Darien Public Schools

TEACHER EVALUATION AND PROFESSIONAL LEARNING PLAN

Darien Public Schools
Teacher Evaluation and Professional Learning Plan 2017-2018

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TEACHER EVALUATION INTRODUCTION

The **Darien Teacher Evaluation and Professional Learning Plan** was designed to achieve the following objectives:

- Improve student learning as a shared goal;
- Define a framework of professional skills, knowledge and competencies for all teachers;
- Increase opportunities for teachers' collaboration, self-reflection and personal growth related to individual and district objectives;
- Differentiate supervision for teachers requiring additional support and guidance;
- Provide effective programs of professional development to support high quality instruction and target professional growth opportunities for both new and experienced teachers.

Overview of Teacher Evaluation and Professional Learning Plan

The teacher evaluation and professional learning plan combines two essential aspects of successful teaching: the identification and use of effective means and methods which result in student achievement and the ongoing examination and improvement of those means and methods. The plan was designed to:

- Link student achievement to professional staff members' instructional goals;
- Set clear expectations for teacher performance;
- Operate within a well-articulated supervisory structure;
- Validate and recognize the contributions and accomplishments of the professional staff;
- Develop the non-tenured teacher and stimulate the experienced teacher;
- Serve as a basis for tenure recommendation and continued employment;
- Affirm the importance of professional growth;
- Define a sequential program of staff development which supports high quality instruction.

The Darien Teacher Evaluation and Professional Learning Committee will review this plan annually. It is the intention of the committee that educators in the Darien Public Schools use the plan, evaluate its effectiveness, and suggest modifications for the future. Inquiries about the plan may be directed to the Assistant Superintendent for Curriculum and Instruction, K-12.

Revised State Guidelines for Professional Evaluation and Support

The State Department of Education provides guidelines for a teacher and administrator evaluation and support programs, known as: Connecticut's *Guidelines for Educator Evaluation.* The guidelines are based upon the following publications: The guidelines were developed in consultation with the Performance Evaluation Advisory Council (PEAC) in response to P.A. 12-116 to replace the Connecticut Core Requirements for Teacher Evaluation and Professional Development adopted by the State Board of Education in May 1999. (See p. 6 of the Guidelines).

1. *Connecticut Core Standards* that establish high expectations for student learning in Connecticut;
2. *Connecticut's Common Core of Teaching* (Revised May 2014) which defines effective teaching practice;
3. *Common Core of Leading: Connecticut's Leadership Standards* which reflect national leadership standards;

4. National Pupil Personnel Standards documents which establish a critical link among effective teaching, professional learning and increased student achievement.

Much of the language in this document is drawn from Connecticut's System for Educator Evaluation and Development (SEED). SEED is the state's model evaluation and support system that is aligned to the Connecticut Guidelines for Educator Evaluation (Core Requirements), which were adopted by the *Performance Evaluation Advisory Council* (PEAC) in June of 2012.

Core Design Principles

The following principles guide the Darien Teacher Evaluation and Professional Learning Plan:

- *Consider multiple, standards-based measures of performance*

An evaluation system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of a teacher's performance. The new model defines four categories of teacher effectiveness: student learning (45%), teacher performance and practice (40%), parent feedback (10%) and school-wide student learning (5%). These categories are grounded in research-based, national standards: the Connecticut Core State Standards; the Connecticut Common Core of Teaching (CCT); the Connecticut Framework K-12 Curricular Goals and Standards; and locally-developed curriculum standards.

- *Foster dialogue about student learning*

This model fosters and encourages professional conversation between and among teachers and administrators who are their evaluators. The dialogue in the new model occurs more frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.

- *Encourage aligned professional development, coaching and feedback to support teacher growth*

Novice and veteran teachers alike deserve detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students. The plan promotes a shared language of excellence to which professional development, coaching and feedback can align to improve practice.

- *Emphasize growth over time*

The evaluation of an educator's performance should consider their improvement from an established starting point. This applies to professional practice focus areas and the student outcomes they are striving to reach. Attaining high levels of performance matters—and for some educators maintaining high results is a critical aspect of their work—but the Darien Teacher Evaluation & Professional Learning Committee encourages educators to pay attention to continually improving their practice. The goal-setting process in this model encourages a cycle of continuous improvement overtime.

- *Promote both professional judgment and consistency*

Assessing an educator's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances of how teachers and leaders interact with one another and with students. Synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, educators' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between evaluations of practice and support fairness and consistency within and across schools

TEACHER EVALUATION OVERVIEW

Teacher Evaluation and Support Framework

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four categories, grouped in two major focus areas: Teacher Practice and Student Outcomes.

1. **Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of 4 domains and 12 indicators of practice. There are two categories:

   (a) **Observation of Teacher Performance and Practice (40%)** as defined in the *Common Core of Teaching Rubric 2014*

   (b) **Parent Feedback (10%)** on school or district goals through surveys, focus groups other data sources

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 objectives (SLOs)

   (b) **Whole-School Student Learning Indicator (5%)** as determined by aggregate student learning indicators

Scores from each of the four categories will be combined to produce a summative performance rating of Exceeds Expectations, Meets Expectations, Needs Improvement or Unsatisfactory. The performance levels are defined as:

> **Exceeds Expectations** – Substantially exceeding indicators of performance
>
> **Meets Expectations** – Meeting indicators of performance
>
> **Needs Improvement** – Meeting some indicators of performance but not others
>
> **Unsatisfactory** – Not meeting indicators of performance

The term "performance" means progress as defined by specific indicators.

Process and Timeline

The annual evaluation process between a teacher and an evaluator is anchored by 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 individual teacher on their 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.
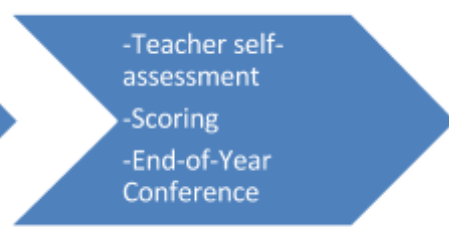
Goal Setting & Planning   **Mid-Year Conference**   **End-Of-Year Review**

-Orientation	-Review goals &	-Teacher self-
-Teacher	performance	assessment
Reflection	-Mid-year	-Scoring
-Goal-setting	conference	-End-of-Year
conference		Conference

By October 31   **January/February**   **By Last Day for Students**

Goal-Setting and Planning:

Timeframe: Target is October 15; must be completed by **October 31**

1. *Orientation on Process* – To begin the evaluation process, evaluators meet with teachers to discuss the evaluation process and their roles and responsibilities within it. 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 evaluation and survey results and the *Common Core of Teaching Rubric 2014* or the CCT Rubric for Effective Service Delivery 2015 to draft performance and practice goal(s), and student learning objectives (SLOs) for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process. Parent goals and Whole School Learning goals will be established by each school.

