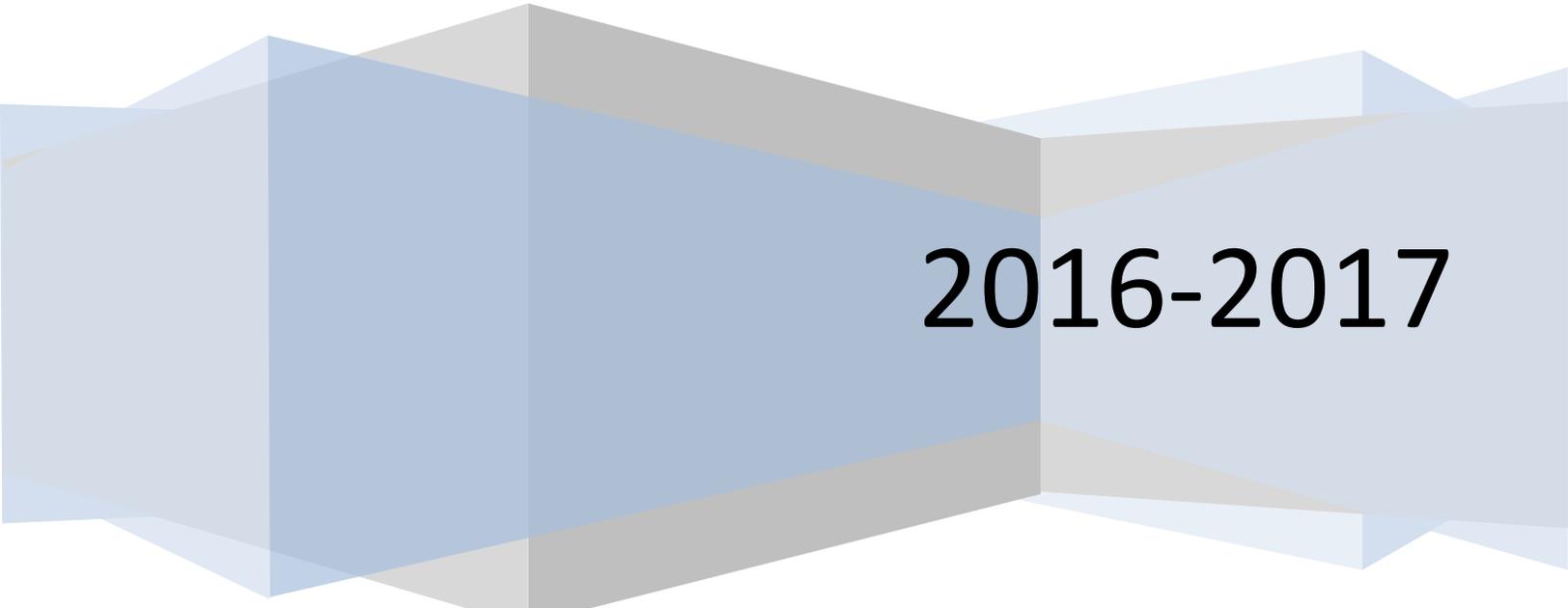


Cromwell Public Schools

Educator Evaluation Plan



2016-2017

Cromwell Educator Evaluation Program

Introduction

This document outlines a professional development and evaluation plan for all certified educators and administrators employed by the Cromwell Public Schools. This plan was developed collaboratively with input from faculty, administrators, EAC representation, and the Administrators Bargaining Unit. The resultant document is aligned with the Connecticut Guidelines for Educator Evaluation.

Committee Members:

Barbara Budaj – K-12 Math Coordinator
Frances DiFiore – CHS Principal
Lucille DiTunno – ECS Principal
Holly Hollander – Common Core Supervisor
Susan Lynch – CMS Assistant Principal
Kelly Maher – CHS Science teacher
Pat Maher – EAC President
John Maloney – Assistant Superintendent
Courtney Mason – Grade 2 teacher
Paula M. Talty, Ed.D. – Superintendent
Johanna Webster – CMS Guidance Counselor
Tim O’Neill – Special Education teacher
Cathy Line – CHS Teacher
Sheryl Petrosky – CHS Teacher

Purpose and Rationale of the Plan

Cromwell Public Schools is dedicated to providing students with a high quality education that prepares them for college and career. In achieving this goal educators are focused on student learning outcomes. The Cromwell Educator Evaluation Program provides faculty and administrators with opportunities for reflection, growth, and dialogue focused on supporting our learners. Additionally, we recognize that educators are life-long learners who seek recognition for their accomplishments.

Cromwell Public Schools Definition of Effectiveness and Ineffectiveness as Related to Educator Evaluation

Cromwell Public Schools has determined that a non-tenured educator will be deemed effective if said educator receives at least two sequential “at goal” ratings, one of which must be earned in the fourth year of a novice educator’s career. A “below standard” rating shall only be permitted in the first year of a novice educator’s career, assuming a pattern of growth of “developing” in year two and two sequential “at goal” ratings in years three and four. The Superintendent 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 a contract.

Cromwell Public Schools has determined that a tenured educator shall generally be deemed ineffective if said educator receives at least two sequential “developing” ratings or one “below standard” rating at any time.

Educators are defined as any individual holding a current certification.

Dispute-Resolution Process

A panel, composed of the superintendent, teacher union president and a representative from the Professional Development and Evaluation Committee, shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback, or the professional development plan. The district may choose alternatives such as a district panel of equal management and union members, the district Professional Development Committee, or a pre-approved expert from a Regional Educational Service Center (RESC) so long as the superintendent and teacher union president agree to such alternative at the start of the school year. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent whose decision shall be binding.

Core Design Principles

The following principles guided the design of the pilot educator model, developed in partnership with Education First.

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

An evaluation system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of an educator's performance. The new model defines four categories of educator effectiveness: student learning (45%), educator performance and practice (40%), peer feedback (10%) and school-wide student learning and/or student feedback (5%). These categories are grounded in research-based, national standards and embodied in the works of Charlotte Danielson's *Framework for Teaching*; Kim Marshall's *Teacher Evaluation Rubric*, the Common Core State Standards, as well as Connecticut's previously established standards: The Connecticut Common Core of Teaching (CCT); the Connecticut Framework K-12 Curricular Goals and Standards; state assessments; and locally-developed curriculum standards.

2. *Promote both professional judgment and consistency*

Assessing an educator's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture the entire range of an educator's intentional and intuitive interaction with students. Additionally, synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, educators' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between school leaders' evaluations of classroom practice and support fairness and consistency within and across schools.

