

Wethersfield Public Schools



Teacher Evaluation Plan: *Education, Evaluation and Professional Growth for Certified Staff*

Revised 7/14/14

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TEACHER EVALUATION AND DEVELOPMENT MODEL

Purpose and Rationale of the Evaluation System

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers. To support our teachers, we need to clearly define excellent practice and results: give accurate, useful information about teachers' strengths and development areas, and provide opportunities for growth and recognition. The purpose of the new evaluation model is to fairly and accurately evaluate teacher performance and to help each teacher strengthen his/her practice to improve student learning.

Core Design Principles

The following principles guided the design of this model:

- *Consider multiple, standards-based measures of performance*
An evaluation system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of a teacher's performance. The new model defines four categories of teacher effectiveness: Student Learning (45%), Teacher Performance and Practice (40%), Parent Feedback (10%) and Whole School Learning Indicator (5%). These categories are grounded in research-based, national standards: Charlotte Danielson's *Framework for Teaching*, the Common Core State Standards, Connecticut's Standards, as well as the Connecticut Common Core of Teaching (CCT).
- *Foster dialogue about student learning*
This model hinges on improving the professional conversation between and among teachers and administrators who are their evaluators. The dialogue in this model occurs frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.
- *Encourage aligned professional development, coaching and feedback to support teacher growth*
Novice and veteran teachers alike will receive detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students. The teacher evaluation plan promotes a shared language of excellence to which professional development, coaching and feedback can align to improve practice.

TEACHER EVALUATION SYSTEM

Evaluation and Support System Overview

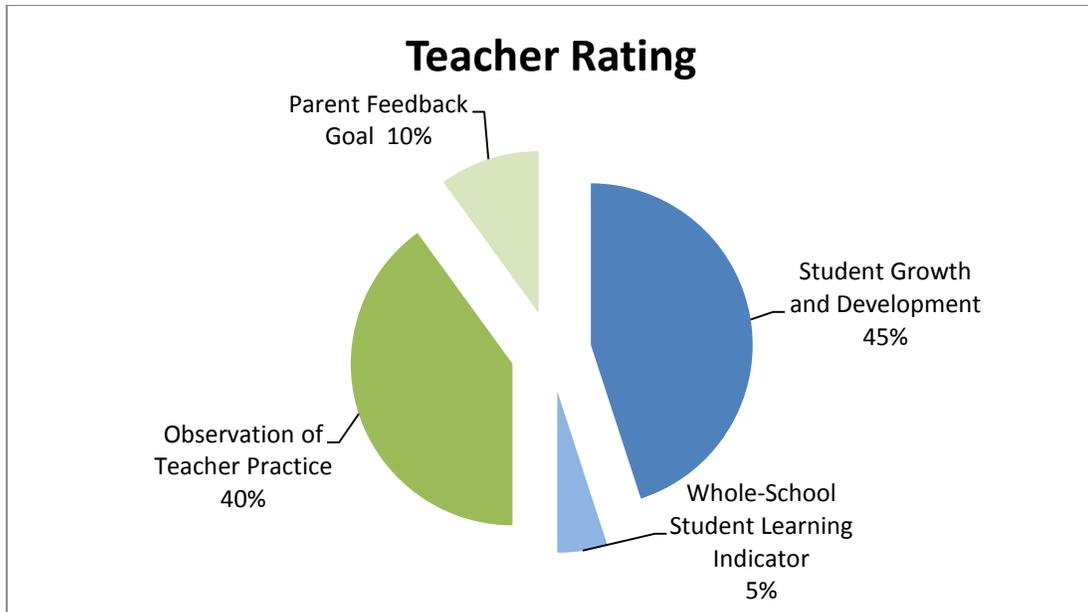
The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four categories, grouped in two major focus areas: Teacher Practice and Student Outcomes. A data management system will be used by teachers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

- A. **Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:
 1. **Observation of teacher performance and practice (40%)** as defined in the *Framework for Teaching* Evaluation Instruments (Danielson, 2013), which articulates four domains and twenty-two components of teacher practice
 2. **Parent feedback (10%)** on teacher practice through surveys

- B. **Student Outcome Related Indicators:** An evaluation of a teacher's contribution to student academic progress, at the school and classroom level. This focus area is comprised of two categories:
 3. **Student growth and development (45%)** as determined by the teacher's student learning objective (SLO)
 4. **Whole-school measures of student learning (5%)** as determined by aggregate student learning indicators

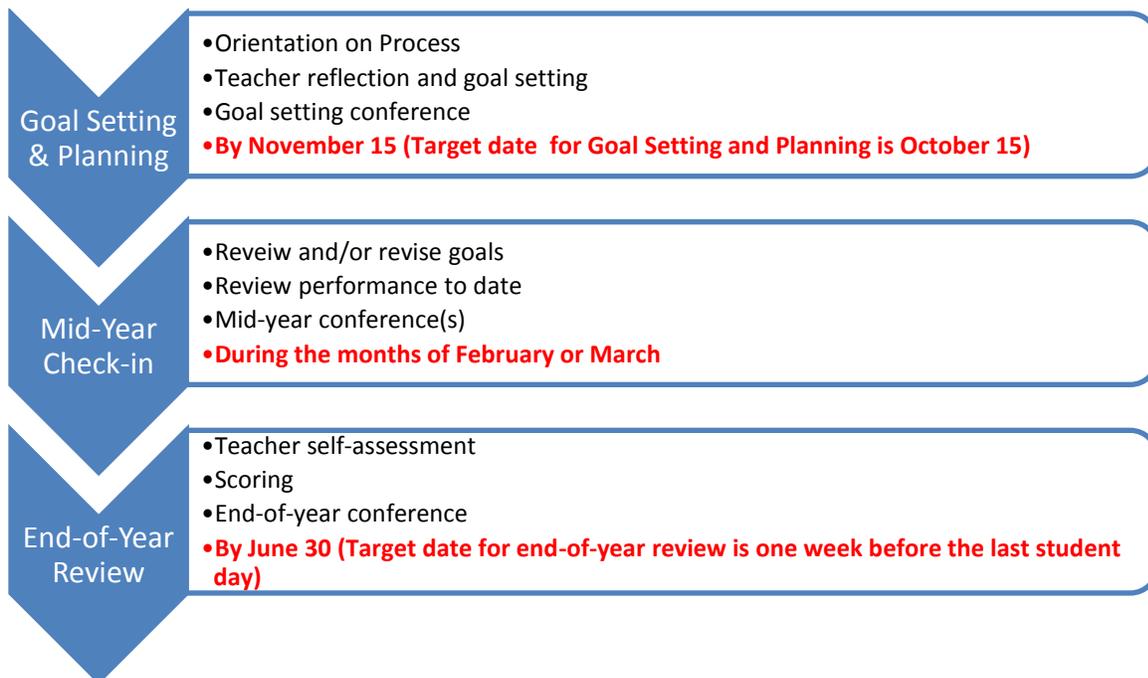
Scores from each of the four categories will be combined to produce a summative performance rating of Exemplary, Proficient, Developing or Below Standard. The performance levels are defined as:

- 4 - **Exemplary** – Substantially exceeding indicators of performance
- 3 - **Proficient** – Meeting indicators of performance
- 2 - **Developing** – Meeting some indicators of performance but not others
- 1 - **Below Standard** – Not meeting indicators of performance



Teacher Evaluation Process and Timeline

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



- *New teachers to the district should be evaluated at least once in the first 90 calendar days.
- *Teachers on the Supervised Assistance Track will have a timeline that is individually determined.

Orientation:

New teachers will receive an orientation to the Teacher Evaluation Process during new teacher orientation. Each year a building administrator will provide a brief orientation for staff in the fall.

Goal-Setting and Planning:

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

1. *Teacher Reflection and Goal-Setting* – The teacher examines student data, previous evaluations, survey results, and the *Framework for Teaching Evaluation Instruments* (Danielson, 2013) to draft:
 - practice focus area
 - parent feedback goal
 - one student learning objective (SLO) with multiple IAGDsThe teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.
2. *Goal-Setting Conference* – The evaluator and teacher meet to discuss and agree upon the teacher’s proposed goals and objectives. Prior to this meeting, the teacher collects evidence to support the proposed goals. The evaluator may request revisions to the proposed goals and objectives. During the goal setting conference the teacher and evaluator decide what evidence will be collected to demonstrate growth and development.

Mid-Year Check-In:

Timeframe: **February and March**

1. *Teacher Reflection/Mid-Year Self-Reflection Form* – Teacher completes self-reflection form and prepares for mid-year check-in meeting with lead evaluator.
2. The teacher and evaluator collect and reflect on evidence to date about the teacher’s practice and student learning in preparation for the check-in.
3. *Mid-Year Check-in* – The evaluator and teacher complete at least one mid-year conference during which they review progress and performance on:
 - a. teacher practice focus area
 - b. student learning objective (SLO)
 - c. parent feedback goalThe mid-year check-in is an important point in the year for addressing growth, concerns and reviewing results from the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree

to revisions on the strategies or approaches used and/or mid-year adjustment of IAGDs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

End-of-Year Summative Review:

Timeframe: May and June; must be completed by **June 30**. The target date is one week before the last student day.

