

REGION 12 PUBLIC SCHOOLS



Professional Learning

**SYSTEM FOR
EDUCATOR
EVALUATION AND
DEVELOPMENT**



Continuous Improvement

TABLE OF CONTENTS

Committee Members.....	3
Board of Education Members.....	3
District Vision.....	4
Introduction.....	5
Philosophy.....	5
Purpose.....	6
An Effective Evaluation System.....	6
Collaborative Practices.....	6
Review of Student Work and Data.....	7
Lifelong Learning.....	7
Teacher Evaluation System.....	7
CCT Rubric.....	9
Primary and Complementary Evaluators.....	11
Ensuring Fairness and Accuracy.....	12
Support and Development.....	12-16
Core Design Principles.....	17
Teacher Evaluation Process and Timeline.....	17
Examples:	
School Based-Goals for Parent Feedback.....	19
Individual Goals which support School-Based Goals.....	19
Examples of SLOs and IAGDs.....	20
Ratings of Teacher Goals.....	22
Teacher Practice Related Indicators.....	22
Teacher Practice Framework.....	23
Observation Process.....	23
Summative Rating.....	24
Levels of Performance.....	27
Sample Summative Calculation.....	28
Definition of Effectiveness and Ineffectiveness and Tenure Law.....	29

Regional School District No. 12
Achieving excellence by any measure

COMMITTEE MEMBERS

Janet Behr, Teacher
Rebecca Bottari, Teacher
Cathy Colella, Principal
Teresa DeBrito, Curriculum Director (PDEC Chair)
Lori Ferreira, Associate Principal
Kim Gallo, Principal
Rita Gregory, Teacher
Leslie Holst-Grubbe, Teacher
Emily Judd, Principal
Abbie McGough, Teacher
Michael Nolan, Teacher
Allyson O'Hara, Pupil Personnel Director
Joan Temple, Teacher
Susan Ubaldi, Teacher

Board of Education Members

Valerie Andersen – Washington
Alan Brown – Bridgewater
Anthony Bedini – Washington
Jennifer Pote – Washington
Gregory Cava – Roxbury
Peter Tagley – Washington
Susan Stumpf – Bridgewater
Michelle Gorra – Washington
Emily Hibbard – Roxbury
James Hirschfield – Washington
Kelly Lott – Roxbury
Michael Sinatra – Bridgewater

Our Vision

The Region 12 Community Educates, Challenges, And Inspires All Learners to Become Compassionate, Creative, And Courageous Individuals Who Are Empowered By The Knowledge, Character, And Perseverance To Achieve Their Greatest Potential Within The Global Society.

Through reflective practice, the mission of Region 12 is to optimize student achievement, build a collaborative learning environment and develop engaged citizens.



Optimize Student Achievement

- Engage in relevant and rigorous curricula and assessments.
- Demonstrate the acquisition of essential skills and knowledge.
- Promote higher level thinking and problem solving skills.
- Foster creativity, imagination, and innovation.
- Provide effective professional development and teacher support.



Build a Collaborative Learning Environment

- Nurture cooperative relationships between students, staff, families, and community.
- Promote respect and acceptance of diverse ideas.
- Foster active participation in a safe learning environment.
- Develop and demonstrate effective verbal and written communication skills.
- Encourage adaptability and flexibility in thinking.



Develop Engaged Citizens

- Recognize one's potential and individual responsibility in a global society.
- Cultivate integrity and empathy.
- Demonstrate self-discipline and responsible risk taking.
- Embrace lifelong learning.

Introduction

A teacher evaluation process is directly linked to a model of continuous improvement for any school system. The processes of supervision and evaluation, curriculum design, student assessment and thoughtfully integrated professional development programs should be approached with the sole purpose of improving student learning and staff effectiveness. This document contains examples provided by the State Department of Education. Additional resources can be found at connecticutseed.org

The fundamental purpose of school is learning.

DuFour

A committee of administrators and teachers developed this plan to align with the teacher evaluation requirements set forth by the Connecticut State Department of Education. According to State Department Guidelines for Performance Evaluation, all district teacher evaluation plans should do the following:

- Show a clear link between teacher evaluation and professional development to improve student learning.
- Show a clear link between the competencies identified in the Connecticut Common Core of Teaching (CCT), the district's educator evaluation and development plan, and improved student learning.
- Include a clear written statement describing the connections among teacher evaluation, curriculum development, professional development and student assessment.
- Provide opportunities for self-evaluation by teachers.
- Recognize peer assistance as integral to the ongoing support of teachers in improving teaching and learning.
- Provide for the training of administrators about the evaluation criteria established by the local school district.
- Provide for the allocation of time to facilitate teacher evaluation, collaboration and professional growth.
- Provide for both individual and collaborative evaluation and professional development.

Philosophy

Teaching requires passion and a belief that all children can learn. Therefore, our purpose is to educate children to their maximum potential. A teacher supervision, evaluation, and professional development program builds human capacities and challenges all educators to aspire to and reach exemplary.

The single most influential component of an effective school is the individual teachers within that school.

Marzano

Effective teaching implies a deep commitment to student learning. Teachers need a collegial and supportive atmosphere in order to continuously improve. Reflective educators are expected to set goals, implement plans, and differentiate those plans based on student needs and professional collaboration.

Purpose

The purpose of the Region 12 evaluation process is to provide an accurate assessment of a teacher's performance and a means to enhance one's professional growth. Therefore, an evaluation system should be a collegial and constructive process that works within a climate of clear expectations and support.

According to Connecticut State Department of Education's (CSDE) System for Educator Evaluation and Development, and the definition of effective teaching in the CCT, the major goals for professional development and teacher evaluation include the following:

- To enhance the knowledge, skills, and practices utilized by educators in order to improve student learning.
- To improve teaching, learning, and educational leadership through a high quality research-based professional development program that is sustained, intensive and based upon the analysis of student work.
- To foster continuous improvement through teamwork, collaborative goal setting, reflective analysis of student performance, data, and collaborative accountability for increased student learning.
- To provide a systematic way to respond to educators' professional development and evaluation needs based upon their varying levels of ability, development, and experience.
- To support and recognize educators for their growth, improvement, and contributions to the school community.