3. *Foster dialogue about student learning*

This model hinges on improving the professional conversation between and among educators and administrators who are their evaluators. Opportunities for dialogue in the new model occur more frequently and focus on what students are learning and what educators and their administrators can do to support teaching and learning.

4. *Encourage aligned professional development, coaching and feedback to support educator growth*

Novice and veteran educators alike deserve detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students. Connecticut's System for Educator Evaluation and Development promotes a shared language of excellence to which professional development, coaching and feedback can align to improve practice.

5. *Ensure feasibility of implementation*

Launching this new model will require hard work. Throughout the district, educators will need to develop new skills and think differently about how they manage and prioritize their time and resources. The model aims to balance high expectations with flexibility for the time and capacity considerations in our district.

Professional Learning and Evaluation Program Goals

1. *Professionalize the Profession*
 - a. Document and share educator's best practices that result in meaningful advancement of student learning.
 - b. Enhance expert knowledge and collective efficacy in the field.
 - c. Create new opportunities for educators to collaborate and develop leadership skills in their schools and disciplines.
 - d. Recognize excellence in teaching, administration, and exemplary contributions to Cromwell's schools and programs.
 - e. Ensure only high quality professionals are selected for tenure in Cromwell's schools and programs.
 - f. Provide a process for validating personnel decisions including recommendations for continued employment of staff.

2. *Improve the quality of focus of observation and evaluation*
 - a. Establish collaborative examinations of instructional practice among administrators and educators to develop shared understanding of the strengths and challenges within our schools and programs to improve student learning.
 - b. Define and clarify criteria for evaluation and measurement of student learning using research based models for evaluation.
 - c. Establish multiple measures to assess professional practice such as: educator portfolios; educator designed objectives, benchmarks, and assessments of student learning; educator contributions to school/district level research and student learning and professional resources; mentoring and peer assistance; achievement of learning objectives for student growth, as measured by appropriate standardized assessments, where applicable, or other national or locally developed curriculum benchmarks and expectations for student learning.
 - d. Improve quantity and quality of feedback to those evaluated.
 - e. Align evaluation findings with professional learning program and support systems.

3. *Support organizational improvement through the professional learning and evaluation program*
 - a. Align district and school level professional learning opportunities with the collective and individual needs of educators, based on data acquired through professional learning goal plans and observation of professional practice.
 - b. Provide educators with multiple avenues for pursuing professional learning.
 - c. Integrate Cromwell Public Schools' resources to support and provide professional learning opportunities.
 - d. Create opportunities for educators to share professional learning with colleagues.

Educator Evaluation System Overview

The Cromwell Public Schools evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of educator performance. All educators will be evaluated in four categories, grouped in two major focus areas: Educator Practice and Student Outcomes.

Educator Evaluation System

1. **Educator Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:
 - a. **Observation of educator performance and practice (40%)** as defined in the Connecticut Framework for Teacher Evaluation and Support, which articulates four domains and eighteen components of educator practice.
 - b. **Parent OR Peer Feedback (10%)** on educator practice through surveys. Parent feedback will be obtained through surveys. Opportunities for educators to obtain peer feedback will be provided through PLC meetings, data teams, and lesson study teams. Documentation of peer feedback will be submitted to the evaluator in any of the following formats: lesson study protocol feedback documentation, student work, peer observations, videotaped lessons, and/or administrator observation.

2. **Student Outcomes Related Indicators:** An evaluation of educator contribution to student academic progress at the school and classroom level. There is also an option in this focus area to include student feedback. This focus area is comprised of two categories:
 - a. **Student growth and development (45%)** as determined by the educator’s learning objectives (SLOs).
 - b. **Whole School Student Learning Indicators OR Student Feedback (5%)**
 1. Whole School Student Learning Indicators – Whole School Student Learning Indicators will be used throughout the district. Whole school measures of student learning will be determined by aggregate student learning indicators.
 2. Student feedback – In grades 7 through 12 inclusive students will be provided with either end of course or semester surveys to provide educators with feedback to align with student learning goals. Surveys will be developed by the Professional Development Committee and will be administered to students via an anonymous system.

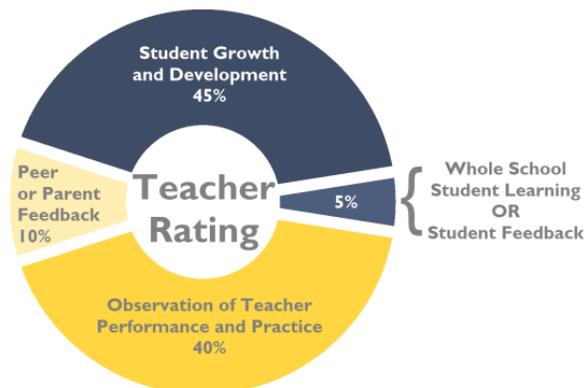
Results from each of the four categories will be combined to produce a summative performance rating of *Exemplary, At Goal, Developing, or Below Standard*. The performance levels are defined as:

Exemplary – Exceeding indicators of performance

Goal – Meeting indicators of performance (equates to “*Proficient*” in the TEVAL model)

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance



Timeline and Educator Evaluation Process

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



Goal-Setting and Planning

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

1. Orientation Process – To begin the process, evaluators meet with educators, in a group or **individually, annually** to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will:
 - discuss any school or district priorities that should be reflected in educator practice goals and student learning objectives; and
 - commit to set time aside for the types of collaboration required by the evaluation process.
2. Educator Reflection and Goal-Setting – The educator examines:
 - student data,
 - prior year evaluation,
 - survey results; and
 - the Connecticut Framework for Teaching
3. Goal-Setting Conference – The educator and evaluator meet to:
 - discuss and reach a mutual agreement regarding the educator’s proposed goals and objectives; and

- determine what evidence will be collected to support the goals and objectives. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.

Mid-Year Check-In:

Timeframe: January and February

1. Reflection and Preparation – The educator and evaluator reflect on evidence collected to date about the educator’s practice and student learning in preparation for the check-in.
2. Mid-Year Conference – The evaluator and educator complete at least one mid-year check-in conference at which they review progress on professional growth goals, student learning objectives and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, educators and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of student learning goals to accommodate changes (e.g., student populations, assignment). They also discuss actions that the educator can take, and support the evaluator can provide, to promote educator growth in his/her development areas.

End-of-Year Summative Review:

Timeframe: May and June; must be completed the end of school year but no later than June 30

1. Educator Self-Assessment – the educator reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.
2. Scoring – Tenured Staff: The evaluator reviews submitted evidence, self-assessments, and observation data to generate component and category ratings based on the timeframe listed above. The category ratings generate the final, summative rating. After all data (including state test data) is available, the evaluator may adjust the summative rating if the state test data impacts the student-related indicators enough to change the final rating. Such revisions should take place as soon as state assessment data are available but no later than September 15.
3. End-of-Year Conference – The educator and evaluator meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year (June 30 at the latest).

