Teacher

Evaluation&

Development

Program

Mission

To inspire and prepare all students to realize their potential and enhance our global community

West Hartford Public Schools
West Hartford, Connecticut

July 1, 2015

Dear West Hartford Educators,

The West Hartford Public Schools has a longstanding tradition of excellence, and the value that our community places on educating our children is much appreciated. We have a history of working together, as teachers and administrators, to enhance the education of our students. This document is the result of a collaboration between our professionals, from across all spectra of teaching and leadership, in the form of our Teacher Evaluation Review and Advisory Steering Committee (TRAC), which has gone on for well over three years. The dedication of these professionals, and this unique partnership, has resulted in a process that will, ultimately, improve teaching and strengthen student learning. This is our West Hartford plan, created by our own professionals, and I believe that it will bring great results.

The key element, I believe, in all successful evaluation instruments, is the reflective process that leads to discussions about what we are doing, how we are teaching, and whether or not our students are meeting success. It is imperative that we are honest with each other in our efforts to improve our performance. Teaching is incredibly nuanced and difficult work, and the more that we share with each other about our practice, the better off our students will be. Our children deserve the very best, and our community demands it.

Every child in West Hartford deserves to experience great teaching and learning—in every classroom, in every school, every single day. I am so proud to work with a system of committed, inspiring, and determined educators. When we all collaborate in analyzing results, reflecting on our practice, and honestly discuss what is helping our students, and where we can grow as professionals, we all benefit. I believe that this plan will continue, and accentuate, our long tradition of educator excellence. Thank you for your commitment to our profession, and our children.

Sincerely,

Tom Moore
Superintendent of Schools

West Hartford Public Schools

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Introduction

Vision and Purpose of Teacher Evaluation

The West Hartford Public Schools is committed to a teacher evaluation model that is designed to improve student learning and staff effectiveness through the ongoing development of West Hartford's professional staff. Mirrored after Connecticut's SEED model, West Hartford's *Teacher Evaluation and Development Program* is holistic and comprehensive in its design, satisfying the guidelines for educator evaluation set forth by the CT State while also contributing to the improvement of individual and collective practice among professionals, and providing support for a full range of professional performance needs.

Research has proven that no single school-based factor contributes more to the success of the students than high quality teachers. To ensure that *all* students have competent, high quality teachers, West Hartford is committed to providing an evaluation and support structure that builds human capacity and challenges all educators to aspire to and reach excellence in their practice and successfully provide a superior education for our students.

The Goals of the Teacher Evaluation Process

The goals of the *Teacher Evaluation and Development Program* are to design an evaluation system that clearly defines excellent practice, provides educators with accurate, useful information about their strengths and areas for development, and provides meaningful opportunities for professional learning and growth.

The following principles were used to guide the design of the *Teacher Development and Performance Program*:

- Student learning is directly affected by teacher knowledge and skill;
- Teacher knowledge and skill is affected positively by the integration of teacher evaluation, professional development, and collaboration;
- Teachers, like students, must be committed to continuous improvement;
- An effective evaluation plan requires a clear definition of teaching and learning along a continuum of development and a reliable system to assess it; and
- The gaps between expectations for student performance and actual student performance should guide and shape the content of professional development and the expectations for improved performance.

To achieve this vision, our model for teacher evaluation, will:

- Apply our district model of continuous improvement to the teacher development and evaluation process;
- Improve instruction and professional practice individually and collectively;
- Advance student achievement for all students;

- Lead directly to teacher continuous growth and development;
- Differentiate experiences for teachers across a continuum of professional performance needs;
- Promote collaboration to improve learning for all;
- Provide meaningful and connected professional learning experiences that impact practice;
- Empower both principals and teachers with specific, objective information regarding their performance; and
- Ensure that evaluations are fair, reliable, valid, holistic, and an accurate representation of teacher's practice

Beliefs and Core Values

The tenets that support this evaluation system are grounded in the core values identified in our mission framework:

- Set high standards
- Provide a safe environment
- Promote collaboration
- Embrace diversity
- Encourage intellectual risk taking
- Integrate technology effectively
- Demand integrity
- Support partnerships between home and school
- Foster personal wellness
- Inspire creativity and innovation
- Make all decisions in the best interest of students

We believe that the success of the West Hartford Public Schools depends upon the commitment of students, families, and staff to develop all students to their greatest potential. In parallel fashion, we also depend upon the commitment of the administration and staff to support the development of each teacher to his/her greatest potential. These core values fully apply to teacher development and to the teacher evaluation process.

Connecting Teacher Evaluation to the West Hartford Mission Framework

The mission of the school system- *"To inspire and prepare all students to realize their potential and enhance our global community"* - drives the work of our classrooms. The mission framework has at its center the goal of helping all students to realize their potential (see Figure A). Accomplishing this requires three attributes - *high expectations for all learners, rigorous and relevant curriculum, and dynamic teaching*. *Dynamic teaching* is defined in the mission framework as "student centered, skillful, data-driven, engaging, reflective, collaborative, and personalized."

Mission

To inspire and prepare all students to realize their potential and enhance our global community

High Expectations For All Learners

Realize Student Potential

Dynamic Teaching

Rigorous & Relevant Curriculum

Realize Student Potential	Rigorous & Relevant Curriculum	High Expectations For All Learners	Dynamic Teaching

• Intellectually, physically, & emotionally healthy
• Globally competitive
• Engaged, responsible, informed citizens
• Persistence & effort
• College & career ready
	• Comprehensive – academic, arts, personal wellness
	• Inquiry-based
	• 21st century skills
	  ○ Problem solving
	  ○ Communication
	  ○ Critical thinking
	  ○ Adaptability
		• Cultivate interests, strengths, & abilities
		• Apply varied styles & approaches
		• Understand preferred strategies
		• Meet individual needs
			• Student centered
			• Skillful
			• Data-driven
			• Engaging
			• Reflective & Collaborative
			• Personalized

Our Core Values

• Set high standards • Provide a safe environment • Promote collaboration • Embrace diversity • Encourage intellectual risk taking • Integrate technology effectively • Demand integrity • Support partnerships between home & school • Foster personal wellness • Inspire creativity & innovation • Make all decisions in the best interests of students

District Goals

Goal One: Advance achievement for all students and reduce disparity between and among groups.

Goal Two: Nurture the intellectual, physical and emotional well-being of students and create a safe and respectful learning community where all students are held to high expectations.

Goal Three: Attract, retain and develop high quality staff by providing professional development, resources and appropriate learning environments.

Mission Framework   5/17/11

These expectations are further defined in the *West Hartford Instructional Framework*, which captures dynamic teaching across a continuum of performance, a rubric that defines teaching across a range of performance levels. Dynamic teaching together with rigorous and relevant curriculum and high expectations for all learners represents the interaction among teacher, content, and standards.

Our mission framework reflects this theory in action. The West Hartford Instructional Framework focuses on four domains of teaching that represent the intersection of teacher actions, rigorous content expectations, and meaningful learning tasks and experiences for students that continue to challenge them to meet 21st century expectations. The teacher development process, therefore, becomes one of supporting teacher skill, knowledge, understanding, and practice. It depends upon a model of continuous improvement, teacher collaboration, and, ultimately, teacher growth.

Connecting Teacher Evaluation to the District Model of Continuous Improvement

The District Model of Continuous Improvement (see Figure B) represents the district's "Theory of Action," a concrete representation of our district vision and strategy for improvement. This strategic planning process for continuous improvement, used at each level of the organization, creates interdependence between and among district, school, and classroom improvement plans, priorities, and efforts. The model requires a collective effort, centered on aligned expectations, and creates focused energy for improvement and change. At the district-level, the strategic approach to district and school improvement, in its recursive nature, must be driven by data—multiple forms of performance measures and indicators that inform the cycle of improvement. The analysis of data must occur at every level of the organization. Collectively, we own the data, the results, and the efforts and initiatives to support those results. This model is then replicated at the school level where teams of teachers examine student learning data to shape their instruction and use their results to refine and revise instruction. Moreover, this Model of Continuous Improvement is grounded in the notion that "leadership" must be distributed. All members of the school community should have an opportunity to contribute to the actions and decisions that most directly affect their work. In other words, the knowledge base of the entire professional staff is valued as a critical variable for improvement.

Therefore, for the teacher evaluation process, the district Theory of Action or Model of Continuous Improvement, is the *process* by which we design and carry out teacher development, teacher support, and teacher evaluation. Designed to support continuous and ongoing teacher growth and development that is driven by data collection, analysis, teaching, collaboration, and reflection, this process is also aligned with the Board of Education goals, the district mission, and core values. It reflects the processes that our educators use every day in their work with students and families. The work of improvement is

an ongoing and continuous process over the life of a teacher's career. The Model of Continuous Improvement highlights the role of professional learning as central, and teacher collaboration through professional inquiry teams as the means to continuous teacher growth and ultimately student learning.

At each stage of the process of continuous improvement, continuous learning is central. From the individual level of professional growth objectives, to the team level of working on various practices together, to the departmental and school level, professional learning is a central tenet of continuous improvement. Research and best practice continue to inform the process of teaching and learning. Curriculum and Staff Improvement (CSI) provides the opportunities for staff to examine data; examine, design, or revise curriculum; design and modify instructional practices; examine results; and learn about increasingly more effective teaching strategies and approaches. Moreover, the collective knowledge and skills of staff are a key source of helping to provide new learning as staff continues to develop their own skills and knowledge base.

Model of Continuous Improvement

West Hartford Public Schools

District Development and Performance Plan

School Development Plans

Department, Grade Level, Individual Goals/Plans

Examine Student Data

Design Instruction

Design Instruction

Examine Results

Implement Instruction

Professional Learning

Teaching — Learning

Realize Student Potential

Curriculum

Mission To inspire and prepare all students to realize their potential and enhance our global community.

Team work or collaborative work is central to this model. "Collaborative Inquiry Teams" or "Professional Learning Communities" form the foundation of our continuous improvement efforts. These teams begin with student learning data as the source for informing their work together. Their primary purpose is to use student learning information to design, redesign, and modify instructional practices together.
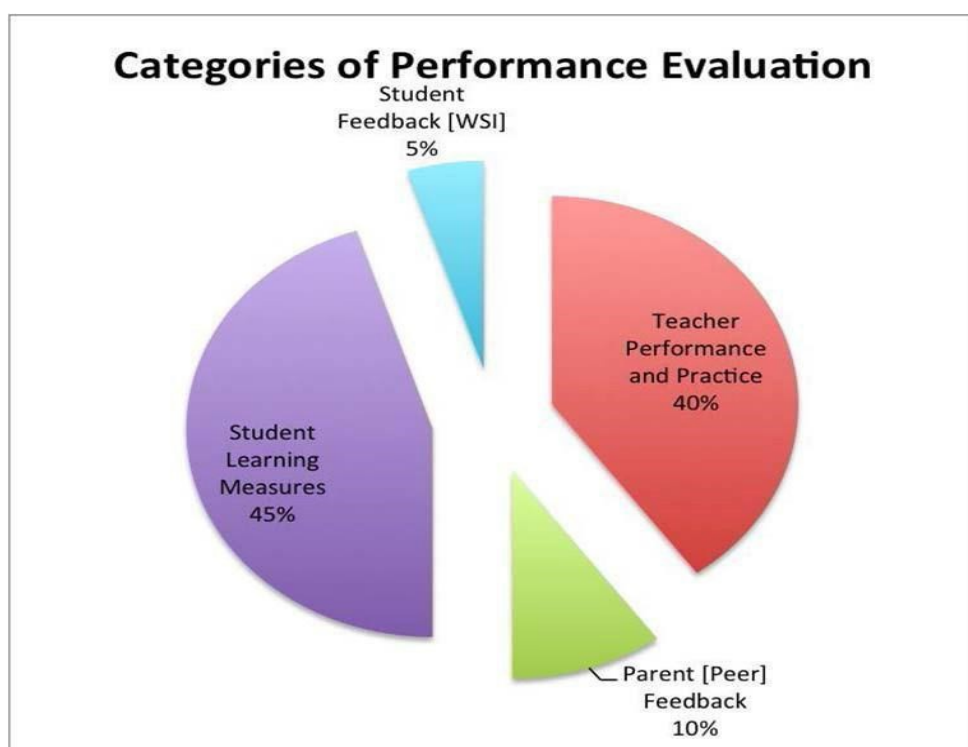
The team examines individual student work generated from common formative assessments, as well as district and state assessments, as the starting point. The meetings are intended to be collaborative, structured, and scheduled to help focus on improving our effectiveness in teaching and learning. The team is charged with adhering to a continuous improvement cycle, examining patterns and trends, and establishing specific timelines, roles, and responsibilities to facilitate analysis that results in action; that is, changing teaching to meet identified student learning needs with greater success. Each school has been working on determining the structures to facilitate these collaborative planning groups. Natural structures for meeting as a team include grade level or course level teams. This dedicated professional development time is vital for fostering teacher and administrator growth. The goal is to make these collegial conversations about teaching and learning part of how we regularly "do business". It becomes a place where we share our practice, refine our practice, and learn from one another.

The *Teacher Evaluation and Development Program* is grounded in the work of continuous improvement. The processes and structures described herein rely upon both the collaborative and individual work of teacher development and improvement.

Overview of the Teacher Evaluation Process

The *West Hartford Teacher Evaluation and Development Program* relies on multiple measures to provide an accurate and comprehensive picture of teacher performance. The term "performance" means *"progress as defined by specified indicators."* The design of this program matches the CSDE and PEAC guidelines for educator evaluation. Four categories of information will be considered to determine each teacher's overall performance (see Figure C).

Figure C – Categories of Performance Evaluation

Categories of Performance Evaluation

- Student Feedback [WSI] 5%
- Teacher Performance and Practice 40%
- Parent [Peer] Feedback 10%
- Student Learning Measures 45%

Evaluation of **teacher performance and practice (40%)** will be measured through evidence collected relative to specific indicators outlined in a four-level matrix. Teacher growth across performance levels will be supported and expected in each given school year. **Parent feedback (10%)** will also be collected and, in combination with teacher performance ratings on the matrix, will constitute half of a teacher's overall performance rating. This 50% is a teacher's **"PRACTICE rating."**

Evaluation of **student outcomes (45%)** will also be considered when determining a teacher's overall performance. The progress of students will be determined based on specific Student Learning Objectives and associated Indicators of Growth and Development established by the teacher at the beginning of each year. In addition, **student feedback (5%)** will be collected and combined with this outcome data to

constitute the other half of a teacher's overall performance rating. This 50% is the teacher's **"OUTCOMES rating."**

These two ratings are then combined to generate an **overall summative rating** of *Exemplary*, *Effective (Proficient)*, *Developing* or *Below Standard* for the school year (see Figure D).

Figure D – SDE/PEAC Rating Guidelines
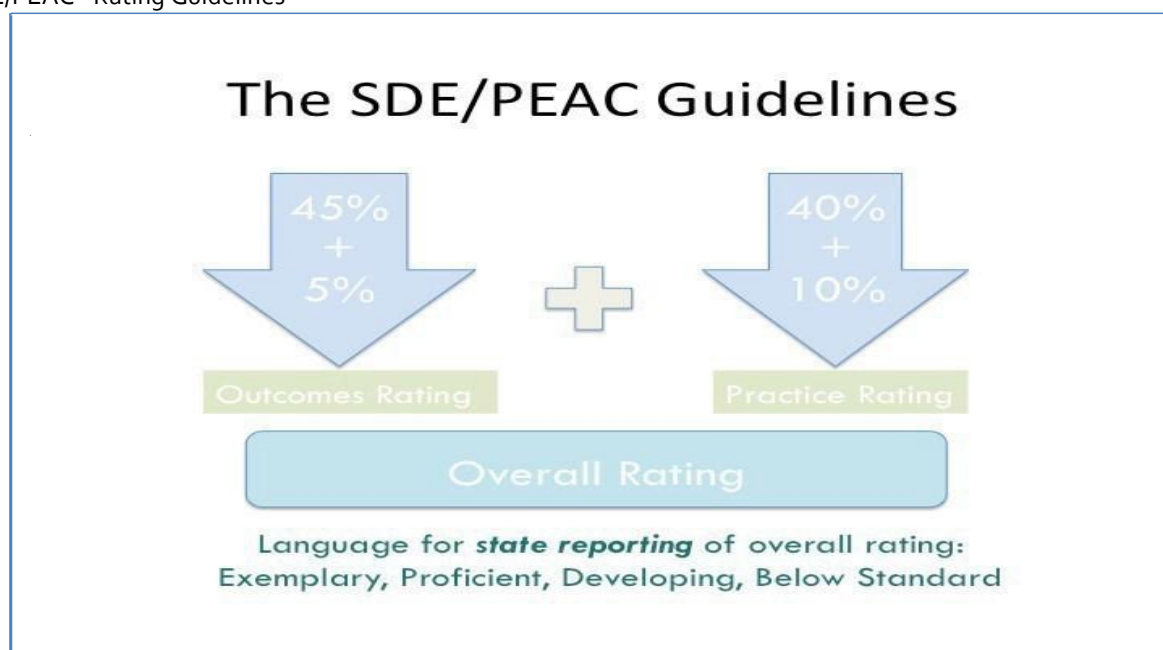
The performance levels are defined as follows:

      Exemplary – Substantially exceeding indicators of performance

      Effective (Proficient) - Meeting indicators of performance

      Developing – Meeting some indicators of performance but not others

      Below Standard – Not meeting indicators of performance

Teacher Evaluation Training and Orientation

Early in each school year, all teachers must participate in a general orientation on West Hartford Public Schools' *Teacher Evaluation and Development Program*. This orientation serves to outline the evaluation process, identify the individuals involved, establish timeframes, clarify expectations, answer questions, and identify resources available to teachers and administrators in meeting their responsibilities throughout the evaluation process. The overall goal of this training and orientation is that both teachers and administrators understand the scope and purpose of West Hartford Public

Schools' *Teacher Evaluation and Development Program*. A sample outline of the topics and process for Orientation can be found in Appendix H.

Teachers will be oriented to the process of teacher evaluation in West Hartford each year annually by October 15 in either a building based CSI or staff meeting.

Prior to the start of school, all administrators will receive professional development on our administrator professional growth and evaluation process to ensure a comprehensive understanding of leadership applications related to teacher evaluations. Coaching support will be provided for an administrator who does not meet the standards. Professional development related to the calibration of supervisory and evaluation practices will be provided annually to all administrators.

Process and Timeline

In alignment with the SEED model, the annual evaluation process between a teacher and an evaluator (principal or designee) in West Hartford is anchored by three conferences, which guide the process at the beginning, middle and end of the year (see Figure E). The purpose of these conversations is to clarify expectations for the evaluation 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.

Figure E – Evaluation Process

Goal Setting and Planning By October 30

Orientation on process

Teacher reflection and goal-setting

Goal setting and plan devleopment

Mid-year Conference January/February

Review goals and performance to date

Mid-year conference

End of Year review By June 30

Teacher self-assessment

Scoring

End-of-year conference

Goal Setting and Planning (September – October)

1.   *Orientation on Process* – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice focus areas and Student Learning Objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation and support process.

2.   *Teacher Reflection and Goal-Setting* – The teacher examines student data, prior year evaluation and survey results, and the *West Hartford Instructional Framework* to draft two or more professional learning objectives, one or more SLOs (depending upon the availability of multiple indicators of academic growth), , and a student feedback goal for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.

3.   *Goal-Setting Conference* – The evaluator and teacher meet to discuss the teacher's proposed objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher's practice to support the review. The evaluator may request revisions to the proposed focus area(s), goals and objectives if they do not meet approval criteria.

Mid-Year Conference (January – February)

1.   *Reflection and Evidence Collection* – The teacher and evaluator collect and reflect on evidence available to date about the teacher's practice and student learning in preparation for the conference.

2.   *Mid-Year Conference* – The evaluator and teacher complete at least one mid-year conference during which they review evidence related to the teacher's PLOs and progress towards SLOs and other goals. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators may deliver mid-year formative information on indicators of the Instructional Framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her focus area.

End-of-Year Summative Review (By June 30)

1. *Teacher Self-Assessment* – The teacher reviews all information and data collected during the year and completes a self-assessment of progress with PLOs, SLOs and performance related to all indicators on the *West Hartford Instructional Framework* for review by the evaluator. This self-assessment should focus on the areas for development established in the Goal- Setting Conference.

2. *Scoring* – The evaluator reviews submitted evidence, self-assessments and observation data and uses them to generate component ratings. The component ratings are combined to calculate scores for Teacher Practice Related Indicators and Student Outcomes Related Indicators. These scores generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data would significantly change the Student-Related Indicators final rating. Such revisions should take place as soon as state test data are available and before September 15.

3. *End-of-Year Conference* – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss component ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before June 30.

