Analysis

- Thematic analysis of qualitative data
- Descriptive statistics of quantitative data

Findings

- The implementation of SEED
- Educators' experiences with SEED
- Initial outcomes of SEED

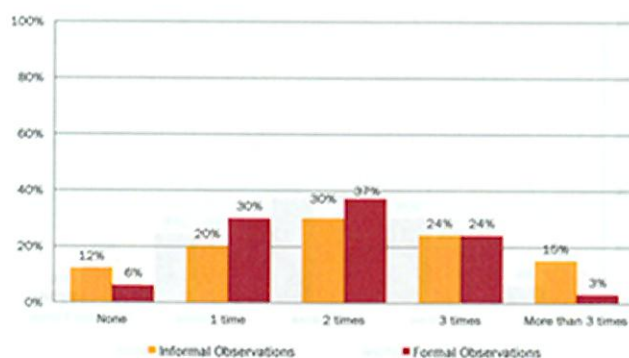
Findings: Implementation

- All pilot districts implemented almost all aspects of SEED model during the 2012-2013 pilot
- The number of baseline observations required by SEED (3 formal, 3 informal) proved challenging, but most teachers reported having at least 2 formal, 2 informal:
 - 69% of teachers surveyed reported having two or more informal observations; 64% reported two or more formal observations
- Educators reported increased time on evaluation activities compared to prior years:
 - 50% of teachers reported that they were observed more under SEED than previously
 - 74% of teachers reported spending more time on goal setting under SEED than previously

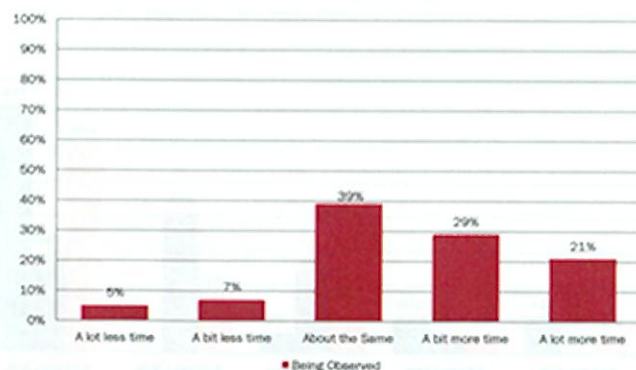
Findings: Implementation (cont.)

- SEED components implemented with less fidelity:
 - Parent feedback
 - Student feedback
 - Professional learning opportunities connected to evaluation results
 - SEED for school administrators

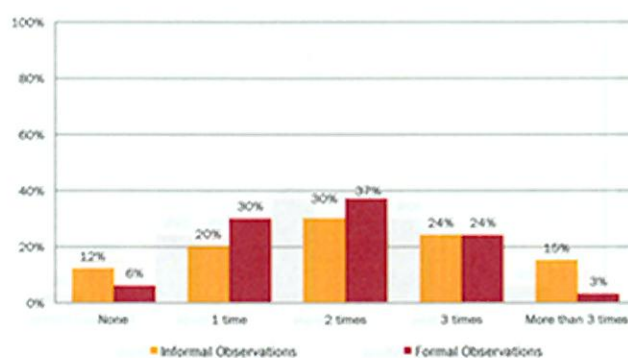
Number of Observations (Fall 2013 survey, $n=533$)



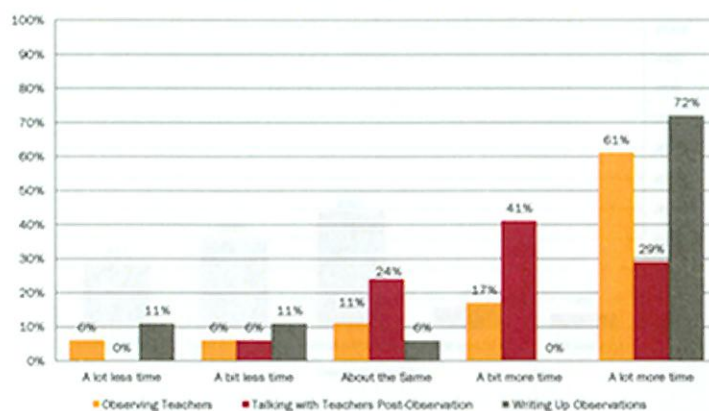
Time Spent Being Observed Compared to Pre-SEED (Fall survey 2013, $n=533$)



