CONNECTICUT STATE DEPARTMENT OF EDUCATION

Connecticut
Performance Evaluation Advisory Council
(PEAC) Meeting

June 10, 2015

Meeting Objectives

- Further establish meeting norms and processes going forward, including a decision-making protocol;

- Define subcommittees (topics, membership) and timeline;

- Develop an understanding of the rubric validation process and learn about the current progress of this work ;

- Finalize a revised Guidelines for Educator Evaluation (June 2015) document and hear other general updates; and

- Confirm key topics for future meetings.

Agenda

I.	Welcome/Introductions	9:00-9:10am
II.	Meeting Protocols	9:10-10:00am
III.	Rubric Presentation	10:00-11:00am
IV.	Additional Updates	11:00am-12:00pm

Welcome/Introductions

From Compliance To Coherence:

Enhancing Professional Learning and Growth

A conference on promising practices in educator evaluation and professional learning.

CSDE

CONNECTICUT STATE
DEPARTMENT OF EDUCATION

[Educators in Action Video](#)

February 26, 2015

Meeting Norms/Processes

PEAC Meeting Norms

- Listen carefully and with respect; one person speaks at a time.

- Agree to disagree, but disagree with ideas, not with people.

- Bring voices not in the room.

- Keep in mind, this is a "meeting in public," not a "public meeting."

- Participate as equals and share air time.

- Bring all perspectives, as appropriate.

- Participate fully.

- Capture questions that arise, and keep momentum going.

- Begin and end on time.

PEAC Quarterly Meetings: 2015-16

Date (all Wednesdays):	Time:
June 10, 2015	9am-12pm
September 16, 2015	9am-12pm
December 9, 2015	9am-12pm
March 9, 2016	9am-12pm

Decision-making Process

- Consensus-building tools:
  - Try to Maximize Joint Gains
  - Use Straw Polls ("Fist to Five" or Negative Poll)
  - Seek Unanimity
  - Make Every Effort to Satisfy Concerns of Holdouts
  - Settle for Overwhelming Level of Support
- When consensus cannot be reached, then the facilitator will motion to move to a majority vote
  - In the event of moving to a majority vote, each association is permitted to cast <u>one</u> vote
- If the association is not represented during a decision-making process, then the association forfeits its vote

Membership

- Per statute, 1 representative from each of the identified associations as designated by the association;
- A "person with expertise in performance evaluation processes and systems;" and
- "Any other person the Commissioner deems appropriate."

In the event a member cannot attend a meeting, the association can send another representative to attend, however, s/he should participate as part of the audience and will not participate in any decision-making processes.

Subcommittee Charge and Parameters

Topic	Membership	Timeline
Recommendations for Partial-Year Employment Update	Implementation/Development Team subcommittee	Sept. 2015
Ongoing Proficiency & Calibration of Evaluators/Training Plan	Implementation/Development Team subcommittee	Sept. 2015
Performance Designators/Tested Grades & Subjects	Implementation/Development Team subcommittee	Dec. 2015 & March 2016

Rubric Validation Presentation

Sandy Greenberg, VP for Research and Advisory Services

Pat Muenzen, Director of Research Services

CSDE-ProExam Partnership

- Dates back to 1988
    - Job Analysis Validation Studies
    - Connecticut Competency Instrument
    - Connecticut Administrator Test

- Rubric validation (2013 – present)
    - Teacher
    - Service Provider/Student and Educator Support Specialists (SESS)
    - Administrator

Rubric Development and Validation

- Main purpose for rubric
  - High stakes performance evaluation
  - Professional development
- Rubrics are "living" documents
  - Ongoing review and refinement
- Work conducted by subject-matter experts representing range of stakeholder groups
- Process facilitated by ProExam and grounded in psychometric principles

- Identifying behaviors that foster positive outcomes for students, teachers, schools, families and other key stakeholders in the education system