Evaluator Calibration

As part of the educator evaluation and support process, all administrators responsible for the evaluation of teachers in West Hartford will participate in the Collegial Calibration process facilitated by members of the *ReVision Learning Partnership*. Through their participation in this multi-session, year-long training, administrators engage in the ongoing calibration of their skills related to the observation and analysis of educator practice and the ability to deliver evidence-based formative and summative feedback to the teachers they evaluate. This calibration is an essential step toward ensuring that West Hartford's teacher evaluation system produces accurate, consistent, fair and reliable results for all teachers.

Categories of WHPS Teacher Evaluation Plan

For the purpose of the following section, the word "teacher" will constitute all certified staff.

Category 1 - Teacher Performance and Practice (40%)

Forty percent (40%) of a teacher's evaluation shall be based on observation and evidence collection related to teacher practice and performance as articulated in the *WHPS Instructional Framework* (or *WHPS SESS Framework*).

Figure F – Performance and Practice Ratings
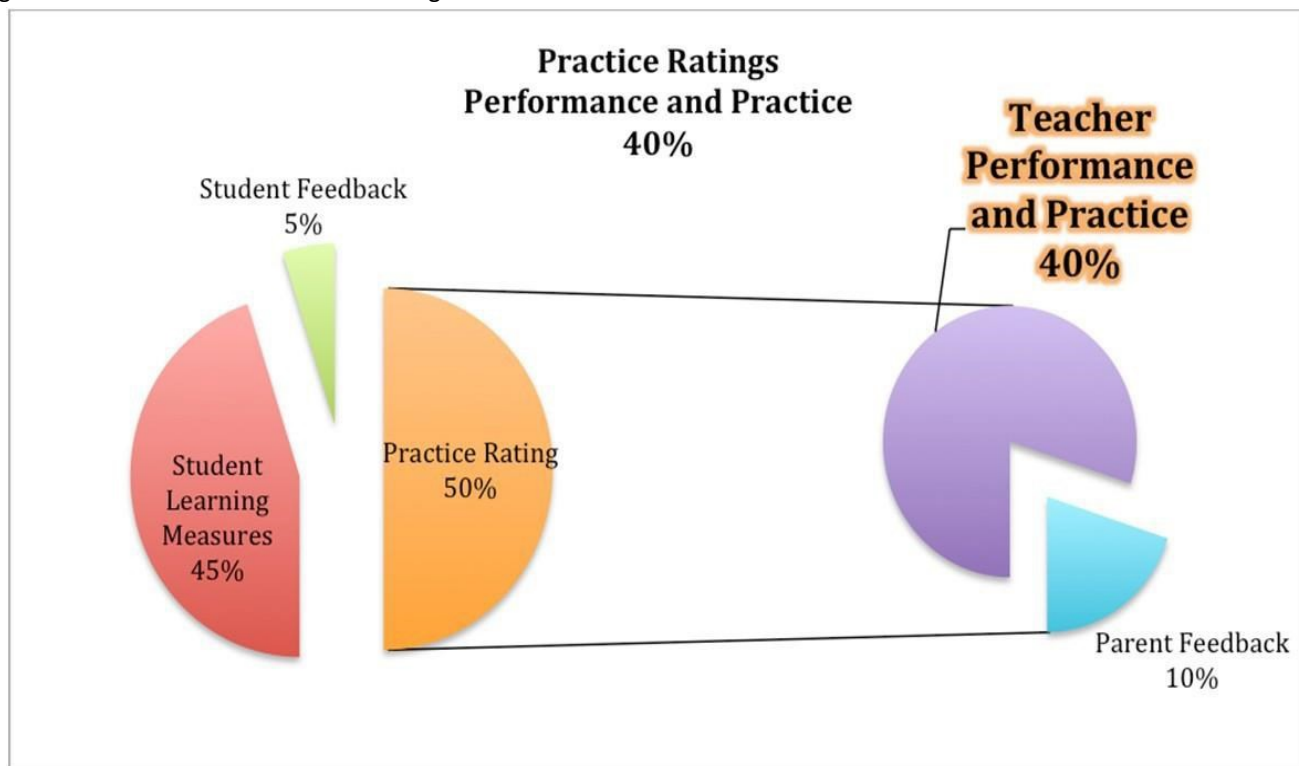
WHPS Instructional Framework

The performance and practice of all West Hartford teachers will be evaluated using a four-level rubric. The *West Hartford Instructional Framework* is the core document within the evaluation system and is used to help provide the context upon which a teacher's performance can be directly measured. The indicators of teaching practice outlined through the rubric have been developed by West Hartford teachers and represent the collective values and beliefs about teaching and learning within the educational community.

The *West Hartford Instructional Framework* defines a common understanding of effective instructional practices across **four focus areas** - Classroom Environment, Planning for Active Learning, Instructional Practice for Active Learning, and Professional Responsibilities. Within the four focus areas are **eleven indicators** that break down expected practices across four levels of performance – *exemplary, effective, developing,* and *below standard*. The framework is central to the evaluation process and acts to clarify towards mutual understanding, the practices we know are essential for improving student learning. The table that follows outlines the focus area and indicators within the Framework. The full document can be found in Appendix B.

Table 1 - Instructional Framework Summary

West Hartford Instructional Framework - Summary of Focus Areas and Indicators

Focus Area	Indicators
Classroom Environment	A. Teacher creates, models, and promotes an atmosphere of respect, responsibility, and safety for all that is conducive to learning. B. Teacher maximizes time spent on learning by effectively managing procedures and routines that promote engagement and active participation by all students.
Planning for Active Learning	A. Teacher plans instructional content that is aligned with standards, builds on students' prior knowledge and assessment results, and provides an appropriate level of challenge for all students. B. Teacher plans instruction to cognitively engage all students in the content. C. Teacher plans appropriate assessment strategies to monitor student progress.
Instructional Practice	A. Teacher sets and communicates clear and rigorous expectations for implementing instructional content. B. Teacher employs a variety of "active learning" strategies to enable all students to construct meaning and apply new learning. C. Teacher monitors student learning, providing feedback, allowing for self-assessment, adjusting instruction.

Professional Responsibilities	A. Teacher engages in professional growth that is continuous, collaborative, and purposeful and contributes to a positive school community and climate. B. Teacher communicates with families to promote positive home-school relationships and exhibits sensitivity and respect for cultural, social, economic and learning diversity. C. Teacher conducts self as a professional in accordance with *CT Code of Professional Responsibility for Teachers* and district policy.

Professional Learning Objectives

Each teacher will annually develop at least one **Professional Learning Objective** that highlights a performance and practice focus area for the year. This objective should be directly aligned with the some aspect of the Instructional Framework and will guide observations and feedback conversations throughout the year. Each teacher will work with his/her evaluator to develop and professional learning objective through mutual agreement that

  a) represents a growth area for the teacher;
  b) has a direct link to student achievement; and
  c) will move the teacher toward *Effective* or *Exemplary* performance on the Instructional Framework.

Observations of Practice

The specific observation protocols employed by administrators vary depending on each teacher's tenure status and levels of performance. The processes associated with the observation of classroom practice have been designed with varied approaches for our non-tenured and tenured teachers as well as for high performing and low performing tenured teachers. These processes are outlined in the text, tables and timelines that follow.

Non-Tenured Teachers - Performance and Practice Review and Goal Setting

Observation and support of non-tenured teachers will include multiple observations of classroom practice including both written and oral feedback to support ongoing professional growth. The table below defines the various steps to be taken by non-tenured teachers and their assigned evaluator during a typical school year.

Table 2 – Non-Tenured Teacher Timeline

Action	Person Responsible	Documents	Timeline
Self-Reflection and Goal Setting – PLO's and SLO's	Teacher	Self-Reflection/Goal Setting Form A	By Oct 30
Two Informal Observations- (Minimum 10 minutes) Written Feedback by Evaluator within Three work days Verbal Feedback by Evaluator Review of Feedback by Teacher	Evaluator/ Teacher	Informal Observation Form C-1	One prior to goal-setting (Oct 30)
Collaborative Goal Setting Conference	Evaluator/ Teacher	Teacher Self Reflection/Goal Setting Form A Feedback from Informal Observations	By Oct 30
Minimum of 3 Formal Observations (2 announced, 1 unannounced) Pre-Conference for at least 2; Observation- (45 min. or Single Period) Post Conference within 3 work days Written feedback within 3 work days	Evaluator/ Teacher	Pre-Conference Form B Classroom Observation Form C Post-Conference Form D	By Jan 30
Mid-Year Conference	Evaluator/ Teacher	Mid-Year Conference Form G Evidence of Student Achievement	By Feb 15
End-of-Year Conference	Evaluator/ Teacher	End-of-Year Conference Forms H1 and H2 Teacher Evidence-based Portfolio	By June 1
Preparation and Submission of Summative Evaluation	Evaluator	Form I	By June 15

Tenured Teachers - Performance and Practice Review and Goal Setting

Observation and support of tenured teachers will include multiple observations of classroom practice including both written and oral feedback to support ongoing professional growth. The table below defines the various steps to be taken by tenured teachers and their assigned evaluator during a typical school year.

Table 3 – Tenured Teacher Timeline

Action	Person	Documents	Timeline
Self-Reflection and Goal Setting – PLO's and SLO's	Teacher	Self-Reflection/Goal Setting Form A	By Oct 30
Collaborative Goal Setting Conference	Evaluator/ Teacher	Self-Reflection/Goal Setting Form A	By Oct 30
Teachers - Developing and Below Standard 3 Formal Observations (45 min., announced) with Pre- Post Conferences Written Feedback within three work days	Evaluator/ Teacher	Pre-Conference Form B Classroom Observation Form C Post- Conference Form D	By Feb 28
Teachers – Developing and Below Standard Minimum of 2 Informal in-class observations (Unannounced, minimum 10 minutes each) Written Feedback by Evaluator in three work days	Evaluator/ Teacher	Informal Observation Form C-1	One prior to goal-setting (Oct 30) Other by May 1
Teachers – Effective and Exemplary Minimum of 1 Formal in-class Observation every 3 years (45 min. or Single Period) With Pre- and Post-Conference Written feedback within 3 work days One **review of practice** every year	Evaluator/ Teacher	Pre-Conference Form B Classroom Observation Form C Post- Conference Form D	By Feb 28
Teachers – Effective and Exemplary Minimum of 3 Informal Observations every year other than formal observation year (Minimum 10 min. each, unannounced) Written Feedback by Evaluator in 3 work days	Evaluator/ Teacher	Informal Observation Form C-1	By May 1
Peer Observation (optional)	Teachers	Peer Observation Form (to be developed)	By May 1

Mid-Year Conference	Evaluator/ Teacher	Mid-Year Conference Form G* Evidence of Student Achievement (*Completion of Form G is optional for tenured teachers at the effective or exemplary levels who are in the formal observation cycle and are not making any changed to their SLOs or IAGDs)	By Feb 28
End-of-Year Conference	Evaluator/ Teacher	End-of-Year Conference Form H1 and H2 Teacher Evidence-Based Portfolio	By June 1
Preparation and Submission of Summative Evaluation	Evaluator	Form I	By June 15

Review of Practice - All tenured teachers are required to have a review of practice every year. This review is an opportunity for the evaluator to gather data on some aspect(s) of the teacher's performance. A review of practice is not a formal or informal observation but rather, a review of practitioner carrying out some aspect of their role. A review of practice offers an evaluator the opportunity to gather further evidence to support Focus Areas/Indicators of the IF or SESS rubric. It provides assurance that the performance of every teacher is reviewed every year, whether or not the teacher has been formally observed in the classroom. Reviews of practice include but are not limited to the following: PLC meetings; Collaborative inquiry teams, parent conferences, Planning and Placement Team (PPT) meetings, Student Success Team (SST) meetings, facilitation/presentation of a CSI, parent orientation presentation, coaching or mentoring other teachers, review of lesson plans or other teaching artifacts.

Currently there is no specific form on which evaluators are expected to record data collected from a review of practice. Data collected during the review should be documented. It may be summarized in a memo, Word document or email shared with the teacher and/or referenced in the year-end evaluation (Form I). It is important to note that **a review of practice does not take the place of a required formal or informal in-class observation**.

The timelines provided in this plan are to be used as a guide in the evaluation process throughout the year for each individual teacher. As there are often scheduling difficulties or absences that may affect individual circumstances, there may be cases where deadlines are reasonably extended. Teachers and

Evaluators will use the *WHPS Instructional Framework* to focus and organize their evidence collection based on the timeline provided. While individual observations will not be weighted independently, evidence should be collected and feedback should generate discussion relative to the performance levels being observed.

At the end of the year, evaluators will complete a collective review of all evidence collected to determine an overall rating of teacher performance and practice across all domains of the WHPS Instructional Framework. These ratings will be applied to a summative score that will be determined based on the weighting described in Table 4.

Table 4 - Teacher Performance and Practice Scoring

Focus Area	Score	Weighting	Points (score x weight)
Classroom Environment		25	
Planning for Active Learning		20	
Instructional Practice		40	
Professional Responsibilities		15	
Total Score			

The total score on performance and practice as defined above is part of the teacher's Practice Rating. The total score from this section is added to the overall summative scoring as outlined in the Aggregate and Summative Scoring section of this document.

Category 2 - Parent Feedback (10%)

Parent feedback will be collected and will constitute 10% of a teacher's evaluation.

Figure G – Parent Feedback
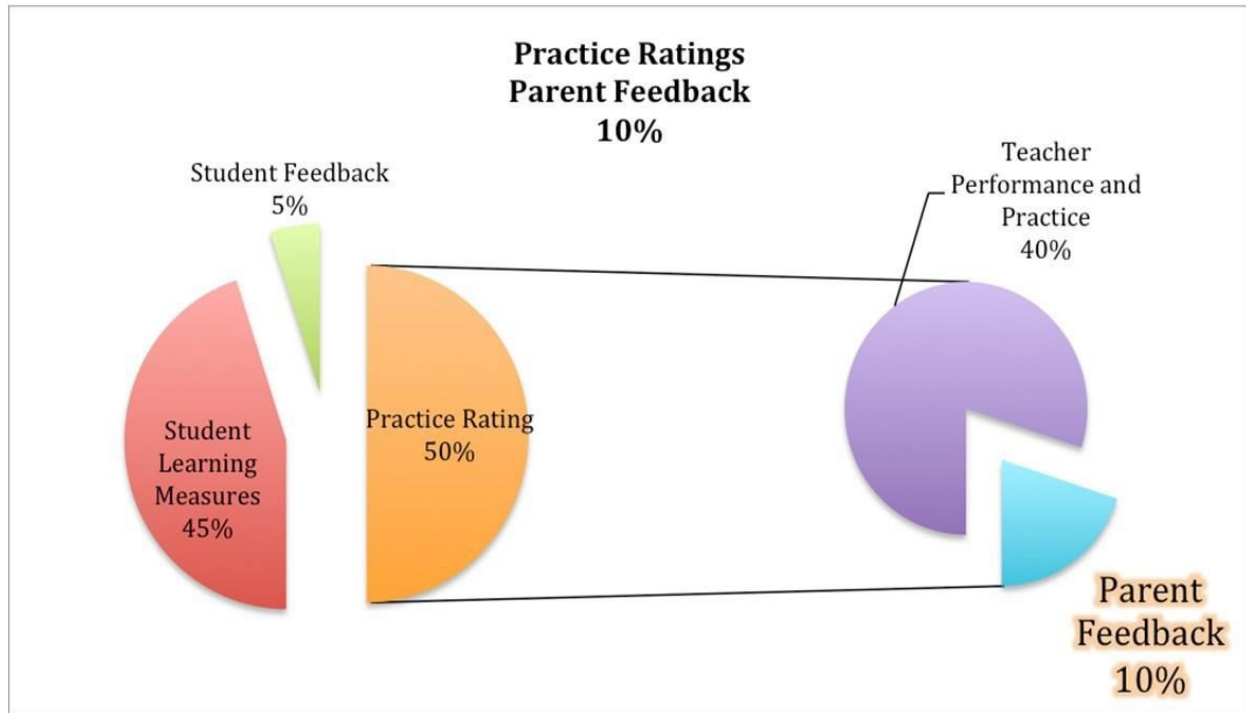
West Hartford will use whole school parent survey data to inform goal setting at the beginning of each year and connections will be made between both Student Learning Objectives (SLOs) and Professional Learning Objectives (PLOs) set by teachers. Each year new data will be collected and analyzed to support the establishment of school-wide goals and individual teacher targets to support improved practice on behalf of stakeholders. Appendix G provides sample questions that have been reviewed by the WHPS teacher evaluation steering committee. The process for goal setting based on survey data will include the following steps:

Step 1: School Leadership Team reviews data from survey administered to students and parents in spring of previous school year with staff and determines a school wide focus areas and targets for the current school year.

Step 2: *Teachers incorporate identified strategies into their daily practice and classroom routines during the year.*

Step 3: *School Leadership Team reviews progress towards school-wide goals with teachers at mid-year conferences.*

Step 4: *Surveys are re-administered to parents and students in spring.*

Step 5: *Principals examine survey results, identify the growth made toward targets set, and determine the level of performance to be assigned to all staff as outlined in 4-point matrix.*

Parent feedback will be aggregated and reviewed during the End of Year meetings wherein evaluators and teachers will determine the degree to which the teacher has met school or individual targets set at the beginning of the year. Focus on the indicators outlined in the W HPS Instructional Framework will be taken into consideration to assist in the final rating of a teacher's performance in this category. The following scale will be used in alignment with that continuum:

Level 1	Level 2	Level 3	Level 4
Did Not Meet Goal	Partially Met Goal	Met Goal	Exceeded Goal

Category 3 - Student Learning Measures (45%)

Figure H – Student Learning Measures
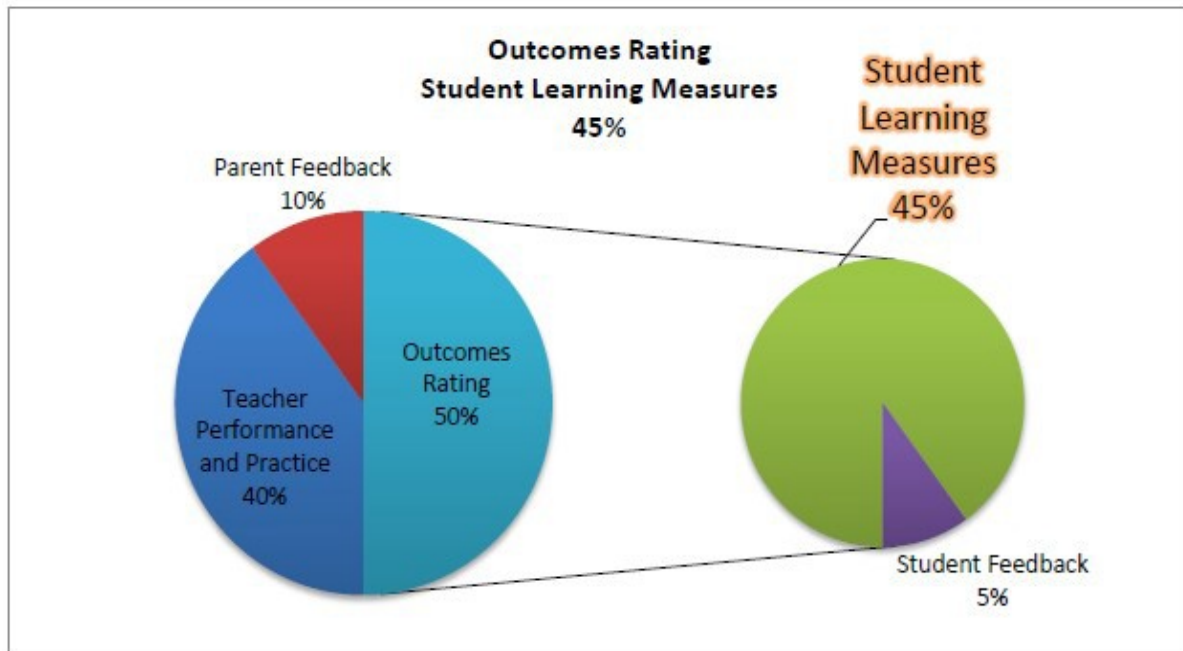
Overview of Student Learning Objectives (SLOs)

Forty-five percent of a teacher's evaluation is based on student learning measures that, when combined with student feedback, capture a teacher's impact on student learning. Each teacher will develop one or more **Student Learning Objectives (SLOs)** that are derived from district and building level goals. According to the CSDE 2014 SEED Handbook, "*The inclusion of student outcome indicators acknowledges that teachers are committed to the learning and growth of their students and carefully consider what knowledge, skills and talents they are responsible for developing in students each year.*"

SLOs and IAGDs

SLOs are carefully planned, long-term academic objectives that reflect high expectations for learning or improvement and aim for mastery of content or skill development. SLOs are written as broad goal statements for student learning and expected student improvement. These goal statements identify

core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicate a need. Each SLO should address a central purpose of the teacher's assignment and should pertain to a large proportion of her/his students, including specific target groups where appropriate. Each SLO statement should reflect high expectations for student learning at least a year's worth of growth (or a semester's worth for shorter courses) and should be aligned to relevant state, national (e.g., CT Core State Standards) or district standards for the grade level or course. Depending on the teacher's assignment, an SLO statement might aim for content mastery or else it might aim for skill development. Teachers with similar assignments may have identical SLOs although they will be individually accountable for their own students' results. The following examples of SLO's appear on page 28 of the *2014 SEED Handbook*:

Table 5 – Sample Student Learning Objectives

Grade/Subject	Student Learning Objective
1st and 2nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.
9th Grade English/Language Arts	Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
11th Grade Algebra	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.

