



BPS Professional Growth and Educator Evaluation Manual

Branford Public Schools Professional
Growth and Teacher Performance
Committee
2015-2016

Acknowledgments

During the 2011-2012 school year the Branford Public Schools Professional Growth and Teacher Performance Committee developed the first draft of the teacher evaluation plan. This plan was reviewed and revised during subsequent years to align with the CSDE Educator Evaluation Guidelines.

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Table of Contents

	Page
Acknowledgements	2
Figures, Tables, and Forms	4
Introduction	5
Common Beliefs and Goals of Teacher Professional Growth and Evaluation	5
Purpose of Teacher Evaluation Process	6
Connections to the Mission/Vision of the District	6
Connections to Improvement Processes and District Initiatives/Professional Outcomes	7
Overview of Teacher Evaluation Process	10
Instructional Framework	10
Categories of the Evaluation Process	14
1. Teacher Performances and Practice (40%)	
2. Parent Feedback (10%)	
3. Student Learning Measures (45%)	
4. Student Feedback (5%)	
Aggregate and Summative Score	31
Induction (TEAM)	
On-Going Professional Development and Professional Learning Plans	
Teacher Leadership	
Teacher Assistance Process	35
Appeals Process	36
<hr/>	
Appendix	
A - State Law	38
B - CSDE Guidelines/Core Requirements	46
C - Instructional Framework	60
D - CCT Alignment	
E - Forms	71
F - Survey Examples for Student and Parent Feedback	88
G – Appeals Forms	91
H – Glossary of terms	94

Figures, Tables and Forms

Table/Figure	Name	Page
Figure A	CATEGORIES OF PERFORMANCE EVALUATION	12
Figure B	SDE/PEAC OVERALL RATINGS	13
Figure C	TEACHER PERFORMANCE AND PRACTICE	14
Figure D	EVALUATION PROCESS	15
Table 2	YEAR 1/YEAR 2 TEACHERS PERFORMANCE AND PRACTICE REVIEW AND GOAL SETTING	16
Table 3	Y3/Y4 AND TENURED TEACHERS PERFORMANCE AND PRACTICE REVIEW AND GOAL SETTING	18
Table 4	SCORING TEACHER PERFORMANCE AND PRACTICE	22
Figure E	PARENT FEEDBACK	23
Figure F	STUDENT LEARNING MEASURES	24
Figure G	TIMELINE FOR SLO'S	26
Figure H	PROCESS FOR SLO'S	27
Figure I	STUDENT FEEDBACK	28
Table 5	SUMMATIVE RATING MATRIX	34

The following forms are used to support the implementation of the Branford Public Schools teacher evaluation model.

Form	Name	Page
Form A	SELF-REFLECTION FORM	73
Form B	PROFESSIONAL LEARNING GOAL SETTING/ STUDENT LEARNING OBJECTIVES – STANDARDIZED ASSESSMENT	76
Form C	OBSERVATION FORM	78
Form D	POST-OBSERVATION FORM	87

Introduction

Common Beliefs and Goals to Teacher Professional Growth and Evaluation

Common Beliefs:

The purpose of the Branford Public Schools Teacher Professional Growth and Evaluation plan is to provide a process that supports student achievement in which:

- A community of learners is established in all schools.
- Teachers and administrators continuously strive to improve teaching and to grow professionally.
- Teachers and administrators effectively and critically collaborate to improve teacher practice.
- Effective teaching practices are prevalent in all classes.

Underlying Assumptions of this Process:

- Supervision and evaluation are most meaningful when used to assist the teacher in making decisions regarding professional growth, and as such should align to teacher goals and professional development.
- Teachers and administrators are committed to student achievement and challenge all students to achieve at high levels.
- The District is responsible for empowering both evaluators and teacher with clear, actionable information to ensure growth within education practice.
- Teachers will collaborate with administrators, colleagues and families to meet students' needs.
- Teachers are committed to analyzing their own teaching and striving to improve their teaching practices.
- Teacher evaluation and supervision are based on teacher professional growth focused on improving teacher practice and student achievement.
- The teacher evaluation, supervision, and professional growth plan should be differentiated to reflect the varying needs of teachers at different stages of their careers.
- Teachers should have a role in determining their professional growth needs as connected to their students' learning needs and should be able to establish related goals.

- The Teacher Professional Growth and Evaluation Plan is based on the five Domains of Instruction outlined in the BPS Instructional Framework, State standards for teaching as delineated in the six domains of the Connecticut Common Core of Teaching.

Purpose of Teacher Evaluation Process

The purpose of the Teacher Evaluation Process is to foster and support continuous teacher growth through collaboration between teacher and administrator.

We believe and prescribe to the notion that quality supervision and evaluation yields meaningful growth and produces student achievement.

Branford Public Schools Mission Statement

The Teacher Evaluation Plan is designed to align with the BPS Mission statement and institutional priorities. It will allow for all teachers, administrators, and other certified staff to work toward providing each student the opportunity for success.

Mission Statement

We, the members of the Branford Public School community, are committed to developing life-long learners who are capable and confident, who contribute to their community, and who succeed in a changing global society.

Institutional Priorities

In order to achieve this mission, the faculty and administration of the Branford Public Schools join with parents and members of the community,

- to foster continuous growth toward excellence in each student, class and school
- to enhance community understanding and appreciation of the schools
- to enhance the schools' effectiveness in responding to the increased demand to serve an expanded role in student and community life
- to increase management efficiency and effectiveness
- to promote growth opportunities for staff which will enable them to experience continuous improvement
- to develop and maintain facilities which meet growing and changing educational and community needs

- to broaden the use of advanced technologies which support continuous improvement of the educational process
- to develop in each student an understanding of, and ability to function in, a multi-cultural, interdependent world.

Calibration requirements

There are two distinct methods of analysis of administrator performance relative to inter-rater reliability and qualitative data analysis as part of our evaluator training in Branford. Below are the details of this process.

Inter-rater agreement:

We will be collecting data on at least two lessons to document baseline data. The data collected at each calibration session will be analyzed and shared with the administrative team. Each month all Branford administrators will observe at least one common lesson. Using Branford's Instructional Framework, they will rate the teachers performance for all observable domains. The results of this activity will be analyzed for inter-rate reliability and areas or individuals that deviate from the norm. The district goal is to have 80% agreement amongst administrators on calibrating lessons using Branford's Instructional Framework.

IN DEVELOPMENT: We are working on a statistical analysis that can be applied to the data to help address some of what has been referred to as the "psychology" of observation and rating. We will discuss and analyze our findings to identify and modify inconsistencies in the tool.

Qualitative Data Collection:

We will provide feedback to each administrator about the evidence they cite in the lessons analyzed during the above process and during the observations conducted throughout the school year. Qualitative evidence related to the norm will be collected and analyzed and specific feedback will be provided on an ongoing basis.

Our administrative team will meet monthly to continue our work on calibration. In addition, we will be continuously working with ReVision to analyze and modify our instruction Framework in order to ensure reliability and accuracy.

Professional Outcomes

Induction

The Teacher Evaluation Committee recognizes the intensity of the novice teacher's experience in the Induction Phase of his/her teaching career. The Induction Phase is designed to support, encourage, and assess beginning teachers who are participating in the TEAM Program and all non-tenured certified staff members continuing in a growth plan for non-tenured teachers. Newly hired staff possessing the Initial Educator Certificate and participating in the TEAM Program are assigned to this phase until they successfully complete the requirements of the TEAM Program (usually two years). Newly hired staff who have previously acquired tenure in another district, will be assigned to the year and year 2 process until they receive tenure in the district.

New teachers will be provided support over time which includes: (1) a strong mentoring program through the completion of the TEAM Program; (2) training and assistance in order to acquire and refine basic teaching skills; and (3) opportunities to discuss and reflect on TEAM modules and teaching practices.

Administrator norming/calibration

All administrators are participating in thirty-nine hours of administrator and/or evaluator training through ReVision Learning partnership. On an ongoing basis all evaluators will participate in norming activities at Curriculum Council once per month. Quarterly reviews of evidence collected by evaluators will allow the district to determine administrator growth needs in regards to calibration.

On-Going Professional Development and Professional Learning Plans

Professional Development planning is based on an on-going (e.g. quarterly, yearly) analysis of the needs at a district, school, subgroup (i.e. Department, grade level, special area), and classroom level. Evidence and feedback collected about teacher performance and practice, student learning measures, and through client feedback will be organized through use of the district's Talent Management System and elementary and secondary data teams. The results of this analysis will be shared with the district's vertical teams and identified needs will be addressed through on-going Professional Development. This system provides the ability to disaggregate the data and determine what district professional development should be made available as well as what types of differentiated professional development will support subgroups and teachers in their professional learning throughout the year.

Professional Outcomes

- a. Induction (TEAM)
- b. On-Going professional development and professional learning plans
- c. Teacher Leadership

Career Development and Professional Growth

The Professional Growth Plan is an opportunity for teachers, to control their own professional development after receiving feedback and guidance from their direct supervisor. Teachers attend conferences, workshops, participate in curriculum development committees, participate in school improvement plans, and take coursework to stay up-to-date on the latest educational reforms.

Professional Growth Options

Include, but are not limited to the following:

A. Curriculum and Instructional Materials Development

This option involves the development of relevant curriculum material to enhance student learning. A link between the curriculum project and system/school/department/grade level goals is required.

B. Peer Coaching

The peer coaching option includes the participation of two or more staff members who practice peer support through a collegial approach to the analysis of teaching and learning. This option requires participation in a training component designed to assist in observation, feedback, and communications techniques.

C. Reflection and Continuous Learning

This option provides the teacher the opportunity to engage in self-evaluation of the effects of instructional choices and actions on student learning. Through collaboration with the designated evaluator and possibly other colleagues, the teacher will analyze student needs, instructional strategies and promising practices.

D. National Board for Professional Teaching Standards (NBPTS) Certification

This option allows for the teacher to participate in "a professional development experience that is built on a foundation of high and rigorous standards that define accomplished teaching." It is expected that teachers choosing this option would complete NBPTS certification within a two-year period.

E. Independent Project

This option allows for the teacher to enrich his/her knowledge of subject matter, student learning, instructional practices, or related areas through an examination of professional literature, participation in professional organizations, participation in action research, attendance at seminars, workshops or related professional activities.

F. Portfolio

This option allows teachers the opportunity to develop a portfolio that focuses on a portion of one of the following. Training and technical assistance are recommended:

- Connecticut Common Core of Teaching
- Connecticut Common Core of Learning
- Connecticut Framework: K-12 Curricular Goals and Standards
- Standards for School Leaders (as applies to administrators)

G. Leadership and Collaboration

This option allows for the teacher to participate in leadership activities designed to create and promote a positive, collaborative school culture. Leadership experiences can be school or community-based and involve strategies that can impact student learning. Teachers are encouraged to use this option to work collaboratively with district/school/community leaders in unique ways.

H. Other

Teachers are encouraged to creatively explore and design options which improve effectiveness, encourage professional growth and positively impact student learning. Creative options are developed in collaboration with the evaluator and other district colleagues.

Overview of Teacher Evaluation Process

Instructional Framework

BPS Instructional Framework

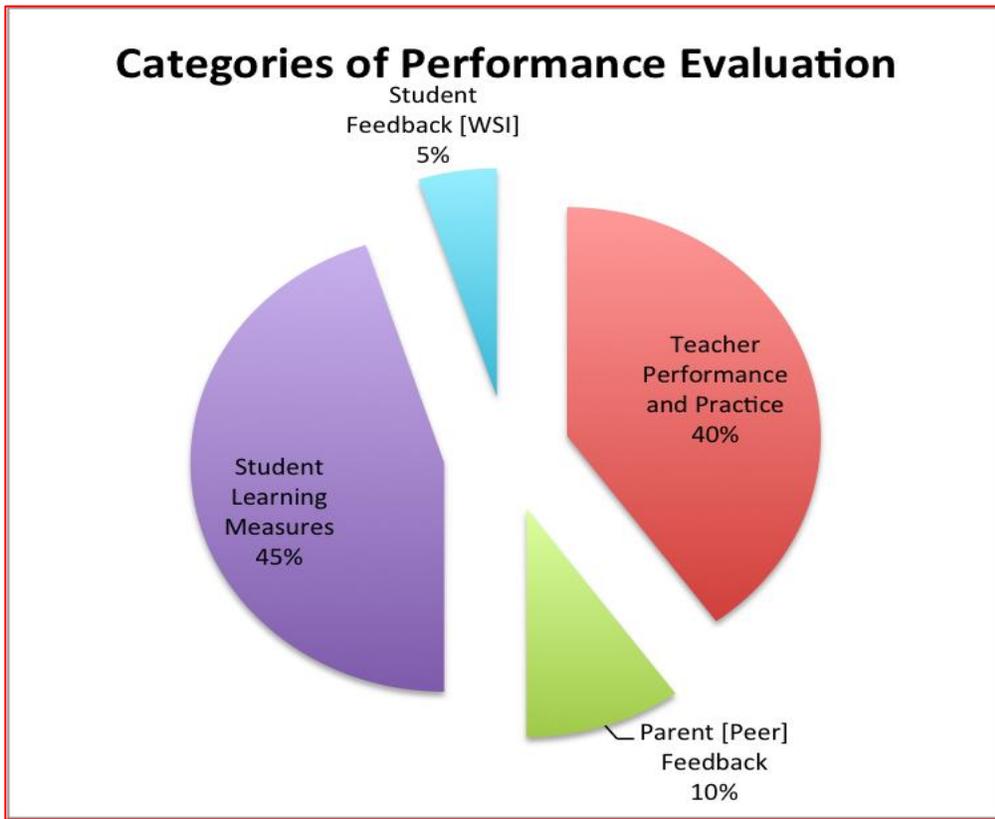
The Branford Instructional Framework defines a common understanding of effective instructional practices across three focus areas: Within each focus area are specific indicators that break down expected practices across four levels of performance and practice –Below Standard, Developing, Proficient, and Exemplary. The framework is central to the evaluation process and provides a

guide to develop common understanding about the practices we know to be essential for improving. The framework is a tool for self-assessment and the basis of collaboration between administrator and teacher for goal setting and continuous growth.

Evaluation of teacher performance will be measured through evidence collected relative to the performances identified in the rubric and teacher growth across performance levels will be supported and ultimately expected in each given school year.

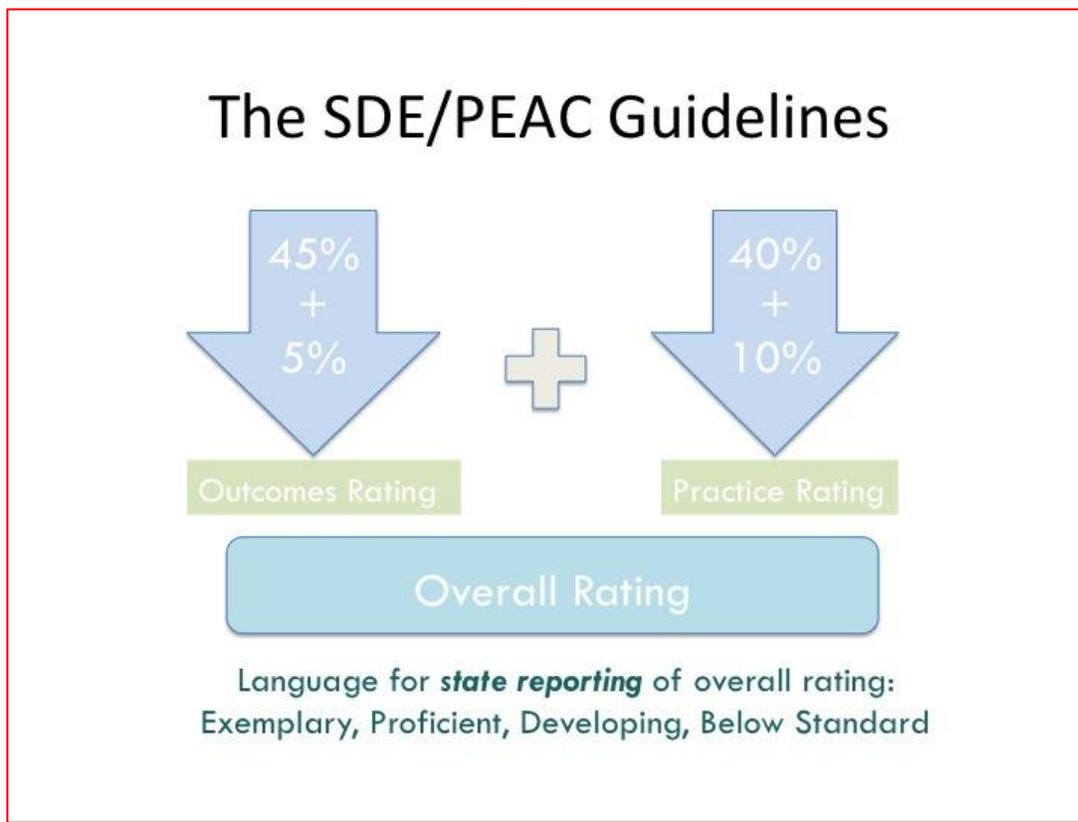
Parent feedback will also be collected on teacher performance and will, in combination with teacher performance ratings, constitute 50% of a teacher's overall performance rating. This 50% is a teacher's "Practice Rating".

Figure A



Measurement of the outcomes for students is defined as an “Outcome Rating” and will be measured based on results associated with **student achievement** on a potential combination of state and local assessments and **student feedback**. These two categories of performance evaluation will constitute the remaining 50% of a teachers overall rating (see Figure B). Processes and information relative to measurement of performance in these four main categories of performance evaluation have been outlined in the sections that follow.

Figure B SDE/PEAC Overall Ratings



Teacher professional development will be given annually at start of school to all teachers which will include:

- The components of Instructional frameworks.
- Goal setting process.
- Use of data for Student Learning Objectives.
- Calibration of Instruction.
- Use of TalentEd as management System.

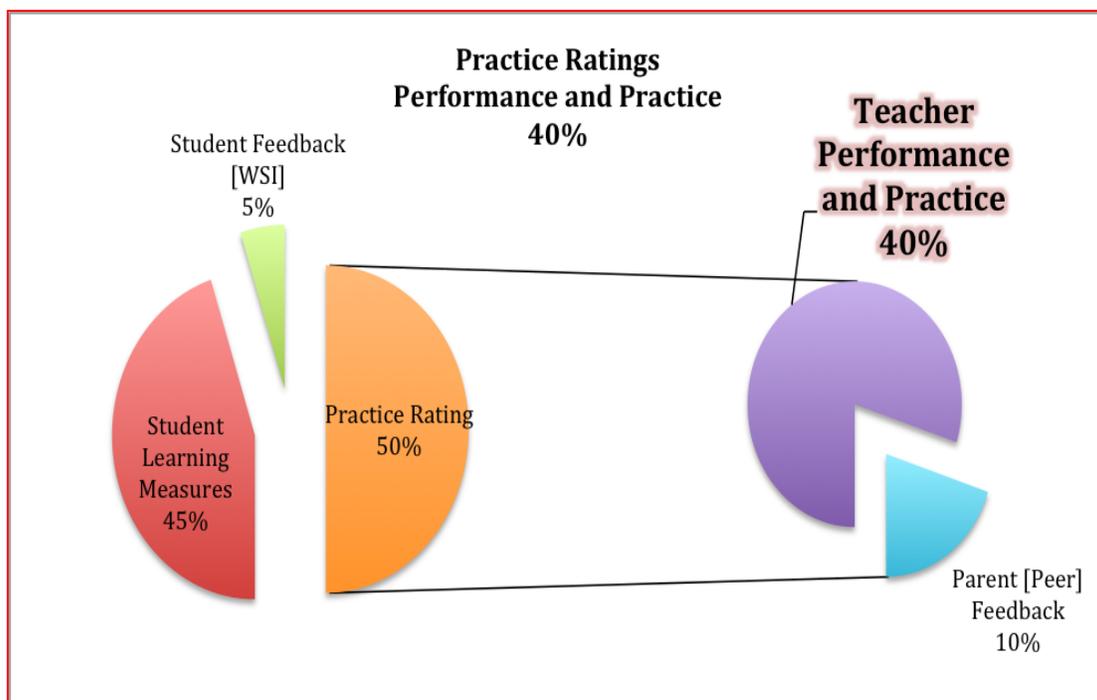
Categories of the Evaluation Process

*For the purpose of this section, the word “teacher” will constitute all certified staff below the rank of administrator.

