

WINDSOR LOCKS PUBLIC SCHOOLS

System for
Educator Evaluation and
Development



WINDSOR LOCKS, CONNECTICUT

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TEACHER EVALUATION AND DEVELOPMENT MODEL

Windsor Locks Vision and Mission

Where students succeed at levels never before imagined possible! By the year 2020, all students will receive diplomas based on meeting competencies rather than seat time to ensure authentic learning for every student.

The WLPS will create and sustain a community of life-long learners where all students are engaged, empowered and expected to achieve at the highest levels and to become responsible, contributing citizens in an ever-changing, global society.

In order to achieve our mission our students will receive a world class education that ensures : A Windsor Locks High School Graduate will:

- demonstrate his/her understanding and knowledge of English Language Arts, Mathematics, Science, Social Studies, Computer Literacy/ Technology, Visual and Performing Arts, Health and Physical Education, World Language, and Career Preparation. In addition;

Be An Informed Thinker who:

- Applies, documents and defends his/her knowledge and skills in and across the core curriculum and electives.
- Effectively analyzes and evaluates evidence, arguments, claims and beliefs and major alternative points of view
- Analyzes information and arguments to be able to draw conclusions.
- Reflects critically on learning experiences and processes to reason effectively as appropriate to the situation

Be A Self-Directed Learner and A Collaborative Worker who:

- Explores and creates both career and educational plans that reflect personal goals interests, and abilities; which may include job shadows, internships, college visits, on-line learning and dual credit (HS/college) opportunities.
- Develops a variety of research skills and demonstrates a capacity for independent study.

- Initiates, proposes, implements, and perseveres to complete tasks when working independently;
- Demonstrates personal reliability, flexibility, work ethic, and regard for quality
- Practices teamwork and collaboration in academic and/or co-curricular settings.

Be A Clear and Effective Communicator who:

- Reads, listens to, interprets and evaluates messages from various media sources.
- Uses oral, written, visual, artistic, and technological modes of expression in diverse environments to clearly and effectively communicate his/her ideas, beliefs, and understandings; including multiple languages.
- Utilizes multiple media and technologies, and knows how to judge their effectiveness as well as assess their impact while demonstrating their learning

Be A Creative and Practical Problem Solver who:

- Observes situations and is able to define problems clearly and accurately.
- Creates new purposeful and effective ideas Is open and responsive to new and diverse perspectives.
- Demonstrates originality and inventiveness in work and understands the real-world limits to adopting new ideas.
- Frames questions and designs data collection and analysis strategies from all disciplines to answer those questions..
- Generates a variety of solutions, builds a case for the best response, and evaluates critically its effectiveness of this response.

Be A Responsible Citizen who:

- Demonstrates responsibility and an awareness of others by participating in the required number of community service activities.
- Accepts responsibility for personal decisions and actions.
- Demonstrates an understanding of wellness in order to make lifelong decisions about his/her physical, mental, emotional, and social health.
- Demonstrates ability to work effectively and respectfully with diverse members of society.

Purpose and Rationale of the Professional Support and Learning Process

Windsor Locks' professional support and learning process is designed to increase student achievement by improving professional practice. It is based on the assumption that educators, like students, must be continual learners and therefore be motivated to examine and reflect upon their professional practice in order to improve instruction. We believe our professional educators, like students, can achieve at rates never before imagined when personal and professional growth become the focus!

Objectives for Professional Support and Learning:

1. To enhance the skill set of our professional educators to ensure all students can achieve at rates never before imagined.
2. To ensure all professional educators have continuing education and professional development focused on improving their craft for the purpose of improving student achievement
3. To ensure quality and on-going feedback that motivates personal and professional growth.
4. To provide assistance to educators for their continuous improvement.
5. To acknowledge and recognize educators' growth, improvement, and contributions promoting professional growth.
6. To provide differentiated professional growth opportunities that acknowledge and are responsive to differences in skills, experience and learning needs.



Professional Support and Learning System Overview

The professional support and learning system consists of multiple measures to paint an accurate and comprehensive picture of our professional educators growth. All professional educators will be assessed in two categories, Professional Educator Growth (Observation of teacher performance and practice (40%) & Parent/Peer feedback (10%)) and Student Growth Student growth and development (45%) & whole-school

measures of student learning (5%).

1. Professional Educator Growth Related Indicators: An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:

(a) **Observation of teacher performance and practice (40%)** as defined in the Connecticut Framework for Teacher Evaluation and Support, which articulates four domains and twelve components of teacher practice

- a) Goals are based on reflective practice in the following areas:
 - Observation rubric
 - Summative PGP recommendations
 - Professional citizenship (SRBI meetings, PLC meetings, curriculum work, committee work, etc.)
- b) Evidence of progress toward your goals:
 - Quantitative data
 - Artifacts
 - Anecdotal information

(b) **Parent/Peer feedback (10%)** on teacher practice through surveys

2. Student Growth Related Indicators: An evaluation of teachers' contribution to student academic progress, at the school and classroom level. There is also an option in this focus area to include student feedback. This focus area is comprised of two categories:

- (a) **Student growth and development (45%)** as determined by the teacher's student learning objectives (SLOs)
- (b) **Whole-school measures of student learning (5%)** as determined by aggregate student learning indicators or **student feedback** through student surveys

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

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

Professional Educator Support and Learning Process and Timeline

The annual support and learning process between a teacher and their supporting supervisor (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 supportive and learning process, provide comprehensive feedback to each teacher on his/her performance, set development goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.



Goal-Setting and Planning:

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

1. *Orientation on Process* – To begin the support and learning process, supporting supervisors meet with all professional educators, in a group or individually, to discuss the supportive and learning process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that

should be reflected in Professional educator growth goals and student growth objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the support and learning process.

1. *Teacher Reflection and Goal-Setting* – The teacher examines student data, prior year feedback from the process and survey results and the Connecticut Framework for Teacher Evaluation and Support to draft a proposed performance growth and practice goal(s), a parent/peer feedback goal, student learning objectives (SLOs), and a student feedback goal (if required) for the school year. The professional educator may collaborate in grade-level or subject-matter teams to support the goal-setting process.
2. *Goal-Setting Conference* – The supporting supervisor and professional educator meet to discuss the educator's proposed goals and objectives in order to arrive at mutual agreement about them. The educator collects evidence about his/her practice and the supporting supervisor collects evidence about the educator's practice to support the review. The supporting supervisor may request revisions to the proposed goals and objectives if they do not meet approval criteria.