An Effective Evaluation System

An effective system for teacher supervision, evaluation and professional growth promotes relevant and differentiated opportunities for staff members at all levels of experience. Teachers need to *reflect* on their practice, *review* student work as a means of learning, *collaborate* with their peers, *refine* their skills, and implement ideas and concepts from professional development experiences.

Thus, the Region #12 System for Educator Evaluation and Development seeks to...

- Foster individual and collaborative practices that promote student learning.
- Ensure a continuous commitment of the staff to support the school and district's vision and mission.
- Promote collegial dialogue amongst peers, which may include but is not limited to peer coaching, peer review, study groups, in-house professional development, or action research.
- Encourage teachers to analyze and reflect on student work as a means of driving practice and professional growth.
- Include a systematic way to support teachers as lifelong learners.

Collaborative Practices

As teachers learn and grow, they are encouraged as educators to share ideas, reflect on pedagogy, discuss new research in education, and review student work as a means of improving their own instruction.

Review of Student Work and Data

In order to inform practice, teachers are expected to review student work and analyze data. A deep understanding of student performance is integral to making improvements that impact learning and achievement. The student work and/or data should be used as evidence to support the progress or success of the teacher.

For learning to be effective, clear targets in terms of information and skill must be established.

Marzano

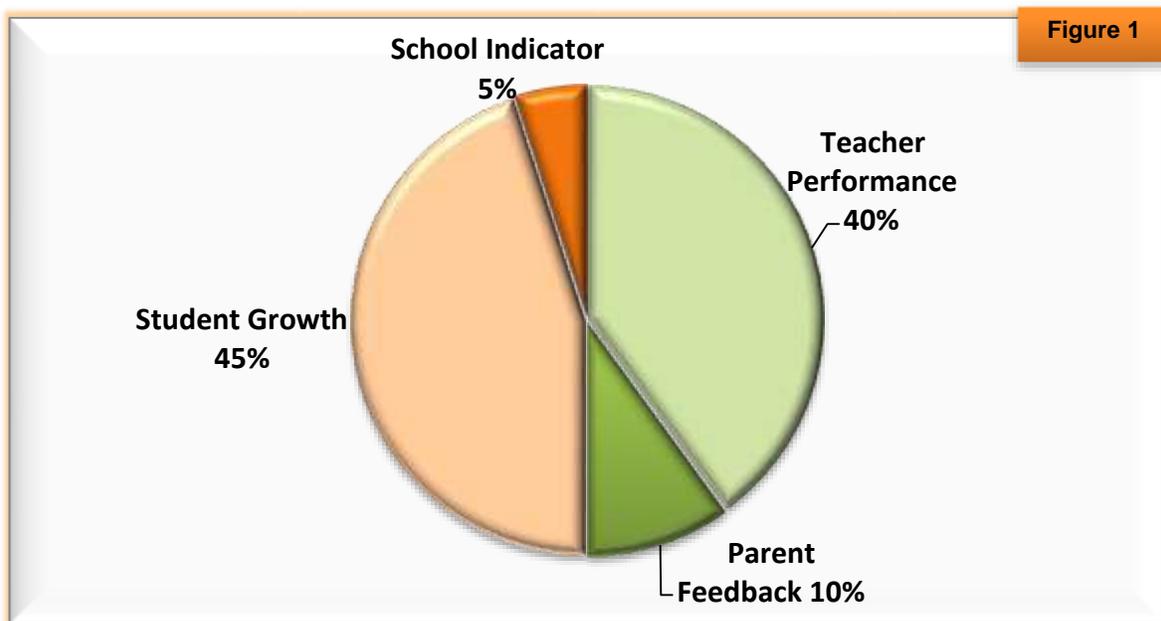
Lifelong Learning

All Region 12 educators are encouraged to be lifelong learners, committed to continuing educational and professional development pursuits that will increase their effectiveness as educators. Teachers are given in-district professional development opportunities, and outside conferences or training is supported when it appropriately addresses the professional growth needs of the teacher and school or district initiatives.

TEACHER EVALUATION SYSTEM

Overview

As shown in Figure 1, the evaluation and support system consists of multiple measures leading to a comprehensive picture of teacher performance. All teachers will be evaluated by administrators in four categories, grouped in two major areas:



➤ *Teacher Practice and Student Outcomes*

1. **Teacher Performance and Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:
 - (a) Observation of teacher performance and practice (40%) as defined in the Connecticut Common Core of Teaching Rubric for Effective Teaching, which articulates four domains and 12 indicators of teacher practice; and (b) Parent feedback (10%) of teacher practice through surveys. Surveys will be administered anonymously. The Panorama survey questions will be used. Teachers will develop parent goals based on the whole school survey results. Principals/leadership teams will analyze results and share with teachers. Performance levels are defined as:
 - Exemplary (4) – Substantially exceeded goal
 - Proficient (3) – Met the goal
 - Developing (2) –Partially met the goal
 - Below Standard (1) – Did not meet the goal

2. **Student Outcomes Related Indicators:** An evaluation of teachers’ contribution to student academic progress, at the school and classroom level. This focus area is comprised of two categories:
 - (a) Student growth and development (45%) as determined by the teacher’s student learning objective (SLO). 22 ½ % will include standardized tests (when available). A state tested area must also include interim assessment results that will be included in the overall score. Objectives are determined through mutual agreement. A minimum of one non-standardized indicator will also be part of the 22 ½% rating. Two non-standardized indicators will be selected for subjects that do not have standardized indicators.

 - (b) Whole-school measures of student learning as determined by aggregate student learning indicators of the administrator’s rating (5%). The school administrator’s 45% rating of whole student learning will constitute the teacher’s 5%.

Scores from each of the four categories shown in Figure 1 will be combined to produce a summative performance rating of Exemplary, Proficient, Developing or Below Standard. The performance levels are defined as:

- Exemplary (4) – Substantially exceeding indicators of performance
- Proficient (3) – Meeting indicators of performance
- Developing (2) –Meeting some indicators of performance but not others
- Below Standard (1) – Not meeting indicators of performance

DOMAIN 1:
Classroom Environment, Student Engagement and Commitment to Learning³

Teachers promote student engagement, independence and inter-dependence in learning and facilitate a positive learning community by:

- 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students
- 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students; and
- 1c. Maximizing instructional time by effectively managing routines and transitions.