Category 1 - Teacher Performance and Practice 40%

Forty percent (40%) of a teacher’s evaluation shall be based on observation and evidence collection related to teacher practice and performance as articulated in the BPS Instructional Framework. Additional review of artifacts including student work, portfolios and teacher reflections as well as planning documents, assessments, evidences of student development and evidences of professional relationships can also be considered in measuring teacher performance an practice.

Figure C

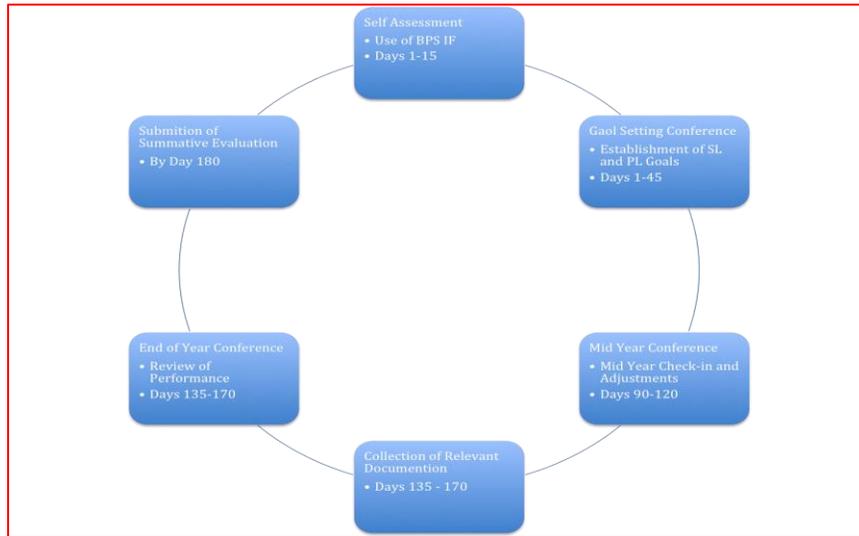


Declarations about teacher performance [by an evaluator] in this category will be made based on various data collection approaches in multiple settings. Furthermore, the manner of data and evidence collection will be varied based upon (cross out approaches are differentiated) approaches are differentiated based on a teacher's years of experience and by levels of previous performance as described in **Table 2, Table 3, and Table 4** in the sections that follow.

Our process requires all teachers to self-reflect utilizing the Branford Public Schools Instructional Framework and the Common Core State Standards (CCSS). Using this initial review and analysis of documentation and artifacts (including early observation

feedback from evaluator for new or new to Branford Public Schools teachers) relative to the current students' learning needs, teachers will, in collaboration with their supervisor mutually agreed upon one professional learning goal. Guidelines for all teachers are outlined in Figure D Below.

Figure D Evaluation Process



The specific observation protocols employed by administrators vary depending on each teacher's tenure status and levels of performance. The processes associated with observation of classroom practice has been designed with consideration given to the needs of our non-tenured and tenured teachers as well as for high performing and low performing teachers. These processes are outlined in the text, tables and timelines that follow. Additionally, forms to support this work are provided in the Appendix.

Year 1/Year 2 Teachers Performance and Practice Review and Goal Setting

Observation and support of Year 1 and Year 2 teachers will include multiple observations of classroom practice including both written and oral feedback to support ongoing professional growth. This includes teachers who may not be new to the teaching professional but are new to the Branford Public School system. Consideration may be given to Year 2 teachers who demonstrate readiness after Year 1 for different teacher performance and review practice. The table below defines the various steps to be taken by non-tenured teachers and their assigned supervisor during a typical school year.

Table 2

Action	Person(s)	Documents	Timeline
Roll-Out/Communication of District and Building-based Improvement Goals-(30 min)	Administrator/ Staff	School and District Improvement Plans	Convocation/School Opening
Self-Assessment based on Instructional Framework-(60 min)	Teacher	Form A- Teacher Self-Assessment Form (Potentially includes reflection on previous years document)	Days 1-15
Administrator Pre-Assessment Process	Administrator	May include observation forms and additional data collection forms as needed to support initial pre-assessment of performance in readiness for goal setting meeting.	Days 1-45
Department/Grade/Team/Collegial Goal Setting Discussions	Teacher (Peer/Dept. Head)	Forms B, D, F - Teacher Goal Setting Forms	

*Timelines may be adjusted for extenuating circumstances. Superintendent approval needed.

<p>Goal Setting Meeting (30-45 min) (60 min for prep)</p>	<p>Supervisor/ Teacher</p>	<p>Form A- Teacher Self-Assessment Form (Feedback from Admin pre-assessment) Form B- Teacher Goal Setting Form (1-2 Professional Learning objectives tied to Student Learning Objectives)</p>	<p>Days 1-45</p>
<p>Two Formal Observations of Y1/Y2 1 -Pre-Conference -(20 min) Observation-(45 min or Single Period) Post Conference within 3 school days– (30 min) (20 min for written feedback) Announced</p>	<p>Supervisor/ Teacher</p>	<p>Form I- Pre-Conf Form Form C- Classroom Observation Form Form J- Post-Conf Form</p>	<p>Days 7-180</p>
<p>Minimum of Two Additional Informal Observations of Y1/Y2- (Minimum 15 min) Review of Feedback by Teacher-(20 min) Written and/or Verbal Feedback by Supervisor in 2 days (20 min)</p>	<p>Supervisor/ Teacher</p>	<p>Form C- Observation Form</p>	<p>Days 7-180</p>

Mid-Year Conference- (30-45 min) (60 min for prep)	Supervisor/ Teacher	Form D- Mid-Year Conference Form	Days 90-120
Submission of Relevant Artifacts (60 min)	Teacher	Documentation Suggestion Lists (see page 21)	On-going By Day 180
End-of-Year Conference (30-45 min) (60 min for prep)	Supervisor/ Teacher/ Evaluator	Form G & F- End-of-Year Conference Form	Days 135-180
Submission of Summative Evaluation	Supervisor/ Evaluator	Form H	By Day 180

Y3/Y4 and Tenured Teachers Performance and Practice Review and Goal Setting

Table 3

Action	Person(s)	Documents	Timeline
Roll-Out/Communication of District and Building-based Improvement Goals	Administrator/ Staff	School and District Improvement Plans	Convocation/ School Opening
Self-Assessment based on IF-(60 min)	Teacher	Form A- Teacher Self-Assessment Form (potentially includes reflection on previous years document)	Days 1-15
Department/Grade/Team/Collegial Goal Setting Discussions	Teacher (Peer/Dept. Head)	Forms B - Teacher Goal Setting Forms	Days 1-15

<p>Goal Setting Meeting (30-45 min) (60 min for prep)</p>	<p>Supervisor/Teacher</p>	<p>Form A- Beginning of Year Teacher Self-Reflection Form (Feedback from Admin pre-assessment) Form B- Professional Goal Setting Form B – Student Learning Objective (1-2 Professional Learning objectives tied to Student Learning Objectives) Student Learning Objective Forms (2 Student Learning Objectives)</p>	<p>Days 1-45</p>
<p>Minimum of Six Formal Observations of Below Standard Teachers 3 include Pre-Conference-(20 min) Observation-(minimum of 20 min) Post Conference within 3 school days *Teachers with a designation of Below Standard are automatically designated as being in a TAP process</p>	<p>Supervisor/ Teacher</p>	<p>Form I- Pre-Conf Form Form C- Classroom Observation Form J- Post-Conf Form</p>	<p>Days 7-180</p>
<p>Minimum of Three Informal Observations of Below Standard (Minimum 15 min) Review of Feedback by Teacher-(20 min) Written and/or Verbal Feedback by Supervisor in 2 days (20 min)</p>	<p>Supervisor/ Teacher</p>	<p>Form C- Observation Form</p>	<p>Days 7-180</p>
<p>Minimum Four Observations of Developing Teachers: two formal and two informal</p>	<p>Supervisor/ Teacher</p>	<p>Form I- Pre-Conf Form Form C- Classroom Observation</p>	<p>Days 7-180</p>

Post Conference within 3 school days– (30 min) (20 min for written feedback)		Form J- Post-Conference Form	
Minimum of One Informal Observation and two reviews of practice Effective and Exemplary- (Minimum 15 min) (One of which must be in class) Review of Feedback by Teacher-(20 min) Written and/or Verbal Feedback by Supervisor in 2 days (20 min)	Supervisor/ Teacher	Form C- Observation Form	Days 7-180
Mid-Year Conference - (30-45 min) (60 min for prep) (Opportunity to reverse goals when applicable adjustments mutually agreed upon)	Supervisor/ Teacher	Form F- Mid-Year Self Reflection form	Days 90-120
Submission of Relevant Artifacts (60 min)	Teacher	Documentation Suggestion Lists (see page 21)	On-going By Day 170
End-of-Year Conference (30-45 min) (60 min for prep) (opportunity to reverse goals when applicable adjustments mutually agreed upon)	Supervisor/ Teacher/ Evaluator	Form G- End-of-Year Conference Form	Days 135-170
Submission of Summative Evaluation	Supervisor/Evaluator		By Day 180

Documentation Review

All teachers will also have the opportunity to collect information relative to their practice that can be shared with an evaluator in support of their overall evaluation in Category 1 Teacher Performance and Practice.

Artifacts are submitted as evidence of teacher effectiveness in terms of the standards. For each document uploaded, teachers will be able to indicate which Domain(s)/Indicator(s) the artifact supports. Table 2 shows how these artifacts will be organized to help evaluators and teachers engage in meaningful discussions about teacher performance and practice.

Artifacts MAY include:

- Lesson and Unit Plans
- Assignments
- Student Work
- Assessments
- Scoring Rubrics
- Parent Communications
- Outside Professional Development Documentation
- Evidence of Committee Work
- Evidence of Leadership Roles (presenting/facilitating PD)

TABLE 3

	Current Practice by Indicator As of September:	Artifacts Presented as Evidence of Growth:
I. Professional Learning Goal Artifacts are provided for any indicator that is directly connected to the teacher’s professional growth plan.		
II. Artifacts are provided for any indicator in which there is a discrepancy between teacher’s self-assessment and administrator’s assessment.		

Supervisors will use the *BPS Instructional Framework* to focus evidence collection based on the timeline provided. While individual observations will not be weighted independently, evidence should be collected and feedback should generate discussion relative to the performance levels being observed. At the end of the year, supervisors will complete a collective review of all evidence collected to determine an overall rating of teacher performance and practice across all domains of the BPS Instructional Framework. These ratings will be applied to a summative score that will be determined based on the weighting described in **Table 4**.

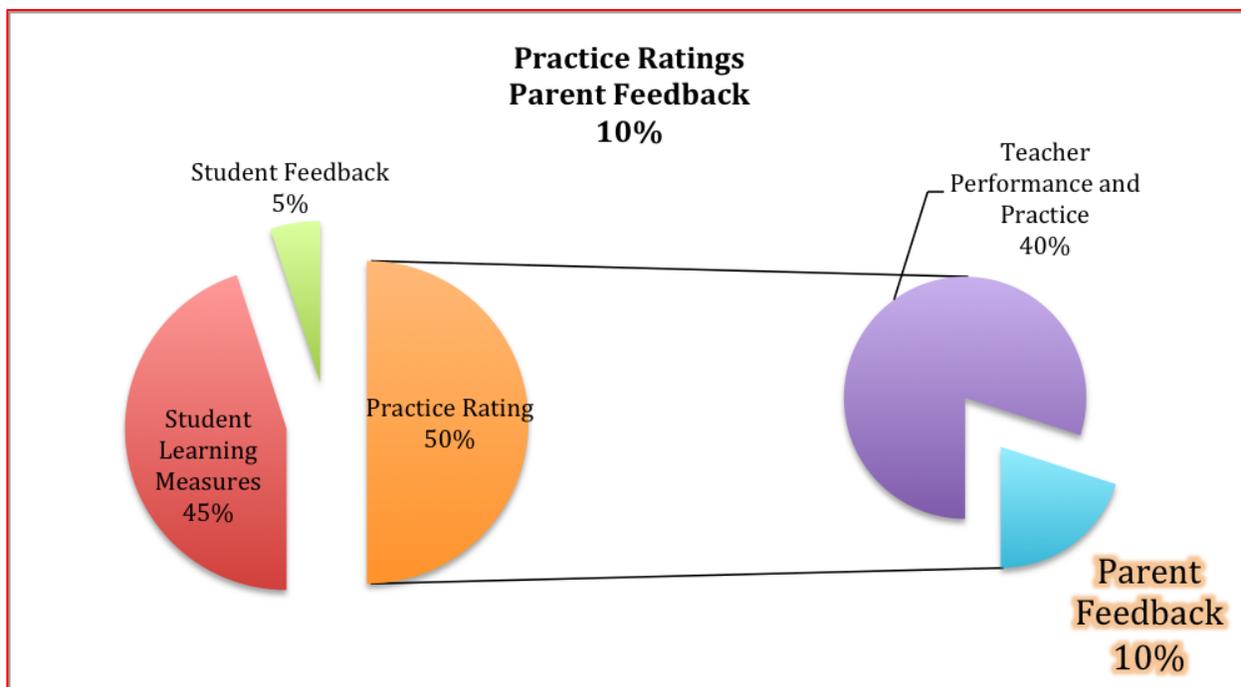
Table 4

Focus Area	Score	Weighting	Points (score x Weight)
I. Classroom Environment		33.3 %	
II. Instruction for Active Learning		33.3 %	
III. Professional Responsibilities and Teacher Leadership		33.3 %	

Category 2 - Parent Feedback 10%

Parent feedback will be collected and will constitute 10% of a teacher's evaluation.

Figure E



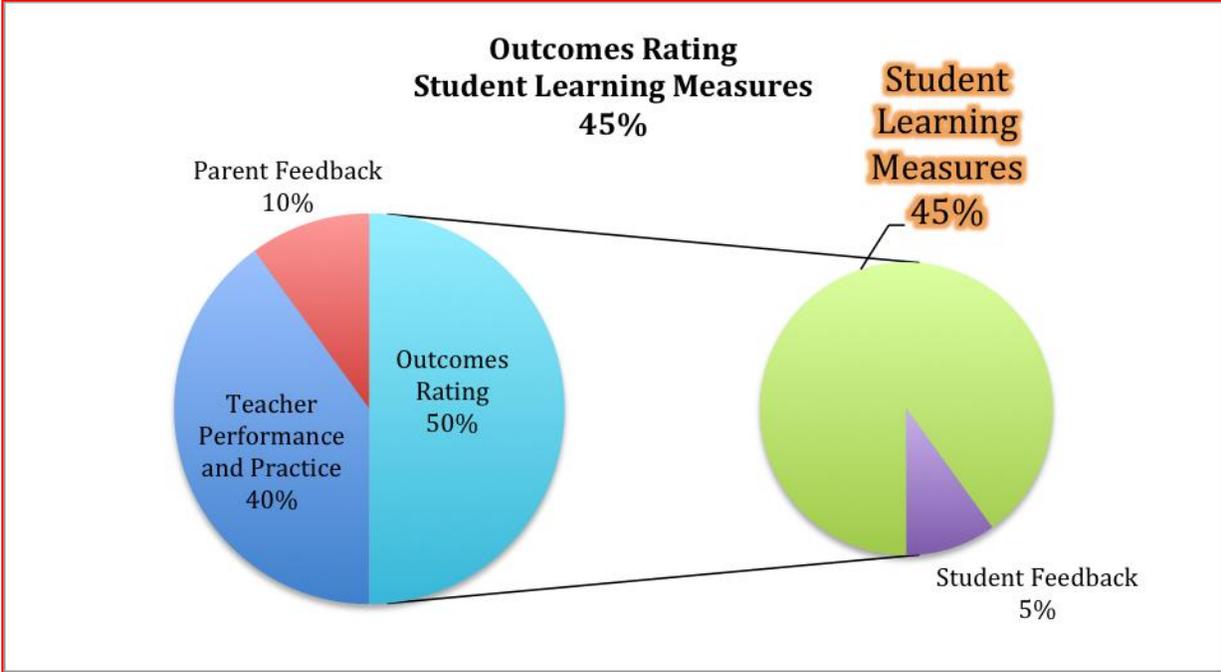
Branford will use whole school parent survey data to support goal setting during the beginning of the year and connections will be made between both Student Learning Objectives and Professional Learning Objectives where appropriate and necessary to ensure best practice relative to school and parent communication and connections. Previous year's data will be used to support this process during year one and each year, new data will be collected and analyzed to support the establishment of school-wide and individual teacher goals to support improved practice. **Appendix E** provides sample survey questions that have been reviewed by the BPS Professional Growth and Teacher Performance Committee.

Parent feedback will be aggregated and reviewed during the End of Year meetings wherein supervisors and teachers will determine the degree to which the teacher has met school or individual targets set at the beginning of the year. Focus on the indicators outlined in the BPS Instructional Framework will be taken into consideration to assist in the final rating of a teacher's performance in this category and the following scale will be used in alignment with that continuum:

Level 1	Level 2	Level 3	Level 4
Did Not Meet Goal	Partially Met Goal	Met Goal	Exceeded Goal

Category 3 - Student Learning Measures 45 %

Figure F



Student and parent feedback based upon survey of results open to student population and parents. One score for each school based on survey data.

Overview of Student Learning Objectives (SLOs)

Forty-five percent of a teacher’s evaluation is based on student learning measures which will be measured by establishing Student Learning Objectives that are derived from District and Building level goals. Twenty-two and one half (22.5) percent will be determined by student growth based on State performance tests (where possible) where the teacher has responsibility for those students for the full year (22.5%). The other 22.5% will be based on an Student Learning Objectives derived from benchmark assessments or student work aligned to District/building rubrics (22.5%). Where State performance tests does not apply, the teacher will create an Student Learning Objectives based upon other standardized data (where available) and/or benchmark assessments.

Each student learning objective will have specific indicators with targets set.

Benchmark Assessments may include the following:

Pre-K-8

Concepts of Print

Kindergarten Assessment

DRA-2

Blue Ribbon (Grades 2-8, Math and Language Arts)

Writing Prompt (Grades K-8)

Math Fact Fluency

DRP

High School

Performance Graduation Requirement Rubrics (PGRs)

Common Formative Assessments

As SLO's are developed within the district, a database of exemplar Student Learning Objectives will be generated to support development. **Appendix D** provides a few examples that will be used in initial training of teachers during year one of implementation.

Timeline/Process for Developing SLO's

Teachers will begin the school year with an analysis of their student's performance relative to the core content and essential learning of their course/classroom/teaching assignment. Teachers will use performance data to establish their learning objectives and outline with their assigned supervisor the methods to routinely monitor the progress of their students towards these learning goals. This progress will be reviewed during a Mid-Year Meeting with a supervisor to encourage additional support and re-direction if necessary. Determination of attainment of targets will be reviewed during the End of Year meeting if data is available. In all cases in which data is not available in time for an end of year meeting, supervisors and teachers will discuss any additional data that may have been collected based on monitoring approaches.