Mid-Year Check-In:

Timeframe: **January and February**

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

End-of-Year Summative Review:

Timeframe: May and June; must be completed by the **last student day of the school year**

- a. *Teacher Self-Assessment* – The educator reviews all evidence and data collected during the year and completes a self-assessment for review by the supporting supervisor. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.
- b. *End-of-Year Conference* – The supporting supervisor and the educator meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the supporting supervisor assigns a summative rating and generates a summary report of the evaluation by the last student day of the school year.
- c. *Scoring* – The supporting supervisor reviews submitted evidence, self-assessments and observation data to generate summative ratings. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student growth indicators significantly to change the final summative growth rating. Such revisions should take place as soon as state test data are available and before September 15. (NOTE: State test data will not be a part of the summative ratings until 2016.)

Supporting Supervisors

The primary supporting supervisor for most educators will be the school principal or assistant principal, who will be responsible for the overall evaluation process, including assigning summative ratings.

Primary evaluators will have sole responsibility for assigning final summative ratings.

SUPPORT AND DEVELOPMENT

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

Evaluation-Based Professional Learning

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Throughout the Windsor Locks professional support and learning model, every educator will be identifying their professional learning needs in mutual agreement between the teacher and his/her supporting supervisor and serves as the foundation for ongoing conversations about the educator's practice and impact on student growth outcomes. The

professional learning opportunities identified for each educator should be based on the individual strengths and needs that are identified through the process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities.

Improvement and Remediation Plans: Professional Supervision Phase

If an educator's overall performance is rated as *developing* or *below standard*, it signals the need for the administrator to create an individual educator improvement and remediation plan. The improvement and remediation plan should be developed in consultation with the educator and his/her exclusive bargaining representative. Improvement and remediation plans must:

- identify resources, support and other strategies to be provided to address documented deficiencies;
- indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and
- include indicators of success including a summative rating of *proficient* or better at the conclusion of the improvement and remediation plan.

Please refer to the Appendix for a full description of the Professional Supervision Phase.

Career Development and Growth

Opportunities for career development and professional growth are critical in both building confidence in the professional support and learning system itself and in building the capacity of all educators. Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career educators; participating in development of educator improvement and remediation plans for peers whose performance is *developing* or *below standard*; leading Professional Learning Communities; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

Ensuring Fairness and Accuracy: Supporting Supervisor Training

Windsor Locks administrators responsible for educator professional support and learning under this plan will participate in training and calibration exercises for administrators as developed by Windsor Locks in collaboration with **Dr. Anthony Rigazio-DiGilio**. Additionally, professional development completed by superintendents of schools and administrators, as defined in section 10-144e of the general statutes, shall include at least fifteen hours of training in the evaluation and support of teachers under the teacher and administrator evaluation and support program, pursuant to subdivision (2) of subsection (b) of section 10-151b of the general statutes, during each five-year period.

Flexibility from Core Requirements for the Support and Learning of Educators

Because of the unique nature of the roles fulfilled by Student and Educator Support Specialists, Windsor Locks is using Indicators of success as developed by the respective associations for our specialists to measure attainment of goals and/or objectives for student growth. The Goal-setting conference for identifying the IAGD will include the following steps:

The educator and supporting supervisor will:

1. agree on the students or caseloads that the educator is responsible for and his/her role.
2. determine if the indicator will apply to the individual teacher, a team of teachers, a grade level or the whole school.
3. identify the unique characteristics of the population of students which would impact student growth (i.e. high absenteeism, highly mobile population in school).
4. identify the learning standard to measure: the assessment, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.

Because some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance at the beginning of the school year. The observations will be based on appropriate professional standards. Examples of appropriate venues include but are not limited to: observing Student and Educator Support Specialist staff working with small groups of children, working with adults, providing professional development, working with families, participation in team meetings or Planning and Placement Team meetings.

When student, parent and/or peer feedback mechanisms are not applicable to Student and Educator Support Specialists, districts may permit local development of short feedback mechanisms for students, parents, and peers specific to particular roles or projects for which the Student and Educator Support Specialists are responsible.

TEACHER PRACTICE RELATED INDICATORS

The Professional Educator Growth Related Indicators represent half (Observation of teacher performance and practice (40%) & Parent/Peer feedback (10%)) of the Windsor Locks educator support and learning model and assesses 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 Performance and Practice, and
- Parent/Peer Feedback.
-

These categories will be described in detail below.

Category #1: Professional Educators Growth:

The Professional Educator’s Growth category of the model is a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. Following observations, supporting supervisors provide teachers with specific feedback to identify teacher growth needs and tailor support and learning opportunities to those needs. The chart below provides information regarding frequency of observations for teachers.

Teacher Category	Guideline Requirements	Add’l District Requirement	Total Observations and/or Reviews of Practice
First and Second Year Teachers	At least 3 formal scheduled in-class observations; which include a pre-conference, a post-conference, and timely written and verbal feedback.	A minimum of 3 <u>informal observations/reviews of practice</u>	<u>6 Observations/Reviews of Practice</u>
Teachers rated <i>Below Standard</i> or <i>Developing</i>	At least 3 formal scheduled in-class observations; which include a pre-conference, a post-conference, and timely written and verbal feedback.	A minimum of 3 <u>informal observations/reviews of practice</u>	<u>6 Observations/Reviews of Practice</u>
Teachers rated <i>Proficient</i> or <i>Exemplary</i>	At least <u>one (1) formal scheduled in-class observation and review of practice which includes a pre-conference, a post-conference,</u> with timely written and verbal feedback.	A <u>minimum of two (2) informal observations/reviews of practice</u>	<u>3 Observations/Reviews of Practice</u>

Teacher Practice Framework

The teacher practice framework that will be utilized by the Windsor Locks Public Schools is based off of the Common Core of Teaching; our own district-generated “**Student as Worker to Become Expert Learner**” look-for framework, and a variety of other research-based models. Because of this, our rubric will provide both the behaviors and look-fors from students and teachers, thereby emphasizing how we expect students to be engaged in their learning at each point in the lesson, and how teachers are creating the conditions through their teaching to make those levels of engagement occur. We anticipate that our rubric probably does not look like others’ rubrics because we

emphasize both the actions of the teachers and the students, thereby effectively invoking that important third component of Richard Elmore’s “Instructional Core”, which emphasizes the all-important yet clearly defined role of the student in learning and achievement. Further, we have studied John Hattie’s “Visible Learning for Teachers” and have based much of our work in classrooms over the last 18 months on his research to generate feedback for our teachers on their practice. Finally, our teachers were involved in generating these student-behavior “look-fors” that form the basis for this rubric at the beginning of the 2012-2013 school year. Professional educators are now in the process of revising the rubric to refine the “look fors.”

Additional Practice rubrics were developed during the 2013 – 2014 school year to guide the evaluation of professional practitioners who are not classroom-based, including but not limited to the following.

