

EASTON/REDDING/REGION 9
TEACHER/ ADMINISTRATOR EVALUATION AND SUPPORT PLAN
May, 2015

“It is impossible to coerce a living system to change in any direction but the one it chooses for itself.”

----- Margaret Wheatley

“... data is never raw; it is always structured according to someone’s predispositions and values. The end looks disinterested, but in reality, there are value choices all the way through, from construction to interpretation.”

---- David Brooks

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Easton/Redding/Region 9 School Districts
Teacher Evaluation and Support Plan Forms

- 1. Goal Plan**
- 2. Midyear Reflection**
- 3. Sample Structured Support and Intensive Assistance Plan**
- 4. Formal Observation Report – Elementary School Teachers**
- 5. Formal Observation Report – Pre-School/Pre-Kindergarten Teachers**
- 6. Formal Observation Report – High School/Middle School Teachers**
- 7. Formal Observation Report – Guidance/School Counselors**
- 8. Formal Observation Report – Student & Educator Support Specialists**
- 9. Formal Observation Report – Teacher Sign Off**
- 10. Informal Observation or Review of Practice with Evaluator - Evaluator**
- 11. Informal Observation or Review of Practice with Evaluator – Teacher Sign Off**
- 12. Review of Practice with Peer Practice Coach – Teacher**
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- 14. End-of-Year Review/Reflection Form – Teacher**
- 15. End-of-Year Response/Rating – Evaluator**
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CONCEPTUAL FRAMEWORK

Introduction

Following is E/R/9's *Teacher/Administrator Professional Evaluation and Support Plan* as revised by our Professional Development and Evaluation Committee. The revision retains the core features of our 2012-13 Plan and includes the Committee's refinements drawn from the experience of 2014-15 Plan implementation. Key refinements include:

- 1) More specificity to distinguish the Leader Teacher's SLO attainment from that of the Effective Teacher.
- 2) Adds Instructional Leaders (9-12) and Content Specialists (K-8) to those entrusted with Reviews of Practice.
- 3) Clarifies definition of third and fourth year "Non-Tenured Teacher in Good Standing".
- 4) Clarifies Performance and Practice component for "Tenured Teachers in Good Standing".
- 5) Clarifies prospective implications of, "In the Plan's first year of implementation (2013-14), all tenured teachers who are not subject to a formalized plan of support are assumed to be in good standing".
- 6) Clarifies language for holistic rating of "Leader Teacher".
- 7) Eliminates language related to *initial* "Plan Orientation".
- 8) Clarifies procedures for those not evaluated using the CLASS observation tool.
- 9) Provides examples of forms used in the evaluation and goal development process in Appendix.
- 10) Other appropriate updates that anticipate the Plan's third year of implementation.

For the following reasons, we count the first two years of Plan implementation a success:

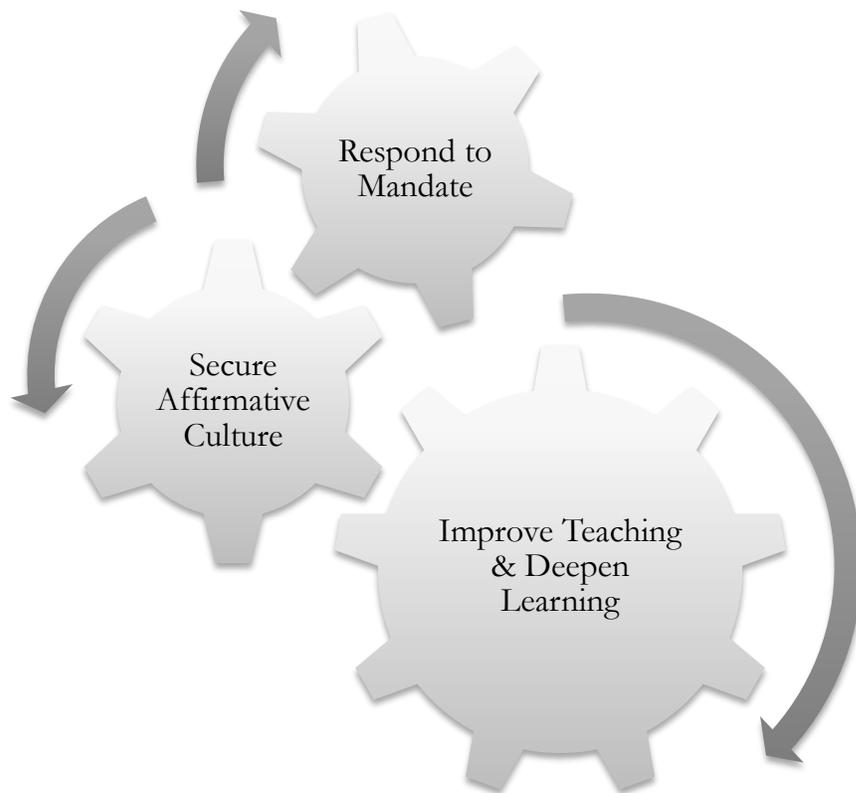
- Student Learning Objectives were defined and appraised on the basis of evidence;
- The CLASS observational tool proved durable;
- The Safe School Climate Survey provided actionable results; and

- The core value of professional Collaboration --- between administrators and teachers, and among colleagues through Peer Practice Coaching --- was endorsed.

In short, we designed our Plan to produce valid appraisals of professional practice while simultaneously providing impetus to grow and improve such practice. Based upon our experience to date, we believe that our Plan works.

Plan Origins

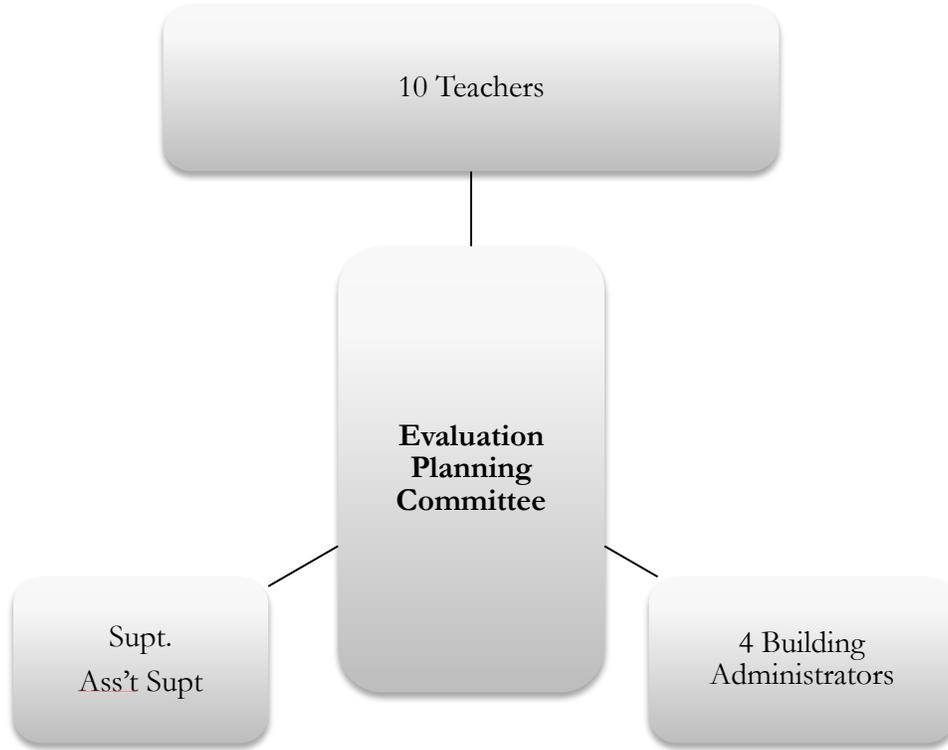
From the onset of its work in the fall of 2012, the original Planning Committee understood the necessity of addressing three informing and interrelated purposes as depicted below:



The Committee determined that the norms and values that characterize each of E/R/9's five schools anchor affirmative cultures that deserve to be secured. Committee deliberations focused on ways of doing so within the compass of the state's mandated guidelines and for the larger purpose of improving teaching and learning in E/R/9.

Planning Committee Membership

Sixteen individuals -- representing the Easton, Redding and Region 9 school districts comprising E/R/9 -- served on the Planning Committee.



By District:

Region 9

Assistant Principal; Department Chairperson
3 Association nominated Teachers [Incl. Former CT Teacher of the Year and current Teacher of the Year Semi-Finalist]; Guidance Counselor

Redding

Director of Special Services; Middle School Principal;
3 Association nominated Teachers

Easton

Elementary Assistant Principal; 3 Association Nominated Teachers

E/R/9 Culture: Affirmative, Collaborative and Productive

Students in all of E/R/9's five schools fare exceptionally well as measured by state tests, SAT/AP results, NWEA percentiles, local writing portfolio evaluations, and post-secondary placements. As captured by community satisfaction surveys and budget approvals as well as by the state's School Performance Index, E/R/9 schools function at the highest levels of performance. E/R/9's predecessor Professional Growth Plan featured collective goal setting and team work. These emphases are continued in the Plan.

Improving Teaching and Deepening Learning

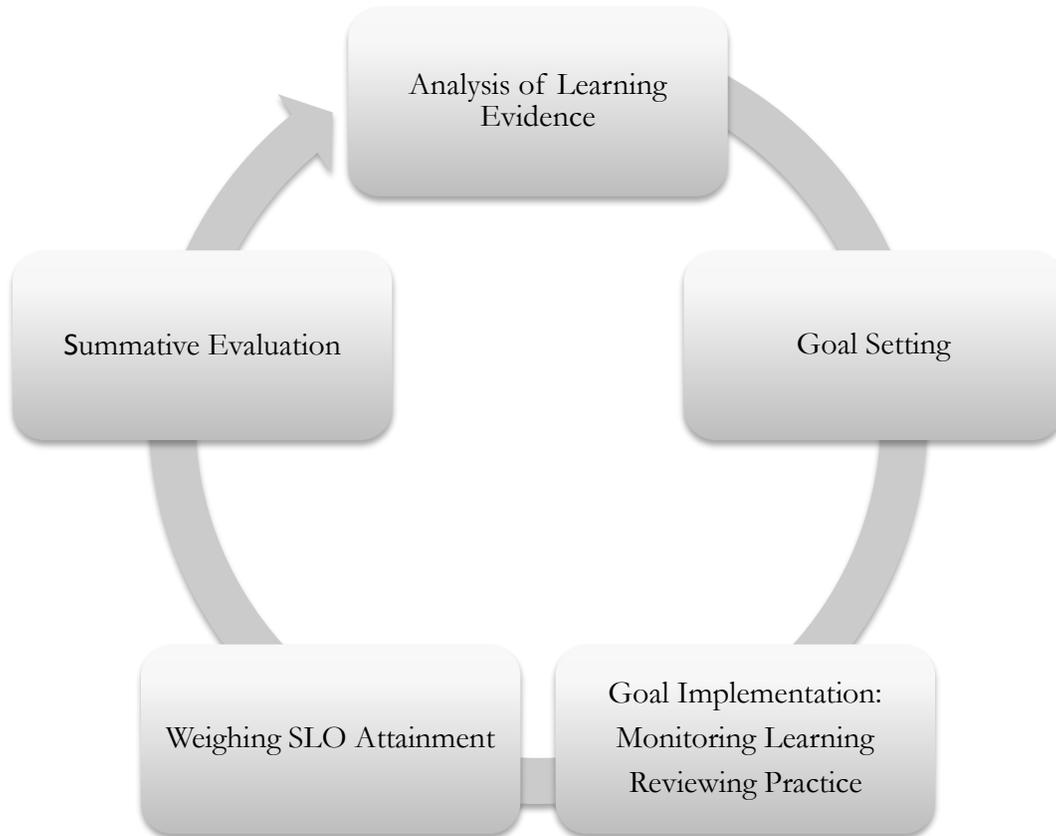
In addition to securing the existing affirmative cultures and meeting the state's mandate, the Planning Committee simultaneously focused upon improving teaching and deepening learning. Our approach to evaluation does so:

- *Through Evidence* – Collected by all, analyzed by all, discussed by all, acted upon by all.
- *Through Convergence of Effort* – Goal setting sharpens individual and team purpose; actionable feedback fuels individual and team goal attainment.
- *Through Defining Outcomes, Designing Learning Tasks, and Distinguishing Levels of Performance* – What should our students learn? What kinds of student work will produce that learning? What qualities distinguish good work from less accomplished efforts? Our teachers continue to grapple with these questions and answer them while refining their craft.

Recursive Evaluative Cycle

Our Plan is built upon the self-evident worth of analyzing various forms of learning evidence to reach conclusions about instructional and curricular needs. Collectively and individually, these needs are then recast as goals (SLOs) to be attained through purposeful action (pedagogy). Teachers monitor the effects of their pedagogy and adjust their efforts in response to evidence of student learning. At the appropriate time toward the end of the academic year, teachers weigh evidence of student learning (in its various forms) and bring a composite portrait of learning to their summative conference for discussion with their evaluator.

Conclusions about goal attainment are formalized and the cycle begins anew, as per the following graphic:



Analyzing and Using Evidence: Standardized

By definition, a composite portrait of learning requires different pieces of evidence. For this reason, *standardized test results will be viewed as per se relevant and per se most meaningful when correlated with other evidence of student learning.*

Before the beginning of the school year and as per customary practice, building and central office administrators will produce a preliminary analysis of state testing and related standardized results, emphasizing longitudinal patterns of success and instructional needs.

During September, administrators will discuss this analysis with their faculties preparatory to the process of defining SLOs.

Analyzing and Using Evidence: Non-Standardized

As part of their NEASC accreditation process, Joel Barlow High School has adopted a “Complexity-Community-Communications Learning Expectations Rubric” that identifies the valued outcomes that all students should take from their high school experience and that all experiences in high

school should help create. In keeping with well-established backward design principles, this rubric will be adopted, modified, and specified (as necessary) to provide a template of valued learning outcomes throughout the K-12 continuum. In time, elementary, middle and high school rubrics would be available for use as a local means of assessing student attainment of those valued outcomes. These local assessments would then be available as one form of non-standardized learning evidence.