Figure G

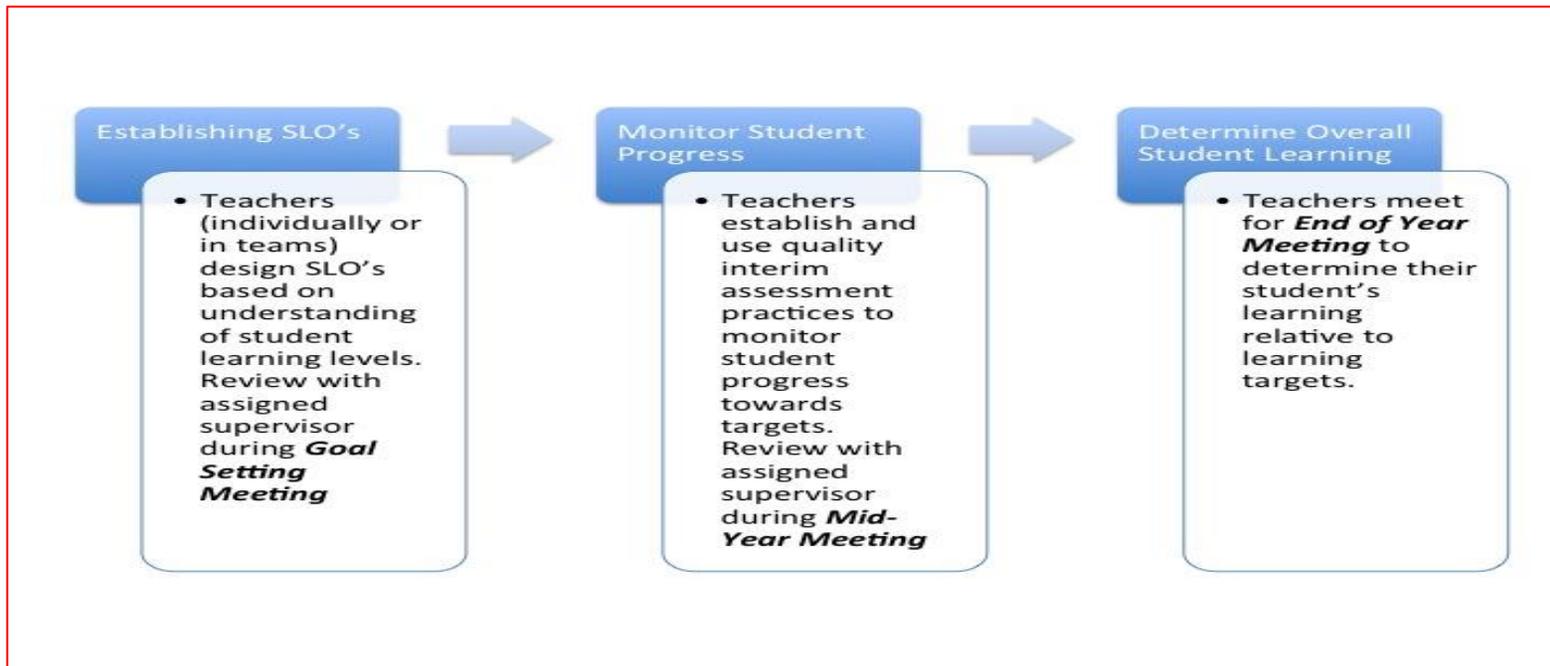
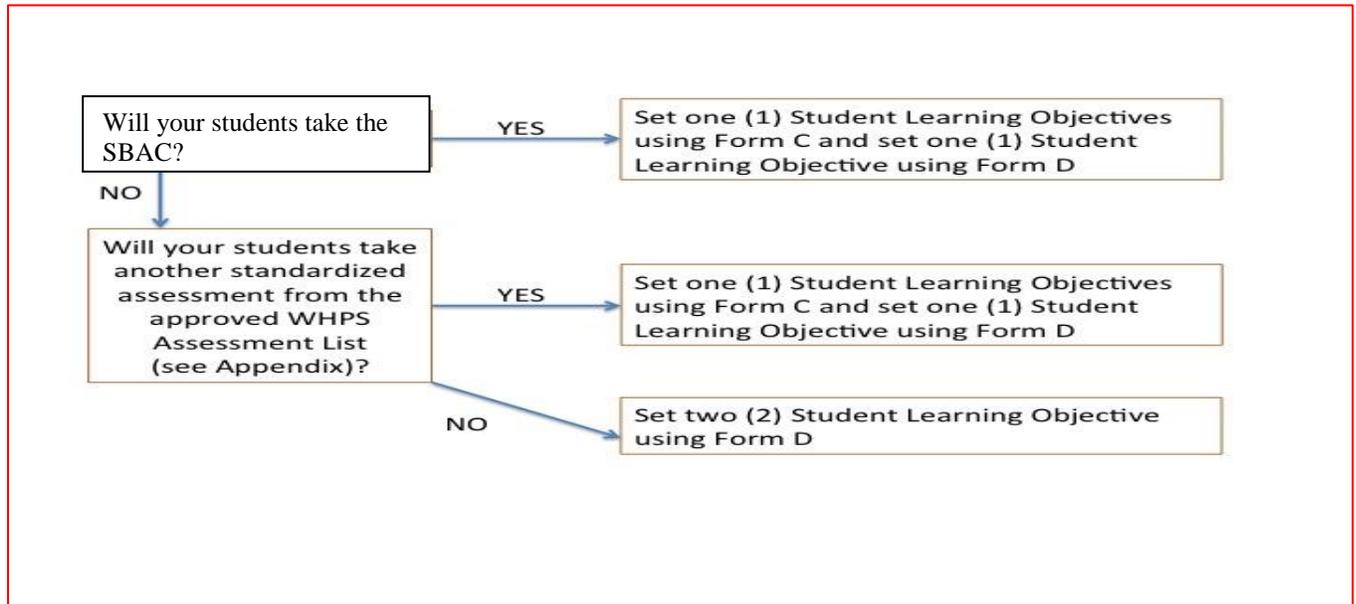


Figure H helps to define how Student Learning Objectives are determined for each teacher. Teachers and assigned supervisors should utilize the flow chart to provide guidance to the creation of student learning objectives.

Figure H

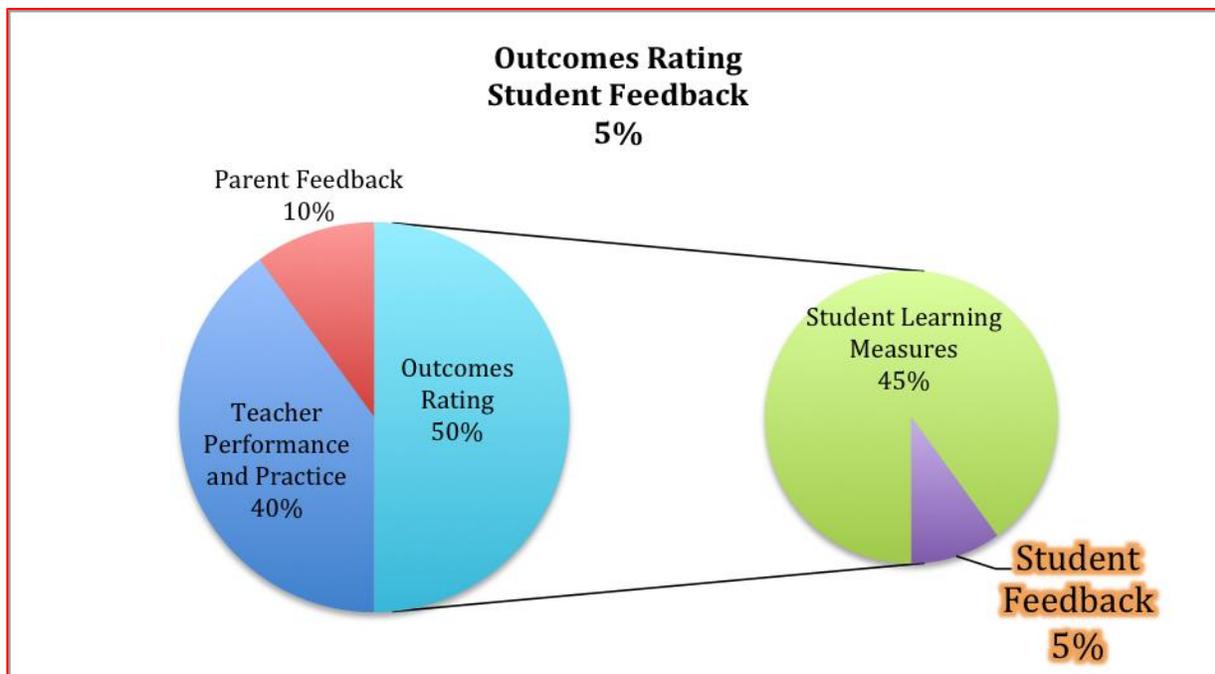


Student Learner Outcome Form C for Standardized Assessments, provided in the appendix, supports analysis of standardized assessments that will be used to measure teacher effectiveness in conjunction with student learning. Due to the fact that not all teachers have standardized assessments available, teachers are encouraged to set one or more Student Learning Objectives based on other appropriate performance assessments and to use Form D for Nonstandardized Assessments.

Category 4 - Student Feedback

Five percent (5%) of a teacher's evaluation shall be based on student feedback that will be collected utilizing district-generated surveys. The district will utilize various delivery models to ensure higher rates of return, fairness and reliability relative to student surveys. For teachers whom student survey data would not be appropriate, evaluators will use whole-school student learning measures established using the School Performance Index (SPI).

Figure 1



Branford will use whole school student survey data to support goal setting during the beginning of the year and connections will be made between both Student Learning Objectives and Professional Learning Objectives. Each year new data will be collected and analyzed to support the establishment of school-wide and individual teacher goals to support improved practice. During year one,

During year one whole school student survey data will be gathered and analyzed for goal setting.

Student feedback will be aggregated and reviewed during the End of Year meetings wherein supervisors and teachers will determine the degree to which the teacher has met school or individual targets set at the beginning of the year. Focus on the indicators outlined in the BPS Instructional Framework will be taken into consideration to assist in

the final rating of a teacher's performance in this category and the following scale will be used in alignment with that continuum:

Level 1	Level 2	Level 3	Level 4
Did Not Meet Goal	Partially Met Goal	Met Goal	Exceeded Goal

Survey Design and Administration

Student surveys will be administered in a way that allows students to feel comfortable providing feedback without fear of retribution. Surveys will be confidential and survey responses will not be tied to students' names.

Aggregate and Summative Score

As described in Section II, a teacher's summative rating will include a combination of the performance ratings associated with the four categories of the evaluation model. Evidence relative to a **teacher's performance and practice** will be combined with scores related to a teacher's efforts associated with **parent feedback** goals to determine an overall **Practice Rating**. This will be combined with performance relative to **student learning measures** designed at the beginning of the year through Student Learning Objectives which will be combined with student scores related to a teacher's efforts associated with **student feedback** goals to determine an overall **Outcomes Rating**.

Determining Summative Rating

Step 1: Calculate Teacher Performance and Practice Rating/Parent Feedback Scores

Step 2: Determine Final Performance Level for Performance and Practice and Parent Feedback

Step 3: Calculate Student Learning Measures and Student Feedback Scores

Step 4: Determine final Student Learning Measures and Student Feedback

Step 5: Use final Practice and Outcomes Scores to determine overall Performance designation

Novice teachers shall generally be deemed effective if said educator received at least two sequential "proficient" ratings, one of which must be earned in the fourth year of a novice teacher's career. A "below standard" rating shall only be permitted in the first year of a novice teacher's career, assuming a pattern of growth of "developing" in year two and two sequential "proficient" ratings in years three and four. Superintendents shall offer a contract to any educator he/she deems effective at the end of year four. This shall be accomplished through the specific issuance of that effect.

A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential "developing" ratings or one "below standard" rating at any time.

Step 1: Calculate Teacher Performance and Practice Rating/Parent Feedback Scores
 Calculate a teacher's performance and practice (40%) using the BPS Instructional Framework. Calculate a teacher's performance relative to Parent Feedback (10%) for the school.

Teacher Performance and Practice/Parent Feedback				
Category	Component	Score (score 1-4)	Weight	Points (score x Weight)
Teacher Performance and Practice	Observation and Review of Practice by Supervisor		40	
Parent Feedback	School-wide parent survey data review		10	
Total Practice Score				

Step 2: Determine Final Performance Level Rating for Performance and Practice and Parent Feedback

Rating Table	
Indicator Points	Performance Level Rating
163-200	Exemplary
125-162	Proficient
88-124	Developing
50-87	Below Standard
Final Performance Level Rating for Practice Rating	

Step 3: Calculate Student Learning Measures and Student Feedback Scores

Calculate a teacher's performance relative to targets outlined in Student Learning Objectives (45%) at the beginning of the year and based on student performance data. Calculate a teacher's performance relative to Student Feedback (5%) for the school.

Student Learning/Student Feedback				
Category	Component	Score (score 1-4)	Weight	Points (score x Weight)
Student Learning Measures	Student Development and Growth based on SLO's		45	
Student Feedback	Student Feedback on Teacher Practice		5	
Total Outcomes Score				

Step 4: Determine final Student Learning Measures and Student Feedback

Rating Table	
Indicator Points	Performance Level Rating
163-200	Exemplary
125-162	Proficient
88-124	Developing
50-87	Below Standard
Final Performance Level Rating for Outcomes Rating	

Step 5: Use final Practice and Outcomes Scores to determine overall Performance designation

Using the Summative Rating Matrix, determine the final performance rating for a teacher based on their combined scores. To use the table, identify the teachers rating for each category and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating.

Table 5

Summative Performance Rating					
		Outcome Rating			
		Exemplary	Proficient	Developing	Below Standard
Practice Rating	Exemplary	Exemplary	Exemplary	Proficient	Gather Further Information
	Proficient	Exemplary	Proficient	Proficient	Gather Further Information
	Developing	Proficient	Developing	Developing	Below Standard
	Below Standard	Gather Further Information	Below Standard	Below Standard	Below Standard

III. Teacher Support Plan

If a teacher receives a *Below Standard* rating in the same domain on two observations in one academic year, the teacher's administrator will initiate a teacher support plan. This plan will be a mutually agreed upon course of action that supports improvement in a specific, measurable area of concern. This plan is separate and distinct from the Teacher Assistance Plan and is intended to be an early intervention to help support teacher growth and to prevent placement on the TAP.

Teachers receiving support are fully protected by the right of due process, by the right of appeal inherent in the evaluation program, and by the grievance process.

IV. Teacher Assistance Process

The Branford Public Schools Teacher Professional Growth and Evaluation Plan defines effectiveness utilizing annual summative ratings. A tenured teacher shall generally be deemed ineffective if said teacher receives at least two sequential annual summative *Developing* ratings (a rating of 2) or one *Below Standard* rating (a rating of 1) at any time.

When a tenured teacher is determined to be ineffective, said teacher shall be placed on the teacher assistance plan. Teacher Assistance is a program designed to provide an evaluatee with the help necessary to meet the requirements of his or her position. Both the evaluatee and the evaluator will be able to select professionally certified personnel who will provide assistance and support in the teacher assistance process.

After consultation with the evaluatee, the designated evaluator will provide, in writing, to the evaluatee the following information:

- A statement of the objective(s) to be accomplished with the expected level of performances (summative rating of proficient (a rating of 3));
- A statement defining the amount and kind of assistance, and the frequency of observations and conferences, which will be no fewer than one per school week;
- A statement identifying resources, support and other strategies to be provided;
- A timeline not to exceed 45 days.

When the timeline has expired, the designated evaluator will complete the Teacher Assistance Evaluation Report, which includes the job status decision. If said teacher receives a summative rating of proficient (a rating of 3) at the end of 45 days, the teacher will move out of the teacher assistance plan and back to his/her normal evaluation cycle. If said teacher does not receive a summative rating of proficient (a rating of 3), the decision may result in a return to teacher assistance-NOT to exceed another forty-five days, or a recommendation to the Superintendent that contract

termination proceedings be initiated in accordance with Section 10-151, Connecticut Education laws. (Copies available in school offices and the Human Resources Office.)

Teachers assigned to Teacher Assistance are fully protected by the right of due process, by the right of appeal inherent in the evaluation program, and by the grievance process.

V. Appeals Process

Dispute Resolution Procedure

The right of appeal is inherent in the evaluation process and is designed to facilitate the resolution of disputes generated by the evaluation process, such as where an evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating.

To initiate an appeal, either party must submit within 14 school days Appeal Worksheet I to the Appeals Panel. Within three (3) school days of receipt of the appeal, the Appeals Panel will send copies of the appeal to the other party. The Appeals Panel will schedule a joint meeting of the parties involved within seven (7) school days of the original receipt of the appeal. When an appeal is brought to the Appeals Panel the following will occur:

1. An Appeals Panel, consisting of the Superintendent or his/her designee, the Branford Education Association President or his/her designee, and the chair of the Board of Education Personnel Committee. The latter presides as the chairperson, and will meet with both parties simultaneously.
2. The parties will present their concerns, talking with each other only through the committee chair.
3. When the committee is satisfied that they have sufficient information, they will recess to formulate a recommendation.
4. When the Appeals Committee has reached consensus, the chairperson will prepare the written recommendation on Appeal Worksheet II which will be delivered to both parties by the committee chair within three (3) school days.

If the recommendation of the Appeals Panel is not acceptable to either of the parties, a Grievance, for procedural issues only, may be initiated utilizing the grievance procedures outlined in the current contract.

Appendix

A - State Law Guiding Educator Evaluation	
B - CSDE Guidelines/Core Requirements	
C - Branford Public Schools Instructional Framework	
D - CCT Alignment	
E - Forms	
F - Survey Examples for Student and Parent Feedback	
G – Appeals Forms	
H – Glossary of Terms	

Appendix A

State Law Guiding Educator Evaluation

RESOLVED, That the State Board of Education, pursuant to sections 51 through 56 of P.A. 12-116, amended by sections 23 and 24 of P.A. 12.2 of the June 12 Special Session, and in consultation with the Performance Evaluation Advisory Council (PEAC), adopts guidelines for a model teacher and administrator evaluation and support program.

HISTORICAL CONTEXT/BACKGROUND INFORMATION

Subsection (a) of Section 10-151b of the 2012 Supplemental to the Connecticut General Statutes (C.G.S.), as amended by Sec. 51 of P.A. 12-116, requires, in part, that the “superintendent of each local or regional board of education shall continuously evaluate or cause to be evaluated each teacher, in accordance with guidelines established by the State Board of Education, pursuant to subsection (c) of this section.” Subsection (c) of Section 10- 151b, as amended by Sec. 51 of P.A. 12-116 (C.G.S.), requires that “on or before July 1, 2012, the State Board of Education shall adopt, in consultation with the Performance Evaluation Advisory Council established pursuant to section 10-151d, guidelines for a model teacher evaluation program. Such guidelines shall provide guidance on the use of multiple indicators of student academic growth in teacher evaluations. Such guidelines shall include, but not be limited to: (1) Methods for assessing student academic growth; (2) a consideration of control factors tracked by the state-wide public school system, pursuant to subsection (c) of section 10- 10a, that may influence teacher performance ratings, including, but not limited to, student characteristics, student attendance and student mobility; and (3) minimum requirements for teacher evaluation instruments and procedures.” For this section, the term “teacher” shall include each certified professional employee below the rank of superintendent employed by a board of education for at least ninety days in a position requiring a certificate issued by the State Board of Education.

Senate Bill No. 458
Public Act No. 12-116
Sec 51- 56

Sec. 51. Section 10-151b of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof

Public Act No. 12-116 114 of 191

(a) The superintendent of each local or regional board of education shall [continuously] annually evaluate or cause to be evaluated each teacher, in accordance with guidelines established by the State Board of Education, pursuant to subsection (c) of this section, and such other guidelines as may be established by mutual agreement between the

local or regional board of education and the teachers' representative chosen pursuant to section 10-153b, and may conduct additional formative evaluations toward producing an annual summative evaluation. An evaluation pursuant to this subsection shall include, but need not be limited to, strengths, areas needing improvement, strategies for improvement and multiple indicators of student academic growth. Claims of failure to follow the established procedures of such evaluation and support programs shall be subject to the grievance procedure in collective bargaining agreements negotiated subsequent to July 1, 2004. In the event that a teacher does not receive a summative evaluation during the school year, such teacher shall receive a "not rated" designation for such school year. The superintendent shall report the status of teacher evaluations to the local or regional board of education on or before June first of each year. For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

(b) [Each] (1) Except as provided in subsection (d) of this section, each local and regional board of education shall develop and implement teacher evaluation programs consistent with guidelines [established] adopted by the State Board of Education, pursuant to subsection (c) of this section, and consistent with the plan developed in accordance with the provisions of subsection (b) of section 10-220a.

(2) Not later than June thirtieth of each year, each superintendent

Public Act No. 12-116 115 of 191

shall report to the Commissioner of Education the status of the implementation of teacher evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers who have not been evaluated and other requirements as determined by the Department of Education.