3. *Goal-Setting Conference* – The evaluator and teacher meet to discuss the teacher's proposed goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about their practice and the evaluator collects evidence about the teacher's practice to support the review.

Mid-Year Check-In:

Timeframe: **January and February**

1. *Reflection and Preparation* – 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.

2. Mid-Year Conference -
The evaluator and teacher must complete at least one mid-year conference during which they primarily review progress on student learning objectives (SLOs) and may also review progress on the teacher practice goal, if warranted. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. 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 support the evaluator can provide to promote teacher growth in his/her development areas. If a teacher is struggling in any performance area or if the teacher has been placed on an assistance plan, progress on that plan should be discussed at the Mid-Year Conference .The teacher should, at least 72 hours prior to the date of the Conference, provide the evaluator with no more than three (3) pieces of evidence to support progress on

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each of their goals. Evidence may be uploaded to the District's data management system but may also be submitted through email or with paper copies. Evidence for the Whole School Learning and Parent Feedback Goals does not need to be submitted for the Mid-Year Conference. The information submitted will assist the evaluator in determining whether the teacher is on target for approved goals. Teachers should come to the Conference prepared to discuss the evidence that they have submitted as well as the progress to date on their goals. To complete this process, the administrator will complete the "Mid-Year Check In Conference Notes" form in the district's online data collection system. The teacher will then fill out a signature form on the district's online data collection system, which offers the option for added reflection or comments, should the teacher like to add to the notes by the administrator."

End-of-Year Summative Review:

<u>Timeframe:</u> **April**,**May and June**; must be completed by **the Last day of School for Students.** *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. The teacher's self-assessment should be completed by June 1.

1. *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 final rating. Such revisions should take place as soon as state test data are available and before September 15.

3. *End-of-Year Conference* – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the last day of school for students.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators will receive comprehensive training and support from the district to ensure that they are proficient in conducting teacher evaluations as designed by the district. The training will occur each year during administrator orientation and continue throughout the school year. The training will be designed by the Assistant Superintendent for Curriculum and Instruction and approved by the Superintendent. The type of training for any particular school year will be based on the identified needs of the district and may include any or all of the following:

- A review of the full teacher evaluation process, close examination of rubric language, practice in data collection and alignment of data to rubric indicators, and calibration of alignment of data and indicators across administrators.
- Instructional Rounds, walkthroughs and joint observations of teachers.
-

Support and Development

When effective, relevant and timely support is paired with evaluation, the evaluation process has the potential to help move teachers toward 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. Throughout the Darien model, every teacher will be identifying their professional learning needs in mutual agreement between the teacher and

his/her evaluator that 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 on an on-going basis through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities. In May 2015, the state Board of Education adopted Professional Learning Standards that will guide professional learning across the Darien Public Schools in the 2017-2018school year.

Improvement and Remediation Plans
If a teacher's performance is rated as *Needs Improvement* or *Unsatisfactory*, it signals the need for the administrator to create an individual teacher improvement and remediation plan. The improvement and remediation plan shall be developed in consultation with the teacher who may seek the support of a bargaining representative**.** Improvement and remediation plans will:

- 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 *Meets Expectations* or better at the conclusion of the improvement and remediation plan.

If an evaluator determines that a non-tenured teacher has not demonstrated excellence or the capacity for excellence the evaluator will notify the teacher in a face to face conference and follow up with a written Corrective Assistance Plan. The conference and written notification are to take place by January 15th. A Corrective Assistance Plan is developed collaboratively by the supervisor and the teacher detailing the performance indicators in need of improvement and aligning support resources to assist the teacher toward making significant improvement for both the teacher's professional growth and to ensure that students receive a solid instructional experience. Significant improvement, as evidenced by classroom observations, must be demonstrated before April 1st for a principal to recommend contract renewal

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.

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 *Needs Improvement* or is *Unsatisfactory*; leading Professional Learning Communities; differentiated career pathways; and focused professional learning based on goals for continuous growth and development.

TEACHER PRACTICE RELATED INDICATORS

The Teacher Practice Related Indicators portion of the teacher evaluation model evaluates the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. It is comprised of two categories:

- Teacher Performance and Practice, which counts for 40%; and
- Parent Feedback, which counts for 10%.

These categories will be described in detail below.

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Component #1: Teacher Performance and Practice (40%)

The Teacher Performance and Practice category of the Darien model is a comprehensive review of teaching performance 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.

Teacher Performance and Practice Goal Setting

During the goal setting period in the fall, performance and practice goal/s will be set for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process. Performance and practice goals are similar to the student learning goals teachers have been writing in recent years. Focus area goals are not "rated" within the 40% but create an opportunity for specific feedback on an area(s) of practice flagged by the teacher or administrator.

Teacher Practice Rubric

For the evaluation of Teacher Practice, Darien has adopted the *Connecticut Common Core of Teaching (CCT) Rubric (2014) for Effective Teaching for Classroom Teachers and the Connecticut Common Core of Teaching (CCT) for Effective Service Delivery 2015 for Support Services Providers.*

The CCT Rubric for Effective Teaching 2014 and the CCT Rubric for Effective Service Delivery 2015 are aligned with the Connecticut Core of Teaching and include references to Connecticut Core Standards and other content standards. Both Rubrics are organized into four domains, each with three indicators. Forty percent of a teacher's final annual summative rating is based on his/her performance across all four domains. The domains represent essential practice and knowledge and receive equal weight when calculating the summative Performance and Practice rating. The CCT Rubric for Effective Service Delivery 2015 will be used to evaluate School Psychologists, Social Workers, Speech and Language Pathologists, School Counselors, Behavior Analysts, SRBI Specialists and SESS Facilitators.

Observation Process

Research 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 do not have to span an entire lesson to be valid. Partial period observations can provide valuable information and evaluators may choose to use a shorter evaluation option. Timely feedback is the most useful support for teacher growth and development. All evaluations must be followed by timely feedback to the teacher.

In the Darien teacher evaluation and support model, each teacher should be observed between 2 and 4 times per year through both formal and informal observations as defined below or through the mini observation pilot as described below:

- **Formal**: Scheduled observations or reviews of practice that last at least 30 minutes and include both pre- and post-observation conferences. Feedback should be written and verbal.
- **Informal**: Non-scheduled observations or reviews of practice that last at least 15 minutes and are followed by written and verbal feedback.

