

Personnel - Certified

Evaluation and Support Program

Flexibilities for Implementing the *CT Guidelines for Educator Evaluation 2017* for the 2020-2021 School Year

The Board of Education (Board) recognizes/acknowledges that the Connecticut State Department of Education (CSDE) for the 2020-2021 school year only has provided one-time flexibility within the *Guidelines for Educator Evaluation 2017* (Guidelines). The flexibilities reflect the importance of the social and emotional learning and well-being of students and educators during the 2020-2021 academic year, while maintaining meaningful feedback and substantive evaluation of educators and administrators.

The flexibilities for 2020-2021 are as follows:

Student Learning Indicators:

Districts may focus Student Learning components on social and emotional learning, student engagement and family engagement.

Teachers: A minimum of one goal with a minimum of two indicators or measures of accomplishment focused on social and emotional learning for students, student engagement, and/or family engagement. An academic goal may be considered with mutual agreement.

Administrators: A minimum of two indicators or measures of accomplishment focused on the reopening of schools, supporting well-being of staff and students, supporting remote and distance teaching and learning, mastery-based learning, ensuring equity for the most vulnerable students and their families, and/or health and safety of students, staff, and the school community.

Written feedback from observations shall be based on current CSDE-approved rubrics, be formative in nature, and include recommendations for professional learning.

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Teachers

Goals: One goal with two indicators and may focus on social-emotional growth, student engagement, or family engagement. Goals do not need to be quantitative in nature and indicators may be non-standardized. One indicator may focus on personal SEL growth, such as developing and implementing strategies to positively impact SEL, as long as growth benefits the students. All teachers will complete one review of practice.

Observations: For teachers with three or more years of experience previously rated proficient or higher two informal observations and one review of practice. (Same for new teachers to the district previously tenured in another district.) Three informal observations for all other teachers. Additional observations are allowable, all shall be followed by written feedback. Written feedback, including the summative narrative shall be formative in nature.

Rating: No rating will be given this school year, rather a summative narrative (by the evaluator will replace the summative score and be printed and placed in the personnel file to document compliance with the evaluation process.

Whole School Indicator and Parent Feedback: Whole School Indicators and Parent feedback will be required but not scored.

Administrators:

Goals: Two indicators or measures of accomplishment focus on the re-opening of schools, supporting well-being of staff and students, supporting distance teaching and learning, and/or health and safety of students, staff, and the school community.

Observations: A minimum of two and three site visit for administrators based on year of experience in the profession and/or district and previous summative ratings. All administrators complete a minimum of two artifact reviews.

Whole School Indicator and Parent Feedback: Whole School Indicators and Parent feedback will be required but not scored.

4-Level Matrix Rating System

Summative ratings are waived for the 2020-2021 academic year for all educators including administrators. Evaluators, however, are expected to provide substantive feedback to educators. Educators shall also complete a self-assessment and evaluators shall complete a narrative summary of the educator's performance. The evaluator will place the narrative summary in the personnel file as evidence of compliance with this policy.

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Improvement and Remediation Plans

Evaluators who have concerns about an educator's performance shall ensure it is appropriately communicated and documented, and development opportunities are provided, even without summative ratings. Communication between evaluators, educators, and the exclusive bargaining representative shall take place regarding the status of existing plans. Primary evaluators shall provide formative documentation when developing a plan in consultation with the educator and exclusive bargaining representative.

Amendment Requests

Should the District choose to adopt these flexibilities, it must be done through the mutual agreement process of the Professional Development and Evaluation Committee (PDEC) and the Superintendent. After reaching mutual agreement, the District may begin the implementation of the flexibilities. The District shall also notify the Bureau of Educator Effectiveness and Professional Learning by October 1, 2020 consistent with the EESP amendment process. If the District chooses not to utilize these flexibilities, it will assume its most recent CSDE-approved plan.

Guidance and resources to support the implementation of effective Student Learning Indicators and informal observation protocols for in-person, hybrid, and virtual learning environments will be provided by CSDE to assist the district in adopting available flexibilities.

The document, “*Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017 (Guidelines) for the 2020-2021 School Year*” dated August 11, 2020, provides additional detail to the above. It is available on the CSDE website.

(cf. 2400 - Evaluation of Administrators and Administration)
(cf. 4111/4211 - Recruitment and Selection)
(cf. 4115 – Evaluation and Support Program)
(cf. 4131 - Staff Development)

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Legal Reference: Connecticut General Statutes
10-145b Teaching certificates.
10-151a Access of teacher to supervisory records and reports in personnel file.
10-151b Evaluation by superintendent of certain educational personnel. (amended by PA 04-137, P.A. 10-111, P.A. 12-116, PA 12-2 (June Special Session), PA 13-245, PA 15-5 (June Special Session) Flexibilities implemented by Commissioner Cardona via Aug, 11 ,2020 memorandum to Superintendents.
10-151c Records of teacher performance and evaluation not public records.
10-220a(b) In-service training. Professional development. Institutes for educators. Cooperative and beginning teacher programs, regulations.
Connecticut Guidelines for Educator Evaluation, adopted by the State Board of Education, June 27, 2012.
Connecticut's System for Educator Evaluation and Development (SEED) state model evaluation system.
"Flexibility to Guidelines for Educator Evaluation" adopted by Connecticut State Board of Education, February 6, 2014
34 C.F.R. 200.55 Federal Regulations.
PL 114-95 – Every Student Succeeds Act §9213

Policy adopted: October 8, 2020

STONINGTON PUBLIC SCHOOLS
Stonington, Connecticut