

**AMITY REGIONAL SCHOOL DISTRICT NO. 5**  
*Bethany Orange Woodbridge*

**TEACHER SUPERVISION AND EVALUATION PLAN**

**2018-2019**

**Jennifer Byars, Ed. D., Superintendent of Schools**

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## ACKNOWLEDGEMENTS

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## **Amity Regional School District No. 5 Teacher Supervision and Evaluation Plan**

### **I. Introduction**

During the 2017-18 school year, the Amity Teacher/Administrator Evaluation Plan Committee (PDEC) collaborated on reviewing, re-conceptualizing, and redefining the Administrator and Teacher Supervision and Evaluation Plans. The PDEC had concerns about both plans; however, the committee had not resolved the issues. Consequently, the PDEC contracted with an external facilitator to assist the committee. The external facilitator interviewed all PDEC members, all other administrators, and an additional group of teachers. The major findings are reported below:

- Amity educators are committed to and passionate about all students' learning and achievement; this is evident by the student achievement and SAT scores, acceptance rate to postsecondary institutions, numerous clubs, sports teams, and the statewide ranking of Amity High School.
- All Amity educators take responsibility and engage in continuous professional learning to improve student learning and achievement.
- The new systems should be differentiated based on experience and performance and focused on continuous and meaningful professional growth, effective feedback, self-reflection, and personal responsibility for professional improvement for student learning and achievement.
- Amity's Teacher and Administrator Supervision and Evaluation Systems need to be clearly understood by both teachers and administrators and need to be implemented consistently and with fidelity across all schools and administrator-like (e.g., central office, principals, assistant principals) and staff-like (e.g., teachers, school psychologist) positions.
- Amity educators support a holistic scoring system. This means that the Teacher Practices is assigned one score (observation, review of practice, and peer feedback) and the Student Outcomes is assigned one score (SLO/IAGDS or Professional Focus and student feedback). Percentages are not used.

The external facilitator worked with the PDEC for 40 days, from October 2017 to August 2018. The PDEC worked diligently, collaboratively, and meticulously on reviewing and revising the Administrator and Teacher Supervision and Evaluation Plans. All members of the committee agreed on every decision that was made and on all components of the plan. There were an equal number of teachers and administrators on the PDEC.

The focus of the plans is how administrators, teachers/support specialists take responsibility for their professional growth to improve or enrich student learning and performance. The revised Teacher and Administrator Supervision and Evaluation Plans are designed to engender meaningful and deep discussions between teachers/support specialists and supervisors, followed by actions that support student learning and student performance, and to cultivate and sustain collegial and collaborative relationships among Amity staff. The plans are based on components in the Connecticut's System for Education Evaluation and Development: Connecticut's State Model for Educator Evaluation and Support (2017) and on teacher evaluation best practices. However, the plans are designed specifically for Amity educators. "Teacher" is used throughout the document to represent teachers and nontraditional teachers (e.g., Library Media Specialist, Computer Education Content Coach, etc.). "Support Specialist" is used for school psychologists, speech and language pathologists, comprehensive school counselors, and school social workers.

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## II. District Mission

To enable every Amity student to become a lifelong learner and a literate, caring, creative and effective world citizen.

## III. Purpose

The purpose of the Administrator and Teacher Supervision and Evaluation Plans is to support continuous professional growth and promote personal responsibility for professional improvement of administrators and teachers to support student well-being, learning, performance, and achievement.

## IV. Core Principles

Amity's core principles undergird the Administrator and Teacher Supervision and Evaluation Plans. These include the following:

- Support achieving the goals of Amity Regional Schools.
- Encourage the highest level of professional performance through a focus on excellence, professional development, and the pursuit of continuous improvement of practice.
- Support teachers/administrators in choosing a focus for self-initiated professional growth.
- Provide clear and timely feedback of performance and progress for continuous improvement.
- Provide regular, comprehensive, meaningful, and fair evaluations.
- Administrators and teachers use the resources, systems, and professional learning opportunities to continuously improve their practice in order to advance student well-being, learning, performance, and achievement.
- Ensure that school and district level administrators demonstrate the competencies essential to foster teacher and administrator continuous professional growth in order to ensure that educators demonstrate the competencies essential to foster student well-being, learning, performance, and achievement.
- Validate and recognize the contributions and accomplishments of the professional staff.
- Provide appropriate documentation to guide employment decisions.

## V. Core Design Components

The Teacher/Support Specialists Supervision and Evaluation Plans consists of multiple elements to portray a robust picture of teacher growth and performance. Teachers use SLOs/IAGDs or Professional Focus in the plans; support specialists use Goals/Strategies or Professional Focus in their plans. Teachers and support specialists are evaluated on the following components:

- Teacher/Support Specialist Practices
  - Teacher/Support Specialist Performance and Practices
  - Peer Feedback or School Climate Surveys
- Student Outcomes
  - Student Growth and Development
    - SLO/IAGDs (Teacher Groups A & B1) **or**

- Goal/Strategies (Support Specialist Groups A & B1) **or**
- Professional Focus (Teacher and Support Specialist Groups B2, B3, & B4)
- Student Feedback (Teachers) and Stakeholder Feedback (Support Specialists)

The following rubric is used to evaluate Teachers:

- Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching (2017)
  - Domain 1 Classroom Environment, Student Engagement, and Commitment to Learning
  - Domain 2 Planning for Active Instruction
  - Domain 3 Instruction for Active Learning
  - Domain 4 Professional Responsibilities and Teacher Leadership

The following rubric is used for Support Specialists:

- Connecticut Common Core of Teaching Rubric for Effective Service Delivery (2017)
  - Domain 1 Learning Environment, Engagement, and Commitment to Learning
  - Domain 2 Planning for Active Learning
  - Domain 3 Service Delivery
  - Domain 4 Professional Responsibilities and Leadership

The Teacher Supervision and Evaluation Plan is grounded in the following research-based, national standards:

- Connecticut Core Standards (CCS);
- Connecticut Professional Learning Standards (CPLS);
- The Connecticut Common Core of Teaching (CCT);
- The Connecticut Framework K-12 Curricular Goals and Standards;
- Smarter Balance Assessments (SBA);
- Locally developed curricular standards and assessments; and
- Connecticut’s System for Education Evaluation and Development: Connecticut’s State Model for Educator Evaluation and Support (2017).

## VI. Overview of Differentiated Plans and Categories for Teachers

All Amity tenured Amity teachers/support specialists are on four-year cycles; these cycles include B1, B2, B3, and B4. The number of teachers/support specialists assigned to each cycle is distributed as equally as possible. All non-tenured Amity Teachers are in Group A. All teachers/support specialists new to Amity and who were tenured in other districts are in Group A.

**Group A Teachers/Support Specialists:** Group A includes non-tenured teachers/support specialists who are in the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> year. Group A, also, includes teachers who are new to Amity and who were tenured in another district. The emphasis for Group A teachers/support specialists is on support, supervision, feedback, reflection, and continuous improvement. After at least one year in the district, at the discretion of the evaluator, with supporting evidence, and an exemplary rating, a teacher/support specialist new to Amity and tenured in a previous district may be moved from Group A to Group B2.