All observations should be followed by feedback, both verbal and written. Every effort will be made to provide verbal feedback within two (2) school days and both types of feedback no later than ten (10) school days from the date of observation.

Administrators may provide feedback on any of the indicators following an observation, with the understanding that such feedback is supported by evidence collected during the observation process (i.e. pre-conference, classroom observation, post conference). Over the course of the year, evidence and feedback should be provided for all indicators.

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In order to capture an authentic view of practice it is recommended that the majority of observations be unannounced.

Mini Observation Pilot

Darien will continue to implement a mini-observation pilot for the 2017 - 2018 school year. Participation in the pilot is voluntary, however only tenured teachers may participate in the pilot. Each administrator will evaluate between two and four teachers using the mini-observation format. Interested teachers will submit their names to the Director of Human Resources no later than September 30, 2017. The Teacher Evaluation and Professional Development Committee will select teachers to participate in the pilot and notify those teachers and the administrators who will evaluate them no later than October 15. Teachers will be selected for the pilot so that a variety of teachers across grade levels and departments are represented.

Tenured teachers who have received a rating of Meets or Exceeds expectations will have the option, upon agreement with their tenured evaluator, of being evaluated through mini-observations, in addition to a Review of Practice. The mini-observation process allows for more authentic and frequent observation, feedback and dialogue between educators and evaluators. There will be a minimum of 6 mini-observations over the course of the year for an educator under this option.

Mini-observations are typically a minimum of 10 minutes in duration and focus on a specific set of teaching and learning behaviors with the goal of reflecting on and sharing meaningful feedback in timely and meaningful ways. They are intentionally conducted at varied times so that over the course of a year a comprehensive understanding of an educator's practice and growth is developed by both the educator and his/her evaluators.

During the goal setting conference in the fall, the teacher and evaluator will collaborate to determine the details of the cycle with regard to students to observe (one cohort vs. multiple classrooms), components of lessons to try and attend (lesson introductions, small groups work, etc.) and other logistical elements with the aim of making the experience as valuable and effective as possible.

Evaluators will record evidence in the classroom during a mini-observation to capture elements of practice and student learning that can inform specific, growth inducing feedback for the educator. In addition to specific oral feedback and dialogue that incorporates evidence from multiple observations of practice at the mid-year and year-end conferences, feedback will also be provided through a "mini-meeting" between the educator and the evaluator after each mini-observation. This feedback will be in the form of a targeted, face-to-face coaching conversation (approximately 10 minutes) and should occur within two (2) days of the observation. The conversation is intended to provide specific feedback, focused on specific instructional practices and related outcomes. The educator and evaluator schedule the mini-meeting at a mutually convenient time and place. A district-created form will be used to collect evidence and provide ongoing written feedback related to the four domains of teacher performance. This form will serve as the basis of evidence uploaded to ProTraxx at the end of the observation cycle. The teacher is responsible for a digital acknowledgment of the form throughout the observation cycle. The observation cycle will end with a formal, post-conference during which evidence and feedback should be discussed and used to promote continued teacher growth.

Administrators may, at any time, choose to observe a teacher for an extended period including a full lesson or sequence of lessons. In addition, administrators may, at any time, choose to observe a teacher through a formal observation, including both a pre and post conference.

The mini-observation process also requires one Review of Practice which always includes a post-observation conference.

Evaluators and educators will meet to discuss the educator's professional learning focus and goals in order to determine the evaluation option that is most appropriate for the educator. The evaluation option must be mutually agreed upon no later than October 15.

For the 2017 – 2018 school year, Department Chairs will not participate in the mini observation pilot.

Number of Observations

Teacher Category	Number of Observations
First and Second Year Novice Teachers	A minimum of 3 formal in-class observations; *(Two of which must include a pre-conference and all must include a post-conference.)* 1 Review of Practice
Unsatisfactory and Needs Improvement	A minimum of 3 formal in-class observations; *(Two of which must include a pre-conference and all must include a post-conference.)* 1 Review of Practice
Meets Expectations and Exceeds Expectations	A minimum of 1 formal observation, with pre- and post-conferences **AND** 1 Review of Practice
Tenured Teachers Meets and Exceeds Expectations	Mini Observation Pilot: Minimum of Six (6) Mini Observations AND 1 Review of Practice

*Other informal observations or reviews of practice may be added.

Pre-conferences and Post-conferences
Pre-conferences are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. A pre-conference can be held with a group of teachers, when appropriate.

Post-conferences provide a forum for reflecting on the observation associated with the *Common Core of Teaching 2014* rubric or the rubric for Support Services Providers and for generating action steps that will lead to the improvement of teacher practice. An effective post-conference:

- Begins with an opportunity for the teacher to share his/her self-assessment of the lesson observed;
- Cites objective evidence for both the teacher and evaluator about the teacher's successes, what improvements will be made, and where future observations may focus;
- Includes questions that promote reflection and deep thinking about their practice, and willingness to change practice
- Involves written and verbal feedback from the evaluator; and
- Occurs as soon as possible after the observation.

Non-Classroom Reviews of Practice

Because the new evaluation model aims to provide teachers with comprehensive feedback on their practice, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, or professional learning community meetings. Evidence collected during a review of practice generally applies to Domains 1 and 4 of the CCT Rubric for Effective Teaching 2014 and for Domain 4 of the CCT Rubric for Effective Service Providers 2015.

Feedback

The goal of feedback is to help teachers grow as educators and become more effective with each and every one of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive, constructive, and instructive. Feedback should include:

- Specific evidence and ratings, where appropriate, on observed components of *the Common Core of Teaching 2014 Rubric or the Common Core of Teaching Rubric for Effective Service Delivery 2015*;
- Prioritized commendations and recommendations for development actions;
- Next steps and supports the teacher can pursue to improve their practice; and
- A timeframe for follow up.

Teacher Performance and Practice Focus Area

Teachers will develop one performance and practice focus area that is aligned to the *CCT Rubric for Effective Teaching 2014 or the CCT Rubric for Effective Service Delivery 2015*. The focus area will guide observations and feedback conversations throughout the year. Each teacher will work with his/ her evaluator to develop a practice and performance focus area through mutual agreement. All focus areas should have a clear link to student achievement and should move the teacher towards Meets Expectations or Exceeds Expectations on the *the appropriate Rubric*.