DOMAIN 2:
Planning for Active Learning

Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

- 2a. Planning instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students;
- 2b. Planning instruction to cognitively engage students in the content; and
- 2c. Selecting appropriate assessment strategies to monitor student progress.

DOMAIN 3:
Instruction for Active Learning

Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

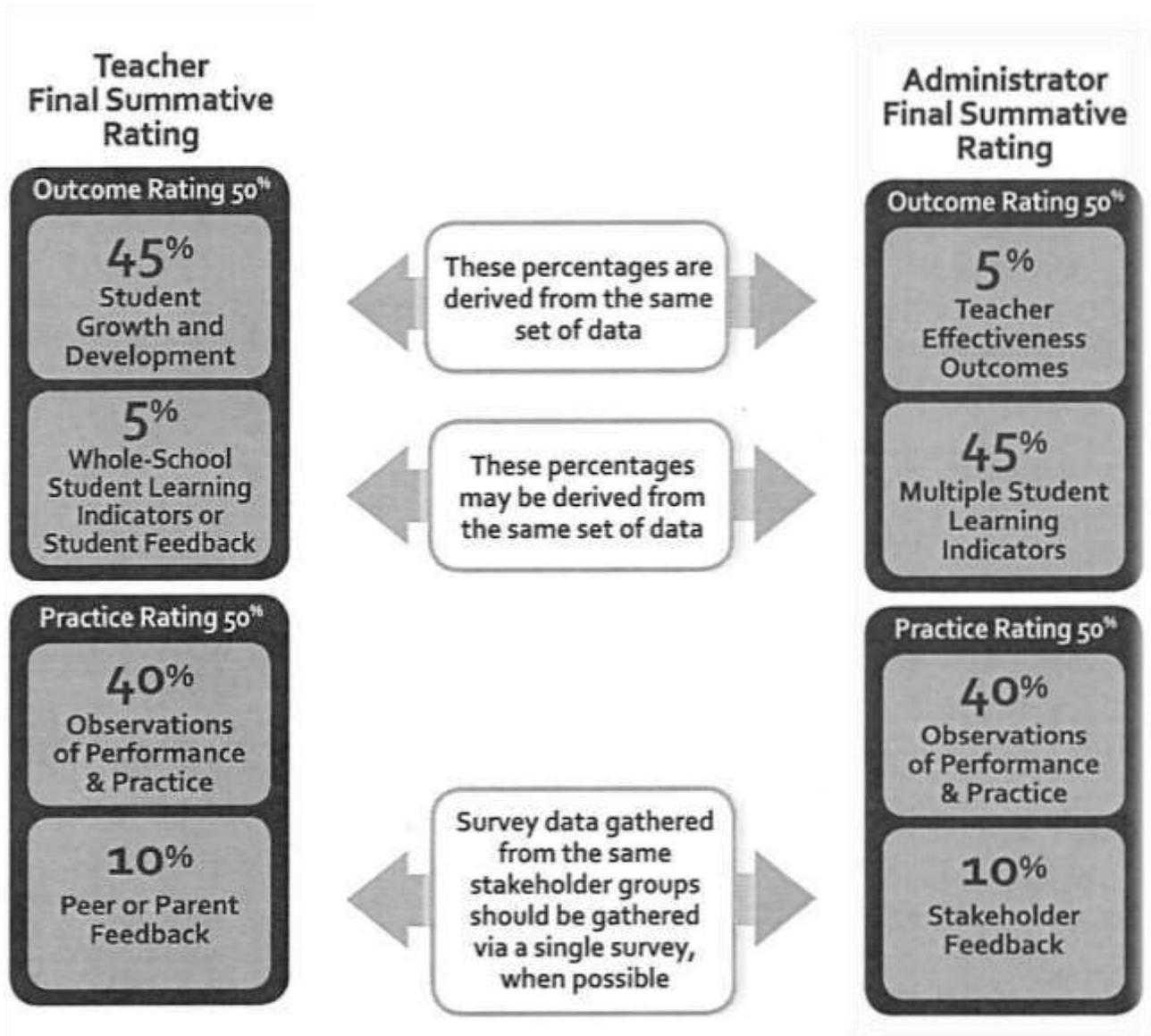
- 3a. Implementing instructional content for learning;
- 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies; and
- 3c. Assessing student learning, providing feedback to students and adjusting instruction.

DOMAIN 4:
Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others and leadership by:

- 4a. Engaging in continuous professional learning to impact instruction and student learning;
- 4b. Collaborating with colleagues to examine student learning data and to develop and sustain a professional learning environment to support student learning; and
- 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

The SEED model recognizes that student learning is a shared responsibility between teachers, administrators and district leaders. This is illustrated in the diagram shown below.



Primary and Complementary Evaluators

The primary evaluator for most teachers will be the school principal or assistant principal, who will be responsible for the overall evaluation process, including assigning summative ratings. Some districts may also decide to use complementary evaluators to assist the primary evaluator. Complementary evaluators are certified teachers, although they may also have administrative certification. They may have specific content knowledge, such as department heads or curriculum coordinators. Complementary

evaluators must be fully trained as evaluators in order to be authorized to serve in this role.

Complementary evaluators may assist primary evaluators (administrators) by conducting observations, collecting additional evidence, reviewing student learning objectives (SLOs) and providing additional feedback. A complementary evaluator will share his/her feedback with the primary evaluator as it is collected and shared with teachers.

Primary evaluators will have sole responsibility for assigning final summative ratings and must achieve proficiency on the training modules provided.

Ensuring Fairness and Accuracy - Evaluator Training, Monitoring and Auditing

All evaluators are required to complete extensive training on the evaluation model. The Connecticut State Department of Education (CSDE) will provide districts with training opportunities and tools throughout the year to support district administrators and evaluators in implementing the model across their schools. Districts will adapt and build on these tools to provide comprehensive training and support to their schools and to ensure that evaluators are proficient in conducting teacher evaluations.

At the request of a district or employee, the CSDE or a third-party designated by the CSDE will review evaluation ratings that include dissimilar ratings in different categories (e.g., include both exemplary and below standard ratings). In these cases, CSDE will determine a final summative rating.