(c) On or before July 1, 2012, the State Board of Education shall adopt, in consultation with the Performance Evaluation Advisory Council established pursuant to section 10-151d, guidelines for a model teacher evaluation and support program. Such guidelines shall [provide guidance on] include, but not be limited to, (1) the use of four performance evaluations designators: Exemplary, proficient, developing and below standard; (2) the use of multiple indicators of student academic growth and development in teacher evaluations; [. Such guidelines shall include, but not be limited to: (1) Methods] (3) methods for assessing student academic growth and development; [(2)] (4) a consideration of control factors tracked by the state-wide public school information system, pursuant to subsection (c) of section 10-10a, that may influence teacher performance ratings, including, but not limited to, student characteristics, student attendance and student mobility; [and (3)] (5) minimum requirements for teacher evaluation instruments and procedures, including scoring systems to determine exemplary, proficient, developing and below standard ratings; (6) the development and implementation of periodic training programs regarding the teacher evaluation and

support program to be offered by the local or regional board of education or regional educational service center for the school district to teachers who are employed by such local or regional board of education and whose performance is being evaluated and to administrators who are employed by such local or regional board of education and who are conducting performance evaluations; (7) the provision of professional development services based on the individual or group of individuals' needs that are identified through the evaluation process; (8) the creation of individual

Public Act No. 12-116 116 of 191

teacher improvement and remediation plans for teachers whose performance is developing or below standard, designed in consultation with such teacher and his or her exclusive bargaining representative for certified teachers chosen pursuant to section 10-153b, and that (A) identify resources, support and other strategies to be provided by the local or regional board of education to address documented deficiencies, (B) 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 (C) include indicators of success including a summative rating of proficient or better immediately at the conclusion of the improvement and remediation plan; (9) opportunities for career development and professional growth; and (10) a validation procedure to audit evaluation ratings of exemplary or below standard by the department, or a third-party entity approved by the department, to validate such exemplary or below standard evaluation ratings. The State Board of Education, following the completion of the teacher evaluation and support pilot program, pursuant to section 52 of this act, and the submission of the study of such pilot program, pursuant to section 53 of this act, shall validate the guidelines adopted under this subsection.

(d) The State Board of Education may waive the provisions of subdivision (1) of subsection (b) of this section for any local or regional board of education that has developed a teacher evaluation program prior to the validation of the model teacher evaluation and support program guidelines described in subsection (c) of this section and that the State Board of Education determines is in substantial compliance with such model teacher evaluation and support program guidelines.

Sec. 52. (NEW) (Effective from passage) (a) For the school year commencing July 1, 2012, the Commissioner of Education shall administer a teacher evaluation and support pilot program. Not later than June 1, 2012, the commissioner shall select, in accordance with the

Public Act No. 12-116 117 of 191

provisions of subsection (d) of this section, at least eight school districts, but not more than ten school districts to participate in a teacher evaluation and support program based on the guidelines adopted pursuant to subsection (c) of section 10-151b of the general statutes, as amended by this act. For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the

rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

(b) The teacher evaluation and support pilot program described in subdivision (1) of subsection (a) of this section shall (1) assess and evaluate the implementation of a teacher evaluation and support program developed by a local or regional board of education pursuant to subsection (b) of section 10-151b of the general statutes, as amended by this act, that is in compliance with the guidelines for a teacher evaluation and support program adopted pursuant to subsection (c) of section 10-151b of the general statutes, as amended by this act, (2) identify district needs for technical assistance and support in implementing such teacher evaluation and support program, (3) provide training to administrators in how to conduct performance evaluations under the teacher evaluation and support program, (4) provide training to teachers being evaluated under the teacher evaluation and support program, (5) include a validation process for performance evaluations to be conducted by the Department of Education, or the department's designee, and (6) provide funding for the administration of the teacher evaluation and support program developed by the local or regional board of education.

(c) On or before May 25, 2012, a local or regional board of education may apply, on a form provided and in a manner prescribed by the commissioner, to participate in the teacher evaluation and support pilot program.

(d) The commissioner shall select a diverse group of rural, suburban

Public Act No. 12-116 118 of 191

and urban school districts with varying levels of student academic performance to participate in the teacher evaluation and support pilot program. If the commissioner does not receive an adequate amount of applications for participation in the teacher evaluation and support pilot program, the commissioner shall select school districts for participation in such teacher evaluation and support pilot program to satisfy the representation requirements under this subsection.

Sec. 53. (NEW) (Effective from passage) (a) The Neag School of Education at The University of Connecticut shall study the implementation of the teacher evaluation and support pilot program described in section 52 of this act. Such study shall (1) analyze and evaluate the implementation of the teacher evaluation and support program adopted pursuant to subsection (b) of section 10-151b of the general statutes, as amended by this act, for each local or regional board of education participating in the teacher evaluation and support pilot program, (2) compare such teacher evaluation and support program adopted by each local or regional board of education pursuant to subsection (b) of section 10-151b of the general statutes, as amended by this act, to the teacher evaluation and support program guidelines adopted by the State Board of Education pursuant to subsection (c) of said section 10-151b, and (3) compare and evaluate the use of student performance data on the state-wide mastery examination,

pursuant to section 10-14n of the general statutes, and the use of student performance data on progress monitoring tests approved by the State Board of Education as an indicator of and method for student academic growth and development.

(b) Upon completion of such study, but not later than January 1, 2014, the Neag School of Education at The University of Connecticut shall (1) submit to the State Board of Education such study and any recommendation concerning validation of the teacher evaluation and support program guidelines adopted by the State Board of Education

Public Act No. 12-116 119 of 191

pursuant to subsection (c) of section 10-151b of the general statutes, as amended by this act, and (2) submit such study to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11- 4a of the general statutes.

Sec. 54. (NEW) (Effective July 1, 2012) Prior to the implementation of the teacher evaluation and support program developed pursuant to subsection (b) of section 10-151b of the general statutes, as amended by this act, but not later than July 1, 2014, each local and regional board of education shall conduct training programs for all evaluators and orientation for all teachers employed by such board relating to the provisions of such teacher evaluation and support program developed by such board of education. Such training shall provide instruction to evaluators in how to conduct proper performance evaluations prior to conducting an evaluation under the teacher evaluation and support program. Such orientation shall be completed by each teacher before a teacher receives an evaluation under the teacher evaluation and support program. For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

Sec. 55. (NEW) (Effective July 1, 2012) On July 1, 2014, and annually thereafter, the Commissioner of Education shall randomly select, within available appropriations, at least ten teacher evaluation and support programs developed pursuant to section 10-151b of the general statutes, as amended by this act, to be subject to a comprehensive audit conducted by the Department of Education. The department shall submit the results of such audits to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11- 4a of the general statutes.

Public Act No. 12-116 120 of 191

Sec. 56. Subsection (a) of section 10-220a of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

(a) Each local or regional board of education shall provide an in- service training program for its teachers, administrators and pupil personnel who hold the initial educator, provisional educator or professional educator certificate. Such program shall

provide such teachers, administrators and pupil personnel with information on (1) the nature and the relationship of drugs, as defined in subdivision (17) of section 21a-240, and alcohol to health and personality development, and procedures for discouraging their abuse, (2) health and mental health risk reduction education which includes, but need not be limited to, the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, as defined in section 19a-581, violence, teen dating violence, domestic violence, child abuse and youth suicide, (3) the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, including, but not limited to, children with attention-deficit hyperactivity disorder or learning disabilities, and methods for identifying, planning for and working effectively with special needs children in a regular classroom, (4) school violence prevention, conflict resolution, the prevention of and response to youth suicide and the identification and prevention of and response to bullying, as defined in subsection (a) of section 10-222d, except that those boards of education that implement any evidence-based model approach that is approved by the Department of Education and is consistent with subsection (d) of section 10-145a, subsection (a) of section 10-220a, as amended by this act, sections 10-222d, 10-222g and 10-222h, subsection (g) of section 10- 233c and sections 1 and 3 of public act 08-160, shall not be required to provide in-service training on the identification and prevention of and

Public Act No. 12-116 121 of 191

response to bullying, (5) cardiopulmonary resuscitation and other emergency life saving procedures, (6) computer and other information technology as applied to student learning and classroom instruction, communications and data management, (7) the teaching of the language arts, reading and reading readiness for teachers in grades kindergarten to three, inclusive, (8) second language acquisition in districts required to provide a program of bilingual education pursuant to section 10-17f, [and] (9) the requirements and obligations of a mandated reporter. Each local and regional board of education may allow any paraprofessional or noncertified employee to participate, on a voluntary basis, in any in-service training program provided pursuant to this section, and (10) the teacher evaluation and support program developed pursuant to subsection (b) of section 10- 151b, as amended by this act. The State Board of Education, within available appropriations and utilizing available materials, shall assist and encourage local and regional boards of education to include: (A) Holocaust and genocide education and awareness; (B) the historical events surrounding the Great Famine in Ireland; (C) African-American history; (D) Puerto Rican history; (E) Native American history; (F) personal financial management; (G) domestic violence and teen dating violence; and (H) topics approved by the state board upon the request of local or regional boards of education as part of in-service training programs pursuant to this subsection.

Senate Bill No. 501
Public Act No. 12-2
Sec 23- 24

Sec. 23. Subdivision (1) of subsection (b) of section 10-151b of the 2012 supplement to the general statutes, as amended by section 51 of public act 12-116, is repealed and the following is substituted in lieu thereof (Effective from passage):

(b) (1) Except as provided in subsection (d) of this section, not later than September 1, 2013, each local and regional board of education shall develop and implement teacher evaluation programs consistent with guidelines adopted by the State Board of Education, pursuant to subsection (c) of this section, and consistent with the plan developed in accordance with the provisions of subsection (b) of section 10-220a.

Sec. 24. Subsections (a) and (b) of section 52 of public act 12-116 are repealed and the following is substituted in lieu thereof (Effective from passage):

(a) For the school year commencing July 1, 2012, the Commissioner of Education shall administer a teacher evaluation and support pilot program. Not later than June 1, 2012, the commissioner shall select, in accordance with the provisions of subsection (d) of this section, at least eight school districts or consortia of school districts, but not more than ten school districts or consortia of school districts to participate in a teacher evaluation and support program based on the guidelines adopted pursuant to subsection (c) of section 10-151b of the general statutes, as amended by [this act] public act 12-116. For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

June 12 Sp. Sess., Public Act No. 12-2 19 of 195

(b) The teacher evaluation and support pilot program described in subdivision (1) of subsection (a) of this section shall (1) assess and evaluate the implementation of a teacher evaluation and support program developed by a local or regional board of education pursuant to subsection (b) of section 10-151b of the general statutes, as amended by [this act] public act 12-116, that is in compliance with the guidelines for a teacher evaluation and support program adopted pursuant to subsection (c) of section 10-151b of the general statutes, as amended by [this act] public act 12-116, (2) identify district needs for technical assistance and support in implementing such teacher evaluation and support program, (3) provide training to administrators in how to conduct performance evaluations under the teacher evaluation and support program, (4) provide [training] orientation to teachers being evaluated under the teacher evaluation and support program, (5) include a validation process for performance evaluations to be conducted by the Department of Education, or the department's designee, and (6) provide funding for the administration of the teacher evaluation and support program developed by the local or regional board of education.

June 12 Sp. Sess., Public Act No. 12-2 20 of 195

Appendix B

CSDE Guidelines/Core Requirements

In accordance with the PEAC established guidelines, CSDE has generated the following rubric to assist districts in the creation of aligned plans. The Rubric that follows was used in design and review of the BPS Teacher Professional Growth and Evaluation Manual

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

		<p>meeting outcomes.</p> <p>Does not apply to all teachers.</p>	<p>specific student learning targets and professional development focus areas based on evidence collected by the teacher about his/her practice. The principal/designee collects evidence about teacher practice to support the review.</p>	<p>relevant to gather/review. There may also be reference to where this information can be found.</p> <p>Includes guidance on developing a comprehensive multi-year professional growth plan and/or systems for monitoring progress.</p>
Mid-Year Check-In	<p>The mid-year check-in is not mentioned or addressed.</p>	<p>There is mention of a mid-year check-in but there is little to no detail regarding what will be discussed during this meeting and/or specific meeting outcomes.</p> <p>Does not apply to all teachers.</p>	<p>The Mid-Year Check-In is specifically addressed as a required step.</p> <p>Opportunity is provided for evaluators and teachers to review progress toward the goals/objectives at least once during the school year, using available information, including agreed upon indicators.</p> <p>This review allows for revisions to the strategies or approach being used and a mutually agreed upon adjustment of student learning goals.</p>	<p>Includes ongoing guidance on developing a comprehensive multi-year professional growth plan and/or systems for monitoring progress.</p>
End-of-Year Conference	<p>The end-of-year conference is not mentioned or addressed.</p>	<p>There is mention of an end-of-year review, but there is little to no detail regarding what will be discussed during this meeting and/or specific meeting outcomes.</p> <p>And/or there is no mention of the teacher</p>	<p>Both the teacher self-assessment and the end-of-year summative review are addressed as required steps.</p> <p>Opportunity is provided for both a teacher self-reflection and a final summative discussion between the teacher and evaluator.</p> <p>The teacher will collect evidence of student progress toward meeting the student learning goals/objectives and submit to evaluator. The teacher and evaluator have opportunity to discuss the extent to which</p>	<p>Includes an opportunity to reflect on the overall professional growth trajectory during the course of the year and to look ahead to professional learning needs for the future.</p>

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

		self-assessment. Does not apply to all teachers.	students met the learning goals/objectives. Following the conference, the evaluator rates the teacher based on criteria for 4 levels of performance. Note: If state test data may have a significant impact on a final rating, it should be noted that a final rating may be revised before September 15th when state test data are available.	
4-Level Matrix Rating System	No mention of a rating system as applied to the summative review.	Rating system is provided but it does not fully align to the guidelines (as outlined under the “Meets” rating).	Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance evaluation designators: Exemplary, Proficient, Developing, and Below Standard. Determination of summative rating aligns with guidelines, including: <ol style="list-style-type: none"> 1. Rating in each of four categories 2. Determination of an “outcomes” rating composed of the indicators of student growth and development rating (45%) and the whole-school student learning indicator and/or student feedback rating (5%). 3. Determination of a “practice” rating composed of the performance and practice rating (40%) and the peer or parent feedback rating (10%). 4. Combine outcomes rating and practice rating into a final rating 	Matrix rating system is accompanied by a comprehensive key for use of the rating system.

Feedback on Evaluation Process Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

Category 1- 45% Student Outcomes/Achievement

Attainment of goals and/or objectives for student growth using **multiple indicators** of academic growth and development to measure the goals/objectives

Indicators:	Does Not Meet	Partially Meets	Meets	Exceeds
Goal-Setting Process	No mention of what will be discussed/accomplished during the goal-setting process as applicable to student growth and development.	Some mention of what will be discussed during the goal-setting process, but a targeted goal of 1 to 4 objectives is not clear and/or there is no	During the goal-setting meeting, at least 1, but no more than 4 goals/objectives for student growth are determined and Indicators of	

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

			<p>May also include a maximum of one additional standardized indicator, if there is mutual agreement.</p> <p>A minimum of 1 non-standardized indicator is used in rating 22.5% of IAGDs (e.g. performances rated against a rubric, portfolios rated against a rubric, etc.).</p> <p>These IAGDs are fair, reliable, valid, and useful to the greatest extent possible as described in the Guidelines.</p>	
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Feedback for Category 1:

Category 2- 40% Teacher Performance and Practice
Observation of teacher practice and performance

Indicators:	Does Not Meet	Partially Meets	Meets	Exceeds
Observation Protocol	No mention of the observation requirement.	<p>Mention of the observation requirement, however the number of observations is inconsistent with the guidelines (by grouping of teachers, formal vs. informal, etc).</p> <p>There is no mention of</p>	Observation model is standards-based and involves multiple in-class visits throughout the year, including a combination of formal, informal, announced, and unannounced observations.	<p>Full explanation on how observations should be conducted, rated and debriefed.</p> <p>Rationale provided for why a particular framework was selected.</p>

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

		<p>expectations for feedback.</p> <p>Observation model is not standards-based.</p>	<p>reviews of practice include constructive oral and written feedback of observations is provided in a useful and timely manner. observations of coaching/mentoring other teachers.</p> <p>Minimum review of lesson plans or other teaching artifacts.</p> <p>Year 1 and 2 teachers receive at least 3 formal in-class observations. Teachers are expected to provide primary written and verbal feedback from all observations.</p> <p>Teachers who receive a</p>	<p>Goes beyond the minimum criteria for differentiating observations based on experience, prior ratings, needs, and goals.</p>
Rubric	No mention of a rubric or process for reviewing observations.	Mention of a rubric and general guidelines, but actual rubric is not included, is unclear and/or does not include 4 performance levels.	<p>Observation will be based on standard or a topic or performance level.</p> <p>Rubric should be included.</p> <p>fewer than 3 formal in-class observations.</p>	<p>Full rationale for why a certain rubric was selected and how it will be used throughout the evaluation process.</p>
Norming/Calibration	No mention of an opportunity for training and calibrating evaluators on the observation model.	Minimal mention of training and calibration, but no clear plan articulated.	<p>District states that it will provide all evaluators with training in observation and evaluation and how to provide quality feedback.</p> <p>There is a mechanism in place for assessing individual evaluator proficiency of an ongoing basis. There should be a plan which can be formal which does not be a state requirement within a specified period of time.</p> <p>Examples of non-classroom observations or</p>	<p>District clearly outlines how it will provide all evaluators with training in observation and evaluation and how to provide quality feedback.</p> <p>As well, district defines mechanism for assessing evaluator proficiency on an ongoing basis.</p>

Feedback for Category 2:

Category 3- 10% Parent OR Peer Feedback

Parent or peer feedback including surveys

Select which one applies to this proposal:

!!Parent Feedback OR

!!Peer Feedback

Indicators:	Does Not Meet	Partially Meets	Meets	Exceeds
<p>General survey Protocol (as applicable) and Final Ratings System</p>	<p>Neither Parent or Peer Feedback is addressed within the proposal.</p>	<p>Parent and/or Peer Feedback is referenced, but it is unclear which feedback is being incorporated into the final summative evaluation and/or how it will be captured and reviewed.</p>	<p>Survey used to capture Parent or Peer Feedback is anonymous and demonstrates fairness, reliability, validity and usefulness.</p> <p>Provision is included for school governance council to assist in the development of whole-school surveys to align with school improvement goals.</p> <p>Clear explanation of how the parent or peer feedback will be captured, reviewed and summarized.</p> <p>For parent surveys, ratings are based on one of two options:</p>	<p>Innovative use of approaches such as focus groups, interviews, or teachers' own surveys may be used to collect information from students.</p>

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

			<p>– a. Evidence from teacher developed student level indicators of improvement in areas of need as identified by the school level survey results; or</p> <p>– b. Evidence of teacher’s implementation of strategies to address areas of need as identified by the survey results.</p> <p>The parent or peer feedback rating is across four performance levels.</p>	
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Feedback for Category 3:

Category 4- 5% Whole-School Student Learning OR Student Feedback

Whole-school student learning indicators or student feedback

Select which one applies to this proposal:

!!Whole-School Student Learning OR

!!Student Feedback!

Indicators:	Does Not Meet	Partially Meets	Meets	Exceeds
<i>(as applicable)</i> Selection of Whole-School Learning Indicators	Neither Whole-School Student Learning indicator and/or Student Feedback are addressed in the proposal.	Whole-School Student Learning indicator and/or Student Feedback are referenced, but it is unclear which feedback is being	For districts using the Whole-School Student Learning indicator, ratings are represented by the aggregate rating for multiple student	Full explanation of rationale for how Whole-School Student Learning Indicator was selected/why?

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

<p><i>AND/OR</i></p> <p><i>(as applicable)</i> Student Survey Protocol</p>		<p>incorporated into the final summative evaluation and/or how it will be captured and reviewed.</p>	<p>learning indicators established for the administrator’s evaluation rating.</p> <p>Survey is anonymous, and demonstrates fairness, reliability, validity and usefulness.</p> <p>Provision is included for school governance council to assist in the development of whole-school surveys to align with school improvement goals.</p> <p>Surveys use age and grade-level appropriate language and administration protocol must be administered to each student</p> <p>Results from surveys addressed by teachers align with student learning goals.</p> <p>For whole-school student surveys, ratings are based on one of two options:</p> <ul style="list-style-type: none"> – a. Evidence from teacher developed student level indicators of improvement in areas of need as identified by 	<p>Innovative use of approaches such as focus groups, interviews, or teachers’ own surveys may be used to collect information from students.</p>
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Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

Feedback on Other Core Requirements:

Final Summary:

Section	Overall rating	Comments
Evaluation Process:		
Category 1- Student Outcomes:		
Category 2- Teacher Performance and Practice:		
Category 3- Parent or Peer Feedback:		
Category 4- Whole-School Student Learning or Student Feedback:		
Other:		

!

