

# Killingly Public Schools TEVAL: Professional Growth and Feedback *Template*

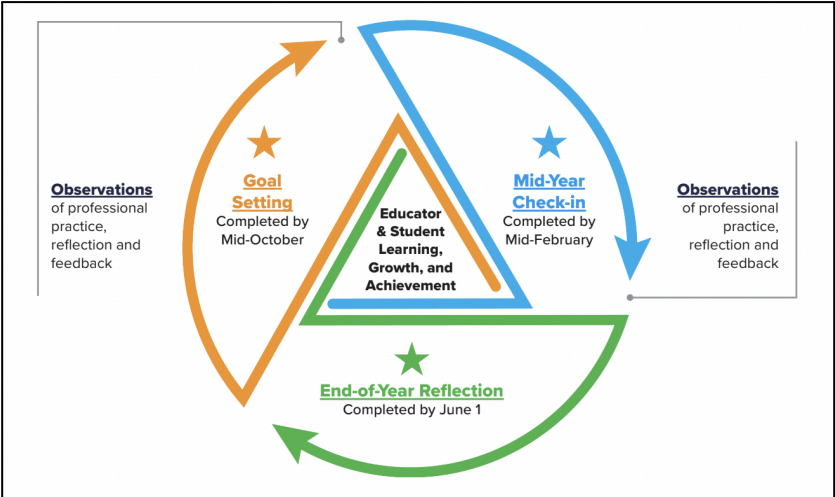
**Cycle A** (2 or more years in KPS): 1 [goal](#) with 2 measures, 2 Informals (#1, #2)  
**Cycle B** (less than 2 year in KPS): 1 [goal](#) with 2 measures, 2 Informals (#1, #2), 1 Formal (pre & post)

- Formals:** These observations are no less than 30 minutes and are announced/scheduled. Prior to the observation a pre-observation conference is scheduled to review the lesson plan. ([blank lesson plan template](#) & [example completed lesson plan](#)) After the observation, a post-observation conference is scheduled to review the feedback which is provided in a *single point competency* (see below).
- Informals:** These observations are about 30 minutes and can be announced or unannounced. Written feedback is provided after these observations using a *single point competency* (see below). Verbal discussion after the observation can be requested by the evaluator or the educator.

### Single Point Competency- Draft

Cognitive Engagement for Active Learning		
Areas of Strength	Effective practice	Opportunities for Growth/ Next Steps
	<p>The <b>teacher</b> plans and implements High Quality Instruction that is aligned to standards(2a), promotes cognitive engagement(2b) and ensures that students thinking is visible(2c) (CCT Domain 2)</p> <p>Possible Evidence:</p> <ul style="list-style-type: none"> <li>Varied DOK</li> <li>OTRs are evident</li> <li>Active engagement is observed (observer can see or hear learning)</li> <li>Evidence of standard</li> </ul> <p><a href="#">Click here for our Cognitive Engagement Toolkit for more ideas!</a></p>	<p>and where <b>students</b> can be seen:</p> <ul style="list-style-type: none"> <li>Pursuing knowledge: Raising questions.</li> <li>Collaborating and effectively communicating.</li> <li>Thinking critically: carefully analyzing and evaluating information to draw reasoned conclusions.</li> <li>Taking action to ensure personal success.</li> </ul>

### Educator Continuous Learning Process



## Professional Practice and Educator Growth

### *Goal Setting Conference*

*(Completed by Mid-October)*

#### **Goal with Two measures:**

The initial goal setting meeting includes a dialogue between the educator and their evaluator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, and student learning, growth, and achievement. The educator and evaluator come to mutual agreement on high leverage professional practice one-, two- or three-year goal(s), multiple measures of evidence (at least two measures), professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment. (District-wide goals will be provided around a singular focus, however measures are chosen by educators and evaluators. )

**In a brief paragraph, please draft a plan for future work around cognitive engagement:** [\(click here for more information and an example\)](#)

### *Goal*

***This will be a district wide goal on focus area***

**Measures:** The Educator must have one measure for the educator's own learning & one measure for student outcomes. Please describe the ways you expect to measure your goal. It does not need to be a standardized measure, but should be agreed upon by you and your evaluator.

The educator learning measure is a reflection of teacher learning on their own practice. The student outcome measure is how student performance has improved as a result of the changes/learning (the teacher's practice).