E/R/9 participates in the Tri-State Consortium’s “Performance Assessment Design Initiative”, the purpose of which is to build curricula upon learner-centered tasks from which student growth can be reliably and accurately appraised. PADI complements E/R/9’s longstanding use of Writing Portfolios to gauge student writing proficiency. We currently have over ten years of reliable and valid qualitative data on student writing to use as a recurring baseline for student learning and teacher evaluation.

We continue to construct Cornerstone Tasks and Assured Experiences that “standardize” *Authentic Work through Disciplined Inquiry* as a defining marker of E/R/9 curricula.

Goal-Setting

SLOs emerge from a culture in which any one teacher’s expertise grows and flourishes in tandem with colleagues and for the sake of adult and student learning. Accordingly, goal setting will emphasize collaboration – between teacher and evaluator and within collegial teams.

In addition to the above over-arching principle, our approach to goal setting entails an expectation that “fairness” and “challenge” will be reconciled – i.e., that goals will fuel important student learning and significant professional growth. An appreciation of the scope of a teacher’s responsibility for realizing both concerns will inform the process. The learning evidence that the teacher brings to the fall goal setting conference will serve as the SLO baseline.

During the goal setting conference, the teacher and the evaluator will agree on:

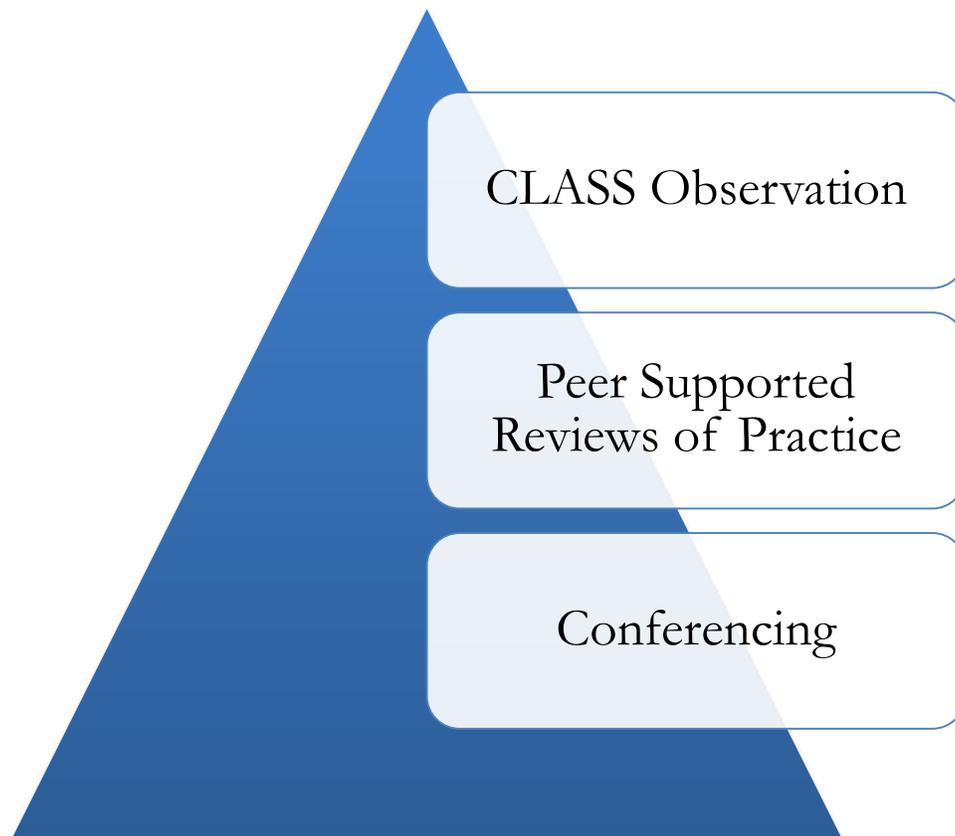
- The number of SLOs;
- Which students or groups of students the SLOs encompass as informed by a fair sample of the teacher’s student load; and
- The type and number of student work samples that will be considered in determining student growth.

Goal Implementation

Goal implementation includes all relevant pedagogic practices that aim at producing learning. The 6 operational domains and 15 indicators of the *21st Century Common Core of Teaching* will be blended with the *Classroom Assessment Scoring System* to create a standards-based touchstone for discussing and evaluating all aspects of teaching activity.

At the heart of our plan are three components that focus upon monitoring and supporting teacher efforts to attain their student learning goals:

- 1) Observations of practice via the Classroom Assessment Scoring System (CLASS);
- 2) Peer supported reviews of practice with PPC, instructional leaders and/or content specialists; and
- 3) Reviews of practice via administrator/teacher conferencing.



Classroom Assessment Scoring System (CLASS)

Originally developed at the University of Virginia for research use in observing Head Start classrooms, CLASS was expanded to encompass the K-12 continuum. It is distributed by Teachstone, Inc. (<http://www.teachstone.org/>)

Teachstone describes CLASS as:

An observational measure of the interactions between teachers and students. By focusing on the degree to which students are engaged in their work, the level of their thinking, and the quality of feedback provided by the teacher, the CLASS measures the impact of materials, lesson and assessment design.

The CLASS observation tool informs evaluations of teaching practice for professional staff members except for those in the counseling and guidance departments, social workers, school psychologists and some related service providers in special education. Observations for these professional staff members include observations in classroom settings, meetings and/or professional discussions relevant to their assignment. The full cycle of formal observation will be followed including advance notice (paralleling the observations of practice of teachers under evaluation plan per page 15). Observations will be documented using the components of the CCT.

Peer Supported Reviews of Practice

Peer Practice Coaches are selected to work with their colleagues in several formats to review instructional practice.

A “Review of Practice” is defined as a “professional dialogue” or “team exchange” explicitly tied to at least one element of the 21st Century CCT/CLASS/2010 CCT and/or an identified “focus area of practice”.

The Review of Practice must be documented as to the 21st Century CCT/CLASS/2010 CCT indicator and/or focus area of practice at issue. Such documentation will be noted in the summative evaluation.

Summative Evaluation: Assigning a Rating

The teacher bears the responsibility for assembling evidence of student growth and development and submitting that evidence prior to the summative conference.

The teacher bears the responsibility of self-reflection and for bringing a document of self-reflection to the summative conference. The depth and quality of a teacher’s self-reflection will be a factor in assigning a rating.

The degree to which a teacher effectively analyzes and accurately interprets evidence of learning --- including correlating different sets of learning evidence – will be a factor in assigning a rating.

Value will be placed upon SLOs that deepen teacher expertise in influencing student growth and development. The SLO’s degree of challenge will be a factor in assigning a rating.

Value will be placed upon teacher skills in “developing and facilitating coherent and relevant learning experiences and assessments that build on students’ prior knowledge, skills and interests, and scaffold toward application and mastery of identified learning expectations”. (21st Century CCT Indicator 3.2, Planning for Active Learning)

Individual rating components will be aggregated holistically in keeping with the component weights specified in the state’s guidelines.

The assigned rating should be “fair” as determined by:

- 1) The degree to which an individual teacher influences student growth and development as captured by multiple measures; and
- 2) The degree to which the teacher maximized learning given the circumstances in place.

Annual summative evaluation yields an individual rating drawn from the following performance tiers:

- Leader
- Effective
- Developing
- Below Standard

EVALUATION COMPONENTS: DEFINITIONS, DETAILS AND DECISION GUIDELINES

STUDENT GROWTH AND DEVELOPMENT COMPONENT

Everyone has an interest in summative judgments of individual effectiveness that can withstand rigorous 360 degree scrutiny. Toward that end, E/R/9 evaluation protocols rely upon engaged teachers interacting with administrators who --- **with respect to the 45% of the summative rating based upon Student Growth and Development** --- understand:

- 1) How regional learning expectations relate to local aspirations as well as relevant state and national standards.
- 2) How to use the principles of *Authentic Work through Disciplined Inquiry* to create a learning ladder that lifts our graduates to understand “*how to know, how to do, how to be, and how to live together*”.
- 3) How sets of learning evidence – both qualitative and quantitative --- become the basis for defining appropriately challenging student growth goals/objectives;
- 4) How to benchmark and how to monitor learning; and
- 5) How to interpret evidence to reach summative judgments about student learning growth.

The Plan brings teachers and administrators into iterative discussions about the status and growth of student learning. By definition, discussions about student learning require fine-grained insights about teaching practice. We take as a given the intimate relationship between high quality teaching practices and student learning gains. Accordingly, evidence of student learning gains-- both qualitative and quantitative -- must be in the forefront of the envisioned discussions.

We expect that teacher and administrator expertise will deepen as a result of the dynamics that our evaluation protocols will strengthen within our schools and within our regional community. Specifically, we expect teachers and administrators to become much more adept at correlating discrete pieces of learning evidence to reach warranted judgments about the degree to which learning has occurred. We also expect that as a regional system, E/R/9 will become much more focused on the *kind* of learning we value --- i.e., the learning related to Complexity, Community and Communications identified in the “Joel Barlow High School Learning Expectations”. These expectations are consistent with the concept of *Authentic Intellectual Work through Disciplined Inquiry* (King, Newmann, and Carmichael, 2009) involving

... original application of knowledge and skills, rather than just routine use of facts and procedures. It ... entails careful study of the details of a particular topic or problem and results in a product or presentation that has meaning beyond success in school.

“Effective” teachers will be identified as such as a function of the degree to which their students manifest valued learning. (Similarly, “effective” administrators will be identified as such as a function of the degree to which their teachers support such learning.)

Defining Worthwhile SLOs

The following principles will anchor the process of defining teacher Student Learning Objectives (SLOs):

- Reflects individual membership within a culture in which any one teacher’s efforts flourishes in relation to those of colleagues and for the sake of adult and student learning.
 - Emphasis upon collaboration between teacher and evaluator and within collegial teams.
- Mutual agreement by teacher and evaluator on 1-3 Student Learning Objectives (Student Growth Goals)
- Mutual agreement by teacher and evaluator about students or groups of students the SLOs encompass as informed by a fair and/or relevant sample of the teacher’s student load.
- Mutual agreement by teacher and evaluator upon the indicators of student growth -- i.e., upon the type and number of student work samples to be used as evidence of learning.
 - The listing on p. 12 of the *Connecticut Guidelines for Educator Evaluation* (June, 2012) will serve as “examples of indicators that may be used to produce evidence of academic growth and development”.
 - The specific indicators chosen as useful for assessing growth should be widely accepted as having construct validity relative to the learning targeted in the SLO.
- SLOs may be individual to the teacher and/or drawn from the teacher’s membership on particular teams. In all instances, SLO attainment must be consistent with and contribute to the mission of the school and the district.
- Analyses of standardized and non-standardized learning evidence --- relevant to the teacher’s instructional responsibilities – must shape SLO selection and definition.

- “SLOs must take into account students’ starting learning needs vis-a-vis relevant baseline data when available.”
- Entails an expectation that “fairness” and “challenge” will be reconciled – i.e., that SLO activity will fuel important student learning and significant professional growth. Goal setting dialogue should attend to such learning and such growth as the necessary result of goal attainment. In short, SLOs must pass the “who cares?” test.

In identifying worthwhile SLOs, teachers and administrators should concern themselves with: 1) the degree to which available and relevant learning evidence informs the SLO; and 2) the degree to which the SLO challenges the teacher to deepen his/her expertise in influencing student growth and development.

Worthwhile SLOs are:

- 1) *Informed by internal and/or external student learning data that establish a performance baseline.*

Examples of “internal” data include:

- Grade Point Averages
- Writing Portfolio Scores
- Common Assessment Results
- Cornerstone Task Results
- Performance Task Results

Examples of “external” data include:

- State Standardized Test Results
- Northwest Education Association MAP Results
- SAT/PSAT/ACT Results
- Advanced Placement Results
- DIBELS (Sopris Learning)
- DRA2 (Pearson Learning)
- Hearing Sounds in Words (Marie Clay)
- Concepts about Print (Marie Clay)
- Reading for Application and Instruction (Continental Press)
- AIMSweb

- 2) *Include clear and desired outcomes that are related to a school wide goal and/or a relevant curricular standard.*

Common Core Example: CCSS.ELA-Literacy.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

School Wide Goal Example: Improve the average GPA of each quartile of the Class of 2015, while narrowing the range between the highest and the lowest quartiles.

- 3) *Include performance targets defined as the percentage of students [or an identified sub-group of students] that can be expected to reach a meaningful goal with a smaller percentage [or smaller sub-group] reaching a higher goal.*

The performance target embodies the question, “Based upon their entering [baseline] learning profile, have my students learned what I sought to teach?”

- 4) *Include the means and conditions by which student growth will be assessed.*

“What is the warrant for determining that my students have - or have not - learned what I sought to teach?”

The above notwithstanding, some variation in SLO formatting is permissible.

Appraising SLO Attainment

The teacher is responsible for assembling and presenting the evidence of learning that indicates the degree of SLO attainment. The administrator will appraise SLO attainment by: 1) considering the degree to which the presented evidence is persuasive; and 2) the degree to which the teacher has maximized learning given the classroom circumstances in place.

Administrators will gauge the degree of goal attainment in keeping with the four summative performance tiers. Specifically:

THE LEADER TEACHER

- Has performed extensive data analyses that look at data in meaningful and insightful ways to establish a baseline, set student learning objectives, determine action steps, and assess progress towards meeting the performance targets.
- Has defined clear, relevant, data-informed student learning objectives that meaningfully challenge students.
- Has constructed and fully engaged in action steps throughout the school year that are informed by data and deepen the teacher’s craft knowledge and instructional judgment.
- Has presented compelling evidence that all performance targets have been substantially attained and a self-reflection that is especially candid and insightful.

THE EFFECTIVE TEACHER

- Has defined clear, relevant, data-informed student learning objectives that meaningfully challenge students.
- Has constructed and completed action steps that are informed by data and deepen the teacher's craft knowledge and instructional judgment.
- Has presented persuasive evidence that all performance targets have been substantially attained and a self-reflection that is comprehensive and thoughtful.

THE DEVELOPING TEACHER

- In conjunction with structured support, has defined learning objectives that reflect some understanding of how to analyze evidence of student learning and establish a performance baseline. The objectives are relevant to school learning goals and are consistent with curricular standards.
- Has been responsive to structured support aimed at deepening craft knowledge and instructional judgment.
- Has presented evidence of some degree of target attainment.