- Approved- meets guidelines**
 Not Approved- does not meet guidelines, must be resubmitted for review by: _____

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

			<p>the school level survey results; or</p> <p>– b. Evidence of teacher’s implementation of strategies to address areas of need as identified by the survey results.</p> <p>Either the Whole-School Student Learning Indicator OR the student feedback rating shall be among 4 performance levels.</p>	
<i>Feedback for Category 4:</i>				
Other Required Items:				
Indicators	Does Not Meet	Partially Meets	Meets	Exceeds
Definition of Effectiveness and Ineffectiveness	There is no definition of effectiveness and ineffectiveness provided.	Definitions of effectiveness and ineffectiveness are provided, but are unclear, inconsistent and/or do not utilize a pattern of summative ratings derived from the new evaluation system.	District defines effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system.	
Evaluation-Based Professional Learning	There is no mention of evaluation-based professional learning.	There is vague or incomplete mention of evaluation-based professional learning.	District articulates how they plan to provide professional learning opportunities for teachers, based on the individual or group of individuals’ needs that are	

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

			identified through the evaluation process. Learning opportunities are clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observations of professional practice, and/or the results of stakeholder feedback.	
Career Development and Professional Growth	There is no mention of career development and professional growth.	There is vague or incomplete mention of career development and professional growth and/or it is not linked to the evaluation process.	District provides opportunities for career development and professional growth based on performance identified through the evaluation process. Examples include, but are not limited to: observation of peers, mentoring/coaching early-career teachers, leading Professional Learning Communities for their peers, differentiated career pathways.	
Individual Teacher Improvement and Remediation Plans	There is no mention of individual teacher improvement and remediation plans.	There is vague or incomplete mention of individual teacher improvement and remediation plans.	District demonstrates that it will create plans of individual teacher improvement and remediation for teachers whose performance is developing or below standard, designed in consultation with such teacher and his/her exclusive	

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

Feedback on Other Core Requirements:

Final Summary:

Section	Overall rating	Comments
Evaluation Process:		
Category 1- Student Outcomes:		
Category 2- Teacher Performance and Practice:		
Category 3- Parent or Peer Feedback:		
Category 4- Whole-School Student Learning or Student Feedback:		
Other:		

!

- Approved- meets guidelines**
- Not Approved- does not meet guidelines, must be resubmitted for review by: _____**

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

			bargaining representative.	
Dispute Resolution Process	There is no mention of a dispute resolution process.	There is vague or incomplete mention of a dispute resolution process.	Plan includes a process for resolving disputes in cases where the evaluator and teacher cannot agree on objectives, the evaluation period, feedback or the professional development plan, in accordance with the requirement in the 1999 Connecticut Guidelines for Teacher Evaluation and Professional Development. Should the process established not result in resolution of a given issue, the determination regarding that issue may be made by the superintendent.	
Orientation Programs	There is no mention of annual orientation programs.	There is vague or incomplete mention of orientation programs and/or they are not held on an annual basis.	District addresses how the local or regional board of education or a regional educational service center for the school district shall offer annual orientation programs regarding the teacher evaluation and support system to teachers who are employed by such local or regional board of education and whose performance is being evaluated.	

Appendix C

Branford Public Schools Instructional Framework

The Branford Instructional Framework defines a common understanding of effective instructional practices across five focus areas: Classroom Environment, Student Engagement and Commitment to Learning; Planning for Active Learning, Instruction for Active Learning, Assessment for Learning, Professional Responsibilities and Teacher Leadership. Within each focus area are specific indicators that break down expected practices across four levels of performance and practice –Below Standard, Developing, Effective, and Exemplary. The framework is central to the evaluation process and acts to clarify towards mutual understanding of the practices we know to be essential for improving student learning. The framework is a tool for self-assessment and the basis of collaboration between administrator and teacher for goal setting and continuous growth.



BPS Professional Growth and Educator Evaluation Manual

The BPS Instructional Framework serves as the basis for the Observation of Teacher Performance and Practice. The framework is organized into 3 domains. Each domain includes a set of indicators describing teacher practice. Each indicator is followed by 4 performance level descriptions (Exemplary, Proficient, Developing, and Below Standard).

Branford Public Schools

Instructional Framework

-At a Glance-

Domain I – Classroom Environment	Domain II – Instruction for Active Learning	Domain III – Professional Responsibilities and Teacher Leadership
<p>1.1 Creating a positive learning environment that is responsive and respectful of the learning needs of every student.</p> <p>1.2 Promoting developmentally appropriate standards of behavior that support a productive learning environment for every student.</p> <p>1.3 Maximizing Instructional time by effectively managing routines and transitions.</p>	<p>2.1 Planning and implementing meaningful instruction.</p> <p>2.2 Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</p> <p>2.3 Using a variety of assessments that provide timely and descriptive feedback and support the progress of all learners.</p>	<p>3.1 Engaging in continuous and collaborative professional learning to impact instruction and student learning.</p> <p>3.2 Communication and collaboration with families about their students, their student’s performance, and instructional programing.</p> <p>3.3 Professional behavior in accordance with the Connecticut Code of Professional Responsibility for Educators.</p>

Domain I: Classroom Environment

Teachers promote student engagement, independence and interdependence in learning and facilitating a positive learning community by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>1.1 Creating a positive learning environment that is responsive to and respectful of the learning needs¹ of every student.</p> <p>Attributes include:</p> <ul style="list-style-type: none"> • Rapport and positive social interactions • Respect for student diversity² • Classroom culture supportive of intellectual risk-taking • High expectations for student learning 	<p>Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.</p> <p>Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.</p> <p>Creates a learning environment that discourages students from taking intellectual risks.</p> <p>Establishes low expectations for student learning.</p>	<p>Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.</p> <p>Establishes a learning environment that is not consistently respectful of students' cultural, social and/or developmental differences.</p> <p>Creates a learning environment in which some students are willing to take intellectual risks.</p> <p>Establishes expectations for learning for some, but not every student; OR is inconsistent in communicating high expectations for student learning.</p>	<p>Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.</p> <p>Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.</p> <p>Creates a learning environment in which most students are willing to take intellectual risks.</p> <p>Establishes and consistently reinforces high expectations for learning for every student.</p>	<p><i>In addition to the characteristics of proficient including one or more of the following:</i></p> <p>Students use established behavioral norms and problem solving practices to WORK TOWARD RESOLUTION TOGETHER.</p> <p>Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.</p> <p>Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.</p> <p>Creates opportunities for students to set high goals and take responsibility for their own learning</p>

¹ **Learning needs of all students:** includes understanding typical and atypical growth and development of PK-12 students, including characteristics and performance of students with disabilities, gifted/talented students, and English language learners. Teachers take into account the impact of race, ethnicity, culture, language, socioeconomic status and environment on the learning need of students.

² **Student diversity:** recognizing individual differences including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.

Domain I: Classroom Environment

Teachers promote student engagement, independence and interdependence in learning and facilitating a positive learning community by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>1.2 Promoting developmentally appropriate standards of behavior that support a productive learning environment for every student.</p> <p>Attributes include:</p> <ul style="list-style-type: none"> • Communicating, reinforcing, and maintaining appropriate standards of behavior • Promoting social competence³ and responsible behavior 	<p>Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.</p> <p>Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.</p>	<p>Establishes standards of behavior but inconsistently enforces expectations, resulting in some interference with student learning.</p> <p>Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions</p>	<p>Establishes high standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning.</p> <p>When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.</p>	<p><i>In addition to the characteristics of proficient including one or more of the following:</i></p> <p>Student behavior is appropriate.</p> <p>Teacher seamlessly responds to misbehavior minimizing loss of instructional time.</p> <p>Students take an active role in maintaining high standards of behaviors.</p> <p>Students are encouraged to independently use proactive strategies⁴ and social skills and take responsibility for their actions.</p>

³ **Social Competence**- exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequent to be effective in the situation (Boyatzis, Goleman, & Rhee, 2000)

⁴ **Proactive strategies**- include self- regulation strategies, problem- solving strategies, conflict- resolution processes, interpersonal communication and responsible decision- making.

Domain I: Classroom Environment

Teachers promote student engagement, independence and interdependence in learning and facilitating a positive learning community by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>1.3 Maximizing instructional time by effectively managing routines and transitions.⁵</p> <p>Attributes include: Routines and transitions appropriate to needs of students</p>	<p>Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.</p>	<p>Inconsistently establishes routines and transitions, resulting in some loss of instructional time.</p>	<p>Establishes routines and transitions resulting in maximized instructional time.</p>	<p><i>In addition to the characteristics of proficient includes the following:</i> Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.</p>

⁵ **Routines-** are non-instructional organizations activities such as taking attendance or distributing materials in preparation for instruction. Transitions are non-instructional activities such as moving from one classroom activity, grouping, task or context to another.

Domain II: Instruction for Active Learning

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

Domain II: Instruction for Active Learning

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>2.1 Planning and implementing meaningful instruction</p> <p>Attributes include:</p> <ul style="list-style-type: none"> • Alignment with standards • Sequenced lessons at appropriate level of challenge⁶ • Clear instructional purpose • Content accuracy 	<p>Does not consult Common Core State Standards and/or other appropriate Connecticut content standards⁷ when planning.</p> <p>Lessons are ineffectively sequenced.</p> <p>Does not clearly communicate learning expectations to students.</p> <p>Makes multiple content errors.</p>	<p>Alignment and/or sequencing of content leads to only partial achievement of Common Core State Standards and/or other appropriate Connecticut content standards and does not support an appropriate level of challenge.</p> <p>Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.</p> <p>Makes minor content errors.</p>	<p>Plans and logically sequences lessons at an appropriate level of challenge that leads to achievement of Common Core and Connecticut State Standards.</p> <p>Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.</p> <p>Teacher makes no content errors.</p>	<p><i>In addition to the characteristics of proficient including one or more of the following:</i></p> <p>Plans for anticipation of misconceptions, ambiguities, or challenges and considers multiple ways of how to address these in advance.</p> <p>Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.</p> <p>Clarity and accuracy is reflected in student discussion and work.</p> <p>Challenges students to extend their learning beyond the lesson expectations and make cross curricular connections.</p>

⁶ **Level of Challenge-** the range of challenge in which a learner can progress because the task is neither too hard nor too easy.

⁷ **Connecticut Content Standards-** standards developed for all content areas including Early Learning and Development Standards(ELDS) for early childhood educators

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

Domain II: Instruction for Active Learning

Teachers plan and implement instruction to engage students in rigorous and relevant learning and promote their curiosity about the

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>2.2. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</p> <p>Attributes include:</p> <ul style="list-style-type: none"> Strategies, tasks, and questions that cognitively engage students Instructional resources,⁸ including digital resources, and flexible groupings Students demonstrate responsibility and independence 	<p>Plans and includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.</p> <p>Plans for and uses resources and/or groupings that do not cognitively engage students or support new learning.</p> <p>Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.</p> <p>Does not use technology to promote learning.</p>	<p>Plans and includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.</p> <p>Plans for and uses resources and/or groupings that moderately engage students cognitively and support new learning.</p> <p>Plans for and implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.</p> <p>Uses technology solely for practice of skills.</p>	<p>Plans and employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem-solving strategies.</p> <p>Plans for and uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.</p> <p>Plans for and implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.</p> <p>Uses tools and digital resources to support inquiry and digital literacy as a pathway to support the construction of new knowledge.</p>	<p><i>In addition to the characteristics of proficient including one or more of the following:</i></p> <p>Plans and includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.</p> <p>Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.</p> <p>Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.</p> <p>Students are independently and collaboratively using digital tools to construct and share new learning.</p>

⁸ **Instructional resources**- includes, but not limited to textbooks, books, supplementary reading information, periodicals newspaper, charts, online, electronic resources and subscriptions databases, e-books, computer software, games, pictures, sculptures, maps, models, globes, motion pictures

world at large by:

Domain III: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing& demonstrating professionalism,

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>2.3. Using a variety of assessments that provide timely and descriptive feedback and support the progress of all learners.</p> <p>Attributes include:</p> <ul style="list-style-type: none"> • Criteria for student success • Ongoing and integrated assessment of student learning • Variety of assessments • Timely and appropriate feedback • Monitoring and adjusting instruction • Opportunities for student and peer feedback. • Data driven analysis and action 	<p>Does not plan or communicate criteria for success and/or opportunities for students to self-assess are rare.</p> <p>Plans and assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.</p> <p>Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.</p> <p>Makes no attempts to adjust instruction.</p> <p>Even though data may be available, the teacher is not using it for planning or improvement purposes.</p>	<p>Plans and communicates general criteria for success and provides limited opportunities for students to self- assess.</p> <p>Plans and assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.</p> <p>Provides feedback that partially guides students toward the intended instructional outcomes.</p> <p>Makes some attempts to adjust instruction that is primarily in response to whole group performance.</p> <p>Has used some data for planning or improvement but has not demonstrated a systematic application for what is available.</p>	<p>Plans and communicates specific criteria for success and provides multiple opportunities for students to self- assess.</p> <p>Plans and assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.</p> <p>Provides individualized, descriptive, and timely feedback that is accurate, actionable and helps students advance their learning.</p> <p>Adjusts instruction as necessary in response to individual and group performance.</p> <p>Instruction is informed by multiple sources of data about students’ prior knowledge, skills, and understanding of concepts into the instructional plan.</p>	<p><i>In addition to the characteristics of proficient including one or more of the following:</i></p> <p>Integrates student input in generating specific criteria for assignments.</p> <p>Plans and promotes students’ independent monitoring and self-assess, helping themselves or their peers to improve their learning.</p> <p>Encourages peer feedback that is specific and focuses on advancing student learning.</p> <p>Students identify ways to adjust instruction that will be effective for them as individuals and result in quality work.</p> <p>Instruction is driven by analysis of student performance data (by either the teacher or student or both) to determine individual learning needs and subsequent instruction.</p>

collaboration & leadership with others.

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>3.1 Engaging in continuous and collaborative professional learning to impact instruction and student learning.</p> <p>Attributes:</p> <ul style="list-style-type: none"> • Teacher self-evaluation and impact on student learning • Response to feedback • Professional learning 	<p>Insufficiently reflects on/analyzes practice and impact on student learning.</p> <p>Unwillingly accepts supervisor feedback and recommendations for improving practice.</p> <p>Attends required professional learning opportunities but resists participating.</p> <p>Participation may impede the collaborative process.</p>	<p>Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.</p> <p>Reluctantly accepts supervisor feedback and recommendations for improving practice but changes in practice are limited.</p> <p>Participates in professional learning when asked but makes minimal contributions.</p> <p>Neutral presence – listens and does not impede progress of colleagues in collaborative setting.</p>	<p>Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice.</p> <p>Willingly accepts and considers supervisor or peer feedback and makes changes in practice based on feedback.</p> <p>Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.</p> <p>Teacher collaboration contributes to positive school climate.</p>	<p><i>In addition to the characteristics of proficient including one or more of the following:</i></p> <p>Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.</p> <p>Takes a lead in and/or initiates opportunities for professional learning with colleagues</p> <p>Takes leadership in developing and sustaining school improvement, engaging in problem and solution finding.</p>

Domain III: Professional Responsibilities and Teacher Leadership

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

Domain III: Professional Responsibilities and Teacher Leadership

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>3.2 Communication and collaboration with families about their students, their student’s performance, and instructional program.</p> <p>Attributes:</p> <ul style="list-style-type: none"> • Collaborates with and is responsive to families • Interactive communication • Respectful and culturally aware 	<p>Little to no attempt is made to engage families in the instructional program and communication about individual student progress is irregular and/or culturally inappropriate.</p> <p>Communication with families is rare except through report cards.</p> <p>Rarely solicits or responds promptly and carefully to communication from families.</p> <p>Few attempts are made to respond to different family cultural norms and/or responds inappropriately or disrespectfully.</p>	<p>Irregular attempts are made to communicate with families about individual progress and programming.</p> <p>Often, communication is one-way and not always appropriate to the cultural norms of those families.</p> <p>Primary reliance is on broadcast web pages and other one-way media.</p> <p>Usually responds promptly to communications from families.</p> <p>Respectful communication may occur and an effort is made to take into account different family home languages, cultures, and values, but it occurs inconsistently or without demonstrating understanding and sensitively to the differences.</p>	<p>Frequent communication occurs with families about the instructional programs and shares information about the individual student’s progress.</p> <p>Information to families is conveyed in a culturally appropriate manner.</p> <p>Use of two-way communication about student performance and learning is used regularly with families and the response is prompt and careful.</p> <p>Communication is always respectful with families and demonstrates understanding of and sensitivity to different families’ home languages, culture, and values.</p>	<p>Communication with families is frequent and culturally sensitive. Responses to family concern are handled professionally. Families are engaged in the instructional program.</p> <p>Models the use of a regular two-way system that supports frequent, proactive, and personalized communication with families about student performance and learning.</p> <p>Communication with families is always respectful and demonstrates understanding and appreciation of different families’ home language, culture, and values. Serves as a model for this element.</p>

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

INDICATORS	Below Standard	Proficient
<p>3.3 – Professional behavior in accordance with the Connecticut Code of Professional Responsibility for Educators.</p> <p>Attributes:</p> <p>Teacher behavior is consistent with the Connecticut’s Code of Professional Responsibility for Educators.</p>	<p>Teachers actions <u>are not</u> consistent with the commitment to students, the profession, the community and families that are set forth in the Code of Professional responsibilities for Educators.</p>	<p>Teachers actions are consistent with the commitment to students, the profession, the community and families that are set forth in the Code of Professional responsibilities for Educators.</p>

Appendix E
Forms

FORM A - SELF-REFLECTION FORM

Form A: Teacher Self-Reflection Form

(#1-4 to be completed by the teacher at the beginning of the year; #5a to be completed mid-year; #5b to be completed end of year)

At the beginning of each school year, teachers self reflect by reviewing the CCSS (Common Core State Standards) and the BPS (Branford Public Schools) Instructional Framework in consideration of the needs of the incoming student population, changes in curriculum and professional growth/development needs.

Self-reflection bridges the goal setting from previous years evaluation to a new school year context.

1. How will my professional growth plan for this year reflect the specific needs for my incoming students? (as evidenced by Student Learning Outcomes (SLO), Individualized Education Programs (IEP), 504 plans, RTI plans, ELL, other special needs, etc.)

2. How will the curriculum (and/or changes or developments in the curriculum) affect my planning, teaching, or assessments in my content area?

3. How has any recent professional learning informed my understanding of teaching and learning for this year? Are there any professional development strategies or opportunities that might be especially appropriate for my professional growth needs in this academic year?

4. What factors are likely to influence or play a role in my teaching and professional performance this year?

5. a. To be completed Mid-Year:

Based on my self-reflection, what adjustments does my professional growth plan require from now until the end of the year?

5. b. To be completed End-of-Year:

Based on my self-reflection, what adjustments does my professional growth plan require for the next academic year?

FORM A (SAMPLE): TEACHER SELF-REFLECTION FORM EXAMPLE

(#1-4 to be completed by the teacher at the beginning of the year; #5a to be completed mid-year; #5b to be completed end of year)

At the beginning of each school year, teachers self reflect by reviewing the CCSS (Common Core State Standards) and the BPS (Branford Public Schools) Instructional Framework in consideration of the needs of the incoming student population, changes in curriculum and professional growth/development needs.

Self-reflection bridges the goal setting from previous years evaluation to a new school year context.

1. How will my professional growth plan for this year reflect the specific needs for my incoming students? (as evidenced by Student Learning Outcomes (SLO), Individualized Education Programs (IEP), 504 plans, RTI plans, ELL, other special needs, etc.)

As I consider my class this year, I noticed that there are five students who have been placed on RTI Tier-2- plans for math; two students receive ELL services, and there are three students who had been receiving intensified reading assistance via Reading Recovery. I will need to coordinate with the math specialist (assuming one is available) or plan specific times when the RTI support can be administered by the classroom teacher and additional staff if necessary. The ELL specialist and the reading resource teacher will need to be consulted and schedules will need to be coordinated before the year begins. As I plan reading instruction, I will utilize the ELA rubrics to support my understanding of and development of strategic planning for the low level readers. In addition I have a student with specific physical needs. I may need to rearrange some areas of the room.