SLOs are measured by **Indicators of Academic Growth and Development (IAGDs)** which include specific assessments/ measures of progress and targets for student mastery or progress. An Indicator of Academic Growth and Development (IAGD) is an assessment/measure of progress to include a quantitative target that will demonstrate whether the SLO was met. Each SLO must include at least one IAGD but may include multiple, differentiated IAGDs where appropriate.

The West Hartford *Teacher Evaluation and Development Program* requires that each teacher, through mutual agreement with her/his evaluator, will select one (1) SLO for student growth. However, a teacher <u>may opt</u> to establish more than one SLO. The decision regarding the number of SLOs established for the year should rest with the teacher, as long as the criteria for IAGDs is met.

For each SLO, the teacher, through mutual agreement with her/his evaluator, will select multiple Indicators of Academic Growth and Development (IAGD) and evidence of those IAGDs based on the range of criteria used by the district. For any teacher whose primary responsibility is not the direct instruction of students, the mutually agreed upon SLO and indicators shall be based on the assigned role of the teacher.

One half (22.5%) of the indicators of academic growth and development used as evidence of whether SLOs are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available.

A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement, subject to the local dispute-resolution procedure, an additional non-standardized indicator.

a. For the 2015-16 academic year, the required use of state test data is suspended, pending federal approval, pursuant to PEAC's flexibility recommendation on January 29, 2014 and the State Board of Education's action on February 6, 2014.

b. Prior to the 2016-17 academic year, the SDE will work with PEAC to examine and evolve the system of standardized and non-standardized student learning indicators, including the use of interim assessments that lead to the state test to measure growth over time.

Therefore, for the 2015-16 academic year, one half (or 22.5%) of the indicators of academic growth and development used as evidence of whether an SLO is met shall be based on standardized indicators other than the state test (CMT, CAPT, or SBAC). Other standardized indicators for other grades and subjects,

where available, may be used. For the other half (22.5%) of the indicators of academic growth and development, there may be:

1. A maximum of one additional standardized indicator other than the state test (CAPT or SBAC) for the 2015-16 academic year, pending federal approval, if there is mutual agreement, subject to the local dispute resolution procedure as described in 1.3.

2. A minimum of one non-standardized indicator.

IAGDs reflect rigorous goals that target greater depth of knowledge and complexity of thinking. Each IAGD should be written in SMART goal format:

> **S = Specific and strategic**
> **M = Measurable**
> **A = aligned and attainable**
> **R = Results-Oriented**
> **T = Time-Bound**

Each indicator should make clear the evidence or measure of progress that will be examined, the level of performance that is targeted, and the proportion of students that is projected to achieve the targeted performance level.

For SLOs with more than one IAGD, the evaluator may score each indicator separately, and then average those scores for the SLO score, or look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically. In order for student scores to be considered in the data set used to calculate the progress with an SLO, the students need to have been continuously enrolled in a teacher's class for a least 7 months.

In the calculation to determine the summative student growth and development rating, the SLOs are weighted equally. If two SLOs were set, each SLO represents 22.5% of the teacher's final summative rating. The final student growth and development rating for a teacher is the average of their two SLO scores. If only one SLO was set, progress with that SLO represents the entire 45% of the teacher's summative rating.

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SLO:

| Exceeded (4) | All or most students met or substantially exceeded the target(s) contained in the indicator(s). |

| Met (3) | Most students met the target(s) contained in the indicators within a few points on either side of the target(s). |

| Partially Met (2) | Many students met the target(s), but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made. |

| Did Not Meet (1) | A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made. |

The language used to describe the ratings above is deliberately qualitative, affording evaluators and their teachers the opportunity to engage in honest dialogue regarding the unique attributes of each teacher's caseload and the teacher's ability to impact the growth of his or her students through the year. The individual SLO ratings and the Student Growth and Development rating will be shared and discussed with teachers during the End-of-Year Conference.

Please Note: For SLOs that include an indicator(s) based on state standardized assessments, results may not be available in time to score the SLO prior to the June 30 deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if state assessments are the basis for all indicators and no other evidence is available to score the SLO, then the teacher's student growth and development rating will be based only on the results of the second SLO. However, once the state assessment data is available, the evaluator should score or rescore the SLO, then determine if the new score changes the teacher's final (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15. See Summative Teacher Evaluation Scoring (page 37) for details.

Timeline and Process for Developing SLOs

Teachers will begin the school year with an analysis of their students' performance relative to the core content and essential learning of their course/classroom/teaching assignment. Teachers will use performance data to establish their learning objectives and outline, with their assigned evaluator, the methods to routinely monitor the progress of their students toward these learning goals. This progress will be reviewed during a Mid-Year meeting with an evaluator to recognize progress or seek additional support and redirection if necessary. Determination of attainment of targets will be reviewed during the End-of Year meeting if data is available. This general process is illustrated in Figure J. In all cases in which data is not available in time for an end of year meeting, evaluators and teachers will discuss any additional data that may have been collected.

Figure I - Timeline for SLOs
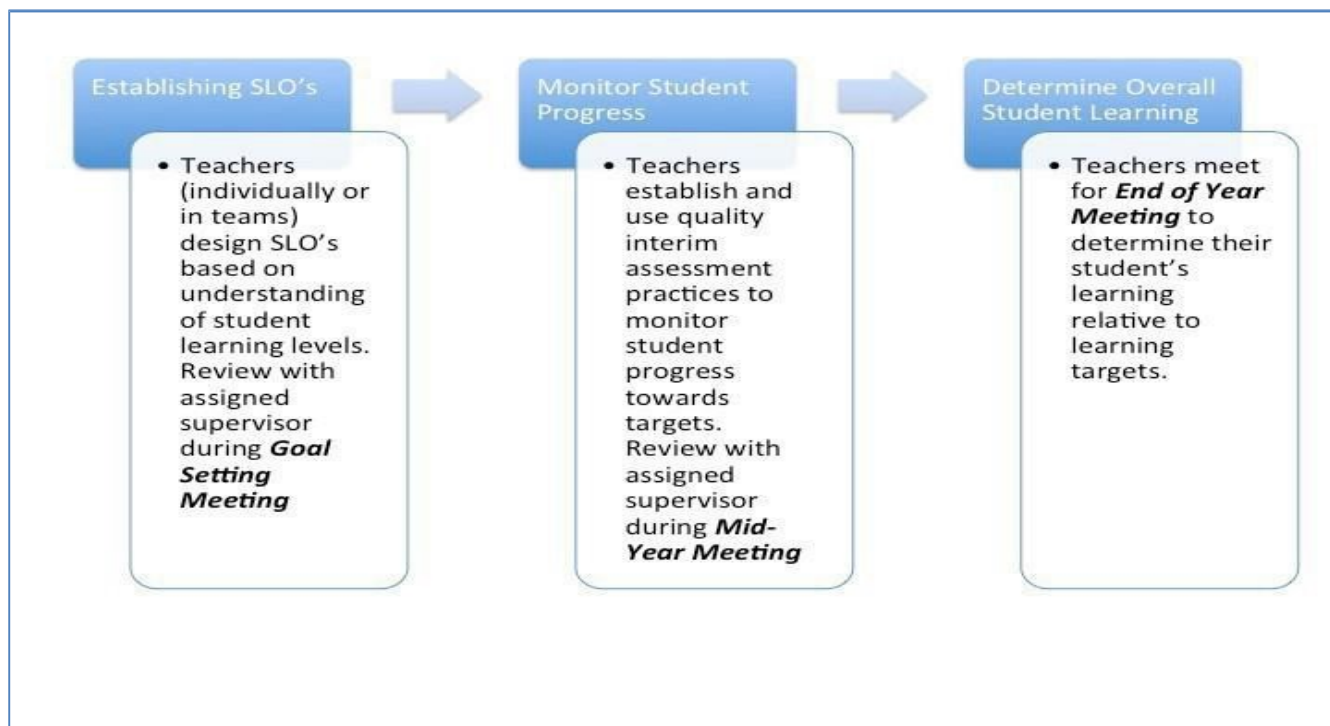
Benchmark assessments/performance assessments that can be used in the development of SLOs and IAGDs are provided through the district's Curriculum, Instruction and Assessment Department. As

teachers and evaluators consider the development of SLO's they should carefully consider the types of assessments they use to strive toward greater student achievement. The section that follows outlines the West Hartford Public Schools' core definitions for assessment and assessment design that should be carefully considered when writing SLOs.

West Hartford Assessment Measures Defined

Assessment is an integral component of teaching and learning. It provides decision makers, including teachers, parents/guardians, students, administrators, and the general public with the information they need to monitor and advance student, teacher, school, and district progress. A key guiding principle related to assessment is that the results of all assessments will be reviewed to better meet the needs of students in attaining their learning goals. Assessments can take on various forms and the following general categorical definitions are offered to establish the general purpose of each assessment type.

West Hartford adheres to the specific definition of "standardized assessment" outlined in the 2014 SEED handbook. As stated in the Connecticut Guidelines for Educator Evaluation, **a standardized assessment** is characterized by the following attributes:

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

Formative Assessment: assessment used to evaluate students' knowledge and understanding of particular content; the results are used by the teacher to adjust and plan instruction to improve achievement in that particular area

- Can be anything that informs instruction – can be daily, ongoing, informal, observation based, embedded within learning activities of a lesson (i.e., have students represent large whole numbers in three different ways), etc.

- Provides diagnostic information

- Occurs prior to or while instruction is taking place

- Is typically informal taking a small amount of time

- Leads to instructional decisions that inform instruction and assist in planning for intervention/enrichment

- Is typically not used for grading purposes

- Used to identify student strengths and weaknesses

- Is an integral part of the teaching-learning process

- Student feedback is provided very quickly – on the spot or within a 1 day turnaround

Interim Assessment: assessment designed to measure progress during the course of instruction with results used to tailor instruction to meet all students' needs and to identify students in need of additional support or extensions to learning

- More formal than formative assessments

- Can be used as an early warning of performance on later high stakes tests

- Can cover some or all of the school year curriculum

- Can be analyzed and used to identify programmatic questions

- Provides a "benchmark" for assessing learning

- Is sometimes used for grading purposes

- Should be administered often enough to provide timely feedback on student learning but spaced widely enough so there is time to alter instruction and produce measurable progress before the next assessment

- Can be analyzed to provide some diagnostic information • Generally occurs after 4 – 9 weeks of instruction

Summative Assessment: assessment used to document student achievement at the end of a unit or course, or to evaluate the end product of a learning activity or unit of study

- Occurs after the material has been taught

- Can include graded tests and quizzes, final exams, unit tests, graded performances, state assessments, district year end assessments

- May be used for grading purposes

- Can be used to provide some diagnostic information

Selecting Methods of Assessment

There is a wealth of assessment methods used to assess student achievement, but what factors should guide teacher selection of assessment methods? The primary goal is to choose a method that most effectively assesses the objectives of the unit of study. In addition, choice of assessment methods should be aligned with the overall aims of the program, and may include the development of disciplinary skills (such as critical evaluation or problem solving) and support the development of other competencies (such as particular communication or team skills.)

Hence, when choosing assessment items, it is useful to consider both the immediate task of assessing student learning in a particular unit of study, and the broader aims of the program and the qualities of the student. Ideally, this is something done with colleagues so there is a planned assessment strategy across a program.

Category 4 - Student Feedback (5%)

Five percent (5%) of a teacher's evaluation shall be based on student feedback that will be collected utilizing district-generated surveys. The district will use various delivery models to ensure higher rates of return, fairness, and reliability relative to student surveys.

Figure J – Student Feedback
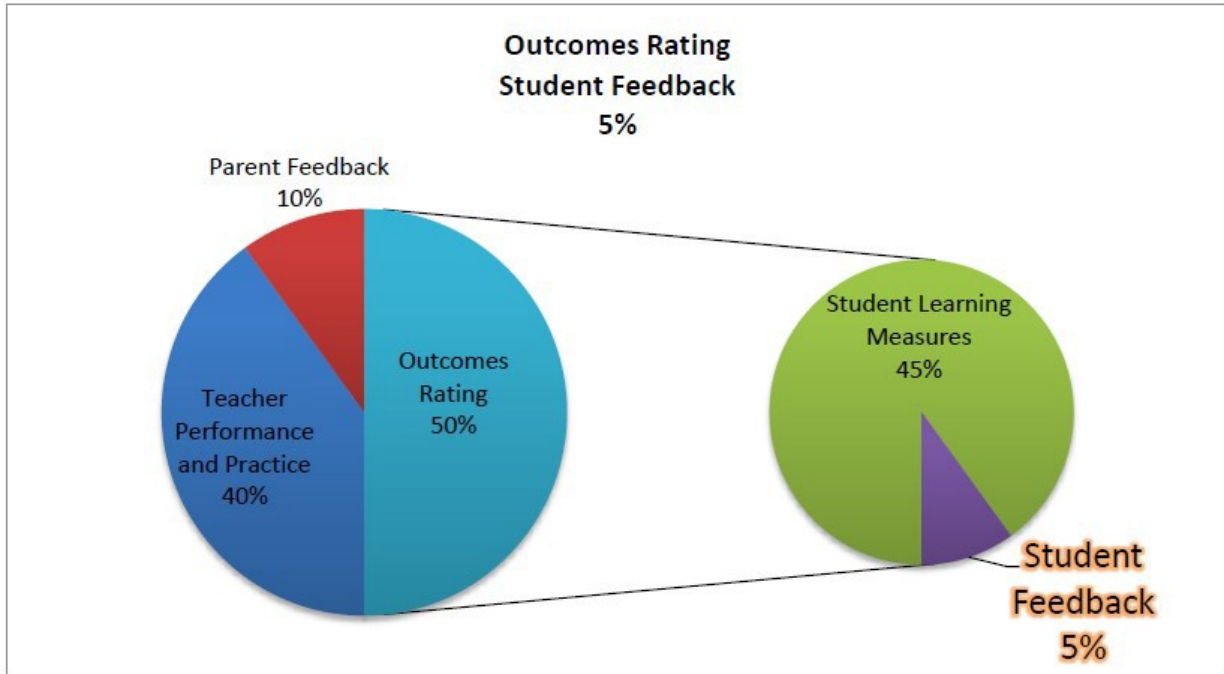
West Hartford will use whole school student survey data to support goal setting during the beginning of the year and connections will be made between both Student Learning Objectives (SLOs) and Professional Learning Objectives (PLOs). Each year new data will be collected and analyzed to support the establishment of school-wide and individual teacher goals to promote improved practice.

Various surveys for elementary students and a survey for secondary students in grades 6-12 have been reviewed. Appendix G provides sample questions that have been reviewed by the WHPS TRAC Steering Committee. Surveys will be administered to students as follows, depending on the level:

> *Elementary* - 3 grade levels
>
> *Middle School* - all grade levels 6-8
>
> *High School* - all grade levels – 9-12

The process for setting targets and determining growth with student feedback is the same as that which is used to gather and analyze parent feedback. The feedback will be aggregated and reviewed during the End of Year meetings wherein evaluator and teachers will determine the degree to which the teacher has met school or individual targets set at the beginning of the year. Focus on the indicators outlined in the WHPS Instructional Framework will be taken into consideration to assist in the final rating of a teacher's performance. The following scale will be used in alignment with that continuum:

Level 1	Level 2	Level 3	Level 4
Did Not Meet Goal	Partially Met Goal	Met Goal	Exceeded Goal

Survey Design and Administration

Support is provided to teachers in the administration of student surveys to ensure that students feel comfortable providing feedback without fear of retribution. Surveys are confidential and survey responses will not be tied to students' names. Instructions are provided with each survey (see sample provided in Appendix G) to ensure that each survey is administered to students in such a way as to yield the best possible feedback for growth in teacher practice.

Aggregate and Summative Scoring

As described earlier, a teacher's summative rating will include a combination of the performance ratings associated with the four categories of the evaluation model. Evidence relative to a teacher's *performance and practice* will be combined with scores related to *parent feedback* goals to determine an overall ***Practice Rating***. Performance relative to *student learning measures* will be combined with scores related to *student feedback* goals to determine an overall ***Outcomes Rating***. These two overall ratings will be combined to result in each teacher's ***Summative Rating***. *(*See Figure C –*Categories of Performance*

Evaluation)

Determining the Summative Rating

Step 1: Calculate ***Teacher Performance and Practice*** and ***Parent Feedback*** scores

Step 2: Determine final performance level rating for ***Practice*** component

Step 3: Calculate ***Student Learning Measures*** and ***Student Feedback*** Scores

Step 4: Determine final Performance Level Rating for ***Outcomes*** Component

Step 5: Use final ***Practice*** and ***Outcomes*** scores in conjunction with the *Summative Performance Rating Matrix* to determine overall performance designation

Step 1: **Calculate Teacher Performance and Practice /Parent Feedback Scores**

Calculate a teacher's performance and practice (40%) with particular focus on the four focus areas of the *WHPS Instructional Framework or WHPS SESS Framework*. Calculate a teacher's performance relative to Parent Feedback (10%) for the school. Combine those two scores for a total ***Practice*** score. The table below indicates how that score is derived.

Teacher Performance and Practice/Parent Feedback				
Category	Component	Score (score 1-4)	Weight	Points (score x Weight)
Teacher Performance and Practice	Observation and Review of Practice by Evaluator		40	
Parent Feedback	School-wide parent survey data review		10	
Total *Practice* Score				

Step 2: Determine Final Performance Level Rating for *Practice* Component

Practice Rating Table	
Indicator Points	Performance Level Rating
175-200	Exemplary
125-174	Effective (Proficient)
75-124	Developing
50-74	Below Standard
Final Performance Level Rating for *Practice Rating*	

Step 3: Calculate Student Learning Measures and Student Feedback Scores

Calculate a teacher's performance relative to targets outlined in Student Learning Objectives (45%) at the beginning of the year and based on student performance data. Calculate a teacher's performance relative to Student Feedback (5%) for the school. Combine those two scores for a total ***Outcomes*** score.

Student Learning Measures/Student Feedback				
Category	Component	Score (score 1-4)	Weight	Points (score X weight)
Student Learning Measures	Student Development and Growth based on SLO's		45	
Student Feedback	Student Feedback on Teacher Practice		5	
Total *Outcomes* Score				

Step 4: Determine Final Performance Level Rating for *Outcomes* Category

Outcomes Rating Table	
Indicator Points	Performance Level Rating
175-200	Exemplary
125-174	Effective (Proficient)
75-124	Developing
50-74	Below Standard
Final Performance Level Rating for *Outcomes Rating*	

Step 5: Use final *Practice* and *Outcomes* scores to determine overall Performance Designation

Using the Summative Rating Matrix that follows, determine the final performance rating for teachers based on their combined scores. To use the table, identify the teacher's rating for each category and follow the respective column and row to the center of the table. The point of intersection indicates the summative performance rating for that teacher.

Table 6 - Summative Scoring Matrix

Summative Performance Rating Matrix

		Outcomes Rating			
		Exemplary	**Proficient**	**Developing**	**Below Standard**
Practice Rating	**Exemplary**	Exemplary	Exemplary	Proficient	Developing
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Developing	Developing	Below Standard
	Below Standard	Developing	Below Standard	Below Standard	Below Standard

Evaluation of Student and Educator Support Specialists

In accordance with the Connecticut Guidelines for Educator Evaluation, West Hartford has developed a specialized matrix for evaluating Student and Educator Support Specialists based on the *Core Requirements for the Evaluation of Student and Educator Support Specialists* outlined in the *2014 SEED Handbook*, and the SESS /CCT Adapted Rubric. This matrix will be piloted in the 2014-15 school year, along with other approved flexibilities from the core requirements for the evaluation of teachers with the evaluation of any or all of the following groups: school counselors, school psychologists, speech and language pathologists, school social workers, and curriculum specialists.

Flexibility Options for the Evaluation of Student and Educator Support Specialists

1. Student and Educator Support Specialists (SESS) shall have a clear job descriptions and delineation of their role and responsibilities in the school to guide the setting of Indicators of Academic Growth and Development (IAGDs), feedback and observation.