Growth related to the focus area 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 provide ratings and evidence for the CCT rubric components 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. Evidence-based notes are factual and not judgmental. Once the evidence has been recorded, the evaluator can align the evidence with the appropriate component(s) on the rubric and then make a determination about which performance level the evidence supports.

Summative Observation of Teacher Performance and Practice Rating

At the end of the year, primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. Each domain of the *CCT Rubric for Effective Teaching 2014* or the CCT Rubric for Effective Service Delivery 2015 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.

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, and reviews of practice 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. By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and reviews of practice. Generally, evaluations are analyzed for consistency, trends, and significance of the evidence to determine the rating for each of the 12 indicators.

Once a rating has been determined, it is then translated to a 1-4 score. **Below Standard** = 1 and **Exceeds Expectations** = 4. See example below for Domain 1:

Domain 1	Indicator-Level Rating	Evaluator's Score
1a	*Needs Improvement*	2
1b	*Needs Improvement*	2
1c	*Exceeds Expectations*	4
	Average Score =	**2.7**

2. Evaluator averages indicators within each domain to a tenth of a decimal to calculate domain-level scores:

Domain	Domain Averaged Domain-Level Score
1	2.7
2	2.6
3	3.0
4	2.8

3. The evaluator averages domain-level scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

Domain	Score
1	2.7
2	2.6
3	3.0
4	2.8
Average Score =	**2.8**

The summative Teacher Performance and Practice category rating and the domain/indicator-level ratings will be shared and discussed with teachers during the End-of-Year Conference (see related section p.23- Adjustment of Summative Rating). This process can also be used as part of the Mid-Year Conference to discuss formative progress related to the Teacher Performance and Practice rating.

Component #2: Parent Feedback (10%)

Feedback from Parents is used to help determine the remaining 10% of the Teacher Practice Indicators. The Parent Feedback component will address the school-based area of focus identified by school administrators. Feedback from parent focus groups, together with the results of a biennial survey of parents, will be the basis for the school's Parent Feedback focus for each school year. Administrators will consider data from both the survey and focus groups as it becomes available to inform the administrator's development of the Parent Feedback component for the school. The Parent Feedback goal for each teacher will be mutually agreed upon by that teacher and his/her evaluator.

The focus for each building will be determined in response to the needs of the particular school. Teachers will then work in groups or as individuals and in collaboration with their evaluator to determine the actions they will take in order to demonstrate growth and contribution toward the Parent Feedback goal. This will be included on the teacher's Professional Growth Plan no later than October 30th of each school year.

A teacher's final rating will be based on the administrator's assessment of the success and/or effort of the teacher in implementing measures that will contribute to the positive feedback received from both parents and

peers as it relates to the Parent Feedback goal. The teacher should enter into the district's data management system no more than five pieces of evidence that demonstrate his or her effort in implementing those measures.

Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which individual teachers successfully reach their parent goal and improvement targets. This is accomplished through a review of evidence provided by the teacher and measured using of the following scale:

Unsatisfactory (1)	Needs Improvement (2)	Meets Expectations (3)	Exceeds Expectations (4)
Did not meet goal	Partially met the goal	Met the goal	Exceeded the goal

STUDENT OUTCOMES RELATED INDICATORS

The Student Outcomes Related Indicators portion of the Darien Teacher Evaluation and Professional Development Plan captures the teacher's impact on students.

Student Related Indicators includes two categories:

- Student Growth and Development, which counts for 45%; and
- Whole-School Student Learning Indicator, which counts for 5% of the total evaluation rating.

These categories will be described in detail below.

Component #3: Student Growth and Development (45%)

Overview of Student Learning Objectives (SLOs)

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation and support purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account. Darien has selected a goal-setting process called **Student Learning Objectives (SLOs)** as the approach for measuring student growth during the school year.

SLOs are carefully planned, long-term academic objectives. SLOs reflect high expectations for learning or improvement and aim for mastery of content or skill development. SLOs are measured by Indicators of Academic Growth and Development (IAGDs) which include specific assessments/measures of progress and targets for student mastery or progress. Research has found that educators who set high-quality SLOs often realize greater improvement in student performance.

Developing SLOs is a process rather than a single event. The purpose is to craft SLOs that serve as a reference point throughout the year as teachers document their students' progress toward achieving the IAGD targets. While this process should feel generally familiar, the Darien plan asks teachers to set more specific and measureable targets than they may have done in the past. Teachers may develop them through consultation with colleagues in the same grade level or teaching the same subject.

The final determination of SLOs and IAGDs is made through mutual agreement between the teacher and his/her evaluator. The four phases of the SLO process are described in detail below.
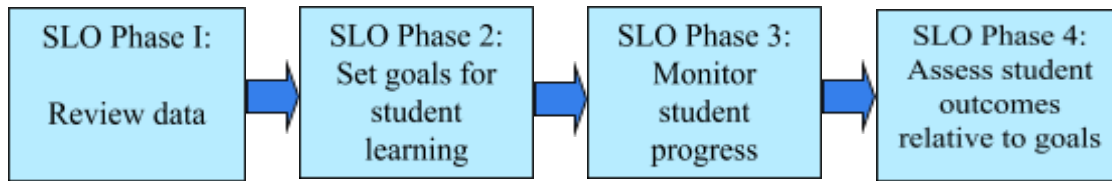
PHASE 1: Review the Data

This first phase is the discovery phase which begins with reviewing district initiatives and key priorities, school/district improvement plans and the building administrator's goals. Once teachers know their class rosters, they should examine multiple sources of data about their students' performance to identify an area(s) of need. Documenting the "baseline" data, or where students are at the beginning of the year, is a key aspect of this step. It allows the teacher to identify where students are with respect to the grade level or content area the teacher is teaching.

Examples of Data Review
A teacher may use but is not limited to the following data in developing an SLO:
a. Initial performance for current interval of instruction (writing samples, student interest surveys, pre-assessments etc.)
b. Student scores on previous state standardized assessments
c. Results from other standardized and nonstandardized assessments
d. Report cards from previous years
e. Results from diagnostic assessments
f. Artifacts from previous learning
g. Discussions with other teachers (across grade levels and content areas) who have previously taught the same students
h. Conferences with students' families
i. Individual Educational Plans (IEPs) and 504 plans for students with identified special education needs
j. Data related to English Language Learner (ELL) students and gifted students
k. Attendance records
l. Information about families, community and other local contexts

It is important that the teacher understands both the individual student and group strengths and challenges. This information serves as the foundation for setting the ambitious yet realistic goals in the next phase.

PHASE 2: Set One SLO

Based on a review of district and building data, teachers will develop one SLO that addresses identified needs.