In addition, CSDE will select districts at random annually to review evaluation evidence files for a minimum of two educators rated exemplary and two educators rated below standard.

SUPPORT AND DEVELOPMENT

As a standalone, evaluation cannot hope to improve teaching practice and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move teachers along the path to exemplary practice.

➤ *Evaluation-Informed Professional Learning*

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Every teacher will be identifying their professional learning needs in mutual agreement between the teacher and his/her evaluator and serves as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process in response to the evaluation rubric, collected data linked to student outcomes, observations of professional practice, and the goal setting procedure. Teachers will pursue opportunities to enhance their skills by accessing professional reading, web-based resources, district professional development, collaborative exchanges with colleagues, and/or other inter-district shared offerings. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities. The District's SEED committee will seek input from teachers and administrators regarding needed professional learning. Individual teachers are encouraged to attend out-of-district professional learning opportunities. Administrators will work with teachers to help develop sustainable professional learning plans that align

with teacher needs. The District will also provide common professional development days for this purpose.

➤ *Improvement and Remediation Plans*

It is expected that all educators will receive support when an area(s) of concern is identified. Support may include professional reading, web-based resources, observations, and is intended to provide short-term assistance to address a concern in its early stages. Improvement and remediation plans should be developed in consultation with the teacher and his/her exclusive bargaining representative and be differentiated by the level of identified need and/or stage of development. Plans must have clear timeframes, specific targets and expectations of improvement. These requirements are further outlined below.

Improvement and remediation plans must:

- identify resources, support and other strategies to be provided to address documented deficiencies;
- indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and
- include indicators of success including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.

Levels of Improvement Plans:

- Structured Support is a short term plan (less than 60 days) that is well defined. If this plan does not result in satisfactory improvement, then a special assistance plan will be developed.
- Special Assistance is intended to assist an educator who is having difficulty consistently demonstrating proficiency throughout the year or if the overall performance rating is developing or below standard. Goal setting will be determined based on documented deficiencies. Union representation is recommended. Resources may include coaching, observations of proficient or exemplar teachers, accessing professional reading, we-based resources, district professional development, collaborative exchanges with colleagues and or other inter-district offerings. Timeline must be specified. Meeting the outlined goals of the plan will be the indicators of success. If success is not met, then an intensive assistance plan will be developed.
- Intensive Assistance is offered when the goals of the special assistance plan are not met within the identified timeline. Goal setting will be determined based on the documented deficiencies. The timeline is not to exceed 180 school days. Resources may include additional administrator support/observations, coaching, observations of proficient or exemplar teachers, accessing professional reading, web-based resources, district professional development, collaborative exchanges with colleagues, and/or other inter-district shared offerings. Success will be based on a summative rating of proficient or exemplary.

➤ *Career Development and Growth*

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself and in building the capacity of all teachers. Educators who exemplify strengths that are instrumental in improving student achievement will have opportunities to expand that success. Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

➤ *Dispute Resolution Process*

Regional School District No. 12 believes that evaluation should be a collaborative process between the evaluator and teacher, drawing on the expertise and perspective of both parties. However, recognizing that disagreements may arise during the process, and in accordance with the Connecticut Guidelines for Educator Evaluation, when a teacher and evaluator cannot agree on objectives, the evaluation period, feedback and professional development, the teacher will complete a dispute resolution form. The Professional Development and Evaluation Committee (PDEC) will have responsibility for overseeing the dispute resolution process.

Dispute Resolution Protocol

The protocol for the dispute resolution process is outlined below.

1. Teacher completes the dispute resolution form
2. Teacher submits the form to the PDEC Chair (Director of Curriculum)
3. The PDEC Chair will forward the dispute resolution form to SVAA and SVEA
4. Within five (5) school days, the SVAA and SVEA will each select two members for a total of a four member appeals committee
5. Members of the appeals committee will have ten (10) school days to meet with the teacher and the evaluator (separately) in order to gather relevant information
6. The appeals committee shall have an additional five (5) school days to render a decision
7. The expectation is that within twenty (20) school days of initiating a dispute, the matter will be resolved
8. If the appeals committee is unable to render a decision within five (5) school days, following meeting with the teacher and evaluator, the committee will share its findings with the superintendent.
9. Once the superintendent has received the dispute resolution information, she will meet with the teacher and evaluator.
10. The superintendent will render a final decision within ten (10) school days

The templates for the dispute resolution forms are shown below.

Form 1 of 3

Regional School District #12 Dispute Resolution - Initial Dispute Form
(Submit to Director of Curriculum)

Name of teacher presenting dispute: _____ Date: _____

Name of administrator: _____

Please indicate the nature of the dispute:

Disagreement regarding:

Objectives/goals

Evaluation period

Feedback on performance and practice

Final summative rating

Please briefly describe the nature of the dispute:

Form 2 of 3:

Regional School District #12 Dispute Resolution - Appeals Committee Decision
(Decision is to be determined within twenty (20) school days after receipt of initial dispute form)

Name of teacher presenting dispute: _____

Name of administrator: _____ Date: _____

Please briefly summarize the committee's decision:

Please briefly explain reasons for the decision, and, if appropriate, recommendations for either or both parties:

Appeal Committee Members:

Form 3 of 3:

Regional School District #12 Dispute Resolution - Superintendent Decision

(Decision to be determined within ten (10) school days after meeting with appeals committee)

Name of teacher presenting dispute: _____

Name of administrator: _____ Date: _____

Please briefly summarize your decision:

Please briefly explain reasons for the decision, and, if appropriate, recommendations for either or both parties:

Core Design Principles

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers. To support our teachers, we need to clearly define excellent practice and results; give accurate, useful information about teachers' strengths and development areas; and provide opportunities for growth and recognition. However, our current evaluation systems often fail to do these things in a meaningful way. Connecticut's new state model, SEED, strives to change that and to treat our teachers like the hard-working professionals they are. The purpose of the new evaluation model is to fairly and accurately evaluate teacher performance and to help each teacher strengthen his/her practice to improve student learning.