**Group B1 Transitioning and Professional Teachers/Support Specialists:** This group includes tenured *Exemplary* and *Accomplished* Amity teachers/support specialists assigned to the first year of the four-year evaluation cycle. The emphasis is on support, supervision, feedback, reflection, and continuous improvement.

**Groups B2/B3/B4 Professional Status Teachers/Support Specialists:** This group includes Exemplary and Accomplished tenured teachers/support specialists who are in the 2<sup>nd</sup>, 3<sup>rd</sup>, or 4<sup>th</sup> year of Amity’s evaluation cycle. Emphasis is on self-directed professional growth (via the professional focus), support,

supervision, feedback, reflection, and continuous improvement.

*Timeline*

- Orientation - by September 30
- Planning and SLO/Goal Setting Conference - by October 31
- Evidence Collecting - Ongoing
- Mid-Year Check In - by February 15
- End of Year Summative Review and Conference - from May 1 to the day prior to the last 5 (five) teacher work days (e.g., If the school year ends June 15, the summative conference would be held prior to June 11).
- Local Reporting BOE - September 15
- State Reporting - September 15

## VII. Supervision and Evaluation Process Chart

Teacher/Support Specialist Category	Requirements	SLO/Goal or Professional Focus	Feedback Goals
Non-Tenured Teachers and Support Specialist Group A <ul style="list-style-type: none"> <li>• 1-4 Years</li> <li>• Teachers new to Amity (1<sup>st</sup> &amp; 2<sup>nd</sup> year)</li> </ul>	Primary evaluator-3 formal in-class observations for teachers for a minimum of 20 minutes; 2 observations include pre and post conferences; 1 observation is unannounced and post conference; <b>1 Review of Practice with Preponderance of Evidence.</b> Complementary observer-2 observations for a minimum of 10 minutes, includes post conference.	Teacher: 1 SLO and multiple IAGDs  Support Specialist: <u>1 Goal/Strategies</u> (similar to SLO/IAGDs)	Teacher Feedback: 1 Student Goal via survey 1 Peer Goal via survey  Support Specialist: 1 Stakeholder Goal-minimum of 3 survey items.  1 Peer Goal-minimum of 3 survey items.
Tenured Teacher and Support Specialist Group B1 <ul style="list-style-type: none"> <li>• Exemplary</li> <li>• Accomplished</li> </ul>	Primary evaluator-2 formal in-class observations for teachers (teacher choice of announced or unannounced) for a minimum of 20 minutes and post conference; <b>1 Review of Practice with Preponderance of Evidence.</b> Complementary observer-2 observations for a minimum of 10 minutes, includes post conference.	Teacher: 1 SLO and multiple IAGDs  Support Specialist: 1 Goal/Strategies (similar to SLO/IAGDs)	Teacher: 1 Student Goal-minimum of 3 survey items. 1 Peer Goal--minimum of 3 survey items.  Support Specialist: 1 Stakeholder Goal-minimum of 3 survey items. 1 Peer Goal-minimum of 3 survey items.
Tenured Teacher and Support Specialist Group B2 Group B3 Group B4 <ul style="list-style-type: none"> <li>• Exemplary</li> <li>• Accomplished</li> </ul>	Primary evaluator-2 formal in-class observations (teacher choice of announced or unannounced) for a minimum of 20 minutes and post conference; <b>One Review of Practice with Preponderance of Evidence.</b> Complementary observer-2 observations for a minimum of 10 minutes, includes post conference.	Professional Focus replaces SLO/IAGDs & Goal/Strategies (similar to SLO/IAGDs)	Teacher: 1 Student Goal-minimum of 3 survey items. 1 Peer Goal-minimum of 3 survey items.  Support Specialist: 1 Stakeholder Goal-minimum of 3 survey items. 1 Peer Goal-minimum of 3 survey items.

Amity Regional School District #5 has two levels of remediation plans Group C and Group D. See page 13.

**VIII. Teachers/Support Specialists Groups A and B1: Supervision and Evaluation Process**

1. Orientation: Administrator facilitates orientation meeting, which is held by September 30. Administrator, evaluator, mentor, content expert, and/or chair will meet with Group A teachers/support specialists to prepare for meeting with primary evaluator. During the goal setting meetings, the primary evaluator and teacher/support specialist will review and discuss how the previous year’s rating informs the current year’s SLO/Goal. The teacher and evaluator mutually agree on the SLOs and IGADs.

<p><b>Teachers:</b> Preparation includes information and guidance for teachers regarding SLO and multiple IAGDs, observations, feedback goals, and review of practice.</p>	<p><b>Support Specialists:</b> Preparation includes information and guidance for support specialists regarding Goal and multiple strategies, observations, feedback goals, and review of practice.</p>
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2. SLO (Teachers)/Goal (Support Specialists) Development:

<p><b>Teachers</b> identify one SLO and multiple IAGDs aligned to the CT CCT for Effective Teaching Rubric (2017) and at least one of the district goals. Teachers identify a unit of instruction, multiple units, and/or series of lessons. Teachers identify one student feedback goal and one peer feedback goal; minimum of 3 survey items for each goal.</p>	<p><b>Support Specialists</b> identify one Goal and multiple Strategies aligned to the CT CCT for Effective Service Delivery Rubric (2017) and at least one of the district goals. Support Specialist identify services, a series of services, and/or meetings for observations. Support specialist identify one stakeholder feedback goal and peer feedback goal; minimum of 3 survey items for each goal.</p>
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3. Submission of SLO/Goal and Feedback Goals:

<p><b>Teacher</b> submits one SLO and multiple IAGDs, one student feedback goal, and one peer feedback goal to primary evaluator 5 days prior to the initial meeting, which is held by October 31. Teachers may engage in professional learning opportunities to support SLO/IAGDs.</p>	<p><b>Support Specialist</b> submits one Goal and multiple Strategies, one stakeholder feedback goal, and one peer feedback goal to primary evaluator 5 days prior to the initial meeting, which is held by October 31. Support specialists may engage in professional learning to support Goals/Strategies.</p>
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4. Initial Meetings with Primary Evaluator:

<p><b>Teacher:</b> Meeting held by October 31. Teacher and primary evaluator discuss and finalize SLO and multiple IAGDs, student feedback goal, peer goal, and discuss ongoing collection of evidence for review of practice. Teacher and primary evaluator discuss potential focus of and dates for observations. Observation dates may also be agreed upon at a later date.</p>	<p><b>Support Specialist:</b> Meeting held by October 31. Support Specialist and primary evaluator discuss and finalize, Goal and multiple Strategies, stakeholder feedback goal, peer goal, and discuss ongoing collection of evidence for review of practice. Support specialist and primary evaluator discuss potential focus of and dates for observations. Observation dates may also be agreed upon at a later date.</p>
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5. *Observations/Process*: The observations are designed to produce meaningful and deep discussions about student/adult learning and performance and to cultivate and sustain collegial and collaborative conversations and relationships between the teacher/support specialist and the evaluator. The goal of feedback is to help teachers grow as educators and inspire high achievement in all of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive.