Primary and Complementary Evaluators

Each educator will be assigned a primary evaluator who will be responsible for the overall evaluation process, including assigning summative ratings. Complementary evaluators are certified administrators who will assist the primary evaluator. Complementary evaluators are fully trained in order to be authorized to serve in this capacity.

Complementary evaluators may assist primary evaluators by conducting observations, collecting additional evidence, reviewing student learning objectives, and providing additional feedback. A complementary evaluator will share his/her feedback with the primary evaluator as it is collected and shared with educators. Primary evaluators will have sole responsibility for assigning summative ratings.

Peer Observer/Critical Friend

Tenured educators who have obtained a score of *Proficient* or *Exemplary* have the option of having one informal observation per year completed by a Peer Observer/Critical Friend. This informal observer will provide the educator with an opportunity to receive feedback on an aspect of instruction directly related to their IAGD(s). The observation shall be no more than twenty (20) minutes in length and follow up will consist of a dialogue between the educator and the Peer observer/Critical friend focused on strengths and areas of improvement. Documentation of the completed informal observation will be completed through the educator's Bloomboard folder.

Educators serving as Peer Observer/Critical Friend will meet the following criteria:

- Annual training and calibration on the evaluation rubric
- Hold an 092 certificate
- Have completed a planned program of study in educational leadership

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

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

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

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

All evaluators will participate in training modules focused on the following: unpacking the teacher evaluation rubric, developing SLO's and IAGD's, gathering data through teacher observation and providing feedback. Evaluators will demonstrate proficiency annually by viewing videos of teacher observation and

developing assessments based upon the evaluation rubrics. External district partners (CCSU, CREC) will provide support in the ongoing calibration and determination of proficiency.

Peer Observer/Critical Friends will participate in training and calibration as provided through the local RESC. Ongoing calibration will be offered by external district partners.

Evaluation-Based Professional Learning

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Throughout Connecticut's TEVAL model, educators will be identifying their professional learning needs in mutual agreement between the educator and his/her evaluator. This process serves as the foundation for ongoing conversations about the educator's practice and impact on student outcomes. The professional learning opportunities identified for each educator should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among educators, which can then be targeted with school-wide professional development opportunities.

Support and Development

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

Supervised Assistance Track

The Supervised Assistance Track is intended to assist the educator who is having difficulty consistently demonstrating competence. This program is comprised of three distinct phases. The phases are the Awareness Phase, Structured Assistance, and the Intensive Assistance Phase. The aim of all phases is to assist the teacher in improving job performance in the deficit area(s) identified. Each of the phases includes sufficient opportunities for teachers to obtain assistance from peers and administrators and at any point, the Assistant Superintendent/Superintendent can be accessed by the teacher to ensure that due process rights are being met. The teacher may choose to discuss the situation with a representative of the Education Association of Cromwell (EAC). The teacher has a right to EAC and/or other legal representation at all meetings in which concerns over his/her job performance are discussed.

If a teacher is on Intensive Assistance plan for longer than 60 school days the teacher could not receive an annual rating higher than developing.

Awareness Phase

The evaluator makes the teacher aware of a problem related to performance expectations. Expectations are defined by the Connecticut Common Core of Teaching, the Code of Professional Responsibility for Teachers, SEED, the Common Core State Standards, State/Federal Assessments, locally developed curriculum and assessment standards, as well as other data-driven evidence (i.e. student progress, informal observations, rapport and involvement with larger school community, etc.).

The evaluator will inform the teacher both verbally and in writing of the concern and schedule a meeting to develop a plan of action with the teacher and his/her exclusive bargaining representative.

The evaluator will contact the Assistant Superintendent/Superintendent with the problem related to performance expectations. The Assistant Superintendent/Superintendent will set up a meeting to review the problem and plan of action involving:

- Teacher
- Teacher Union representation
- Evaluator(s)
- Assistant Superintendent/Superintendent
- Other parties, as necessary

A mutually agreed upon plan will include a statement of the problem(s)/need(s), resources available, and a timeline for review (Appendix B). This documentation will be forwarded to the personnel file, the evaluator and the teacher. The timeline for the Awareness Phase will be up to 30 school days, with the understanding that the evaluator may place the teacher into Structured Assistance Phase prior to the completion of the 30 school day cycle if he or she deems it appropriate.

Upon review of the progress made towards correcting the problem(s)/need(s), the evaluator will make one of the following recommendations and forward documentation to the personnel file:

1. Problem(s)/Need(s) resolved. Teacher is removed from the Awareness Phase.
or
2. Progress is evident but problem not resolved. Teacher maintains status in Awareness Phase for up to an additional 30 school days.
or
3. Problem(s)/need(s) not resolved. Staff member moved to the Structured Assistance Phase.

Structured Assistance

1. The staff member will receive verbal and written notification when being moved into Structured Assistance. The timeline for Structured Assistance will be up to 30 school days. Such notification is copied to the individual's personnel file.
2. A plan of action will be developed and include: (Appendix C)
 - A. Identification of what must be accomplished.
 - B. Strategies for resolution of the problem(s)/need(s) and the level and type of assistance to be provided.
 - C. Indicators of success.
 - D. A timeline for meeting performance expectations.
3. The evaluator will contact the Assistant Superintendent/Superintendent. Assistant Superintendent/Superintendent will set up a meeting to review the problem and plan of action involving:
 - Teacher
 - Teacher Union representation
 - Evaluator(s)
 - Assistant Superintendent/Superintendent

- Other parties, as necessary
4. The staff member may select a peer coach from their colleagues. The primary role of the peer coach is to assist the teacher. The peer coach will have no role in the evaluation process.
 5. All feedback from the evaluator to the staff member throughout Structured Assistance shall be documented. Meetings will be scheduled to assess progress and are suggested to occur around school days 10, 20, 30 of the plan. The teacher will provide the evaluator with necessary documentation and evidence of performance improvement as agreed upon in (Appendix C). (Records, data collected, including teacher observation reports, portfolio, peer coaching meetings, etc.) A second evaluator may be assigned to the teacher upon consultation between the staff member and/or evaluator and the Assistant Superintendent/Superintendent.
 6. The evaluator will review the materials and upon review of progress toward correcting the problem(s)/need(s), the evaluator will make one of the following recommendations and forward documentation to the personnel file:
 - A. Problem(s)/need(s) resolved. Staff member is removed from the Structured Assistance and returned to the Continuous Professional Growth Phase.
 - B. Staff member is making progress but has not yet addressed all concerns/needs. Staff member remains in Structured Assistance for a one-time extension not to exceed 30 school days.
 - C. Problem(s)/need(s) not resolved. Staff member moved to Intensive Assistance.