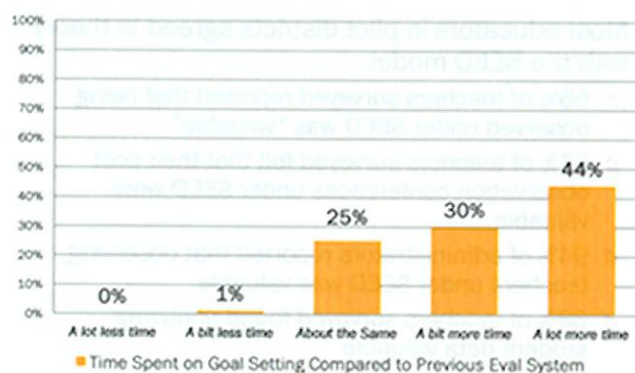
Number of Observations Reported by Administrators (n=22)



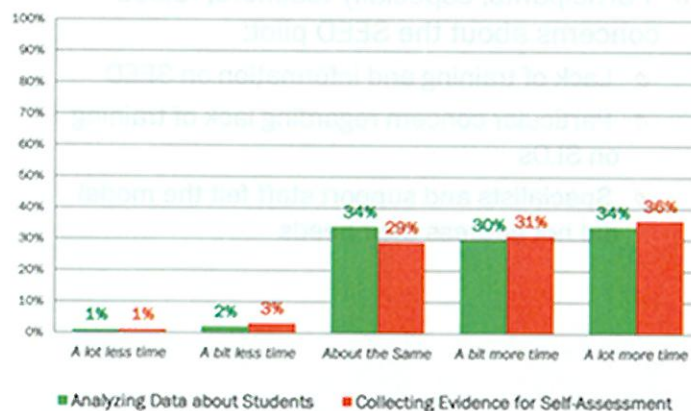
Administrator Time on Observation Tasks (n=22)



Time Spent on Goal Setting Reported by Teachers (Fall 2013 survey, n=533)



Teachers' Data Use Within SEED (Fall 2013 Survey, n=533)



Findings: Educator Experiences

- o Most educators in pilot districts agreed in theory with the SEED model
 - o 55% of teachers surveyed reported that being observed under SEED was "valuable"
 - o 57% of teachers surveyed felt that their post-observation conferences under SEED were valuable
 - o 94% of administrators reported that observing teachers under SEED was valuable
 - o 68% of teachers surveyed found analyzing student data valuable

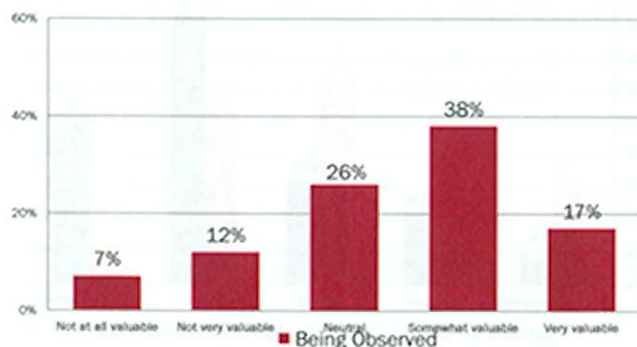
Findings: Educator Experiences (cont.)

- o Participants, especially teachers, raised concerns about the SEED pilot:
 - o Lack of training and information on SEED
 - o Particular concern regarding lack of training on SLOs
 - o Specialists and support staff felt the model did not address their needs

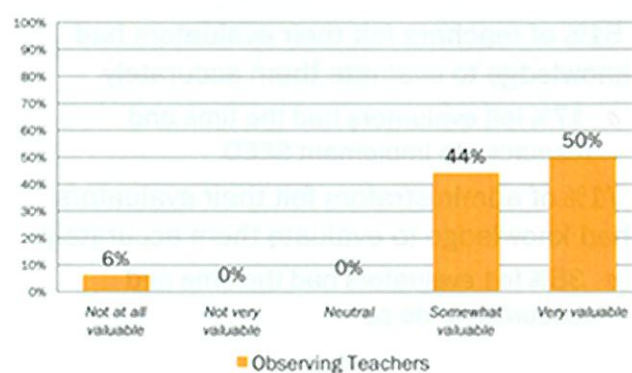
Findings: Educator Experiences (cont.)