2. Because of the unique nature of the roles fulfilled by Student and Educator Support Specialists, districts shall be granted flexibility in applying the Core Requirements of teacher evaluation in the following ways:

   a. Districts shall be granted flexibility in using IAGDs to measure attainment of goals and/or objectives for student growth. The Goal-Setting Conference for identifying the IAGDs shall include the following steps:

      i. The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.

      ii. The educator and evaluator will determine if the indicator will apply to the individual teacher, a team of teachers, a grade level, or the whole school.

      iii. The educator and evaluator should identify the unique characteristics of the population of students which would impact student growth (e.g. high absenteeism, highly mobile population in school).

iv. The educator and evaluator will identify the learning standard to measure: the assessment/measure of progress, 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.

b. 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 standards when available. 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.

c. 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.

Table 7 – SESS Adapted Framework
45 | P a g e

West Hartford SESS Framework – Summary of Focus Areas and Indicators

Focus Area	Indicators
Learning Environment, Student Engagement, and Commitment to Learning	A. Promotes a positive learning environment that is respectful and equitable
	B. Promotes developmentally appropriate standards of behavior that support a productive learning environment for all stakeholders
	C. Maximizes service delivery by effectively managing routines and transitions
Planning for Active Learning	A. Plans prevention/intervention that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge for all stakeholders
	B. Plans prevention/intervention to actively engage stakeholders in content
	C. Selects appropriate assessment strategies to monitor stakeholder progress
Service Delivery	A. Implements "service deliver" for learning
	B. Leads stakeholders to construct meaning and apply new learning through the use of a variety of differentiated and evidenced-based learning strategies
	C. Assesses stakeholder learning, provides feedback, and adjusts service delivery
Professional Responsibilities and Leadership	A. Is reflective and engages in continuous, collaborative and purposeful professional learning to impact service delivery and stakeholders
	B. Collaborates to develop and sustain a professional environment to support learning
	C. Works with colleagues, students and families to develop and sustain a positive school/district climate that supports stakeholder learning

Professional Outcomes

West Hartford Public Schools Non-Tenure Review Process

Recruitment and retention of high quality teachers is a priority. We strive to develop our beginning teachers by providing substantial ongoing professional development support. This includes, and is not limited to the following: teacher induction and orientation workshops at the district and building levels prior to the start of the school year; trained mentors; study groups and courses during our early release Wednesday Curriculum and Staff Improvement (CSI) series; and keeping mentors and administrators updated with training. A District Facilitator oversees the Teacher Educator and Mentoring (TEAM) program in support of new teachers. Equally important is ensuring that evaluators and supervisors have on-going training to provide optimal support to teachers.

The district Non-Tenure Review process is another vehicle to ensure teacher quality and support. During late January through early March a team that includes the Executive Director of Human Resources and the Superintendent, Assistant Superintendent for Administration and/or Assistant Superintendent for Curriculum, Instruction, and Assessment visits each of our sixteen schools to discuss every non-tenured teacher. During these reviews the principal is present, as is the primary evaluator (if different from the principal). The teacher's record is reviewed including observations completed to date, objective setting forms and completed evaluations (if teacher has been with us more than 1 year). The evaluator presents a summary of the teacher's strengths and areas for improvement. The central office team asks relevant questions related to the teacher's instructional practice, levels of content area expertise, ability to analyze data and student work, use of feedback, relationship building, communication and collaboration ability, professionalism, and personal assessment aligned with the Connecticut Common Core of Teaching. A dialogue occurs to determine if additional resources/strategies are necessary to support the teacher's development. Every year there are a small number of teachers who do not demonstrate the potential for excellence in our school district, even with the resources and guidance provided. These difficult conversations result in making certain that we grant tenure only to those teachers who are clearly accomplished or master teachers.

The Non-Tenure Review process is an accountability practice. When evaluators are required to engage in a dialogue regarding a teacher's performance over time with their superiors better decisions regarding teacher tenure are made. Principals and evaluators appreciate the opportunity to discuss strategies for improvement.

Teacher Evaluation and Professional Development

Evaluation of the professional skills of all teachers is key to helping teachers maximize their performance in the classroom. Hence, professional development is closely tied to teacher evaluation. The two go hand in hand to set a structure within which teachers examine their classroom performance and ability to meet the diverse and changing needs of their students. After identifying areas for growth, teachers actively participate in a wide range of professional development activities designed to improve classroom performance and ultimately student learning.

The district Theory of Action or Model of Continuous Improvement, is the *process* by which we design and deliver teacher development, teacher support, and teacher evaluation. Aligned with Board of Education goals, the district mission and core values, this process serves to support continuous and ongoing professional learning that is informed by data collection, analysis, collaboration, and reflection. The work of improvement is a continuous process over the life of a teacher's career. The Model of Continuous Improvement highlights the role of professional learning as central with collaboration as the means to individual teacher continuous growth and ultimately student growth and development.

The West Hartford Public School district's Professional Development Plan is based on the belief that all children can and should learn. The key to each child's success is the quality of the instruction at the classroom level. Therefore, the primary purpose of the Professional Development Plan is to enhance the professional skills of the staff so they may more effectively meet the educational needs of all students.

Objectives for Teacher Evaluation and Professional Development

- To insure the learning and academic achievement for all students

- To establish a procedure by which long-range goals of the school system can be translated into performance objectives for individual teachers

- To facilitate communication and cooperation among teachers, administrators, and other members of the profession through the creation of learning communities, the development of collective responsibility, and family and community engagement.

- To contribute to good morale by demonstrating just and equitable personnel practices

- To provide a continuous record of the teacher's performance

- To provide feedback which motivates personal and professional growth

- To provide focus for continuing education and professional learning

- To offer assistance to the teacher for the improvement of the educational program

- To elicit suggestions from the teacher for the improvement of the educational program

Professional Development – Curriculum and Staff Improvement (CSI)

In West Hartford, professional learning is elevated to a level that not only provides current information, but also ensures that the learning teachers engage in will impact student achievement in their classrooms. These efforts are sustained throughout the year in a detailed and carefully planned CSI Calendar. This blueprint carves out time for all educators in West Hartford to engage in professional learning at the classroom, school, department, and district levels. Time is allocated for district, building, and department initiatives, along with curriculum review and renewal. Teachers work with supervisors to plan programs of professional learning that are aligned with their PLOs and the goals of the district, school, and departments. Through collaborative inquiry, learning becomes a part of the work of teaching.

The CSI program, because it is sustained throughout the year, allows teachers to address and implement initiatives over the course of time rather than in a brief experience. Professional learning becomes a process, rather than an event. Teachers are able to collaborate, learn, put learning into practice, and

meet weekly to reflect and review on the effectiveness of efforts. Teachers are accountable for their learning in this ongoing sustained system. New initiatives are implemented more effectively and efficiently, as time is built in to address issues as they arise in the course of implementation.

Self-Directed Professional Learning Through Collaborative Inquiry Teams

Structures are in place that exemplify our district's commitment to supporting teachers within their professional responsibilities surrounding engaging in continuous professional learning to impact instruction and collaborating to develop and sustain a professional learning environment to support student learning. In support of our program for teacher evaluation and development, West Hartford has reviewed its professional development model through the lens of individualization and collaboration as well as the Connecticut State Department of Education's model for educator evaluation, which outlines the following points for districts to consider when reviewing professional development structures (2014 SEED Handbook):

- Structures should create learning communities, committed to continuous improvement, collective responsibility, accountability and goal alignment
- Alignment of job-embedded professional learning with school and district goals and priorities, curriculum and assessments
- Creation of structures and systems that enable teams of educators to engage in job-embedded professional learning on an ongoing basis
- Extend the reach of highly effective teachers by prompting teacher collaboration and professional development
- Develop capacity for learning and leading through shared leadership and collaboration
- Provide focused targeted professional learning opportunities identified through the evaluation process and school/district needs

The collaborative inquiry structure is designed for teachers to engage in self-directed professional learning, leveraging collective skills to enhance individual teacher capacity. Recognizing that collaboration is a critical component to effective professional learning, teachers were encouraged to team with staff members beyond those that they interact with on a daily basis. Roughly following an Ed- Camp model, teachers are surveyed about their general areas of interest and professional need, and then given the opportunity to discuss and refine their focus as part of self-identified collaborative inquiry teams for ongoing work within a focus area. Inquiry

teams consisting of between 3-10 teachers then began formalizing their inquiry question (topics related to instructional practice), conducting research, and developing action plans. Between meetings, teachers will put new instructional methodologies into practice, make observations and collect data, and reflect on their practice, before meeting again when they will share the results of their practice and within the collaborative process, and continue the cycle of continuous improvement.
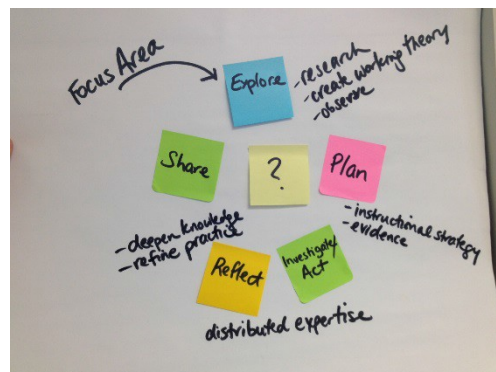
Teacher-developed professional learning proposals associated with this effort have outlined opportunities for engaging activities across a range of topics to include effective teaching strategies, differentiation and student centered instruction, content area reading and writing strategies, technology integration for effective instruction, formative assessment practices, culturally relevant pedagogy, improving student self-regulation and perseverance, and many more. The broad range of topics reflects the flexibility and individualization of professional learning targets and the multi-dimensional nature of our professional development program.

The collaborative inquiry model invites the conditions that promote individualized professional learning, shared and distributed leadership, and a culture of life-long learning. The depth and quality of the activities designed reflects our teachers' commitment to improving instructional practice in support of student learning.

Professional Learning and Evaluation Committee (PLEC)

According to the Connecticut State Department of Education (CSDE), "in order to achieve results for educators and students, professional learning must shift from documented hours spent in professional development to sustained, authentic, job-embedded professional learning measured by evidence of impact on practice and student growth." In the West Hartford Public Schools, the Professional Learning and Evaluation Committee (PLEC) shares responsibility for the development, evaluation, and updating of the district's comprehensive professional learning plan and participation in the development/adoption of the district educator evaluation and support program. PLEC, a collaborative committee comprised of teachers, administrators, and representative other certified personnel bargaining units, originates and regularly updates the Curriculum & Staff Improvement (CSI) professional development calendar and other district activities in efforts to determine how professional development is designed, monitored, and evaluated within the district.

The responsibilities of PLEC include:

- Analyze and synthesize key needs and issues that contribute to professional learning, educator and student growth, and district and/or school development
- Provide information for recommendations, when warranted, to the Assistant Superintendent for Curriculum, Instruction, and Assessment
- Assist in the effort to improve effective communication across the schools related to teacher development and professional learning
- Formulate recommendations regarding the curriculum and staff improvement calendar
- Review and approve revisions to the district's *Teacher Evaluation and Development Program.*
- Monitor the suitability and applications of the West Hartford Professional Development Plan and Connecticut State Department of Education Guidelines

Membership guidelines for the PLEC include the following:

- Every school must be represented
- Elementary and secondary school principals

- Elementary and secondary school teachers (all inclusive, i.e. ESOL, LMS, P.E., Arts, etc.)

- Special education teachers, school counselors, social workers and psychologists

- Department Supervisors and Curriculum Specialists

- Teacher of the Year (annual appointment)

- Assistant Superintendent for Curriculum, Instruction and Assessment (permanent member)

- Directors of Elementary and Secondary Education (permanent members)

Following the guidelines proposed by the CSDE, the efforts of the West Hartford Professional Learning and Evaluation Committee reflect:

- The district vision for linking student, educator, and organizational growth and improvement

- How professional learning is used to support district and school goals, educator growth and evaluation, Connecticut Core Standards curriculum development and implementation, student growth and development

- Flexible learning designs that provide for self-directed, collaborative and guided learning

- The appropriate inclusion of all educators in developing, implementing, monitoring, and evaluating professional learning

- The use of data to develop, implement, monitor, and evaluate professional learning activities

Career Development and Professional Growth

The Leadership Academy

The Leadership Academy affords qualified educators within the West Hartford Public Schools the opportunity to learn advanced leadership skills and dispositions that have been proven to enhance student achievement. Successful candidates demonstrate leadership potential, express the desire to lead, and possess the ability to establish collaborative relationships. Over the course of two years, Academy members collaboratively create Questions for Study based upon the Connecticut Leadership Standards. Seminars are driven by a process of collaborative inquiry in which participants explore these questions and apply their learning to their current positions and Independent Leadership Projects. Participants design, implement, and assess an Independent Leadership Project related to student learning. By sharing their findings, individual educators enhance the entire cohort's understanding of the topic studied. Ideally, this collaboration will also lead to improved educational outcomes for students throughout the entire district.

Administrators from the district serve as mentors by providing cohort participants with ongoing guidance and support. This collegial exchange is the cornerstone of the Leadership Academy, in that it utilizes the expertise of our current administrative team to help develop leadership density within the West Hartford Public Schools.

Teachers as Leaders

In addition to participation in the Leadership Academy, qualified educators can pursue alternative advanced career opportunities. These include the positions of Curriculum Specialist at the elementary level, Team Leader at the middle school level, and Teacher Education and Mentoring Program (TEAM) mentor at all PreK-12 grade levels. West Hartford teachers are encouraged to be leaders. Those who demonstrate potential for leadership may facilitate collaborative inquiry teams, plan and implement a CSI course or session, lead a book study team or research project. Teacher leaders are urged to serve as district level representatives on councils and committees addressing improvement efforts.

Teacher Assistance Process

The West Hartford Public Schools' *Teacher Evaluation and Development Program* defines teacher effectiveness utilizing annual summative ratings. A teacher shall generally be deemed ineffective if he or she receives at least two sequential *developing* ratings (a rating of 2) or one *below standard* rating (a rating of 1) at any time.

- When a non-tenured teacher is determined to be ineffective, the teacher may be placed in the Teacher Assistance Plan, or the teacher's employment may be terminated through nonrenewal or termination.
- When a tenured teacher is determined to be ineffective, that teacher shall be placed in the Teacher Assistance Plan.

Teacher Assistance is a program designed to provide an evaluatee with the focused support necessary to meet the requirements of his or her position. The evaluatee and the evaluator, along with an exclusive bargaining representative, will design a remediation plan that includes appropriate stages or levels of support and identifies certified district personnel who will provide assistance to the teacher during this process. Support may include any or all of the following, depending upon the level of need demonstrated by the individual teacher's performance:

a. **Structured support** - short-term structured support that is intended to address a specific area of concern that is identified in its early stage during the school year.

b. **Special Assistance** – in-depth support provided to an educator who has earned a rating of *developing* or *below standard* the previous year and/or has already received structured support in a particular area. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.

c. **Intensive assistance** – intensive support provided when an educator does not meet the goals of the special assistance plan. This support is intended to build the teacher's competency.

After consultation with the evaluatee and his or her bargaining represenative, the designated evaluator will provide, in writing, to the evaluatee the following information:

- A statement of the objective(s) to be accomplished with the expected level of performance. The objectives(s) should be aligned with the West Hartford Instructional Framework;

- A statement defining the amount and kind of targeted assistance to be provided, including the frequency of observations and feedback conferences (generally no fewer than one per school week), specialized professional development, collegial and administrative assistance, and other specialized resources;
- A timeline not to exceed 45 school days that included dates for interim and final reviews. Days of absence for either evaluator or evaluatee shall be added to extend the timeline.
- Indicators of success including a rating of proficient or better at the conclusion of the improvement and remediation period.

When the timeline has expired, the designated evaluator will complete the Teacher Assistance Evaluation Report, which includes the job status decision. The job status decision shall be made on the basis of teacher observation and practice as defined in the Connecticut Framework for Teacher Evaluation and Support.

If the designated evaluator determines that said teacher is effective at the end of 45 days, the teacher will move out of the Teacher Assistance Plan and back to his/her normal evaluation cycle. If the designated evaluator determines that said teacher is not effective at the end of 45 days, the decision may result in a return to teacher assistance, NOT to exceed another forty-five days, or a recommendation to the Superintendent that contract termination proceedings be initiated in accordance with Section 10-151, Connecticut Education laws.

When the additional timeline, if any, has expired, the designated evaluator will complete the Teacher Assistance Evaluation Report, which includes the job status decision. If the designated evaluator determines that said teacher is effective at the end of the extended period (not to exceed 45 days), the teacher will move out of the Teacher Assistance Plan and back to his/her normal evaluation cycle. If the designated evaluator determines that said teacher is not effective at the end of such period, the evaluator shall make a recommendation to the Superintendent that contract termination proceedings be initiated in accordance with Section 10-151, Connecticut Education laws. Teachers assigned to the Teacher Assistance Plan are fully protected by the right of appeal as set forth in the evaluation program, and, for a claim that there was a violation of the procedures of the evaluation program, by the grievance process.

Dispute Resolution Procedure

The right of appeal is a required element in the evaluation process and is available to every participant. The appeal procedure is designed to facilitate the resolution of disputes when an evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, the professional development plan, or the final summative rating.

To initiate an appeal, either party must submit Appeal Worksheet I to the Teacher Evaluation and Professional Learning Committee (TEPL) in Human Resources. Within three (3) school days of receipt of the appeal, a member of TEPL will send copies of the appeal to the other party. Using Appeal Worksheet II, TEPL will schedule a joint meeting of the parties involved promptly, generally within seven (7) school days of the original receipt of the appeal. When an appeal is brought to TEPL, the following will occur:

1. An Appeal Committee, consisting of three (3) TEPL members (one of which will be the Superintendent or his/her designee) with one appointed as chairperson, will meet with both parties simultaneously.

2. The parties will present their concerns, talking with each other only through the committee chair.

3. When the committee is satisfied that they have sufficient information, they will recess to formulate a recommendation.

4. When the Appeal Committee has reached consensus, the chairperson will prepare the written recommendation on Appeal Worksheet III which will be delivered to both parties by the committee chair within three (3) school days.

5. If the Appeal Committee cannot reach consensus within the time limits set forth above, the decision on the appeal shall be made by the Superintendent.

The decision of the Appeals Committee (or the Superintendent) shall be final, except when the dispute involves an allegation that there has been a violation of the procedures of the evaluation program and the recommendation of the Appeal Committee (or the Superintendent) is not acceptable to the teacher. In such case, the teacher may initiate a Type B Grievance, utilizing either Alternative I or Alternative II.

(Consult the current Agreement between the West Hartford Board of Education and the West Hartford Education Association/West Hartford Administrators' Association for details). Given the need for prompt resolution of disputes and completion of the evaluation process, however, the decision of the Appeals Committee (or the Superintendent) shall be implemented, and the teacher's evaluation shall be subject to review upon completion of the grievance procedure.

Appendix

Appendix

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Appendix A - CSDE Connecticut Guidelines for Educator Evaluation (revised 2014)

CONNECTICUT GUIDELINES FOR EDUCATOR EVALUATION

Connecticut State Department of Education

June 2012

Preface

Connecticut's educators are committed to ensuring that students develop the skills and acquire the knowledge they will require to lead meaningful and productive lives as citizens in an interconnected world. This responsibility is shared among students, teachers, administrators, parents, the community, local board of education, the state board of education, and local and state governments. The following educator evaluation guidelines will help ensure that Connecticut's schools develop the talented workforce that it requires to inspire our students to higher levels of performance.

Excellent schools begin with great school leaders and teachers. The importance of highly-skilled educators is beyond dispute, as a strong body of evidence now confirms what parents, students, teachers, and administrators

have long known: effective teachers are among the most important school-level factors in student learning, and effective leadership is an essential component of any successful school.

The Connecticut State Department of Education (CSDE) is committed to raising the overall quality of our schools' workforce. To meet this goal, the state, in partnership with local and regional school districts, aims to create a comprehensive approach to developing Connecticut's educators so that Connecticut prepares, recruits, hires, supports, develops, and retains the best educators to lead our classrooms and schools.

Educator evaluation is the cornerstone of this holistic approach and contributes to the improvement of individual and collective practice, and the growth and development of teachers and leaders. High-quality evaluations are necessary to inform the individualized professional development and support that an educator may require. Such evaluations also identify professional strengths which should form the basis of new professional opportunities. High quality evaluations are also necessary to make fair employment decisions based on teacher and leader effectiveness. Used in this way, high-quality evaluations will bring greater accountability and transparency to schools and instill greater confidence to employment decisions across the state.

Educator evaluation also serves to articulate our priorities. The evaluation and support framework adopted by the Connecticut State Board of Education in consultation with the Performance Evaluation Advisory Council, gives student learning the priority that it deserves. The components of this framework, requiring multiple indicators of student academic growth and development and multiple observations of teacher and leader practice from a variety of perspectives, also aim to ensure that formative and summative ratings are a fair, valid, reliable, useful, and accurate reflection of an educator's work.