Teacher Evaluation Process and Timeline – Goal Setting & Planning

The annual evaluation process between a teacher and an evaluator (principal or designee) is anchored by a minimum of three performance conversations at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set development goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful. The following steps describe the process required for teachers and administrators.

1. *Commence Process* - To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and student learning objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation process.
2. *Teacher Reflection and Goal-Setting* – The teacher examines student data, prior year's evaluation and survey results and the Connecticut Framework for Teacher Evaluation and Support to draft a proposed performance and practice goal(s), a parent feedback goal, student learning objectives (SLOs), and a student feedback goal (if required) for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.
3. *Goal-Setting Conference* - Target is October 15; must be completed by November 15
The evaluator and teacher meet to discuss the teacher's proposed goal and Indicators of Academic Growth & Development (IAGD) in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher's practice to support the review. The evaluator may request revisions to the proposed goal and objectives if they do not meet approval criteria.
4. *Mid-Year Check-In* – January/February
The teacher and evaluator collect and reflect on evidence to date about the teacher's practice and student learning in preparation for the check-in. The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on teacher practice goals, student learning objectives (SLOs)

and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

5. *End-of-Year Summative Review* -May and June; must be completed by June 30
 Teacher Self-Assessment – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal setting conference.

Collaboration... is not a gift... but a skill that requires effort and practice.

Reeves

6. *Scoring* – The evaluator reviews submitted evidence, self-assessments and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student-related indicators significantly to change the
7. final rating. Such revisions should take place as soon as state test data are available and before September 15.
8. *End-of-Year Conference* – The administrator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the administrator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before June 30.

Figure 2 provides an overview of the required observations which count as 40% of the whole rating.

<u>TEACHER CATEGORY</u>	<u>OBSERVATIONS & REVIEW OF PRACTICE</u>
Teachers Who Meet Standards or Above (Proficient/Exemplary)	<ul style="list-style-type: none"> • Two year cycle of formal/informal observations • Year A: 1 formal in-class (30+ min.) + Review of Practice • Year B: 3 informal in-class (10+ min.) + Review of Practice
First and Second Year Novice Teachers	<ul style="list-style-type: none"> • 3 or more Observations + Review of Practice • 3 formal in-class (30+ min.); 2 include pre-conference • All of which include verbal and written feedback provided during post-conference.

Figure 2

<p>Teachers Who Do Not Meet Standards (Below Standard/Developing)</p> <p>Teacher Improvement and Remediation Plan</p>	<ul style="list-style-type: none"> • 6 or more Observations (within 120 days) + Review of Practice • 3 formal in-class; 2 include pre-conference + 3 informal in-class • Address specific performance indicators, as outlined in the Special Assistance Plan • All of which include a post-conference with written feedback • All of which are 30+ minutes
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Additional Notes:

- At any time, an administrator may conduct additional observations.
- Although a rating is required for *Observations of Performance and Practice* (40%) every year, during informal years it is not necessary for administrators to tag all domains, indicators or attributes.
- During an informal year, a teacher may request to follow a formal observation track prior to the mid-year review.

EXAMPLES OF PARENT GOALS, SLOs and IAGDs

The following section provides examples of goals that are a part of the teacher performance rating.

Examples:

School-Based Goals for Parent Feedback

Increase the percentage of parents who say “Always” to the statement “My child’s teacher communicates with parents,” from 68% to 90%.

issue with my child with my child’s teacher,” from 56% to 75%.

Decrease the percentage of parents who say their *first* choice for information about our school is ‘other people’ (63% to 40%) while increasing the percentage of parents who say their *first* choice for information is the school webpage (52% to 70%).

Increase the percentage of parents who say “Always” to the statement “I feel comfortable talking about an

Examples: Individual Goals which support School-Based Goals

- I will send home progress reports for math with each child every two weeks.
- Every other Friday, my 6th grade students will use their work folders to write a brief letter to their parents summarizing their progress in reading and math.
- I will revise my Curriculum Night letter and my pre-conference handouts to make sure I am 'inviting' parents to talk to me. In addition, I will call each child's parents once by October 15th to encourage communication.
- I will update my classroom webpage weekly on Mondays.
- I will submit classroom news items for the webpage once per month.

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development (at least one is required)
Eighth Grade Science	My students will master critical concepts of science inquiry.	1. 82% of my students will score at the goal or higher level on the science CMT in March 2013.
Fourth Grade	My 22 students will demonstrate improvement in or mastery of reading comprehension skills by June 2013.	<ol style="list-style-type: none"> All 17 students assessed on the standard CMT will maintain proficiency, goal or advanced performance, or will gain a proficiency band on 4th grade CMT Reading in March 2013. All 5 students (23%) assessed on the MAS for Reading CMT will achieve at the proficient or goal level on 4th grade CMT Reading MAS in March 2013.

The indicators of growth must be SMART Goals: Specific and Strategic, Measureable, Aligned and Attainable, Results-oriented and Time-bound.

An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with a quantitative target, that will demonstrate whether the SLO was met. Each SLO must include at least two IAGDs.

While teachers and evaluators should confer during the goal-setting process to select a mutually agreed upon SLO. The evaluator will examine each SLO relative to the following criteria to ensure that SLOs across subjects, grade levels and schools are both rigorous and comparable:

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development (at least one is required)
Seventh Grade Science	My students will master critical concepts of science inquiry.	1. My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry.

High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	2. 85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts teachers in our District.
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<u>Priority of Content</u>	<u>Quality of Indicators</u>	<u>Rigor of Objective / Indicators</u>
Objective is deeply relevant to teacher’s assignment and addresses a large proportion of his/her students.	Indicators provide specific, measurable evidence. The indicators provide evidence about students’ progress over the school year or semester during which they are with the teacher.	Objective and indicators are attainable but ambitious, and taken together represent at least a year’s worth of growth for students (or appropriate growth for a shorter interval of instruction).

Additional content-specific samples are available in the appendix and on the *Connecticut Seed* website. Once SLOs are approved, teachers will monitor students’ progress towards the objectives. Teachers can, for example, examine student work; administer interim assessments and track students’ accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress. Progress towards SLO/IAGDs and action steps for achieving progress should be referenced in feedback conversations throughout the year.