1. *Teacher Self-Assessment/End of Year Summative Review Form* – The teacher reviews all information and data collected during the year and completes the Wethersfield Teacher Evaluation Self-Assessment for review by the evaluator.
2. End of Year Review –The evaluator and the teacher meet to discuss evidence collected to date and to discuss performance related to:
 - a. Student learning objective (SLO) and indicators of academic growth and development (IAGDs)
 - b. Parent feedback goal
 - c. Teacher practice focus area
3. *Scoring* – The evaluator reviews submitted evidence, self-assessments and observation data to generate Student Outcome and Teacher Practice ratings. These ratings generate the final, summative rating. After all data, including state test data, is available, the evaluator may adjust the summative rating if the state test data changes the student-related indicators significantly to adjust the final rating. Such revisions should take place as soon as state test data is available and before September 15.
****Please note that standardized state assessments will not be tied to Student Outcome rating for the 2014-15 school year.***

Primary (Lead Evaluators) and Co-Evaluators

Primary evaluators (lead evaluators) will have sole responsibility for assigning final summative ratings. Primary and co-evaluators must achieve proficiency in the evaluation of teachers according to Charlotte Danielson's *Framework for Teaching*. Teachers may have two or more co-evaluators; however, one evaluator will be identified as the primary evaluator and is responsible for assigning the final rating.

The primary evaluator for most teachers will be the school principal or assistant principal, who will be responsible for the overall evaluation process, including the assignment of final ratings. Although it is strongly encouraged that administrators conduct a large percentage of goal-setting conferences, observations and feedback themselves, consideration may be given to the use of co-evaluators to assist the primary evaluator. The following information should be considered in making a decision regarding the utilization of co-evaluators.

Roles/Functions a Co-Evaluator May Perform

- Assist a teacher or other educator in determining the Student Learning Objective (SLO) and Indicators of Academic Growth and Development (IAGD).
- Conduct observations (both formal and informal).
- Conduct pre-and post-conferences where required.
- Provide feedback (written and/or verbal) on observations.
- Share feedback on formal and informal observations with the primary evaluator.
- Determine, along with the teacher and primary evaluator, a plan for professional learning based on results of the evaluation.

Roles/Functions a Co-Evaluator May Not Perform

- Co-evaluators will not assign a final rating to any part of the evaluation plan.

Qualifications/Expectations

- Holds a valid Connecticut administrator certificate (092).
- Possesses a strong education background and instructional skillset linked to raising student achievement.
- Has demonstrated an understanding of Connecticut's Common Core of Teaching, the Common Core State Standards, the Common Core of Learning and Curriculum Frameworks.
- Has demonstrated an understanding of effective teaching through Charlotte Danielson's rubrics and how to observe teachers in action.
- Has demonstrated how to diagnose key levels for improvement.
- Has demonstrated high standards of professional conduct and respects the confidentiality of others as necessary in an evaluation process.
- Retired educators must provide a recommendation attesting to their demonstration of the above mentioned skills/qualities from their last employing district, if other than the one hiring them for the co-evaluator role.

Evaluator Training, Calibration and Auditing

All evaluators are required to complete training on the evaluation model. All evaluators will co-score a minimum of one observation/lesson to ensure inter-rater reliability at least annually.

New evaluators will complete the following training on the Wethersfield Evaluation Model:

1. Review the evaluation rubrics and Teacher Evaluation Plan.
2. Receive training on the data management system.
3. Co-score at least 3 observations/lessons to ensure inter-rater reliability. Each observation will be with a different trained evaluator in-district.

To Determine Evaluator Proficiency Using the Rubric:

Evaluators will score the same lesson using the rubric. If evaluators are off more than 1 point from the group consensus for more than 6 indicators, they do not meet the district proficiency for calibration. They will be required to meet with two other evaluators to review the rubric and score an additional 2 lessons collaboratively. They may also be required to seek professional development focused on teacher evaluation (minimum 4 hours).

Ongoing training will ensure consistency and calibration among all Wethersfield evaluators and be tailored to the use of Danielson rubrics (see Teacher Practice Indicator section for rubrics).

SUPPORT AND DEVELOPMENT

Evaluation alone cannot improve teaching practice and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move teachers along the path to exemplary practice.

Evaluation-Based Professional Learning

People learn and grow by reflecting honestly on their performance, setting clear goals for future performance, and outlining the support they need to reach their goals. Throughout Wethersfield's Teacher Evaluation Plan, all teachers will identify their professional learning needs in mutual agreement between the teacher and his/her evaluator. This model then serves as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities.

Continuous Career Development and Growth

Wethersfield is committed to the continuous growth model. Teacher strengths and growth areas identified from the Danielson Framework (2013) will be highlighted through opportunities for involvement in:

- observation of peers (both in Wethersfield and surrounding towns)
- training to become a mentor teacher and/or regional reviewer
- mentoring early-career teachers through the TEAM program (Teacher Education and Mentoring)
- professional development provided by district teachers
- focused professional development based on goals
- participation in district or school based meetings such as: district-wide elementary collaborative meetings, department meetings, team meetings, literacy committee, data team meetings, etc.
- presenting for other professional groups or community organizations
- participation in professional organizations
- mentoring and/or coaching
- coaching and modeling for teachers placed on the Supervised Assistance Track

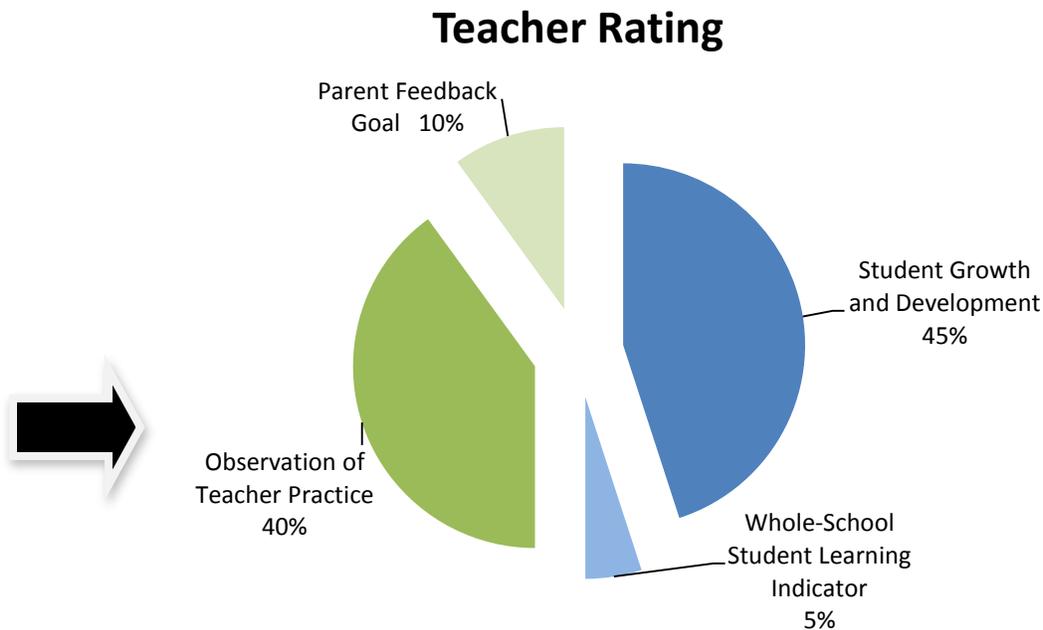
TEACHER PRACTICE RELATED INDICATORS

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

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

These categories will be described in detail below.

Category #1: Teacher Practice (40%)



The Teacher Practice category is a comprehensive review using a rubric. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify strengths and areas for growth.

Rubric: Teacher Practice

The *Framework for Teaching* Evaluation Instrument (Danielson, 2013), represents the most important skills and knowledge that teachers need to successfully educate each and every one of their students. The *Framework for Teaching* Evaluation Instrument is organized into four domains, with a total of 22 components. This evaluation instrument will be used for classroom teachers and any certified teacher who is not using one of the specialty rubrics identified on the following pages.

The Framework for Teaching Evaluation Instrument (Danielson, 2013)

Domain 1: Planning and Preparation

- 1a: Demonstrating knowledge of content and pedagogy
- 1b: Demonstrating knowledge of students
- 1c: Setting instructional outcomes
- 1d: Demonstrating knowledge of resources
- 1e: Designing coherent instruction
- 1f: Designing student assessments

Domain 2: The Classroom Environment

- 2a: Creating an environment of respect and rapport
- 2b: Establishing a culture for learning
- 2c: Managing classroom procedures
- 2d: Managing student behavior
- 2e: Organizing physical space

Domain 4: Professional Responsibilities

- 4a: Reflecting on teaching
- 4b: Maintaining accurate records
- 4c: Communicating with families
- 4d: Participating in the professional community
- 4e: Growing and developing professionally
- 4f: Showing professionalism

Domain 3: Instruction

- 3a: Communicating with students
- 3b: Using questioning and discussion techniques
- 3c: Engaging students in learning
- 3d: Using assessment in instruction
- 3e: Demonstrating flexibility and responsiveness

Rubric: Pupil Personnel Professionals

Pupil Personnel Professionals are the:

- School Counselors, Psychologists, and Social Workers
- Others who provide “assessment, diagnosis, counseling, educational, therapeutic, and other necessary services to ensure students are successful in school.”