THE BELOW STANDARD TEACHER

- Despite intensive assistance, has struggled in the use of evidence to establish a performance baseline.
- Despite intensive assistance, has struggled to define clear, relevant, data-informed student learning objectives.
- Has been unable to adduce compelling evidence of student learning.

TEACHER PERFORMANCE AND PRACTICE COMPONENT

Two elements --- direct observation(s) of classroom instruction and review(s) of teaching activity that are external to the classroom but intrinsic to teacher effectiveness --- comprise the component of "Teacher Performance and Practice".

With respect to the 40% of the summative rating that is based upon this component, accurate and fair administrative conclusions will depend upon:

- 1) Appropriate use of the Classroom Assessment Scoring System [CLASS] to reach evidence-anchored conclusions about the quality of teaching activity within the classroom;
- 2) An appreciation of professional growth trajectories in relation to the depth and quality of individual teacher self-reflections; and
- 3) An understanding of the six domains of teaching activity as defined in the 21st Century Common Core of Teaching with an especial regard for Planning for Active Learning and Professional Responsibilities and Leadership.

Observations of Practice

Formal and informal observations of practice will take place in keeping with the following definitions:

- Formal Observation =
 - Pre and post conferences
 - Observation of at least 30 minutes using the Classroom Assessment Scoring System [CLASS]
 - Written feedback
- As per mutual agreement, formal observations to be scheduled in advance and appropriately spaced over time.
- To the extent possible, pre-conference to occur within 3 school days preceding observation.
- To the extent possible, post conference to occur within 3 school days following observation.
- The evaluator will make a good faith effort to provide a write-up within 8 school days following the observation. Intermittent difficulties with this expectation will be met with understanding.

- Informal Observation =
 - May be planned; may be drop-in
 - Observation of at least 15 minutes
 - Oral feedback
 - Written feedback or formal observation follow-up as might be necessary

Reviews of Practice

A Review of Practice may take different forms and involve different roles. It may, for example, involve an individual teacher and an individual administrator. Alternatively, it may involve an individual teacher and a Peer Practice Coach or such role equivalents as an Instructional Leader and/or Content Specialist. Reviews of Practice may also occur in group (team) settings.

A Review of Practice is defined as a:

- “Professional Dialogue” or “Group Exchange” explicitly tied to at least one element of the 21st Century CCT/CLASS/2010 CCT and/or an identified “focus area of practice”
 - “Dialogue” may be between teacher and evaluator or teacher and Peer Practice Coach.
 - “Group Exchange” must be facilitated by evaluator and/or Peer Practice Coach.
 - Dialogue or Exchange must be:
 - ◆ Substantive
 - ◆ Documented as to 21st Century CCT/CLASS/2010 CCT Domain/Indicator and/or Focus Area at issue
 - ◆ Documentation to be attached to Summative Evaluation

Observation and Review Differentiation

Observations and Reviews will be differentiated as follows:

Non-Tenured in Years 1 & 2 =

- 3 Formal Observations + 1 Informal + 1 Review of Practice

Full-Time Non-Tenured in Good Standing Years 3 & 4 and Part-Time Non-Tenured in Good Standing from year 3 until tenure attained (includes teachers who have previously attained tenure in another CT district) =

- 2 Formal Observations + 1 Informal + 1 Review of Practice

Tenured Teachers in Good Standing =

- 1 Formal + 1 Review of Practice
 - or**
 - 1 Formal + 1 Informal
- Indicate choice by mid-year*

Either teacher or evaluator may request additional formal observations, informal observations, or reviews of practice. Both teacher and evaluator must agree to the request.

In the Plan's first year of implementation (2013-14) all tenured teachers who were not subject to a formalized plan of support were assumed to be in good standing.

Moving beyond the first year of implementation and in keeping with the Plan's approach to component and summative ratings, tenured teachers appraised at the lower end of "Effective", will begin the next academic year on either Structured Support or Intensive Assistance (as per contractual requirements). Such placements entail an expectation of improved performance at an acceptable standard to retain an "Effective" rating at the conclusion of the school year. Those teachers unable to meet this expectation will be rated either "Developing" or "Below Standard". Teachers rated as "Developing" or "Below Standard" will be formally observed a minimum of three times over the course of the academic year.

Conference Cycle [Initial, Mid-Year, and Summative] Logistics

- Each tenured teacher will provide the primary evaluator his/her self-reflection plus evidence of progress toward goal attainment no later than 6 weeks before the end of the school year. Feedback to occur prior to last day for staff. The deadline for non-tenured teachers will be March 1st, with feedback by April 1st. Discussion occurs before the document is given to the teacher. Exceptions to this deadline may be made per mutual agreement.
- Evaluators will aim to complete the classroom observation cycle prior to the teacher's deadline for submitting the annual self-reflection. Should this aim not be realized, the evaluator and the teacher will mutually adjust the deadline for submitting the self-reflection and evidence of goal attainment.
- The summative meeting will precede the final written document.
- To the extent possible, the summative document should be available within one week of the last day of school but no later than the last day of school.
 - The summative document must be signed by the last day of school. The signature need not convey concurrence with the document's conclusions.

Appraising Performance and Practice

In keeping with the expectation of continuous self-reflection, the depth and quality of a teacher's written self-reflection will be an important factor in appraising performance and practice. The document will be a narrative, informed by the 21st Century Common Core of Teaching.

With respect to the CLASS observational tool, evaluators may use one of the following options to represent their conclusions:

- A seven point numerical scale [in keeping with the design of the CLASS tool]
- The following qualitative descriptors [in keeping with the design of the CLASS tool]
 - Low
 - High Low
 - Low Middle
 - Middle
 - High Middle
 - Low High
 - High
- A narrative description featuring strengths and “focus concerns” consistent with the CLASS design.

Conclusions about teaching activity outside of the classroom will arise from the summative conference between teacher and evaluator. Both teacher and evaluator have preparatory responsibilities for the conference:

The *teacher* will have:

- Engaged in a credible self-reflection of practice “informed” by the 21st Century Common Core of Teaching.
- Assembled any relevant artifacts of teaching activity that support the self-reflection and/or that are requested by the evaluator.

The *evaluator* will have:

- Advised the teacher of any “focus concerns” --- should any exist --- using the 21st Century Common Core of Teaching.

During the summative conference, administrators will apply the following guidelines to reach conclusions about the quality of teacher practice:

- What are the ratings across the CLASS domains and dimensions? To what degree are these ratings consistently at the “Mid” or “High” levels? To what degree do the ratings correlate with artifactual evidence of planning for valued learning?
- What is the depth of the teacher’s self-reflection? To what degree is the self-reflection a candid and insightful accounting of practice? To what extent does the 21st Century Common Core of Teaching inform the self-reflection?
- To what degree has the teacher exhibited growth as described in the 21st Century Common Core of Teaching?
- To what degree has the teacher manifested professionalism, collaboration with others and leadership as described in the 21st Century Common Core of Teaching?

Within the component of Teacher Practice, administrators will appraise effectiveness in keeping with the four summative performance tiers. Specifically:

THE LEADER TEACHER

Exhibits a consistency of teaching practice at the highest levels – as captured by direct observations of classroom instruction and by a clear preponderance of evidence as mutually understood between teacher and evaluator, especially with respect to 21st Century CCT Domains #'s 3 & 6.

THE EFFECTIVE TEACHER

Exhibits a consistency of teaching practice at higher levels—as captured by direct observations of classroom instruction and by a preponderance of evidence as mutually understood between teacher and evaluator, including 21st Century Domains # 3 & 6.

THE DEVELOPING TEACHER

In conjunction with structured support, exhibits improved practice – as captured by direct observations of classroom instruction and by the evaluator’s assessment of the preponderance of evidence, including 21st Century CCT Domains # 3 & 6.

THE BELOW STANDARD TEACHER

Despite intensive assistance, teaching practice is unacceptable -- as captured by direct observations of classroom instruction and by the evaluator’s assessment of the preponderance of evidence across all 21st Century Domains.

STAKEHOLDER FEEDBACK COMPONENT

Regional educators – with central office administrators, building administrators and Peer Practice Coaches playing a leading role --- will review parental responses to annual School Climate Surveys and identify any areas of concern. These concerns will be considered in discussions preceding the adoption of school wide and individual teacher goals. Concerns that rise to the level of necessary collective and individual action will be adopted as goals. Their attainment will be considered in mid-year and summative conferences and will proportionately affect individual teacher and administrator ratings.

WHOLE SCHOOL LEARNING COMPONENT

E/R/9 students performed exceptionally well on the CMTs and the CAPT. If we had applied those results to individual teacher ratings (in keeping with the mandated 5% weight) each teacher’s rating would have benefited accordingly. Anticipating the demise of the CMT and the CAPT in favor of the “Next Generation” of standardized tests, we aim to replicate our comparative standing within whatever Whole School Learning indices the state creates.

We will monitor those indices carefully, with an eye to maintaining, sustaining and elevating existing levels of high performance. Individual ratings will proportionately reflect any negative or positive variation -- assuming some kind of comparability to legacy test baselines.

HOLISTIC SUMMATIVE RATING

The holistic summative rating will be consistent with the following:

THE LEADER TEACHER

All components related to student achievement and professional practice converge upon a portrait of an exceptional teacher whose constructive influence extends beyond the classroom, across the building faculty and into the larger profession. By his/her excellence, the Leader Teacher embodies the core, soul and conscience of what teaching in E/R/9 should mean to students, parents, and colleagues.

The Leader Teacher embodies leadership qualities that transcend assigned responsibilities. Demonstrated leadership should be evident and may be varied. Leadership should enhance collective norms that define a building’s culture, advance school effectiveness in responding to student learning needs, and enrich the public’s appreciation of the profession.

THE EFFECTIVE TEACHER

All components related to student achievement and professional practice converge to warrant a conclusion that the Effective Teacher consistently exhibits a high degree of responsiveness to student learning needs and potential. The Effective Teacher is concerned about and exhibits continuous growth -- whether of pedagogy and/or within a specific discipline. He/she projects a positive image of the profession and the Region.

THE DEVELOPING TEACHER

In conjunction with Structured Support, a preponderance of the components related to student achievement and support warrant a conclusion that the Developing Teacher has presented some evidence of student learning and growth, accompanied by exhibitions of improved practice.

THE BELOW STANDARD TEACHER

In conjunction with Intensive Assistance, a preponderance of the components related to student achievement and support warrant a conclusion that the Below Standard Teacher has been unable to adduce compelling evidence of student learning and/or fails to achieve an acceptable level of teaching practice.

PEER PRACTICE COACHES

The mission of the Peer Practice Coach [PPC] is to assist individual colleagues in developing their craft and, through discourse, to build an affirmative professional culture through more effective individual practice. The Review of Practice (as defined above) will be the formal means by which the PPC addresses this mission. Additionally, it is expected that PPCs will be involved in ongoing mentoring relationships as well as other relationships that strengthen professional bonds. In no instance will the PPC participate in any *commonly understood evaluative activity*.

[See appendices for additional documentation about the role of the Peer Practice Coach.]

OTHER MANDATED ELEMENTS

ANNUAL CYCLE: 2015-2016 IMPLEMENTATION

May – August

- Selection of Peer Practice Coaches
- CLASS Training for any new Administrators and Peer Practice Coaches

July – August

- Administrator Analysis of Standardized Learning Evidence
- New Faculty Orientation [Ongoing and building-based through the year]
 - E/R/9 Learning Expectations Rubric
 - CLASS Observation Protocol
 - E/R/9 Teacher/Administrator Evaluation & Support Plan
 - ProTraxx Training

September – October

- Team and Individual Goal Setting
- Goal Setting Conferences [By October 15]
- Coaching Workshops

October – April

- Classroom Observations [CLASS]
 - Formal
 - Informal
- Mid-Year [January-February] Formative Conference [Connecticut Core of Teaching]
- Peer Reviews of Practice [Connecticut Core of Teaching]
- Coaching Workshops

April – June

- Coaching Workshops
- Self-Assessment – SLO Attainment; 21st Century CCT Performance Profile
- SLO Attainment -- Aggregating & Correlating Evidence
- Summative Review
 - Individual Rating through Holistic Judgment

CLASS OBSERVATION TOOL TRAINING (For administrators, Peer Practice Coaches, and bargaining unit leaders)

- Certification and re-certification “Calibration” & Reinforcement -- Ongoing

DATA MANAGEMENT

- Modified version of ProTraxx “EzEvaluation”

“Using EzEvaluation, now teachers and their supervisors or administrators can engage in an online, paperless evaluation process that captures observations, appraisals and any other performance-related information via customizable, electronic forms. EzEvaluation allows clients to quickly and easily create web-based teacher evaluations processes that replace existing, paper-based systems with data-ready, online forms. The real breakthrough comes with EzEvaluation’s integration of staff performance and professional development processes on a single platform for all users. Tying these two critical staff development functions together creates powerful resource opportunities for administrators and educators alike.”

<http://www.protraxx.com/SoftwareSolutions.aspx>

DEFINITION OF EFFECTIVENESS AND INEFFECTIVENESS

- A novice teacher (i.e., new to the profession or to E/R/9) shall *generally* be deemed effective if said educator receives at least two sequential summative “Effective” 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 “effective” ratings in years three and four.
- A tenured educator shall *generally* be deemed ineffective if said educator receives at least two sequential summative “developing” ratings or one “below standard” rating at any time.

EVALUATION-BASED PROFESSIONAL LEARNING

- Professional development is the acquisition and integration of the concepts and skills needed to deepen and expand understanding of teaching and learning. It is on-going and builds upon prior knowledge. Strong professional development should model exemplary practices of teaching and learning. It should be collaborative, embedded in daily practice, differentiated, and tied to relevant needs of the adult learner and school and/or district.
- In conjunction with the developmental needs surfaced through individual evaluation, the E/R/9’s PDEC continues to work with District administrators and building leaders to provide direction and monitor impact.