To create their SLO, teachers will follow these four steps:

Step 1: Decide on the SLOs

SLOs are broad goal statements for student learning and expected student improvement. These goal statements identify core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicate a need. Each SLO should address a central purpose of the teacher's assignment and should pertain to a large proportion of his/her students, including specific target groups where appropriate. Each SLO statement should reflect high expectations for student learning at least a year's worth of growth (or a semester's worth for shorter courses) and should be aligned to relevant state, national (e.g., CT Core Standards) or district standards for the grade level or course. Depending on the teacher's assignment, a SLO statement might aim for content mastery or else it might aim for skill development.

SLO broad goal statements can unify teachers within a grade level or department while encouraging collaborative work across multiple disciplines. Teachers with similar assignments may have identical SLOs although they will be individually accountable for their own students' results.

Step 2: Select Indicators of Academic Growth and Development (IAGDs)
Each teacher will CREATE one SLO with at least two Indicators of Academic Growth and Development (IAGD). One half (22.5%) of the IAGD's used as evidence of whether the goal/objectives are met shall not be determined by a single isolated test score, but shall be determined through the comparison of data across assessments and administered over time. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement subject to the local dispute-resolution process of the Guidelines for Educator Evaluation, an additional non-standardized indicator

 A minimum of 1 non-standardized indicator is used in rating the other 22.5% of the IAGD's.

Teachers in non-tested areas may use two non-standardized indicators if an appropriate standardized indicator is not available.

As stated in the Connecticut Guidelines for Educator Evaluation, a standardized assessment is characterized by the following attributes:

- Administered and scored in a consistent–or"standard"–manner;
- Aligned to a set of academic or performance "standards;"
- Broadly-administered (e.g., national or statewide);
- Commercially-produced; and
- Often administered only once a year, although some standardized assessments are administered two or three times per year.

IAGDs should be rigorous, attainable and meet or exceed district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success).

Each indicator should make clear:
1. What evidence/measure of progress will be examined;
2. What level of performance is targeted; and
3. What proportion of students is projected to achieve the targeted performance level.

IAGDs can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase 1 examination of student data that teachers will determine what level of performance to target for which population(s) of students.

IAGDs are unique to the teacher's particular students; teachers with similar assignments may use the same assessment(s)/measure of progress for their SLOs, but it is unlikely they would have identical targets established for student performance. For example, all second grade teachers in a district might set the same SLO and use the same reading assessment (measure of progress) to measure their SLOs, but the target(s) and/or the proportion of students expected to achieve proficiency would likely vary among second grade teachers. Additionally, individual teachers may establish multiple differentiated targets for students achieving at various performance levels. Taken together, an SLO and its IAGD(s) provide the evidence that the objective was met. The following are some examples of IAGDs that might be applied to the previous SLO examples:

Grade/Subject	Student Learning Objective	Indicators of Academic Growth and Development
Grade 6 Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences	● Students who scored 0-1 on the pre-assessment will score 6 or better ● Students who scored 2-4 will score 8 or better ● Students who scored 5-6 will score 9 or better ● Students who scored 7 will score 10 or better
Grade 11 Algebra 2	Students will be able to analyze complex, real world scenarios using mathematical models to interpret and solve problems	80% of Algebra 2 students will score an 85 or better on a district Algebra 2 math benchmark
Grade 9 ELA	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.	27 students who scored 50-70 on the pre-test will increase scores by 18 points on the post test 40 students who score 30-49 will increase by 15 points 10 students who scored 0-29 will increase by 10 points
Grade 1 & 2 *Tier 3 Reading*	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.	IAGD #1: Students will increase their attitude towards reading by at least 7 points from baseline on the full scale score of the Elementary Reading Attitude Survey, as recommended by authors, McKenna and Kear. IAGD #2: Students will read instructional level text with 95% or better accuracy on the DRA. Grade 1-Expected outcome-Level 14-16. Grade 2-Expected outcome-Level 22-24.

Step 3: Provide Additional Information
During the goal-setting process, teachers and evaluators will document the following:
- Baseline data used to determine SLOs and set IAGDs;
- Selected student population supported by data;
- Learning content aligned to specific, relevant standards;
- Interval of instruction for the SLO;
- Assessments/measures of progress teacher plans to use to gauge students' progress;

- Instructional strategies;
- Any important technical information about the indicator evidence (like timing or scoring plans); and
- Professional learning/supports needed to achieve the SLOs.

Step 4: Submit SLOs to Evaluator for Review

SLOs are proposals until the teacher and the evaluator mutually agree upon them. Prior to the Goal-Setting Conference, the evaluator will review each SLO relative to the following criteria to ensure that SLOs across subjects, grade levels and schools are both rigorous and comparable:
- Baseline – Trend Data
- Student Population
- Standards and Learning Content
- Interval of Instruction
- Assessments/Measures of Progress
- Indicators of Academic Growth and Development (IAGDs)/Growth Targets
- Instructional Strategies and Supports

PHASE 3 - Monitor Student Progress

Once SLOs are finalized, teachers should 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 SLOs/IAGDs and action steps for achieving progress should be referenced in feedback conversations throughout the year.

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).

PHASE 4 - Assess Student Outcomes Relative to SLOs

At the end of the school year, the teacher should collect the evidence required by their IAGDs, upload artifacts to data management software system, 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 IAGD.
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 learning going forward.

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SLO: Exceeded Expectations (4 points), Meets Expectations (3 points), Needs Improvement (2 points), or Unsatisfactory (1 point). These ratings are defined as follows:

Exceeds Expectations (4)	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
Meets Expectations (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).

Needs Improvement (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.
Unsatisfactory (1)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

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When state assessment data becomes available, the evaluator should review and/or rescore the SLO if the new score changes the teacher's final rating. The evaluation rating can be amended at that time as needed, but no later than **September 15**.

Component #4: Whole-School Student Learning Indicator (5%)

Darien will use a Whole-School Student Learning Indicator in teacher evaluations. A teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the principal's evaluation rating at each school.

In the Administrator Evaluation Plan, student learning is assessed in equal weights by: (a) performance and progress on the academic learning measures in the state's accountability systems (SPI) for schools and (b) performance and growth on locally-determined measures. Principals at each school will establish three student learning objectives (SLOs) on measures they select that are related to district and school improvement priorities. The resulting rating for the SPI* and local SLO aggregate will be used as the whole-school learning indicator for each teacher in that school.