The Pupil Personnel Professionals rubric is aligned with the four domains of the Danielson Framework for Teaching.

Pupil Personnel Professionals Rubric (Danielson, 2013)

Domain 1: Planning and Preparation

- 1a: Demonstrates understanding of professional research, theories, content, tools, and processes
- 1b: Demonstrates understanding of the youth served
- 1c: Plans and develops measurable goals and outcomes to address the needs of individuals and groups
- 1d: Demonstrates knowledge of applicable federal, state, and local requirements, regulations, and resources
- 1e: Plans coherent counseling services that are integrated with the school program
- 1f: Plans for ongoing assessment and continuous improvement of counseling services.

Domain 2: Environment

- 2a: Develops a respectful and supportive environment
- 2b: Promotes respectful communication throughout the school
- 2c: Establishes routines and procedures for the counseling center/classrooms
- 2d: Establishes and promotes clear standards of conduct for the sessions and school-wide
- 2e: Organizes and maintains the physical environment

Domain 4: Professional Responsibilities

- 4a: Reviews and reflects on practice to inform improvements
- 4b: Maintains accurate records and submits counseling reports on time
- 4c: Communicates with families and caregivers
- 4d: Engages with the larger district and school community
- 4e: Enhances professional capacity through ongoing professional learning
- 4f: Demonstrates professionalism

Domain 3: Delivery of Services

- 3a: Consults with teachers and administrators and responds appropriately to referrals
- 3b: Uses knowledge of student needs to help teachers and students develop realistic academic, personal, and post-school plans
- 3c: Ensures the use of counseling strategies and techniques in both counseling sessions and classrooms
- 3d: Ensures the availability of appropriate resources to address student needs
- 3e: Reviews and revises counseling plans/services to ensure a good fit with student needs

Rubric: Instructional Specialists

Instructional Specialists include:

- Curriculum Specialists
- Instructional Coaches
- Elementary Reading Consultants
- Others who focus on supporting effective teaching and improved learning.

The Instructional Specialists rubric is aligned with the four domains of the Danielson Framework for Teaching

Instructional Specialist Rubric (Danielson, 2013)

Domain 1: Planning and Preparation

- 1a: Demonstrates understanding of the underlying research, theories, knowledge, and skills of the discipline
- 1b: Identifies the instructional improvement needs of the teachers served
- 1c: Identifies clear, specific, and appropriate goals for the instructional support program
- 1d: Identifies resources for the instructional support program that are available within and also outside the school/district
- 1e: Plans a coherent program of instructional support fully integrated with the school program
- 1f: Develops a plan and process for the ongoing assessment and improvement of the instructional support program

Domain 2: Environment

- 2a: Creates a respectful and emotionally safe culture that promotes collaboration
- 2b: Promotes a culture of continuous instructional improvement
- 2c: Develops processes and procedures for teachers to participate in support activities
- 2d: Establishes clearly defined norms for professional conduct
- 2e: Organizes physical space for professional learning

Domain 4: Professional Responsibilities

- 4a: Reviews and reflects on practice to inform improvement
- 4b: Follows established procedures for developing and submitting accurate and timely records, budgets, and reports
- 4c: Coordinates improvement efforts with other Specialists
- 4d: Engages with the larger school community
- 4e: Enhances professional capacity through ongoing professional learning
- 4f: Demonstrates professionalism by adhering to the highest standards of integrity and confidentiality

Domain 3: Delivery of Services

- 3a: Collaborates with teachers to design rigorous, standards-based classroom instruction
- 3b: Addresses the instructional improvement needs of the teachers served
- 3c: Engages teachers in learning new instructional strategies and practices
- 3d: Provides relevant and timely feedback to teachers
- 3e: Provides responsive professional support

The Danielson Framework Rubrics use different performance expectations than required by the State of Connecticut. The chart below shows how the Wethersfield Teacher Evaluation Plan aligns to Danielson’s Framework for Teaching.

<i>Framework for Teaching Evaluation Instruments</i>	<i>Wethersfield Teacher Evaluation Plan</i>
Unsatisfactory	1 - Below Standard
Basic	2 - Developing
Proficient	3 - Proficient
Distinguished	4 - Exemplary

Teacher Observations:

Each teacher should be observed a minimum of 3 times per year.

- o **Formal in-class observations:** Scheduled observations that last a minimum of 30 minutes and are followed by a post-observation conference, which includes both written and verbal feedback. Formal observations for non-classroom teachers can be conducted in appropriate settings with student(s).
- o **Review of Practice:** Scheduled reviews of practice are a minimum of 10 minutes and include written and/or verbal feedback. A review of practice may occur during the mid-year or end of year review and will involve a discussion between the evaluator and teacher.
- o **Informal observations:** Non-scheduled or scheduled observations that last a minimum of 10 minutes and are followed by written and/or verbal feedback. Informal observations can take place in-class or in non-classroom settings.

Review of Practice

The evaluation and support model aims to provide teachers with comprehensive feedback on their practice, as defined by the Danielson Rubrics. Therefore, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation. These interactions may include, but are not limited to:

- o reviews of lesson/unit plans and assessments or other teaching artifacts
- o call logs or notes from parent-teacher meetings
- o reviews of attendance records from professional learning or school-based activities/events
- o Discussion of Danielson rubric component(s)

Informal Observation

- Informal Observations may include, but are not limited to:
 - o planning meetings
 - o data team meetings
 - o planning and placement team meetings
 - o observations of coaching/mentoring other teachers

- All observations should be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, **within ten school days of an observation**.
- Evaluators are not limited to the minimum number of observations listed in the table below. It is at the discretion of the evaluator to add additional observations for each teacher based on school and staff needs and in accordance with the Guidelines for Educator Evaluation. Teachers may also request additional observations.

Teacher Category	<u>Minimum</u> Number of Observations
First and Second Year	3 formal in-class observations
Below Standard and Developing	3 formal in-class observations
Proficient and Exemplary	1 in-class formal, 1 review of practice, 1 informal
Intensive Supervision	If a teacher is on Intensive Supervision for longer than 60 days, a teacher would not receive a rating above developing. The supervised assistance track will identify the number of formal and informal observations, but must include at least 3 formal observations.

Pre-Conferences and Post-Conferences

Pre-conferences are valuable for giving context for the lesson/formal observation, information about the students to be observed and for setting expectations for the observation process. The teacher completes the pre-observation form and reviews the form with the evaluator. A pre-conference can be conducted electronically.

Teachers will need to complete a pre-observation form prior to the pre-conference. Teachers will need to complete a post-observation form prior to the post-conference.

Post-conferences provide a forum for reflecting on the observation using the designated Danielson Rubrics and for generating action steps that will lead to continuous teacher improvement. A good post-conference:

- begins with an opportunity for the teacher to share his/her self-assessment of the lesson observed
- cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made, and the potential focus areas for future observations
- involves written and verbal feedback from the evaluator
- **occurs within ten school days of the observation**

Classroom observations provide the most evidence for Domains 2 and 3 of the Danielson Rubrics, but both pre-and post-conferences provide the opportunity for discussion of all four domains.

Feedback

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

- specific evidence and ratings, where appropriate, based on observed components of the rubric
- strengths and recommendations for areas of growth
- next steps and supports that the teacher can pursue to improve his/her practice
- a timeframe for follow-up

Teacher Practice Focus Area

As described in the Evaluation Process and Timeline section, teachers must identify one area of growth for the year called the *Teacher Practice Focus Area*. The teacher practice focus area is aligned to the Danielson Rubric. This focus area provides a concentrated area for professional growth and for the observations and feedback conversations.

At the start of the year, each teacher will work with his or her evaluator to develop the teacher practice focus area through mutual agreement. The focus area should have a clear link to student achievement and should move the teachers towards *proficient* or *exemplary* on the Danielson Rubric. Schools may decide to create a school-wide focus aligned to a particular component that all teachers will work toward (e.g., 3b: Using Questioning and Discussion Techniques). If a school-wide focus is selected, special consideration should be given to ensure that the focus is appropriate for all certified staff.

Growth related to the teacher practice focus area and related action steps should be discussed throughout the year. It should be formally discussed during the mid-year conference and the end-of-year conference.

Teacher Performance and Practice Scoring

Individual Observations

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

Summative Observation of Teacher Performance and Practice Rating

At the end of the year, primary (lead) evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the end-of-year summative conference. The final teacher performance and practice rating will be calculated in a three-step process:

Data management system will:

- 1) Average the score(s) for each of the 22 components.
- 2) Average components within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.
- 3) Apply domain weights to domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0.