We strive to provide a balance of adult learning experiences tied to individual and small group needs, in addition to large group sessions. The use of rubrics, surveys and self-

assessments will guide teachers and administrators to select PD activities aligned with need. The structure and content of the PD might include:

- Conference attendance
- Participation in small group curriculum work
- Coaching
- Discussion of professional practice with an identified 'Peer Practice Coach'

Individual and collective inquiry is a hallmark of Professional Learning Communities. During the 2013-14 academic year, E/R/9 educators engaged the following "Big Questions":

- How do students develop as readers and writers who read and write for authentic purposes and audiences?
- How do students learn and demonstrate perseverance and problem solving competence?
- How are metacognition and critical thought taught and assessed within and across content areas?
- What must our students encounter in our classrooms to appreciate the complexity of living in and contributing to a global society?

We are a member of the Tri-State Consortium. In keeping with our interest in Authenticity, we invited a Tri-State visiting team to assess our practices.

- Tri-State Consultancy Essential Questions (April, 2014):

To what extent do our current K-12 curricula combine with our dominant instructional practices to encourage students toward authentic intellectual work and to use disciplined inquiry [as defined above] to produce "discourse, products, or performances". Current practices in the teaching of writing and related performances are of especial interest, as are the following:

- Evidence of our degree of success in supporting student-centered learning;
- Evidence of our degree of success in supporting collaboration among all educators across and between buildings; and
- The extent to which our curricula "walks the walk" of our espoused beliefs.

In 2014 – 15, the tri-district engaged in the following goal:

- Create engaging and reflective learning environments for students and staff that include methods of disciplined inquiry leading to the construction of deep knowledge that holds value beyond the immediate school/work context.
- E/R/9's approach to evaluation emphasizes practitioner facility in using "learning evidence" as the basis for goal setting and as the warrant for determining goal attainment. From prior experience, we know that such facility varies from individual to individual. Accordingly, it is incumbent upon the Region to remove any barriers that inhibit teachers from acquiring and acting upon facility in the use of learning evidence. Because such facility is so central to our craft, it is incumbent upon the individual practitioner to take responsibility for its acquisition.
- E/R/9's approach to evaluation emphasizes practitioner facility with "developing and organizing coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and [that] engage students in the work of the discipline". [21st Century CCT 3.2 indicator related to "Planning for Active Learning"]

From prior experience, we know that the ability to plan for active learning varies from individual to individual. Accordingly, it is incumbent upon the Region to remove any barriers that inhibit teachers from acquiring and enacting this ability. Because this ability is so central to our craft, it is incumbent upon the individual practitioner to take responsibility for its acquisition.

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH

Our Plan encourages practitioner leadership via the role of "Peer Practice Coach". In addition to their practice review work with individual colleagues and teams, Peer Practice Coaches will serve as resources during appeal processes as well as for teachers requiring improvement and/remediation support.

INDIVIDUAL TEACHER IMPROVEMENT AND REMEDIATION PLAN

Any tenured teacher rated as "Developing" or "Below Standard" will be subject to the terms of the improvement and/or remediation process.

Structured Support Process

- In consultation with the teacher and the teacher's bargaining unit representative, the evaluator stipulates a need for structured performance and the duration of such support.
 - A performance review will be written and a conference will occur mid-way through the support period.

- A summative evaluation at the end of the period determines whether the teacher will or will not continue in Structured Support or require Intensive Assistance.
- A mutually acceptable mentor/peer coach will be identified.
- Based on the prior evaluations and teacher responses, teachers evaluate their own strengths and weaknesses and suggest goals for improvement.
- With supervisor approval and guidance, goals are collaboratively set in an area that addresses the key issues of concern. If agreement cannot be reached, the supervisor's discretion on the focus of the goals will prevail provided the goals address the documented areas of weakness.
- Measures of evidence are established. Evaluator specifies assistance and support provisions. Progress toward goal attainment determines adjustments, if any, to support provisions.

Intensive Assistance Process

- Based upon the results of a teacher's prior evaluation(s), the evaluator stipulates a need for Intensive Assistance.
- In conjunction with the teacher and the teacher's bargaining unit representative, the evaluator specifies the performance areas of concern, the performance evidence of interest, and the provisions of support.
- A minimum of one weekly conference will consider the teacher's progress in ameliorating performance concerns.
- A summative evaluation will be written after no less than 30 school days and no more than 90 school days. The summative will determine whether or not the teacher will remain in Intensive Assistance, be assigned to Structured Support, or be recommended for dismissal. As might be necessary, the superintendent will consider appeals.

DISPUTE RESOLUTION PROCESS

- To the widest extent possible, all disputes -- regarding objectives (SLOs), the scheduling of observations, feedback, and individual professional development activity --- should be resolved using the human resources available within the building (e.g., Peer Practice Coaches, secondary evaluators, bargaining unit representatives, et. al.) Additional mediation as might be necessary to be provided by Central Office personnel. The superintendent will be the final arbiter of any remaining disputes.

E/R/9 ADMINISTRATOR EVALUATION PLAN

OBSERVATION OF LEADERSHIP PRACTICE COMPONENT (40%)

- Goals and observations will reflect the performance expectations of the **CT Common Core of Leadership** with an especial focus upon:
 - Nurturing a strong professional culture within each building and across E/R/9 [Teaching and Learning, Element A].
 - Supporting teachers in understanding and enacting evidence-based pedagogy [Teaching and Learning, Element B].
 - Advocating for and contributing to E/R/9 curricular coherence on behalf of the learning aspirations expressed by the Partnership for 21st Century Skills and in the Common Core State Standards [Teaching and Learning, Elements A, B, C].
 - Using available resources efficiently and effectively [Organizational Systems and Safety, Elements B and C].
 - Demonstrating visionary thinking and innovative leadership that advances teaching and learning within and across building communities. [Vision, Mission and Goals, Elements A, B and C]
 - Exemplifying ethical behavior and integrity [Ethics and Integrity, Elements A, B, C].
- All domains and elements are relevant, but six expectations will be emphasized:
 - 3 from the Domain of Teaching and Learning
 - 1 from the Domain of Vision, Mission, Goals
 - 1 from the Domain of Organizational Systems
 - 1 from the Domain of Ethics and Integrity
- The *Leader Administrator* will present persuasive evidence that all expectations have been substantially met.
- The *Effective Administrator* will present persuasive evidence that all expectations in Teaching and Learning have been substantially met as well as evidence of acceptable practice in the remaining expectations.
- The *Developing Administrator* will be a de facto “apprentice” serving in his/her first or second year. The “promising capacity” that accounts for the hire in the first place will be evident across all expectations.

- The *Below Standard Administrator* is unable to provide evidence of acceptable practice across some or all of the emphasized expectations. His/her performance raises concerns about the capacity to improve practice to acceptable levels even when provided reasonable support. A below standard rating in this component will result in an improvement plan to be implemented during the year following the adverse rating. Continued struggle with the expectations of this component may lead to a determination that the administrator is “ineffective”.

STUDENT OUTCOMES COMPONENT (45%)

Goal Attainment – Existing Learning Measures

Students in all of E/R/9’s five schools fare exceptionally well as measured by state tests, SAT/AP results, NWEA percentiles, local writing portfolio evaluations, and post-secondary placements. As captured by community satisfaction surveys and budget approvals as well as by the state’s School Performance Index, E/R/9 schools function at the highest levels of performance.

- In *Leader Administrator* led schools, existing levels of student performance will be sustained and augmented.
- In *Effective Administrator* led schools, existing levels of student performance will be sustained.
- The *Developing Administrator* will be a de facto “apprentice” serving in his/her first or second year. The “promising capacity” that accounts for the hire in the first place will be evident in the administrator’s impact on teaching and learning within his/her area of responsibility.
- Existing levels of student performance are unacceptably diminished in the *Below Standard Administrator’s* area of responsibility.

Goal Attainment – Authentic Learning

Newman, King and Carmichael (2007, 2009) describe “authentic intellectual work” as involving the ...

... original application of knowledge and skills, rather than just routine use of facts and procedures. It also entails careful study of the details of a particular topic or problem and results in a product or presentation that has meaning beyond success in school. We summarize these distinctive characteristics of authentic intellectual work as construction

of knowledge, through the use of disciplined inquiry, to produce discourse, products, or performances that have value beyond school.

“Disciplined inquiry,” in turn, requires that learners:

- 1) *use a prior knowledge base*
- 2) *strive for in-depth understanding rather than superficial awareness, and*
- 3) *develop and express their ideas and findings through elaborated communication.*

Elaborated communication frequently refers to “essays or research papers,” but may also include debates, simulations, and facilitated public issues discussions” among products/performances that rely upon “qualifications, nuances, details, analogies [that] are woven into extended narratives, explanations, justifications and dialogues...”

- In *Leader Administrator* led schools, “authentic learning opportunities” are a dominant feature of the educational program.
- In *Effective Administrator* led schools, “authentic learning opportunities” are a significant feature of the educational program.
- The *Developing Administrator* will be a de facto “apprentice” serving in his/her first or second year. The “promising capacity” that accounts for the hire in the first place will be evident in the administrator’s impact on teaching and learning within his/her area of responsibility.
- The *Below Standard Administrator* is unable to provide evidence that his/her practice supports authentic learning in his/her area of responsibility. His/her performance raises concerns about the capacity to improve practice to acceptable levels even when provided reasonable support.

Goal Attainment – Teacher SLOs

In addition to securing the existing affirmative cultures and meeting the state’s mandate, the Committee simultaneously focused upon improving teaching and deepening learning. We believe that our approach to evaluation does so:

- *Through Evidence* – Collected by all, analyzed by all, discussed by all, acted upon by all.
- *Through Convergence of Effort* – Goal setting sharpens individual and team purpose; actionable feedback fuels individual and team goal attainment.

- *Through Defining Outcomes, Designing Learning Tasks, and Distinguishing Levels of Performance* – What should our students learn? What kinds of student work will produce that learning? What qualities distinguish good work from less accomplished efforts? Our teachers will grapple with these questions and will answer them while refining their craft.
 - In *Leader Administrator* led schools, evidence-based pedagogy is a dominant feature of collective teacher practice.
 - In *Effective Administrator* led schools, evidence-based pedagogy is a significantly growing feature of collective teacher practice.
 - The *Developing Administrator* will be a de facto “apprentice” serving in his/her first or second year. The “promising capacity” that accounts for the hire in the first place will be evident in the administrator’s impact on teaching and learning within his/her area of responsibility.
 - The *Below Standard Administrator* is unable to provide evidence that his/her practice benefits teaching and learning within his/her area of responsibility. His/her performance raises concerns about the capacity to improve practice to acceptable levels even when provided reasonable support. A below standard rating in this component will result in an improvement plan to be implemented during the year following the adverse rating. Continued struggle with the expectations of this component may lead to a determination that the administrator is “ineffective”.

STAKEHOLDER FEEDBACK COMPONENT (10%)

- In *Leader Administrator* led schools and *Effective Administrator* led schools, a preponderance of the stakeholder feedback points to high levels of satisfaction.
- The *Developing Administrator* will be able adduce examples of positive stakeholder feedback about his/her practice as well demonstrate the ability to use stakeholder feedback constructively to improve practice.
- The *Below Standard Administrator* is unable to make use of valid stakeholder feedback to improve practice.

WHOLE SCHOOL LEARNING OUTCOMES (5%)

- *Leader Administrators* and *Effective Administrators* sustain the existing relationship of E/R/9 whole school learning outcomes with those from peer districts.
- The *Developing Administrator* assists in sustaining the existing relationship of E/R/9 whole school learning outcomes with those from peer districts.
- The impact of the *Below Standard Administrator's* practice is negligible in sustaining the existing relationship of E/R/9 whole school learning outcomes with those from peer districts.

HOLISTIC SUMMATIVE RATING

The holistic summative rating will be consistent with the following:

THE LEADER ADMINISTRATOR

All evaluation components --- including the quality of the self-reflection ---- converge to warrant a conclusion that the Leader Administrator, by his/her excellence, expresses the core, soul and conscience of E/R/9. The Leader Administrator embodies leadership qualities that transcend assigned responsibilities. Demonstrated leadership should be evident and may be varied. Leadership should enhance collective norms, deepen school quality, and enrich the public's appreciation of the profession.

THE EFFECTIVE ADMINISTRATOR

All evaluation components --- including the quality of the self-reflection ---- converge to warrant a conclusion that the Effective Administrator secures the community's educational aspirations by commendably satisfying all assigned responsibilities. The Effective Administrator exhibits continuous growth, especially in the art of creating common cause and commitment within a community of practitioners. Effectiveness is understood and enacted as a function of service. The Effective Administrator aspires to become a Leader Administrator.

THE DEVELOPING ADMINISTRATOR

All evaluation components -- including the quality of the self-reflection --- converge to warrant a conclusion that the Developing Administrator, in his/her first or second year of District service, meets growth expectations and is on the path toward effectiveness.

THE BELOW STANDARD ADMINISTRATOR

All evaluation components --- including the quality of the self-reflection – converge to warrant a conclusion that the employee’s practice is below the standard expected of an E/R/9 administrator.

OTHER MANDATED ELEMENTS

Year Two Timeline

The following Plan Description covers the period between July 1, 2015 and June 30, 2016.

Orientation

By emphasizing evidence-based goal setting and evidence-based determinations of goal attainment, the Administrator Evaluation Plan is consistent with E/R/9's Teacher Evaluation Plan. Orientation to one plan therefore assists practitioners in grasping the other. The distinctive elements of Administrative Evaluation will be considered during our August Administrative Council Retreat.

Goal Setting Conference

All goal setting conferences will occur prior to the beginning of the 2015-16 academic year.

Mid-Year Formative Review

To occur no later than January 30, 2016.

End-of-Year Summative

- To occur no later than July 31, 2016.
- Administrator self-reflections will be submitted to the primary evaluator no later than two weeks prior to the summative conference.
- The administrator is responsible for assembling evidence of goal attainment and bringing the evidence forward at the summative conference.

4 Level Matrix System

- Based upon: 1) multiple observations of leadership behavior; 2) Self-reflection drawn from the *CT Common Core of Leadership Evaluation Rubric*; 3) evidence of goal attainment -- especially goals related to student achievement; 4) evidence of professional growth; and 5) stakeholder feedback.
- The above components will be aggregated holistically in keeping with the component weights identified in state guidelines.