In absence of a School Performance Index (SPI), the whole school student learning indicator will be determined by the rating of the Administrators' Student Learning Indicators alone (45%)

Summative Teacher Evaluation Scoring
Summative Scoring
The individual summative teacher evaluation rating will be based on the four categories of performance, grouped in two major focus areas: Student Outcomes Related Indicators and Teacher Practice Related Indicators.

- Student Growth 45%
- Whole School Learning 5%
- Performance 40%
- Parent Feedback 10%

(Teacher Rating)
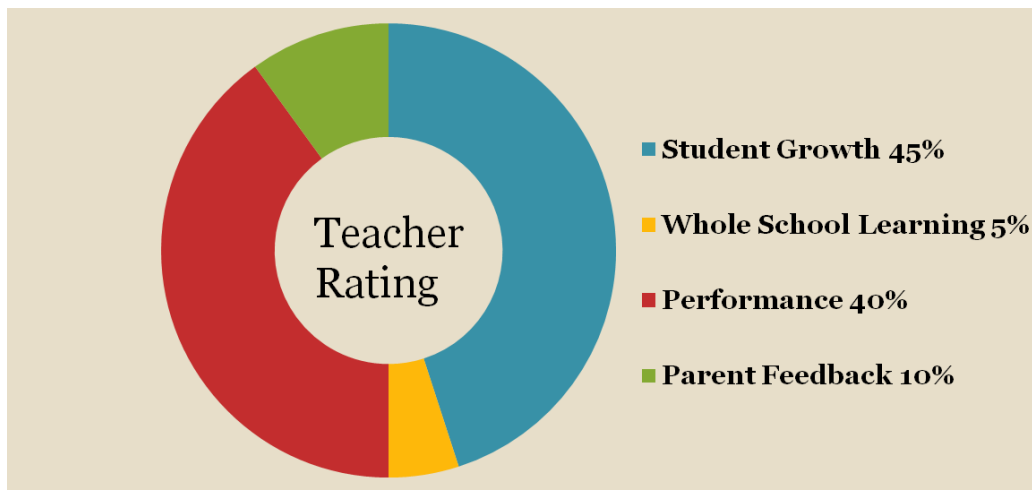
Every educator will receive one of four performance ratings:

Exceeds Expectations – Substantially exceeding indicators of performance

Meets Expectations – Meeting indicators of performance

Needs Improvement – Meeting some indicators of performance but not others

Unsatisfactory – Not meeting indicators of performance

The rating will be determined using the following steps:

1) Calculate a Teacher Practice Related Indicators score by combining the observation of teacher performance and practice score (40%) and the parent feedback score (10%).
2) Calculate a Student Outcomes Related Indicators score by combining the student growth and development score (45%) and whole-school student learning indicator (5%).
3) Use Summative Matrix to determine Summative Rating.

Each step is illustrated below:

1) Calculate a Teacher Practice Related Indicators rating by combining the observation of teacher performance and practice score and the parent feedback score.

The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Simply multiply these weights by the category scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below (see sample rating below).

SAMPLE

Category	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS			**142 (L. 3)**

Rating Table

Teacher Practice Indicators Points	Teacher Practice Indicators Rating	Level
50-80	Unsatisfactory	1
81-126	Needs Improvement	2
127-174	Meets Expectations	3
175-200	Exceeds Expectations	4

2) Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning indicator. The student growth and development category counts for 45% of the total rating and the whole-school student learning indicator counts for 5% of the total rating. Simply multiply these weights by the category scores to get the focus area points. The points are then translated to a rating using the rating table below (see sample rating below).

SAMPLE

Category	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)	3.5	45	158
Whole School Student Learning Indicator	3	5	15
TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS			**173 (L. 3)**

Rating Table

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating	Level
50-80	Unsatisfactory	1
81-126	Needs Improvement	2
127-174	Meets Expectations	3
175-200	Exceeds Expectations	4

Use the Summative Matrix to determine Summative Rating

Using the ratings determined for each major category; Student Outcomes Related Indicators and Teacher Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. If the two major categories are highly discrepant (e.g., a rating of exemplary for Teacher Practice and a rating of below standard for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

		Teacher Practice-Related Indicators Rating			
		4	**3**	**2**	**1**
Student Outcomes Related Indicators Rating	**4**	Rate Exceeds Expectations	Rate Exceeds Expectations	Rate Meets Expectations	*Gather further Information*
	3	Rate Exceeds Expectations	Rate Meets Expectations	Rate Meets Expectations	Rate Needs Improvement
	2	Rate Meets Expectations	Rate Meets Expectations	Rate Needs Improvement	Rate Needs Improvement

	1	*Gather Further Information*	**Rate Needs Improvement**	**Rate Needs Improvement**	**Rate Unsatisfactory**

Adjustment of Summative Rating

Summative ratings must be completed for all teachers by **the last day of school for students** of a given school year.

If state standardized test data is not available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator may recalculate the teacher's summative rating when the data is available and submit the adjusted rating no later than **September 15.** These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

Novice teachers shall generally be deemed effective if said educator receives at least two sequential *Meets Expectations* ratings, one of which must be earned in the fourth year of a novice teacher's career. An *Unsatisfactory* rating might be permitted in the first year of a novice teacher's career, assuming a pattern of growth of *Needs Improvement* in year two and two sequential *Meets Expectations* ratings in years three and four. Superintendents may offer a contract to any educator they deem effective at the end of year four. This shall be accomplished through the specific issuance to that effect.

A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential *Needs Improvement* ratings or one *Unsatisfactory* rating at any time.

Dispute-Resolution Process

If a teacher disagrees with the primary or secondary evaluator's assessment, feedback, or adherence to the process, the teacher and evaluator are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust an observation report or evaluation, but is not obligated to do so, as the assessment of performance is solely within the purview of the evaluator. The teacher has the right to attach a statement to the observation report or evaluation, identifying the areas of concern and presenting a different perspective.

Claims of failure to follow the established procedures of the evaluation plan may be grieved pursuant to Section 10-151B (a) of Connecticut education law. The superintendent or designee along with a bargaining unit representative will be included in any meetings conducted about the issue in dispute. If the process has been violated, the observation/evaluation in question will be declared void and, if necessary, the evaluation period for the teacher will be extended to allow sufficient time to complete the required documentation and to ensure that the teacher receives full procedural rights.

A panel composed of the Assistant Superintendent for Curriculum & Instruction, K-12, teacher union president and a neutral third person shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice or final summative rating. The

neutral third person will be mutually agreed upon by the assistant superintendent and teacher union president on a case by case basis. Resolutions must be topic-specific and timely. Should the process not result in resolution of a given issue, the determination regarding that issue will be made by the Superintendent of Schools.