Domain	Weighting
1 – Planning and Preparation	15%
2 – The Classroom Environment	35%
3 – Instruction	35%
4 – Professional Responsibilities	15%

Each step is illustrated below:

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

Domain 1	Rating	Evaluator's Score
1a	<i>Developing</i>	2
1b	<i>Developing</i>	2
1c	<i>Proficient</i>	3
1d	<i>Exemplary</i>	4

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

Domain	Averaged Score
1	2.8
2	2.6
3	3.0
4	2.8

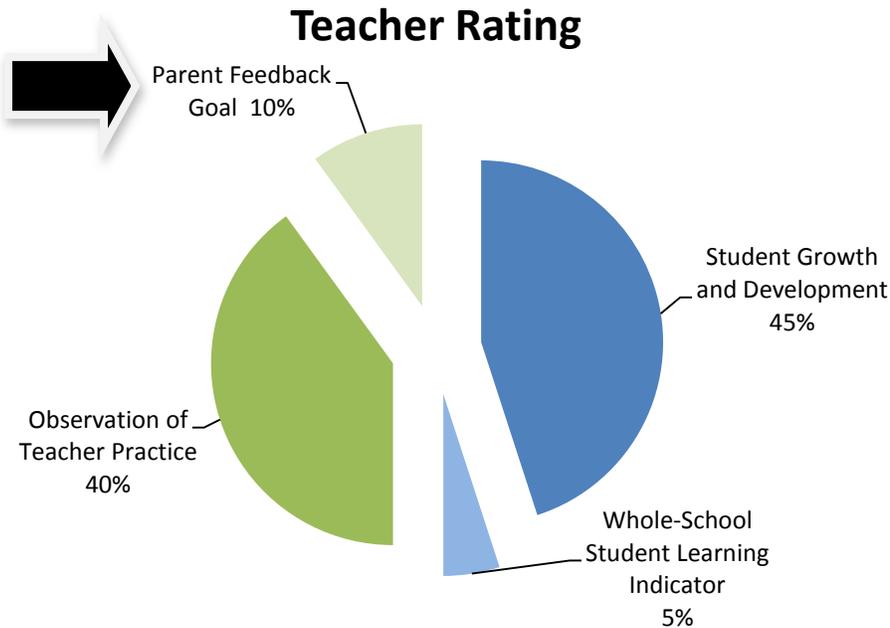
- 3) Apply domain weights to domain scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0 - 4.0.

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

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

Steps 2 and 3 will be performed by the district data management system.

Category #2: Parent Feedback (10%)



Feedback from parents will be used to determine the remaining 10% of the Teacher Practice Indicator.

The process described below focuses on:

- (1) conducting a whole-school parent survey (meaning data is aggregated at the school level)
- (2) determining one school-level parent goal based on the survey feedback
- (3) identifying a Parent Feedback Goal (based on parent survey) and setting improvement targets/action steps
- (4) measuring progress on improvement targets/action steps
- (5) determining a teacher's Parent Feedback Goal Rating using the rubric

1. Administration of a Whole-School Parent Survey

A parent survey will be administered district-wide and parent feedback will be analyzed at the school level. Surveys will be administered anonymously and demonstrate fairness, reliability, validity and usefulness. Surveys are confidential and survey responses will not be tied to parents' names. The parent survey will be administered every spring and trends analyzed from year-to-year.

2. Determining School-Level Parent Goal – Spring

Principals and teachers will review the parent survey results to identify areas of need and set a general parent feedback goal based on the survey results. This goal-setting process would occur between the principal and teachers.

3. Determine a Parent Feedback Goal

Teachers will set a parent feedback goal related to the school-wide parent feedback goal. For instance, if the goal is to improve parent communication, a teacher goal may be related to expanding current types of communication.

4. Setting Improvement Targets/Action Steps

Teachers will determine improvement targets/action steps related to the teacher’s parent feedback goal. For instance, if the goal is to improve parent communication, an improvement target could be to send more regular correspondence, such as bi-weekly updates or written progress reports every three weeks.

The improvement targets/action steps must:

- be related to the school-level parent feedback goal
- identify specific steps that are aligned and attainable
- identify appropriate evidence that will demonstrate growth/progress toward the goal

5. Measuring Progress on Improvement Targets/Action Steps

There are two ways to demonstrate progress on improvement targets/action steps.

- a. Review the evidence and measure how successfully a strategy is implemented to address an area of need and/or
- b. Collect evidence directly from parents to measure parent-level indicators they generate. For example, a teacher could conduct interviews with parents or a brief parent survey to see if they improved on their growth target

6. Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which a teacher successfully reaches his/her parent feedback goal and improvement targets/action steps. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

STUDENT OUTCOME RELATED INDICATORS

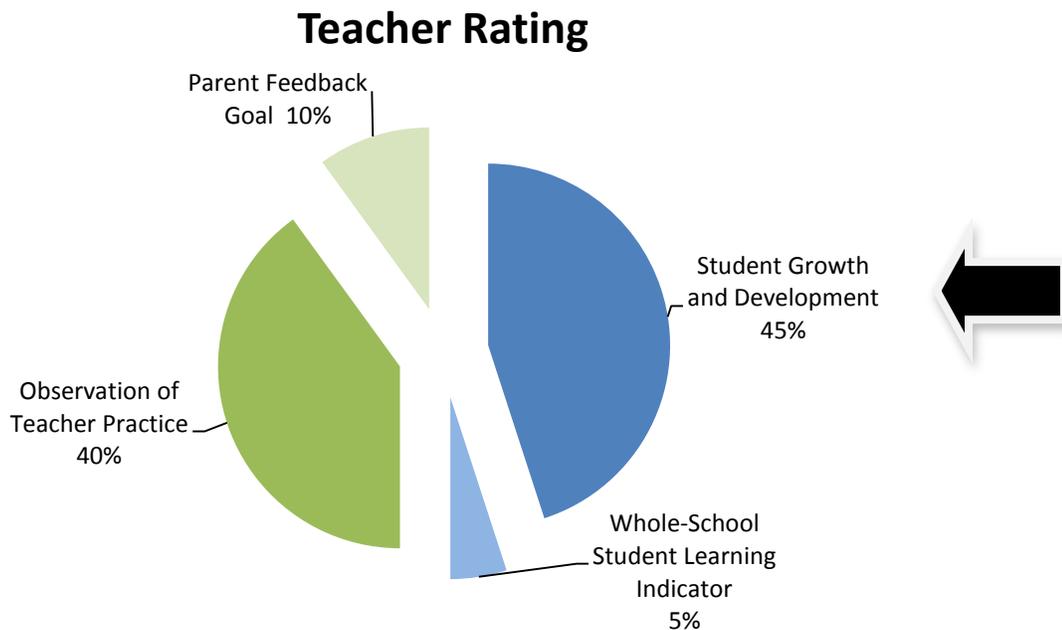
The Student Outcome Related Indicators capture the teacher’s impact on students. Every teacher is in the profession to help children learn and grow, thinking carefully about what knowledge and skills their students need to acquire. As a part of the evaluation process, teachers will document student learning outcomes and anchor them in data.

Student Outcome Related Indicators include two categories:

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

These categories will be described in detail below.

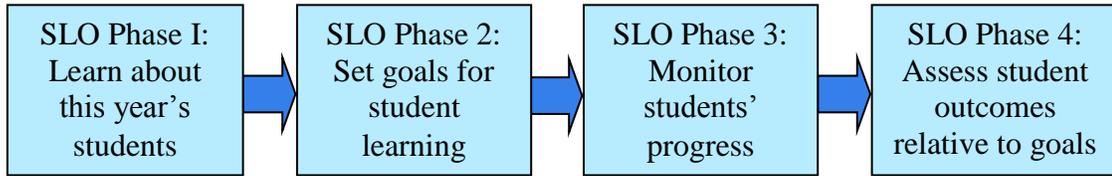
Category #3: Student Growth and Development (45%)



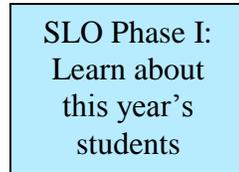
Overview of Student Learning Objective (SLO)

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

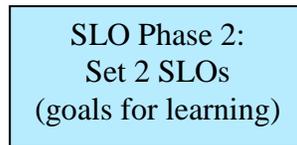
SLOs will support teachers in using a planning cycle.



Teachers will develop one SLO through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with evaluators. The four SLO phases are described in detail below:



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



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

Step 1: Decide on the Student Learning Objective

The SLO will be a broad goal for student learning. The SLO should address a central purpose of the teacher's assignment and it should pertain to a large proportion of his/her students. The SLO should reflect high expectations for student learning - at least a year's worth of growth (or a semester's worth for shorter courses) and should be aligned to relevant state, national (e.g., Common Core), or district standards for the grade level or course. Depending on the teacher's assignment, the objective might aim for content mastery or it might aim for skill development.

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

The following are examples of SLOs based on student data:

Teacher Category	Student Learning Objective
8 th Grade Science	Students will master critical concepts of science inquiry.
High School Visual Arts	Students will demonstrate proficiency in applying the five principles of drawing.
2 nd Grade Numeracy	Students in 2 nd grade will demonstrate growth and/or achieve mastery of grade level mathematics skills.
Middle School Music	Students in vocal music class will sing alone and with others, a varied repertoire of songs.
11 th Grade Math	Students in 11 th Grade Geometry will have the ability to prove geometric theorems.
High School Physical Education	Students in grades 9-12 will demonstrate an understanding of physical fitness and healthy lifestyle behaviors.
5 th Grade Reading	Students will demonstrate growth in reading skills.