2. How will the curriculum (and/or changes or developments in the curriculum) affect my planning, teaching, or assessments in my content area?

As grade level teams, we are in the process of creating/ aligning units of study with the Common Core State Standards (CCSS). This will certainly affect my planning, teaching, and creation of assessments. We will continue to analyze each unit to make sure that it addresses the CCSS reading, writing, and speaking/listening standards and look for gaps (e.g. What do we already do to meet the standards? What standards do we emphasize? What are we missing?) In addition, I will make sure that my instruction is rigorous. I will make sure that I am planning lessons and developing assessments that encourage students to think at higher levels on the Webb's Depth of Knowledge matrix. To create assessments, I will look at the SBAC sample items and use them as a guide to develop questions that encourage students to respond to text and to write for a variety of purposes (narrative, argumentative, informational). I will also communicate with my teammates our plans to address the CCSS in literacy and work together to help them meet ELA standards in their content areas. Using the CCSS as a guide and collaborating with my teammates will ensure that all content area teachers are teachers of literacy!

3. How has any recent professional learning informed my understanding of teaching and learning for this year? Are there any professional development strategies or opportunities that might be especially appropriate for my professional growth needs in this academic year?

The CCSS emphasize close reading of increasingly complex text. Therefore, I will need time to research what this strategy is and how to encourage students to use it. I would like to look up videos of students reading closely and develop a list of resources/ texts that encourage close reading. In addition, I will look to our ACES education specialist (or other consultant/ organization) to provide us with information that will help us to implement this strategy in our classrooms and how to facilitate discussions with our colleagues on using this strategy across the content areas. I can see this turning into a school-wide professional development opportunity.

In addition, I have spent time learning new techniques of incorporating various formative assessments (Common Formative Assessments by Kim Bailey and Chris Jakicic). My learning in the last few months has solidified my conviction that formative assessment is key to student growth. I have read and talked with colleagues about this and will make this a priority this year. I am looking at my lessons to identify when I can implement formative assessments to gather more data on my students learning.

4. What factors are likely to influence or play a role in my teaching and professional performance this year?

The new teacher evaluation system will definitely impact my teaching this year. Our school has volunteered to be one of the first to pilot a revised observation process based on new legislation. This will put increased demands on my time as I work to develop a better understanding of how it is being implemented and what I will need to do to ensure success. It is likely some colleagues will look to me for support during this evaluation process. This will be another challenge to my time management; I have to make sure that the focus remains on teaching and learning.

5. a. To be completed Mid-Year:

Based on my self-reflection, what adjustments does my professional growth plan require from now until the end of the year?

5. b. To be completed End-of-Year:

Based on my self-reflection, what adjustments does my professional growth plan require for the next academic year?

FORM B – PROFESSIONAL LEARNING GOAL SETTING FORMS

GOAL SETTING FORM 1. - Professional Learning Objectives

(Already in Profile: Name, Status (year 1 or 2, year 3+, Below Standard, Developing...), Date, District Goals (Pull Down Menu), School Goals,, Department Goals)

Professional Learning Objectives

Rationale: Brief summary of findings from data analysis, Goal Form A, and/or collaborative discussions that explain rationale for each goal:
Goal:
Domain/Indicator from Instructional Framework (Drop Down Menu Needed)
Anticipated Impact on Students:
Action Steps and Timeline
Resources Needed

From B (SAMPLE)

Professional Learning Objectives

Rationale: Brief summary of findings from data analysis, Goal Form A, and/or collaborative discussions that explain rationale for each goal: 1. Under indicator 4B I am performing at developing because I rarely have my students evaluate their own or their peers' work with rubrics that are aligned to expected learner outcomes. 2. My students' writing scores on standardized assessment are lower than I anticipated.
Goal: Provide students opportunities to self-evaluate their own work and that of their peers using rubrics that are aligned to learning objectives and standards.
Domain/Indicator from Instructional Framework (Drop Down Menu)

Assessment - formative assessment (4A)

Anticipated Impact on Students:

Student level of engagement will improve, understanding of objectives and ability to meet objectives will improve

Action Steps and Timeline

Research rubric development (Sep - Oct)

Collaboratively develop/select rubric for different kinds of nonfiction, narrative, and persuasive writing (Nov)

Observe teachers using rubrics for self-assessment (Oct - Dec)

Student will begin using rubrics to self-evaluate their own work (Dec - June)

Resources Needed

Exemplar rubrics, mentoring, written resources, time to observe other teachers

GOAL SETTING FORM C AND FORM D - STUDENT LEARNING MEASURES

Set a minimum of one goal that is based on CMT/CAPT data (or another standardized test if CMT/CAPT do not apply) and a minimum of one goal that does not have to be based on standardized data.

STUDENT LEARNER OUTCOME GOAL FORM C - STANDARDIZED DATA

Rationale (Summary of findings from data analysis and/or collaborative discussions that explain rationale for goal.)
IAGD (Indicators of Academic Growth and Development)
Baseline Data (What do you know about the targeted students' performance, skills, and achievement levels at the beginning of the year (relevant to this SLO), as well as any additional student data or relevant background information. Include pre-assessment/baseline data where available.)
Strategies/Actions to Achieve SLO (Identify instructional strategies such as modeling, provide guided practice, etc. Identify interim assessments do you plan to use/when administer?)
Resources/Support Needed
Data Collection and Assessment of Progress Toward Achieving SLO (How will you collect and score evidence for IAGDs?)

(Talent Management System needs to allow for more than one SLO-Standardized Data form.)

STUDENT LEARNER OUTCOME GOAL FROM D - NONSTANDARDIZED DATA

Rationale (Summary of findings from data analysis and/or collaborative discussions that explain rationale for goal.)
IAGD (Indicators of Academic Growth and Development)
Baseline Data (What do you know about the targeted students' performance, skills, and achievement levels at the beginning of the year (relevant to this SLO), as well as any additional student data or relevant background information. Include pre-assessment/baseline data where available.)
Strategies/Actions to Achieve SLO (Identify instructional strategies such as modeling, provide guided practice, etc. Identify interim assessments do you plan to use/when administer?)
Resources/Support Needed
Data Collection and Assessment of Progress Toward Achieving SLO (How will you collect and score evidence for IAGDs?)

(Talent Management System needs to allow for more than one SLO Non-Standardized Data form.)

SLO SAMPLES

Set a minimum of one goal that is based on CMT/CAPT data (or another standardized test if CMT/CAPT does not apply) and a minimum of one goal that does not have to be based on standardized data.

Student Learner Outcome Goal Form C- Standardized Data

SLO Students will show improvement in their ability of estimation and approximation.
Rationale (Summary of findings from data analysis and/or collaborative discussions that explain rationale for goal.)

This goal is aligned with the District goal to improve elementary students' ability to estimate solutions to problems and approximate measures on the Math CMT.

Overall, 76% of my students this year tested at mastery level on estimating solutions and 66% tested at mastery on approximating measures.

Students began to work with the concepts of estimation and approximation in 1st grade. However, since these are more abstract concepts which rely on a firm foundation of basic mathematical principles, students tend to struggle with performing valid estimations and approximations. Once students develop mastery with basic concepts of number relationships and measurements, they tend to begin to become more confident and, as a result, more accurate in estimating and approximating.

Providing students with more targeted opportunities to practice estimation and approximation will help them develop their skills in these content strands.

IAGD (Indicators of Academic Growth and Development)

80% of my students will achieve mastery on both of the CMT Math Content Strands Estimating Solutions and Approximating Measures.

Baseline Data (What do you know about the targeted students' performance, skills, and achievement levels at the beginning of the year (relevant to this SLO), as well as any additional student data or relevant background information. Include pre-assessment/baseline data where available.)

On the third grade CMT, my 21 students tested as follows:

	# for Mastery	# of Students Achieving Mastery
Estimating Solutions	3 out of 4	14
Approximating Measures	4 out of 6	16

Strategies/Actions to Achieve SLO (Identify instructional strategies such as modeling, provide guided practice, etc. Identify interim assessments do you plan to use/when administer?)

- Modeling estimation and approximation in daily routines.

- Planning instructional opportunities to include estimation and approximation as a part of routine problem-solving practice.
- Providing opportunities for small group collaboration in estimation and approximation activities.
- Reinforcing student confidence in basic skills and understanding of numbers, measures, etc.
- Making connections to other types of predictions (e.g. literature) and how we use what we know to anticipate something unknown or unstated.

Resources/Support Needed

Collaboration with team to plan for increased opportunities for estimation and approximation.
 Reading materials on strategies to help students think more abstractly while applying prior knowledge.
 Additional Practice CMT-type problems in estimation and approximation.

Data Collection and Assessment of Progress Toward Achieving SLO (How will you collect and score evidence for IAGDs?)

Highly Effective = 20-21 of my students will achieve mastery on the estimating solutions to problems and approximating measurements content strands on the CMT.

Effective = 18-19 of my students will achieve mastery on the estimating solutions to problems and approximating measurements content strands on the CMT.

Developing = 16-17 of my students will achieve mastery on the estimating solutions to problems and approximating measurements content strands on the CMT.

Below Standard = 15 or less of my students will achieve mastery on the estimating solutions to problems and approximating measurements content strands on the CMT.

(See http://www.crec.org/tls/services/seed/docs/sample_cmt_and_capt_related_slos.pdf for additional examples of Non-tested Area SLOs (with Rationale and IAGDs.)

-SAMPLE

Student Learner Outcome Goal Form D- Nonstandardized Testing Data

SLO = Students will show improvement in proficiency of Spanish II performance indicators and be prepared for the next level Spanish course.

Rationale (Summary of findings from data analysis and/or collaborative discussions that explain rationale for goal.)

Students in my period 6, Spanish II class are a mix of freshman and sophomores who took either Spanish I or Spanish I Continuing last year. All students have tested proficient at the basic vocabulary and grammar skills required for entry to Spanish II based on their summative assessments from Spanish I/IC.

In order to be successful for the next level, students need to achieve at least 80% mastery on the summative assessment which focuses on more complex reading and writing passages and structures than their previous work.

IAGD (Indicators of Academic Growth and Development)

80% of students in my period 6, Spanish II class will demonstrate mastery of at least 80% of the Spanish II performance indicators as measured by the district developed summative assessment.

Baseline Data (What do you know about the targeted students' performance, skills, and achievement levels at the beginning of the year (relevant to this SLO), as well as any additional student data or relevant background information. Include pre-assessment/baseline data where available.)

On the pre-assessment, student scores ranged between 8 and 52%. The three students who scored the lowest (below 15%) showed some evidence of confusion over basic vocabulary. The majority of students showed evidence of understanding basic grammar principles with simple reading/writing passages. As the passages increased in complexity, fewer students were successful in providing accurate responses.

Strategies/Actions to Achieve SLO (Identify instructional strategies such as modeling, provide guided practice, etc. Identify interim assessments you plan to use/when administer?)

- Assist students who have shown limitations with vocabulary in developing strategies to build comprehension, for example specifically noting those words that are problematic and creating flash cards that they review on a regular basis.
- Use reading strategies such as dialectical note-taking for longer passages.
- Provide opportunities for students to construct and de-construct complex sentences and paragraphs in collaborative teams.
- Help students to become more effective at assessing their own work through using self- and peer-assessment strategies in class.

Interim assessments will be administered at the end of quarter 1, prior to mid-terms, and at the end of

quarter 3. Interim assessments are common, formative assessments used by the Spanish II teaching team and are aligned to key elements of the pre- and post- assessments that are the focus of that term.

Resources/Support Needed

Time to assess interim assessments with teaching team.
PD/Resources with strategies on effective ways to have students self- and peer assess

Data Collection and Assessment of Progress Toward Achieving SLO (How will you collect and score evidence for IAGDs?)

Highly Effective = 86-100% of students in period 6 will achieve 80% or higher mastery on the summative assessment for Spanish II, including all special populations.

Effective – 70 – 85% of students in period 6 will achieve 80% or higher mastery on the summative assessment for Spanish II, including all special populations.

Developing = 60 – 69% of students in period 6 will achieve 80% mastery on the summative assessment for Spanish II.

Below Standard = 59% or less of students in period 6 will achieve 80% mastery on the summative assessment for Spanish II.

(See http://www.crec.org/tls/services/seed/docs/sample_slos_nontested_areas.pdf for additional examples of Non-tested Area SLOs (with Rationale and IAGDs.)

Teacher	Mr. Smith
Year	2012-2013
School & Assignment	OSW---GRADE 3
Evaluator	DR. Mp
# of Students Covered by this SLO	19
% of Students Covered by this SLO	100%
Date	OCTOBER 12, 2012

District Goal	WE ARE COMMITTED TO IMPROVING STUDENT PERFORMANCE IN THE AREA OF LITERACY BY IMPROVING LITERACY INSTRUCTION.
District Objectives	<p>Elementary:</p> <ul style="list-style-type: none"> • All elementary teachers will further develop their capacity and implement effective literacy practice into their daily instruction which supports a balanced literacy instructional practice. (read-think-alouds, mini-lessons, guided reading, shared reading, independent reading) • All elementary teachers will analyze student results on a regular basis and use this information to inform and differentiate instruction. • All elementary teachers in a specific grade level or subject area will make commitments to instruct specific strategies to all students with mastery. • All teachers will embed 21st century skills into learning tasks. <p>Middle and Secondary:</p> <ul style="list-style-type: none"> • All middle and high school teachers will implement literacy instructional practices into daily instruction. • All middle and high school teachers will analyze student performance data with literacy tasks and adjust instruction accordingly. • All teachers at a specific grade level or content area will make commitments to instruct specific strategies to all students with mastery. • All teachers will embed 21st century skills into learning tasks.

Student Learning Objective:
My third grade students will demonstrate mastery in reading comprehension skills as evidenced by their CMT Reading results in March 2013.

Rationale for Objective:

(1) Why was the objective chosen? (2) What specific Connecticut and/or National Standards does it address?

The Elementary School Improvement Plan articulates the goal for all students to be reading on grade level or higher. Reading Comprehension is assessed on the grade 3 CMT and factors into our SPI. The Common Core calls for all students to be able to read grade level texts with purpose and understanding and to read with sufficient accuracy and fluency to support comprehension.

Indicator(s) of Academic Growth and Development (IAGD):

An IAGD is evidence you use to determine success in achieving the objective. One indicator is required; additional indicators are optional. Please number the indicator(s) and clearly indicate for each the level of performance that is targeted and for which students. An indicator should represent at least one year's growth and/or mastery of grade level content standards.

Please check one: Standardized Indicator(s) Used Non-Standardized

Indicator(s) Used

- 1. **At least 80% of my students will attain goal on the grade 3 Reading CMT in March 2013.**

(optional)

- 2.

(optional)

- 3.

Baseline Data/Background Information:

Please include what you know about the targeted students' performance, skills and achievement levels at the beginning of the year (relevant to this SLO) as well as any additional student data or background information that you used in setting your objective. Provide this information for each indicator, if specific pre-test or baseline data are available.

I have reviewed my students DRA2 scores from the end of grade 2 and sat with their grade 2 teachers to discuss each student's reading comprehension competence. 4 of my students have a reading IEP and 2 students are receiving Reading support with the Basic Skills teacher.

PASTE ANY DATA HERE.

Strategies/Actions to Achieve the SLO:

(include additional strategies as needed)

- 1. **I will create flexible guided reading groups and meet every day with my most challenged groups.**
- 2. **I will conduct bi-weekly Running Records and individual Reading Conferences to monitor student progress and utilize the data to guide my small group instruction.**
- 3. **I will coordinate my instruction with the Special Education and Basic Skills teachers so that students are receiving highly coordinated and focused instruction that addresses their needs.**

Interim Assessments:

- (1) What interim assessments do you plan to use to gauge student progress toward this SLO?

Guided reading group anecdotal notes, running records, reading comprehension checks, reading conferences, AIMSWEB progress monitoring, CFAs and reading comprehension assignments.

Data Collection/Assessment of Progress Toward Achieving the SLO:
 (1) What data will you collect to assess progress toward achieving the SLO?
If standardized test results will not be available before the end of the school year, please indicate that here.
80% of my students will achieve goal on the grade 3 CMT Reading portion. In addition, I will maintain a portfolio for each student below grade level.

Professional Learning Support:
 (1) What professional learning and/or other type of support would help you to achieve this SLO?
My grade level PLC will be very valuable to me along with the Basic Skills teacher. I would like the opportunity to observe my struggling students when they receive support from the Special Education teacher or Basic Skills teacher to observe them in an alternate setting and learn from my colleagues. I need to expand my repertoire of best instructional practices to meet the needs of my struggling readers.

	Acceptable	Unacceptable
<p><u>Priority of Content</u> Objective is deeply relevant to teacher’s assignment and addresses a large proportion of his/her students.</p> <p><i>Comments:</i></p>		
<p><u>Quality of Indicators</u> Indicators provide specific, measurable evidence and allow judgment about students’ progress over the school year or semester.</p> <p><i>Comments:</i></p>		
<p><u>Rigor of Objective</u> Objective is attainable, but ambitious, and represents at least one year’s student growth (or appropriate growth for a shorter</p>		

	Acceptable	Unacceptable
interval of instruction). <i>Comments:</i>		

Signatures <i>(to be completed after discussion of SLO)</i>	
<input type="checkbox"/> Approved	<input type="checkbox"/> Revisions Required – Resubmit by:
_____	_____
Evaluator	Date
_____	_____
Teacher	Date

FORM D - TEACHER EVIDENCE-BASED PORTFOLIO REFLECTIONS

Appendix F

Sample Student and Parent Surveys

Student Survey: K-3

Teacher

School Year

Directions: The teacher is asked to read the following statements carefully, then request that the children respond to the statements by circling or coloring the face that shows whether they agree with that sentence. The face with the smile means “yes,” the face with a straight mouth means “sometimes,” and a face with an upside down mouth means “no.”

	YES	Sometimes	NO
Example: I ride a school bus.			
1. My teacher shows me how to do new things.			
2. My teacher asks me if I need help.			
3. I know what I am supposed to do.			
4. My teacher gives me help with I need it.			
5. I learn new things in my class.			
6. My teacher gives me a chance to think before answering.			
7. I feel important in my class.			

Student Survey Grades 4-12

	Often	Sometimes	Never
1. My teachers uses more than one way to instruct. (verbal, teach me, group work, visual aids...)			
2. My teachers directions are understandable.			
3. My teachers helps me feel motivated to do well.			
4. Teachers connect lessons to other subjects and my life.			
5. My teachers value my voice and work.			
6. My teachers challenge me to think.			
7. My teachers are available and offers extra help.			
8. My teachers allow for us to ask questions and understand.			
9. My teachers expect me to complete my work on time.			
10. My school work receives thoughtful feedback.			
11. My teachers maintain a respectful and productive learning atmosphere.			
12. My teachers communicate with my parents.			

- 13. Are you a girl or a boy?**
- 14. What is your race or ethnicity?**
- 15. What was the first language you learned?**
- 16. What grade are you in?**

Branford Public Schools has developed a survey for parents to provide feedback. This feedback will be used by teachers, administrators, and support staff to reflect upon, and used to continue to improve our schools. The Branford Public School System values parent input and appreciates your time and effort in completing this survey.

1. My child(ren) attends (select all that applies):
 Murphy Sliney Tisko Walsh Branford High
2. My child feels safe at school:
 Strong Agree Agree Disagree Strongly Disagree
3. My child enjoys learning and looks forward to coming to school each day
 Strong Agree Agree Disagree Strongly Disagree
4. My child's school teachers and administrators respect the students
 Strong Agree Agree Disagree Strongly Disagree
5. Students at my child's school trust the teachers and administrators
 Strong Agree Agree Disagree Strongly Disagree
6. Teachers and administrators listen to my child when there is a problem.
 Strong Agree Agree Disagree Strongly Disagree
7. Teachers and administrators address problems in a timely and efficient manner
 Strong Agree Agree Disagree Strongly Disagree
8. Teachers and administrators care about my child's academic success
 Strong Agree Agree Disagree Strongly Disagree
9. Teachers and administrators care about my child's social and emotional growth and development
 Strong Agree Agree Disagree Strongly Disagree
10. At my child's school teachers and administrators are fair to everyone
 Strong Agree Agree Disagree Strongly Disagree
11. My child and I are aware of the school's rules, policies and procedures
 Strong Agree Agree Disagree Strongly Disagree
12. Teachers and administrators enforce the school rules keeping in mind the best interest of all students
 Strong Agree Agree Disagree Strongly Disagree
13. We are proud to be a member of the Branford Public School System
 Strong Agree Agree Disagree Strongly Disagree

Appendix G



Appeals Form I

Employee Name:

Date:

Date & Time of event being appealed:

Evaluator:

Brief summary of reason(s) for appeal:

Date Received by Central Office (Stamp)

Appendix H

Glossary of terms

Formal Observation: An observation of at least 20 min which will include a Pre-Conference and Post-Conference. These observations will include both written and verbal feedback.