- Providing the basis for constructive, actionable feedback

- Defensibility

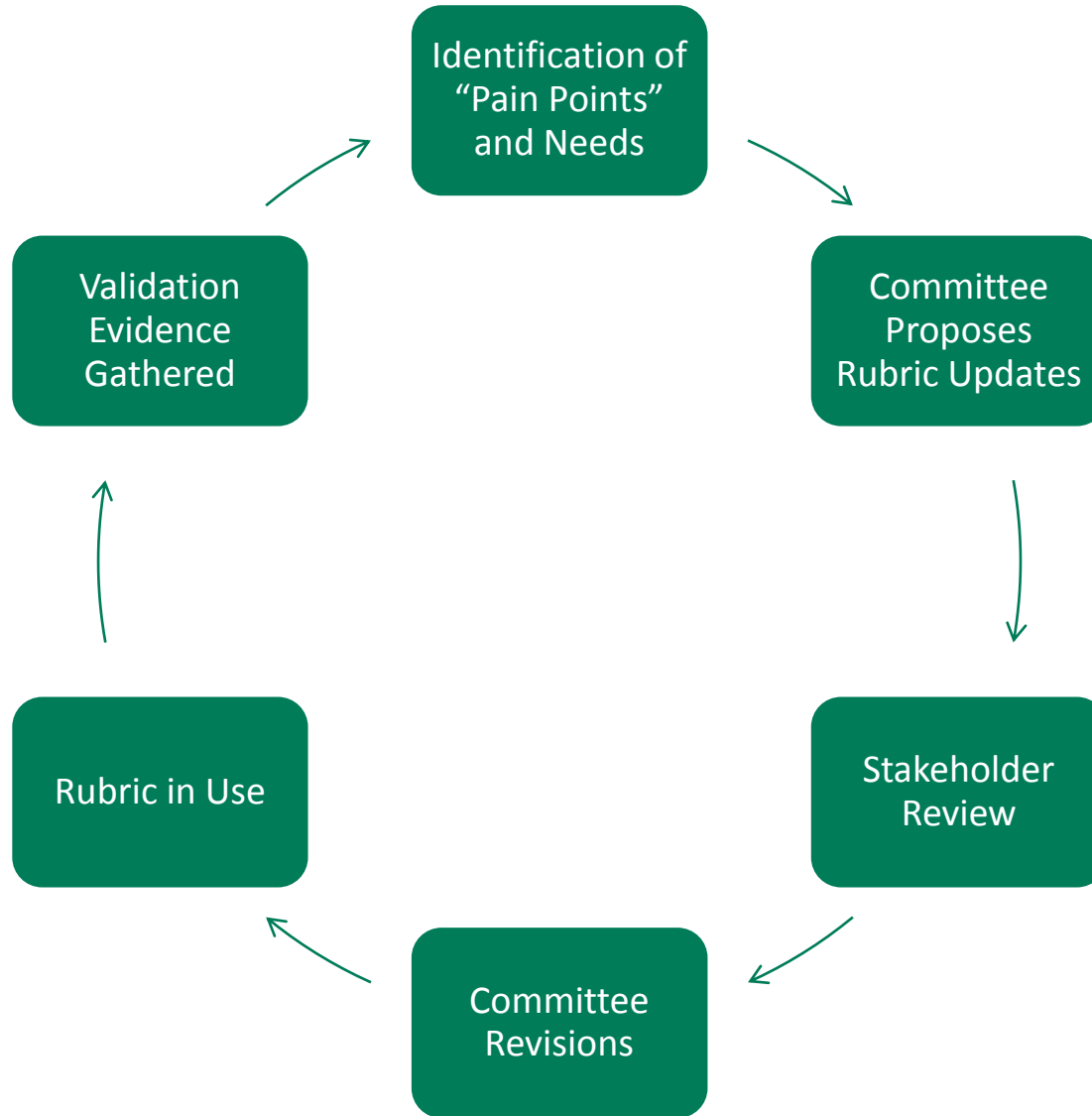 – *Reliability*

  – *Validity*

Three Rubrics

- *CCT Rubric for Effective Teaching - 2014*
- *CCT Rubric for Effective Service Delivery - 2015*
- *CT Leader Evaluation Rubric - 2015*

Rubric Review Committee Composition

- 20 – 25 members
- Target audience: teachers, support personnel, and/or administrators
- Trained observers of target audience
- Union representatives
- RESC Alliance
- CAS and CAPSS
- Private special education educators
- District- and state-level employees
- Higher education representatives

Revision Process

Identification of "Pain Points" and Needs → Committee Proposes Rubric Updates → Stakeholder Review → Committee Revisions → Rubric in Use → Validation Evidence Gathered → (back to Identification of "Pain Points" and Needs)

- Rubric should
  - reflect all experience levels
  - apply across settings, districts and positions
  - focus on components that impact positive outcomes
  - integrate key aspects of applicable standards
  - facilitate a consistent interpretation of the behaviors/actions being measured
  - translate into high-quality, actionable feedback