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

An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence, with a quantitative target, that will demonstrate whether the SLO was met. The SLO will have at least two IAGDs. Each IAGD will be written as a SMART goal.

IAGDs should be written in SMART goal language:

S = Specific and Strategic
M = Measurable
A = Aligned and Attainable
R = Results-Oriented
T = Time-Bound

Teachers whose students take a standardized assessment in their content area will create one IAGD based on a standardized indicator (see definition of standardized indicator below). They also will create one IAGD based on one non-standardized indicator. All other teachers will develop their SLO based on non-standardized indicators.

Each IAGD should make clear:

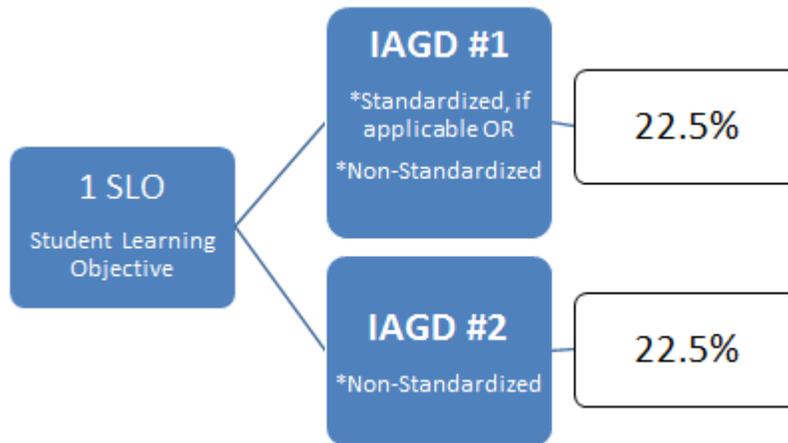
- (1) what evidence will be examined
- (2) what level of performance is targeted for different groups of students
- (3) what proportion of students is projected to achieve the targeted performance level

It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students. A template for setting SMART goals is included in (Appendix A).

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

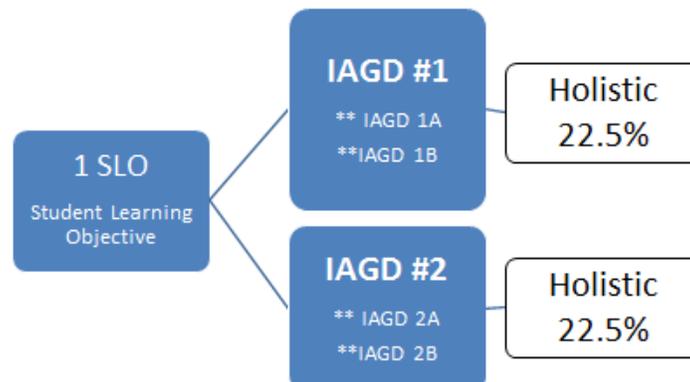
The IAGDs, if achieved, would provide evidence that the SLO was met.

One half (or 22.5%) of the indicators of academic growth and development used as evidence of whether IAGDs are met shall be based on the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. For the other half (22.5%) of the indicators of academic growth and development, there may be a non-standard indicator used.



If more than one IAGDs is used for 22.5%, then the evaluator would score these IAGDs holistically.

If more than 2 IAGDs are selected



Standardized Indicators

- a. Standardized assessments are characterized by the following attributes:
 - Administered and scored in a consistent or “standard” manner
 - Aligned to a set of academic or performance “standards”
 - Broadly administered (e.g. nation or statewide)
- b. Standardized assessments include, but are not limited to:
 - AimsWeb Assessments (ORF, Early Numeracy Assessments, MCOMP, MCAP, etc.)
 - CMT and CAPT Science
 - CT Physical Fitness Test
 - Smarter Balanced Assessment (starting 2016)
 - Scholastic Reading Inventory (SRI)
 - IOWA Algebra Prognosis Assessment
 - LAS Links
- c. For the purpose of the teacher evaluation plan, district assessments can also be used as a standardized indicator for IAGDs, such as:
 - District writing prompts
 - Sentence dictation
 - Sight words

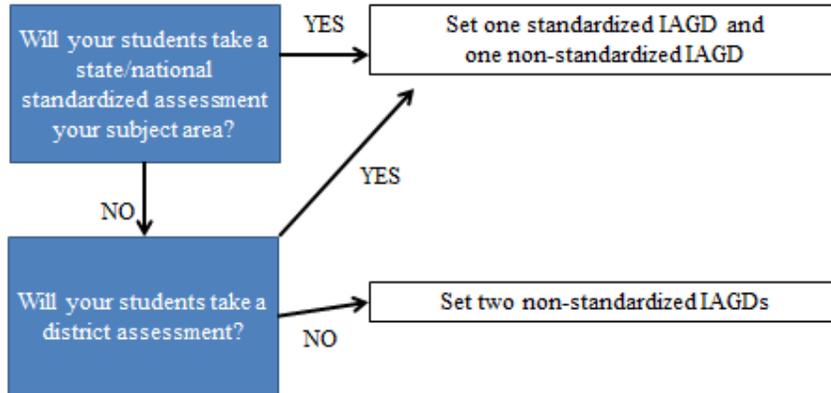
*See district assessment calendar for additional assessments

Non-standardized Indicators

Non-standardized indicators include, but are not limited to:

- Performance rated using a rubric (such as music performance, dance performance)
- Performance assessments or tasks rated using a rubric (such as constructed projects, student oral work, and other written work)
- Portfolio of student work rated using a rubric
- Curriculum-based assessments, including those constructed by a teacher or team of teachers
- Periodic assessments that document student growth overtime (such as formative assessments, diagnostic assessments, district benchmark assessments)
- Other indicators (such as teacher developed tests, student written work, constructed project)

Creating IAGDs



2

Step 3: Provide Additional Information

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

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

The following are examples of IAGDs:

Teacher Category	Student Learning Objective (SLO)	Indicators of Academic Growth and Development (IAGD)	Standardized or Non-Standardized
8 th Grade Science	Students will master critical concepts of science inquiry.	Students will design an experiment that incorporates the key principles of science inquiry. --Students will grow (see chart below), using the inquiry rubric from the pre-assessment in the fall to the spring. Formative assessments will be conducted monthly to assess different inquiry skills. <u>Baseline Score</u> <u>Target Score</u> Basic 0-20 increase by 6 Emerging 21-28 increase by 8	Non-Standardized

Teacher Category	Student Learning Objective (SLO)	Indicators of Academic Growth and Development (IAGD)	Standardized or Non-Standardized								
		Goal 29-40 increase by 5 *Students who score 35-40 will be provided with an alternative rubric with increased expectations.									
High School Visual Arts	Students will demonstrate proficiency in applying the five principles of drawing.	Students will increase their overall score using the principles of drawing rubric, compared to the baseline assessment in the fall to a similar assessment in May. -The principles of drawing rubric was designed by visual arts teachers in the district. (rubric is attached) -Formative assessments will be provided monthly. <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;"><u>Baseline Score</u></td> <td style="text-align: center;"><u>Target Score</u></td> </tr> <tr> <td>0-3</td> <td>4-8</td> </tr> <tr> <td>4-7</td> <td>8+</td> </tr> <tr> <td>8-12</td> <td>increase by 2+ points</td> </tr> </table> *Students who have a baseline score of 11-12 will be provided with a more difficult task.	<u>Baseline Score</u>	<u>Target Score</u>	0-3	4-8	4-7	8+	8-12	increase by 2+ points	Non-Standardized
<u>Baseline Score</u>	<u>Target Score</u>										
0-3	4-8										
4-7	8+										
8-12	increase by 2+ points										
2 nd Grade Numeracy	Students in 2 nd grade will demonstrate growth and/or achieve mastery of grade level mathematics skills.	By May, students will show growth in fluency on their mad minute addition <u>and</u> subtraction scores within 20 according to the following chart: <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;"><u>Baseline Score</u></td> <td style="text-align: center;"><u>Target Score</u></td> </tr> <tr> <td>0-20</td> <td>+15 points</td> </tr> <tr> <td>21-30</td> <td>+20 points</td> </tr> <tr> <td>40+</td> <td>+10 points</td> </tr> </table> Mad minute is a one minute timed assessment. Two students in my class receiving special education support for math will be provided 4 minutes to complete the assessment, instead of one minute.	<u>Baseline Score</u>	<u>Target Score</u>	0-20	+15 points	21-30	+20 points	40+	+10 points	Non-Standardized
<u>Baseline Score</u>	<u>Target Score</u>										
0-20	+15 points										
21-30	+20 points										
40+	+10 points										