- Annual summative evaluation provides each administrator with a rating reflecting the following performance levels:
 - Leader
 - Effective
 - Developing
 - Below Standard

Training

- As specified in the E/R/9 Teacher Evaluation Plan, all administrators will receive training in the CLASS observational tool.
- Administrator Plan Orientation protocols will include a review of the Common Core of Leadership Evaluation Rubric

Definition of Ineffectiveness

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

Evaluation-Based Professional Learning

- During the summative conference and in keeping with its conclusions, evaluator and administrator will agree upon the adult learning experiences that will be undertaken during the subsequent year of service.

Individual Administrator Improvement and Remediation Plans

- Non-tenured and tenured administrators whose performance is deemed “developing” or “below standard” will be provided accurate feedback and a reasonable period of time to ameliorate performance concerns.

Orientation Programs

- Continued implementation will determine the plan adjustments for 2016-2017, including changes in administrator orientation.

APPENDICES

Summary of Descriptions of Teacher Rating Levels

	SLO Attainment	Teacher Practice	Holistic Summative Rating
4-Leader	<ul style="list-style-type: none"> • Has performed extensive data analyses that look at data in meaningful and insightful ways to establish a baseline, set student learning objectives, determine actions steps, and assess progress towards meeting the performance targets • Has defined clear, relevant, data-informed student learning objectives that meaningfully challenge students. • Has constructed and fully engaged in action steps throughout the school year that are informed by data and deepen the teacher’s craft knowledge and instructional judgment. • Has presented compelling evidence that all performance targets have been substantially attained and a self-reflection that is especially candid and insightful. 	<p><i>Exhibits a consistency of teaching practice at the highest levels</i> – as captured by direct observations of classroom instruction and by a clear preponderance of evidence as mutually understood between teacher and evaluator, especially with respect to 21st Century CCT Domains #’s 3 & 6.</p>	<p>All components related to student achievement and professional practice converge upon a portrait of an exceptional teacher whose constructive influence extends beyond the classroom, across the building faculty and into the larger profession. By his/her excellence, the Leader Teacher embodies the core, soul and conscience of what teaching in E/R/9 should mean to students, parents, and colleagues.</p> <p>The Leader Teacher embodies leadership qualities that transcend assigned responsibilities. Demonstrated leadership should be evident and may be varied. Leadership should enhance collective norms that define a building’s culture, advance school effectiveness in responding to student learning needs, and enrich the public’s appreciation of the profession.</p>
3-Effective	<ul style="list-style-type: none"> • Has defined clear, relevant, data-informed student learning objectives that meaningfully challenge students. • Has constructed and completed action steps that are informed by data and deepen the teacher’s craft knowledge and instructional judgment. • Has presented persuasive evidence that all performance targets have 	<p><i>Exhibits a consistency of teaching practice at higher levels</i>—as captured by direct observations of classroom instruction and by a preponderance of evidence as mutually understood between teacher and evaluator, including 21st Century CCT Domains # 3 & 6.</p>	<p>All components related to student achievement and professional practice converge to warrant a conclusion that the Effective Teacher consistently exhibits a high degree of responsiveness to student learning needs and potential. The Effective Teacher is concerned about and exhibits continuous growth -- whether of pedagogy and/or within a specific discipline. He/she</p>

	<p>been substantially attained and a self-reflection that is comprehensive and thoughtful.</p>		<p>projects a positive image of the profession and the Region.</p>
2-Developing	<ul style="list-style-type: none"> • In conjunction with structured support, has defined learning objectives that reflect some understanding of how to analyze evidence of student learning and establish a performance baseline. The objectives are relevant to school learning goals and are consistent with curricular standards. • Has been responsive to structured support aimed at deepening craft knowledge and instructional judgment. • Has presented evidence of some degree of target attainment. 	<p><i>In conjunction with structured support, exhibits improved practice – as captured by direct observations of classroom instruction and by the evaluator’s assessment of the preponderance of evidence, including 21st Century CCT Domains # 3 & 6.</i></p>	<p>In conjunction with Structured Support, a preponderance of the components related to student achievement and support warrant a conclusion that the Developing Teacher has presented some evidence of student learning and growth, accompanied by exhibitions of improved practice.</p>
1-Below Standard	<ul style="list-style-type: none"> • Despite intensive assistance, has struggled in the use of evidence to establish a performance baseline. • Despite intensive assistance, has struggled to define clear, relevant, data-informed student learning objectives. • Has been unable to adduce compelling evidence of student learning. 	<p><i>Despite intensive assistance, teaching practice is unacceptable -- as captured by direct observations of classroom instruction and by the evaluator’s assessment of the preponderance of evidence across all 21st Century CCT Domains.</i></p>	<p>In conjunction with Intensive Assistance, a preponderance of the components related to student achievement and support warrant a conclusion that the Below Standard Teacher has been unable to adduce compelling evidence of student learning and/or fails to achieve an acceptable level of teaching practice.</p>

Summary of Descriptions of Administrator Rating Levels

	SLO Attainment	Administrator Practice	Holistic Summative Rating
4-Leader	<p>In <i>Leader Administrator</i> led schools, existing levels of student performance will be sustained and augmented.</p> <p>In <i>Leader Administrator</i> led schools, “authentic learning opportunities” are a dominant feature of the educational program.</p> <p>In <i>Leader Administrator</i> led schools and <i>Effective Administrator</i> led schools, a preponderance of the stakeholder feedback points to high levels of satisfaction.</p> <p><i>Leader Administrators</i> and <i>Effective Administrators</i> sustain the existing relationship of E/R/9 whole school learning outcomes with those from peer districts.</p>	<p>The <i>Leader Administrator</i> will present persuasive evidence that all expectations have been substantially met.</p> <p>In <i>Leader Administrator</i> led schools, evidence-based <i>pedagogy is a dominant feature</i> of collective teacher practice.</p>	<p>All evaluation components --- including the quality of the self-reflection ---- converge to warrant a conclusion that the <i>Leader Administrator</i>, by his/her excellence, expresses the core, soul and conscience of E/R/9. The <i>Leader Administrator</i> embodies leadership qualities that transcend assigned responsibilities. Demonstrated leadership should be evident and may be varied. Leadership should enhance collective norms, deepen school quality, and enrich the public’s appreciation of the profession.</p> <p>Goals and observations will reflect the performance expectations of the <i>CT Common Core of Leadership</i>. All domains and elements are relevant, but six expectations will be emphasized: 3 from Domain of Teaching and Learning; 1 from Domain of Vision, Mission, Goals; 1 from the Domain of Organizational Systems; and 1 from the Domain of Ethics and Integrity. The <i>Leader Administrator</i> will present persuasive evidence that all six have been substantially met.</p>

<p>3-Effective</p>	<p>In <i>Effective Administrator</i> led schools, existing levels of student performance will be sustained.</p> <p>In <i>Effective Administrator</i> led schools, “authentic learning opportunities” are a significant feature of the educational program.</p> <p>In <i>Leader Administrator</i> led schools and <i>Effective Administrator</i> led schools, a preponderance of the stakeholder feedback points to high levels of satisfaction.</p> <p><i>Leader Administrators</i> and <i>Effective Administrators</i> sustain the existing relationship of E/R/9 whole school learning outcomes with those from peer districts.</p>	<p>The <i>Effective Administrator</i> will present persuasive evidence that all expectations in Teaching and Learning have been substantially met as well as evidence of acceptable practice in the remaining expectations.</p> <p>In <i>Effective Administrator</i> led schools, evidence-based <i>pedagogy is a significantly growing</i> feature of collective teacher practice.</p>	<p>All evaluation components --- including the quality of the self-reflection ---- converge to warrant a conclusion that the <i>Effective Administrator</i> secures the community’s educational aspirations by commendably satisfying all assigned responsibilities. The <i>Effective Administrator</i> exhibits continuous growth, especially in the art of creating common cause and commitment within a community of practitioners. Effectiveness is understood and enacted as a function of service. The <i>Effective Administrator</i> aspires to become a <i>Leader Administrator</i>.</p> <p>Goals and observations will reflect the performance expectations of the <i>CT Common Core of Leadership</i>. All domains and elements are relevant, but six expectations will be emphasized: 3 from Domain of Teaching and Learning; 1 from Domain of Vision, Mission, Goals; 1 from the Domain of Organizational Systems; and 1 from the Domain of Ethics and Integrity. The <i>Effective Administrator</i> will present persuasive evidence that all expectations in Teaching & Learning have been substantially met, as well as evidence of acceptable practice in the remaining expectations.</p>
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2-Developing	<p>The <i>Developing Administrator</i> will be a de facto “apprentice” serving in his/her first or second year. The “promising capacity” that accounts for the hire in the first place will be evident in the administrator’s impact on teaching and learning within his/her area of responsibility.</p> <p>The <i>Developing Administrator</i> will be a de facto “apprentice” serving in his/her first or second year. The “promising capacity” that accounts for the hire in the first place will be evident in the administrator’s impact on teaching and learning within his/her area of responsibility.</p> <p>The <i>Developing Administrator</i> will be able adduce examples of positive stakeholder feedback about his/her practice as well demonstrate the ability to use stakeholder feedback constructively to improve practice.</p> <p>The <i>Developing Administrator</i> assists in sustaining the existing relationship of E/R/9 whole school learning outcomes with those from peer districts.</p>	<p>The <i>Developing Administrator</i> will be a de facto “apprentice” serving in his/her first or second year. The “promising capacity” that accounts for the hire in the first place will be evident across all expectations.</p> <p>The <i>Developing Administrator</i> will be a de facto “apprentice” serving in his/her first or second year. The “promising capacity” that accounts for the hire in the first place will be evident in the administrator’s impact on teaching and learning within his/her area of responsibility.</p>	<p>All evaluation components – including the quality of the self-reflection --- converge to warrant a conclusion that the Developing Administrator, in his/her first or second year of District service, meets growth expectations and is on the path toward effectiveness.</p> <p>Goals and observations will reflect the performance expectations of the CT Common Core of Leadership. All domains and elements are relevant, but six expectations will be emphasized: 3 from Domain of Teaching and Learning; 1 from Domain of Vision, Mission, Goals; 1 from the Domain of Organizational Systems; and 1 from the Domain of Ethics and Integrity. The <i>Developing Administrator</i> will be a de facto “apprentice” serving in his/her first or second year. The “promising capacity” that accounts for the hire in the first place will be evident across all expectations.</p>

<p>1-Below Standard</p>	<p>Existing levels of student performance are unacceptably diminished in the <i>Below Standard Administrator's</i> area of responsibility.</p> <p>The <i>Below Standard Administrator</i> is unable to provide evidence that his/her practice supports authentic learning in his/her area of responsibility. His/her performance raises concerns about the capacity to improve practice to acceptable levels even when provided reasonable support.</p> <p>The <i>Below Standard Administrator</i> is unable to make use of valid stakeholder feedback to improve practice.</p> <p>The impact of the <i>Below Standard Administrator's</i> practice is negligible in sustaining the existing relationship of E/R/9 whole school learning outcomes with those from peer districts.</p>	<p>The <i>Below Standard Administrator</i> is unable to provide evidence of acceptable practice across some or all of the emphasized expectations. His/her performance raises concerns about the capacity to improve practice to acceptable levels even when provided reasonable support. A below standard rating in this component will result in an improvement plan to be implemented during the year following the adverse rating.</p> <p>Continued struggle with the expectations of this component may lead to a determination that the administrator is "ineffective".</p> <p>The Below Standard Administrator is unable to provide evidence that his/her practice benefits teaching and learning within his/her area of responsibility. His/her performance raises concerns about the capacity to improve practice to acceptable levels even when provided reasonable support. A below standard rating in this component will result in an improvement plan to</p>	<p>All evaluation components -- including the quality of the self-reflection -- converge to warrant a conclusion that the employee's practice is below the standard expected of an E/R/9 administrator.</p> <p>Goals and observations will reflect the performance expectations of the CT Common Core of Leadership. All domains and elements are relevant, but six expectations will be emphasized: 3 from Domain of Teaching and Learning; 1 from Domain of Vision, Mission, Goals; 1 from the Domain of Organizational Systems; and 1 from the Domain of Ethics and Integrity. The <i>Below Standard Administrator</i> is unable to provide evidence of acceptable practice across some or all of the emphasized expectations. His/her performance raises concerns about the capacity to improve practice to acceptable levels even when provided reasonable support. A below standard rating in this component will result in an improvement plan to be implemented during the year following the adverse rating. Continued struggle with the expectations of this component may lead to a determination that the administrator is "ineffective."</p>
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		<p>be implemented during the year following the adverse rating. Continued struggle with the expectations of this component may lead to a determination that the administrator is "ineffective."</p>	
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The Role of the Peer Practice Coach in the E/R/9 Teacher Evaluation Plan

Embracing Adult Learning

In responding to the state's evaluation mandate, the E/R/9 Evaluation Planning Committee consciously aimed higher than simply insulating Easton and Redding teachers from questionable analyses and dubious policies. Consequently, we created a plan that emphasizes and rewards the adult embrace of learning. Our Tri-district reputation rests upon this core quality.

It is important to be clear-eyed about ourselves, both as an educational group and as individual educators who are members of that group. On any given day, some of us teach wonderfully well and as a result our students are "in the flow". On that same day, some of us teach wonderfully well and yet our students learn less than they should. On that same day and for a variety of personal and/or professional reasons, our teaching may miss the mark.

It's conceivable that, on any given day and with any one of our students, each of us concurrently might merit each of the ratings on a four point quality scale.

This is why it's important not only to be clear-eyed about ourselves, but also unapologetic. None of us are always at the top of our game. For all of us, a gap exists between the top of our game and the top. None of us would respond well to an evaluation scheme premised upon fault-finding and deficiency. It would trigger too much fear -- a condition that each of us can readily summon up, whether it's a fear of being unfairly judged or whether it's a fear of being exposed at a bad moment.

Evaluation that taps into our worst fears of whatever kind is evaluation that will not make for better teachers or better classrooms.

That not what we're going to do. Our approach to evaluation envisions expanded professional discourse. It affirms the practice of teachers who are secure in their craft and who want to become more effective; it affirms the efforts of teachers who know they have much to learn to become effective; it even affirms the struggle of teachers who are committing their best efforts to upgrade their practice. In short, our approach to evaluation seeks to "drive out fear" by positioning practitioners within relationships of mutual and collective support. And what is it that we intend discourse and relationships to support? In a word -- learning.

Purposeful Conversations

The Peer Practice Coach will be a critical factor in first promoting and then sustaining the purposeful conversations that need to occur among teachers if individual practice is to be enriched, as we intend.