APPENDIX A

PROFESSIONAL INTERVENTION PROCESS

The Intervention Process appears below and provide guidance for teachers and administrators in the event a teacher needs support.

Intervention Process

It may happen that a primary evaluator determines, through the established Teacher Evaluation process, that a teacher's actions or performance do/does not meet expectations in one or more areas, and additional support and supervision is necessary. The process of providing this additional support and supervision is through the Professional Intervention Process.

It may also happen that the teacher displays an egregious lapse in judgment which could lead to a recommendation for termination pursuant to CGS 10-151, without the Intervention Process.

 Corrective Assistance

Concerns about a teacher's performance will be addressed through this process. A teacher who does not meet expectations or is unsatisfactory in any component on the teacher evaluation rubric may be placed on a Corrective Assistance Plan. Classroom or other observations and/or records must identify the area(s) of concern or deficiency. While every case will vary in the severity and urgency for a plan, when appropriate, it is expected that a teacher will receive feedback and be given time to rectify the concern prior to being placed on a Corrective Plan. The primary evaluator will:

- schedule a conference with the teacher for the purpose of discussing performance concerns,notify the teacher in advance of the purpose of the conference and notify the teacher that he/she may bring union representation;
- clearly identify the area(s) of concern or deficiency, referenced to specific data collected and review the performance expected;
- offer specific suggestions and resources to assist the teacher in meeting expectations;
- establish a time frame and a plan for monitoring the teacher's performance during the duration of the Corrective Assistance Plan;
- offer improvement strategies cooperatively with the teacher in the plan;
- indicate that failure to comply within a reasonable period may result in the recommendation of nonrenewal of the teacher's contract for the following year;
- depending on the time of year, consider the option of extending the evaluation period beyond June 1 and/or into the next school year, but a plan must be in place minimally for six (6) weeks of school days;
- within 3 days of the conference, prepare a duplicate summary of the minutes, maintaining a copy in the primary evaluator's office and providing the teacher with the other copy;
- monitor the teacher's performance;
- schedule follow-up meetings to review the teacher's progress in meeting the expectations specified in the plan.

The teacher will:

- respond promptly to the request of the primary evaluator for a meeting to discuss performance concerns;
- invite bargaining unit representation to the conference, if s/he desires;
- plan improvement strategies and time frame cooperatively with the primary evaluator;
- schedule classroom observations or other opportunities for the primary evaluator to observe the teacher's progress in meeting expectations.

To initiate the Plan, the document must be signed by the primary evaluator, the Director of Human Resources, the teacher and the bargaining unit representative. In the event that the teacher does not want union representation, the teacher will indicate on the Plan that he/she has declined representation.

If an evaluator determines that a non-tenured teacher has not demonstrated excellence or the capacity for excellence the evaluator will notify the teacher in a face to face conference and follow up with a written Corrective Assistance Plan. The conference and written notification are to take place by January 15th. A Corrective Assistance Plan is developed collaboratively by the supervisor and the teacher detailing the performance indicators in need of improvement and aligning support resources to assist the teacher toward making significant improvement for both the teacher's professional growth and to ensure that students receive a solid instructional experience. Significant improvement, as evidenced by classroom observations, must be demonstrated before April 1st for a principal to recommend contract renewal

Intensive Assistance

A teacher who does not correct the area(s) of concern or deficiency within a reasonable period, or who is found not to meet the standards expected by Darien Public Schools, or is rated Unsatisfactory in any component on the teacher evaluation rubric will be placed on Intensive Assistance. Intensive Assistance is a formal plan of intervention which is used to respond to unresolved or serious concerns about a teacher's performance. The primary evaluator will:

- schedule a meeting with the teacher for the purpose of discussing unresolved or serious performance concerns and notify the teacher in advance of the purpose of the meeting;
- clearly identify the area(s) of concern or deficiency, referenced to specific data collected, and review the teaching competencies expected;
- outline and offer specific suggestions to assist the teacher in meeting expectations;
- establish a time frame and a specific plan for monitoring the teacher's performance during the duration of the Intensive Assistance Plan, but a plan must be in place for a minimum of six weeks;
- indicate that failure to comply within a reasonable period could result in a recommendation to the superintendent of schools for termination of the teacher's employment contract with the Darien Public Schools;
- depending on the time of year, consider the option of extending the evaluation period beyond June 15 and/or into the next school year;
- within 3 days of the conference, prepare, in triplicate, a summary of the meeting, maintaining a copy in the primary evaluator's office, filing a copy in the teacher's personnel file in Central Office and providing the teacher with the other copy;
- monitor the teacher's performance as specified;
- schedule follow-up meetings to review the teacher's progress in meeting the expectations specified in the plan and assess the effectiveness of the Intensive Assistance Plan;
- at the end of the designated time frame, prepare a formal written assessment which includes:
  - a record of the assistance provided;
  - a record of the observations, conferences or other data which document monitoring of performance;
  - an assessment of performance in the area(s) of identified concern or deficiency;
  - a clear statement of the status of the concern, whether resolved or in need of further action;
  - identification of next steps such as an extension of the terms and time frame of the existing Plan, revision of the Plan to include other strategies, and other administrative actions up to and including recommendation for termination of employment.

The teacher will:
- respond promptly to the request of the primary evaluator for a meeting to discuss performance concerns;
- invite bargaining unit representation to the meeting, if s/he desires;
- plan improvement strategies and time frame cooperatively with the primary evaluator;
- schedule classroom observations or other opportunities for the primary evaluator to observe the teacher's progress in meeting expectations.

To initiate the Plan, the document must be signed by the primary evaluator, the Director of Human Resources, the teacher and the bargaining unit representative. In the event that the teacher does not want union representation, the teacher will indicate on the Plan that he/she has declined representation.

Any teacher who is placed on Intensive Assistance will be placed in the unsatisfactory category for that school year, as well as the following school year while the teacher remains on Intensive Assistance.

Dismissal/Contract Non-Renewal

The intent of Corrective Assistance is to provide the teacher with support and guidance to enable the teacher to meet the standards of the Darien Public Schools. This process of intervention does not preclude the Board of Education from dismissing the teacher during the first 90 calendar days of employment, or taking disciplinary action (including termination of employment) against a teacher if the teacher has violated any policy of the Board of Education or if the teacher is not performing satisfactorily after being placed on Corrective Assistance.