<ul style="list-style-type: none">• School Social Workers• School Psychologists• School Counselors• Speech/Language Pathologists	<ul style="list-style-type: none">• Physical Therapists• Occupational Therapists• Remedial Reading Specialists• Instructional Specialists• Curriculum Coordinators
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Performance Categories	Common Core of Teaching	Performance Levels			
		Exemplary	Proficient	Developing	Below Standard
SETTING THE LESSON					
Students activate their prior knowledge of the content and skills related to the learning target	<p>3.1 Determining students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs. 3.2 Developing and organizing coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline.</p>	<ul style="list-style-type: none"> • Students demonstrate knowledge of previous learning, make connection to current learning and predict new learning target. • Teacher <has> students reflect on prior learning and predict new learning. 	<ul style="list-style-type: none"> • Students demonstrate knowledge of previous learning and connect it with current learning target. • Teacher <has> students reflect on prior learning. 	<ul style="list-style-type: none"> • Students attend to reminders about previous learning. • Teacher reminds students of previous learning. 	<ul style="list-style-type: none"> • There is no evidence of students' previous learning. • There is no evidence of teacher's connection to previous learning.
Students demonstrate that they own the learning target	<p>2.2 Promoting engagement in and shared responsibility for the learning process and providing opportunities for students to initiate their own questions and inquiries. 3.6 Integrating learning activities that make real-world, career or global connections, and promote interdisciplinary connections whenever possible.</p>	<ul style="list-style-type: none"> • Students create questions based on lesson task and learning target. • Teacher ties lesson target to the unit's Enduring Understanding & Essential Questions 	<ul style="list-style-type: none"> • Students restate and demonstrate the learning target. • Teacher connects task clearly to the learning target. 	<ul style="list-style-type: none"> • Students restate posted target. • Teacher has clearly posted learning target. 	<ul style="list-style-type: none"> • There is no evidence of a learning target.

Performance Categories	Common Core of Teaching	Performance Levels			
		Exemplary	Proficient	Developing	Below Standard
LESSON CONTENT, PRACTICE, AND HYPOTHESIS					
Students effectively interact with new knowledge					
Students understand and articulate the purpose/goal of what they are doing.	<p>4.3 Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning</p> <p>4.4 Varying the student and teacher roles in ways that develop independence and interdependence with gradual release of responsibility to students.</p>	<ul style="list-style-type: none"> • Students work individually and collaboratively to analyze, question, and/or solve problems to extend their new learning. • Teacher employs instructional strategies that scaffold learning, generate curiosity about the concepts and skills, and lead students to ask and answer questions and explore different solutions to problems. 	<ul style="list-style-type: none"> • Students work individually and collaboratively to discuss and apply skills and concepts to meet the learning target. • Teacher employs activities that scaffold learning and lead students to answer questions and solve problems. 	<ul style="list-style-type: none"> • Students recall the learning target and state the purpose/goal for what they are doing. • Teacher facilitates activities that are focused on helping student achieve the learning target. 	<ul style="list-style-type: none"> • There is no evidence that students understand or can articulate the purpose/goal of what they are doing • Teacher directs students through learning activities.
Practice and deepen their understanding of new knowledge					
Students conduct appropriately scaffolded, self-directed activities to fulfill the learning targets	<p>3.5 ... 3.6 Integrating learning activities that make real-world, career or global connections, and promote interdisciplinary connections whenever possible.</p> <p>3.8 Designing strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse</p>	<ul style="list-style-type: none"> • All students select learning activities and independently monitor their progress toward meeting the learning targets. • Teacher creates and implements learning activities 	<ul style="list-style-type: none"> • Students independently complete scaffolded activities that help them meet the learning targets. • Teacher designs and employs 	<ul style="list-style-type: none"> • Most students are independent in completing the learning activities; Some students rely on the teacher to complete activities that 	<ul style="list-style-type: none"> • There is no evidence of student independence in completing learning activities. • There is no evidence of the teacher implementing

Performance Categories	Common Core of Teaching	Performance Levels			
		Exemplary	Proficient	Developing	Below Standard
	and/or inquiry-based learning. 4.5 Using differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents.	and student self-monitoring processes that help them meet the learning targets.	effective, differentiated instructional strategies to meet individual student needs, so that all students can meet the learning targets.	fulfill the learning targets. <ul style="list-style-type: none"> • Teacher presents instructional strategies that help some students meet the learning target. 	instructional strategies that help students to be independent or self-directed in meeting the learning targets.
Students produce evidence of utilizing some kind of strategy that they have been taught previously	3.6 Integrating learning activities that make real-world, career or global connections, and promote interdisciplinary connections whenever possible. 3.8 Designing strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse and/or inquiry-based learning 4.1 Using a variety of evidence-based strategies to enable students to apply and construct new learning.	<ul style="list-style-type: none"> • Students demonstrate strategies and skills they are using from this lesson and previous lessons to meet the learning targets and make real-world, career or global connections. • Teacher integrates a variety of strategies and skills through instruction that lead students to choose what works best for them to construct new learning. 	<ul style="list-style-type: none"> • Students use both current and previously taught strategies and skills to meet the learning targets. • Teacher integrates strategies and skills that have been previously taught with the skills and strategies he/she has taught and modeled in this lesson. 	<ul style="list-style-type: none"> • Students are able to demonstrate strategies/skills that have been taught. • Teacher teaches a strategy/skill. 	<ul style="list-style-type: none"> • Some students are able to demonstrate strategies/skills that have been taught. • Teacher states a strategy/skill.

Performance Categories	Common Core of Teaching	Performance Levels			
		Exemplary	Proficient	Developing	Below Standard
<p>Students use language and vocabulary reflective of the content, processes and strategies that they are learning</p>	<p>3.8 Designing strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse and/or inquiry-based learning</p> <p>3.9 Including strategies for teaching and supporting content area literacy skills and, when appropriate, numeracy skills.</p> <p>4.3 Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning</p>	<ul style="list-style-type: none"> • Students extend their new learning of language that is reflective of the content/processes to real-world, career or global connections through independent learning activities. • Teacher generates students' curiosity by designing and posing strategic questions that challenge students by leading them to have purposeful discourse while exploring and using new vocabulary. 	<ul style="list-style-type: none"> • Students use and provide examples of new language that is reflective of the content/processes they are learning. • Teacher implements instructional strategies that engage students in exploring new vocabulary that is reflective of the content, processes, and strategies they are learning. 	<ul style="list-style-type: none"> • Students sometimes use language reflective of the content they are being taught. • Teacher uses/provides descriptions of terms that are reflective of the content/processes being taught. 	<ul style="list-style-type: none"> • There is no evidence of students using language that is reflective of the content/processes being taught. • Teacher introduces content-specific language through direct instruction.