- Large-group discussions

- Small-group work and peer review

- Integrate content from literature

David Levenduski

Principal

Benjamin Franklin Elementary School

Meriden Public Schools

Katherine Lopez

Kindergarten Teacher

Benjamin Franklin Elementary School

Meriden Public Schools

Upcoming Validation Activities

- Surveys to gather content validity evidence from three constituencies
  - Target audience: teachers, service providers, and/or administrators
  - Trained observers of target audience
  - Additional stakeholders (may include employers, supervisors, district-level personnel)

Upcoming Validation Activities

- Fairness reviews

- Reliability reviews

- Online focus panels with rubric users

- Observer post-observation confidence surveys

- Teacher Rubric
  - Revised rubric implemented in 2014 – 2015
  - Validation activities: Fall 2015 and ongoing

- Service Delivery and Leader Rubrics
  - Revised rubrics to be implemented in 2015 – 2016
  - Validation activities: Winter 2015 and ongoing

Independent Review Feedback on Rubrics

"In reading [the revised *Leader Rubric*] for the first time, I used the rubric as a reflection of my own practice as an educational leader. This could become a very powerful tool in supervising administrators on any level and as a tool for developing improvement plans and setting building and district goals. This document feels to be more "user friendly" than the current rubric used for administrators."

– Superintendent of Schools

"I thought [the revised *Leader Rubric*] was comprehensive and addressed a number of very important if sometimes overlooked aspects of leadership. Specifically, I appreciated the attention paid to building capacity in others to exert leadership - whether through decision-making or monitoring practice."

– University Professor

"The experience of coming together with other Student and Educator Support Specialists and evaluators was extremely valuable. Being able to take a look at the rubric and hear from people with various lenses not only helped to modify the rubric in a way that considered all of the different support specialists but also allowed us to have irreplaceable conversations about ways to improve our own practice and get the most out of the evaluation process!"

– Director of School Counseling

General Updates

Review an updated version of the *Guidelines for Educator Evaluation*, which integrates the following:

- PEAC Flexibilities- February 6, 2014
- SBE-Adopted Revisions- May 7, 2014

Professional Learning Update

The CSDE continues to engage a broadly representative group of stakeholders to collaborate on the development of a new system for professional learning to support educators across their career continuum. Since our last update, we have accomplished the following:

- Secured SBE adoption of the *CT Definition for Professional Learning* and the *CT Standards for Professional Learning;*

- Rolled out an information awareness presentation on the PL work to various audiences including Curriculum Councils, Alliance Districts, and Teacher of the Year semi-finalists;

- Convened a Professional Learning Advisory Council (PLAC) subcommittee dedicated to crafting rationales for each of the 8 standards; and

- Identified subcommittees to continue the work into the 2015-16 academic year.

2015-16 Educator Evaluation & Support Plan Review

Status of Submission (as of 6/5/15)	
Complete and reviewed	110
Complete and under review	57
Extension requests	15
Incomplete	14
TOTAL	**196**

Waiver Requests; n= 22	
LEARN/Shoreline Framework	9
New requests	2
Repeat requests from previous year	11

- CT's new Educator Evaluation and Support System wasn't designed with Adult Education in mind
  - Implementation challenges
  - Not the intent/focus of the USED

- **PROPOSAL:** present participation in the new Educator Evaluation and Support process as OPTIONAL for adult educators given their unique context

Proposed Calendar of Discussion Topics

June 10, 2015	September 16, 2015
PEAC Meeting Norms/Protocols including Decision-Making Process & Subcommittee Charge/Parameters	Recommendations for Partial-Year Employment Update (Implementation/Development Team subcommittee)
ProExam Presentation on Rubric Validation Process/Update on Revised Rubrics	Ongoing Proficiency & Calibration of Evaluators/Training Plan Update (Implementation/Development Team subcommittee)
General Updates – Updated Guidelines Document/Professional Learning Update/2015-16 Plan Submission Update	Educator Evaluation & Support Monitoring Plan; Ongoing Plan Review Process

December 9, 2015	March 9, 2016
Performance Designators/Tested Grades & Subjects Update (NEW subcommittee)	General Update – Monitoring Process; Waiver Districts; Professional Learning Work
General Updates – Professional Learning Work; Training Program	

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Closing/Q&A