- B1 Teachers/Support Specialists choose announced or unannounced observations (this is not an option for Group A) and informs the primary evaluator of the decision. If a teacher chooses the announced observation option, the teacher must schedule the observation by the end of the third quarter of the school year. If the observation is not scheduled, the primary evaluator will schedule the observation; inform the teacher/support specialist of the time and date, and complete the observation process.
- Occasionally, administrators do not complete required observations and teachers do not schedule required observations in a timely manner or the observations are scheduled at the end of the school year. To avoid this situation and to ensure that observations are completed in a timely manner, the PDEC will receive a list of observations that have not been completed at the end of the 2<sup>nd</sup> quarter and 3<sup>rd</sup> quarter. The PDEC co-chairs will inform superintendent of incomplete observations. Superintendent will ensure that the observations are completed in a timely manner.

<p><b>Teachers:</b> Observations may encompass unit of instruction, multiple units, or series of lessons.</p>	<p><b>Support Specialists:</b> Observations encompass series of services and/or meetings.</p>
<p>-Teacher submits responses to the pre-observation questions on the <i>Amity Observation and Feedback Form</i> to primary evaluator.          -Primary evaluator and teacher have pre-observation meeting to discuss observation(s).          -Primary evaluator conducts observation and provides timely written feedback after each observation. Feedback is based on Indicators and Domains the CT CCT Effective Teaching Rubric (2017). The teacher (Group A &amp; B1) has the option of responding to the primary evaluator’s feedback and/or complementary observer feedback.          The teacher and primary evaluator, and teacher and complementary observer meet for post observation(s) conference.</p>	<p>-Support Specialist submits responses to the pre-observation questions on the <i>Amity Observation and Feedback Form</i> to primary evaluator.          -Primary evaluator and support specialist have pre-observation meeting to discuss observation(s).          -Primary evaluator conducts observation and provides timely written feedback after each observation. Feedback is based on Indicators and Domains in the CT CCT Effective Service Delivery Rubric (2017). The support specialist (Group A &amp; B1) has the option of responding to the primary evaluator’s feedback and/or complementary observer feedback.          The support specialist and primary evaluator, and teacher and complementary observer, meet for post observation(s) conference.</p>
<p><b>Group A Teachers:</b> Primary evaluator conducts three formal observations (2 observations include pre and post conferences; 1 observation is unannounced and post conference for a total of 3 observations).          If the three formal observations are a series of connected units/lessons, only one pre-observation</p>	<p><b>Group A Support Specialists:</b> Primary evaluator conducts three observations (3 formal with pre and post conferences). If the three formal observations are a series of connected meetings/services, only one pre-observation conference is needed. If the observations are not</p>

<p>conference is needed. If the observations are not in a series, additional pre-observations may be scheduled.</p> <p>-The complementary observer conducts two in class formal observations and post observation conferences.</p> <p>-Five observations in all.</p>	<p>in a series, additional pre-observations may be scheduled.</p> <p>The complementary observers conduct two formal observation and post observation conferences.</p> <p>Five observations in all.</p>
<p><b>Group B1 Teachers</b></p> <p>-Primary evaluator conducts <b>two</b> observations for a minimum 20 minutes and a post observation conference.</p> <p>-Complementary observer conducts <b>two</b> observations for a minimum of 10 minutes and a post observation conference.</p> <p>Four observations in all.</p>	<p><b>Group B1 Support Specialists</b></p> <p>-Primary evaluator conducts <b>two</b> observations for a minimum 20 minutes and a post observation conference.</p> <p>-Complementary observer conducts <b>two</b> observations for a minimum of 10 minutes and a post observation conference.</p> <p>Four observations in all.</p>

6. Ongoing Evidence Collection/Review of Practice: Throughout the school year, the teacher/support specialist, primary evaluator, and complementary observer collect evidence about the teacher/support specialist practice for ongoing conversations and to share during the midyear meeting and the final evaluation meeting. See Appendix B for examples of evidence on page 24.

7. Mid-Year Conference: Held in January/February.

<p><b>Teacher Groups A &amp; B1</b>: All teachers will meet with their primary evaluator to review progress and receive feedback/guidance on the SLO, observations, peer and student feedback goals, and/or evidence of practice. The teachers share verbal midyear reflection on SLO and share available qualitative and quantitative data and/or evidence to support initial claims about student performance and other practices.</p>	<p><b>Support Specialist Groups A &amp; B1</b>: All support specialists will meet with their primary evaluator to review progress and receive feedback/guidance on the goals, observations, peer and stakeholder feedback goals, and/or evidence of practice. The support specialists share verbal midyear reflection on goal and share available qualitative and quantitative data and/or evidence to support initial claims about student performance and other practices.</p>
<p><b>Group A</b> teachers must complete a mid-year formative Self-Appraisal using the summative appraisal form to receive more specific feedback from primary evaluator. The teacher scores each indicator in all four domains. The primary evaluator will provide feedback on the indicators and domains. The purpose is to provide extra guidance to Group A Teachers.</p>	<p><b>Group A</b> support specialists must complete a mid-year formative Self-Appraisal using the summative appraisal form to receive more specific feedback from primary evaluator. The teacher scores each indicator in all four domains. The primary evaluator will provide feedback on the indicators and domains. The purpose is to provide extra guidance to Group A Support Specialists.</p>
<p><b>Group B1</b> teachers <i>may</i> choose to complete the Summative Self-Appraisal form to receive feedback from primary evaluator, but it is not a requirement.</p>	<p><b>Group B1</b> support specialists <i>may</i> choose to complete the Summative Self-Appraisal form to receive feedback from primary evaluator, but it is not a requirement.</p>



8. End of Year Summative Conference:

End of year summative conference may be scheduled from May 1 to the day prior to the last five teacher working days. The primary evaluator’s final summative rating will be provided within five days of the summative evaluation meeting and prior to the teacher/support specialist’s last work day.

<p><b>Teacher Groups A &amp; B1</b>          Teachers submit reflection Teacher Practices (observations, review of practice and feedback from peer surveys) and Student Outcomes (SLOs and IAGDs and student feedback). Teacher self-scores summative-appraisal form, five working days prior to the meeting with evaluator. Teacher holistically rates his/her performance as (4) exemplary, (3) accomplished, (2) developing, or (1) below standard on the summative self-appraisal form.</p>	<p><b>Support Specialist Groups A &amp; B1</b>          Support Specialist submits reflection of Teacher Practices (observations, review of practice and feedback from peer surveys) and Student Outcomes (SLOs and IAGDs and student/stakeholders’ feedback). Support specialist self-scores summative-appraisal form, five working days prior to the meeting with evaluator. Support Specialist holistically rates his/her performance as (4) exemplary, (3) accomplished, (2) developing, or (1) below standard on the summative self-appraisal form.</p>
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Primary Evaluator Rating Process Group A and B1 Teachers and Support Specialists: For Teacher Practices, the primary evaluator uses the Rubric for Effective Teaching or the Rubric for Support Services to rate the observations. Primary evaluator uses the Preponderance of Evidence Rubric to score the review of practice pieces of evidence and the reflection on the peer feedback from the survey items. The primary evaluator provides one rating for the observation, review of evidence and the peer feedback. The Student Outcomes ratings is based on the Teacher/Support Specialist’s achievement of their SLO/Goal and the reflection of the student feedback survey items. The primary evaluator uses the Preponderance of Evidence Rubric to evaluate the reflection of the SLO/Goal and student feedback from survey items. The primary evaluator provides one rating for the SLO/Goal and reflection and the reflection of the student feedback. The Teacher Practice rating is combined with the Student Outcome rating for one score. See Preponderance of Evidence Rubric and Holistic Scoring chart of p. 20 for more details. Evaluator includes comments in the summative assessment form.