If a teacher’s assignment changes, or if his/her student population shifts significantly, the SLO can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

During the school year, the teacher will collect the evidence required by their IAGDs, upload artifacts to Bloomboard, and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment, which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

1. Describe the results and provide evidence for each indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that going forward.

Evaluators will review the evidence and the teacher’s self-assessment and assign one of four ratings to each SLO: Exceeded (4 points), Met (3 points), Partially Met (2 points) or Did Not Meet (1 point). These ratings are defined as follows:

Ratings of Teacher Goals

Exceeded (4)	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
Met (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
Partially Met (2)	Many students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
Did Not Meet (1)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

For SLOs with more than one IAGD, the evaluator may score each indicator separately, and then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically. It is expected that there will be multiple assessments used as evidence. For subjects that are state tested, interims must be used during the school year as well.

The final student growth and development rating for a teacher is the average of their IAGDs. For example, if one SLO was “Partially Met,” for a rating of 2, and the other SLO was “Met,” for a rating of 3, the Student Growth and Development rating would be 2.5 [(2+3)/2]. The individual SLO ratings and the Student Growth and Development rating will be shared and discussed with teachers during the End-of-Year Conference. 22 ½ % of the SLO will be non-standardized assessments.

The full 45% will be based on the teacher’s non-state assessments. Likewise, SPI’s will not be available to count toward 5% resulting in the Student Growth & Development Rating counting as 50% of the summative evaluation. The administrator’s Teacher Effectiveness Outcome will count as the 5%.

TEACHER PRACTICE RELATED INDICATORS

The Teacher Practice Related Indicators (Teacher Performance and Practice and Parent Feedback) constitute half of the SEED teacher evaluation model, and evaluates the teacher’s knowledge of a complex set of skills and competencies and how these are applied in a teacher’s practice.

The Teacher Performance and Practice (40%) category of the model is a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and tailor support to those needs.

The annual evaluation process between a teacher and an evaluator (principal or designee) is anchored by three performance conversations at the beginning, middle, and end of the year.

Teacher Practice Framework – CT Rubric for Effective Teaching

The CCT Rubric for Effective Teaching is available in the appendix of this document and represents the most important skills and knowledge that teachers need to successfully educate each and every one of their students. The Rubric was developed through the collaborative efforts of the CSDE and representatives from the regional educational service centers (RESCs), the Connecticut Association of Schools (CAS), pilot districts and the statewide teachers' unions. The CCT Rubric for Effective Teaching is aligned with the four domains of CT Common Core of Teaching and includes Common Core State Standards throughout the domains. The CCT Rubric for Effective Teaching is organized into four domains (domains 1-4), each with three indicators. Forty percent of teachers' final evaluation is based on their performance across all four domains. The domains represent essential practice and knowledge and receive equal weight when calculating the summative Performance and Practice rating.

Observation Process

Research, such as the Gates Foundation's Measures of Effective Teaching study, has shown that multiple snapshots of practice conducted by multiple observers provide a more accurate picture of teacher performance than one or two observations per year. These observations don't have to cover an entire lesson to be valid. Partial period observations can provide valuable information and save observers precious time.

Observations in and of themselves aren't useful to teachers – it's the feedback based on observations that helps teachers to reach their full potential. All teachers deserve the opportunity to grow and develop through observations and timely feedback. In fact, teacher surveys conducted nationally demonstrate that most teachers are eager for more observations and feedback that they can then incorporate into their practice throughout the year.

The guidelines for observations are reiterated below.

- *Formal:* Announced or unannounced observations or reviews of practice that last at least 30 minutes and are followed by a post-observation conference, which includes both written and verbal feedback.
- *Informal:* Non-scheduled observations or reviews of practice that last at least 10 minutes and are followed by written and/or verbal feedback.
- All observations should be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, within two days of an observation.
- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that the majority of observations be unannounced.

Pre-Conferences and Post-Conferences

Pre-conferences may provide context for the lesson, providing information about the students to be observed and setting expectations for the observation process. Pre-conferences are optional for observations except where noted otherwise. A pre-conference can be held with a group of teachers, where appropriate.

Post-conferences provide a forum for reflecting on the observation against the CCT Rubric for Effective Teaching and for generating action steps that will lead to the teacher's improvement. A good post-conference:

- begins with an opportunity for the teacher to share his/her reflections on the lesson;
- cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made and where future observations may focus;
- involves written and verbal feedback from the evaluator; and
- occurs within a timely manner, typically within five business days.

Classroom observations provide the most evidence for domains 2 and 4 of the CCT Rubric for Effective Teaching, but both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching). Pre- and Post-Conference Forms are available in the appendix.

Non-Classroom Reviews of Practice

Because the evaluation and support model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the CCT Rubric for Effective Teaching, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, Professional Learning Community meetings, call logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers and/or attendance records from professional learning or school-based activities/events.

Teacher Performance and Practice Focus Area (in-class)

As described in the Evaluation Process and Timeline section, teachers develop one performance and practice focus area that is aligned to the CCT Rubric for Effective Teaching. The focus area will guide observations and feedback conversations throughout the year.

Each teacher will work with his or her evaluator to develop a practice and performance focus area through mutual agreement. All focus areas should have a clear link to student achievement/progress and should move the teachers towards proficient or exemplary on the CCT Rubric for Effective Teaching. Schools may decide to create school-wide or grade-specific focus areas aligned to a particular indicator (e.g., 4b: Leading students to construct new learning through use of active learning strategies).

Growth related to the focus areas should be referenced in feedback conversations throughout the year. The focus area and action steps should be formally discussed during the Mid-Year

Conference and the End-of-Year Conference. Although performance and practice focus areas are not explicitly rated as part of the Teacher Performance and Practice component, growth related to the focus area will be reflected in the scoring of Teacher Performance and Practice evidence.

Teacher Performance and Practice Scoring

Evaluators are not required to provide an overall rating for each observation, but they should be able to provide ratings and evidence for the Rubric indicators that were observed. During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Once the evidence has been recorded, the evaluator can align the evidence with the appropriate indicator(s) on the Rubric and then make a determination about which performance level the evidence supports.