- 51% of teachers felt their evaluators had knowledge to evaluate them accurately
 - 17% felt evaluators had the time and resources to implement SEED
- 71% of administrators felt their evaluators had knowledge to evaluate them accurately
 - 36% felt evaluators had the time and resources to do so

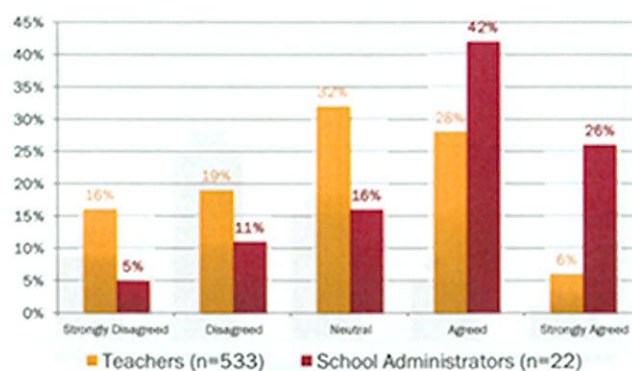
Teachers' Reported Value of Time Spent Being Observed Under SEED (Fall 2013 Survey, n=533)



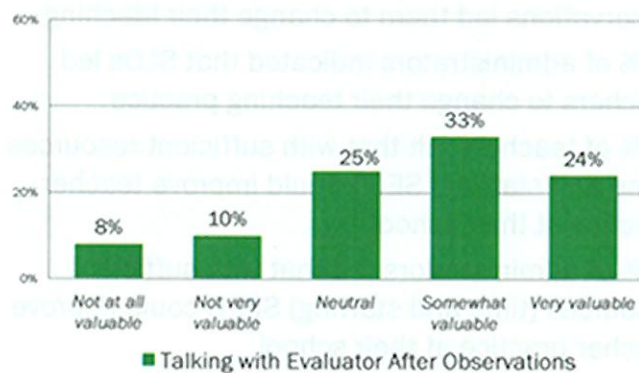
Administrators' Reported Value of Time Spent Observing Teachers Under SEED (Fall 2013 Survey, n=22)



Responses to "The observation rubric accurately describes a continuum of teaching quality" (Fall 2013 survey)



Value of Time Spent In Post-Observation Under SEED (Fall 2013 survey, n=533)



Frequencies for Teachers' Perceptions of the Validity of SEED Measures (Fall 2013 survey, n=533)

	Strongly Disagreed	Disagreed	Neutral	Agreed	Strongly Agreed
I feel that my summative rating from 2012-2013 is accurate.	7%	10%	25%	44%	14%

Findings: Outcomes

- 44% of teachers reported feedback from observations led them to change their teaching
- 55% of administrators indicated that SLOs led teachers to change their teaching practice
- 42% of teachers felt that with sufficient resources (time and staffing) SEED could improve teacher practice at their school
- 74% of administrators felt that with sufficient resources (time and staffing) SEED could improve teacher practice at their school

Teacher Views on SEED (Fall 2013 survey, $n=480$)

	Strongly Disagreed	Disagreed	Neutral	Agreed	Strongly Agreed
Setting SLOs led me to make changes in my teaching practice.	12%	27%	26%	32%	4%
Feedback from classroom observations was useful to me as a professional.	10%	12%	23%	47%	8%
Feedback from classroom observations led me to make changes in my teaching practice.	10%	15%	31%	37%	7%
Changes in my practice as a result of SEED were positive.	10%	14%	41%	31%	4%

Variations in Data

- o Elementary teachers and non-tenured teachers reported
 - o more observations than their secondary school and tenured counterparts.
 - o SEED to be more valuable and have greater potential benefits than did their secondary school and tenured counterparts.
- o Districts with lower student performance and multiple initiatives reported less robust implementation and less favorable attitudes towards SEED's impact on practice.
- o Specialists raised particular concerns over SEED.