Teachers/support specialists who aspire to receive a 4 Exemplary, need to submit a minimum of one piece of evidence for each domain, observation, SLO/Goal, Feedback goals, and reflections; however, more pieces of evidence may be submitted.

**IX. Teachers/Support Specialists Groups B2, B3, & B4: Supervision and Evaluation Process**

Orientation: Administrator facilitates orientation meeting, which is held by September 30. Orientation includes information and guidance on Professional Focus (replaces SLO and multiple IAGDs), observations, peer, student, and stakeholder feedback goals, and review of evidence. During the goal setting meeting, the primary evaluator and teacher/support specialist will review and discuss how the previous year’s rating informs the current year’s focus. The teacher and evaluator mutually agree on the Professional Focus.

<p><b>Teacher B2, B3, &amp; B4:</b> Professional Focus needs to be aligned to the CT Common Core of Teaching Rubric (2017) and at least one district goal.</p>	<p><b>Support Specialist B2, B3, &amp; B4:</b> Professional Focus needs to be aligned to the CT CCT Effective Service Delivery Rubric (2017) and at least one district goal.</p>
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1. Professional Focus (Teachers/Support Specialists) Development:

<p><b>Teachers</b> identify a Professional Focus aligned to the CT CCT for Effective Teaching Rubric (2017) and at least one of the district goals that focuses on student learning.</p>	<p><b>Support Specialists</b> identify a professional focus to the CT CCT for Effective Service Delivery Rubric (2017) and at least one of the district goals that focuses on student learning.</p>
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2. Submission Feedback Goals:

<p><b>Teacher (B2, B3, &amp; B4)</b> identifies one student feedback goal and one peer feedback goal to primary evaluator 5 days prior to the initial meeting, which is held by October 31. Group B2, B3, and B4 teachers may engage in professional learning opportunities to support the Professional Focus.</p>	<p><b>Support specialist (B2, B3, &amp; B4)</b> identifies one stakeholder feedback goal and one peer feedback goal to primary evaluator 5 days prior to the initial meeting, which is held by October 31. Group B2, B3, and B4 teachers may engage in professional learning opportunities to support the Professional Focus.</p>
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3. Initial Meetings with Primary Evaluator: Meeting held by October 31. Teacher/Support Specialist and primary evaluator discuss and finalize the Professional Focus, student/stakeholder feedback goal, peer goal, observations, and discuss ongoing collection of evidence for review of practice.

4. Observations/Process: The observations are designed to produce meaningful and deep discussions about student learning and performance and to cultivate and sustain collegial and collaborative conversations and relationships between the teacher and the evaluator.

- B2, B3, and B4 Teachers/Support Specialists choose announced or unannounced observations and informs the primary evaluator of the decision. If a teacher chooses the announced observation option, the teacher must schedule the observation by the end of the third quarter of the school year. If the observation is not scheduled, the primary evaluator will schedule the observation; inform the teacher/support specialist of the time and date, and complete the observation process.

- Occasionally, administrators do not complete required observations and teachers do not schedule required observations in a timely manner or the observations are scheduled at the end of the school year. To avoid this situation and to ensure that observations are completed in a timely manner, the PDEC will receive a list of observations that have not been completed at the end of the 2<sup>nd</sup> quarter and 3<sup>rd</sup> quarter. The PDEC co-chairs will inform superintendent of incomplete observations. Superintendent will ensure that the observations are completed in a timely manner.

<p><b>Teachers B2, B3, &amp; B4:</b> Observations may include unit of instruction, multiple units, or a series of lessons. Primary evaluator conducts two in class formal observations for at least 20 minutes and post observation conference. The complementary observers conduct two in class observations for at least 10 minutes and post observation conference. Written feedback is provided on Indicators and Domains in the CT CCT Effective Teaching Rubric (2017) to the teacher after each</p>	<p><b>Support specialists B2, B3, &amp; B4:</b> Observations may include service, series of services, and/or meetings. Primary evaluator conducts two in class (when appropriate) formal observations for at least 20 minutes and post observation conference. The complementary observers conduct two in class (when appropriate) observations for at least 10 minutes and post observation conference. Written feedback is provided on Indicators and Domains in the CT CCT Effective Service Delivery Rubric (2017) to the support specialist</p>
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<p>observation. The teacher has the option of responding to the primary evaluator/complementary observer’s written feedback. There are four observations in all.</p>	<p>after each observation. The support specialist has the option of responding to the primary evaluator/complementary observer’s written feedback. There are four observations in all.</p>
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5. Ongoing Evidence Collection/Review of Practice: Throughout the school year, the teacher/support specialist, primary evaluator, and/or complementary observer collect qualitative and quantitative evidence about teacher/support specialist practice for ongoing conversations and to share during midyear meeting and final evaluation meeting. See Appendix A for examples of evidence for the teacher/support specialist.
6. Mid-Year Conference: January/February. All teachers/support specialists will meet with their primary evaluator to review progress and receive feedback/guidance on the Teacher Practices (observations, review of practice, and feedback from peer surveys) and Student Outcomes (Professional Focus, and feedback from student surveys). The teacher/support specialist may share available qualitative and quantitative data and/or evidence.
7. End of Year Summative Conference: End of year summative conference will be scheduled from May 1 to the day prior to the last five teacher working days. The final summative rating will be provided within five days of the summative evaluation meeting.

Primary Evaluator Rating Process Group B2, B3, & B4 Teachers and Support Specialists: For Teacher Practices, the primary evaluator uses the Rubric for Effective Teaching or the Rubric for Effective Support Services to rate the observations. Primary evaluator uses the Preponderance of Evidence Rubric to score the review of practice pieces of evidence and the reflection on the peer feedback from the survey items. The primary evaluator provides one score for the observation, review of practice and peer survey items and the reflections. The Student Outcomes ratings is based on the Professional Focus outcomes, work, and reflection and the student feedback from the survey items. The primary evaluator uses the Preponderance of Evidence Rubric to evaluate the professional focus outcomes and the reflection of the student feedback from survey items. The primary evaluator provides one score for the professional focus, student feedback and reflections. The Teacher Practice rating is combined with the Student Outcome rating for one score. Evaluator includes comments in the summative assessment form.

Teachers/support specialists who aspire to receive a 4 Exemplary, need to submit a minimum of one piece of evidence for each domain, observation, professional focus, feedback goals, and reflections; however, more pieces of evidence may be submitted.

## Teacher/Support Specialist Remediation Plans

Amity Regional School District 5 has two levels of remediation plans. The plans for Group C and Group D are described below.