Intensive Assistance

1. Intensive Assistance is a program designed to provide an evaluatee with the help necessary to meet the requirements of his or her position. Only teachers who are currently in Structured Assistance and who have not made sufficient progress as delineated in the Structured Assistance Plan will generally be placed in Intensive Assistance, but in special cases an evaluatee may be placed directly in Intensive Assistance.
2. Intensive Assistance begins with oral and written notice to the staff member that a meeting will be held to discuss the staff member's performance.
3. The evaluator will contact the Assistant Superintendent/Superintendent. The Assistant Superintendent/Superintendent will set up a meeting to review the identified areas of concern and plan of action involving:
 - Teacher
 - EAC President/Vice President
 - Evaluator(s)
 - Assistant Superintendent/Superintendent
 - Other parties, as necessary

The purpose of the meeting is to:

- clearly describe the concerns previously expressed by the designated evaluator and to

- design a plan for intervention (Appendix D).
 - clarify the specific steps of the plan
 - articulate the consequences of the teacher’s performance for either continuance or dismissal
4. After consultation with the evaluatee, the designated evaluator(s) will provide in writing to the evaluatee the following information:
 - A statement of the objective(s) to be accomplished with the expected level(s) of performance;
 - A statement defining the amount and kind of assistance and the frequency of observations and conferences, which will be approximately one per school week;
 - A timeline not to exceed forty-five (45) school days.
 5. The staff member may select a peer coach from his/her colleagues or mentor may be assigned to the staff member. The primary role of the peer coach is to assist the teacher. The peer coach will have no role in the evaluation process.
 6. A meeting to review progress will also be scheduled for around school day 25 of the plan. When the 45 day timeline has expired, the designated evaluator will complete the Intensive Assistance Evaluation Report, (Appendix C) which includes the job status decision.
 7. This decision may result in a return to Continuous Professional Growth, continuation in Intensive Assistance – generally not to exceed another forty-five (45) school days, or a recommendation to the Superintendent that contract termination proceedings be initiated in accordance with Section 10-151, Connecticut Education Laws.

Teachers assigned to Intensive Assistance are fully protected by the right of due process, as set forth in the Teacher Tenure Act, Connecticut General Statutes Section 10-151, and by the right of appeal in the evaluation program as set forth below.

Dismissal Process

The intent of the above procedure is to provide a teacher with support and guidance to enable him or her to meet the performance standards of the Cromwell Public Schools. This section, however, does not preclude the Board of Education from taking disciplinary action against a teacher (including termination) if he or she is not performing satisfactorily after being placed on Intensive Assistance or otherwise as set forth in the Teacher Tenure Act.

In those cases where a teacher’s performance and/or actions do not meet the performance standard of the Cromwell Public Schools, the following dismissal procedures will be initiated:

1. The primary evaluator’s dismissal recommendation will be forwarded to the Superintendent of Schools.
2. The Assistant Superintendent/Superintendent will meet with the teacher and his/her union representative to counsel the teacher to resign from employment with the Cromwell Board of Education.
3. If the teacher agrees to resign, employment is terminated.

4. If the teacher does not resign, the Administration proceeds with the dismissal process according to the Teacher Tenure Act.

Educator Practice Related Indicators

The Educator Practice-Related Indicators, which comprises half of the Cromwell Public Schools’ Educator Evaluation System, evaluates the complex set of skills, competencies, and knowledge of an educator’s practice. It is comprised of two components:

- Educator Performance and Practice, which counts for 40%; and
- Parent or Peer Feedback, which counts for 10%.

Category #1: Educator Performance and Practice (40%)

The Educator Performance and Practice category of the model is a comprehensive review of teaching practice measured against a rubric of practices, based on multiple observations. It comprises 40% of the summative rating. Following observations, evaluators provide educators with specific feedback to identify needs and tailor support.

Observations in and of themselves are not useful to educators: it is the feedback based on observations that helps educators to reach their full potential. All educators deserve the opportunity to grow and develop through observations and timely feedback.

Observation Cycle

Cromwell Public Schools baseline data to determine educator ratings for the 2014 – 2015 school year will be based upon 2013 – 2014 educator evaluation outcomes.

Research related to observation of educator practice indicates that feedback from observations directly supports educator growth and development. Specific and critical feedback directly related to planned instruction provides educators with the opportunity to engage in a reflective dialogue with peers and supervisors. The resultant feedback is incorporated by educators into their practice throughout the school year.

Cromwell Public Schools Educator Evaluation and Development Plan provides multiple opportunities for supportive critical feedback. Both tenured and non-tenured educators will participate in both formal and informal observations in class with written and/or verbal feedback. This schedule of observations is outlined below:

Educator Category	Number of Observations	
	Formal In-Class <i>All must include post-conference and written feedback</i>	Informal In-Class
Non-tenured Educators	At least 3 (only 2 must include a pre-conference)	At least 2 in class
Tenured Educators: Below Standard and Developing	At least 3 (only 2 must include a pre-conference)	At least 5 in class

Tenured Educators: At Goal (Proficient) and Exemplary	At least 1 (must include a pre-conference) within a three year cycle	At least 3 in class in years two and three
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Non-Tenured Educators

Non-tenured educators will receive one formal observation prior to **October 31st** inclusive of the post conference. All formal observations will include a pre and post conference. Verbal feedback will be provided to the educator within 5 business days. Written feedback will be provided within ten business days of the observation. Non-tenured educators will also receive at least two informal observations prior to **May 15th**. At least two informal observations will receive either written or verbal feedback. Evaluators may conduct additional formal and/or informal observations if deemed appropriate.

Tenured Educators Rated Developing or Below Standard

Tenured educators rated below standard or developing will receive three formal and at least 5 informal observations. One formal or informal observation will be completed by **October 31st** inclusive of the post conference. Two of the formal observations must include a pre and post conference with written feedback within 5 business days. Informal observations will be unannounced and may include written or verbal feedback.

Tenured Educators Rated At Goal (Proficient) or Exemplary

Tenured educators rated at goal (proficient) or exemplary will receive one formal in-class observation within a three year cycle and three informal in-class observations using selected indicators from the Connecticut Framework for Teacher Evaluation and Support. One informal observation will be completed by **December 1st inclusive of written feedback**. Feedback will focus upon the selected indicators. One informal observation may be completed with a Peer Observer/Critical Friend. A review of practice will be conducted annually for all teachers in this group.