Summary Teacher Evaluation Ratings SEED Pilot Districts, 2012-2013

	<i>Below Standard</i>	<i>Developing</i>	<i>Proficient</i>	<i>Exemplary</i>
District A	0%	0%	24%	76%
District B	0%	28%	56%	17%
District C	0%	2%	63%	35%
District D	3%	5%	92%	0%
District E	0%	0%	85%	15%
District F	0%	0%	84%	16%
District G	0%	4%	89%	7%
District H	0%	1%	84%	15%
District I	0%	2%	59%	39%
District J	0%	6%	81%	13%
District K	<1%	2%	68%	30%
District L	<1%	9%	76%	15%
<i>Overall</i>	<1%	4%	73%	23%

Recommendations

1. Provide additional opportunities for all educators to learn about SEED.
2. Build the skills of evaluators, in particular.
3. Increase the use of complementary observers.
4. Provide additional guidance on Student Learning Objectives and Indicators of Academic Growth and Development.

Recommendations (cont.)

5. Clarify and contextualize SEED to district and school personnel.
6. Disseminate promising practices.
7. Provide additional assistance to low-performing districts to support SEED's implementation.
8. Continue to track SEED's implementation and effects.

For more information

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Navigating a Complex Change Process

Concerns-Based Adoption Model

Stages of Concern	Expression of Concern
6. Refocusing	I have some ideas about something that would work even better.
5. Collaboration	How can I relate what I am doing to what others are doing?
4. Consequence	How is my use affecting learners? How can I refine it to have more impact?
3. Management	I seem to be spending all my time getting materials ready.
2. Personal	How will using it affect me?
1. Informational	I would like to know more about it.
0. Awareness	I am not concerned about it.

Source: <http://www.nas.edu/rise/backg4a.htm>

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Concerns-Based Adoption Model	
Levels of Use	Behavioral Indicators of Level
VI. Renewal	The user is seeking more effective alternatives to the established use of the innovation.
V. Integration	The user is making deliberate efforts to coordinate with others in using the innovation.
IVB. Refinement	The user is making changes to increase outcomes.
IVA. Routine	The user is making few or no changes and has an established pattern of use.
III. Mechanical	The user is making changes to better organize use of the innovation.
II. Preparation	The user has definite plans to begin using the innovation.
0I. Orientation	The user is taking the initiative to learn more about the innovation.

Source: <http://www.nas.edu/rise/backg4a.htm>

Goals for Continuous Improvement

- Move from *Mechanical* to *Routine*, *Refinement* and *Integration*.
- Continue to develop new systems, structures and efficiencies in order to increase feasibility of implementation.
- Expand levels and types of support provided to individual educators, schools and districts to support implementation.
- Continue to refine the overall system for educator evaluation and support, as well as the state model (SEED).
- Support continuously improving educator practice that results in improved student outcomes.

Continuous Improvement Proposed Flexibilities

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Items for Discussion

- **Proposed Flexibilities: Guidelines for Educator Evaluation**
- **Additional Topics**
 - *CCT Rubric for Effective Teaching*
 - Support for Implementation
 - Training and technical assistance in the model
 - Collaboration with Academic Office- Professional Learning to Support Teaching and Learning
 - Flexibilities for other educational entities

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Proposed Section 2.9

- Local and regional school districts may choose to adopt one or more of the evaluation plan flexibility components described within Section 2.9, in mutual agreement with district's professional development and evaluation committee pursuant to 10-151b(b) and 10-220a(b), to enhance implementation. Any district that adopts flexibility components in accordance with this section in the 2013-14 school year shall submit their plan revisions to the State Department of Education within 30 days of adoption of such revisions by its local or regional board of education, and no later than March 30, 2014. For the 2014-15 and all subsequent school years, the submission of district evaluation plans, including flexibility requests, shall take place no later than the annual deadline set by the State Department of Education.

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Proposed Section 2.9 (cont.)

- Each teacher, through mutual agreement with his/her evaluator, will select 1 goal/objective for student growth. For each objective/goal, each teacher, through mutual agreement with his/her evaluator, will select Indicators of Academic Growth and Development (IAGD) and evidence of the IAGD based on the range of criteria used by the district. For any teacher whose primary responsibility is not the direct instruction of students, the mutually agreed upon goal/objective and indicators shall be based on the assigned role of the teacher.

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Proposed Section 2.9 (cont.)

b. One half (or 22.5%) of the indicators of academic growth and development used as evidence of whether goal/objective is met shall be based on standardized indicators other than the state test (CMT, CAPT, or SBAC) for the 2014-15 academic year, pending federal approval. Other standardized indicators for other grades and subjects, where available, may be used. For the other half (22.5%) of the indicators of academic growth and development, there may be:

- A maximum of one additional standardized indicator other than the state test (CMT, CAPT or SBAC) for the 2014-15 academic year, pending federal approval, if there is mutual agreement, subject to the local dispute resolution procedure as described in 1.3.
- A minimum of one non-standardized indicator.