Informal Observation: An observation of at least 10 min which is unannounced. These observations include both written and verbal feedback.

Pre-Conference: A meeting being at least 20 minutes in length to provide a context to instruction to be observed.

Post-Conference: A meeting being at least 20 minutes in length to review feedback related to observation of classroom practice.

Branford Public Schools

**Branford Administrator Effectiveness,
Professional Learning, and Performance
Evaluation Manual
2015-2016**

Administrator Evaluation Manual
TABLE OF CONTENTS

Overview of Administrator Evaluation Process

Introduction

Beliefs and Core Values

Vision, Mission, and Goals

Learning Principles

a. Leadership Rubric Categories

Four Categories of the process

1. Administrator Performances and Practice (40%)
2. Stakeholder Feedback (10%)
3. Student Learning Measures (45%)
4. Teacher Effectiveness (5%)

c. Aggregate and Summative Scoring

Sample Summative Rating Form

Evaluation-Based Professional Learning

Individual Administrator Improvement and Remediation Plans

Career Development and Growth

Orientation Programs

Appendix

BRANFORD PUBLIC SCHOOLS

**Educator Effectiveness, Professional Learning and Performance Evaluation:
The Process for Supervising and Evaluating Branford Educators**

Branford Public Schools Board of Education

Superintendent

Hamlet M. Hernandez, Superintendent of Schools

WORKING DOCUMENT

Overview of Administrator Evaluation Process

Introduction

A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness. The Branford Public Schools administrator evaluation system defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); (3) and the perceptions of the administrator's leadership among key stakeholders in their community.

Annual summative evaluations provide each administrator with a summative rating aligned to one of four performance levels:

- Exemplary: Substantially exceeding indicators of performance
- Proficient: Meeting indicators of performance
- Developing: Meeting some indicators of performance but not others
- Below Standard: Not meeting indicators of performance

Beliefs and Core Values

To achieve Branford's vision of implementing a collaborative and reflective administrator evaluation process, the goals of this evaluation system are:

- Ensuring the learning and growth for all students;
- Ensuring the learning and growth for all professionals;
- Ensuring evaluation cycles tied to professional development opportunities which encourage continuous learning through consistent, meaningful feedback from supervisors.
- Ensuring opportunities for peer to peer interaction, feedback and support

Branford Public Schools Mission Statement

The Teacher Evaluation Plan is designed to align with the BPS Mission statement and institutional priorities. It will allow for all teachers, administrators, and other certified staff to work toward providing each student the opportunity for success.

Mission Statement

We, the members of the Branford Public School community, are committed to developing life-long learners who are capable and confident, who contribute to their community, and who succeed in a changing global society.

Institutional Priorities

In order to achieve this mission, the faculty and administration of the Branford Public Schools join with parents and members of the community,

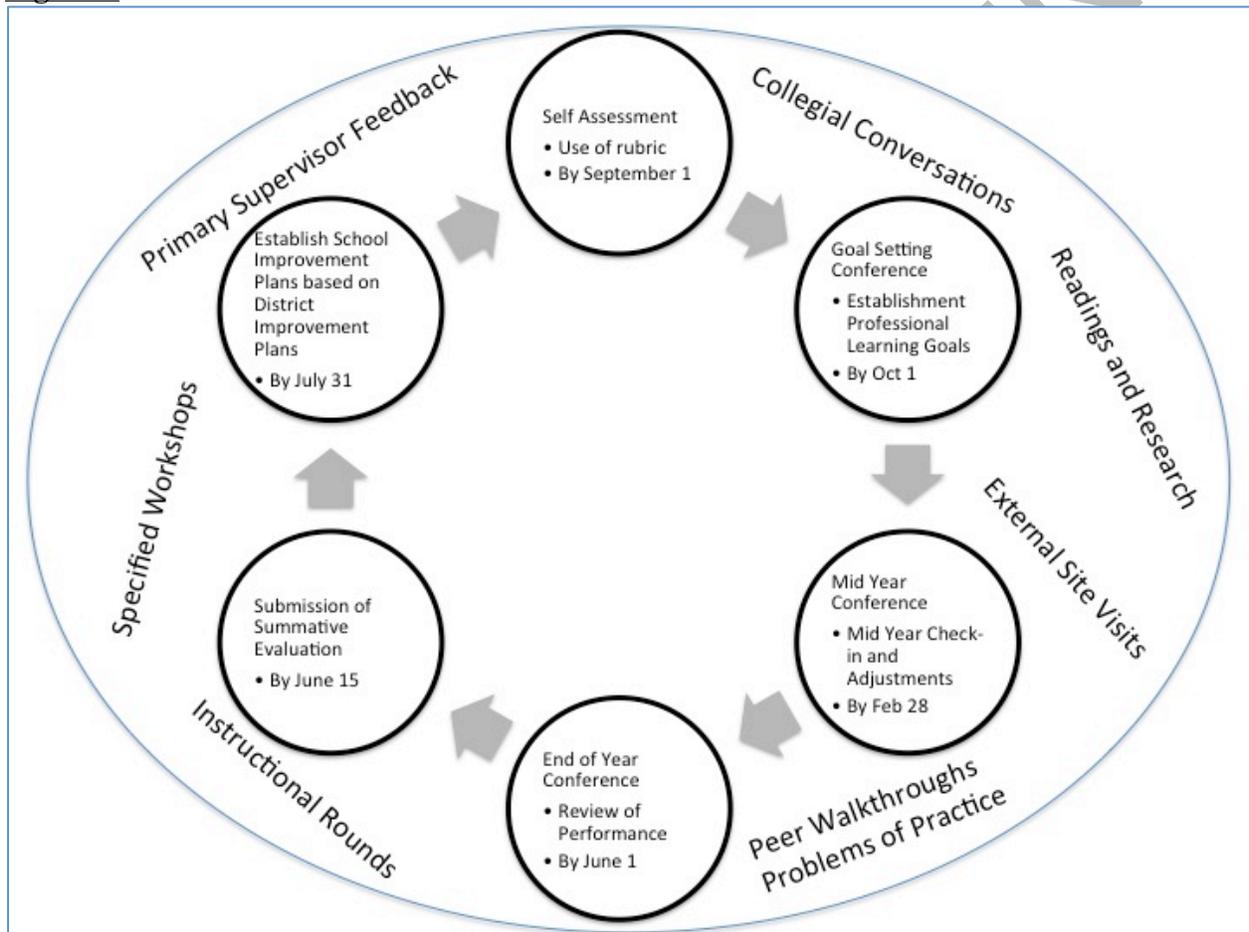
- to foster continuous growth toward excellence in each student, class and school
- to enhance community understanding and appreciation of the schools
- to enhance the schools' effectiveness in responding to the increased demand to serve an expanded role in student and community life
- to increase management efficiency and effectiveness
- to promote growth opportunities for staff which will enable them to experience continuous improvement
- to develop and maintain facilities which meet growing and changing educational and community needs
- to broaden the use of advanced technologies which support continuous improvement of the educational process
- to develop in each student an understanding of, and ability to function in, a multi-cultural, interdependent world.

Four Categories of Administrator Evaluation

Overview of Process

Administrators and supervisors interact throughout the process in support of a thorough analysis of professional performance. A strong combination of self reflection and interaction with a supervisor provides the necessary review of practice to support administrator growth and development. **Figure 1.** Graphically represents the on-going cycle of professional review and development for Branford Public Schools administrators.

Figure 1



Essential to the process is the establishment of School Improvement Plans based on the district improvement plans. Review of this and other fundamental school planning documents along with a self-assessment provides the context for administrators to set goals in support of student performance as well as their own professional learning. Stakeholder feedback is also made available to support goals setting and year-long growth planning. These growth goals become the focus of collegial discussion during a mid year Conference to ensure administrators are tracking towards their anticipated performance and achievement outcomes (see **Form A in Appendix**).

Definition of Effectiveness and ineffectiveness

Each district shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system. A pattern may consist of a pattern of one rating. The state model recommends the following patterns:

Novice administrators shall generally be deemed effective if said administrator receives at least two sequential *proficient* ratings, one of which must be earned in the fourth year of a novice administrator's career. A *below standard* rating shall only be permitted in the first year of a novice administrator's career, assuming a pattern of growth of *developing* in year two and two sequential *proficient* ratings in years three and four.

An experienced administrator shall generally be deemed ineffective if said administrator receives at least two sequential *developing* ratings or one *below standard* rating at any time.

Dispute-Resolution Process

Panel composed of the superintendent or designee, human resources representative and a neutral third person shall resolve disputes where the evaluator and administrator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue may be made by the superintendent.

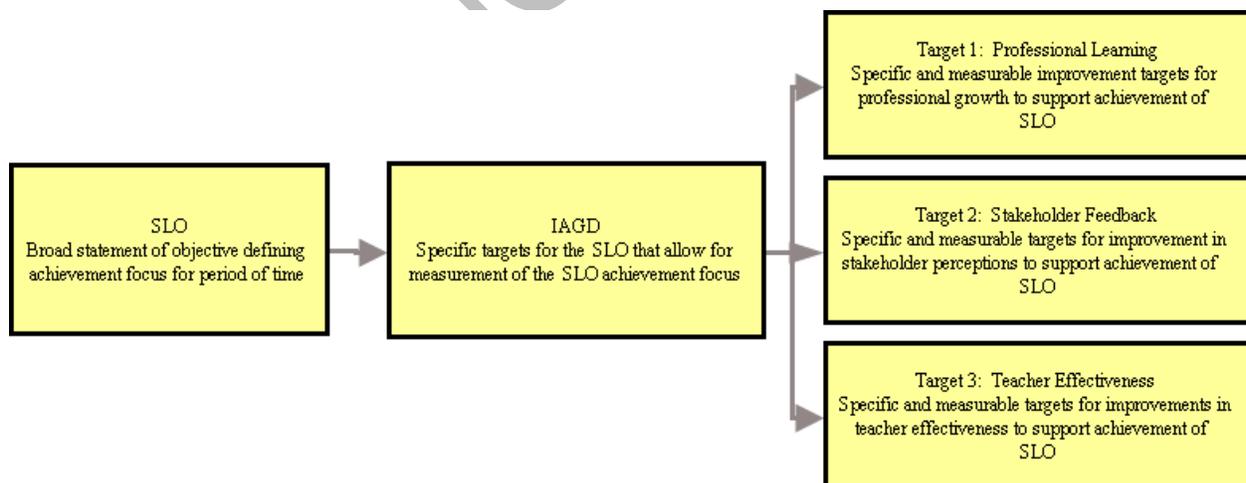
Goal Setting and Review

The goal setting process is predicated on the collection of various sets of data that will allow an administrator's to truly reflect upon their practice and the outcomes of their previous year. Form A outlines the structure for this process.

Administrator's begin with self-reflection using the CT Common Core of Leading. Administrators will review each section of the rubric analyzing their own practice and determining areas of strength and areas of weakness. In conjunction with this review of professional practice, administrators should consider their schools performance and the district and school improvement plans to establish two Student Learning Objectives, coupled with Indicators of Academic Growth and Development that will focus review of their student outcomes at the end of the evaluative cycle. These goals are outlined in more detail in the Student Learning Measures section of this document beginning on page 16. Additional data, if not already taken into consideration during the district and school improvement planning process, should also be considered.

Administrators are encouraged to review stakeholder feedback data and teacher effectiveness needs and make connections between their Student Learning Objectives and targets they are setting for their professional growth, improvements related to perceptions of key stakeholders including parents, teachers and student, and the targets they set for influencing and improving teacher effectiveness. If an administrator cannot establish a clear through line with all of these data points, additional goals may be established that allow the administrator to focus their attention on each of these important areas of growth and development.

The general structure for an administrator's goal setting for the year is outlined in Figure 2.



Details to assist an administrator in design of each Student Learning Objective and corresponding targets are outlined in sections that follow.

Administrator Performance and Practice (40%)

Forty percent (40%) of an administrator’s evaluation shall be based on ratings of administrator performance and practice by the district superintendent or her/his designee(s). For the purpose of this section, the word “administrator” will constitute those individuals in positions requiring an administrative certification (092) including principals and assistant/associate principals. Individuals holding an (092) certification but whose primary role includes teaching students will be evaluated under the district’s teacher evaluation system.

Forty percent (40%) of an administrator’s evaluation shall be based on observation and evidence collection related to leadership practice and performance as articulated in *the Branford Common Core of Leading*. Additional, review of artifacts including professional development plans, teacher feedback, administrator reflections as well as planning documents, school improvement plans, and evidences of teacher development and evidences of professional relationships will also be considered in measuring administrator performance and practice. **Table 1** provides an overview of the core actions to be taken by administrators and their supervisor throughout the year.

Table 1.

Action	Person	Documents	Timeline
Use the Branford Common Core of Leading to complete a self-assessment	Supervisor/ Administrator	Self-Assessment Form	By September 5
Review of existing stakeholder data including but not limited to: Leadership Surveys Parent/Student Surveys School Climate Surveys	Supervisor/ Administrator	School Climate Survey Leadership Survey Parent and School wide Survey	Days 1-45
Review of School Improvement Plan	Supervisor/ Administrator	School Improvement Plan Rating Sheet	Days 1-45
Goals Setting Conference related to principal’s goal (Student Learning Outcomes), Theory of Action, School Improvement Plan, professional learning, stakeholder feedback, and teacher growth expectations	Supervisor/ Administrator	Form A: Goal Setting and Conference Form	Days 1- 45

<p>Establish a system of <i>Informal Observations</i> including but not limited to: brief observations of leadership practice e.g. staff meetings, Professional Development, parent or student interaction (PTA-SGC); school-based instructional rounds; classroom visitations; Board of Ed meetings; Community Outreach; PPT meetings; school wide functions</p> <p>Written Feedback provided</p>	<p>Supervisor/ Administrator/ and/or Supervisor Designee including but not limited to: content experts, specialists,</p>	<p>Informal feedback from</p>	<p>Days 30 - 160</p>
<p><i>Two (2) Planned, Formal Observations (four (4) for administrators(Principals and Assistants) who have received summative rating of Developing and Below Standard or administrators new to the district)</i></p> <p>Written feedback on consistent standard-based observation forms/rubric, broken down by admin role/ expectations; supporting documents from administrator</p>	<p>Supervisor/ Administrator</p>	<p>1 page reflection by Supervisor and administrator</p>	<p>Visit 1 Days 1- 45 Visit 2 Days 90- 180</p>
<p><i>Establish a systems of Classroom Learning Walks</i> with supervisor and designees</p>	<p>Supervisor/ Administrator/ and/or Supervisor Designee including but not limited to: content experts, specialists,</p>	<p>Walkthrough data; problem of practice; background of Theory of Action; observation of instructional observation skills</p>	<p>Visit 1 – Days 1-90 Visit 2 – Days 91-160</p>
<p><i>Mid-Year Conference</i> related to principal’s goal (Student Learning Outcomes), Theory of Action, School Improvement Plan, professional learning, stakeholder feedback, and teacher growth expectations</p>	<p>Supervisor/ Administrator</p>	<p>From A: Goal Setting and Conference Form</p>	<p>Days 80 - 100</p>
<p><i>End-of- Year Conference</i> related to principal’s goal (Student Learning Outcomes), Theory of Action, School Improvement Plan, professional learning, stakeholder feedback, and teacher growth expectations</p>	<p>Supervisor/ Administrator</p>	<p>From A: Goal Setting and Conference Form</p>	<p>Days 160 - 180</p>

For Assistant Principals and Central Office Staff, each of the above described processes will address specific job functions.

Documentation Review

All administrators will have the opportunity to collect information relative to their practice that can be shared with an evaluator in support of their overall evaluation and across all domains of the *CT Common Core of Leading*. Artifacts are submitted as evidence of administrator effectiveness in terms of the leadership standards. For each document uploaded, administrators will be able to indicate which Domain(s)/Indicator(s) the artifact supports. **Table 2** shows how these artifacts will be organized to help evaluators and teachers engage in meaningful discussions about teacher performance and practice.

Table 2

	Current Practice by Indicator as of September:	Artifacts Presented as Evidence of Growth:
I. Professional Learning Goal Artifacts are provided for any indicator that is directly connected to the administrator's professional growth plan.	(NEED DROP DOWN MENU TO IDENTIFY DOMAIN/INDICATOR)	
II. Artifacts are provided for any indicator in which there is a discrepancy between administrator's self-assessment and supervisor's assessment.	(NEED DROP DOWN MENU TO IDENTIFY DOMAIN/INDICATOR)	

Step 3: Plan Implementation and Evidence Collection

As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. For the evaluator, this must include at least two and preferably more, school site visits. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence and analyze the work of school leaders. At a minimum, fall, winter and spring visits to the school leader's work site will provide invaluable insight into the school leader's performance and offer opportunities for ongoing feedback and dialogue.

Unlike visiting a classroom to observe a teacher, school visits to observe administrator practice can vary significantly in length and setting. It is recommended that evaluators plan visits

carefully to maximize the opportunity to gather evidence relevant to an administrator's practice. Evaluators should provide timely feedback after each visit.

Besides the school visit requirement, there are no prescribed evidence requirements. The model relies on the professional judgment of the administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence.

WORKING DOCUMENT

Table 3 provides a list of documents and processes that can be used to support meaningful dialogue relative to evidence and artifacts.

Table 3

Action	Person	Documents
Review of School Improvement Plan	Supervisor/ Admin	School Improvement Plan
Identification of key documents that support teaching and learning	Supervisor/ Admin	Faculty Meeting Agendas and PD plans
Review of school wide achievement data	Supervisor/ Admin	Achievement Results
Review of teacher summative observations/evaluations	Supervisor/ Admin	Summative Teacher Evaluation documents
Review of school climate data	Supervisor/ Admin	School Climate Survey
Review of Instructional Problem of Practice	Supervisor/ Admin	Problem of Practice – Results of School-Based Walkthrough

Leadership Performance Rubric

Branford Public Schools has, through a committee process including input from all administrative level staff in the district, reviewed and analyzed various leadership rubrics to determine the best leadership framework for analysis of administrative performance and practice. The committee has selected *the Common Core of Leading*. Some modifications were made to language within the indicators and performance level descriptions, however, the overall integrity of the leadership rubric has not been compromised.

Appendix B shows the full rubric to be used for all procedures associated with the 40% administrator performance and practice.

Branford Public Schools will use the following structure to weigh the six (6) Performance Expectations of the [District] Common Core of Leading.

Performance Expectations	Score	Weight	Points
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			(Score x Weight)
Vision, Mission, and Goals		20%	
Teaching and Learning		40%	
Organizational Systems and Safety		10%	
Families and Stakeholders		20%	
Ethics and Integrity		5%	
The Education System		5%	
Total			

e.g.

Performance Expectations	Score	Weight	Points (Score x Weight)
Vision, Mission, and Goals	2	20%	.40
Teaching and Learning	2	40%	.80
Organizational Systems and Safety	4	10%	.4
Families and Stakeholders	2	20%	.4
Ethics and Integrity	3	5%	.15
The Education System	4	5%	.20
Total			2.35

For Central Office Staff, weighting are modified to address specific job functions.

e.g.

- Special Education Supervisors
- Directors Teaching and Learning
- Director of Guidance

For these Central Office administrators, [District] Public Schools will use the following structure to weigh the six (6) Performance Expectations of the [District] Common Core of Leading.

Performance Expectations	Score	Weight	Points (Score x Weight)

Vision, Mission, and Goals		10%	
Teaching and Learning		50%	
Organizational Systems and Safety		5%	
Families and Stakeholders		25%	
Ethics and Integrity		5%	
The Education System		5%	
Total			

Additional district staff will require modifications to the weightings in alignment with their specific job functions as approved by the Superintendent.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each performance expectation in the [District] Common Core of Leading Leadership Rubric. Evaluators collect written evidence about and observe the administrator’s leadership practice across the six performance expectations described in the rubric and as specified in the preceding tables. Specific attention is paid to leadership performance areas identified as needing development.