[Click here for examples of educator learning and student outcome measures](#)

<b>Educator</b> learning measure	
<b>Student</b> outcome measure	

***Midyear Conference***  
*(Completed by mid-February)*

Educators' Responsibility: self-reflect and review multiple qualitative and quantitative indicators of evidence of impact on educator's growth, professional practice, and impact on student learning, growth, and achievement

Evaluator's Responsibility: provides specific, standards-based feedback related to the educator's measures.

**In a brief paragraph, please describe your work on educator growth measure and student outcome measure, evidence to date, and next step actions (Type or link evidence)**

**Educator learning and student measures :**

**EVIDENCE:**

**NEXT STEPS:**

***End of Year Conference***  
*(Completed by June 1).*

Educator's Responsibility: discuss progress toward the *Educator's Learning Measure* and *Student Outcome Measure* as evidenced by varied qualitative and quantitative indicators of evidence.

Evaluator Responsibility: provides a concise summary based upon evidence related to the mutually agreed upon educator learning measure and student outcome measure and will make a distinction regarding the educator's successful completion of the professional learning process.

**In a brief paragraph, please describe your work on your measures and evidence (Type or link evidence)**

**Educator learning and student measures :**

**EVIDENCE:**

**NEXT STEPS:**

**Revisit your initial plan (on page 2 of this document) for Cognitive Engagement. Reflect on how the year has progressed in terms of this work.**

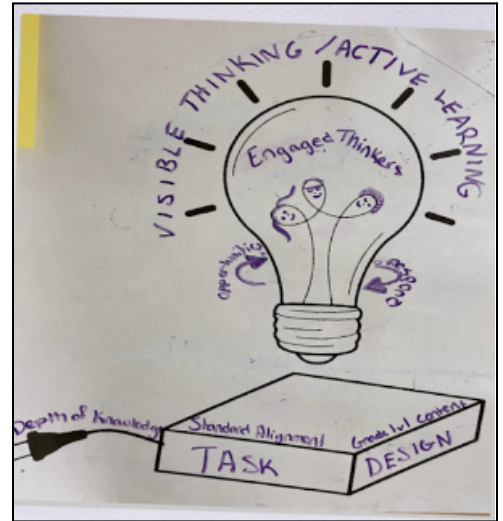
## Observation of Professional Practice & Feedback (within 10 days)

### Evaluator's

**Responsibility:** provide educators with specific feedback based on evidence, Educator's Learning Measure and Student Outcome Measure;

ensure timely access to planned support(s); and continue to collect evidence of educator practice and progress toward goal(s) through multiple sources of evidence, including observation. Feedback, written or verbal, is provided within five school days.

Cognitive engagement is evident when students are demonstrating deep thinking while participating in a high-quality, standards-aligned lesson.



### *Informal/Formal Observations and Feedback*

#### Informal #1, 2 (&3)

Date:

Class:

## Single point competency- *draft*

### Cognitive Engagement for Active Learning

#### Effective practice

The **teacher** plans and implements High Quality Instruction that is aligned to standards(2a), promotes cognitive engagement(2b) and ensures that students thinking is visible(2c) (CCT Domain 2)

Possible Evidence:

- Varied DOK
- OTRs are evident
- Active engagement is observed (observer can see or hear learning)
- Evidence of standard

[Click here for our Cognitive Engagement Toolkit for more ideas!](#)

and where **students** can be seen:

- Pursuing knowledge: Raising questions.
- Collaborating and effectively communicating.
- Thinking critically: carefully analyzing and evaluating information to draw reasoned conclusions.
- Taking action to ensure personal success.

#### Areas of Strength

**Opportunities for Growth/Next Steps**

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<b>End of Year Conference 2024-2025 School Year</b>
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<b>Teacher:</b>	<b>Dept/Grade Level:</b>
<b>Date:</b>	<b>Evaluator:</b>

Event	Date Completed
Summary Goal Meeting	
Informal Observation 1	
Informal Observation 2	
Formal Observation 3 (for Cycle B)	
Additional Observation (As Needed)	
Mid-Year Conference Meeting	
End of Year Self Reflection	
<b>Additional Notations:</b>	
<b>Assigned Cycle for 2025-2026:</b>	<input type="checkbox"/> Cycle A <input type="checkbox"/> Cycle B <input type="checkbox"/> Tier 2/3

[Link to Tiered Support Plan](#)

Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator signature: \_\_\_\_\_ Date: \_\_\_\_\_

**\*\* Print Copy and sign by Teacher and Evaluator\*\***

**Cc: Personnel File**