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Proposed Section 2.9 (cont.)

c. Teachers who receive and maintain a performance evaluation designation of proficient or exemplary and who are not first or second year teachers shall be evaluated with a minimum of one formal in-class observation no less frequent than once every three years, and three informal in-class observations conducted in accordance with Section 2.3(2)(b)(1) and 2.3(2)(b)(2) in all other years, and shall complete one review of practice every year. Teachers with proficient or exemplary designations may receive a formal in-class observation if an informal observation or review of practice in a given year results in a concern about the teacher's practice. For non-classroom teachers, the above frequency of observations shall apply in the same ways, except that the observations need not be in-classroom (they shall instead be conducted in appropriate settings). All other teachers, including first and second year teachers and teachers who receive a performance evaluation designation of below standard or developing, will be evaluated according to procedures in 2.3(2)(c) and 2.3(2)(d). All observations shall be followed with timely feedback. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, reviews of lesson plans or other teaching artifacts.

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Proposed Section 2.10

- a. On or before September 15, 2014 and each year thereafter, professional development and evaluation committees established pursuant to 10-220a shall review and report to their board of education the user experience and efficiency of the district's data management systems/platforms being used by teachers and administrators to manage evaluation plans.
- b. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, data management systems/platforms to be used by teachers and administrators to manage evaluation plans shall be selected by boards of education with consideration given to the functional requirements/needs and efficiencies identified by professional development and evaluation committees.

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Proposed Section 2.10 (continued)

- c. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, educator evaluation plans shall contain guidance on the entry of data into a district's data management system/platform being used to manage/administer the evaluation plan and on ways to reduce paperwork and documentation while maintaining plan integrity. Such guidance shall:
 - Limit entry only to artifacts, information and data that is specifically identified in a teacher or administrator's evaluation plan as an indicator to be used for evaluating such educators, and to optional artifacts as mutually agreed upon by teacher/administrator and evaluator;
 - Streamline educator evaluation data collection and reporting by teachers and administrators;
 - Prohibit the State Department of Education from accessing identifiable student data in the educator evaluation data management systems/platforms, except as needed to conduct the audits mandated by C.G.S. 10-151b(c) and 10-151i, and ensure that third-party organizations keep all identifiable student data confidential;
 - Prohibit the sharing or transference of individual teacher data from one district to another or to any other entity without the teacher or administrator's consent, as prohibited by law;
 - Limit the access of teacher or administrator data to only the primary evaluator, superintendent or his/her designee, and to other designated professionals directly involved with evaluation and professional development processes. Consistent with Connecticut General Statutes, this provision does not affect the State Department of Education's data collection authority;
 - Include a process for logging the names of authorized individuals who access a teacher or administrator's evaluation information.

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Proposed Section 2.10 (continued)

d. The State Department of Education's technical assistance to school districts will be appropriate to the evaluation and support plan adopted by the district, whether or not the plan is the state model.

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CCT Rubric for Effective Teaching

Goals	Process
<ul style="list-style-type: none"> • Simplify the rubric • Eliminate redundancies • Reduce the number of indicators • Clarify language • Prioritize CCSS-aligned instructional practices • Focus on the most essential attributes of a lesson 	<ul style="list-style-type: none"> • Broad stakeholder group • User focus groups • Revised version by February 2014 • Re-release of the revised rubric

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Support of Implementation: 2013-14

Talent Office Support

Training for Evaluators, including Proficiency and Support with Ongoing Calibration
Evaluation Orientation to CT's System for Educator Evaluation and Support
Technical Assistance for Teachers and Administrators
Data Management System
Support to Districts in Designing Systems for Evaluation-Informed Professional Learning
Provision of Surveys

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Professional Learning: Teaching and Learning

- Collaboration with the Academic Office
 - District team and coach training
 - CAS Community of Practice
 - Deep dive into CT Core Standards: ELA and Math
 - Systems of professional learning for new teachers
 - Blended learning approach in all cases

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Flexibility for Other Educational Entities

- Adult Education
- USD #1 and #2
- Approved Private Special Education Facilities
- Central Office and Charter School Administrators
- Pre-K

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Thank you.



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