The role of the Peer Practice Coach is described in detail on pp. 47-48 of the “E/R/9 Proposed Teacher Evaluation Plan”. [Appended to this document] Earlier, “peer supported reviews of practice” are discussed in the following terms:

- Peer Practice Coaches will be appointed to work with their colleagues in several formats to review instructional practice.
- A “Review of Practice” is defined as a “professional dialogue” or “team exchange” explicitly tied to at least one element of the 21st Century CCT [formerly the CCT] and/or an identified “focus area of practice”.
- The Review of Practice must be documented as to 21st Century CCT element and/or focus area of practice at issue. Such documentation will be noted in the summative evaluation.

Desired Qualities of the Peer Practice Coach

The desired qualities of the Peer Practice Coach are perhaps best expressed in the descriptions of “exemplary” performance in Domain 6 of the Connecticut Core of Teaching (CCT) --- “Professional Responsibilities and Teacher Leadership” --- which discusses how, *“Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership...”*

Important elements of this domain are described as follows:

6.1 Engaging in continuous professional growth to impact instruction....

- Demonstrates leadership and a deep understanding of the teaching and learning process and uses this knowledge to facilitate the professional learning of colleagues by being a continuous learner, modeling and supporting reflective practices, coaching and mentoring of colleagues and sharing action research.
- There is leadership and action taken to expand the knowledge base of professional growth beyond the local setting and to share those resources with colleagues.
- There is initiative taken in expanding the professional learning environment through available digital resources or communication that is consistent and can demonstrate that it is clearly improving practice.

6.2 Collaborating with colleagues to develop and sustain continuous improvement....

- Leads colleagues in efforts to examine student learning data, improve instructional strategies, curricula and organizational structures to support increased student achievement in the school and district.
- Takes a leadership role and facilitates the work of others (colleagues, administrators, and other members of the school community) in the development and sustaining of a positive learning community.
- Leads efforts to analyze the impact of student success plans, instructional or behavioral supports and interventions.
- Teacher initiates in-person and digital communications with colleagues.

Application Process- 2014-2016

Teachers who are attracted to the role of Peer Practice Coach are encouraged to review pp. 47-48 of the Plan and to follow through by submitting a letter of interest to the building principal. Committees comprised of teachers and administrators including a representative from the bargaining unit will conduct interviews. Applicants will be interviewed by a three member committee consisting of the building principal and two teachers. The Committee will choose up to two (2) PPC per building (three in Barlow.) In the event that Committee is unable to reach consensus, the superintendent will make the decision(s.)

EXCERPTED FROM THE “E/R/9 PROPOSED TEACHER EVALUATION PLAN”
SUBMITTED IN APRIL, 2013

PEER PRACTICE COACHES

- The mission of the Peer Practice Coach is to assist individual colleagues in developing their craft and to contribute to an affirmative building culture by facilitating professional discourse. The “Peer Practice Review” [as discussed below] will be the formal means by which the Coach addresses this mission. Additionally, it is expected that Peer Practice Coaches will be involved in ongoing mentoring relationships as well as more informal relationships that strengthen professional bonds. In no instance will the Peer Practice Coach participate in any *commonly understood evaluative activity*.
- 2-5 Peer Practice Coaches per building.
- A description of necessary and desired qualities will be developed and disseminated.
- Teachers will self-nominate via a letter of interest.
- Desired qualities to reflect descriptions of “Exemplary” performance contained in the 21st Century CCT Domains, as well as other relevant sources as per mutual agreement with local bargaining representatives. [See below]
- Participates in administrative training.
- Will be available to work across E/R/9 with tenured and non-tenured teachers as per mutual agreement and/or as per Structured Support provisions.
- Will receive release time as might be necessary and available to fulfill his/her responsibilities.

SELECTION OF PEER PRACTICE COACHES – YEAR ONE

- A Peer Practice Coach profile will be disseminated by May 21st.
- The profile will be written in consultation with the bargaining unit presidents and/or their designees. The profile will include the following components

- A Peer Practice Coach should:
 - Be tenured by E/R/9.
 - Have a history of classroom observations and summative annual reports that support effective or exemplary teaching in Domains 1-5 of the Connecticut Common Core of Teaching:
 - Domain 1: Content and Essential Skills
 - Domain 2: Classroom Environment, Student Engagement and Commitment to Learning
 - Domain 3: Planning for Active Learning
 - Domain 4: Instruction for Active Learning
 - Domain 5: Assessment for Learning
 - Have a history of summative annual reports that support exemplary fulfillment of Domain 6 on the Connecticut Common Core of Teaching: Professional Responsibilities and Teacher Leadership, in particular:
 - 6.1 – Continually engaging in reflection, self-evaluation and professional development to enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning;
 - 6.3 – Collaborating with colleagues, administrators, students and their families to develop and sustain a positive school climate; and
 - 6.4 – Collaborating with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures to support continuous school and district improvement.
 - Have a history of peer collaboration within E/R/9 that may be demonstrated by successful experience as:
 - a TEAM Mentor;
 - a Coach for individuals on Structured Support or Intensive Assistance;
 - an informal mentor for colleagues; and/or
 - a team or instructional leader.
- The term of service will be no longer than 3 years and presumes retention of “Leader” and/or “Effective” summative rating. One, two, and three year terms will be available for the 2013-14 school year with the end in mind of annually refreshing the coaching cadre and gradually expanding the number of participants in this professional growth opportunity.

- In his or her self-nomination to be a Peer Practice Coach, the interested teacher should identify one or more members of the faculty or administration who can attest to the individual's skills in Domain 6 as related to teacher leadership. These individuals may be contacted by the school principal as he or she reviews Peer Practice Coach self-nominations.
- Each building principal may select 3-5 individuals from the list of self-nominations.
- Each principal will present their list of Peer Practice Coach nominees to the building's bargaining unit representative for the purpose of gathering feedback.
- After doing so, the principal will finalize the list. Appeals to the superintendent.

REVIEWS OF PRACTICE

- "Professional Dialogue" or "Group Exchange" explicitly tied to:
 - At least one element within one domain of the 21st Century CCT (5 domains & 18 indicators); and/or an identified "focus area of practice".
- "Dialogue" may be between teacher and evaluator or teacher and Peer Practice Coach
- "Group Exchange" must be facilitated by evaluator and/or Peer Practice Coach
- Dialogue or Exchange must be:
 - Substantive
 - Documented as to 21st Century CCT Domain/Indicator and/or Problem of Practice at issue
 - Documentation to be attached to Summative Evaluation

PEER PRACTICE COACHES: A PRIMER

E/R/9 TEACHER EVALUATION BRIEF

In keeping with our Teacher Evaluation Plan, a roster of *Peer Practice Coaches* will be distributed shortly.

The role of the Peer Practice Coach (PPC) reflects the value we place on professional dialogue and the importance of such dialogue in enhancing norms of professional practice. (We included this role because we believe that collectively created norms establish building culture and thereby powerfully shape individual behavior.)

✓ WHAT ROLE DOES THE PEER PRACTICE COACH PLAY?

Essentially, the Peer Practice Coach facilitates purposeful discussion.

The following is from the Evaluation Plan (p. 21):

- The mission of the Peer Practice Coach is to assist individual colleagues in developing their craft and to contribute to an affirmative building culture by facilitating professional discourse. The “Peer Practice Review” ... will be the formal means by which the Coach addresses this mission. Additionally, it is expected that Peer Practice Coaches will be involved in ongoing mentoring relationships as well as more informal relationships that strengthen professional bonds. In no instance will the Peer Practice Coach participate in any *commonly understood evaluative activity*.

As you know, the two major components (“buckets”) of the Plan are: 1) Student Growth and Development; and 2) Teacher Performance and Practice. The first bucket focuses upon goals and goal attainment. Peer Practice Coaches are involved with the second bucket through what we are calling *Peer-Supported Reviews of Practice*.

✓ WHAT IS A REVIEW OF PRACTICE?

The Plan (p. 16) describes the Review as follows:

- “Professional Dialogue” or “Group Exchange” explicitly tied to:
 - At least one element within one domain of the 21st Century CCT (5 domains & 18 indicators); and/or an identified “focus area of practice”.
- “Dialogue” may be between teacher and evaluator or teacher and Peer Practice Coach.
- “Group Exchange” must be facilitated by evaluator and/or Peer Practice Coach.
- Dialogue or Exchange must be:

- Substantive;
- Documented as to 21st Century CCT Domain/Indicator and/or Focus Area; and
- Documentation to be attached to Summative Evaluation.

✓ WHAT IS 21st CENTURY CCT?

Last spring, the Connecticut Alliance of Regional Educational Service Centers (RESA) Alliance developed “Standards for Educator Performance and Practice: A Continuum Based on the Connecticut Common Core of Teaching”. It is virtually identical to the CCT (which the CT SDE revised this summer to incorporate more references to the Common Core.)

The various 21st Century CCT “domains” function as a comprehensive description (taxonomy) of teaching activity. Taken as a whole, the 21st Century CCT breaks out the particulars of teaching “practice” and for this reason can be used to anchor a “Review of Practice” whether such review takes the form of a *Self-Reflection*, a Peer-Supported Review of Practice, or a Review of Practice between a teacher and evaluator.

✓ WHAT HAS TO BE DOCUMENTED AND HOW WILL THAT DOCUMENTATION BE USED?

The documentation will consist of a simple statement of assurance that a Peer-Supported Review of Practice has occurred. The statement will also identify the 21st Century CCT Domain/Indicator and/or Focus Area at issue in the Review. That’s it.

✓ HOW OFTEN WILL REVIEWS OF PRACTICE OCCUR?

Reviews of Practice are part of the *Classroom Observation Cycle* which also includes Formal and Informal Observations. [Observers will use the CLASS observational tool for the Formal Observation. PPCs were trained in the use of the CLASS tool but they will not be functioning as observers. The training was for informational purposes.]

The following definitions and frequencies pertinent to the Classroom Observation Cycle are excerpted from the Plan (pp. 15-17):

- Formal Observation =
 - Pre- and post-conferences
 - Observation of at least 30 minutes using the Classroom Assessment Scoring System [CLASS]
 - Written feedback

- Informal Observation =
 - May be planned; may be drop-in
 - Observation of at least 15 minutes
 - Oral feedback
 - Written feedback or formal observation follow-up as might be necessary

- Non-Tenured Teacher in Years 1 & 2 =
 - 3 Formal Observations + 1 Informal + 1 Review of Practice

- Non-Tenured Teacher in Good Standing Years 3 & 4 =
 - 2 Formal Observations + 1 Informal + 1 Review of Practice

- Tenured Teachers in Good Standing =
 - 1 Formal + 1 Review of Practice **or**
 - 1 Formal + Team Summative Reflection w/Administrative Feedback

Either teacher or evaluator may request additional formal observations, informal observations, or reviews of practice. Both teacher and evaluator must agree to the request.

✓ AM I IN GOOD STANDING?

It's September. If I am a *first year non-tenured teacher*, I would remind myself that there was a reason why I was hired. If I am a *second, third or fourth year non-tenured teacher*, I would remind myself that there was a reason why I was invited back.

And, from the Plan:

In year one, *all tenured teachers* who are not subject to a formalized plan of support are assumed to be in good standing.

PEER PRACTICE COACH ROLE DESCRIPTION

Charge

The Peer Practice Coach – an integral feature of E/R/9’s Teacher Evaluation and Support Plan --- is charged with assisting colleagues in developing their craft and building a an affirmative professional culture. In response to teacher request, the PPC will address this charge through the *Review of Practice* (as defined below). Additionally, it is expected that PPCs will be involved in ongoing mentoring relationships as well as other relationships that strengthen professional bonds. In no instance will the PPC participate in any *commonly understood evaluative activity*.

A *Review of Practice* is defined as a:

- “Professional Dialogue” or “Group Exchange” explicitly tied to at least one element of the 21st Century CCT/CLASS/2010 CCT and/or an identified “focus area of practice.”
 - “Dialogue” may be between teacher and evaluator or teacher and Peer Practice Coach
 - “Group Exchange” must be facilitated by evaluator and/or Peer Practice Coach
 - Dialogue or Exchange must be:
 - ◆ Substantive
 - ◆ Documented as to 21st Century CCT/CLASS/2010 CCT Domain/Indicator and/or Focus Area at issue
 - ◆ Documentation to be attached to Summative Evaluation

Necessary and Desired Qualifications

- Possess tenure within E/R/9.
- Have a history of classroom observations and summative annual reports that support effective or exemplary teaching in Domains 1-5 of the 21st Century Common Core of Teaching.
 - Domain 1: Content and Essential 21st Century Skills
 - Domain 2: Learning Environment and Commitment to Learning
 - Domain 3: Planning for Active Learning
 - Domain 4: Instruction for Active Learning
 - Domain 5: Assessment for Active Learning
- Have a history of summative annual reports indicating exemplary fulfillment of Domain 6 --- Professional Responsibilities and Teacher Leadership -- as contained in the 21st Century Common Core of Teaching and in the Connecticut Common Core of Teaching.

- 6.1 – Engaging in individual and collective professional growth that is continuous, purposeful, and designed to improve student learning and achievement as well as contribute to a positive school climate. [21st Century Common Core of Teaching]
- 6.3 – Collaborating with colleagues, administrators, students and their families to develop and sustain a positive school climate. [Connecticut Common Core of Teaching]
- 6.4 – Collaborating with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures to support continuous school and district improvement. [Connecticut Common Core of Teaching]
- Have a history of peer collaboration within E/R/9 that may be demonstrated by successful experience as:
 - a TEAM Mentor
 - a Coach for individuals on Structured Support or Intensive Assistance; and/or
 - an informal Mentor for colleagues; and/or
 - a Team or Instructional Leader

Selection Process

Those interested should submit a letter of application to their building principal no later than May 20th. Applicants will be interviewed by a three member committee consisting of the building principal and two teachers. The Committee will choose up to two (2) PPC per building (three in Barlow). In the event that Committee is unable to reach consensus, the superintendent will make the decision(s).