SUMMATIVE RATING

Primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. Within the SEED model, each domain of the CCT Rubric for Effective Teaching carries equal weight in the final rating. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

- 1) Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine indicator ratings for each of the 12 indicators.
- 2) Evaluator averages indicators within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.
- 3) Evaluator averages domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0.

Each step is illustrated below:

- 1) Evaluator holistically reviews evidence collected through observations and reviews of practice and uses professional judgment to determine indicator ratings for each of the 12 indicators.

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and interactions. Evaluators then analyze the consistency, trends and significance of the evidence to determine a rating for each of the 12 indicators. Some questions to consider while analyzing the evidence include:

- Consistency: What rating have I seen relatively uniform, homogenous evidence for
- Trends: Have I seen improvement over time that overshadows earlier observation throughout the semester/year? Does the evidence paint a clear, unambiguous picture of the

teacher’s performance in this area? outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?

- Significance: Are some data more valid than others? (Do I have notes or ratings from “meatier” lessons or interactions where I was able to better assess this aspect of performance?) Once a rating has been determined, it is then translated to a 1-4 score.

SAMPLE SCORING FOR DOMAIN 1

CCT - Domain 1	Indicator Rating	Evaluator’s Score
1a	<i>Developing</i>	2
1b	<i>Developing</i>	2
1c	<i>Proficient</i>	3
AVERAGE SCORE		2.3

The evaluator follows this same process by averaging indicators to a tenth of a decimal to calculate level scores. A completed sample is shown below.

SAMPLE AVERAGE SCORING FOR ALL DOMAINS

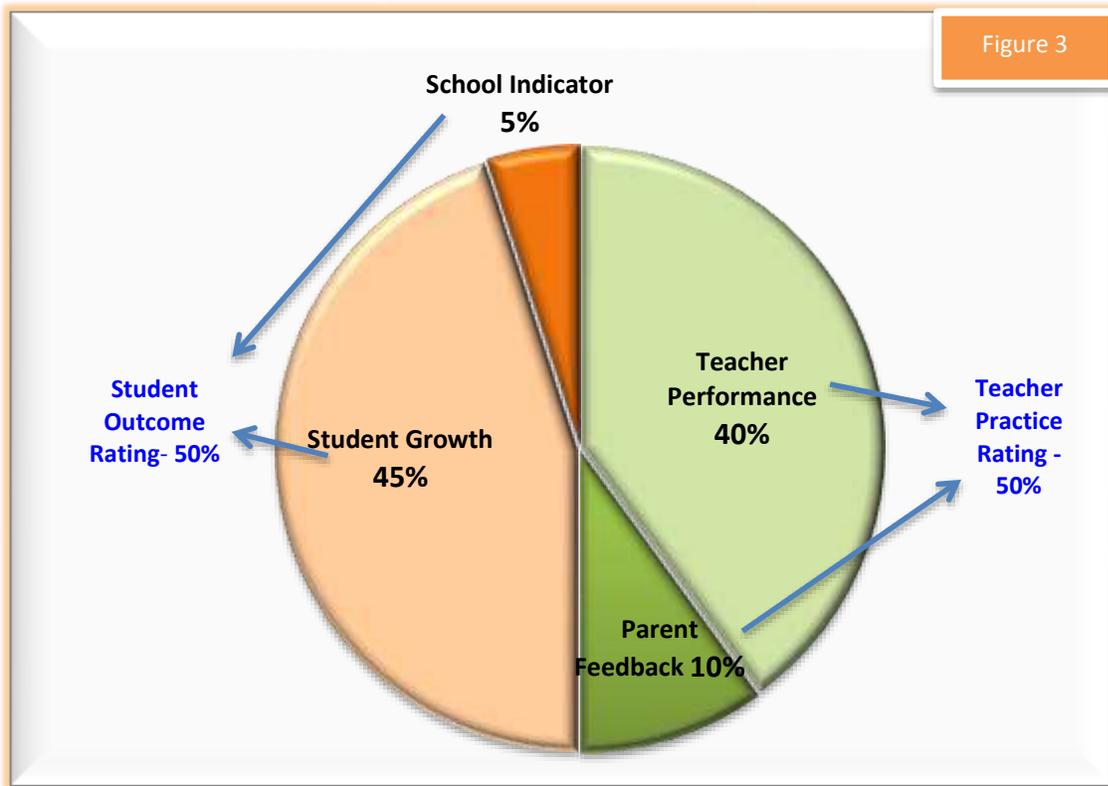
CCT - Domains	Average Results for each Domain
1	2.3
2	2.6
3	3.0
4	2.5
OVERALL AVERAGE SCORE	2.6

These calculation steps can be performed by district administrators and/or using tools/technology that calculates the averages for the evaluator.

SUMMATIVE RATING

The summative Teacher Performance and Practice component rating and the indicator ratings will be shared and discussed with teachers during the End-of-Year Conference. This process can also be followed in advance of the Mid-Year Conference to discuss formative progress related to the Teacher Performance and Practice rating.

As shown in Figure 3, the Outcome Rating and the Practice Rating constitute the final summative rating (100%).



Every educator will receive one of four summative performance ratings:

Levels of Performance

- | | |
|-------------------|---|
| 4. Exemplary | Substantially exceeded target/indicators |
| 3. Proficient | Met target/indicators |
| 2. Developing | Made progress but did not meet target/indicators |
| 1. Below Standard | Made little or no progress toward target/indicators |

SAMPLE RATING

Rating Table for Teacher Practice	
175 - 200	Exemplary (4)
127 - 174	Proficient (3)
81 - 126	Developing (2)
50 - 80	Below Standard (1)

Most teachers will fall within the Proficient rating. All teachers should strive for, and some may attain, “**Exemplary**,” which represents the ideal -- a reachable, but truly exceptional goal.

SAMPLE SUMMATIVE CALCULATION

Category	Score	Weight	Points
Observation of Teacher Performance and Practice (40%)	2	40	80
Parent Feedback (10%)	3	10	30
Total Teacher Practice Related Indicators Points	110 (Developing) <i>Level 2</i>		

+

Category	Score	Weight	Points
Student Growth and Development (SLO) (45%)	3.5	45	157.5

Whole School Student Learning Indicator or Student Feedback (5%)	3	5	15
Total Student Outcome Related Indicators Points	173 (Proficient) <i>Level 3</i>		

For the above example, the chart below is used to determine the final summative rating of Proficient.