Form B provides structures for on-going evidence collection and has been provided in Appendix C. Once the evidence has been reviewed and an administrator’s final score has been determined based on the weighting of each Performance Expectation, the supervisor will use **Form C** to record a final rating.

e.g.

Performance and Practice Rating:

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49
Rating		2.35	
Rating Scale		Developing	

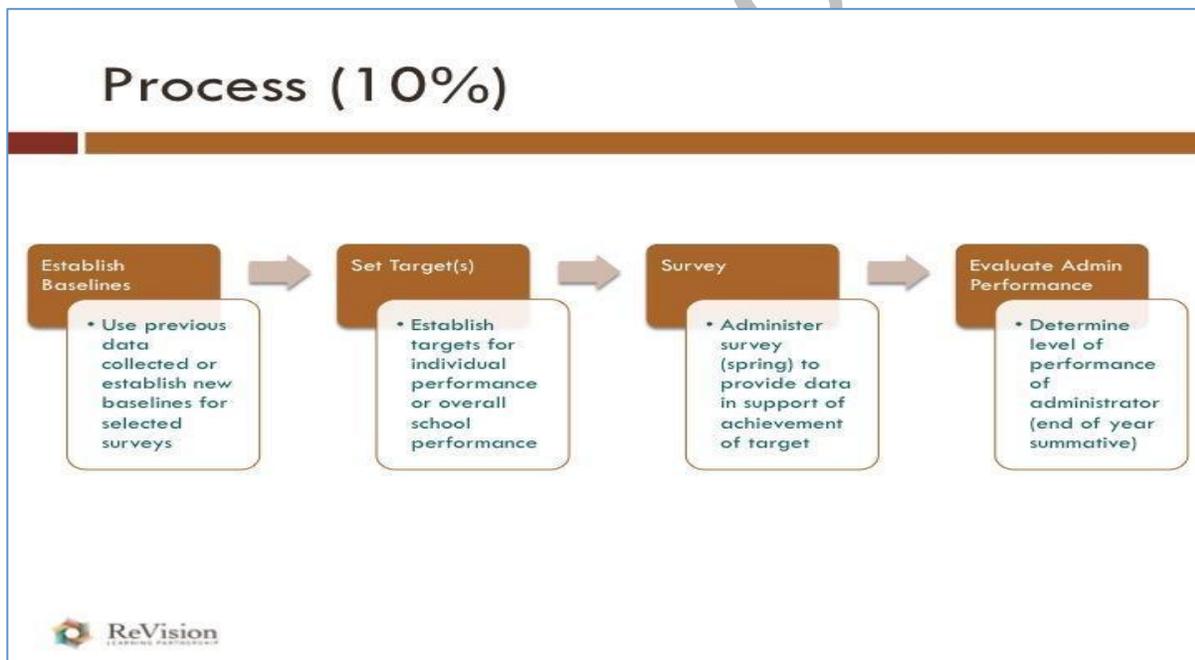
Stakeholder Feedback (10%)

Ten percent (10%) of an administrator’s summative rating shall be based on feedback from stakeholders on areas of administrator and/or school practice as described in the Connecticut

Leadership Standards. For school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders (other staff, community members, students, etc.). More than half of the rating of an administrator on stakeholder feedback must be based on an assessment of improvement over time. To ensure a proper baseline has been established prior to assessing improvement over time, Branford will begin to apply an analysis of administrator improvement to assessment of performance relative to Stakeholder Feedback in year 2 which will allow for a clear understanding of growth. Branford will set both common targets of improvement and performance for all administrators as well as, where necessary, set specific targets for individual administrators.

Branford Public Schools has selected to use School Climate Data. Climate Surveys will be used by the district to cull important leadership goals and establish targets for improvement in which district and school leadership can apply in practice and which evaluators can assess leadership performance.

Appendix D provides examples of survey questions from the selected Branford Public School survey



Administrators will articulate targets associated with data collected by stakeholders. When applicable, administrators will make specific connections between the Student Learning Objectives being set and the targets and associated actions in response to Stakeholder Feedback.

Form A: Administrator Goal Setting, Self-Reflection and Conference Form is used to support the articulation of these targets.

Assessment of performance in Stakeholder Feedback will be based on review of survey data as it related to targets established during the Goal Setting Conference.

Exceeded Goal	Met Goal	Partial Improvement	No Improvement
Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49
Rating			
Rating Scale			

Example: Target is to increase *positive* response to Parent Communication questions on Survey from 45% rating at effective to 55% rating at effective.

50% rating at effective showing a 5% change, which would constitute a *Developing* rating based on the rating scale.

Exceeded Goal	Met Goal	Partial Improvement	No Improvement
Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49
Rating		3	
Rating Scale		Proficient	

Student Learning Measures (45%)

Forty-five percent (45%) of an administrator's summative rating shall be based on multiple student indicators.

- Twenty-two point five percent (22.5%) of an administrator's rating shall be based only on student performance and/or growth on the state-administered assessments in core content areas that are part of the state's approved accountability system. This portion must include:
 - School Performance Index (SPI) progress from year to year;
 - SPI progress for student subgroups
- Twenty-two point five percent (22.5%) of an administrator's rating shall be based on at least two locally-determined indicators of student learning, at least one of which must include student outcomes from subjects and/or grades not assessed on state-administered assessments.

Sample Local Measures in Branford include:

- NWEA/MAP
- DAW
- Performance Tasks (SBAC)
- Behavioral Data
- Attendance Data

For administrators in high schools, selected indicators must include:

- The cohort graduation rate and the extended graduation rate

For all school-based administrators, selected indicators must be relevant to the student population served by the administrator's school and may include:

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content-area assessments, AP and IB examinations).
- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade core subjects.
- Student performance or growth on school-or classroom-developed assessments in subject areas for which there are no available state assessments.

Additional district administrators are allowed to write 2 SLO's based on locally developed measures and that focus on a subset of staff, grade level, or content consistent with the job responsibilities.

Form A: Administrator Goal Setting, Self-Reflection and Conference Form is used to support the articulation of Student Learning Goals and associated targets.

SLO Scoring:

Scoring for SLO 1 is based on the SPI and the SDE process outlined in the default model -SEED

Score	Exceeds Target (4)	Meets Target (3)	Approaches Target (2)	Does Not meet Target (1)
SPI Progress	>125% of target progress	100-125% of target progress	50-99% of target progress	<50% of target progress
Subgroup SPI Progress	Meets performance targets for all subgroups that have SPI <88 OR all subgroups have SPI > 88	Meets performance targets for majority* of subgroups that have SPI <88	Meets performance targets for at least one subgroup that has SPI <88	Does not meet performance target for any subgroup that has SPI <88
	OR The school does not have any subgroups of sufficient size			
SPI Rating	89-100	77-88	64-76	<64
SPI Rating for Subgroups	The gap between the "all students" group and each subgroup is <10 SPI points or all subgroups have SPI > 88 OR The school has no subgroups	The gap between the "all students" group and the majority of subgroups is <10 SPI points	The gap between the "all students" group and at least one subgroup is >10 SPI points.	The gap between the "all students" group and all subgroups is >10 SPI points.

Scoring for SLO's: SLO2 and 3 (where applicable) will receive 2 scores

- 1 Score for Whole Student Performance
- 1 Score for Subgroup Performance

Whole Group Performance

Level 1	Level 2	Level 3	Level 4
Less than 60% of students met the SLO and IAGD Targets.	At least 60% of students met the SLO- and IAGD Targets.	At least 70% of students met the SLO- and IAGD Targets.	At least 90% of students met the SLO- and IAGD Targets.

Sub Group Performance:

Level 1	Level 2	Level 3	Level 4
Less than 40% of students in targeted subgroups met the SLO and IAGD Targets..	At least 40% of students in targeted subgroups met the SLO and IAGD Targets..	At least 60% of students in targeted subgroups met the SLO and IAGD Targets..	At least 80% of students in targeted subgroups met the SLO and IAGD Targets..

The two scores for SLO 2 are averaged together

The two scores for SLO 3 (where applicable) are averaged together

e.g.

	Whole Group	Subgroup	Average

	Performance	Performance	
SLO 1	3	2	2.5
SLO 2	3	1	2
Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49
Total Score			2.25
Rating Scale			Developing

WORKING DOCUMENT

Teacher Effectiveness (5%)

Five percent (5%) of an administrator's summative rating shall be based on teacher effectiveness outcomes.

- Improving the percentage (or meeting a target of a high percentage) of teachers who meet the Student Learning Objectives (SLOs) outlined in their performance evaluations.
- Improvement of overall teacher effectiveness scores (after a baseline has been established).
- Number of teachers participating in Career Development programs offered by the District.

For Assistant Principals and Central Office Staff, measures may focus on a subset of teachers, grade level, or subjects consistent with the job responsibilities of the administrator being evaluated.

Branford Public Schools believes that teacher effectiveness is based on not only performance outcomes as defined in SLO's but also in the ability of Leadership to promote new and continuous learning toward teacher growth and development. Furthermore, creating sustainability for the district through participation in career development pathways, provides an important context to the influence of leadership on teacher practice. Therefore, the weighting of Teacher Effectiveness will be examined in the following manner:

In Year One

Teacher Effectiveness Component	Weight
SLO's	100
Practice Ratings	0
Career Development	0

Year 2 and Beyond

Teacher Effectiveness Component	Weight
SLO's	25
Practice Ratings	25

Career Development	50
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A Supervisors assessment of these areas is based on the following:

SLO's			
Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
81-100% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	61-80% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	41-60% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	0-40% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation

Practice Ratings			
Exemplary Practice (4)	Effective Practice (3)	Developing Practice (2)	Below Standard Practice (1)
81-100% of teachers have increased Practice Ratings by one performance level within school year.	61-80% of teachers have increased Practice Ratings by one performance level within school year.	41-60% of teachers have increased Practice Ratings by one performance level within school year.	0-40% of teachers have increased Practice Ratings by one performance level within school year.

Career Development			
Exemplary Practice (4)	Effective Practice (3)	Developing Practice (2)	Below Standard Practice (1)
Increases in teachers participating in Career Development Opportunities.	Increases in teachers participating in Career Development Opportunities.	Increase in teachers participating in Career Development Opportunities.	No increase in teachers participating in Career Development Opportunities.

Specific structures for review of performance on these important Year Two Teacher Effectiveness components will be reviewed throughout the 2013-2014 school year in order to

establish fair and appropriate system of analysis of administrator performance. In Year One, only SLO performance will constitute the 5% for Teacher Effectiveness

Teacher Effectiveness Component	Score	Weight	Points (Score x weight)
SLO's		25%	
Practice Ratings		25%	
Career Development		50%	
Total Score			

e.g.

Teacher Effectiveness Component	Score	Weight	Points (Score x weight)
SLO's	2	25%	0.5
Practice Ratings	2	25%	0.5
Career Development	2	50%	1.0
Total Score			2
Rating Scale			Developing

Aggregate and Summative Scoring

Aggregate and Summative Scoring

The process for determining summative evaluation ratings has three steps:

Step 1: Determine the **PRACTICE RATING** based on the review of practice and information gathered through on-going observation of performance and practice (as outlined in previous sections) as well as the Goal Setting Conference, Mid-Year Conference and the End-of-Year Conference combined with performance towards stakeholder feedback targets

Step 2: Determine the **OUTCOMES RATINGS** based on review of the SPI and other outlined indicators of student learning

Step 3: Combine the two ratings into an overall rating using the *Summative Rating Matrix*

Step 1: PRACTICE RATING: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%

The practice rating is determined based on an administrator's performance on the six performance expectations of the leader evaluation rubric and the three stakeholder feedback targets. *Form B Observation* are provided to help support the overall assessment and rating of an administrator relative to the practice and performance expectations described in previous section. Review of administrator performance towards stakeholder targets are added to the Practice and Performance rating to arrive at an overall score for an administrator's Practice Outcome.

Step 2: OUTCOMES RATING: Student Learning (45%) + Teacher Effectiveness (5%) = 50%

The outcomes rating is based on two student learning measures as outlined in previous sections and teacher effectiveness outcomes. As shown in the *Administrator Student Learning Rating Form*, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. These two combine to form the basis of the overall outcomes rating.

Step 3: OVERALL RATING: Practice (50%) + Outcomes (50%) = 100%

The overall rating combines the practice and outcomes ratings using the matrix below. If the two categories are highly discrepant (e.g., a rating of 4 for practice and a rating of 1 for outcomes), then the supervisor should examine the data and gather additional information in order to make a final rating.

<i>Summative Rating Matrix</i>		<i>Practice Related Indicators Rating</i>			
		Exemplary	Proficient	Developing	Below Standard
<i>Outcomes Related Indicators Rating</i>	Exemplary	Exemplary	Exemplary	Proficient	<i>Gather further information</i>
	Proficient	Proficient	Proficient	Proficient	<i>Gather further information</i>
	Developing	Proficient	Developing	Developing	Below Standard
	Below Standard	<i>Gather further information</i>	Below Standard	Below Standard	Below Standard

WORKING DRAFT

e.g.

Summative evaluation of performance based on Form B Observation Protocol weighted against *[District] Common Core of Leading*

Comments	
Administrator:	
Superintendent:	

Performance and Practice Rating:

Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Total		2.35	
Rating Scale		Developing	

Summative evaluation of performance based on assessment of performance related to targets associated with Stakeholder Feedback

Comments	
Administrator:	
Superintendent:	

Stakeholder Feedback Rating:

Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Total		3	
Rating Scale		Proficient	

Summative evaluation of performance based on Review of SLO's

Comments	
Administrator:	
Superintendent:	

Student Learning Measure

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice

Total SLO 1		2.5	
Total SLO 2		2	
TOTAL SLO SCORE		2.25	
Rating Scale		Developing	

Summative evaluation of performance based on Teacher Effectiveness targets

Comments	
Administrator:	
Superintendent:	

Teacher Effectiveness Rating:

Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
		2	
Total		2	
Rating Scale		Developing	

Total Overall Rating

Practice Rating = Proficient

Outcomes Rating = Developing

Overall Summative Rating = Developing

Evaluation-Based Professional Learning

Administrators attend conferences, workshops, participate in curriculum development committees, participate in school improvement plans, and take coursework to stay up-to-date on the latest educational reforms in addition to their normal job responsibilities. Professional learning opportunities for administrators are directly linked to specific outcomes of the evaluation process as it relates to student learning results, observation of professional practice, or the outcomes of stakeholder feedback. These professional learning opportunities are based on the individual or group of individuals' needs that are identified through the evaluation process. For those administrators who consistently demonstrate the highest levels of performance, additional opportunities for professional growth are available (See Career Development and Growth)

Individual Administrator Improvement and Remediation Plans

[District] Public Schools will create plans of individual improvement and/or remediation for principals whose performance level is Developing or Below Standard. These plans will be collaboratively developed with the administrator and his or her exclusive bargaining representative. The plan must:

- Identify resources, support and other strategies to be provided to the administrator to address documented deficiencies;
- Indicate a timeline for implementing such resources, support or other strategies in the course of the same year that the plan is issued; and
- Include indicators of success, including a summative rating of Proficient or better at the conclusion of the improvement or remediation plan.

Administrator Support Plan Procedures

1. If the summative performance of an administrator is rated ineffective, the evaluator will provide the administrator with written notification that a conference is required. The Evaluator will set a date and time for this conference, which should take place within three weeks after the Ineffective rating is determined (possible June meeting for articulation of planning for Following school year – this must align to district calendar and personnel schedules i.e. 10 month versus 12 month administrative staff).
2. The Evaluator and a representative from the District's Department of Human Resources will conduct the conference with the administrator. At this meeting, the Evaluator will state the concern(s) regarding the administrator's performance and the administrator will be given the opportunity to verbally respond to the concern(s).

3. If, after this meeting, the Evaluator determines that an Administrator Support Plan is needed, he/she will notify the administrator in writing of the specific reasons for placing the administrator on an Administrator Support Plan. This notification may occur at any time within the next thirty (30) working days. A copy of the notification will be sent to Human Resources, and the Administrator Association will be notified simultaneously.
4. Once the administrator receives this notification, he/she will have ten (10) working days to respond in writing to the Evaluator. However, a response is not required.
5. At any time after notification of being placed on an Administrator Support Plan, the administrator has the option of requesting a support team. This two-person team will consist of one staff member (Central Office or School-Based) or principal/administrator selected by the administrator and one selected by the Evaluator. The nature of this team is purely supportive (not punitive). The team will assist, and not evaluate, the administrator in mutually agreed-upon ways.
6. Following the conclusion of the ten-(10) day response period, the Evaluator will schedule a meeting within the next ten (10) working days to determine the plan of action for the Administrator Support program. This meeting will include both the administrator and a representative from Human Resources.
7. This Administrator Support Plan will include a restatement of the area(s) of concern, what type/extent of improvement is needed, steps to be taken to achieve that improvement, and an estimate of the time (days/weeks) when the improvement should be observable.
8. The Administrator Support Plan will be implemented by the Evaluator working in conjunction with the administrator. Both parties are responsible for taking appropriate and timely measures in an effort to effect an improvement in the administrator's professional practice.
9. If an improvement is not evident after stated estimation of time (see Step 7) additional action may be taken to either intensify support or begin action in support of dismissal.

Career Development and Growth

Branford Public Schools has established a system upon which its highest performing administrators (those administrators who consistently demonstrate Exemplary summative ratings) are provided opportunities for professional learning that replaces the standard protocols

for professional learning outlined in the Branford Public Schools Administrator evaluation program. Through their Professional Growth Planning, administrators can control their own professional development after receiving feedback and guidance from their direct supervisor.

Professional Growth Options

include, but are not limited to the following:

A. **Peer Coaching** – The peer coaching option includes the participation of two or more administrators to practice peer support through a collegial approach to the observation and review of learning situations in the classroom. This option requires participation in a training component designed to assist in observation, feedback, and communications techniques.

B. **Reflection and Continuous Learning** – This option provides the administrator the opportunity to engage in self-evaluation of the effects of leadership practice on teacher and student performance. Through collaboration with the designated evaluator and possibly other colleagues, The administrator will analyze school and/or district professional development needs, school and/or district student performance outcomes, and propose supports structures to improve practice and performance.

C. **Independent Project** – This option allows for the administrator to enrich his/her knowledge of leadership practices or related areas through an examination of professional literature, participation in professional organizations, participation in action research, attendance at seminars, workshops or related professional activities.

D. **Portfolio** – This option allows administrators the opportunity to develop a portfolio that focuses on a portion of one of the following. Training and technical assistance are recommended:

- Branford Public Schools Teaching and Learning Framework
- Connecticut’s Common Core Leading
- Common Core State Standards
- Standards for School Leaders (as applies to administrators)

E. **Leadership and Collaboration** – This option allows for the teacher to participate in leadership activities designed to create and promote a positive, collaborative school culture. Leadership experiences can be school or community-based and involve strategies that can impact student learning. Teachers are encouraged to use this option to work collaboratively with district/school/community leaders in unique ways.

H. **Other** – Administrators are encouraged to creatively explore and design options which improve effectiveness, encourage professional growth and positively impact student learning. Creative options are developed in collaboration with the evaluator and other district colleagues.

Orientation and Training Programs

During the spring of 2013, Branford Public Schools will provide a series of half-day sessions for all administrators being evaluated so that they will understand the evaluation system, the processes, and the timelines for their evaluation. Special attention will be given to Branford's Common Core of Leading and the Leadership Performance Rubric, so that all administrators fully understand performance expectations and the requirements for being an "effective" administrator. Additional sessions will be provided throughout the academic year that will provide Branford administrators with access to resources and to connect with colleagues to deepen their understanding of the Evaluation Program.

By July 30, Branford will provide all evaluators of administrators with training focused on the administrator evaluation system. Training will include an in-depth overview and orientation of the 4 domains that are part of the plan, the process and timeline for plan implementation, and the process for arriving at a summative evaluation. One full day of training will be provided on using the Leadership Practice Rubric, so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator proficiency. An additional full day of training will be provided to all evaluators in conducting effective observations and providing high-quality feedback. Two additional days of training will be provided on the other components in the plan.

WORKING DOCUMENT