Additional Information

- A stipend will be negotiated
- Term of Service = 1 year and is renewable

April 21, 2014

FORMS

Easton/Redding/Region 9 School Districts
Forms for Teacher Evaluation and Support Plan

1. Goal Plan
2. Midyear Reflection
3. Sample Structured Support and Intensive Assistance Plan
4. Formal Observation Report – Elementary School Teachers
5. Formal Observation Report – Pre-School/Pre-Kindergarten Teachers
6. Formal Observation Report – High School/Middle School Teachers
7. Formal Observation Report – Guidance/School Counselors
8. Formal Observation Report – Student & Educator Support Specialists
9. Formal Observation Report – Teacher Sign Off
10. Informal Observation or Review of Practice with Evaluator - Evaluator
11. Informal Observation or Review of Practice with Evaluator – Teacher Sign Off
12. Review of Practice with Peer Practice Coach – Teacher
13. Review of Practice with Peer Practice Coach – Evaluator Sign Off
14. End-of-Year Review/Reflection Form – Teacher
15. End-of-Year Response/Rating – Evaluator
16. End-of-Year Teacher Response/Sign Off

Easton, Redding & Region 9: Goal Plan Details

Name	Plan Type	Fiscal Year	Plan Status	Approval Progress	Scoring Progress	Process	Evaluator(s)	Plan Name
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N/A

Teacher: Student Growth and Development (SLO)						DRAFT	N/A
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School:	Grade:	Content Area:
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# of students you are teaching:	# of students covered by this SLO:	% of students covered by this SLO:
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Teachers will meet with their evaluators to conference on their student learning objectives (SLOs) for the coming school year. Up to 3 SLOs should be mutually agreed upon.

Teachers should review and reflect on all indicators of the three strands of the Connecticut Common Core of Teaching (CCT).

SLOs should be linked to school/program improvement plans and should be written in terms of measurable improved, student learning.

Complete the information below for each SLO:

Select the School Goal Addressed by this SLO. If SLO is not tied to school goal select NA (Not Applicable).

Student Learning Objective (SLO) Description. At least one SLO required.

SLO Rationale: Summary of findings from a variety of data sources, research, and/or collaborative discussions to support the SLO. Identify how the student learning need is linked to the evidence in various assessments and other sources of data.

Collaborative Team Members (if applicable):

Component Action Steps / Evidence of Progress and/or Next Steps

Action Steps	Date Created
<i>No records to display.</i>	

Component Reflection

Reflection	Reflection Type	Created by	Date Created
<i>No records to display.</i>		Midyear	

Attached Evidence

Document	Type	Description	Size	Created by	Date Created
<i>No records to display.</i>					

Easton, Redding & Region 9: Goal Plan Details

Aligned Standards

Standards Document

No records to display

View Comments

Comment

Status

Created by

Date Created

No records to display.

Attached Evaluator Evidence

Document

Type

Description

Size

Created by

Date Created

No records to display.

Midyear Reflection

Teachers enter their midyear reflections in the “Component Reflection” section of their Goal Plan.

Prompts to help create their reflection for each of their Student Learning Objectives:

- a) Provide analysis of data to support progress, including student work samples.
- b) Comment on progress relative to action plan, including any adjustments or revisions.
- c) Attach data/student work, optional.

SAMPLE STRUCTURED SUPPORT AND INTENSIVE ASSISTANCE PLAN

Teacher Name: _____

Position: _____

Evaluator Name: _____

School Year: _____

Performance Area(s) of Concern and Objectives

- Area of Concern
 - Objective/Goal for Improvement
- Area of Concern
 - Objective/Goal for Improvement

Means of Measuring Progress (per performance area of concern):

Objective/Goal for Improvement	Strategies, Activities, and Timeline	Support Structures	Data Collection Method and Sources	Evidence of Progress

Type of Support: (Examples)

- Mentor teacher/Grade-Level/Department Team Member Support/Specialist or Instructional Leader
 - Detail list of support
- Relationships, Climate and Community:
 - Detail list of support
- Professional resources
 - Detail list of professional resources
- PD Opportunities:
 - Detail list of PD opportunities

Frequency of Supervision:

- Schedule of meetings
- Informal observations
- Formal observations

Teacher Signature: _____

Evaluator Signature: _____

Date Signed: _____

Date Signed: _____

(Note: Completed, signed document will be scanned and uploaded by Evaluator to the Teacher's Goal Plan in ProTraxx.)

Accountability

(Reference the “Individual Teacher Improvement and Remediation Plan” section of the Teacher Evaluation and Support Plan)

Structured Support Process –

- The duration of structured support is established in consultation with the teacher, the teacher’s bargaining unit representative, and the evaluator
- Performance review will be written and a conference will occur mid-way through the support period
- A summative evaluation at the end of the period determines whether the teacher will or will not continue in Structured Support or require Intensive Assistance
- A mutually acceptable mentor/peer coach will be identified
- Based on the prior evaluations and teacher responses, teachers evaluate their own strengths and weaknesses and suggest goals for improvement
- With supervisor approval and guidance, goals are collaboratively set in an area that addresses the key issues of concern. If agreement cannot be reached, the supervisor’s discretion on the focus of the goals will prevail provided the goals address the documented areas of weakness.
- Measures of evidence are established. Evaluator specifies assistance and support provisions. Progress toward goal attainment determines adjustments, if any, to support provisions.

Intensive Assistance Process –

- Based upon the results of a teacher’s prior evaluation(s), the evaluator stipulates a need for Intensive Assistance.
- In conjunction with the teacher and the teacher’s bargaining unit representative, the evaluator specifies the performance areas of concern, the performance evidence of interest, and the provision of support.
- A minimum of one weekly conference will consider the teacher’s progress in ameliorating performance concerns.
- A summative evaluation will be written after no less than 30 school days and no more than 90 school days. The summative will determine whether or not the teacher will remain in Intensive Assistance, be assigned to Structured Support, or be recommended for dismissal. As might be necessary, the superintendent will consider appeals.
- Although the focus is on identified goals, the teacher remains accountable to all other standards of performance.

Dispute Resolution Process

To the widest extent possible, all disputes – regarding objectives (SLOs), the scheduling of observations, feedback, and individual professional development activity – should be resolved using the human resources available within the building (e.g., Peer Practice Coaches, secondary evaluators, bargaining unit representatives). Additional mediation as might be necessary to be provided by Central Office personnel. The superintendent will be the final arbiter of any remaining disputes.

ProTraxx

Name:

Location:

Title:

Grade:

Mentor Name:

Process Name:

Formal Observation Form - Elementary (rev 2015)

Formal Observation Report - Elementary School Teachers

Easton/Redding/Region 9

In accordance with the Easton/Redding/Region 9 Professional Growth & Evaluation Plan, this lesson was analyzed using indicators from the Classroom Assessment Scoring System (CLASS).

Pre-Observation Conference Date

☐

Observation Date

☐

Post-Observation Conference Date

☐

Length of Observation

Lesson Observation Feedback Connected To CLASS Structure:

DOMAIN: EMOTIONAL SUPPORT

Positive Climate

(relationships; positive affect; positive communication; respect)

[Hide](#) | [Show](#)

Positive Climate - Sweep One

Low	Low	Middle	Middle	Middle	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Positive Climate - Sweep Two

Low	Low	Middle	Middle	Middle	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Negative Climate

(negative affect; punitive control; sarcasm/disrespect; severe negativity)

[Hide](#) | [Show](#)

Negative Climate - Sweep One

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Negative Climate - Sweep Two

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Teacher Sensitivity

(awareness; responsiveness; addresses problems; student comfort)

[Hide](#) | [Show](#)

Teacher Sensitivity - Sweep One

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Teacher Sensitivity - Sweep Two

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Regard for Student Perspectives (flexibility and student focus; support for autonomy and leadership; student expression; restriction of movement)

[Hide](#) | [Show](#)

Regard for Student Perspectives - Sweep One

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Regard for Student Perspectives - Sweep Two

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Emotional Support: Summative Conclusion**DOMAIN: CLASSROOM ORGANIZATION****Behavior Management**

(clear behavior expectations; proactive; redirection of misbehavior; student behavior)

[Hide](#) | [Show](#)**Behavior Management - Sweep One**

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Behavior Management - Sweep Two

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Productivity
(maximizing learning time; routines; transitions; preparation)

[Hide](#) | [Show](#)

Productivity - Sweep One

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Productivity - Sweep Two

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7



Notes:

Evidence:

Instructional Learning Formats

(effective facilitation; variety of modalities and materials; student interest; clarity of learning objectives)

[Hide](#) | [Show](#)

Instructional Learning Formats - Sweep One

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Instructional Learning Formats - Sweep Two

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Classroom Organization: Summative Conclusion

DOMAIN: INSTRUCTIONAL SUPPORT

Concept Development (analysis and reasoning; creating; integration; connections to the real world)

[Hide](#) | [Show](#)

Concept Development - Sweep One

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Concept Development - Sweep Two

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Quality of Feedback

(scaffolding; feedback loops; prompting thought process; providing information; encouragement and affirmation)

[Hide](#) | [Show](#)

Quality of Feedback - Sweep One

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Quality of Feedback - Sweep Two

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Language Modeling

(frequent conversations; open-ended questions; repetition and extension; self- and parallel talk; advanced language)

[Hide](#) | [Show](#)

Language Modeling- Sweep One

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Language Modeling- Sweep Two

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Instructional Support: Summative Conclusion

Appraiser's Summary (required for formal observations):

Appraiser's Summary

Acknowledgement:

Signature Date



By checking the box below you are certifying that this is your electronic signature.

Supervisor's Signature

I submit my signature

ProTraxx

Name:

Location:

Title:

Grade:

Mentor Name:

Process Name:

Formal Observation Form - Pre-School/Pre-Kindergarten Teachers

Formal Observation Report - Pre-School/Pre-Kindergarten Teachers

Easton/Redding/Region 9

In accordance with the Easton/Redding/Region 9 Professional Growth & Evaluation Plan, this lesson was analyzed using indicators from the Classroom Assessment Scoring System (CLASS).

Pre-Observation Conference Date

Observation Date

Post-Observation Conference Date

Length of Observation

Lesson Observation Feedback Connected To CLASS Structure:

DOMAIN: EMOTIONAL SUPPORT

Positive Climate

(relationships; positive affect; positive communication; respect)

[Hide](#) | [Show](#)

Positive Climate - Sweep One

Low	Low	Middle	Middle	Middle	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Positive Climate - Sweep Two

Low	Low	Middle	Middle	Middle	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Negative Climate

(negative affect; punitive control; sarcasm/disrespect; severe negativity)

[Hide](#) | [Show](#)

Negative Climate - Sweep One

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Negative Climate - Sweep Two

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Teacher Sensitivity

(awareness; responsiveness; addresses problems; student comfort)

[Hide](#) | [Show](#)

Teacher Sensitivity - Sweep One

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Teacher Sensitivity - Sweep Two

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Regard for Student Perspectives

(flexibility and student focus; support for autonomy and leadership; student expression; restriction of movement)

[Hide](#) | [Show](#)

Regard for Student Perspectives - Sweep One

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Regard for Student Perspectives - Sweep Two

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Emotional Support: Summative Conclusion**DOMAIN: CLASSROOM ORGANIZATION****Behavior Management**

(clear behavior expectations; proactive; redirection of misbehavior; student behavior)

[Hide](#) | [Show](#)**Behavior Management - Sweep One**

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Behavior Management - Sweep Two

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Productivity
(maximizing learning time; routines; transitions; preparation)

[Hide](#) | [Show](#)

Productivity - Sweep One

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Productivity - Sweep Two

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7



Notes:

Evidence:

Instructional Learning Formats

(effective facilitation; variety of modalities and materials; student interest; clarity of learning objectives)

[Hide](#) | [Show](#)

Instructional Learning Formats - Sweep One

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Instructional Learning Formats - Sweep Two

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Classroom Organization: Summative Conclusion

DOMAIN: INSTRUCTIONAL SUPPORT

Concept Development

(analysis and reasoning; creating; integration; connections to the real world)

[Hide](#) | [Show](#)

Concept Development - Sweep One

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Concept Development - Sweep Two

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Quality of Feedback

(scaffolding; feedback loops; prompting thought process; providing information; encouragement and affirmation)

[Hide](#) | [Show](#)

Quality of Feedback - Sweep One

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Quality of Feedback - Sweep Two

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Language Modeling

(frequent conversations; open-ended questions; repetition and extension; self- and parallel talk; advanced language)

[Hide](#) | [Show](#)

Language Modeling- Sweep One

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Language Modeling- Sweep Two

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Literacy Focus

(explicit; purposeful)

[Hide](#) | [Show](#)

Literacy Focus - Sweep One

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Literacy Focus - Sweep Two

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Instructional Support: Summative Conclusion

Appraiser's Summary (required for formal observations):

Appraiser's Summary

Acknowledgement:

Signature Date



By checking the box below you are certifying that this is your electronic signature.

Supervisor's Signature

I submit my signature

ProTraxx

Name:

Location:

Title:

Grade:

Mentor Name:

Process Name:

Formal Observation Form - High School/Middle School

Formal Observation Report - High School/Middle School

Easton/Redding/Region 9

In accordance with the Easton/Redding/Region 9 Professional Growth & Evaluation Plan, this lesson was analyzed using indicators from the Classroom Assessment Scoring System (CLASS).