Pre-conferences and Post-Conferences

Pre-conferences are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. Pre-conferences are optional for observations except where noted in the requirements described on page 10. A pre-conference can be held with a group of educators, where appropriate.

Post-conferences provide a forum for reflecting on the observation against the Connecticut Framework for Teacher Evaluation and Support and for generating action steps that will lead to the educator's improvement. A post-conference:

- begins with an opportunity for the educator to share his/her self-assessment of the lesson observed;
- cites objective evidence to paint a clear picture for both the educator and the evaluator about the educator's successes, what improvements will be made, and where future observations may focus;
- involves written and verbal feedback from the evaluator; and
- occurs in a timely fashion, preferably within 5 school days of the observation.

Classroom observations provide the most evidence for domains 2 and 3 of the Connecticut Framework for Teacher Evaluation and Support, but both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Non-Classroom Reviews of Practice

Because the evaluation model aims to provide educators with comprehensive feedback on their practice as defined by the four domains of the Connecticut Framework for Teacher Evaluation and Support, all interactions with educators that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, PPT meetings, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-educator meetings, observations of coaching/mentoring other educators, and attendance records from professional development or school-based activities/events.

Feedback

The goal of feedback is to help educators grow and become more effective with each and every one of their students. Evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback includes:

- specific evidence and ratings, where appropriate, on observed components of the Connecticut Framework for Teacher Evaluation and Support;
- prioritized commendations and recommendations for development actions;
- next steps and supports the educator can pursue to improve his/her practice; and
- a timeframe for follow up.

Educator Performance and Practice Goal-Setting

Educators develop one to two practice and performance goals that are aligned to the Connecticut Framework for Teacher Evaluation and Support. These goals provide a focus for observation and feedback conversations.

At the start of the year, each educator will work with his or her evaluator to develop practice and performance goal(s) through mutual agreement. All goals must have a clear link to student achievement and should move the educators towards *at goal* or *exemplary* on the Connecticut Framework for Teacher Evaluation and Support. Schools may decide to create a school-wide goal aligned to a particular component (e.g., 3b: Using Questioning and Discussion Techniques) that all educators will include as one of their goals.

Goals should be SMART

S=Specific and Strategic

M=Measurable

A=Aligned and Attainable

SMART Goal Example for Educator Performance and Practice (40%):

My class MAP data indicated that 53% of my students (9 children) were below the RIT mean average in Foundational Skills. By the end of the year, 76% of my students (13 children) will be at or above RIT mean in the foundational skill band.

R=Results-Oriented

T=Time-Bound

Educator Performance and Practice Scoring

Individual Observations

Evaluators are not required to provide an overall rating for each observation, but they should provide ratings and evidence for the Framework components **observed**. During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the educator and students said and did in the classroom. Evidence-based notes are factual (e.g., the educator asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., the educator asks good questions). Once the evidence has been recorded, the evaluator can align the evidence with appropriate component(s) on the rubric and make a judgment about which performance level the evidence supports.

Summative Observation of Educator Performance and Practice Rating

At the end of the year, primary evaluators must determine a final educator performance and practice rating and discuss this rating with educators during the End-of-Year Conference. The final educator performance and practice rating will be calculated by the evaluator in a three-step process:

- 1) Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine component ratings for each of the 18 components.
- 2) Average components within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.
- 3) Apply domain weights to domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0

Each step is illustrated below:

- 1) Evaluator holistically reviews evidence collected through observations and interactions and uses professional judgment to determine component ratings for each of the 18 components.

By the end of the year, evaluators should have collected a variety of evidence on educator practice from the year's observations and interactions. Evaluators then analyze the consistency, trends, and significance of the evidence to determine a rating for each of the 18 components. Some questions to consider while analyzing the evidence include:

Consistency: What rating have I seen relatively uniform, homogenous evidence for throughout the semester? Does the evidence paint a clear, unambiguous picture of the educator's performance in this area?

Trends: Have I seen improvement over time that overshadow earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?

Significance: Are some data more valid than others? (Do I have notes or ratings from “meatier” lessons or interactions where I was able to better assess this aspect of performance?)

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

Domain 1	Rating	Evaluator’s Score
1a	<i>Developing</i>	2
1b	<i>Developing</i>	2
1c	<i>At Goal</i>	3
1d	<i>Exemplary</i>	4

2) Average components with each domain to a tenth of a decimal to calculate domain-level scores:

Domain	Averaged Score
1	2.8
2	2.6
3	3.0
4	2.8

3) Apply domain weights to domain scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

Each of the domain ratings is weighted according to importance and summed to form one overall rating. Strong instruction and a positive classroom environment are major factors in improving student outcomes. Therefore, Domains 2 and 3 are weighted significantly more at 35%. Planning and Professional Responsibilities are weighted 15%.

Domain	Score	Weighting	Weighted Score
1	2.8	15%	0.4
2	2.6	35%	0.9
3	3.0	35%	1.1
4	2.8	15%	0.4
Total			2.8

Steps 2 and 3 can be performed by district administrators and/or using tools/technology that calculates the averages for the evaluator.

The summative Educator Performance and Practice category rating and the component ratings will be shared and discussed with educators during the End-of-Year Conference. This process can also be followed

in advance of the Mid-Year Conference to discuss progress toward Educator Performance and Practice goals/outcomes.

Parent Feedback

Feedback from parents will be used to help determine the remaining ten percent of the Educator Practice Indicators category.

The process described below focuses on:

- the school conducts a whole-school parent survey (meaning data is aggregated at the school level);
- the school staff determines at least one school-level parent engagement goal based on the survey feedback;
- the staff and evaluator set improvement targets;
- the staff and evaluator measure progress on improvement targets; and
- the evaluator determines an educator's summative rating. This parent feedback rating shall be based on four performance levels.

1. Administration of a Whole-School Parent Survey

Parent surveys will be administered by Cromwell Public Schools and will be valid (i.e., the instrument measures what it is intended to measure) and reliable (i.e., the use of the instrument is consistent).

Parent surveys will be conducted at the whole-school level to ensure adequate response rates from parents.

Surveys will be confidential, and survey responses will not be tied to parents' names. The parent survey will be administered every spring and trends analyzed from year-to-year.

2. Determining School-Level Parent Goals

Administrators and educators will review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals based on the survey results. This goal-setting process will occur in August or September so agreement can be reached on at least one goal for the entire school by September 30th.

3. Selecting a Parent Engagement Goal and Improvement Targets

After the whole school-level goal(s) has/have been set, educators will determine through consultation and mutual agreement with their evaluators one related parent goal they will pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-educator conferences, etc.

Educators will set improvement targets related to their chosen goal. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular

correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class.