Performance Categories	Common Core of Teaching	Performance Levels			
		Exemplary	Proficient	Developing	Below Standard
Generate and Test Hypothesis					
Students self-assess to determine their progress towards meeting the learning target.	<p>4.4 Varying the student and teacher roles in ways that develop independence and interdependence with the gradual release of responsibility to students.4.6 Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks</p> <p>4.7 Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance.</p>	<ul style="list-style-type: none"> • Students self-assess in a variety of ways based on previously learned expectations, and set new goals based on their reflection from teacher feedback. • Teacher explains and models expectations, and provides feedback on student performance throughout the lesson. 	<ul style="list-style-type: none"> • Students self-assess in one or more ways based on previously learned expectations. • Teacher explains and models expectations which may have been previously taught. 	<ul style="list-style-type: none"> • Some students self-assess based on previously-learned expectations. • Teacher presents expectations for the lesson, and hands back corrected work to students during class. 	<ul style="list-style-type: none"> • There is no evidence that students self-assess based on previously-learned expectations. • There is no evidence of the teacher providing clear expectations for the lesson or feedback to students on their performance.
Students utilize problem solving strategies as they apply their learning to new situations/contexts (Depth of Knowledge levels 3 and/or 4)	<p>3.8 Designing strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse and/or inquiry-based learning</p> <p>4.3 Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning</p>	<ul style="list-style-type: none"> • Students apply their learning to new situations and contexts by using various problem solving strategies (discourse, inquiry-based learning, etc.) • Teacher facilitates students' effective use of various problem solving strategies to construct meaning. 	<ul style="list-style-type: none"> • Students are utilizing problem solving strategies in their work. • Teacher facilitates students' use of discourse and/or inquiry that leads them to construct meaning. 	<ul style="list-style-type: none"> • Some students are utilizing problem solving strategies in their work. • Teacher introduces specific problem-solving strategies. 	<ul style="list-style-type: none"> • There is no evidence that students are utilizing problem solving strategies. • There is no evidence that the teacher has introduced problem solving strategies.

Performance Categories	Common Core of Teaching	Performance Levels			
		Exemplary	Proficient	Developing	Below Standard
Students challenge and hold each other accountable to achieving the learning target.	<p>3.5 Selecting or designing instructional strategies, resources and flexible grouping that provide opportunity for students to think critically and creatively, and solve problems</p> <p>4.4 Varying the student and teacher roles in ways that develop independence and interdependence with gradual release of responsibility to students.</p>	<ul style="list-style-type: none"> • Students challenge and help each other in meeting and exceeding the learning targets. • Teacher implements effective data-driven instructional strategies that are student-centered, student-selected, and cooperative. 	<ul style="list-style-type: none"> • Students challenge and hold each other accountable to meeting the learning targets. • Teacher implements effective data-driven instructional strategies that are student-centered and cooperative. 	<ul style="list-style-type: none"> • Some students challenge and hold each other accountable to meeting the learning targets. • Teacher implements instructional strategies that involve cooperative learning. 	<ul style="list-style-type: none"> • There is no evidence that students challenge and hold each other accountable to meeting the learning targets. • Teacher employs direct instruction.
LESSON CLOSURE					
Students visibly represent their understanding of learning targets, enduring understandings, and essential questions	<p>5.1 Understanding the different purposes and types of assessment that capture the complexity of student learning across the hierarchy of cognitive skills (Depths of Knowledge)</p> <p>5.2 Using and/or designing a variety of formative and summative assessments and criteria that directly align with the learning targets and value the diversity of ways in which students learn</p>	<ul style="list-style-type: none"> • Students visibly represent their understanding of the learning targets in their work and begin making connections to the next steps in learning and/or other content areas. • Teacher implements an appropriate assessment that measures student success of the 	<ul style="list-style-type: none"> • Students visibly represent their understanding of the learning target in their work. • Teacher implements an appropriate assessment to measure students' achievement of the learning targets. 	<ul style="list-style-type: none"> • Some students visibly represent their understanding of the lesson targets in their work. • Teacher attempts to implement an assessment that measures students' achievement of the intended learning 	<ul style="list-style-type: none"> • There is no evidence that students visibly represent their understanding and achievement of the learning targets. • There is no evidence of the teacher administering an assessment that measures the intended

Performance Categories	Common Core of Teaching	Performance Levels			
		Exemplary	Proficient	Developing	Below Standard
		learning target and facilitates synthesis of new knowledge.		targets.	learning targets.
CLASSROOM CULTURE					
Students interact and/or use technology to enhance their learning related to the lesson	4.2 Using technological and digital resources strategically to promote learning	<ul style="list-style-type: none"> • Students employ various forms of technology and digital resources to strengthen their learning and demonstrate their understanding of the learning target. • Teacher integrates technology and digital resources into learning and teaching activities seamlessly. 	<ul style="list-style-type: none"> • Students use technology and digital resources in some way during the lesson to meet the learning target. • Teacher uses technology and digital resources to teach the lesson. 	<ul style="list-style-type: none"> • Students observe teacher using technology during the lesson. • Teacher uses technology to teach the lesson. 	<ul style="list-style-type: none"> • There is no evidence of technology usage by students or teacher during the lesson.
Students conduct themselves according to agreed-upon and previously taught expectations	2.1 Creating a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds. 2.3 Providing explicit instruction about social skills to develop students' social competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualizing to student needs. 2.4 Fostering appropriate	<ul style="list-style-type: none"> • Students behave according to school and classroom behavior protocols at all times. • Teacher employs effective classroom management strategies at all times. 	<ul style="list-style-type: none"> • Students behave according to school and classroom behavior protocols most of the time. • Teacher employs effective classroom management 	<ul style="list-style-type: none"> • Students behave according to school and classroom behavior protocols some of the time. • Teacher employs effective classroom 	<ul style="list-style-type: none"> • There is no evidence of students behaving according to school and classroom behavior protocols. • There is no evidence of the teacher employing

Performance Categories	Common Core of Teaching	Performance Levels			
		Exemplary	Proficient	Developing	Below Standard
	standards of behavior that support a productive learning environment for all students		strategies most of the time.	management strategies some of the time.	effective classroom management strategies.
Students engage in effective and efficient routines and transitions	2.5 Maximizing the amount of time spent on learning by effectively managing routines and transitions	<ul style="list-style-type: none"> • Students are engaged in the learning process throughout the entire lesson. • Teacher employs effective transition strategies and classroom routines. • 	<ul style="list-style-type: none"> • Students are engaged in the learning process throughout most of the lesson. • Teacher employs effective transition strategies and classroom routines most of the time. 	<ul style="list-style-type: none"> • Students are engaged in the learning process throughout some of the lesson. • Teacher employs effective transitions strategies and classroom routines some of the time. • 	<ul style="list-style-type: none"> • There is no evidence that students are engaged in the learning process throughout the lesson. • There is no evidence of the teacher employing effective transition strategies and classroom routines.