Pre-Observation Conference Date

Observation Date

Post-Observation Conference Date

Length of Observation

Lesson Observation Feedback Connected To CLASS Structure:**DOMAIN: EMOTIONAL SUPPORT****Positive Climate****(relationships; positive affect; positive communication; respect)**[Hide](#) | [Show](#)**Positive Climate - Sweep One**

Low	Low	Middle	Middle	Middle	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Positive Climate - Sweep Two

Low	Low	Middle	Middle	Middle	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Teacher Sensitivity

(awareness; responsiveness to academic and social/emotional needs and cues; effectiveness in addressing problems; student comfort)

[Hide](#) | [Show](#)

Teacher Sensitivity - Sweep One

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Teacher Sensitivity - Sweep Two

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Regard for Adolescent Perspectives

(flexibility and adolescent focus; connections to current life; support for autonomy and leadership; meaningful peer interactions)

[Hide](#) | [Show](#)

Regard for Adolescent Perspectives - Sweep One

Low	Low	Medium	Medium	Medium	High	High
-----	-----	--------	--------	--------	------	------

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Notes:

Evidence:

Regard for Adolescent Perspectives - Sweep Two

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Emotional Support: Summative Conclusion

DOMAIN: CLASSROOM ORGANIZATION

Behavior Management

(clear expectations; proactive; effective redirection of misbehavior; student behavior)

[Hide](#) | [Show](#)**Behavior Management - Sweep One**

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Behavior Management - Sweep Two

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Productivity
(maximizing learning time; routines; transitions; preparation)

[Hide](#) | [Show](#)**Productivity - Sweep One**

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Productivity - Sweep Two

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Negative Climate (negative affect; punitive control; disrespect)

[Hide](#) | [Show](#)

Negative Climate - Sweep One

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Negative Climate - Sweep Two

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Classroom Organization: Summative Conclusion

DOMAIN: INSTRUCTIONAL SUPPORT

Instructional Learning Formats

(learning targets/organization; variety of modalities, strategies, and materials; active facilitation; effective engagement)

[Hide](#) | [Show](#)

Instructional Learning Formats - Sweep One

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Instructional Learning Formats - Sweep Two

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Content Understanding

(depth of understanding; communication of concepts and procedures; background knowledge and misconceptions; transmission of content knowledge and procedures; opportunity for practice of procedures and skills)

[Hide](#) | [Show](#)

Content Understanding - Sweep One

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Content Understanding - Sweep Two

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Analysis and Inquiry

(facilitation of higher order thinking; opportunities for novel application; metacognition)

[Hide](#) | [Show](#)

Analysis and Inquiry - Sweep One

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Analysis and Inquiry - Sweep Two

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Quality of Feedback

(feedback loops; scaffolding; building and student responses; encouragement and affirmation)

[Hide](#) | [Show](#)

Quality of Feedback - Sweep One

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Quality of Feedback - Sweep Two

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Instructional Dialogue
(cumulative content-driven exchanges; distributed talk; facilitation strategies)

[Hide](#) | [Show](#)**Instructional Dialogue - Sweep One**

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Instructional Dialogue - Sweep Two

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Student Engagement (active engagement)

[Hide](#) | [Show](#)

Student Engagement - Sweep One

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Student Engagement - Sweep Two

Low	Low	Medium	Medium	Medium	High	High
1	2	3	4	5	6	7

Notes:

Evidence:

Instructional Support: Summative Conclusion

Appraiser's Summary (required for formal observations):

Appraiser's Summary

Acknowledgement:

Signature Date

By checking the box below you are certifying that this is your electronic signature.

Supervisor's Signature

I submit my signature

ProTraxx

Name:

Location:

Title:

Grade:

Mentor Name:

Process Name:

Formal Observation Form - Guidance/School Counselors

Formal Observation Report - Guidance/School Counselors

Easton/Redding/Region 9

In accordance with the Easton/Redding/Region 9 Professional Growth & Evaluation Plan, this lesson was analyzed using indicators from the Connecticut Competency Instrument and the Easton/Redding/Region 9 Teaching Competencies.

Pre-Observation Conference Date

Observation Date

Post-Observation Conference Date

Length of Observation

Grade and/or Subject

Overview of Lesson:

The teacher's lesson plan will also be included with this observation report.

Upload File:

Commendations and Recommendations:

This portion of the observation will include text relating to the following competencies:

A. Students - Teachers understand how students learn, develop and differ in their approaches to learning.

B. Contents - Teachers are proficient in reading, writing and mathematics and understand the central concepts, skills, tools of inquiry and structures of the disciplines they teach.

C. Pedagogy - Teachers know how to design and deliver instruction and recognize the need to vary their instructional methods.

D. Planning - Teachers plan instruction based on knowledge of subject matter, students, the curriculum and community and select and/or create learning tasks that make the subject matter meaningful to students.

E. Instruction - Teachers establish and maintain appropriate standards of behavior and create a positive learning environment; provide instructional opportunities that support students' academic, social and personal development; use effective communication techniques to foster active inquiry, collaboration, and supportive interaction; and employ a variety of instructional strategies that enable students to think critically, solve problems and demonstrate skills.

F. Assessing and Adjusting - Teachers use various assessment techniques to evaluate student learning.

Acknowledgement:

Signature Date



By checking the box below you are certifying that this is your electronic signature.

Supervisor's Signature

I submit my signature

ProTraxx

Name:

Location:

Title:

Grade:

Mentor Name:

Process Name:

Formal Observation Form - Student & Educator Support Specialists

Formal Observation Report - Student & Educator Support Specialists

Easton/Redding/Region 9

In accordance with the Easton/Redding/Region 9 Professional Growth & Evaluation Plan, this lesson was analyzed using indicators from the Connecticut Competency Instrument and the Easton/Redding/Region 9 Teaching Competencies.

Pre-Observation Conference Date

Observation Date

Post-Observation Conference Date

Length of Observation

Grade and/or Subject

Overview of Lesson:

The teacher's lesson plan will also be included with this observation report.

Upload File:

Commendations and Recommendations:

This portion of the observation will include text relating to the following competencies:

A. Students - Teachers understand how students learn, develop and differ in their approaches to learning.

B. Contents - Teachers are proficient in reading, writing and mathematics and understand the central concepts, skills, tools of inquiry and structures of the disciplines they teach.

C. Pedagogy - Teachers know how to design and deliver instruction and recognize the need to vary their instructional methods.

D. Planning - Teachers plan instruction based on knowledge of subject matter, students, the curriculum and community and select and/or create learning tasks that make the subject matter meaningful to students.

E. Instruction - Teachers establish and maintain appropriate standards of behavior and create a positive learning environment; provide instructional opportunities that support students' academic, social and personal development; use effective communication techniques to foster active inquiry, collaboration, and supportive interaction; and employ a variety of instructional strategies that enable students to think critically, solve problems and demonstrate skills.

F. Assessing and Adjusting - Teachers use various assessment techniques to evaluate student learning.

Acknowledgement:

Signature Date



By checking the box below you are certifying that this is your electronic signature.

Supervisor's Signature

I submit my signature

ProTraxx

Name:

Location:

Title:

Grade:

Mentor Name:

Process Name:

Formal Observation Teacher Sign Off

Formal Observation Response Form - Teacher Sign Off

Easton/Redding/Region 9

In accordance with the Easton/Redding/Region 9 Professional Growth & Evaluation Plan, this lesson was analyzed using indicators from the Classroom Assessment Scoring System (CLASS).

Post-Observation Conference Date

Teacher's Reaction/Response (Optional):

The teacher may react/respond to this observation report on a separate page to be attached to this report. These comments are optional.

Teacher's Comments Attached

Yes No

If Teacher's Comments are included, please upload them here:

Acknowledgement:

Signature Date



By checking the box below you are certifying that this is your electronic signature.

Teacher's Signature

Teacher

Note: The term "teacher" denotes any professional, certified staff member employed under the ER9 Education Association Contracts.

ProTraxx

Name:

Location:

Title:

Grade:

Mentor Name:

Process Name:

Informal Observation or Review of Practice with Evaluator Form - Evaluator

Informal Observation or Review of Practice with Evaluator Form - Evaluator

Easton/Redding/Region 9

Type of Observation:

Informal Review of Practice with Evaluator

Observation Date

Length of Observation

Topic of Discussion (CCT and/or CLASS):

Acknowledgement:

Signature Date



By checking the box below you are certifying that this is your electronic signature.

Evaluator's Signature

I submit my signature

ProTraxx

Name:

Location:

Title:

Grade:

Mentor Name:

Process Name:

Informal Observation/Review of Practice w/Evaluator - Teacher Sign Off

Informal Observation or Review of Practice with Evaluator Response Form - Teacher Sign Off

Easton/Redding/Region 9

This document acknowledges that this informal observation or review of practice with the evaluator occurred on the date indicated.

Post-Observation Conference Date



Type of Observation:

Informal Review of Practice with Evaluator

Acknowledgement:

Signature Date



By checking the box below you are certifying that this is your electronic signature.

Teacher's Signature

Teacher

Note: The term "teacher" denotes any professional, certified staff member employed under the ER9 Education Association Contracts.

ProTraxx

Name:

Location:

Title:

Grade:

Mentor Name:

Process Name:

Review of Practice with Peer Practice Coach - Teacher

Review of Practice with Peer Practice Coach Form - Teacher

Easton/Redding/Region 9

Observation Date

Length of Observation

Peer Practice Coach:

Document Upload (Peer Practice Coach Form):

Topic of Discussion (CCT and/or CLASS):

Acknowledgement:

Signature Date



By checking the box below you are certifying that this is your electronic signature.

Teacher's Signature

I submit my signature

Note: The term "teacher" denotes any professional, certified staff member employed under the ER9 Education Association Contracts.

ProTraxx

Name:

Location:

Title:

Grade:

Mentor Name:

Process Name:

Review of Practice with Peer Practice Coach - Evaluator Sign Off

Review of Practice with Peer Practice Coach - Evaluator Sign Off

Easton/Redding/Region 9

Acknowledgement: Evaluator acknowledges teacher had a Review of Practice with a Peer Practice Coach as documented on the corresponding form by the teacher.

Acknowledgement:

Signature Date



By checking the box below you are certifying that this is your electronic signature.

Evaluator's Signature:

I submit my signature

ProTraxx

Name: _____ **Location:** _____
Title: _____ **Grade:** _____
Mentor Name: _____
Process Name: _____

End-of-Year Review/Reflection Form

End-of-Year Review/Reflection Form - Teacher **Easton/Redding/Region 9**

This document should be completed no later than six weeks before the end of the school year. (March 1 for non-tenured staff.)

End-of-Year Conference Date

Collaborative Team Members (if applicable):

Peer Practice Coach (PPC), if applicable:

Topic of Discussion (CCT and/or CLASS):

PPC Sign Off Document Upload:

Related to the Professional Growth Plan

Select SLO 1 from this list of your approved SLOs:

SLO 1: Summarize progress relative to SLO attainment, including any adjustments or revisions:

SLO 1: Provide analysis of multiple indicators student academic growth to illustrate and support summary:

SLO 1A: Attach data/student work file below (optional):

SLO 1B: Attach data/student work file below (optional):



SLO 1C: Attach data/student work file below (optional):

Select SLO 2 from this list of your approved SLOs:

SLO 2: Summarize progress relative to SLO attainment, including any adjustments or revisions:

SLO 2: Provide analysis of multiple indicators student academic growth to illustrate and support summary:

SLO 2A: Attach data/student work file below (optional):

SLO 2B: Attach data/student work file below (optional):



SLO 2C: Attach data/student work file below (optional):

Select SLO 3 from this list of your approved SLOs:

SLO 3: Summarize progress relative to SLO attainment, including any adjustments or revisions:

SLO 3: Provide analysis of multiple indicators student academic growth to illustrate and support summary:

SLO 3A: Attach data/student work file below (optional):

SLO 3B: Attach data/student work file below (optional):



SLO 3C: Attach data/student work file below (optional):

Related to the CCT and CLASS:

As a result of what you learned from your Professional Growth Plan work this year, how will teaching and learning change for your students next year?

Highlight specific areas of strength, new strategies, and/or strategies that were particularly effective and successful:

Rigor, relevance, respectful relationships/learning environment

Reflect on the ways in which you provided a nurturing, challenging, and dynamic learning environment. Highlight specific areas of strength, new strategies, and/or strategies that were particularly effective and successful.

Planning and implementing instruction, including differentiation and the use of student work/student performance data

Describe how you planned and implemented instruction or provided related services in order to engage all students in rigorous and relevant learning.

Communication with students, parents, colleagues

How did you support student progress through your communication with parents, students and colleagues? Highlight specific areas of strength, new strategies, and/or strategies that were particularly effective and successful.

Leadership and Collaboration

(a) List extra-curricular activities, committee work, workshops, and professional growth activities.

(b) Describe ways in which you maximized support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.

Priorities and professional growth needs for the subsequent school year

Identify and prioritize your professional growth needs for the subsequent school year.

Acknowledgement:

Signature Date



By checking the box below you are certifying that this is your electronic signature. By submitting this form, the person acknowledges receipt and discussion of this document; it does not necessarily denote agreement.

Teacher's Signature

Teacher

ProTraxx

Name:

Location:

Title:

Grade:

Mentor Name:

Process Name:

End-of-Year Response/Rating - Evaluator

End-of-Year Response/Rating - Evaluator

This section should be completed by the last student day of the school year. (March 15 for non-tenured staff.)

Related to teacher's end-of-year professional growth plan/SLOs review/reflection:

Related to the Common Core of Teaching and CLASS:

Summative Rating Determined by:

- > **Achievement of student learning objectives (SLOs)**
- > **Observations of practice**
- > **Whole school learning indicators**
- > **Parent survey results**

Individual rating components will be aggregated holistically in keeping with the component weights specified within the state's guidelines.

The assigned rating should be "fair" as determined by:

1. The degree to which an individual teacher influences student growth and development as captured by multiple measures; and
2. The degree to which the teacher maximizes learning given the circumstances in place.

Summative Rating:

Leader
Effective
Developing
Below Standard

Appraisal dimension for the next school year:
(Check more than one if applicable.)

Non-Tenured Years 1 and 2

Non-Tenured Years 3 and 4

Tenured

Structured Support

Intensive Assistance

Other

If "other" is checked above in appraisal dimension for the next school year, explain:

Acknowledgement:

Signature Date:



By checking the box below you are certifying that this is your electronic signature.

Evaluator's Signature

Evaluator's Signature

ProTraxx

Name:

Location:

Title:

Grade:

Mentor Name:

Process Name:

End of Year Teacher Response/Sign Off

End-of-Year Teacher Response/Sign Off

Easton/Redding/Region 9

In accordance with the Easton/Redding/Region 9 Professional Growth & Evaluation Plan, this lesson was analyzed using indicators from the Classroom Assessment Scoring System (CLASS).

Post-Observation Conference Date



Teacher's Reaction/Response (Optional):

The teacher may react/respond to this observation report on a separate page to be attached to this report. These comments are optional.

Teacher's Comments Attached

Yes No

If Teacher's Comments are included, please upload them here

Acknowledgement:

Signature Date



By checking the box below you are certifying that this is your electronic signature.

Teacher's Signature

Teacher

Note: The term "teacher" denotes any professional, certified staff member employed under the ER9 Teacher Contracts.