The following educator evaluator guidelines provide direction to school districts as they develop and adopt new systems of educator evaluation and support. These guidelines aim to ensure that districts have common and high expectations that educators are evaluated in a fair and consistent manner, and that employment decisions are based on fair, valid, reliable and useful indicators of a educator's work.

Educators in Connecticut are committed to ensuring that all students achieve and develop the skills that will enable them to become lifelong learners and productive citizens in a global world. This shared responsibility must be reached collaboratively in order to help students attain excellence.

Connecticut's *Core Requirements for Educator Evaluation* will assist districts in accomplishing this goal.

Section 1: Introduction

1.1 Context

Sections 51 through 56 of P.A. 12-116, signed into law by Governor Dannel P. Malloy on May 15, 2012, and amended by section 23 and 24 of P.A. 12-2 of the June 12 Special Session, requires the State Board of Education to adopt, on or before July 1, 2012 and in consultation with the Performance Evaluation Advisory Council (PEAC), guidelines for a model teacher evaluation and support program. The PEAC have renamed these guidelines to "Core Requirements." The following Core Requirements were developed pursuant to this statutory requirement and replace the Connecticut Core Requirements for Teacher Evaluation and Professional Development adopted by the State Board of Education in May of 1999. See appendix for statue language referenced.

Connecticut State Department of Education and national publications form the foundation of the new requirements.

(1) Connecticut's Common Core Standards, which clearly establishes high expectations for learning for all of Connecticut's children.

(2) Connecticut's Common Core of Teaching (CCT), adopted February 1020 (replacing the Common Core of Teaching adopted in 1999), which defines effective teaching practice throughout the career continuum of educators from pre-service to induction to experienced teaching status in six domains:
1. Content and Essential Skills;

2. Classroom Environment, Student Engagement and Commitment to Learning;

3. Planning for Active Learning;

4. Instruction for Active Learning;

5. Assessment for Learning; and

6. Professional Responsibilities and Educator Leadership.

(3) Common Core of Leading: Connecticut Leadership Standards, adopted in June, 2012, which use the national Interstate School Leaders Licensure Consortium (SLLC) standards as their foundation and define effective administrative practice through six performance expectations:
1. Vision, Mission and Goals

2. Teaching and Learning

3. Organizational Systems and Safety

4. Families and Stake holders

5. Ethics and Integrity

6. The Education System

(4) National Pupil Personnel Standards document.
Using these documents as the foundation for educator evaluation establishes critical links among effective teaching, professional learning and increased student achievement. It should be noted that the term "teacher" refers to all individuals in positions requiring certification, including, but not limited to classroom teachers. "Leaders" refers to those individuals in positions requiring an administrative certification, including but not limited to principals.

Pursuant to subsection © of 10-151b of the 2012 Supplement to the Connecticut General Statutes (C.G.S.), as amended by Sec. 51 of P.A. 12-116 and Sec. 23 of P.A. 12-2 the June 12 Special Session, on or before July 1, 2013, the State Board of Education shall adopt, in consultation with the Performance Evaluation Advisory Council, guidelines for a model teacher evaluation program. Such guidelines shall provide guidance on the use of multiple indicators of student academic growth in teacher evaluations. Such guidelines shall include, but not be limited to:

(1) Methods for assessing student academic growth; (2) a consideration of control factors tracked by the statewide public school information system, pursuant to subsection (c) of section 10-10a of the 2012 Supplement (C.G.S.), that may influence teacher performance ratings, including, but not limited to, student characteristics, student attendance and student mobility; and (3) minimum requirements for teacher evaluation instruments and procedures. Consideration of such control factors and minimum requirements shall be undertaken and accomplished through the joint deliberations and determinations of the goal-setting conference process.

1.2 Introduction and Guiding Principals

(1) The primary goal of the Educator evaluation and support system is to strengthen individual and collective practices so as to increase student learning and development. Connecticut's Core Requirements for Educator Evaluation are based on Connecticut's *Common Core of Teaching* and the *Common Core of Leading: Connecticut School Leadership Standards*, which guide the observation of professional practice. The Core Requirements also include multiple indicators of student academic growth and development, stakeholder feedback and the context in which an educator works. Evaluation processes are designed to promote collaboration and shared ownership for professional growth, renewal, and employment decisions.

The Connecticut Core Requirements for Educator Evaluation are based on the following guiding principles:

a) The primary purpose of educator evaluation is to strengthen individual and collective practices in order to improve student growth;

b) Educator evaluation is standards-based, using the Connecticut Common Core of Teaching for teacher evaluation, Common Core of Leading: Connecticut Leadership Standards for administrator evaluation, and National Pupil Personnel Services standards documents for evaluation of educators in pupil services;

c) Connecticut's Common Core Standards, The Connecticut Framework: K-12 Curricular Goals and Standards, the CMT/CAPT Assessments (Smarter Balanced Assessments), as well as locally-developed curriculum standards are the basis for establishing outcomes at the district and school levels;

d) The Core Requirements foster continuing collaborative dialogue around teaching and learning in order to increase student academic growth and development;

e) The Core Requirements clearly connect professional learning to the outcomes of the evaluation process.

1.3 Evaluation Approval Process

(1)   Educator evaluation and support systems plans or revisions to such plans must be approved annually by the State Department of Education prior to district implementation. Such process will be an interactive one – between the State Department of Education and district superintendent or in the instance of a consortium of districts, superintendents – until the State Department of Education approves the teacher and administrator evaluation and support systems plan. The State Department of Education will inform districts of the approval process timeline.

(2)   The State Department of Education will provide models for teachers and administrator evaluation and support systems. These models serve as options for districts that choose to implement pre-approved evaluation systems. Districts may choose to propose variations upon the teacher and administrator model so long as the model is consistent with the Connecticut Core Requirements for Educator Evaluation.

(3)   In accordance with the requirement in the 1999 Connecticut Guidelines for Teacher Evaluation and Professional Development, in establishing or amending the local teacher evaluation plan, the local or regional board of education shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on objectives, the evaluation period, feedback or the professional development plan. As an illustrative example of such a process (which serves as an option and not a requirement for districts), when such agreement cannot be reached, the issue in dispute may be referred for resolution to a committee of the professional development and evaluation committee (PDEC). In this example, the superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding. This provision is to be utilized in accordance with the specified processes and parameters regarding objectives, evaluation period, feedback, and professional development contained in the document entitled "Connecticut Guidelines for Educator Evaluation," dated June 2012. Should the process established as required by the document entitled "Connecticut Guidelines for Educator Evaluation," dated June 2012 not result in resolution of a given issue, the determination regarding that issue may be made by the superintendent. An example will be provided within the State model.

1.4 Effect of the Neag Study on the Core Requirements

Upon completion of the study, but not later than January 1, 2014, the Neag School of Education at The University of Connecticut shall submit to the State Board of Education such study and any recommendation concerning validation of the teacher evaluation and support program core requirements adopted by the State Board of Education. The results of the study will help determine any changes needed to the core requirements.

Should pilot districts identify promising practices within the Core Requirements, to implement during the pilot that vary from the established guidelines, those practices must be approved by the State Department of Education in consultation with PEAC and be incorporated into the scope of the Neag study.

Section 2: Core Requirements for the Evaluation of Teachers

As provided in subjection (a) of Section 10-151b (C.G.S.), as amended by Sec. 51 of P.A. 12-116, the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher, in accordance with the requirements of this section. Local or regional boards of education shall develop and implement teacher evaluation programs consistent with these requirements. For the purposes of these Core Requirements, the term "teacher" refers to any teacher serving in a position requiring teacher certification within a district, but not requiring 092 certification. What follows are the Core Requirements of the Educator Evaluation System for teachers.

2.1 4-Level Matrix Rating System

(1) Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance evaluation designators: Exemplary, proficient, Developing and Below Standard.
   a)   The performance levels shall be defined as follows:

- 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 term "performance" in the above shall mean "progress as defined by specified indicators." Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence. The SDE will work with PEAC to identify best practices as well as issues regarding the implementation of the 4-Level matrix Rating System for further discussion prior to the 2015-16 academic year.

b) In order to determine summative rating designations for each teacher, districts shall:

1. Rate teacher performance in each of the four categories – indicators of student academic growth and development; observations of teacher performance and practice; parent or peer feedback, which may include surveys; and whole-school student learning indicators or student feedback, which include surveys.

2. Combine the indicators of student growth and development rating and whole-school student learning indicators or student feedback rating into a single rating, taking into account their relative weights; this will represent an overall "outcomes rating" of Exemplary, Proficient, Developing or Below Standard.

3. Combine the observations of teacher performance and practice rating and the peer or parent feedback rating into a single rating taking into account their relative weights; this will represent an overall "practice rating" of Exemplary, Proficient, Developing, or Below Standard.

4. Combine the outcomes rating and practice rating into a final rating. In undertaking this step, the district must assign a summative rating category of Exemplary, Proficient, Developing, or Below Standard. See appendix for example.

2.2 Teacher Evaluation Process

The annual evaluation process for a teacher shall at least include, but not be limited to, the following steps, in order:

(1) Goal-setting conference:

a) Orientation on process – To begin the process, the principal or designee provides the teacher with materials outlining the evaluation process and other information as appropriate and meets and reviews these materials. The orientation shall not occur later than November 15 of a given school year.

b) Goal-setting conference – At the start of the school year, the principal or designee and teacher meet to discuss information relevant to the evaluation process and set goals for the year.

c) Evidence collection and review – The teacher collects evidence about his/her practice and the principal or designee collects evidence about teacher practice to support the review. See 2.3 for details on the Teacher Evaluation Process.

(2) Mid-year check-ins:
The principal or designee and teacher hold at least one mid-year check-in. See 2.3 for details on the Teacher Evaluation Process.

(3) End-of-year summative review:
   a) Teacher self-assessment – The teacher reviews all information and date collected during the year and completes a self-assessment for review by the principal or designee. This self-assessment may focus specifically on the areas for development established in the Goal-setting conference.

   b) End-of-year conference – The principal or designee and the teacher meet to discuss all evidence collected to date. Following the conference, the principal assigns a summative rating and generates a summary report of the evaluation before the end of the school year. See 2.3 for details on the Teacher Evaluation Process.

(4) Local reporting – The district superintendent shall report the status of teacher evaluations to the local or regional board of education on or before June first of each year.

(5) State reporting – Not later than June thirtieth of each year, each superintendent shall report to the Commissioner of Education the status of the implementation of teacher evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of administrators and teachers who have not been evaluated and other requirements as determined by the Department of Education.

(6) Summative rating revisions – After all data, including state test data, are available, the principal or designee may adjust the summative rating if the state test data may have a significant impact on a final rating. A final rating may be revised when state test data are available, before September 15 of a school year.

2.3Teacher Evaluation Components

(1) Fort-five percent (45%) of a teacher's evaluation shall be based on attainment of goals and/or objectives for student growth, using multiple indicators of academic growth and development to measure those goals/objectives.
   (a) The process for assessing student growth using multiple indicators of academic growth and development for teacher evaluation will be developed through mutual agreement by each teacher and their evaluator at the beginning of the year.

   (b) The process for assessing student growth will have three phases:
      1. Goal-setting conference:

         a. Each teacher, through mutual agreement with his/her evaluator, will select at least 1 but no more than 4 goals/objectives for student growth, the exact number based on a consideration of a reasonable number of goals/objectives taking into account

teaching responsibilities and teacher experience. For each objective/goal, each teacher, through mutual agreement with his/her evaluator, will select indicators of Academic Growth and Development (IAGD) and evidence of the IAGD based on the range of criteria used by the district.

b. Each goal/objective will:

    i. Take into account the academic track record and overall needs and strengths of the students the teacher is teaching that year/semester;

    ii. Address the most important purposes of a teacher's assignment through self reflection; iii. Be aligned with school, district and state student achievement objectives;

    iv. Take into account their students' starting learning needs vis a vis relevant baseline data when available.

    v. Pursuant to section 10-151b (C.G.S.), as amended by subsection © of Sec. 51 of P.A. 12-116, such guidelines shall include consideration of control factors tracked by the state-wide public school information system that may influence teacher performance ratings, including, but not limited to, student characteristics, student attendance and student mobility and minimum requirements for teacher evaluation instruments and procedures. Consideration of such control factors and minimum requirements shall be undertaken and accomplished through the joint deliberations and determinations of the Goal Setting process. (Also see 1.1.)

2. Mid-year check-ins:

a. Evaluators and teachers will review progress toward the goals/objectives at least once during the school year, which is to be considered the midpoint of the school year, using available information, including agreed upon indicators. This review may result in revisions to the strategies or approach being used and/or teachers and evaluators may mutually agree on mid-year adjustment of student learning goals to accommodate changes (e.g., student populations, assignment).

3. End-of-year summative review:

a. Teacher Self-Assessment – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the principal or designee. This self-assessment may focus specifically on the areas for development established in the Goal-setting conference.

b. End of Year Conference – The teacher shall collect evidence of student progress toward meeting the student learning goals/objectives. This evidence will be produced by using the multiple indicators selected to align with each student learning

goal/objective. The evidence will be submitted to the evaluator, and the teacher and evaluator will discuss the extent to which the students met the learning goals/objectives. Following the conference, the evaluator will rate the extent of student progress toward meeting the student learning goals/objectives, based on criteria for 4 levels of performance. If state test data may have a significant impact on a final rating, a final rating may be revised before September 15 when state test data are available.

(c) 45% Student Growth Component – One half (22.5% of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement, subject to the local dispute-resolution procedure as described in section 1.3, an additional non-standardized indicator.

    a. For the 2014 – 2015 academic year, the required use of state test data is suspended pending federal approval, pursuant to PEAC's flexibility recommendation on January 29, 2014 and the State Board of Education's action on February 6, 2014.

    b. Prior to the 2015-2016 academic year, the SDE will work with PEAC to examine and evolve the system of standardized and non-standardized student learning indicators, including the use of interim assessments that lead to the state test to measure growth over time.

For the other half (22.5%) of the indicators of academic growth and development, there may be:

    a. A maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute resolution procedure as described in section 1.3.

    b. A minimum of one non-standardized indicator.

(d) Examples of indicators that may be used to produce evidence of academic growth and development include but are not limited to: 1. Standardized indicators;

    a. Standardized assessments are characterized by the following attributes:

        i. Administered and scored in a consistent – or "standard" – manner; ii.

        Aligned to a set of academic or performance "standards;" iii. Broadly

        administered (e.g. nation-or statewide); iv. Commercially produced;

v.   Often administered only once a year.

b. Standardized assessments include, but are not limited to:

i. AP exams; ii. SAT--; iii. DRA 9adminstered

more than once a year); iv.   DIBELS

(administered more than once a year);

v.Trade certification exams; vi.

Standardized vocational ED exams;

vii.   Curriculum based assessments taken from banks of state-wide or assessment
consortium assessment item banks.

2. Non-standardized indicators

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

i.   Performances rated against a rubric (such as: music performance, dance
performance);

ii.   Performance assessments or tasks rated against a rubric (such as: constructed
projects, student oral work, and other written work); iii.   Portfolios of
student work rated against a rubric;

iv.   Curriculum-based assessments, including those constructed by a teacher or
team of teachers;

v.   Periodic assessments that document student growth over time (such as:
formative assessments, diagnostic assessments, district benchmark
assessments);

vi.   Other indicators (such as: teacher developed tests, student written work,
constructed project).

(e)   When selecting indicators used to gauge attainment of goals/objectives, teachers and their
evaluators shall agree on a balance in the weighting of standardized and non-standardized indicators as
described in 2.3.d.

(f)   Within the process, the following are descriptions of selecting indicators of academic growth and
development: In the context of the evaluation of a teacher's performance, 2.3.f.1 is an opportunity to
evaluate the degree to which the teacher provides students fair opportunity and opportunity to evaluate
the degree to which the teacher provides students fair opportunity and 2.3.f.2 is an opportunity to
evaluate the context in which the teacher is working to show that the teacher is given fair opportunity.

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

1. Fair to students – The indicator of academic growth and development is used in such a way as to provide students an opportunity to show that they have met or are making progress in meeting the learning objective. The use of the indicator of academic growth and development is as free as possible from bias **and stereotype.**

2. Fair to teachers – The use of an indicator of academic growth and development is fair when a teacher has the professional resources and opportunity to show that his/her students have made growth and when the indicator is appropriate to the teacher's content, assignment and class composition.

3. Reliable – Use of the indicator is consistent among those using the indicators and over time.

4. Valid – The indicator measures what it is intended to measure.

5. Useful – The indicator may be used to provide the teacher with the meaningful feedback about student knowledge, skills, perspective and classroom experience that may be used to enhance student learning and provide opportunities for teacher professional growth and development.

(2) Forty percent (40%) of a teacher's evaluation shall be based on observation of teacher practice and performance.
   (a) eacher evaluation programs developed and implemented by local or regional boards of education shall ensure that processes related to observation of teacher practice and performance:

1. Facilitate and encourage effective means for multiple in-class visits necessary for gathering evidence of the quality of teacher practice;

2. Provide constructive oral and written feedback of observations in a timely and useful manner;

3. Provide on-going calibration of evaluators in the district;

4. Use a combination of formal, informal, announced, and unannounced observation;

5. Consider differentiating the number of observations related to experience, prior ratings, needs and goals.

6. Include pre-and post-conferences that include deep professional conversations that allow evaluators and teachers to set goals, allow administrators to gain insight into the teacher's

progress in addressing issues and working toward their goals, and share evidence each has gathered during the year.

(b) Observations of teacher practice and performance shall meet the following minimum criteria:

1. Observation models must be standards-based. Examples of acceptable standards based frameworks include, but are not limited to the Danielson, Marzano and Marshall frameworks, or locally developed frameworks based on best practice.

2. Observation models must be aligned to the Connecticut Common Core of Teaching. Districts that do not adopt the state model must specify how district-selected or developed models demonstrate this alignment.

3. Observations must be rated using rubrics that have four performance levels.

(c) First and second year teachers shall receive at least three in-class formal observations. Two of the three observations must include a pre-conference, and all of the observations must include a post-conference with timely written and verbal feedback.

(d) Teachers who receive a performance evaluation designation of below standard or developing shall receive a number of observations appropriate to their individual development plan, but no fewer than three in-class formal observations. Two of the three observations must include a pre- conference, and all of the observations must include a post-conference with timely written and verbal feedback.

(e) Teachers who receive a performance evaluation designation of proficient or exemplary shall receive a combination of at least three formal observations/reviews of practice, one of which must be a formal in-class observation. The exact combination shall be mutually agreed upon by the teacher and evaluator at the beginning of the evaluation process. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans or other teaching artifacts.

(f) Districts shall provide all evaluators with training in observation and evaluation, and how to provide high quality feedback. Districts shall describe how evaluators must demonstrate proficiency on an ongoing basis in conducting teacher evaluations.

(3) Five percent (5%) of a teacher's evaluation shall be based on whole-school student learning indicators or student feedback.
   (a) For districts that include whole-school student learning indicators in teacher evaluations, a teacher's indicator ratings shall be represented by the aggregate rating for multiple student learning indicators established for the administrator's evaluation rating.

   (b) For districts that include student surveys:
      1. Student responses must be anonymous.

2. Surveys must demonstrate properties of fairness, reliability, validity and usefulness.

3. School governance councils shall assist in the development of whole-school surveys, if applicable, in order to encourage alignment with school improvement goals.

4. An age-appropriate student survey must be administered to each student. Both the language used in the survey and the administration protocol (e.g., paper or on-line; read by student or read by an adult) shall be appropriate for the grade level.

5. Results from surveys addressed by teachers should align with student learning goals.

6. For whole-school s student surveys, ratings may be used on one or two options:

   a. Evidence from teacher developed student level indicators of improvement in areas of need as identified by the school level survey results; or

   b. Evidence of teacher's implementation of strategies to address areas of need as identified by the survey results.

7. Teacher ratings in this area may be based on a teacher's improvement in performance goals based on student feedback or on the criteria found in Domain 6 (Professional Practice) of the Common Core of Teaching. See appendix for details.

(c)   Approaches such as focus groups, interviews, or teachers' own surveys may be used to collect information from students.

(d)   Whole-school student learning indicators rating or student feedback rating shall be among four performance levels.

(4) Ten percent (10%) of a teacher's evaluation shall be based on parent or peer feedback, including surveys.

(a) For districts that include parent surveys:
   1. Parent responses must be anonymous.

   2. Surveys must demonstrate properties of fairness, reliability, validity and usefulness.

   3. School governance councils shall assist in the development of whole-school surveys, if applicable, in order to encourage alignment with school improvement goals.