OVERVIEW OF PROFESSIONAL SUPPORT AND LEARNING PLAN		
Teachers in First and Second Year of employment in Windsor Locks	Teachers rated <i>Below Standard</i> or <i>Developing</i>	Teacher rated <i>Proficient</i> or <i>Exemplary</i>
<p>PGP completed and signed by November 15</p> <p>Participation in TEAM (if applicable)</p> <p>At least 3 formal scheduled in-class observations; which include a pre-conference (Form F), a post-conference reflection, and timely written and verbal feedback. (1st by Nov. 1; 2nd by Feb. 1; 3rd by April 1; additional observations as deemed necessary by administrator)</p> <p>A minimum of 3 mini-observations (2 completed by end of December)</p> <p><u>Total 6 Observations and /Review of Practice</u></p> <p>PGP with midyear conference by March 1 and final reflection/data on Summative Report</p> <p>Peer visit/observation- grade level or department- with reflection</p> <p>Summative Report completed by last student day</p>	<p>PGP completed and signed by November 15</p> <p>At least 3 formal scheduled in-class observations; which include a pre-conference, a post-conference reflection, and timely written and verbal feedback. (1st by Nov. 1; 2nd by Feb. 1; 3rd by April 1; additional observations as deemed necessary by administrator)</p> <p>A minimum of 3 mini-observations</p> <p><u>Total 6 Observations/Review of Practice</u></p> <p>PGP with midyear conference by March 1 and final reflection/data on Summative Report</p> <p>Summative Report completed by last student day</p>	<p>PGP completed and signed by November 15</p> <p>At least 1 formal observation or reviews of practice with timely written and verbal feedback;</p> <p>At least 2 informal observations</p> <p><u>Total 3 Observations and /Review of Practice</u></p> <p>PGP with midyear check-in by March 1 (Form B) and final reflection/data on Summative Report</p> <p>Summative Report completed by last student day</p>

Because the revised support and ~~learning model~~learning model aims to provide educators with comprehensive feedback on their practice as defined by the four domains of the Connecticut Framework for Teacher Evaluation and Support and the Windsor Locks “**Student as Worker to Become Expert Learner**” look-for framework, and a variety of other research-based models, all interactions with educators that are relevant to their instructional practice and professional conduct may contribute to their summative report. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring other educators, and attendance records from professional development or school-based activities/events.

Professional Educator Growth Scoring

Individual Observations

Supporting supervisors are not required to provide an overall rating for each observation, but they should provide ratings and evidence for the Framework components that were observed. During observations, supporting supervisors should take evidence-based, scripted notes, capturing specific instances of what the educators 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 supporting supervisor can align the evidence with the appropriate component(s) on the rubric and then make a judgment about which performance level the evidence supports.

Summative Report of Professional Educator Growth Rating ~~g~~ Observation of teacher performance and practice (40%)

At the end of the year, primary-supporting supervisors must determine a final educator growth rating and discuss this rating with the educator during the End-of-Year Conference. The final growth rating will be determined by the supporting supervisor through a holistic review of evidence collected through observations and interactions (e.g., team meetings, conferences, peer feedback) and uses professional judgment to determine a summative rating based on Observation of teacher performance and practice (40%) & Parent/Peer feedback (10%).

Supportive supervisors holistically reviews evidence collected through observations and interactions and uses professional judgment to determine component ratings for each of the 13 components in the Windsor Locks instructional rubric. By the end of the year, supportive supervisors should have collected a variety of evidence on teacher growth from the year's observations and interactions. Supporting supervisors then analyze the consistency, trends, and significance of the evidence to determine a rating for each of the 13 components. Some questions to consider while analyzing the evidence include:

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

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

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

Feedback from teachers will also be used to help determine the summative rating of the Professional Educator Growth Indicator & Parent/Peer feedback (10%). Evidence will be collected, summarized, and goals mutually established -from any of the following areas:

1. Administration of the Whole-School Teacher Survey

Teacher surveys will be conducted at the whole-school level. Surveys will be confidential and survey responses will not be tied to teachers' names. The teacher survey will be administered every fall and trends analyzed from year-to-year. The teacher survey to be used will be reviewed and approved by the Windsor Locks Evaluation Committee.

2. Determining School-Level Teacher Goals

Principals and teachers will review the teacher survey results to identify areas of need and set school-level goals based on the survey results. This goal-setting process will occur between the principal and teachers in August or September so agreement could be reached on 2-3 improvement goals for the entire school. If survey data is available prior to the end of the school year, trends may be reviewed and goals set for the following school year.

3. Selecting a Teacher Engagement Goal and Indicators of Success

After these school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluator **one** related teacher goal they would like to pursue as part of their evaluation. Teachers will also set indicators of success related to the goal they select. For instance, if the goal is to improve parent communication, an indicator of success could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class. Part of the goal setting process is to ensure (1) the goal is related to the school-level teacher goals, and (2) that the indicators of success are aligned and attainable.

4. Evaluating Progress on Indicators of Success

Teachers can measure how successfully they implement a strategy to address an area of need (see the examples in the previous section) by using reflective feedback and evidence. This will determine individual success based on the goal set at the initial PGP using the teacher feedback rating scale

Arriving at a Professional Educator Growth Rating

The Professional Educator Growth rating should reflect the degree to which an educator ~~has successfully~~has successfully demonstrated growth via the observation process (40%), ~~and~~ has reached his/her goals as a professional educator in Windsor Locks, and responded to the Parent and Peer feedback data collected and analyzed. The supporting supervisor will review evidence provided by the teacher and ~~apply~~ combined with all of the classroom and professional observations to issue a summative Professional Educator Growth rating using the following scale:

Exemplary	Proficient	Developing	Below Standard
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

The sample teacher survey is included as it has been mutually developed by the Windsor Locks Professional Learning Committee and has been piloted during the 2013-2014 school year to determine if the questions provide the data needed to improve teacher efficacy.

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Teacher Survey

Teacher Efficacy

1. Instructional time is maximized.
Strongly Disagree Disagree Agree Strongly Agree
2. Expectations for students are high, appropriate and achievable.
Strongly Disagree Disagree Agree Strongly Agree
3. Teachers communicate instructional goals to students.
Strongly Disagree Disagree Agree Strongly Agree
4. Teachers use a variety of assessments to measure student learning accurately.
Strongly Disagree Disagree Agree Strongly Agree
5. Teachers continually try to improve their teaching.
Strongly Disagree Disagree Agree Strongly Agree

Student Behaviors

1. Students in this school are motivated to get good grades.
Strongly Disagree Disagree Agree Strongly Agree
2. Students come to school ready to learn.
Strongly Disagree Disagree Agree Strongly Agree
3. Students are respectful and trusting of adults in school.
Strongly Disagree Disagree Agree Strongly Agree
4. Students in this school get involved in extracurricular activities and school events.
Strongly Disagree Disagree Agree Strongly Agree
5. Students in this school meet expectations for behavior.
Strongly Disagree Disagree Agree Strongly Agree