Teacher Category	Student Learning Objective (SLO)	Indicators of Academic Growth and Development (IAGD)	Standardized or Non-Standardized												
Middle School Music	Students in vocal music class will sing, alone and with others, a varied repertoire of songs.	Using a performance rubric, students will demonstrate proficient on 3 out of 4 categories on the rubric by May. On the pre-assessment, all students were scoring in the 0-1 range.	Non-Standardized												
11 th Grade Math	Students in 11 th Grade Geometry will prove geometric theorems.	<p>Students will demonstrate mastery on unit summative assessments based on the chart below:</p> <table border="0" data-bbox="678 600 1089 999"> <tr> <td><u>Baseline Score</u></td> <td><u>Target Score</u></td> </tr> <tr> <td>0-30%</td> <td>*will meet</td> </tr> <tr> <td>31-40%</td> <td>65% +</td> </tr> <tr> <td>41-60%</td> <td>75% +</td> </tr> <tr> <td>61-80%</td> <td>90% +</td> </tr> <tr> <td>81-100%</td> <td>*will meet</td> </tr> </table> <p>proficiency on a modified assessment (80% +)</p> <p>proficiency on an alternative performance task (80% +)</p>	<u>Baseline Score</u>	<u>Target Score</u>	0-30%	*will meet	31-40%	65% +	41-60%	75% +	61-80%	90% +	81-100%	*will meet	Non-Standardized
<u>Baseline Score</u>	<u>Target Score</u>														
0-30%	*will meet														
31-40%	65% +														
41-60%	75% +														
61-80%	90% +														
81-100%	*will meet														
5 th Grade Writing	Students will show growth and/or mastery in writing skills.	Students will show growth in the area of <i>elaboration</i> between the <i>narrative</i> On-Demand pre-assessment and post-assessment. The rubric provided by Teachers College will be used to assess students at the beginning and end of the Narrative unit. Students in Group A will progress at least two columns on the rubric. Students in Group B will progress at least 1 column on the rubric. Students in Group C will progress at least 1 column using a modified (Grade 3) rubric to best match their individual IEP goals. Specific students in each group are shown in the artifact section.	Standardized												
5 th Grade Writing	Students will show growth and/or mastery in writing skills.	Students will show growth in the area of elaboration between the Research-Based <i>Argument</i> On-Demand pre-assessment and post-assessment. The rubric provided by Teachers College will be used to	Standardized (District Assessment)												

Teacher Category	Student Learning Objective (SLO)	Indicators of Academic Growth and Development (IAGD)	Standardized or Non-Standardized
		<p>assess students at the beginning and end of the Research-Based Argument unit. Students will be placed into Groups A, B and C based upon their performance on the Narrative on-demand pre-test.</p> <ul style="list-style-type: none"> -Students in Group A will progress at least two columns on the rubric (X Points). -Students in Group B will progress at least 1 column on the rubric (X Points). -Students in Group C will progress at least 1 column using a modified (Grade 3) rubric to best match their individual IEP goals. Specific students in each group will be shown in the artifact section as data from pre-assessments becomes available. 	
5 th Grade Math	Students will improve their ability to communicate their mathematical thinking.	<p>Beginning with Unit B,</p> <ul style="list-style-type: none"> -Group A (3 students) will score 4-based on report card indicators, -Group B (10 students) will score at least a 3, and -Group C (7 students) will score at least a 2 on a minimum of one problem on "Communicates Mathematical Thinking" section of each end-of-unit assessment . -3 students currently participating in an IEP-modified math program will score a minimum of 2 (using report card indicators) on the modified assessment that is given. The assessments will be given as a pretest and a post-test for each unit in the grade 5 math curriculum. 	Standardized (District Unit Assessments)
5 th Grade Math	Students will communicate their mathematical thinking.	Students will complete at least two problems per math workshop cycle for each unit that requires them to communicate their mathematical thinking. Student work will be scored using the NCTM Standards-	

Teacher Category	Student Learning Objective (SLO)	Indicators of Academic Growth and Development (IAGD)	Standardized or Non-Standardized
		<p>Based rubric Beginning with Unit B, -Students in group A will score a 10 or higher on a least one problem. -Students in Group B will score a 9 or higher on a least one problem. -Students in Group C will score at least a 7 on at least one problem. -Students in Group D will complete modified problems based on their IEP math goals and will achieve at least a 3 in the area of Problem Solving on the NCTM rubric.</p>	
English (AP Level literature)	<p>Students must write to support claims using appropriate syntax, cited text, and through the use of clear and coherent language in writing.</p> <p>Students must be able to write descriptively using clear and concise language.</p>	<p>IAGD 1 - Students will respond for 55 minutes on the timed, free response question for the AP literature and composition test. By the end of the school year, students will score greater than 6/9 on the written response. (AP rubric will be used to score)</p> <p>IAGD 2 - The Wide Sargasso Sea/Jane Eyre AP journal response and paper will be used as a baseline assessment on the students' writing. The students will be assessed using the 0-9 scale set by the College Board for writing assessment on all short papers and in class writing. Students will demonstrate at least a 4 point growth by May on similar style papers.</p>	<p>Standardized</p> <p>Standardized</p>
Algebra - Mathematics	Students will solve a variety of algebraic equations with precision.	<p>Students in Algebra 1, Level 2 who scored Below Basic, Basic, or Proficient will move up one band. - Students at Goal or Advanced will maintain their level with regards to solving algebraic equations, as the complexity of the content becomes more challenging, from the pre-tests to the post-tests. Please see the attached Algebra 1 Pre-Test Data excel spreadsheet in the artifacts</p>	Non-Standardized

Teacher Category	Student Learning Objective (SLO)	Indicators of Academic Growth and Development (IAGD)	Standardized or Non-Standardized
		<p>section.</p> <p>Below Basic = 0-30% Basic = 31-60% Proficient = 61-70% Goal = 71-85% Advanced = 86-100%</p>	
Mathematics	Students will be able to create viable arguments in supporting their own reasoning, justify their own answers, and analyze the work of others.	<p>Using the analytical problem solving rubric (departmental rubric) students will show at least a 10 point growth from baseline to spring performance tasks. The rubric is out of a total of 50 points.</p> <p>-Students, who score in the 45-50 point range, will be provided more difficult performance tasks to solve and, on average, will maintain their scores.</p>	Non-Standardized
Mathematics	Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.	<p>-Students in the below basic group will score 60% or higher on the identified problems throughout the year and on end-of-year summative assessments.</p> <p>-Students in the emerging group will score 75% or higher on the identified problems throughout the year and on end-of-year summative assessments.</p> <p>-Students in the proficient group will score 85% or higher on the identified problems throughout the year and on end-of-year summative assessments.</p>	Non-Standardized
Guidance	Students will identify a personal, academic, career/education goal and will create and implement an action plan.	My eleventh grade caseload will use data from grades, test scores, teacher and parent feedback to create and implement through the entire year a personal academic goal and action plan, including timeline and evidence of success. Students will monitor themselves and will explain their work and progress through monthly summary updates and written reflections that support school literacy expectations through	Non-Standardized

Teacher Category	Student Learning Objective (SLO)	Indicators of Academic Growth and Development (IAGD)	Standardized or Non-Standardized
School Psychologist	Students will increase respectful behaviors in their classrooms as indicated by participation in discussions/activities as directed by the teacher.	<p>the use of Naviance.</p> <p>IAGD #1 Students will decrease their number of office referrals during the year. (create a chart that includes each student goal) Baseline data will be collected in September-October and compared to data collected in November/December, January/February and March/April.</p> <p>IAGD #2 Students will demonstrate at least 80% compliance on their individual behavior plans to be reviewed monthly.</p>	Non-Standardized

Step 4: Submit SLO to Evaluator

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

The evaluator will examine each SLO relative to three criteria described below. SLOs must meet all three criteria to be approved. If they do not meet one or more criteria, the evaluator will provide written comments and discuss their feedback with the teacher during the fall goal-setting conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ten days.

SLO Approval Criteria

1. Priority of Content

Objective is deeply relevant to teacher's assignment and addresses a large proportion of his/her students.

2. Quality of Indicators

Indicators provide specific, measurable evidence. The indicators provide evidence about students' progress over the school year or semester during which they are with the teacher.

3. Rigor of Objective/Indicators

Objective and indicator(s) are attainable but ambitious and taken together, represent at least a year's worth of growth for students (or appropriate growth for a shorter interval of instruction).

IAGD Approval Criteria

Indicators of academic growth and development should be fair, reliable, valid and useful to the greatest extent possible. These terms are defined as follows:

1. **Fair to students** - The indicator of academic growth and development is used in such a way as to provide students an opportunity to show that they have met or are making progress in meeting the learning objective. The use of the indicator of academic growth and development is as free as possible from bias and stereotype.
2. **Fair to teachers** - The use of an indicator of academic growth and development is fair when a teacher has the professional resources and opportunity to show that his/her students have made growth and when the indicator is appropriate to the teacher's content, assignment and class composition.
3. **Reliable** - Use of the indicator is consistent among those using the indicators and over time.
4. **Valid** - The indicator measures what it is intended to measure.
5. **Useful** - The indicator may be used to provide the teacher with meaningful feedback about student knowledge, skills, perspective and classroom experience that may be used to enhance student learning and provide opportunities for teacher professional growth and development.

SLO Phase 3:
Monitor
students'
progress

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

If a teacher's assignment changes or if his/her student population shifts significantly, the IAGDs can be adjusted during the mid-year conference between the evaluator and the teacher.