   4. Survey is administered to each parent either on-line or paper version.

   5. Results from surveys addressed by teachers should align with student improvement goals.

6. For whole-school parent surveys, ratings may be based on one of two options:

   a. Evidence from teacher developed student level indicators of improvement in areas of need as identified by the school level survey results; or

   b. Evidence of teacher's implementation of strategies to address areas of need as identified by the survey results.

7. Teacher ratings in this area may be based on a teacher's improvement in performance goals based on parent feedback or on the criteria found in Domain 6 (Professional Practice) of the Common Core of Teaching. See appendix for details.

(b) Approaches such as focus groups, interviews, or teachers' own surveys may be used to collect information from parents.

(c) Peer observation or peer focus groups may be developed.

(d) The parent or peer feedback rating shall be among four performance levels.

2.4 Evaluation-based Professional Learning

Districts and schools shall provide professional learning opportunities for teachers, pursuant to subsection (b) of Sec. 10-220a of the 2012 Supplement (C.G.S.), based on the individual or group of individuals' needs that are identified through the evaluation process. These learning opportunities shall be clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observation of professional practice or the results of stakeholder feedback. See appendix for statutory language referenced.

2.5 Individual Teacher Improvement and Remediation Plans

Districts shall create plans of individual teacher improvement and remediation for teachers whose performance is developing or below standard, collaboratively developed with such teacher and his or her exclusive bargaining representative for certified teachers chosen pursuant to section 10-153b of the 2012 Supplement (C.G.S.) and that (A) identify resources, support and other strategies to be provided by the local or regional board of education to address documented deficiencies, (B) 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 (c) include indicators of success including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.

2.6 Career Development and Growth

Districts must provide opportunities for career development and professional growth based on performance identified through the evaluation process. Examples of opportunities include, but are not limited to: observation of peers; mentoring/coaching early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities for their peers; differentiated career pathways; and targeted professional development based on areas of need.

2.7 Orientation Programs

The local or regional board of education or regional educational service center for the school district shall offer annual orientation programs regarding the teacher evaluation and support system to teachers who are employed by such local or regional board of education and whose performance is being evaluated.

2.8 Defining Effectiveness and Ineffectiveness: Evaluation Audit and Validation

(1)   Each district shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system.

(2)   At the request of a district or employee, the State Department of Education or a third-party entity approved by the SDE will audit the evaluation components that are combined to determine an individual's summative rating in the event that such components are significantly dissimilar (i.e. include both exemplary and below standard ratings) to determine a final summative rating.

(3)   The State Department of Education or a third-party designated by the SDE will audit evaluations ratings of exemplary and below standard to validate such exemplary or below standard ratings by selecting ten districts at random annually and reviewing evaluation evidence files for a minimum of two educators rated exemplary and two educators rated below standard in those districts selected at random, including at least one classroom teacher rated exemplary and at least one teacher rated below standard per district selected.

2.9 Flexibility Components

Local and regional school districts may choose to adopt one or more of the evaluation plan flexibility components described within Section 2.9, in mutual agreement with district's professional development and evaluation committee pursuant to 10-151b(b) and 10-220a(b), to enhance implementation. Any district that adopts flexibility components in accordance with this section in the 2013-14 school year shall submit their plan revisions to the State Department of Education within 30 days of adoption of such revisions by its local or regional board of education, and no later than March 30, 2014. For the 2014-15 and all subsequent school years, the submission of district evaluation plans, including flexibility requests, shall take place no later than the annual deadline set by the State Department of Education.

a. Each teacher, through mutual agreement with his/her evaluator, will select 1 goal/objective for student growth. For each objective/goal, each teacher, through mutual agreement with his/her evaluator, will select indicators of Academic Growth and Development (IAGD) and evidence of the IAGD based on the range of criteria used by the district. For any teacher whose primary responsibility is not the direct instruction of students, the mutually agreed upon goal/objective and indicators shall be based on the assigned role of the teacher.

b. One half (or 22.5%) of the indicators of academic growth and development used as evidence of whether goal/objective is met shall be based on standardized indicators other than the state test (CMT, CAPT, or SBAC) for the 2014-15 academic year, pending federal approval. Other standardized indicators for other grades and subject, where available, may be used. For the other half (22.5%) of the indicators of academic growth and development, there may be:

   1. A maximum of one additional standardized indicator other than the state test (CMT, CAPT or SBAC) for the 2014-15 academic year, pending federal approval. If there is mutual agreement, subject to the local dispute resolution procedure as described in 1.3.

2. A minimum of one non-standardized indicator.

c. Teachers who receive and maintain a performance evaluation designation of proficient or exemplary and who are not first or second year teachers shall be evaluated with a minimum of one formal in-class observation no less frequent than once every three years, and three informal in-class observations conducted in accordance with Section 2.3(2)(b)(1) and 2.3(2)(b)(2) in all other years, and shall complete one review of practice every year. Teachers with proficient or exemplary designations may receive a formal in-class observation if an informal observation if an informal observation or review of practice in a given year results in a concern about the teacher's practice. For non-classroom teachers, the above frequency of observations shall apply in the same ways, except that the observations need not be inclassroom (they shall instead be conducted in appropriate settings). All Other teachers, including first and second year teachers and teachers who receive a performance evaluation designation of below standard or developing, will be evaluated according to procedures in 2.3(2)(c) and 2.3(2)(d). All observations shall be followed with timely feedback. Examples of non-classroom observations or reviews of practice include but are not limited to observations of data team meetings, observations of coaching/mentoring other teachers, reviews of lesson plans or other teaching artifacts.

2.10 Data Management

d. On or before September 15, 2014 and each year thereafter, professional development and evaluation committees established pursuant to 10-220a shall review and report to their board of education the user experience and efficiency of the district's data management systems/platforms being used by teachers and administrators to manage evaluation plans.

e. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, data management systems/platforms to be used by teachers and administrators to manage evaluation plans shall be selected by board of education with consideration given to the functional requirements/needs and efficiencies identified by professional development and evaluation committees.

f. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, educator evaluation plans shall contain guidance on the entry of data into a district's data management system/platform being used to manage/administer the evaluation plan and on ways to reduce paperwork and documentation while maintaining plan integrity. Such guidance shall

1. Limit entry only to artifacts, information and data that is specifically identified in a teacher or administrator's evaluation plan as an indicator to be used for evaluating such educators, and to optional artifacts as mutually agreed upon by teacher/administrator and evaluator;

2. Streamline educator evaluation data collection and reporting by teachers and administrators;

3. Prohibit the State Department of Education from accessing identifiable student data in the educator evaluation data management systems/platforms, except as needed to conduct the audits managed by C.G.S. 10-151b© and 10-151i, and ensure that third-party organizations keep all identifiable student data confidential;

Section 4: Core Requirements for the Evaluation of Student and Educator Support Specialists

(1)   Student and Educator Support Specialists shall have a clear job descriptions and delineation of their role and responsibilities in the school to guide the setting of indicators of academic growth and development, feedback and observations.

(2)   Because of the unique nature of the roles fulfilled by Student and Educator Support Specialists, districts shall be granted flexibility in applying the Core Requirements of teacher evaluation in the following ways: (a) Districts hall be granted flexibility in using Indicators of Academic Growth and Development to measure attainment of goals and/or objectives for student growth. The Goal-setting conference for identifying the IAGD shall include the following steps:

1. The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.

2. The educator and evaluator will determine if the indicator will apply to the individual teacher, a team of teachers, a grade level or the whole school.

3. The educator and evaluator should identify the unique characteristics of the population of students which would impact student growth (i.e. high absenteeism, high mobile population in school).

4. The educator and evaluator will 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.

(b)   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 standards when available. 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.

(c)   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.

Appendix B - WHPS Revised Instructional Framework

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Classroom Environment

The **Classroom Environment** focus area has two (2) indicators of performance. These indicators capture the degree to which each teacher promotes student engagement, independence and interdependence in learning and facilitates a positive learning community for students.

Dispositions   Safety-oriented, respectful, professional, nurturing, caring, responsive, culturally-sensitive, fair, honest, reflective, flexible, analytical, non-judgmental, risk-taking

Focus Area: Classroom Environment					
Indicator	**Modality**	**Below Standard**	**Developing**	**Effective**	**Exemplary**
A. Teacher creates, models, and promotes an atmosphere of respect, responsibility, and safety for all that is conducive to learning. Attributes: • Communicates and reinforces appropriate standards of behavior	Observation	Teacher demonstrates little or no evidence that standards of behavior have been established. Teacher does not address student behavior in a timely	Teacher establishes standards of behavior but reinforces them inconsistently. Teacher addresses some disruptive student behaviors.	Teacher establishes high standards of behavior and reinforces them consistently. Teacher actively addresses and promotes student behaviors that support a positive learning environment	*In addition to the characteristics of Effective* (one or more of the following): Students independently demonstrate awareness of and adherence to established expectations. Student behavior is consistently appropriate. Teacher responds to misbehavior seamlessly with no loss of

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		and/or appropriate manner, impacting the learning, safety and/or well-being of others.			
• Positive rapport and social interactions		Interactions between teacher and students are negative or disrespectful and/or teacher provides little or no opportunities for students to develop positive social skills.	Interactions between teacher and students are generally positive, and respectful; however the teacher inconsistently models and reinforces positive social skills.	Interactions between teacher and students are consistently positive and respectful and the teacher, when necessary, models and explicitly teaches positive social skills that builds student capacity for interacting responsibly.	Students independently use proactive social strategies, take responsibility for their actions and, when necessary, appropriately correct one another.
• Respect for student diversity		Teacher provides little or no evidence of modeling an atmosphere of respect and responsibility for self, others and property.	Teacher provides some evidence of modeling an atmosphere of respect and responsibility for self, others and property.	Teacher-to-student and student-to-student interactions frequently demonstrate respect and responsibility for self, others, and property and sensitivity to students' diversity and levels of development.	Teacher-to-student and student-to-student interactions consistently demonstrate respect and responsibility for self, others and property, and sensitivity to students' diversity and levels of development.
• Environment supportive of intellectual risk-taking		There is little or no evidence of the teacher's effort to promote socially responsible behavior	Teacher's efforts to establish a classroom community that promotes social and intellectual risk-taking	Teacher establishes a classroom community that frequently promotes appropriate social skills to support	Teacher establishes a classroom community that consistently promotes appropriate social skills to support

• Environment is reflective of high expectations for student learning		and intellectual risk-taking. Establishes low expectations for learning	and learning are inconsistent. Establishes expectations for learning for some, but not all students; or is inconsistent in communicating high expectations for student learning.	social and intellectual risk-taking and learning. Establishes and consistently reinforces high expectations for learning for all students.	social and intellectual risk-taking and learning. Creates opportunities for students to set high goals and take responsibility for their own learning.

Focus Area: Classroom Environment

Indicator	Modality	Below Standard	Developing	Effective	Exemplary
B. Teacher maximizes time spent on learning by effectively managing routines and transitions that promote engagement and active participation by all students. Attributes: • Routines and transitions are appropriate to the needs of the students	Observation	Teacher does not utilize learning time effectively. Significant instructional time is lost due to inefficient routines and transitions.	Teacher utilizes learning time in an inconsistent manner. Some instructional time is lost due to partially effective routines and transitions.	Teacher maximizes student learning time by establishing smooth and effective routines and transitions. Students follow classroom routines with minimum prompting and guidance.	*In addition to the characteristics of Effective* (one or more of the following): Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.

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Planning for Active Learning

The **Planning for Active Learning** focus area has three (3) indicators of performance. These indicators capture the degree to which each teacher plans instruction that engages students in rigorous and relevant learning and promotes their curiosity about the world at large.

Dispositions Strategic, reflective, intuitive, flexible, adaptive progressive, culturally sensitive, knowledgeable, organized, responsible, detail-oriented, diagnostic, analytical, student-centered, creative, open-minded, student-centered, insightful, innovative, resourceful, confident

Focus Area: Planning for Active Learning					
Indicator	**Modality**	**Below Standard**	**Developing**	**Effective**	**Exemplary**
A. Teacher plans instructional content that is aligned with standards, builds on students' prior knowledge and assessment results, and provides an appropriate level of challenge for all students. Attributes: • Content is aligned with standards • Use of student data to plan instruction	Artifacts Observation Conference	Teacher's planning does not reflect the use of state content standards. Teacher uses little or no student data to plan instruction.	Teacher's planning partially addresses state content standards. Teacher uses some student data to plan instruction.	Teacher's planning effectively addresses state content standards. Teacher uses multiple sources of appropriate data to plan targeted, purposeful instruction.	*In addition to the characteristics of Effective* (one or more of the following): Teacher's planning anticipates misconceptions, ambiguities or challenges, and considers multiple ways of how to address these in advance. Teacher plans for students to identify their own learning needs based on their own individual data

		Below Standard	Developing	Effective	Exemplary
• Lesson is differentiated based on student needs and prior knowledge • Plans for literacy strategies appropriate to the discipline		Teacher does not plan differentiated tasks within lessons that meet the instructional needs of all learners. Plans instruction that includes few opportunities for students to develop literacy skills and/or academic vocabulary.	Teacher occasionally designs lessons that are differentiated to meet the needs of all learners. Plans instruction that includes some opportunities for students to develop literacy skills and/or academic vocabulary in isolation.	Teacher routinely plans lessons in which learning tasks and strategies are differentiated to meet the varying needs of all students in the class. Plans instruction that integrates literacy strategies and/or uses the academic vocabulary.	There is substantial evidence to show that the teacher consistently plans lesson that are differentiated based on students' prior knowledge, interests, and individual learning needs. Designs opportunities to allow students to independently select literacy strategies that support their learning for a task.

Focus Area: Planning for Active Learning

Indicator	Modality	Below Standard	Developing	Effective	Exemplary
B. Teacher plans instruction to cognitively engage all students in the content. Attributes: • Strategies, tasks and questions cognitively engage students	Artifacts Observation Conference	Teacher plans instructional tasks that provide limited or no opportunities for students' cognitive engagement	Teacher plans instructional tasks that provide some opportunities for students' cognitive engagement	Teacher plans instructional strategies, tasks and questions that promote students' cognitive engagement through problem-solving,	*In addition to the characteristics of Effective* (one or more of the following): Teacher plans release responsibility to the students to apply and/or extend learning beyond the learning expectation

				critical or creative thinking, discourse or inquiry-based learning and application to other situations.	
• Instructional resources and flexible groupings support cognitive engagement and new learning.		Teacher does not effectively select or design resources and/or groupings that engage students.	Teacher occasionally selects or designs resources and/or groupings that cognitively engage students.	Teacher consistently selects or designs resources and/or flexible groupings that cognitively engage students.	Teacher selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.

Focus Area: Planning for Active Learning

Indicator	Modality	Below Standard	Developing	Effective	Exemplary
C. Teacher plans appropriate assessment strategies to monitor student progress. Attributes: • Ongoing assessment of student learning • Criteria for student success	Artifacts Observation Conference	Teacher plans assessment strategies that are limited or not aligned to intended instructional outcomes Teacher provides little or no planning criteria for student success and/or does not plan opportunities for students to self-assess.	Teacher plans assessment strategies that are partially aligned to intended instructional outcomes or strategies that elicit only minimal evidence of student learning. Teacher plans general criteria for student success and/or plans some opportunities for students to self-assess.	Teacher plans assessments that elicit specific evidence of student learning of intended instructional outcomes throughout their lessons. Teacher plans specific criteria for student success and/or plans opportunities for students to self-assess using the criteria.	*In addition to the characteristics of Effective: (one or more of the following)* Teacher plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress. Teacher plans include students in developing criteria for monitoring their own success

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Instructional Practice for Active Learning

The **Instructional Practice for Active Learning** focus area has three (3) indicators of performance. These indicators capture the degree to which each teacher implements instruction that engages students in rigorous and relevant learning and promotes their curiosity about the world at large.

Dispositions   Reflective, analytical, metacognitive, respect for diversity, strategic, thoughtful, flexible, organized, thoughtful, intuitive, supportive, high expectations for all, attentive to detail, thoroughness, organized, diagnostic and prescriptive, advocacy, experimental, innovative, forward-thinking, technologically savvy, diagnostic, responsive, high expectations, student-centered, rapport-building

Focus Area: Instructional Practice for Active Learning					
Indicator	**Modality**	**Below Standard**	**Developing**	**Effective**	**Exemplary**
A. Teacher sets and communicates clear and rigorous expectations for implementing instructional content. **Attributes:** • Communicates instructional purpose	Observation	Little or no evidence of learning expectations exists and/or learning expectations are not	Learning expectations are communicated to students and set a general purpose for instruction.	Learning expectations are communicated to students to set a specific purpose for instruction.	*In addition to the characteristics of* <u>*Effective*</u>*: (one or more of the following)* With guidance, students are able to articulate the instructional purpose of the learning experience/expectation and to link it to their own interests.

		clearly communicated to students.		Students, either in person or through virtual tools, play a significant role in contributing to extending the goals of the learning experience and in explaining concepts to others.
• Demonstrates content accuracy.		Teacher makes multiple content errors.	Teacher makes minor content errors.	Teacher makes no content errors.	Teacher invites students to explain content to their classmates.
• Content progression and level of challenge		Instruction lacks a clearly defined sequence or depth of knowledge; skills or concepts are at an inappropriate level to advance student learning	Instruction is arranged in a generally logical sequence with some inconsistencies in the learning progression, depth of knowledge, skills or concept to advance student learning	Instruction is clearly arranged in a logical learning progression and is at an appropriate depth of knowledge, skills or concepts to advance student learning	Students are encouraged to initiate opportunities to extend their learning beyond lesson expectations and make cross-curricular connections.
• Literacy strategies appropriate to the discipline		Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates literacy strategies and/or explicit instruction in academic vocabulary.	Provides opportunities for students to independently select literacy and/or vocabulary strategies that support their learning.

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Focus Area: Instructional Practice for Active Learning					
Indicator	**Modality**	**Below Standard**	**Developing**	**Effective**	**Exemplary**
B. Teacher employs a variety of strategies to actively engage and enable all students to construct meaning and apply new learning. **Attributes:** • Strategies, tasks, questions, discourse and inquiry • Resources, technology, and groupings	Observation	Implements strategies, tasks, questions that limit opportunities for students' cognitive engagement. Teacher uses **resources**, technology, and/or groupings that do not adequately support student achievement of learning expectations.	Implements strategies, tasks, and questions with some opportunities for students' cognitive engagement. Teacher uses **resources**, technology and/or groupings that generally support student achievement of learning expectations.	Implements strategies, tasks and questions that appropriately integrate student cognitive engagement, including recall, problem-solving, critical thinking skills, purposeful discourse and/or inquiry. At times students develop their own questions and problem solving strategy. Teacher uses **resources**, technology and groupings purposefully to support student achievement of learning expectations.	*In addition to the characteristics of Effective: (one or more of the following)* Teacher encourages students to work collaboratively to generate their own questions and problem solving strategies, synthesize and communicate information. Teacher promotes student ownership, self-direction and choice of **resources**, technology and/or groupings to develop and apply new learning.

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Indicator	Modality	Below Standard	Developing	Effective	Exemplary
• Student responsibility and independence.		Implements instruction that provides little or no opportunities for students to develop independence as learners.	Implements instruction that provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Teacher provides opportunities to extend student initiated learning and supports and challenges students to identify various ways to approach learning tasks that result in quality work.

Focus Area: Instructional Practice for Active Learning

Indicator	Modality	Below Standard	Developing	Effective	Exemplary
C. Teacher monitors student learning, provides feedback, allows for self-assessment, adjusts instruction. Attributes: • Providing criteria for success and self-assessment • Monitoring student understanding and adjusting instruction	Observation	Criteria for success are not communicated clearly; opportunities for **self-assessment** are rare. Monitors **task completion and/or compliance** rather than student	Teacher communicates general criteria for success; few examples of **self-assessment.** Teacher monitors **task completion and whole class progress** towards achievement of the	Teacher communicates criteria for success and provides opportunities for students to **self-assess**. Teacher monitors **individual student progress** towards achievement of the	*In addition to the characteristics of Effective: (one or more of the following)* Students generate specific criteria for assignments and/or students demonstrate the practice of **self-assessment** and adjusting to better meet and exceed learning expectations. Teacher encourages **students to use feedback to set new goals** for learning.

		achievement of the lesson purpose or objective.	intended instructional outcomes.	intended instructional outcomes by eliciting evidence of student learning at critical points in the lesson.	Students identify ways to adjust that will be effective for them as individuals and result in quality work.
		Teacher does not make needed adjustments to instruction.	Teacher adjusts instruction during lesson primarily in response to whole group performance.	Teacher adjusts instruction as necessary in response to individual and group performance.	
• Providing feedback to students		Provides no feedback **or** feedback that is limited, lacks specificity, and/or is inaccurate**.**	Provides general feedback; does not consistently guide students towards intended instructional outcomes.	Teacher provides individualized, descriptive feedback that is accurate, actionable; helps students advance learning.	Encourages peer feedback that is specific and focuses on advancing student learning.
• Assessing for learning		Does not use a variety of **assessments** that align with learning objectives and inform instruction.	Teacher occasionally uses a variety of **assessments** that align with learning objectives and inform instruction.	Teacher consistently uses a variety of **assessments** that align with the learning objectives and inform instruction.	Students design formative and summative **assessments** and critique themselves and one another.