Teacher Collaboration

1. Teachers have enough time to collaborate in their department/grade level.
Strongly Disagree Disagree Agree Strongly Agree
2. Teachers have enough time to collaborate outside of their department/grade level.
Strongly Disagree Disagree Agree Strongly Agree
3. The teachers at WLPS collaborate well with each other.
Strongly Disagree Disagree Agree Strongly Agree
4. PD is effective and it provides enough time to collaborate with your colleagues.
Strongly Disagree Disagree Agree Strongly Agree
5. Teachers have vertical team time to collaborate with teachers from different schools (for example, upper elementary teachers have enough time to collaborate with middle school teachers).
Strongly Disagree Disagree Agree Strongly Agree

Guardian/Parent Involvement

1. Student's guardians are actively involved in their student's academic success.
Strongly Disagree Disagree Agree Strongly Agree
2. Guardians are responsive to teacher feedback.
Strongly Disagree Disagree Agree Strongly Agree
3. Staff utilizes various methods to communicate with guardians.
Strongly Disagree Disagree Agree Strongly Agree
4. Guardians and staff work together to address issues that hinder student's success.
Strongly Disagree Disagree Agree Strongly Agree
5. Guardians are eager to attend at events like Open House and conferences.
Strongly Disagree Disagree Agree Strongly Agree

Academic Rigor

1. This school sets high standards for academic performance for all students.
Strongly Disagree Disagree Agree Strongly Agree
2. This school emphasizes teaching lessons in ways relevant to students.
Strongly Disagree Disagree Agree Strongly Agree
3. This school holds students accountable for their role in their education.
Strongly Disagree Disagree Agree Strongly Agree
4. This school gives too much attention to standardized tests.
Strongly Disagree Disagree Agree Strongly Agree

STUDENT OUTCOMES RELATED INDICATORS

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

Student Growth Indicators includes two categories:

- Student growth and development, (45%) and
- *Either* whole-school student learning *or* student feedback *or* a combination of the two (5%).

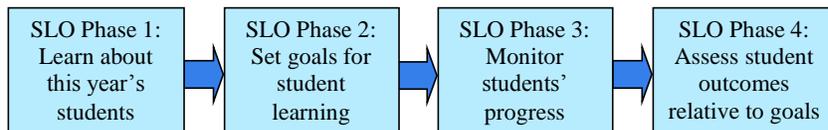
These categories will be described in detail below.

Category #2: Student Growth

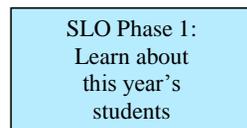
Overview of Student Learning Objectives (SLOs)

Windsor Locks will employ a goal-setting process using Student Learning Objectives (SLO's) with their corresponding Indicator(s) of Academic Growth and Development (IAGDs) as the approach for measuring student growth during the school year.

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



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



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

SLO Phase 2:
Set one or two SLOs (Student Learning Objectives)

Each educator will write at least two- SLO's based on standardized and/or non-standardized assessments. Multiple SLO's for each standardized and/or non-standardized assessments are recommended. Educators whose students take a standardized assessment in their area of instruction must create one SLO based on standardized indicators (22.5%). These educators will may create one additional SLO based on a combination of standardized and nonand non-standardized indicators (22.5%). Educators whose students do not take a standardized assessment in their area of instruction will develop their SLO(s) based on non- standardized indicators (45%).

NOTE: FOR THE 2014-15 SCHOOL YEAR, WLPS WILL NOT USE STATE-BASED STANDARDIZED TESTING IN THE MEASUREMENT OF STUDENT LEARNING OUTCOMES RELATED INDICATORS, EXCEPT FOR GRADES 5, 8, AND 10, IN SCIENCE. THIS IS DUE TO THE FACT THAT WE HAVE OPTED TO USE THE SMARTER-BALANCED ASSESSMENT SYSTEM FIELD TESTS IN PLACE OF OUR LEGACY ASSESSMENTS FOR THE 2013-2014 SCHOOL YEAR. IN THE AREAS OF ENGLISH LANGUAGE ARTS AND MATHEMATICS, OUR TEACHERS WILL USE NWEA'S MEASURES OF ACADEMIC PROGRESS ASSESSMENT TO MEASURE PERFORMANCE RELATED TO THEIR STUDENT LEARNING OUTCOMES. THE GRAPHIC BELOW IS INTENDED FOR FUTURE YEARS WITH THE SBAC ASSESSMENTS.

Student Learning Objectives - SLOs:

- Are broad statements about the knowledge and skills the educator wants students to demonstrate as a result of instruction
- Address the central purpose of the educator's assignment
- Take into account baseline data on students' performance
- Pertain to at least half of educator's students as agreed upon with the supporting supervisor
- Reflect content mastery or skill development
- Reflect attainable but ambitious goals for student learning.
- Are aligned to standards, state/district/school improvement goals
- Reflect high expectations for student learning

Standardized indicators are characterized by the following attributes:

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

Examples of Windsor Locks Standardized indicators include but are not limited to:

- CMT Science in 5 and 8)
- CAPT (10th Science)
- SBAC (3-8, 11) Field Test in 2014, New Assessment in 2015
- [Measures of Academic Progress \(MAP\)](#) - (K-11, Math, Reading, Language Usage starting in 3)
- DESSA (Devereux Student Strengths Assessment)
- SAT
- AP exams
- Trade certification exams
- EMT exams
- Standardized vocational ED exams
- Standardized fitness tests (4,8,10)
- LAS links (ELL)
- PSAT

Examples of Windsor Locks Non-Standardized indicators include but are not limited to:

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

- Common Formative Assessments (CFA)
- Curriculum Based Measures (CBM)
- Literacy survey (kindergarten)
- Teachers College Reading Assessments (K-5)
- Running Records
- Pre and post tests on district benchmarks
- Content surveys
- Self assessments
- Percent of students completing and submitting post secondary institution applications
- Percent of students being accepted to post secondary institutions
- Discipline referrals
- Attendance records
- Anecdotal Reports of:
 - Student survey/involvement
 - Student led conferences
 - Student led PPT/Goal Setting
 - Self Assessment for Study Skills
- SWIS/PBIS/SRBI
- Evidence scored with a rubric such as:
- Video Recordings demonstrating growth
- Learning Logs and Response Journals

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

Step 1: Decide on the Student Learning Objectives

The objectives will be broad goals for student learning. They should each address a central purpose of the educator’s assignment and it should pertain to a (significant) proportion of his/her students representing growth ~~trends~~ ~~Educators~~ ~~trends~~ ~~Educators~~ are encouraged to collaborate with grade- level and/or subject- matter colleagues in the creation of SLOs. Educators with similar assignments may have identical objectives although they will be individually accountable for their own students’ growth.

The following are examples of SLOs based on student data:

Educator Category	Student Learning Objective
Grade Five Teacher	Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
High School Visual Arts	All of my students will demonstrate proficiency in applying the five principles of drawing.