		TEACHER PRACTICE			
		4	3	2	1
STUDENT GROWTH	4	Exemplary	Exemplary	Proficient	Gather More Information
	3	Exemplary	Proficient	<u>PROFICIENT</u>	Developing
	2	Proficient	Proficient	Developing	Developing
	1	Gather More Information	Developing	Developing	Below Standard

DEFINITION OF EFFECTIVENESS AND INEFFECTIVENESS AND TENURE LAW

Effectiveness and ineffectiveness are defined as follows:

Effectiveness:

Teachers are deemed effective if their rating is at least “Proficient”. Most teachers will fall within this rating. All teachers should strive for, and some may attain, “Exemplary.” Teachers, who meet the Proficient category or above are considered effective.

Ineffectiveness:

1. **Post-Tenure** teachers whose rating falls below “Proficient” are considered to be in need of assistance. An ‘Assistance Plan’ for the following year is required. A post-

tenure teacher shall be deemed ineffective if the teacher receives *two sequential* overall ratings below “Proficient”. In extreme cases, a pattern *may* consist of one year’s rating.

2. A **Novice** teacher is ineffective if the teacher receives a rating of “Below Standard.”

Teacher Tenure

- Public Act 12-116 makes significant changes to the Teacher Tenure Act, but these changes are not effective until July 1, 2014. While teachers will continue to achieve tenure after forty months of continuous employment for the same board of education (and teachers on the fast track may still achieve tenure in twenty months), tenure will only be achieved under the new law if the superintendent offers the teacher a contract for the following year “on the basis of effective practice as informed by performance evaluations conducted pursuant to section 10-151b”.
- There are also changes in the nonrenewal and termination processes. A teacher who is non-renewed will have three days after notice of non-renewal to request a statement of the reason or reasons for nonrenewal. The Superintendent will then have to respond not later than four days after receiving the teacher’s request. The teacher will be entitled to a hearing no later than ten days after receipt of a notice of termination, rather than the twenty days currently provided. Hearings will take place before the board of education or a subcommittee thereof. Both parties will be able to agree to have the hearing before a single impartial hearing officer. The option to conduct the hearing before a three-person panel has been eliminated. As is currently the case, teachers continue to have no right to a hearing if the reason for non-renewal is elimination of the position or loss of the position to another teacher.
- The Act will change the law as regards to tenured teachers as well. It adds “ineffectiveness” to “inefficiency or incompetence” as a reason to terminate a teacher’s contract.
- For terminations after July 1, 2014, determination of incompetence or ineffectiveness must be based on performance evaluations developed in accordance with statute and the State’s evaluation guidelines. When the superintendent gives written notice that the teacher’s contract is under consideration for termination, he or she will then be required simultaneously to give the teacher a statement of the reasons for such consideration.
- The timelines for hearings concerning the termination of tenured teachers have been shortened as well, including a requirement that the process be concluded within forty-five days (subject to an extension of fifteen days) and the provision for a three-member hearing panel will be eliminated.
- There are more significant changes when the reason for termination is “incompetence” or “ineffectiveness”. The Act provides that the hearings must be

completed in a total of twelve hours (six hours allotted to each side), with a timeline extension granted only when good cause is shown.

- Under the current law, the burden is on the superintendent to show that the teacher is incompetent. That is very time-consuming because the various classroom observations must be reviewed and arguments made to show how the teacher's performance was incompetent.
- The scope of the hearing under the new law will be dramatically different. Now, the hearing will be limited to whether the performance evaluation ratings of the teacher were determined and developed in good faith, in accordance with the program developed by the local or regional board, and were reasonable in light of the evidence presented. These welcome changes will simplify the termination process in such cases. (Section 57)

Dispute-Resolution Process

When a staff member disagrees with an evaluator's assessment of objectives/goals, the evaluation period, or feedback on performance and practice, he/she is encouraged to discuss the areas of concerns with the evaluator. The determination regarding the issue may be brought to the superintendent.

CORE REQUIREMENTS FOR THE EVALUATION OF STUDENT AND EDUCATOR SUPPORT SPECIALISTS

As provided in Sec.10-151b of the 2012 Supplement (C.G.S.) as amended by section 51 of P.A. 12-116, "The superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each Student and Educator Support Specialist," in accordance with the requirements of this section. Local or regional boards of education shall develop and implement Student and Educator Support Specialist evaluation programs consistent with these requirements.

Flexibility from Core Requirements for the Evaluation of Teachers

1. Student and Educator Support Specialists shall have a clear job descriptions and delineation of their role and responsibilities in the school to guide the setting of Indicators of Academic Growth and Development (IAGDs), feedback and observation.
2. Because of the unique nature of the roles fulfilled by Student and Educator Support Specialists, districts shall be granted flexibility in applying the Core Requirements of teacher evaluation in the following ways:
 - a. Districts shall be granted flexibility in using IAGDs to measure attainment of goals and/or objectives for student growth. The Goal-Setting Conference for identifying the IAGD shall include the following steps:
 - i. The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.

- ii. The educator and evaluator will determine if the indicator will apply to the individual teacher, a team of teachers, a grade level or the whole school.
 - iii. The educator and evaluator should identify the unique characteristics of the population of students which would impact student growth (e.g. high absenteeism, highly mobile population in school).
 - iv. The educator and evaluator will identify the learning standard to measure: the assessment, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.
- iv. The educator and evaluator will identify the learning standard to measure: the educator is responsible for his/her role, individual teacher, a team of teachers, a grade level or the whole school population of students which would impact student growth (e.g. high absenteeism, highly mobile population in school).assessment, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.
- b. Because some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance (SESS). The observations will be based on standards when available. Examples of appropriate venues include but are not limited to: observing Student and Educator Support Specialist staff working with small groups of children, working with adults, providing professional development, working with families, participation in team meetings or Planning and Placement Team meetings.
 - c. When student, parent and/or peer feedback mechanisms are not applicable to Student and Educator Support Specialists, districts may permit local development of short feedback mechanisms for students, parents and peers specific to particular roles or projects for which the Student and Educator Support Specialists are responsible.