Part of the evaluator’s job is to ensure (1) the goal is related to the overall school improvement parent goal(s), and (2) that the improvement targets are ambitious but achievable.

4. Measuring Progress on Improvement Targets

There are two ways an educator can measure and demonstrate progress on his/her improvement targets. An educator can (1) measure how successfully they implement a strategy to address an area of need and/or (2) he/she can collect evidence directly from parents to measure parent-level indicators they generate. For example, an educator could conduct parent interviews or a brief parent survey to measure progress on his/her improvement targets.

5. Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which an educator successfully reaches his/her improvement targets and parent goal. This will be accomplished through a review of evidence provided by the educator and application of the following scale:

Exemplary [4]	At Goal [3]	Developing [2]	Below Standard [1]
Exceeded the goal	Met the goal	Partially met the goal	Did not meet with goal
110%	90%	80%	79% or below

Parent or Peer Feedback – 10%

Cromwell Public Schools support the development of professional learning communities through collaboration and support among educators. Opportunities to gain valuable peer feedback and support to improve effective instructional and professional practice may be provided through Professional Learning Communities, Lesson Study Teams, Data Teams, and School Improvement Teams. Educators are encouraged to utilize peer feedback as a vehicle to improve student learning.

Educators directly involved in the *Lesson Study* team process will be eligible to include peer feedback into their summative evaluation rating. Documentation to be submitted at both the midyear and summative evaluation conferences includes:

- Lesson plans linked to the SLO/IAGD
- Videotaped instruction
- Student work related to the SLO
- Written feedback from peer observations
- Personal reflections and debrief materials related to Phase III of Lesson Study

Student Outcomes Related Indicators

The Student Outcomes Related Indicators capture the educator's impact on students. Every educator is in the profession to help children learn and grow, and educators already think carefully about what knowledge, skills and talents they are responsible for nurturing in their students each year. As a part of the TEVAL process, educators will document those aspirations and anchor them in data.

Student Related Indicators includes two categories:

- Student growth and development, which counts for 45%; and
- *Either* whole-school student learning *or* student feedback *or* a combination of the two, which counts for 5% of the total evaluation rating.

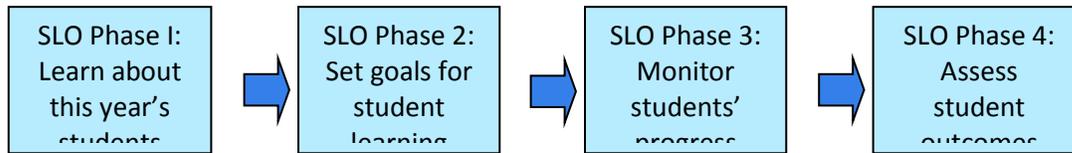
These categories will be described in detail below.

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

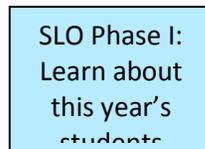
Overview of Student Learning Objectives (SLOs)

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

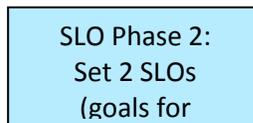
SLOs in TEVAL will support educators in using a planning cycle that will be familiar to most educators:



While this process should feel generally familiar, TEVAL will ask educators to set more specific and measurable targets than they may have done in the past, and to develop them through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with supervisors. The four SLO phases are described in detail below:



This first phase is the discovery phase, just before the start of the school year and in its first few weeks. Once educators know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the educator is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources educators can tap to understand both individual student and group strengths and challenges. This information will be critical for goal setting in the next phase.



Each educator will write two SLOs⁴. Educators whose students take a standardized assessment will create one SLO based on standardized indicators and one SLO based on a minimum of one non-standardized indicator and a maximum of one additional standardized indicator. All other educators will develop their two SLOs based on non-standardized indicators.

Cromwell Public Schools uses a specific definition of "standardized assessment." As stated in the CT Guidelines for Educator Evaluation, a **standardized assessment** is characterized by the following attributes:

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

To create their SLOs, educators will follow these four steps:

Step 1: Decide on the Student Learning Outcomes

The objectives will be broad goals for student learning. They should each address a central purpose of the educator's assignment and it should pertain to at least half of his/her students. Each SLO should reflect high

expectations for student learning - at least a year’s worth of growth (or a semester’s worth for shorter courses) – and should be aligned to relevant state, national (e.g., common core), or district standards for the grade level or course. Depending on the educator’s assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes).

Educators are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Educators with similar assignments may have identical objectives although they will be individually accountable for their own students’ results.

The following are examples of SLOs based on student data:

Educator Category	Student Learning Outcome
Fourth Grade Classroom Educator	My students will demonstrate a year’s growth in reading.
Eighth Grade Science	My students will master grade 8 science inquiry standards and concepts.
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.
High School World Language	My Spanish IV students will increase the length of time they can speak about a familiar topic.

Step 2: Select Indicators of Academic Growth and Development (IAGDs)

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

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase I examination of student data that educators will determine what level of performance to target for which students. The Template for Setting SMART Goals should be referenced as a resource for setting SLOs/IAGDs (**Appendix C**).

Since indicator targets are calibrated for the educator’s particular students, educators with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all 2nd grade educators in a district might use the same reading assessment as their IAGD, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade educators.

Educator Category	Student Learning Objectives	Indicators of Academic Growth and Development
Fourth Grade Classroom Educator	My students will demonstrate a year's growth in reading	1) 100% of my students reading below grade level on previous year's state assessment will attain an IPI (Individual Performance Index) score increase of at least +0.33. 2) 90% of my students will make one year's growth in reading as measured by the MAZE and/or DRA II.
Eighth Grade Science	My students will master grade 8 science inquiry standards and concepts.	1) 78% of my students will attain at least a 4 on the state assesemnt section concerning science inquiry. 2) My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry.
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	1) 85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts educators in our district. 2) 85% of my students will produce works of art, using personally developed creative ideas.
High School World Language	My students will achieve proficiency in speaking Spanish.	1) 85% of my students will achieve a score of 6 on the oral speaking rubric. 2) 90% of my Spanish I students will be able to conjugate –ar verbs with 80% accuracy as measured by unit tests.

Step 3: Provide Additional Information

During the goal-setting process, educators and evaluators will document the following:

- the rationale for the objective, including relevant standards;
- any important technical information about the indicator evidence (like timing or scoring plans);
- the baseline data that was used to set each IAGD;
- interim assessments the educator plans to use to gauge students' progress toward the SLO during the school year (optional); and
- any training or support the educator thinks would help improve the likelihood of meeting the SLO (optional).

Step 4: Submit SLOs to Evaluator for Approval

SLOs are proposals until the evaluator approves them. While educators and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO proposals.