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

An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. Each SLO must include between 1 and 3 IAGD(s).

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low- performing students or ELL students. It is through the Phase I examination of student data that educators will determine what level of performance to target for which students.

Since indicator targets are calibrated for the educator’s particular students, educators with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all 2nd grade 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.

Sample SLOs with Standardized IAGDs		
Educators Assignment	Student Learning Objective (SLO)	Indicator of Academic Growth and Development (IAGD)
Grade 1 Teacher	Students will demonstrate mastery with Foundational Reading Skills.	90% of students assessed on the reading portion of MAP will increase their Foundational Skills by at least 10 points.
Grade 3 Teacher	Students will demonstrate an improvement in reading comprehension.	All students assessed on the reading portion of MAP will increase their RIT scores by 10 points from Fall 2013 to Spring 2014.
Grade 6 Teacher	Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	85% of students will achieve goal or higher with their Total Reading Score on the CMT.
3 – 5 Special Educator	Students will show an increase in positive, pro-social behavior.	80% of students will increase their DESSA scores by 5 points.

Sample SLOs with Non-Standardized IAGDs		
Educators Assignment	Student Learning Objective (SLO)	Indicator of Academic Growth and Development (IAGD)
K-12 Music	General music students will be able to keep a steady beat to songs of duple meter.	90% of general music students will demonstrate the ability to play a steady beat on a classroom rhythm instrument as scored on a teacher made rubric to proficiency.
6 – 8 Science	Students will demonstrate proficiency when responding to open-ended science questions.	75% of students will score 4 out of 4 points on the Science Department's Open Ended Response Rubric 90% of students will successfully identify the four required components of open-ended science response with a RATE Analysis sheet.
3 – 5 Special Educator	Students will demonstrate an improvement in reading comprehension skills.	All students will increase their scores on the school-wide written response to text rubric (RAGS) to proficiency.
Grade 4 Teacher	Students will demonstrate an improvement in written expression.	All students will achieve a score of 3 or better on the Teacher College writing rubric on 4 out of 5 writing assignments.
3 – 5 Special Educator	Students will show an increase in positive, pro-social behavior.	All students on the Ticket for Time behavior chart will achieve 80% of E's and G's for 20 consecutive days.

Step 3: Submit SLOs to Supporting Supervisor for Approval

The process of assessing student growth using multiple indicators of academic growth will be developed through mutual agreement between each educator's supporting supervisor at the beginning of the school year. The supporting supervisor will examine each SLO and IAGD relative to three criteria described below. All three criteria must be met in order for the SLOs and IAGDs to be approved. If they do not meet one or more criteria, the supporting supervisor will provide feedback to the educator during the fall goal setting conference. SLOs that are not approved must be revised and resubmitted to the supporting supervisor within ten days.

SLO Approval Criteria

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

SLO Phase 3:
Monitor
students'
growth

Once SLOs are approved, educators should monitor students' growth towards the objectives. They should examine student work products, administer interim assessments and track students' accomplishments and struggles. Educators should share their interim findings with colleagues during PLC and/or team time, and keep their supporting supervisor apprised of progress.

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

SLO Phase 4:
Assess student
outcomes relative to
SLOs

At the end of the school year, the educator should collect the evidence required by their indicators and submit it to their supporting supervisor. Along with the evidence, educators will complete and submit a self-assessment, which asks educators to document SLO outcomes and reflect on efforts to achieve them.

Supporting supervisors will review the evidence and the educator's self-assessment and assign one of four ratings: Exceeded, Proficient, Developing or Below standard. These ratings are defined as follows:

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

For SLOs with more than one indicator, the evaluator will score each IAGD separately looking for evidence of student growth.

Whole-School Student Learning Indicator and/or Student Feedback (5%)

Student Feedback (5%)

At all school levels, Windsor Locks Public Schools will use feedback from students, collected through whole-school or teacher-level surveys, to assist in determining a ~~summative~~ summative the rating for student growth.

It is recognized student surveys may not be applicable and appropriate for all educators. Educators and supporting supervisors will use their judgment in determining whether student surveys should be included in a particular educator's summative rating. The following guidelines will be considered:

- Special education students who would not be able to respond to the survey, even with accommodations, should not be surveyed.
- Surveys should not be used if a total of fewer than 20 students would be surveyed or if fewer than 15 students ultimately complete the survey.

When educator-level student surveys are not appropriate for a particular educator whole school surveys may be an appropriate data source.

Survey Instruments

The district will use instruments that will offer educators constructive feedback they can use to improve their practice. Feedback-only questions that are not used for evaluation purposes may be included and the district will allow individual educators to add questions to the end of the survey.

Survey Administration

Student surveys must be administered in a way that allows students to feel comfortable providing feedback without fear of retribution. Surveys will be ~~confidential~~(anonymous, and demonstrate fairness, reliability, validity and usefulness. ~~and~~The survey responses will not be tied to students' names. If an ~~educator has~~educator has multiple class periods, students should be surveyed in all classes.

Establishing Goals

The educator must first decide on an area of focus. A goal will usually refer to a specific survey question (e.g., "My teacher makes lessons interesting."). Educators measure performance in terms of the percentage of students who responded favorably to the question. Next, an educator will set a numeric performance target. This target should be based on growth or on maintaining performance that is already high. It is recommended that educators set maintenance of high performance targets when current performance exceeds 75% of students responding favorably to a question.

The following are examples of effective goals:

- The percentage of students who "Agree" or "Strongly Agree" with "My teacher gives tests/assessments that are fair and reasonable." will increase from 50% to 60%.
- The percentage of students who "Agree" or "Strongly Agree" with "My teacher cares about my learning." will remain at 75%.
- The percentage of 9th graders who "Agree" or "Strongly Agree" with "My teacher helps me when I am struggling in this class." will increase from 60% to 70%.

Arriving at a Student Growth Summative Rating:

At the end of the year, ~~primary-supporting~~primary-supporting supervisors must determine a final student growth rating and discuss this rating with the educator during the End-of-Year Conference. The final growth rating (student growth and development (45%) and whole-school student learning and/or student feedback (5%)) will be determined by the supporting supervisor through a holistic review of evidence collected through teacher reflection, examination of student growth data, and review of feedback data and then uses professional judgment to determine a summative rating.

By the end of the year, supportive supervisors should have collected a variety of evidence on student growth from the year's interactions with the educator. Supporting supervisors then analyze the consistency, trends, and significance of the evidence to determine a summative rating.

Exemplary	Proficient	Developing	Below Standard
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

Draft Student Feedback Survey, Grades 6-12 (Grades K-5 in progress)

Instructions: Please read and answer the following questions carefully and honestly.