### X. Teachers/Support Specialists Group C: Supervision and Evaluation Process

#### Group C Assistance for Improvement Plan:

Issue Date: June 14, 2018; Spds: May 30, 2018, R1; August 24, 2018 R2

This plan is used for any tenured **teacher/support specialist** experiencing difficulties in meeting the domain(s) and indicator(s) in his/her respective rubric: CT CCT for Effective Teaching Rubric (2017) or CT CCT for Effective Service Delivery Rubric (2017).

The *Assistance for Improvement* plan is designed to provide a teacher/support specialist with assistance and feedback to improve his/her practice. At any time, primary evaluator may place a teacher/support specialist in Group C. However, the process for placing a certified teacher/support specialist in this Group C includes the following:

- Immediately prior to the start of the 8-week period, the evaluator must provide written notification to the teacher/support specialist that the evaluator will begin documenting the teacher/support specialist's performance in specific domain(s) and indicator(s). The evaluator will inform the teacher/support specialist that evidence will be gathered and documented for 8 (eight) weeks.
- Prior to assigning a teacher/support specialist to the *Assistance for Improvement Plan*, there must be documentation for at least a consecutive 8-week period.
- The evaluator must indicate, through written communication, the performance that does not meet specific domains(s) and indicator(s) that clearly describes the gap(s) between the teacher/support specialist current level of performance relative to the expectations of performance in at least one domain and the specific indicator(s) (The data collected do not have to include all indicators in one domain).
- The documentation cannot be limited to formal/informal observation; it must include, but is not limited to multiple sources of data such as non-classroom responsibilities, communication, meetings, delivery of services, lesson plans, assessment, and curriculum and other documents and/or at least 2 (two) sources, such as two observers.

The following will be addressed in *Assistance for Improvement Plan*:

- The specific domain(s) and indicator(s) in CT CCT for Effective Teaching Rubric (2017) for teachers or the CT CCT for Effective Service Delivery Rubric (2017) for support specialist not currently being met will be clearly identified.
- The primary evaluator's requirements for improvement in meeting the domain(s) and indicator(s) will be outlined, with input from the teacher/support specialist, within a reasonable and specific time period. The time period is two to nine months, excluding non-working weekdays (e.g., vacation, snow days, etc.).
- If the time (i.e., issue is identified at the end of the school year) does not permit implementation of the *Assistance for Improvement Plan*, the plan will extend into the next school year.
- The evaluator will offer assistance, support, and additional resources appropriate to assisting the teacher/support specialist in meeting the domain(s) and indicator(s) in the CT CCT for Effective Teaching Rubric (2017) OR CT CCT for Effective Service Delivery Rubric (2017), respectively.
- If a teacher/support specialist successfully completes the *Assistance for Improvement Plan*, s/he returns to Group B.
- If the evaluator indicates that the teacher/support specialist has failed to meet the expectations to improve his/her performance within the timeframe of the *1<sup>st</sup> Assistance for Improvement Plan*, a second evaluator (i.e., evaluator will be identified from administrator rotation schedule) will review the data (including observations). The data will be reviewed prior to deciding if the teacher/support specialist will be moved to *Group D Intensive Supervision and Evaluation Plan* or the Teacher/Support Specialist will be given an opportunity to remain in Group C and to modify the plan and/or extend the time frame of the plan up to a total of nine months.
- Any recurrence of concerns within a calendar year will result in the teacher/support specialist being placed in a *2<sup>nd</sup> Assistance for Improvement Plan*. If the teacher/support specialist successfully completes the *2<sup>nd</sup> Assistance for Improvement Plan*, the teacher/support specialist returns to Group B1.
- If there is a *3<sup>rd</sup>* concern at any time, the teacher/support specialist will be placed in Group D:

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*Intensive Supervision and Evaluation Plan.*

- Throughout the process, the teacher/support specialist will be permitted to have bargaining unit representation at all conferences if he/she desires and requests such representation. The evaluator may invite other professional staff, including other administrators and teachers (with prior approval of the teacher/support specialist), to participate in all conferences.

## **XI. Teachers/Support Specialists Group D: Supervision and Evaluation Process**

**Group D Intensive Supervision and Evaluation Plan:** A teacher/support specialist who does not improve his/her current performance to meet the specific domains(s) and indicator(s) within the identified time frame, or whose difficulties occur a 3<sup>rd</sup> time, will be moved to the *Intensive Supervision and Evaluation Plan*. The responsibility for making and sustaining improvement lies directly with the teacher/support specialist.

This plan will clearly identify the specific domains(s) and indicator(s) not being met and includes observation(s) and/or records, as well as additional sources of data, which specifically describe the gap in current performance. The specific domains(s) and indicator(s) are in the CT CCT for Effective Teaching Rubric (2017) for teachers or the CT CCT for Effective Service Delivery Rubric (2017) for support specialist. The following will be addressed in the *Intensive Supervision and Evaluation Plan*:

- Provides a reasonable and specific time period, three to six months, excluding non-working weekdays (e.g., vacation, snow days, etc.).
- Clearly expresses the evaluator's requirements for improved performance.
- Identifies detailed steps the teacher/support staff will take, the evidence the teacher/support specialist needs to provide to demonstrate improvement, and resources to improve performance.
- Provides a supervision and monitoring system to use in a supportive fashion that includes a specific schedule of observations and/or conferences/meetings as well as review of other appropriate data sources. The plan will state whether unannounced observations may occur.
- At the end of the specified time period of the *Intensive Supervision and Evaluation Plan*, the teacher/support specialist will provide evidence that s/he has taken the steps necessary for improvement. The evaluator will provide the teacher/support specialist with a formal written assessment that will contain:
  - A record of the observations and/or conferences, as well as any reviews of other appropriate data sources held to monitor performance.
  - An assessment of performance in meeting the specific domains(s) and indicator(s) identified as not being met as of the date of the assessment.
  - If the teacher/support specialist meets performance criteria for improvement on the specific domains(s) and indicator(s) from the CT CCT for Effective Teaching Rubric (2017) and the CT CCT for Effective Service Delivery Rubric (2017), respectively, and other concerns, the teacher/support specialists returns to Group B.
  - The teacher must maintain a record of steps taken and resources used.

If the evaluator has evidence that the teacher/support specialist has made some progress, the teacher/support specialist will be given an opportunity to remain in Group D; the plan may be modified and/or the time frame may be extended up to a total of six months. If the evaluator indicates that the teacher/support specialist has failed to meet the expectations to improve his/her performance within the timeframe of the *Intensive Supervision and Evaluation Plan*, a second evaluator (i.e., evaluator will be identified from administrator rotation schedule) will review the data (including observations). If further administrative action is required it may include, as appropriate, one of the following:

- A recommendation for disciplinary action.
- A recommendation for other administrative action including, but not limited to, recommendation for termination of employment.

This above mentioned action is based on the gap in current performance relative to the specific domain(s) and indicator(s) in the CT CCT for Effective Teaching Rubric (2017) for teachers and the CT CCT for Effective Service Delivery Rubric (2017) for support specialists.

For both Group C and Group D processes, a copy of the written assessment will be given to the teacher/support specialist; the evaluator will keep one, and one will be kept in the teacher/support specialist personnel file in the Central Office. The teacher/support specialist will have the right to review the written assessment and may add written comments. The teacher/support specialist may have bargaining unit representation at all conferences if he/she desires and requests such representation. The Superintendent, or his/her designee, may assign other evaluators to assist in this process.