The evaluator will examine each SLO relative to three criteria described below. **SLOs must meet all three criteria to be approved.** If they do not meet one or more criteria, the evaluator will provide written

comments and discuss their feedback with the educator during the fall Goal-Setting Conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ten days.

SLO Approval Criteria

Priority of Content	Quality of Indicators	Rigor of Objective/Indicators
Objective is deeply relevant to educator’s assignment and addresses a large proportion of his/her students.	Indicators provide specific, measurable evidence. The indicators provide evidence about students’ progress over the school year or semester during which they are with the educator.	Objective and indicator(s) are attainable but ambitious and taken together, represent at least a year’s worth of growth for students (or appropriate growth for a shorter interval of instruction).

SLO Phase 3:
Monitor
students’
progress

Once SLOs are approved, educators should monitor students’ progress towards the objectives. They can, for example, examine student work products, administer interim assessments and track students’ accomplishments and struggles. Educators can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress.

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

SLO Phase 4:
Assess student
outcomes relative
to SLO

At the end of the school year, the educator should collect the evidence required by their indicators and submit it to their evaluator. Along with the evidence, educators will complete and submit a self -assessment which asks educators to reflect on the SLO outcomes by responding to the following four statements:

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

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

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

For SLOs with more than one indicator, the evaluator may score each indicator separately, and then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

The final student growth and development rating for an educator is the average of their two SLO scores. For example, if one SLO was Partially Met, for 2 points, and the other SLO was Met, for 3 points, the student growth and development rating would be 2.5 $[(2+3)/2]$. The individual SLO ratings and the student growth and development rating will be shared and discussed with educators during the End-of-Year Conference.

NOTE: For SLOs that include an indicator based on state standardized assessments, results may not be available in time to score the SLO prior to the June 30 deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if state assessments are the basis for all indicators, then the educator's student growth and development rating will be based only on the results of the SLO that is based on non-standardized indicators.

However, once the state assessment evidence is available, the evaluator is required to score or rescore the SLO, then determine if the new score changes the educator's final (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15.

Category 4 – Whole School student learning indicator and/or student feedback (5%)

Cromwell Public Schools will utilize both whole school student learning indicators and at grades 7 – 12 student feedback.

Whole school student learning indicator – An Educator's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the principal's evaluation rating at that school. This will be based on the school performance index (SPI), which correlates to the whole school student learning on a principal's evaluation.

Student Feedback - Research, including the Gates Foundation's *Measures of Effective Teaching* study, has shown that student surveys can be valid and reliable indicators of educator performance and that student feedback about an educator is correlated with student performance in that class. Additionally, student

surveys provide educators with actionable information they can use to improve their practice – feedback that educators would not necessarily receive elsewhere in the evaluation process.

Some educators express concerns about student surveys, including that student survey instruments must not be “popularity contests” and that students must take the surveys seriously. The following implementation approach, drawn from best practices across the country, can mitigate these issues. School districts are encouraged to work closely with their educators on the development of the student survey category.

Survey Administration - Surveys should be confidential, and survey responses must not be tied to students’ names.

Fall Baseline and Feedback Survey - If it is feasible, it is recommended but not required that schools conduct two student feedback surveys each year. The first, administered in the fall, will not affect an educator’s evaluation but could be used as a baseline for that year’s targets, instead of using data from the previous school year. The second, administered in the spring, will be used to calculate the educator’s summative rating and provide valuable feedback that will help educators achieve their goals and grow professionally. Additionally, by using a fall survey as a baseline rather than data from the previous year, educators will be able to set better goals because the same group of students will be completing both the baseline survey and the final survey. If conducting two surveys in the same academic year is not possible, then educators should use the previous spring survey to set growth targets.

Student feedback will be collected at grades 7 – 12 through the completion of individual Educator level surveys. Student surveys will be administered either at the close of a course/semester or annually. Educators will not administer the surveys to their particular classes but the surveys will be assigned to a proctor and completed, placed in an envelope and returned to the office. The results of all student surveys will be viewed by the Educator and be used by the educator for the purpose of providing valuable information that educators may use to improve their practice.

When student feedback surveys are not appropriate for a particular teacher the 5% allocated for student feedback will be replaced with the whole-school student learning indicator described above.

Establishing Goals

Educators and their evaluators should use their judgment in setting goals for the student feedback category. In setting a goal, an educator must decide what he/she wants the goal to focus on. A goal will usually refer to a specific survey question (e.g., “My teacher makes lessons interesting.”). However, some survey instruments group questions into categories or topics, such as “Classroom Control” or “Communicating Course Content,” and a goal may also refer to a category rather than an individual question.

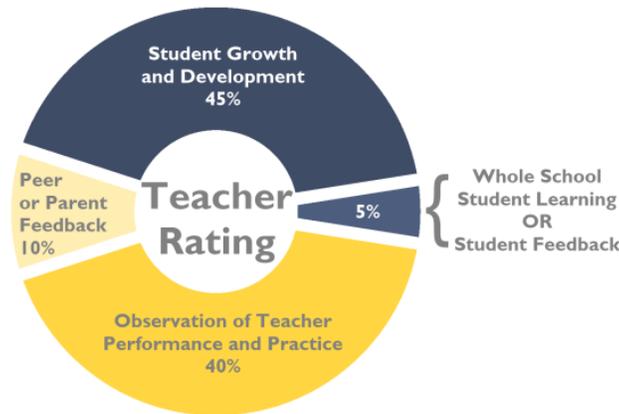
Additionally, an educator (or the district) must decide how to measure results for the selected question or topic. CSDE recommends that educators measure performance in terms of the percentage of students who responded favorably to the question. (Virtually all student survey instruments have two favorable answer choices for each question.) For example, if the survey instrument asks students to respond to questions with “Strongly Disagree,” “Disagree,” “Neutral,” “Agree,” and “Strongly Agree,” performance on a goal would be measured as the percentage of students who responded “Agree” or “Strongly Agree” to the corresponding question. Next, an educator must set a numeric performance target. As described above, this target should be based on growth or on maintaining performance that is already high. Educators are encouraged to bear in mind that growth becomes harder as performance increases. For this reason, we

recommend that educators set maintenance of high performance targets (rather than growth targets) when current performance exceeds 70% of students responding favorably to a question.