When you answer these questions, it is important that you think about your experiences in this classroom in particular. Your teacher will not know what any individual student said. You may leave any question blank, but please try to answer as many questions as you can.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply
1. My teacher cares about my learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My teacher seems to know this subject really well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My teacher helps me when I am struggling in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My teacher gives test/assessments that are fair and reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. My teacher challenges me to think.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My teacher engages me in the learning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My teacher gives me opportunities to share my thoughts and ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My teacher offers me choices in how I can demonstrate my learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My teacher assigns work that is appropriately challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My teacher assigns homework that helps me learn the material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. My teacher checks to make sure I understand the material before the class moves on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My teacher grades fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. My teacher is approachable when I need extra help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My teacher shows me how what I'm learning is important outside of the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. My teacher explains things clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continue on back

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply
16. My teacher maintains good control over the classroom.	<input type="radio"/>				
17. My teacher organizes class time and activities so that my learning time is productive.	<input type="radio"/>				
18. My teacher returns corrected homework and tests in a timely manner.	<input type="radio"/>				
19. My teacher motivates me to do my best.	<input type="radio"/>				

SUMMATIVE PROFESSIONAL GROWTH AND LEARNING RATING

Summative Rating

The individual summative educator rating will be based on the two categories of performance: Student Growth ~~Indicator and~~ Indicator and Professional Educator Growth Indicators.



Every educator will receive one of four performance ratings:

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

The rating will be determined using the following steps:

- 1) A holistic review of the Professional Educator Growth rating (Observation of teacher performance and practice (40%) & Parent/Peer feedback (10%).which was issued by reviewing issued by reviewing all data from the observation of teacher performance and peer feedback review.
- 2) A holistic review of the Student Growth rating (Student Growth Student growth and development (45%) & whole-school measures of student learning and/or student feedback (5%) which was issued from the review of student achievement data and student feedback review.

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

Definition of Effectiveness and Ineffectiveness

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

Novice educator 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 educator's career. A *below standard* rating shall only be permitted in the first year of a novice educator's career, assuming a pattern of growth of *developing* in year two and two sequential *proficient* ratings in years three and four. Superintendents shall offer a contract to any educator he/she deems effective at the end of year four. This shall be accomplished through the specific issuance to that effect.

~~Need to clarify effectiveness/ineffectiveness for 20-month tenure.~~

Windsor Locks Public Schools shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from this professional support and learning system.

Effective Teacher	has received a summative rating of proficient or exemplary
Ineffective Teacher	has received two consecutive ratings of <i>developing</i> or one rating of <i>below standard</i>

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Dispute-Resolution Process

A panel, composed of the superintendent, teacher union president and a neutral third person, shall resolve disputes where the supporting supervisor and educator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

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APPENDIX

Professional/Administrative Supervision Assistance Phase is designed for tenured staff members along with building and district administrators who are experiencing difficulty and need greater support in order to be successful. Its purpose is to assist educators in meeting the requirements as set forward in Connecticut's Common Core of Teaching (CCT), Connecticut's Common Core of Learning (CCL), Connecticut Code of Professional Responsibility (CCPR), or the Standards for School Leaders (SSL) (Appendices A, B, C, D, & E).

Professional/Administrative Supervision Phase will include various opportunities for the staff member to obtain assistance from peers/evaluators and/or participate in specialized training designed to increase the staff member's competency. The staff member will be advised by the evaluator regarding his/her placement in Professional/Administrative Supervision Phase. The staff member has the right to Association representation (Windsor Locks Teachers' Association or Windsor Locks Administrators' Association).

The phase is composed of three stages: Awareness, Assistance, and Intensive Supervision. The following section outlines the requirements of each level and the procedures that need to be followed.

Awareness: Stage 1

1. Evaluator informs staff member of the specific area(s) of concern as related to the requirements set forward in Connecticut's Common Core of Teaching (CCT), Connecticut Competency Instrument (CCI), Connecticut Common Core of Learning (CCL), Connecticut Standards for School Leaders (SSL), Specialist Best Practice Standards and the Connecticut Code of Professional Responsibility for Teachers.
2. The Evaluator and the staff member will attempt to resolve the problem together. Efforts will include an Action Plan (Form G) to remedy the concern and a timeline for review.
3. Evaluator reviews progress and makes one of the following recommendations using the completed Form G (No documentation is forwarded to the staff member's district personnel file.)
 - The concern is resolved. Staff member is removed from Awareness stage. A record is kept in the staff member's building personnel file, consisting of the Action Plan (Form G).
 - The concern is not resolved. Staff member will be moved to Assistance Stage. Documentation is forwarded to the staff member's Central Office Personnel File

Assistance: Stage 2

1. The evaluator and staff member review the Assistance Stage Report (Form H).
2. A revised Action Plan (Form G) will be developed and will include:
 - An Action Plan review date.

- Strategies that address the identified concern(s).
 - Level and type of administrative assistance.
 - A timeline for meeting the objectives of the Action Plan.
 - Completed Assistance Stage Report.
- 3. The staff member may select a peer coach to assist her/him. The peer coach will not assume a role in the evaluative process (Appendix F *Suggestions for Peer Coaching*.)
- 4. Evaluator reviews progress and makes one of the following recommendations:
 - The concern is resolved. The staff member is removed from Assistance and returned back to his/her original evaluation phase. The staff member's Action plan remains in his/her building personnel file.
 - Staff member is making progress but has not yet addressed all concerns outlined in the Action Plan. The staff member remains in Assistance for a single extended period of time.
 - The concerns addressed in the Action Plan have not been resolved. The staff member moves to Intensive Supervision. The staff member is advised by the administrator to discuss the situation with a representative from the appropriate professional association (Windsor Locks Teachers Association and Windsor Locks Administrators' Association). The completed Form M is forwarded to the staff member's Central Office personnel file.

Intensive Supervision: Stage 3

1. When a staff member reaches the Intensive stage of the Professional/Administrative Supervision phase, the evaluator should:
 - Confer with another administrator.
 - Write a statement of specific concerns.
 - List what has been done to date.
 - After discussion and review by administration, an Intensive Action Plan will be initiated (Form I).
2. Develop an Intensive Assistance Action Plan (Form I):
 - List necessary steps to address concerns
 - List professional assistance to be offered by the district
 - Create timeline which includes:
 - Evidence for successful improvement
 - Periodic meetings
3. Evaluator makes one of the following recommendations after reviewing the progress made under the Intensive Assistance Action Plan:

- The concern has been resolved. The staff member is removed from Intensive Assistance. Documentation is kept in the employee's Central Office and building personnel file.
- The concern is not resolved. Staff member recommended for dismissal in accordance with the provisions of the Connecticut General Statute, Section 10-151. *Employment of teachers. Definitions. Notice and hearing on failure to renew or termination of contract. Appeal.*
- If the staff member refuses to participate in Intensive Assistance, dismissal in accordance with the provisions of Connecticut General Statutes, Section 10-151 will be recommended.