#### *Appeals Regarding the Assistance for Improvement and the Intensive Supervision and Evaluation Plans*

- At any time during either Group C or Group D process, the teacher/support specialist will have a right to attach a response to any evaluation document for inclusion in his/her personnel file.
- A representative of the Amity Teacher Union may represent a teacher/support specialist.
- A teacher/support specialist who does not agree with the composition of the *Assistance for Improvement Plan* and/or the *Intensive Supervision and Evaluation Plan*, may appeal to the Director of Curriculum and Staff Development prior to the implementation of either plan. The Dispute Resolution Process will be implemented.
- If the teacher/support specialist does not agree with the decision that emerges from the Dispute Resolution Process, s/he may appeal to the Superintendent. The Superintendent's determination on any such appeal will be final. Written evaluations given as part of the evaluation process are not subject to appeal to the Superintendent.
- With the exception of disciplinary action taken as stated above, and failure to follow the evaluation procedures, evaluative decisions and documentation shall not be subject to the grievance process and arbitration procedure.
- This process will be conducted in accordance with all applicable Connecticut State Laws and Amity Regional School District # 5 Board of Education policies.

## **XII. Dispute Resolution Process**

A panel composed of the Director of Curriculum and Staff Development, President of the Amity Education Association (AEA), or designee, and two neutral people shall resolve disputes where the evaluator and teacher/support specialist cannot agree on SLO/Goal, respectively, the professional focus, feedback goals, the evaluation period, feedback on performance and/ practice, or final summative rating. The appeals process includes the following:

- a) Teacher/support specialist submits a written appeal to the Director of Curriculum. Teacher/support specialist submits a list of four names to superintendent for neutral 3<sup>rd</sup> party; superintendent chooses one person from list.
- b) The neutral fourth party is an administrator, assigned by the superintendent based on the evaluation of administrator rotation schedule.
- c) The four-person committee meets to resolve the issue(s); the goal is to come to consensus on a resolution and make a specific recommendation to teacher/support specialist within 10 working days (based on Amity Education Association contract) of meeting.
- d) Should the established process not result in a resolution (i.e., no consensus on a given issue or the teacher/support specialist rejects the recommendation), the superintendent will make the final decision; the superintendent's decision cannot be appealed.

In a case where the Director of Curriculum is the evaluator of the teacher/support specialist involved in the dispute, another administrator not involved with the supervision and evaluation process of the teacher/support specialist, will be chosen by the superintendent to chair the appeals process.

### **XIII. Four Level Matrix System Rubrics**

Annual summative evaluations provide each teacher/support specialist with a holistic rating aligned to one of four performance evaluation designators: Exemplary-4, Accomplished-3, Developing-2, and Below Standard-1. The performance levels are defined as:

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

### **XIV. Preponderance of Evidence**

The Preponderance of Evidence Rubric will be used to evaluate the substance, quality, consistency, complexity, and applicability. See end of year summative evaluation for Groups A and B1 (p. 13) and Groups B2, B3, and B4 (p. 15) for explanation of ratings for each group.

#### *Preponderance of Evidence Rubric*

Pieces of evidence are carefully assessed using the Preponderance of Evidence Rubric that addresses the substantial, substantive, quality (superior), consistency (consistent across all work and over the course of school year), complexity (demonstrate complex understanding of role), and applicability (appropriate) for all work. Evidence, peer and student feedback reflection, and professional focus outcomes and reflection are scored holistically.

Score	Categories	Descriptors
4	Exemplary: Exceeding in all domains and most indicators	Substantial and substantive, demonstrating quality, consistency, complexity, and applicability across domains and indicators.
3	Accomplished: Meeting all domains and most indicators	Quality, consistency, complexity, and applicability across domains and indicators.
2	Developing: Meeting at least two domains and some indicators	Limited, inappropriate or irrelevant quantity, quality, consistency, complexity, and/or applicability across domains and indicators.
1	Below Standard: Not meeting domains or indicators	Minimal or missing quantity, quality, consistency, complexity, and applicability across domains and/or indicators.

### **XV. Holistic Scoring Rubric**

The preponderance of evidence ratings will be used to decide on the overall holistic score. A score of 4.0, 3.5, 3.0, 2.5, 2.0, 1.5, or 1.0 will be assigned to Teacher/Support Specialist. See chart for details.

<b>Holistic Rating</b>	<b>Descriptors</b>
<b>Exemplary 3.5-4.0</b>	An overall holistic rating of a <b>4</b> (Exemplary) equates to earning two <b>4s</b> or earning a <b>3 and a 4</b> on Teacher Practices and Student Outcomes. This is based on multiple sources of data and evidence using the Preponderance of Evidence Rubric.
<b>Accomplished 2.5-3.0</b>	An overall holistic rating of a <b>3</b> (Accomplished) equates to earning two <b>3s</b> or earning a <b>3 and a 2 or a 2 and a 4</b> on Teacher Practices and Student Outcomes. This is based on multiple sources of data and evidence using the Preponderance of Evidence Rubric.
<b>Developing 1.5-2.0</b>	An overall holistic rating of a <b>2</b> (Developing) equates to earning two <b>2s</b> or earning a <b>2 and a 1</b> on Teacher Practices and Student Outcomes. This is based on multiple sources of data and evidence using the preponderance of evidence rubric.
<b>Below Standard 0-1.0</b>	An overall holistic rating of a <b>1</b> (Below Standards) equates to earning two <b>1s</b> or on Teacher Practices and Student Outcomes. This is based on multiple sources of data and evidence using the preponderance of evidence rubric.

- Groups A and B1. Primary Evaluator Rating Process Groups A and B1 for Teachers and Support Specialists: For Teacher Practices, the primary evaluator uses the Rubric for Effective Teaching or the Rubric for Support Services to rate the observations. Primary evaluator uses the Preponderance of Evidence Rubric to score the review of practice pieces of evidence and the reflection on the peer feedback from the survey items. One score is provided for both components collectively.
- The Student Outcomes ratings is based on the SLO and IAGDs outcomes and reflection and the student feedback from the survey items. The primary evaluator uses the Preponderance of Evidence Rubric to evaluate the reflection of the SLO/IAGDs and student feedback from survey items. One score is provided for all components in the Student Outcomes. The Teacher Practice rating is combined with the Student Outcome rating for one score.
- Teachers/support specialists who aspire to receive a 4 Exemplary, need to submit a minimum of one piece of evidence for each domain, observation, SLO/Goal, feedback goals, and reflections; however, more pieces of evidence may be submitted.
- **Groups A and B1: Teachers/Support Specialists**
  - Teacher Practices (1 holistic score)
    - Teacher Performance (CCT Effective Teaching Rubric and Effective Support Service Rubric) and Practices (Preponderance of Evidence Rubric)
    - Peer Feedback
  - Student Outcomes (1 holistic score)
    - SLO/IAGDs (Student Growth and Development) Outcomes
    - Student (Teacher) or Stakeholder (Support Specialist) Feedback (Preponderance of Evidence Rubric)

The score for Teacher Practices and for Student Outcomes are combined for one score.