Summative Educator Evaluation Scoring

Summative Scoring

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



Every educator will receive one of four performance ratings:

Exemplary – Substantially exceeding indicators of performance

At Goal – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

The rating will be determined using the following steps:

- 1) Calculate a Educator Practice Related Indicators score by combining the observation of educator performance and practice score and the parent feedback score
- 2) Calculate a Student Outcomes Related Indicators score by combining the student growth and development score and whole-school student learning indicator or student feedback score
- 3) Use Summative Matrix to determine Summative Rating

Each step is illustrated below:

- 1) The evaluator calculates an Educator Practice Related Indicators rating by combining the observation of educator performance and practice score and the parent feedback score.

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

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

Rating Table

Educator Practice Indicators Points	Educator Practice Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	At Goal
175-200	Exemplary

- 2) The evaluator calculates a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning indicator or student feedback score.

The student growth and development category counts for 45% of the total rating and the whole-school student learning indicator or student feedback category counts for 5% of the total rating. Simply multiply these weights by the category scores to get the focus area points. The points are then translated to a rating using the rating table below.

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

Rating Table

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	At Goal
175-200	Exemplary

3) Use the Summative Matrix to determine Summative Rating

Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example provided, the Educator Practice Related Indicators rating is *proficient* and the Student Outcomes Related Indicators rating is *proficient*. The summative rating is therefore *proficient*. If the two focus areas are highly discrepant (e.g., a rating of *exemplary* for Educator Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to make a summative.

Summative Rating Matrix

		Educator Practice Related Indicators Rating			
		Exemplary	At Goal	Developing	Below Standard
Student Outcomes Related Indicators Rating	Exemplary	Exemplary	Exemplary	At Goal	Gather further information
	At Goal	At Goal	At Goal	At Goal	Gather further information
	Developing	At Goal	Developing	Developing	Below Standard
	Below Standard	Gather further information	Below Standard	Below Standard	Below Standard

Note: In the original image, a red circle highlights the 'At Goal' cell in the top row of the matrix, and another red circle highlights the 'At Goal' cell in the second row, second column. A downward arrow points from the 'Exemplary' cell in the second row, third column to the 'At Goal' cell in the second row, second column.

Adjustment of Summative Rating Summative ratings must be completed for all educators by June 30 of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an educator may be significantly impacted by state standardized test data, the evaluator may recalculate the educator's summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year.

Appendix A

CROMWELL PUBLIC SCHOOLS

STUDENT EVALUATION OF EDUCATOR AND COURSE

The major reason for collecting this information is to help assess courses and improve instruction. Your response is anonymous. For each question, please respond by circling each item by marking only one answer. Thank you for your time and cooperation.

The following items ask for your opinion about course content and course instruction.

A = Strongly Agree B = Agree C = Disagree D = Strongly Disagree E = Not applicable

1. The methods of instruction have helped me understand the subject matter.
A B C D E
2. Major points in the class were made clear.
A B C D E
3. Feedback during class and on assignments was productive in helping me understand the subject.
A B C D E
4. Class meetings have been intellectually stimulating.
A B C D E
5. The overall quality of this course is high.
A B C D E
6. The educator promoted an atmosphere that allowed for discussion, comments, and questions.
A B C D E
7. The course challenged me to evaluate my previous knowledge and perspectives.
A B C D E
8. The course effectively incorporates issues of diversity and social justice in education.
A B C D E
9. This course helped me develop content, skills, and/or understandings that I can apply in the classroom.
A B C D E

FALL SPRING

Your comments are read carefully by the educator after grades have been officially submitted. Your comments are seriously considered in updating courses and evaluating effectiveness.

Please give specific feedback as to what in this course was most helpful and/or relevant to you. Please explain why.

Please indicate any changes that you think should be made in this course.

Please give an overall evaluation of this faculty member, making sure to note specific examples when possible.

**Supervised Assistance Track
Awareness Phase – Recommendation Status**

To be completed by the evaluator at the conclusion of the awareness phase plan.

1. Problem(s) and/or need(s) resolved, staff member removed from Awareness Phase.
2. Progress is evident but problem not resolved. Teacher maintains status in Awareness Phase for up to an additional 30 school days.
3. Problem/need not resolved. Staff member moved to the Structured Assistance Phase.

Signature: Designated Evaluator: _____

Employee Acknowledgement:

I acknowledge that the information contained in this Awareness Phase plan was discussed and reviewed with me by my evaluator or appropriate designee. By signing, I indicate that I have been advised of my performance status. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged by my evaluator to put my comment(s), if any, in writing.

Employee Signature: _____ -Date: _____

Employee Comments:

Copy: Evaluator
Staff Member
Administrator
Personnel File

Appendix C: Structured Assistance Phase

Cromwell Public Schools

Supervised Assistance Track – Structured Assistance Phase

Staff Member: _____ **School Year:** _____
Evaluator: _____ **Grade or Subject:** _____
Date of Evaluation Conference: _____ **School:** _____

1. Identification of problem or area(s) in need of improvement:

2. Remediation Plan: (strategies for resolution of the problems/needs, including teacher responsibilities and assistance provided by administration and other identified resources)

3. Indicators of Success: (CCT standards, observable/measurable data, teacher evaluation rubric, etc.)

4. Date to review Remediation Plan (up to 30 school days):

5. Staff Member Comments:

The signature of the teacher below indicates that the Awareness Phase plan was discussed and reviewed with the teacher by the evaluator or appropriate designee. The teacher acknowledges that he/she has been advised of his/her performance status.

Employee Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

**Supervised Assistance Track
Structured Assistance – Recommendation Status**

To be completed by the evaluator at the conclusion of the structured assistance phase plan.

1. Problem(s) and/or need(s) resolved, staff member removed from Structured Assistance.
2. Progress is evident but problem not resolved. Teacher maintains status in Structured Assistance for one-time extension not to exceed an additional 30 school days.
3. Problem/need not resolved. Staff member moved to the Intensive Assistance Phase.

Signature: Designated Evaluator: _____

Employee Acknowledgement:

I acknowledge that the information contained in this Awareness Phase plan was discussed and reviewed with me by my evaluator or appropriate designee. By signing, I indicate that I have been advised of my performance status. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged by my evaluator to put my comment(s), if any, in writing.

Employee Signature: _____ -Date: _____

Employee Comments:

Copy: Evaluator
Staff Member
Administrator
Personnel File

Appendix D: Intensive Assistance Phase

Cromwell Public Schools

Intensive Assistance Phase – Plan of Action

Staff Member: _____ **School Year:** _____
Date: _____ **School:** _____
Grade or Subject: _____

Designated Evaluator: _____ **Second Evaluator:** _____
Identification of problem or area(s) in need of improvement:

Goal:

Process Objective:

Remediation plan:

(strategies for resolution of the problem(s)/need(s), including teacher responsibilities and assistance provided by administration and other identified resources)

Timeline for achieving specific expected outcome(s):

Identification of problem or area(s) in need of improvement:

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