SLO Phase 4:
Assess student
outcomes relative to
SLO

At the end of year summative review, the teacher should collect the evidence required by their IAGDs and submit it to their evaluator. Along with the evidence, teachers will complete and submit an end-of year form which asks teachers to reflect on the SLO outcomes.

The following rubric will be used to score each IAGD.

Exceeded (4)	A substantial number of students exceeded the target(s) contained in the indicator(s).
Met (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
Partially Met (2)	Some students met the target(s) but a notable percentage missed the target by more than a few points.
Did Not Meet (1)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

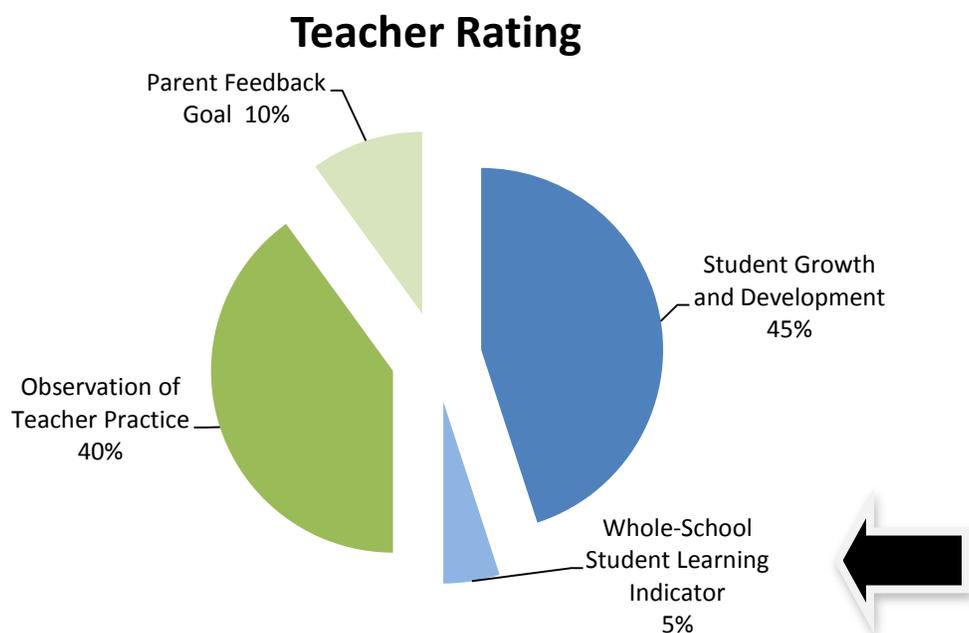
The evaluator will score each IAGD separately. If there are more than two IAGDs for the SLO, then the evaluator scores each IAGD separately, and then averages these scores or he/she can look at the results as a body of evidence regarding the accomplishment of the IAGDs and score them holistically.

The final student growth and development rating for a teacher is the average of their two IAGD scores. For example, if one IAGD was Partially Met, for 2 points, and the other IAGD was Met, for 3 points, the student growth and development rating would be 2.5 $[(2+3)/2]$. The individual IAGD ratings and the student growth and development rating will be shared and discussed with teachers.

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

However, once the state test evidence is available, the evaluator is required to score or rescore the IAGD, then determine if the new score changes the teacher's final (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15. See Summative Teacher Evaluation Scoring for details.

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



The whole-school student learning indicator is taken directly from the principal’s student learning objectives.

Principal Student Learning Rating:

The 45% of the Administrator Whole-School Learning Indicator is based on 3 locally determined measures or goals (3 Principal SLOs). Administrator SLOs are written as SMART goals and are often found in the School Improvement Plan. The scoring of these SLOs is outlined in the administrator evaluation plan.

The building principal sets 3 SLOs using the criteria below.

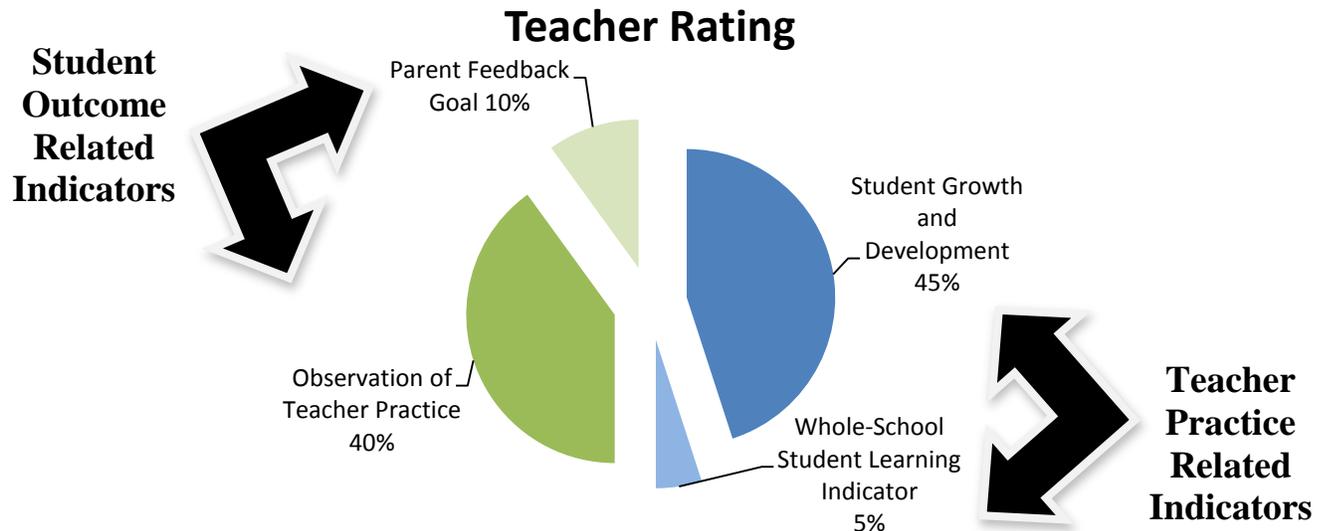
	SLO 1	SLO 2	SLO 3
Elementary or Middle School Principal	Non-tested subjects or grades	Broad discretion	
High School Principal	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion	

All teachers in the building will receive the same rating. The teacher’s 5% Whole-School Indicator rating is equivalent to the principal’s 45% Student Learning Rating.

SUMMATIVE TEACHER EVALUATION SCORING

Summative Scoring

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



Every educator will receive one of four performance ratings:

- 4 - Exemplary** – Substantially exceeding indicators of performance
- 3 - Proficient** – Meeting indicators of performance
- 2 - Developing** – Meeting some indicators of performance but not others
- 1 - Below Standard** – Not meeting indicators of performance

The rating will be determined using the following steps:

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

Each step is illustrated below:

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

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

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

Rating Table

Teacher Practice Indicators Points	Teacher Practice Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

- 2) Calculate a Student Outcome Related Indicators rating by combining the student growth and development score and the whole-school student learning indicator.

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

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

Rating Table

Student Outcome Related Indicators Points	Student Outcome Related Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

3) Use the Summative Matrix to determine Summative Rating

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

		<i>State Measures of Academic Learning</i>			
		4	3	2	1
<i>Locally Determined Measures of Academic Learning</i>	4	Rate Exemplary	Rate Exemplary	Rate Proficient	<i>Gather further information</i>
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	<i>Gather further information</i>	Rate Developing	Rate Developing	Rate Below Standard

Adjustment of Summative Rating

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

Definition of Effectiveness and Ineffectiveness

Teacher effectiveness and ineffectiveness shall be defined utilizing a pattern of summative ratings derived from the evaluation system. A pattern may consist of a pattern of one.

Non-tenured teachers shall generally be deemed effective if said educator receives at least two sequential *proficient* ratings, one of which must be earned in the fourth year of a novice teacher's career.

A *below standard* rating shall only be permitted in the first year of a non-tenured teacher's career, assuming a pattern of growth of *developing* in year two and two sequential *proficient* ratings in years three and four. Superintendents shall offer a contract to any educator he/she deems effective at the end of year four.

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

DATA MANAGEMENT SYSTEM

The district shall use a data management system to manage evaluation plans and scoring. Teachers should not use identifiable student data in the data management system. Students should be identified by initials or first name only.

SUPERVISED ASSISTANCE TRACK

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

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

Awareness Phase

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

The evaluator will inform the teacher both verbally and in writing of the concern and schedule a meeting to develop a plan of action with the teacher.