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Professional Responsibilities

The **Professional Responsibilities** focus area has three (3) indicators of performance. These indicators capture the degree to which each teacher maximizes support for student learning by developing and demonstrating professionalism, collaboration, and leadership.

Dispositions   Continuous/active learner, communicates with professional decorum, strong verbal skills, good intra/inter personal skills, curious, flexible, confident, self-awareness, risk taker, proactive learner, honest, flexible to learning

Focus Area: Professional Responsibilities					
Indicator	**Modality**	**Below Standard**	**Developing**	**Effective**	**Exemplary**
A. Teacher is reflective and engages in professional growth that is continuous, collaborative, and purposeful. Attributes: • Self-evaluation, reflection and response to feedback • Collaboration with colleagues	Observation Artifacts Conference	Teacher rarely reflects on instructional practice or uses data to improve instruction. Teacher unwillingly accepts supervisor feedback or recommendations. Teacher resists collaboration with colleagues. Teacher's	Teacher occasionally reflects on instructional practice and reluctantly uses supervisor feedback to improve or change individual practice. Teacher demonstrates a neutral presence collaboratively - listens	Teacher frequently self-evaluates and reflects on instructional practice, willingly accepts supervisor feedback and makes changes in practice based on feedback received. Teacher consistently contributes to the professional community	*In addition to the characteristics of Effective: (one or more of the following)* Teachers uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues and proactively seeks feedback to improve practice. Teacher demonstrates leadership in the professional community and

		participation may impede the collaborative process.	and does not impede progress of colleagues in collaborative setting.	through productive collaboration with colleagues.	supports and assists colleagues with planning and instruction that supports professional growth and student learning.
• Contribution to professional learning environment		Teacher attends required professional learning opportunities but rarely engages fully in opportunities for professional growth.	Teacher participates in professional learning when asked but makes minimal contributions.	Teacher actively participates in professional learning opportunities and applies knowledge and skills gained to improve and strengthen practice.	Teacher initiates opportunities for professional learning with colleagues. Collaboration deepens others' understanding and strengthens the impact of instruction on student learning.
• Contribution to a positive school climate		Teacher rarely participates in the professional community and demonstrates limited commitment to collaboration with teachers.	Teacher occasionally participates in the professional learning environment shows some commitment to collaborating with colleagues.	Teacher collaboration with colleagues is ongoing contributes to and a positive school culture.	

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Focus Area: Professional Responsibilities					
Indicator	**Modality**	**Below Standard**	**Developing**	**Effective**	**Exemplary**
B. Teacher engages families to promote positive home-school relationships, communicates effectively and exhibits sensitivity and respect for cultural, social, economic and learning diversity. Attributes: • Family and community engagement • Respect for cultural differences	Observations Artifacts Conferences	Teacher rarely attempts to inform families and involve them in the educational program. Communication is limited to required reports and conferences. Teacher demonstrates limited sensitivity of cultural, social, economic and learning diversity through interactions and/or instruction.	Teacher makes some attempt to build relationships through communication. Teacher attempts to inform and involve families in the educational program beyond required contacts. Are minimal or inconsistent. Teacher demonstrates some sensitivity and respect for cultural, social, economic, and learning diversity through interactions and/or instruction.	Teacher frequently communicates with families about learning expectations and student performance, and makes frequent attempts to involve families in the educational program, often using more than one method of communication. Teacher has established positive relationships with families, demonstrates sensitivity to and respect for cultural, social, economic and learning	*In addition to the characteristics of* <u>*Effective*</u>*: (one or more of the following)* Teacher consistently employs a variety of methods to involve and inform families in educational programs and creates a strong partnership between families and the school. Teacher consistently demonstrates a high level of knowledge, sensitivity and respect for cultural, social, economic and learning diversity through interactions and/or instruction.

				diversity through interactions and/or instruction and communicates with families in culturally responsive ways.	Teacher leads efforts to enhance culturally responsive communication with families.
• Culturally responsive communication		Communication is rare except through report cards. Few attempts are made to honor different family cultural norms and/or responds inappropriately or disrespectfully.	Teacher usually responds promptly to communications from families. Communication is generally respectful and an effort is made to take into account different family home languages, cultures, and values.	Teacher regularly engages in two-way communication with families about student performance and learning and responds promptly and carefully to questions and concerns.	Teacher communication with families is always respectful and demonstrates understanding of and sensitivity to different families' home languages, culture, and values.

West Hartford Revised Instructional Framework

Focus Area: Professional Responsibilities					
Indicator	**Modality**	**Below Standard**	**Developing**	**Effective**	**Exemplary**
C. Teacher conducts self as a professional in accordance with established district policy and the *CT Code of Professional Responsibility for Teachers* Attributes: • Professional ethics, safety, and judgment • Respect for established rules and policies • Student advocacy • Ethical use of technology	Observation Artifacts Conference	Teacher actions are not consistent with the commitment to students, the profession, the community and families that are set forth in the ***CT Code of Professional Responsibility for Teachers*** Teacher disregards ethical codes of conduct and professional standards.	Teachers actions demonstrate some inconsistency with their commitment to students, the profession, the community and families that are set forth in the ***CT Code of Professional Responsibility for Teachers*** Teacher acts in accordance with ethical codes of conduct and professional standards.	Teacher actions are consistent with the commitment to students, the profession, the community and families that are set forth in the ***CT Code of Professional Responsibility for Teachers*** Teacher supports colleagues in exploring and making ethical decisions and adhering to professional standards**.**	*In addition to the characteristics of <u>Effective</u>* (one or more of the following): Teacher collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.

Appendix C - **WHPS SESS Framework**

West Hartford Public Schools SESS Framework

Learning Environment, Student Engagement and Commitment to Learning

The **Learning Environment, Student Engagement and Commitment to Learning** focus area has three (3) indicators of performance. These indicators capture the degree to which service providers promote stakeholder engagement, independence and interdependence and learning and facilitate a positive learning community.

Focus Area: Learning Environment, Student Engagement and Commitment to Learning					
Indicator	**Modality**	**Below Standard**	**Developing**	**Effective**	**Exemplary**
A. Teacher promotes a positive learning environment that is respectful and equitable. Attributes: • Rapport and positive social interactions • Respect for student diversity • Environment supports rigor and high expectations for learning	Observation	Interactions between service provider and stakeholders are negative or disrespectful and/or the provider does not promote positive social interactions among stakeholders Learning environment lacks respect for stakeholders' cultural, social and/or developmental differences and/or the provider does not address disrespectful behavior. Establishes low expectations for stakeholder learning.	Interactions between service provider and stakeholders are mostly positive and respectful and/or the provider occasionally makes attempts to promote positive social interactions among stakeholders. Establishes a learning environment that is occasionally respectful of stakeholders' cultural, social and or developmental differences. Establishes expectations for learning for some, but not all stakeholders; **OR** occasionally communicates high expectations for stakeholder learning.	Interactions between service provider and stakeholders are positive and respectful and the provider regularly promotes positive social interactions among stakeholders. Maintains a learning environment that is respectful of all stakeholders' cultural, social and/or developmental differences. Establishes and reinforces high learning expectations for all stakeholders.	*In addition to the characteristics of Effective, (including one or more of the following):* Behaviors between stakeholders are positive and/or when necessary stakeholders appropriately correct one another. Acknowledges and incorporates stakeholders' cultural, social and developmental diversity to enrich learning opportunities. Creates opportunities for all stakeholders to set high goals and share in the responsibility for stakeholder learning.

Focus Area: Learning Environment, Student Engagement and Commitment to Learning					
Indicator	**Modality**	**Below Standard**	**Developing**	**Effective**	**Exemplary**
B. Teacher promotes developmentally appropriate standards of behavior that support a productive learning environment for all stakeholders Attributes: • Communicating and maintaining appropriate standards of behavior. • Promoting social competence and responsible behavior	Observation	Demonstrates little or no evidence that standards of behavior have been established and/or enforced. (e.g., rules and consequences) resulting in interference with stakeholder learning. Provides little to no instruction and/or redirection for stakeholders to develop or utilize social skills and responsible behavior.	Establishes standards of behavior but occasionally enforces expectations resulting in some interferences with stakeholder learning. Occasionally teaches, models, and/or reinforces social skills. Occasionally provides stakeholders with opportunities to self-regulate and take responsibility for their actions.	Establishes high standards of behavior and reinforces expectations to promote stakeholder learning. Explicitly teaches, models, and/or positively reinforces social skills when needed. Builds stakeholders' capacity to self-regulate and take responsibility for their actions.	*In addition to the characteristics of Effective, (including one or more of the following):* Service provider seamlessly responds to misbehavior, resistance or conflict *without any interruption of service delivery or stakeholder learning.* Stakeholders are encouraged to independently use self-awareness, self-management, social awareness, social skills.
C. Teacher maximizes service delivery by effectively managing routines and transitions Attributes: Routines and transitions are appropriate to the needs of the students	Observation	Does not establish effective routines and/or manage transitions which results in loss of service delivery time.	Occasionally establishes effective routines. Occasionally manages transitions, resulting in some loss of service delivery time.	Establishes routines and effectively manages transitions resulting in maximized service delivery time.	*In addition to the characteristics of Effective (including one or more of the following):* Service provider encourages and/or provides opportunities for stakeholders to demonstrate and/or independently facilitate

Planning for Active Learning

The **Planning for Active Learning** focus area has three (3) indicators of performance. These indicators capture the degree to which service providers plan prevention/intervention services to engage students in rigorous and relevant learning and promote their curiosity about the world at large.

Focus Area: Planning for Active Learning					
Indicator	**Modality**	**Below Standard**	**Developing**	**Effective**	**Exemplary**
A. Teacher plans prevention or intervention is aligned with standards, builds on students' prior knowledge, and provides an appropriate level of challenge for all stakeholders. Attributes: • Prevention or intervention is aligned with standards or guidelines and/or best practices • Prevention or intervention rests on evidence-based practice, stakeholder need, and appropriate level of challenge.	Artifacts Observation Conference	Plans prevention or intervention is misaligned with or does not address state standards guidelines and/or best practices Plans for prevention/ intervention do not reflect evidence-based practice, stakeholder need or appropriate level of challenge.	Plans prevention or intervention that occasionally aligns with state standards or guidelines and/or best practices Occasionally plans prevention/ intervention using evidence-based practice, stakeholder need and appropriate level of challenge.	Plans prevention or intervention that clearly aligns state standards or guidelines and/or best practices Plans prevention/ intervention using evidence-based practice, stakeholder need and appropriate level of challenge.	*In addition to the characteristics of Effective, (including one or more of the following):* Anticipates and plans for challenges and considers proactive approaches to address these in advance. Plans to challenge stakeholder to extend their learning beyond the current setting.

Focus Area: Planning for Active Learning					
Indicator	**Modality**	**Below Standard**	**Developing**	**Effective**	**Exemplary**
• Data is used to determine stakeholders' prior knowledge and to differentiate based on stakeholders' learning needs. • Connection is made to school setting and beyond that promotes generalization, transfer, and application		Plans prevention or intervention without consideration of data, stakeholders' prior knowledge or different learning needs. Plans prevention or intervention that does not include opportunities for stakeholders to generalize, transfer and apply skills.	Plans prevention/ intervention with some attention to prior knowledge and/ or skills of individual stakeholders. Plans prevention or intervention that includes some opportunities for stakeholders to generalize, transfer and apply skills	Uses multiple sources of data to determine stakeholders' prior knowledge and skills, to plan targeted, purposeful prevention or intervention that advances the learning of stakeholders. Plans prevention or intervention that includes multiple opportunities for stakeholders to generalize, transfer and apply skills.	Plans for stakeholders to identify their own learning needs based on their own individual data to advance learning, growth and development. Designs opportunities for stakeholders to independently select prevention/ intervention strategies that support their learning to generalize, transfer and apply skills
B. Teacher plans prevention/intervention to actively engage all stakeholders in the content. Attributes: • Strategies, tasks and questions actively engage stakeholders. • Resources and flexible groupings support active engagement and new learning.	Artifacts Observation Conference	Plans prevention/ intervention tasks that do not provide opportunities for stakeholders' active engagement. Selects or designs resources and/ or groupings that do not actively engage stakeholders or support new learning.	Plans service provider-directed prevention/ intervention that occasionally provides opportunities for stakeholders' active engagement. Selects or designs resources and/or groupings that occasionally engage stakeholders and at times supports new learning	Plans instructional strategies, tasks and questions that promote active engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and/or application to other situations. Selects or designs resources and/or flexible groupings that actively engage stakeholders in new learning	*In addition to the characteristics of Effective, (including one or more of the following):* Plans ways to release responsibility to the stakeholders in order to apply /extend learning to other learning situations. Selects or designs resources that actively engage stakeholders to extend new learning.

Focus Area: Planning for Active Learning					
Indicator	**Modality**	**Below Standard**	**Developing**	**Effective**	**Exemplary**
C. Teacher selects appropriate assessment strategies to monitor stakeholder progress. Attributes: • Criteria for stakeholder success • Ongoing assessment of stakeholder learning	Artifacts Observation Conference	 Criteria for stakeholder success; and/or opportunities for stakeholders to self-assess are not considered in planning Plans assessment strategies that are limited or not aligned to intended prevention or intervention outcomes.	 Plans general criteria for stakeholder success; and/or plans some opportunities for stakeholders to self-assess. Plans assessment strategies that are partially aligned to intended prevention or intervention outcomes OR strategies that elicit some evidence of stakeholder learning.	 Plans specific criteria for stakeholder success; and plans opportunities for stakeholders to self-assess using the criteria. Plans assessment strategies to elicit specific evidence of intended prevention or intervention outcomes at critical points throughout the prevention/intervention plan.	*In addition to the characteristics of <u>Effective,</u> (including one or more of the following):* Plans to include stakeholders in developing criteria for monitoring their own success. Plans strategies to engage stakeholders in using assessment criteria to self-monitor and reflect upon their own progress.

Service Delivery

The **Service Delivery** focus area has three (3) indicators of performance. These indicators capture the degree to which each service provider implements preventions or interventions that engage students in rigorous and relevant learning and promote their curiosity about the world at large.

Focus Area: Service Delivery					
Indicator	**Modality**	**Below Standard**	**Developing**	**Effective**	**Exemplary**
A. Teacher implements service delivery for learning. **Attributes:** • Purpose • Progression and level of challenge	Observation	Does not clearly communicate learning expectations to stakeholders. Delivers prevention/ intervention that lacks a logical progression, is not evidence- based, attentive to stakeholder need or appropriate level of challenge.	Occasionally communicates clear learning expectations to stakeholders Delivers prevention/ intervention in a generally logical progression, is partially evidence based, attentive to stakeholder needs and appropriate level of challenge to advance stakeholder learning.	Clearly communicates learning expectations to stakeholders and sets a specific purpose for prevention or intervention Clearly delivers prevention/ intervention in a logical and purposeful progression, is evidence based, attentive to stakeholder needs at an appropriate level of challenge to advance learning of all stakeholders.	*In addition to the characteristics of Effective, (including one or more of the following):* Stakeholders are encouraged to explain how the prevention/ intervention is situated within the broader learning context and across various contextual settings Challenges stakeholders to extend their learning beyond the prevention/ intervention expectation and make connections to other learning situations.

Focus Area: Service Delivery					
Indicator	**Modality**	**Below Standard**	**Developing**	**Effective**	**Exemplary**
B. Teacher leads stakeholders to construct meaning and apply new learning through the use of a variety of differentiated and evidenced-based learning strategies. **Attributes:** • Strategies, tasks, and questions • Resources and flexible groupings • Stakeholder responsibility and independence.	Observation	Strategies, tasks and questions do not lead stakeholders to construct new and meaningful learning. Use of resources and/or groupings does not promote active engagement or support new learning. Implements prevention or intervention that is primarily provider-directed, allowing for little or no opportunities for stakeholders to develop independence as learners.	Uses a combination of tasks and questions in an attempt to lead stakeholders to construct new learning. Occasionally attempts to create opportunities for problem-solving, critical thinking and/ or purposeful discourse. Use of resources and/or groupings occasionally engages stakeholders and supports new learning. Implements prevention or intervention that is occasionally provider-directed, but allows for some opportunities for stakeholders to develop independence as learners and share responsibility for the learning process.	Employs differentiated strategies, tasks and questions that actively engage stakeholders in constructing new and meaningful learning through appropriately integrated discipline-specific tools that promote problem solving, critical and creative thinking, purposeful discourse and/or inquiry. Uses resources or flexible groupings that actively engage stakeholders in demonstrating new learning in multiple ways including application of new learning Implements prevention/ intervention that provides multiple opportunities for stakeholders to develop independence as learners and share responsibility for the learning process.	*In addition to the characteristics of <u>Effective</u>, (including one or more of the following):* Includes and integrates opportunities for stakeholders to work collaboratively, when appropriate, and to generate their own questions and problem-solving strategies, synthesize and communicate information Promotes stakeholders' ownership, self-direction and choice of resources and/or flexible groupings to develop his/her learning Implements prevention/ intervention that supports and challenges stakeholders to identify various ways to approach learning tasks to achieve quality outcomes.

Focus Area: Service Delivery					
Indicator	**Modality**	**Below Standard**	**Developing**	**Effective**	**Exemplary**
C. Teacher assesses student learning	Observation	Does not clearly communicate criteria	Communicates general criteria for success and	Communicates specific criteria for success and	*In addition to the characteristics of Effective*

Professional Responsibilities and Leadership

The **Professional Responsibilities and Leadership** focus area has three (3) indicators of performance. These indicators capture the degree to which each service provider maximizes support for stakeholders and their learning by developing and demonstrating professionalism, collaboration, and leadership.

Focus Area: Professional Responsibilities and Leadership					
Indicator	**Modality**	**Below Standard**	**Developing**	**Effective**	**Exemplary**
A. Teacher is reflective and engages in continuous, collaborative and purposeful professional learning to impact service delivery and stakeholders. Attributes: • Collaboration with colleagues • Response to feedback	Observation Artifacts Conference	Insufficiently reflects on/analyzes practice and impact on stakeholder learning. Unwilling to accept feedback and recommendations for improving practice.	Self-evaluates and reflects on practice and impact on stakeholder learning, but makes occasional efforts to improve individual practice. Occasionally accepts feedback and recommendations for improving practice, and/or changes in practice are inconsistent.	Self-evaluates and reflects on individual practice and impact on learning, identifies areas for improvement and takes action to improve professional practice. Willingly accepts feedback and makes sustained changes in practice based on feedback.	*In addition to the characteristics of* *Effective, (including one or more of the following):* Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs Proactively seeks feedback in order to improve a range of professional practices. Takes a lead in and/or initiates opportunities

Focus Area: Professional Responsibilities and Leadership					
Indicator	**Modality**	**Below Standard**	**Developing**	**Effective**	**Exemplary**
• Professional learning		Attends required professional learning opportunity but resists participating.	Participates in professional learning when asked and occasionally contributes	Participates actively in required professional learning and seeks out opportunities to strengthen skills and apply new learning to improve practice.	for professional learning with colleagues. These opportunities deepen understanding and strengthen colleagues' practice.
B. Teacher collaborates to develop and sustain a professional learning to support student learning. Attributes: • Collaboration with colleagues • Contribution to professional learning environment • Ethical behavior/use of technology	Observations Artifacts Conferences	Service provider resists collaboration with colleagues. Service provider's participation may impede the collaborative process. Disregards ethical codes of conduct and professional standards. Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner. Teacher actions are not	Service provider demonstrates a neutral presence - listens and does not impede progress of colleagues in a collaborative session. Acts in accordance with ethical codes of conduct and professional standards Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner. Teachers actions demonstrate some	Service provider consistently contributes to the professional community through productive collaboration with colleagues. Supports colleagues in exploring and making ethical decisions and adhering to professional standards. Models safe, legal, and ethical use of information and technology and takes steps to prevent the misuse of information and technology. Teacher actions are	*In addition to the characteristics of Effective, (including one or more of the following):* Service provider demonstrates leadership in the professional community and supports and assist colleagues with productive collaborative process. Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.