- Groups B2, B3, and B4. Primary Evaluator Rating Process Group B2, B3, & B4 Teachers and Support Specialists: For Teacher Practices, the primary evaluator uses the Rubric for Effective Teaching or the Rubric for Support Services to rate the observations. Primary evaluator uses the Preponderance of Evidence Rubric to score the review of practice pieces of evidence and the reflection on the peer feedback from the survey items. The primary evaluator provides one score for the Teacher Practices. The Student Outcomes ratings is based on the Professional Focus outcomes, work, and reflection and the student feedback from the survey items. The primary evaluator uses the Preponderance of Evidence Rubric to evaluate the professional focus outcomes and the reflection of the student feedback from survey items. The primary evaluator provides one score for the Student Outcomes. The Teaching Practice rating is combined with the Student Outcome rating for one score. Evaluator includes comments in the summative assessment form.
- Teachers/support specialists who aspire to receive a 4 Exemplary, need to submit a minimum of one piece of evidence for each domain, observation, SLO/Goal, feedback goals, and reflections; however, more pieces of evidence may be submitted.
- **Groups B2, B3, and B4: Teachers/Support Specialists**
  - Teacher Practices (1 holistic score)
    - Teacher Performance (CCT Effective Teaching Rubric and Effective Support Service Rubric) and Practices (Preponderance of Evidence Rubric)
    - Peer Feedback
  - Student Outcomes (1 holistic score)
    - Professional Focus (Student Growth and Development) (Preponderance of Evidence Rubric)
    - Student (Teacher) or Stakeholder (Support Specialist) Feedback (Preponderance of Evidence Rubric)

Teacher practices and Student Outcomes are combined for one score.

#### **XVI. Definition of Effectiveness and Ineffectiveness**

Effective-A teacher/support specialist will be rated effective with a holistic summative evaluation score of 2.5 to 4 for that specific academic year.

Ineffective-A teacher/support specialist will be rated ineffective with a holistic summative evaluation score of 0.0 to 2.0 for that specific academic year.

#### **XVII. TEAM Program Years 1 and 2**

Although not part of the formal teacher evaluation plan, as mandated by the State Department of Education, the TEAM Program is an induction program for beginning teachers/support specialists (Group A) that includes mentorship and professional development. Beginning teachers must successfully complete a three-year district mentorship program to be eligible for a provisional educator certificate.

#### **XVIII. Professional Development and Evaluation Committee (PDEC)**

An effective PDEC is composed of certified teachers, administrators, and other appropriate school personnel including representatives selected by the respective bargaining units. Members of a PDEC collaboratively define a shared vision and establish collective responsibility for the development, evaluation, and updating of a local comprehensive professional learning plan and participation in the development or adoption of the district educator evaluation and support program. The PDEC designs and regularly updates a comprehensive plan that clearly describes how professional learning is developed, implemented, monitored and evaluated within a district. Members are expected to understand

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Connecticut's definition and standards for professional learning. PDEC is composed of the Superintendent, Director of Curriculum and Staff Development, Director of Pupil Services, Principal of Amity Regional High School, Principal of Amity Middle School-Orange, Principal of Amity Middle School-Bethany, President of Amity Education Association, three union-elected teachers from Amity Regional High School, one teacher from Amity Regional Middle School-Bethany, and one teacher from Amity Regional Middle School-Orange. Teachers are elected for a rotating three-year schedule. The Director of Curriculum and Staff Development and an elected teacher from the PDEC committee co-chair the PDEC.

### **XIX. Career Development and Professional Growth**

The Amity Professional Development and Evaluation Committee supports providing opportunities for professional growth through differentiated approaches that are influenced by the teacher/support specialist developmental and performance level. This plan undergirds the personal nature of growth and is designed to provide options for professional development. Internal and external professional learning is provided as appropriate. It is essential that the teacher/support specialist maintains a personal commitment to his or her own continuous professional growth and accepts personal responsibility for professional improvement. When appropriate, teachers/support specialists will be required to attend district professional development. The Director of Curriculum and Staff Development will determine when teachers/support specialists need to attend district professional development.

### **XX. Professional Learning for Primary Evaluators and Complementary Observers**

Primary evaluators are expected to engage in ongoing professional learning for using the Effective Teaching Rubric and Support Service Rubric for observations, recording observation, and providing feedback to educators. Additionally, primary evaluators engage in ongoing professional learning to know how to apply the preponderance of evidence to various components in Teacher Practices and Student Outcomes and to use the holistic scoring chart to assign a final rating to teachers and support specialists. Primary evaluators are expected to complete in a minimum of one calibration/proficiency for observation, recording observation, feedback, preponderance of evidence, and holistic scoring during one school year. The complementary observers are expected to complete a minimum of one calibration for observation, recording observation, and providing feedback. Both primary evaluators and complementary observers must meet the proficiency and calibration standards to conduct the observations. The professional learning and calibration/proficiency sessions provide the following:

- Understand the nature of learning for students and educators and its relation to the priorities of the CCT Rubric for Effective Teaching (2017) or CT CCT for Effective Service Delivery Rubric (2017);
- Establish a common language that promotes professionalism and a culture for learning through the lens of the CCT Rubric for Effective Teaching (2017) *or* CT CCT for Effective Service Delivery Rubric (2017);
- Understand how coaching and conversations and feedback support growth;
- Ensure that the proficiency standard for conducting observations is met every year;
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of teaching practice including SLO/Goal, Goals/strategies, review of practice, professional focus, constructive and high-quality feedback, observations, midyear meetings, end of year meeting, and assessing evidence, and
- Collaborate with colleagues to deepen understanding of the content.

## XXI. Feedback Goals

Teachers/support specialists develop two feedback goals (one peer, one student/stakeholder), identifies the data collection instrument to be used (see options below), and submits the goal to evaluator prior to Initial Meeting with primary evaluator, which will be held prior to October 31 of the current school year. The goal may be linked to the SLO (Groups A and B1) or to the Professional Focus (Groups B2, B3, and B4). During the *initial meeting*, the teacher/support specialist shares, discusses, and decides, with the primary evaluator, the goal, and the number of times and when (i.e., one, two, or three) the instrument is to be used during the current school year. If the teachers/support specialists use the School Climate Survey, teachers/support specialists identify which area(s) will be used as pre and post measurable targets.

### 1. Student Feedback Goals

- Data collection instruments that may be used to obtain student feedback include: Panorama survey items, Panorama open-ended questions, teacher/support specialist designed survey items, teacher/support specialist designed open-ended questions, and/or a rating from the school climate survey. A minimum of three survey items and/or open-ended questions of any of the aforementioned may be used.
- Examples of open-ended questions:
  - What specific strategies and/or activities helped you learn most?
  - What was challenging and/or successful for you?
  - What recommendations do you have for me?
  - What commendations do you have for me?