The evaluator will contact the administrator responsible for Human Resources with the perceived problem related to performance expectations. The administrator responsible for Human Resources will set up a meeting to review the perceived problem and plan of action involving:

- Teacher
- Teacher Union representation
- Evaluator(s)
- Administrator responsible for Human Resources
- Other parties, as necessary

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

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

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

Structured Assistance

1. The staff member will receive verbal and written notification when being moved into Structured Assistance. The timeline for Structured Assistance will be up to 30 school days. Such notification is copied to the individual's personnel file.
2. A plan of action will be developed and include: (Appendix C)
 - A. Identification of what must be accomplished.
 - B. Strategies for resolution of the problem(s)/need(s) and the level and type of assistance to be provided.
 - C. Indicators of success.
 - D. A timeline for meeting performance expectations.
3. The evaluator will contact the administrator responsible for Human Resources. The administrator responsible for Human Resources will set up a meeting to review the perceived problem and plan of action involving:
 - Teacher
 - Teacher Union representation
 - Evaluator(s)
 - Administrator responsible for Human Resources
 - Other parties, as necessary
4. The staff member may select a peer coach from their colleagues. The primary role of the peer coach is to assist the teacher. The peer coach will have no role in the evaluation process.
5. All feedback from the evaluator to the staff member throughout Structured Assistance shall be documented. Meetings will be scheduled to assess progress and are suggested to occur around days 10, 20, 30 of the plan. The teacher will provide the evaluator with necessary documentation and evidence of performance improvement as agreed upon in (Appendix C). (Records, data collected, including teacher observation reports, portfolio, peer coaching meetings, etc.) A second evaluator may be assigned to the teacher upon consultation between the staff member and/or evaluator and the administrator responsible for Human Resources.
6. The evaluator will review the materials and upon review of progress toward correcting the problem(s)/need(s), the evaluator will make one of the following recommendations and forward documentation to the personnel file:

- A. Problem(s)/need(s) resolved. Staff member is removed from the Structured Assistance and returned to the Continuous Professional Growth Phase.
- B. Staff member is making progress but has not yet addressed all concerns/needs. Staff member remains in Structured Assistance for a one-time extension not to exceed 30 days.
- C. Problem(s)/need(s) not resolved. Staff member moved to Intensive Assistance.

Intensive Assistance

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

The purpose of the meeting is to:

- clearly describe the concerns previously expressed by the designated evaluator and to design a plan for intervention (Appendix F)
 - clarify the specific steps of the plan
 - articulate the consequences of the teacher's performance for either continuance or dismissal
4. After consultation with the evaluatee, the designated evaluator(s) will provide in writing to the evaluatee the following information:
 - A statement of the objective(s) to be accomplished with the expected level(s) of performance
 - A statement defining the amount and kind of assistance and the frequency of observations and conferences, which will be approximately one per school week
 - A timeline not to exceed forty-five (45) school days
 5. The staff member may select a peer coach from his/her colleagues or mentor may be assigned to the staff member. The primary role of the peer coach is to assist the teacher. The peer coach will have no role in the evaluation process.
 6. A meeting to review progress will also be scheduled for around day 25 of the plan. When the 45 day timeline has expired, the designated evaluator will complete the Intensive Assistance Evaluation Report, (Appendix F) which includes the job status decision.

7. This decision may result in a return to Continuous Professional Growth, continuation in Intensive Assistance – generally not to exceed another forty-five (45) days, or a recommendation to the Superintendent that contract termination proceedings be initiated in accordance with Section 10-151, Connecticut Education Laws.

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

Dismissal Process

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

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

- I. The primary evaluator's dismissal recommendation will be forwarded to the Superintendent of Schools.
- II. The administrator responsible for Human Resources will meet with the teacher and his/her union representative to counsel the teacher to resign from employment with the Wethersfield Board of Education.
- III. If the teacher agrees to resign, employment is terminated.
- IV. If the teacher does not resign, the Administration proceeds with the dismissal process according to the Teacher Tenure Act.

DISPUTE-RESOLUTION PROCESS

The purpose of the dispute resolution process is to secure, at the lowest level, equitable solutions to problems or disagreements related to the implementation of this plan. The dispute resolution process is an inherent right in the evaluation process and is available to every participant at any point in the evaluation process. The appeal procedure is designed to facilitate the resolution of conflicts generated by the evaluation process when resources available at the building level are not sufficient. Most disagreements are expected to be resolved informally between the two parties. If agreement cannot be reached, either party may contact the administrator responsible for Human Resources who will initiate the following process:

1. The administrator responsible for Human Resources will designate an administrator to meet with the two parties and a union representative in an attempt to resolve the issue at the informal level. If this attempt is unsuccessful, either party may initiate a formal procedure by sending a written notification to the administrator responsible for Human Resources within five school days of the end of the informal mediation attempt.

2. Upon receipt of a formal notice of appeal, the administrator responsible for Human Resources will designate a panel within five school days composed of:
 - a. Teacher
 - b. Evaluator(s)
 - c. Neutral third evaluator
 - d. Administrator responsible for Human Resources
 - e. Teacher union president or designee
3. A hearing will be held within ten school days of the designation of the panel. The panel will render a decision. The written decision, rendered by the administrator responsible for Human Resources, will be disseminated to all parties within five school days of the hearing.
4. The staff member or the evaluator who wishes to further appeal shall request the Superintendent of Schools to review the recommendation of the panel as well as all pertinent materials, within five days of the written decision. The Superintendent will meet with both parties, administrator responsible for Human Resources, and union representative within ten school days. If resolution of the disagreement is still not possible at this time, the Superintendent of Schools will render a binding decision within five school days.
5. Regardless of the level of appeal, the staff member has the right to submit a written rebuttal that will be placed in his/her personnel file.

Appendix A: Template for Setting SMART Goals

The SMART goal-setting process ensures that every goal is measurable and clear. The advantages of the SMART goal-setting process are:

- Provides a structured approach to a complex task
- Gives a clear framework for creating meaningful and achievable goals
- Accommodates all kinds of goals
- Is easy to teach others how to develop
- Helps to define goals in terms that can be widely understood
- Requires thinking through the implementation as well as the outcome

The characteristics of SMART goals are:

- **Specific and Strategic**
 - The goal should be well defined enough that anyone with limited knowledge of your intent should understand what is to be accomplished.
- **Measurable**
 - Goals need to be linked to some form of a common measure that can be used as a way to track progress toward achieving the goal.
- **Aligned and Attainable**
 - The goal must strike the right balance between being attainable and aligned to standards but lofty enough to impact the desired change.
- **Results-Oriented**
 - All goals should be stated as an outcome or result.
- **Time-Bound**
 - The time frame for achieving the goal must be clear and realistic.

SMART Goals Dos and Don'ts

DO:

Create a plan
Start small
Write it down
Be specific
Track your progress
Celebrate your success
Ask for support sooner than later
Make commitments

DON'T:

Expect to accomplish without effort
Focus on too much at once
Forget to make a deadline
Deal in absolutes
Expect perfection
Keep your goal on a shelf
Beat yourself up over shortcomings
Try to accomplish it alone
Forget that you CAN DO IT!

Appendix B: Awareness Phase

WETHERSFIELD PUBLIC SCHOOLS

Supervised Assistance Track - Awareness Phase

Staff Member:

School Year:

Evaluator:

Grade or Subject:

Date of Evaluation Conference:

School:

1. Identification of problem or area(s) in need of improvement:
2. Remediation Plan: (strategies for resolution of the problems/needs, including teacher responsibilities and assistance provided by administration and other identified resources)
3. Date to review Remediation Plan (up to 30 school days):
4. Staff Member Comments:

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

Employee Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

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

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

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

Signature: Designated Evaluator: _____

EMPLOYEE ACKNOWLEDGEMENT:

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

Employee Signature: _____ Date: _____

Employee Comments:

Copy: Evaluator
Staff Member
Program Supervisor
Principal
Personnel File

Appendix C: Structured Assistance Phase

Wethersfield Public Schools

Supervised Assistance Track - Structured Assistance Phase

Staff Member:

School Year:

Evaluator:

Grade or Subject:

Date of Evaluation Conference:

School:

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

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

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

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

5. Staff Member Comments:

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

Employee Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

**Supervised Assistance Track
Structured Assistance- Recommendation Status**

**TO BE COMPLETED BY THE EVALUATOR AT THE CONCLUSION OF THE
STRUCTURED ASSISTANCE PHASE PLAN**

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

Signature: Designated Evaluator: _____

EMPLOYEE ACKNOWLEDGEMENT:

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

Employee Signature: _____ Date: _____

Employee Comments:

- Copy: Evaluator
Staff Member
Program Supervisor
Principal
Personnel File

Appendix D: Intensive Assistance Phase

Wethersfield Public Schools

**Intensive Assistance Phase
Plan of Action**

Staff Member:

School Year:

Date:

School:

Grade or Subject:

Designated Evaluator:

Second Evaluator:

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

Goal:

Process Objective:

Remediation plan:

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

Timeline for achieving specific expected outcome(s):

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

Goal:

Process Objective:

Remediation plan:

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

Timeline for achieving specific expected outcome(s):

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

Goal:

Process Objective:

Remediation plan:

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

Timeline for achieving specific expected outcome(s):

Signature of staff member and administrator documenting that a discussion of a problem has occurred, a plan of action for remediation has been developed, and a date to review the effectiveness of the plan of action has been established.

Staff Member Signature

Designated Evaluator

To be completed by the evaluator at the conclusion of the above plan.

- ____ 1. Problem(s) and/or need(s) resolved, staff member removed from Intensive Assistance.
- ____ 2. Problem(s) and/or need(s) requires additional attention. Staff member is assigned a 45 day extension on Intensive Assistance.
- ____ 3. Problem/need not resolved. Staff member recommended for dismissal in accordance with the provisions of Connecticut General Statute, Section 10-151.