In those cases where teacher actions or performance do not meet the performance standards of the Darien Public Schools, the following procedures will be initiated:

- the primary evaluator's dismissal or nonrenewal recommendation will be forwarded to the Assistant Superintendent for Curriculum and Instruction, K-12;
- the Assistant Superintendent for Curriculum and Instruction, K-12 and Director of Human Resources will meet with the teacher and his/her union representative to counsel the teacher to resign from employment by the Darien Public Schools;
- if the teacher agrees to resign, employment will be terminated;
- if the teacher does not resign, the administration will proceed with the processes of dismissal or contract non-renewal.

APPENDIX B

TEACHER EVALUATION TIMELINE

	Novice Teachers Years 1 and 2	**Unsatisfactory/ Needs Improvement**	**Meets Expectations/ Exceeds Expectations**
Goal Setting/ Planning	Filed by October 31	Filed by October 31	Filed by October 31
Formal Observations	Minimum 3 formal observations per year 1st filed by Oct 15 2nd filed by Jan. 15 All filed by May 1	Minimum 3 formal observations per year 1st filed by Oct 15 2nd filed by Jan 15 All filed by May 1	Minimum 1 formal observation per year Filed by May 15
Informal Observations			*Minimum 6 mini observations* *Filed by May 1*
Observation Pre-Conference	Required Two of the observations must	Required Two of the observations must	Required (Not Required for Mini Observation Pilot)

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	include a pre-conference	include a pre-conference	
Post-Observation Conference	Required	Required	Required
Review of Practice	Required (1)	Required (1)	Required (1)
Mid-Year Conference	Required in Jan/Feb	Required in Jan/Feb	Required in Jan/Feb
Self-evaluation Reflection for All Teachers	Filed by May 30	Filed by May 30	Filed by May 30
End Year Review Final Evaluation	Filed by last day of school for students	Filed by last day of school for students	Filed by last day of school for students

APPENDIX C

DARIEN CODE OF PROFESSIONAL RESPONSIBILITY
(based upon the Connecticut Code of Professional Responsibility for Educators, August 2010)

(a) Preamble

The Code of Professional Responsibility for Educators is a set of principles which the education profession expects its members to honor and follow. These principles set forth, on behalf of the education profession and the public it serves, standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications. The Code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession.

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the educator accepts both the public trust and the responsibilities to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include the commitment to the students, the profession, the community and the family.

Consistent with applicable law, the Code of Professional Responsibility for Educators shall serve as a basis for decisions on issues pertaining to certification and employment. The code shall apply to all educators holding, applying or completing preparation for a certificate, authorization or permit or other credential from the State Board of Education. For the purposes of this section, "educator" includes superintendents, administrators, teachers, special services professionals, coaches, substitute teachers and paraprofessionals.

PROFESSIONAL CONDUCT

(b) Responsibility to the student

  (1) The professional educator, in full recognition of his or her obligation to the student, shall:
    (A) Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;
    (B) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of content area matter;

(C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;

(D) Foster in students the full understanding, application and preservation of democratic principles and processes;

(E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;

(F) Assist students in the formulation of worthy, positive goals;

(G) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problem-solving, and necessary learning skills to acquire the knowledge needed to achieve their full potential;

(H) Remain steadfast in guaranteeing equal opportunity for quality education for all students;

(I) Maintain the confidentiality of information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice;

(J) Create an emotionally and physically safe and healthy learning environment for all students; and

(K) Apply discipline promptly, impartially, appropriately and with compassion.

(c) Responsibility to the profession

(1) The professional educator, in full recognition of his or her obligation to the profession, shall:

(A) Conduct himself or herself as a professional realizing that his or her actions reflect directly upon the status and substance of the profession;

(B) Uphold the professional educator's right to serve effectively;

(C) Uphold the principle of academic freedom;

(D) Strive to exercise the highest level of professional judgment;

(E) Engage in professional learning to promote and implement research-based best educational practices;

(F) Assume responsibility for his or her professional development;

(G) Encourage the participation of educators in the process of educational decision-making;

(H) Promote the employment of only qualified and fully certificated, authorized or permitted educators;

(I) Encourage promising, qualified and competent individuals to enter the profession;

(J) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;

(K) Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract;

(L) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;

(M) Promote and maintain ongoing communication among all stakeholders; and

(N) Provide effective leadership to ensure continuous focus on student achievement.

(d) Responsibility to the community

(1) The professional educator, in full recognition of the public trust vested in the profession, shall:

(A) Be cognizant of the influence of educators upon the community-at-large, obey local, state and national laws;

(B) Encourage the community to exercise its responsibility to be involved in the formulation educational policy;

(C) Promote the principles and ideals of democratic citizenship; and

(D) Endeavor to secure equal educational opportunities for all students.

(e) Responsibility to the student's family

(1) The professional educator in recognition of the public trust vested in the profession, shall:

 (A) Respect the dignity of each family, its culture, customs, and beliefs;
 (B) Promote, respond, and maintain appropriate communications with the family, staff and administration;
 (C) Consider the family's concerns and perspectives on issues involving its children; and
 (D) Encourage participation of the family in the educational process.

UNPROFESSIONAL CONDUCT*

(f) The professional educator, in full recognition of his or her obligation to the student, shall not:

 (A) Abuse his or her position as a professional with students for private advantage;
 (B) Discriminate against students.
 (C) Sexually or physically harass or abuse students;
 (D) Emotionally abuse students; or
 (E) Engage in any misconduct which would put students at risk; and

(g) The professional educator, in full recognition of his or her obligation to the profession, shall not:

 (A) Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;
 (B) Accept any gratuity, gift or favor that would impair or influence professional decisions or actions;
 (C) Misrepresent his, her or another's professional qualifications or competencies;
 (D) Sexually, physically or emotionally harass or abuse district employees;
 (E) Misuse district funds and/or district property; or
 (F) Engage in any misconduct which would impair his or her ability to serve effectively in the profession; and

(h) The professional educator, in full recognition of the public trust vested in the profession, shall not:

 (A) Exploit the educational institution for personal gain;
 (B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or
 (C) Knowingly misrepresent facts or make false statements.

 *Unprofessional conduct is not limited to the descriptors listed above. When in doubt regarding whether a specific course of action constitutes professional or unprofessional conduct please seek advice from your school district or preparation institution.

(i) Code revision

 This Code shall be reviewed for potential revision concurrently with the revision of the Regulations Concerning State Educator Certificates, Permits and Authorizations, by the Connecticut Advisory Council for Teacher Professional Standards. As a part of such reviews, a process shall be established to receive input and comment from all interested parties.