- *Examples* of two closed survey questions and one open-ended question related to the MS Professional Focus example on “*questioning*”: Teacher: “During our class, I focused on creating and responding to questions to help you think more deeply about issues and topics. I would like feedback about this focus. Please respond to the following questions”:
  - How did the teacher’s questions help you learn about important social studies topics and issues in class? Please explain.
  - How important was it to you that you deepened your understanding of important social studies topics and issues because of the challenging questions the teacher asked in class?  
 \_Not at all important \_Slightly important \_Somewhat important \_Quite important  
 \_Extremely
  - How important was it to you that you learned to develop questions that deepened other students understanding of important topics and issues?  
 \_Not at all important \_Slightly important \_Somewhat important \_Quite important  
 \_Extremely important
- *Data collection instruments* must meet the following *criteria*:  
 Fair - impartial and unbiased  
 Valid - measuring what is supposed to be measured;  
 Meaningful - addresses important or critical issues for the teacher;  
 Useful - informs teacher practice;  
 Age appropriate; and  
 Anonymous.
- *Mid-Year Conference*:  
 At the *midyear conference*, the teacher/support specialist shares strategies used, and progress made to achieve the goal. The teacher/support specialist may opt to modify the goal and/or change the goal. Teacher/support specialist will discussed the change with the primary evaluator.
- *Narrative Reflection for End of year conference* (may use for midyear conference).  
 Teacher/support specialist submits *narrative-reflection* of the strategies used and progress made to achieve the goal to the evaluator prior to the end of year meeting, which will be scheduled from May 1 to the day prior to the last five teacher workdays. The following are prompts to assist you in writing the narrative-reflection (see student feedback narrative-reflection form).
  - How has your feedback goal and data influenced student/adult learning and your practice?
  - What next steps will you take?

## 2. Peer Feedback Goals

The Peer Feedback Survey will be used for the peer feedback. The survey will be used for department and teams.

## Glossary

### Adult Learning Principles

- Adult learning is self-directed/autonomous
- Adult learning utilizes knowledge & life experiences
- Adult learning is goal-oriented
- Adult learning is relevancy-oriented
- Adult learning highlights practicality
- Adult learning encourages collaboration

**Complementary Observers** are certified educators, who may have specific content knowledge, such as department heads or content leaders. Complementary observers must be fully trained as observers in order to be authorized to serve in this role. Complementary observers may assist primary evaluators by conducting observations and post-conferences. A complementary observer should share his/her feedback with the primary evaluator as it is collected and shared with teachers. Primary evaluators will have sole responsibility for assigning final holistic summative rating. Both primary evaluators and complementary observers must demonstrate proficiency in conducting standards-based observations.

**Formative Assessment** refers to all activities that provide information to be used as feedback to monitor and adjust teaching and learning.

**Growth Model** refers to an educator's continuous professional learning, throughout one's career, to improve, enhance, and enrich student learning, and educator performance.

**Holistic Scoring** is a single, overall assessment score for Teacher Practices and Student Outcomes.

**Goals/Strategies** consists of a goal and/or objective for improvement in practice related to student growth or working with other adults. **Strategies** refers to the steps and/or actions, the support specialist will take to achieve the Goal. Support specialist identify Strategies that will provide evidence to support their growth Group A and B1 support specialists use Goals and Strategies.

**Professional Focus (PF)** is a causal statement that encourages innovation, promotes professional growth, and leads to the continual improvement of the quality of instructional practice and student learning. The PF is based on a personal professional challenge and need that emerges as an area for individualized professional growth. The PF should be aligned with the CT CCT Effective Teaching Rubric (2017) or the CT CCT Effective Service Delivery Rubric (2017). The statement drives the teacher/support specialist's reflection and learning. The Professional Focus is grounded in adult learning theory; that is, professional growth comes from deep, thoughtful reflection and processing experiences.

**Reflection** is the processes of analyzing and making judgments about what has happened. As part of Amity's evaluation model, teachers contemplate progress on SLO, Goals, or Professional Focus, Student and peer feedback on survey questions, evidence collected, and feedback provided by the evaluator during the observation process.

**Review of Practice** consists of an observation of data team meetings, coaching/mentoring of other teachers, review of lesson plans, student work, or other teaching artifacts.

**Rubric** is a series of narrative statements describing the levels of quality of a product or performance. The rubric can be a list of narrative statements (holistic) or a matrix of narrative statements (analytic).

**Self-Appraisal** When teachers use a rubric to assess their own work and make plans to improve based on their own evaluation.

**SESS Stakeholder:** Parents and students.

**Student Learning Objective (SLO)** consists of a goal and/or objective for student growth using multiple indicators of academic growth and development. **Indicator of Academic Growth and Development (IAGD)** are steps and actions teachers take to achieve their SLO and to monitor student learning. Group A and B1 teachers use SLO and IGADs.

**Summative Assessment** comes at the end of the school year. Includes observations, student performance, stakeholder feedback, and review of practice.

**Support Specialist** represents school psychologists, speech and language pathologists, comprehensive school counselors, and school social workers.

**Teacher** represents teachers and nontraditional teachers (e.g., Library Media Specialist, Computer Education Content Coach, etc.).

**Teachers Group A** includes 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> year non-tenured teachers and teachers who are new to Amity. The emphasis is on supervision and support, feedback, reflection, and continuous improvement. After at least one year in the district, at the discretion of the evaluator, with supporting evidence, and an exemplary rating; a teacher new to Amity and tenured in a previous district may be moved from Group A to Group B2.

**Teachers Group B1 Transitioning and Professional:** This group includes Amity teachers transitioning to new assignments in Amity and exemplary and accomplished Amity teachers assigned to the first year of the four-year evaluation cycle. The emphasis is on supervision, support, feedback, reflection, and continuous improvement.

**Teachers Groups B2/B3/B4 Professional Status:** This group includes all professional status; that is, accomplished and exemplary teachers who are in the 2<sup>nd</sup>, 3<sup>rd</sup>, or 4<sup>th</sup> year of Amity's evaluation cycle. Emphasis is on self-directed professional growth, supervision, support, feedback, reflection, and continuous improvement.

**Teachers Group C Assistance for Improvement Plan:** This plan is used for any tenured teacher experiencing difficulties in meeting the domain(s) and indicator(s) in the CT CCT for Effective Teaching Rubric (2017) or the CT CCT for Effective Service Delivery Rubric (2017). The *Assistance for Improvement* plan is designed to provide a teacher with assistance and feedback to improve his/her practice.

**Teachers Group D Intensive Supervision and Evaluation Plan:** A teacher who does not improve his/her current performance to meet the specific domains(s) and indicator(s) within the identified time frame, or whose difficulties occur a 3<sup>rd</sup> time, will be moved to the *Intensive Supervision and Evaluation Plan*.

## Appendices: Forms and Rubrics

- Attachment A: Amity Teacher Performance Worksheet
- Attachment B (1) & (2): Sample Sources of Data for Teacher Evaluation A-H

### Attached Forms:

- Group A Teachers
- Group A Support Specialist (SESS)
- Group B 1 Teachers
- Group B1 Support Specialist (SSES)
- Group B2, B3, and B4 Teachers
- Group B2, B3, and B4 Support Specialist (SESS)

### Rubrics:

- Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching (2017) N/I
- Connecticut Common Core of Teaching Rubric for Effective Service Delivery (2017) N/I