Indicator	Modality	Below Standard	Developing	Effective	Exemplary
		consistent with the commitment to students, the profession, the community and families that are set forth in the *CT Code of Professional Responsibility for Teachers*	inconsistency with their commitment to students, the profession, the community and families that are set forth in the *CT Code of Professional Responsibility for Teachers*	consistent with the commitment to students, the profession, the community and families that are set forth in the *CT Code of Professional Responsibility for Teachers*	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school/district.
C. Teacher works with colleagues, students and families to develop and sustain a positive school/ district climate that supports stakeholder learning. Attributes: • Positive school and/or district climate • Stakeholder engagement	Observation Artifacts Conference	Does not actively contribute to a positive school/district climate. Limits communication with families/ colleagues about student academic or behavioral performance to required reports and conferences.	Participates in school and district wide efforts to develop a positive school/district climate but makes occasional contributions. Communicates with families/ colleagues about student academic or behavioral performance through required reports and conferences; and makes some attempts to build relationships through additional communications.	Engages with colleagues, students and families in developing and sustaining a positive school/district climate. Communicates in a timely and proactive manner with families/ colleagues about learning expectations and student academic and behavioral performance; and develops positive relationships with families to promote student success.	*In addition to the characteristics of Effective, (including one or more of the following):* Leads efforts within and outside of school/district to improve and strengthen the school/district climate. Supports colleagues in developing effective ways to communicate with families/ colleagues and engage them in opportunities to support their child's learning; and seeks input from stakeholders to support

Focus Area: Professional Responsibilities and Leadership					
Indicator	**Modality**	**Below Standard**	**Developing**	**Effective**	**Exemplary**
• Culturally responsive communication		Demonstrates lack of respect for cultural differences when communicating with stakeholders. Few attempts are made to honor different cultural norms and/or responds inappropriately or lacks respect.	Generally communicates with stakeholders in a culturally-responsive manner. Communication is generally respectful and an effort is made to take into account different family home languages, cultures, and values.	Consistently communicates with stakeholders in a culturally responsive manner.	student growth and development. Leads efforts to enhance culturally-responsive communication with stakeholders.

Appendix D - Assessment Defined

Assessment Defined

When considering assessment methods, it is particularly useful to think first about what qualities or abilities you are seeking to engender in the learners. Nightingale et al (1996) provide eight broad categories of learning outcomes that are listed below. Some methods are suggested for each category.

1. Thinking critically and making judgments

(Developing arguments, reflecting, evaluating, assessing, judging)
- Essays, reports, journals

- Letter of Advice to.... (about policy, public health matters .....)

- Present a case for an interest group

- Prepare a committee briefing paper for a specific meeting

- Book review (or article) for a particular journal

- Write a newspaper article for a foreign newspaper

- Comment on an article's theoretical perspective

2. Solving problems and developing plans

(Identifying problems, posing problems, defining problems, analyzing data, reviewing, designing experiments, planning, applying information)
- Problem scenario

- Group Work

- Work-based problem

- Prepare a committee of inquiry report

- Draft a research bid to a realistic brief

- Analyze a case

- Conference paper (or notes for a conference paper plus annotated bibliography)

3. Performing procedures and demonstrating techniques

(Computation, taking readings, using equipment, following laboratory procedures, following protocols, carrying out instructions)

- Demonstration
- Role Play
- Make a video (write script and produce/make a video)
- Produce a poster
- Lab report
- Prepare an illustrated manual on using the equipment, for a particular audience
- Observation of real or simulated professional practice

4. Managing and developing oneself

(Working co-operatively, working independently, learning independently, being self- directed, managing time, managing tasks, organizing)

- Journal
- Portfolio
- Learning contract
- Group work

5. Accessing and managing information

(Researching, investigating, interpreting, organizing information, reviewing and paraphrasing information, collecting data, searching and managing information sources, observing and interpreting)

- Annotated bibliography
- Multi-step project
- Dissertation
- Applied task or problem

6. Demonstrating knowledge and understanding

(Recalling, describing, reporting, recounting, recognizing, identifying, relating & interrelating)

- Written examination
- Oral examination

- Essay

- Report

- Comment on the accuracy of a set of records

- Devise an encyclopedia entry

- Produce an A - Z of ...

- Write an answer to a client's question

- Short answer questions: True/False/ Multiple Choice Questions (paper-based or computer-aided assessment)

7. Designing, creating, performing

(Imagining, visualizing, designing, producing, creating, innovating, performing)

- Portfolio

- Performance

- Presentation

- Hypothetical

- Projects

1. Communicating

(One and two-way communication; communication within a group, verbal, written and non-verbal communication; arguing, describing, advocating, interviewing, negotiating, presenting; using specific written forms)

- Written presentation (essay, report, reflective paper etc.)

- Oral presentation

- Group work

- Discussion/debate/role play

- Participate in a 'Court of Inquiry'

- Presentation to camera

- Observation of real or simulated professional practice

Variety in Assessment

It is interesting to note that the eight learning outcomes listed above would be broadly expected of any graduating learner from a higher education program. Yet, when choosing assessment items, we tend to stay with the known or the 'tried and true methods', because they seem to have the ring of academic respectability, or possibly because it was the way we were assessed ourselves. When choosing methods it is important to offer variety to learners in the way they demonstrate their learning, and to help them to develop a well-rounded set of abilities by the time they graduate.

Appendix E - Glossary of Terms

Glossary of Terms

Active learning	An approach to instruction in which students engage the material they study through reading, writing, talking, listening, and reflecting. Active learning stands in contrast to passive learning in which students generally only receive information from an authority (text, teacher, etc.) and are not necessarily called on to construct meaning. (*source: University of Minnesota*)
Assessment strategies	Methods that are used to evaluate student learning during and after instruction.
Cognitive engagement	The degree to which activities require complex thinking and application of knowledge (*source: Karin Hess, Mentoring Minds*)
Connecticut Content Standards	Standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators.
Content	Discipline-specific knowledge, skills and deep understandings as described by relevant state and national professional standards.
Culturally-responsive communication	Using the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective for students/stakeholders and to build bridges of meaningfulness between home and school experiences. (*source: CCT*)
Differentiated instruction	Efforts of teachers to respond to variance among learners in the classroom by varying his or her teaching in order to create the best learning experience possible. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: Content – what the student needs to learn or how the student will get access to the information; Process – activities in which the student engages in order to make sense of or master the content; Products – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and learning environment – the way the classroom works and feels. *(Tomlinson, 2000)*
Discourse	The purposeful interaction between teachers and students and students and students, in which ideas and multiple perspectives are represented, communicated, and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (i.e., conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and teacher thinking/ reasoning): or dialogue through technological or digital resources. *(source: CCT)*
Feedback	Effective feedback provided by the teacher is descriptive and immediate and helps students improve their performance by telling them what they are doing right and provides meaningful, appropriate and specific suggestions to help students to improve their performance. (*source: CCT*)
Flexible Grouping	Groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.
Formative assessment	Assessment that is part of the instructional process, used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes *(FAST SCASS, October 2006).*

Interdisciplinary connections	Crossing the boundaries of two or more distinct disciplines, such as mathematics and art, music and chemistry, literature and biology. By making a conscious effort to apply knowledge, principles, and/or values to more than one academic discipline.
Instructional adjustment	Based on the monitoring of student understanding, teachers make purposeful decisions on changes that need to be made in order to help students achieve learning expectations.(*source: CCT*)
Instructional outcomes	The significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a unit, course or program (i.e., what the learner will know and be able to do by the end of a defined period of time.)
Instructional resources	Includes, but are not limited to, textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes. *(source: CCT)*
Inquiry-based learning	Occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem which has relevance to their world. The teacher's role in inquiry-based learning is one of facilitator or resource rather than dispenser of knowledge. *(source: CCT)*
Intellectual risk-taking	Engaging in adaptive learning behaviors (sharing tentative ideas, asking questions, attempting to do and learn new things) that place the learner at risk of making mistakes or appearing less competent than others. *(Byrnes, Miller, & Schafer, 1999; Clifford, 1991)*
Learning needs of all students	Includes understanding typical and atypical growth and development of PK-12 students, including characteristics and performance of students with disabilities, gifted/talented students, and English language learners. Teachers take into account the impact of race, ethnicity, culture, language, socioeconomics and environment on the learning needs of students. *(source: CCT)*
Lesson plan	A purposeful planned learning experience.
Level of challenge	The range of challenge in which a learner can progress because the task is neither too hard nor too easy. **Bloom's Taxonomy** - provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking to facilitate complex reasoning. **Webb's Depth of Knowledge (DOK)** a scale of cognitive demand identified as four distinct levels (1.basic recall of facts, concepts, Information, or procedures; 2. skills and concepts such as the use of information (graphs) or requires two or more steps with decision points along the way; 3. strategic thinking that requires reasoning and is abstract and complex; and 4. extended thinking such as an investigation or application to real work). **Hess's Cognitive Rigor Matrix** - aligns Bloom's Taxonomy levels and Webb's Depth-of-Knowledge levels. *(source: CCT)*

Literacy strategies	Literacy is the ability to convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in improved student learning. *(source: CCT)*
Rigor	A quality of instruction that requires students to stretch themselves to construct meaning and impose structure on situations through accountable talk, appropriate probing questions, strategic thinking, and the development of connections between concepts. When instruction is rigorous, students go beyond the surface understanding of the material to create their own meaning, integrate skills into processes, and use what they have learned to solve real-world problems. When exposed to instruction that is rigorous, students dig for answers, manage and work through frustration, develop a tolerance for uncertainty, pursue understanding through multiple pathways, reflect on the effectiveness of their chosen approaches, and participate actively in constructing knowledge and imposing order on what they are learning. Rigor is about quality not quantity. *(Jackson, 2011)*
Routines and transitions	Routines are non-instructional organizational activities such as taking attendance or distributing materials in preparation for instruction. Transitions are non-instructional activities such as moving from one classroom activity, grouping, task or context to another. *(source: CCT)*
Proactive strategies	Include self-regulation strategies, problem-solving strategies, conflict resolution processes, interpersonal communication and responsible decision-making. *(source: CCT)*
Social competence	Exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation. *(Boyatzis, Goleman, & Rhee, 2000).*
Social skills	Attitudes and behaviors that enable an individual to interact effectively with others and work effectively in diverse teams. Skills include knowing when it is appropriate to listen and when to speak, conducing oneself in a respectable professional manner, respecting cultural differences and working effectively with people from a range of social and cultural backgrounds, responding open-mindedly to different ideas and values, and leveraging social and cultural differences to create new ideas and increasing both innovation and quality of work. (*source: P21 Framework*)
Student diversity	Recognizing individual differences including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies. *(source: CCT)*
Summative assessment	Assessments that are used to evaluate student learning at the end of an instructional period. Summative assessment helps determine to what extent the instructional and learning goals have been met. *(source: CCT)*
Virtual tools	Multimedia resources that foster engagement, interaction, understanding, productivity and organization for students and enhance their learning experience.

Appendix F - CCT Alignment

CCT Rubric for Effective Teaching 2014 – SEED	WHPS Revised Instructional Framework
Domain 1: **Classroom Environment, Student Engagement and Commitment to Learning**	**Focus Area 1: Classroom Environment**
Indicator 1a: Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. Attributes: • Rapport and positive social interactions • Respect for student diversity • Environment supportive of intellectual risk-taking • High expectations for learning	**Indicator 1a:** Teacher creates, models and promotes an atmosphere of respect, responsibility, and safety for all that is conducive to learning. Attributes: • Positive rapport and social interactions (1a) • Respect for student diversity (1a) • Environment supportive of intellectual risk-taking (1a) • Environment reflective of high expectations for learning (1a)
Indicator 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. Attributes: • Communicating, reinforcing and maintaining appropriate standards of behavior, • Promoting social competence and responsible behavior	**Indicator 1a:** Teacher creates, models and promotes an atmosphere of respect, responsibility, and safety for all that is conducive to learning. Attributes: ☐ Communicates and reinforces appropriate standards of behavior (1a)
Indicator 1c: Maximizing instructional time by effectively managing routines and transitions. Attributes: ☐ Routines and transitions appropriate to the needs of students	**Indicator 1b:** Teacher maximizes time spent on learning by effectively managing routines and transitions that promote engagement and active participation by all students. Attributes: ☐ Routines and transitions are appropriate to the needs of the students. (1b)

Domain 2: Planning for Active Learning	Focus Area 2: Planning for Active Learning
Indicator 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students. Attributes: • Content of lesson plan is aligned with standards • Content of lesson is appropriate to sequence of lessons and appropriate level of challenge • Use of data to determine students' prior knowledge and differentiation based on students' learning needs • Literacy strategies	**Indicator 2a:** Teacher plans instructional content that is aligned with standards, builds on students' prior knowledge and assessment results, and provides an appropriate level of challenge for all students. Attributes: • Content is aligned with standards (2a) • Lessons are differentiated based on student needs and prior knowledge (2a) • Use of student data to plan instruction (2a) • Plans for literacy strategies appropriate to the discipline (2a)
Indicator 2b: Planning instruction to cognitively engage students in the content. Attributes: • Strategies, tasks and questions cognitively engage students • Instructional resources and flexible groupings support cognitive engagement and new learning	**Indicator 2b:** Teacher plans instruction to cognitively engage all students in the content. Attributes: • Strategies, tasks and questions (2b) • Instructional resources and flexible groupings support cognitive engagement and new learning (2b)
Indicator 2c: Selecting appropriate assessment strategies to monitor student progress. Attributes: • Criteria for student success • Ongoing assessment of student learning	**Indicator 2c:** Teacher plans appropriate assessment strategies to monitor student progress. Attributes: • Criteria for student success (2c) • Ongoing assessment of student learning (2c)

Domain 3: **Instruction for Active Learning**	Focus Area 3: **Instructional Practice for Active Learning**
Indicator 3a: Implementing instructional content for learning. Attributes: ▪ Instructional purpose ▪ Content accuracy ▪ Content progression and level of challenge	**Indicator 3a:** Teacher sets and communicates clear and rigorous expectations for learning. Attributes: • Communicates instructional purpose (3a) • Demonstrates content accuracy (3a) • Content progression and level of challenge (3a) • Literacy strategies appropriate to the discipline (3a)
Indicator 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. Attributes: ▪ Strategies, tasks, questions ▪ Instructional resources and flexible groupings ▪ Student responsibility and independence	**Indicator 3b:** Teacher employs a variety of strategies to actively engage and enable students to construct meaning and apply new learning. Attributes: ▪ Strategies, tasks, questions, discourse and inquiry (3b) ▪ Resources, technology and groupings (3b) ▪ Student responsibility and independence (3b)
Indicator 3c: Assessing student learning, providing feedback to students and adjusting instruction. Attributes: ▪ Criteria for student success ▪ Ongoing assessment for student learning ▪ Feedback to students ▪ Instructional adjustments	**Indicator 3c:** Teacher monitors student learning, provides feedback, allows for self-assessment, adjusts instruction. Attributes: ▪ Providing criteria for student success and self-assessment (3c) ▪ Monitoring student understanding and adjusting instruction (3c) ▪ Providing feedback to students (3c) ▪ Assessing for learning (3c)

Domain 4: Professional Responsibilities and Teacher Leadership	Focus Area 4: Professional Responsibilities
Indicator 4a: Engaging in continuous professional learning to impact instructional and student learning. Attributes: • Teacher self-evaluation/reflection and impact on student learning • Response to feedback • Professional learning	**Indicator 4a:** Teacher is reflective and engages in professional growth that is continuous, collaborative and purposeful. Attributes: • Self-evaluation, reflection and response to feedback (4a) • Contribution to professional learning environment (4a(
Indicator 4b: Collaborating to develop and sustain a professional learning environment to support student learning. Attributes: • Collaboration with colleagues • Contribution to the professional learning environment • Ethical use of technology	**Indicator 4a:** Teacher is reflective and engages in professional growth that is continuous, collaborative and purposeful. Attributes: • Collaboration with colleagues (4a) • Contribution to professional learning environment (4a) • Ethical use of technology (4c)

Indicator 4c:
Working with colleagues, students and families to develop and sustain a positive school culture that supports student learning.
 	
Attributes:
     • Positive social climate
   • Family and community engagement
  • Culturally responsive communications
	Indicator 4b:
	Teacher engages families to promote positive home-school relationships, communicates effectively and exhibits sensitivity and respect for cultural, social, economic and learning diversity.
	
	Attributes:
	• Contribution to a positive school climate (4a)
	• Family and community engagement (4b)
	• Respect for cultural differences (4b)
	• Culturally responsive communication (4b)
	• Professional ethics, safety and judgment (4c)
	• Student advocacy (4c)

Appendix G - Sample Survey Questions and Materials

Sample Survey Questions

West Hartford will produce its own surveys based on various samples reviewed by the TRAC Steering Committee. Below are sample questions from each of the surveys to be administrated to both Students and Parents. Surveys will be designed to be age appropriate.

All Surveys will be based on the following scale:
Strongly Agree; **Agree**; **Disagree**; **Strongly Disagree**; **I Don't Know**

Sample Questions Instructions

Thank you for taking this survey. W hen you answer these questions, think about your experiences across all of your classes. Please answer honestly. No one at your school will see your answers. Your teacher will not see what you write.

Student Survey

Students feel comfortable asking their teachers for help.
My teacher(s) explain things clearly.
My teachers know their content area and are skilled in presenting it. My teacher(s) enforce the rules
My teachers talk to my parents about how I am doing in school.

Parent Survey

My student's teachers are knowledgeable and responsive to my child's needs. At our school, all of the students including my student have great school spirit. I talk with my child's teacher(s) about what I can do to help my child learn. I know how my child is doing in school before I get my child's report card. I have attended at least one meeting or event at school this year. I feel welcome at this school.

Full surveys are available from the district Central Office for review.

Sample Instructions for Staff

WHPS Student Survey – Teacher Instructions

Please explain to the children that the Board of Education is surveying their feelings about a number of issues that affect them in the classroom.

Please make sure the students bubble in on side 1 of the answer sheet – which is the side that has the name field in the left half of the bubble sheet.

The students should not fill out anything on the left half of the bubble sheet. They only need to answer and bubble in questions 1 – 29. There is no need to fill in their name, etc.

Please have the students bubble in their gender in question 1.

Explain to the students that questions 2 – 25 are statements and that we are looking to see whether they agree or disagree. Elementary students have a 3 point scale and middle school students have a 5 point scale. Please read the scale aloud and make sure they understand it.

Appendix H - Sample Orientation Timeline and Materials

Proposed Timeline and Orientation Topics

Date	Target Audien	Message/Event	Method/Media	Delivery By	Status
May/June	All certified staff and administrators	Overview of Teacher Effectiveness & Performance Evaluation Process Building level meeting for professional	Powerpoint/ Teacher Evaluation Document	Video to ensure consistency across the	
August/Sept.	all certified staff	Opening staff meeting/ Overview of Teacher Effectiveness & Performance Evaluation Process (w/alignment to adm. eval.)	Powerpoint/ Teacher Evaluation Document and adm. eval. alignment slide	Principals/di strict leaders	
August/Sept.	all certified staff	Self-Reflective Practice: An opportunity to review the instructional framework (teacher practice) and parent feedback	Collaborative Activity: review the framework in teams and determine current levels of performance and areas for potential growth	Building representatives on Teacher Eval Committee	
September,	All certified staff and administrators	Goal Setting - Setting targets for Ourselves and our Students: (teacher practice and parent feedback) Staff meeting	Powerpoint/ Teacher Evaluation Document/Goal Setting/Parent surveys	Administrator	
April – June	All certified staff and administrators	Calibration exercises	Staff meetings and CSI sessions	Principals, Building leadership teams, Teacher Eval Committee	
May	Teacher evaluation committee	Review stakeholder feedback Make changes for following year	Feedback	Steering Committee	
June	SDE	Submit revisions - Teacher Effectiveness & Performance Evaluation		District Leaders	
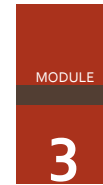
Teacher Evaluator Professional Development Series

The Teacher Evaluator Professional Development Series is the Third Module in ReVision Learning's Teacher Effectiveness and Performance Evaluation programming. This Module is designed to prepare primary and complementary evaluators to implement new teacher evaluation systems and increase teacher effectiveness. Participants will: • operationalize their district rubric (Instructional Framework)

- build inter-rater agreement
- identify specific observation techniques
- analyze their leadership style and its impact on providing feedback
- learn coaching techniques that lead to teacher growth

SERVICE AND TRAINING	DURATION

Module 3 Session A: Understanding Your District Rubric — *3 hours*

During this session, evaluators are introduced to their district's rubric (instructional   framework) and engage in activities to help them develop an understanding of the framework. These activities can also be used to support the work at the school level to introduce and dissect the framework with teachers.

Module 3 Session B: Evaluator Calibration Training — *12 hours*

These two days are focused on calibration activities. Administrators engage in activities to view and dissect instruction and then align their observations to the district framework. Through reviews of evidence collected on sample lessons, an understanding of the inter-rater agreement that currently exists among administrators is established and targeted growth needs are recommended.

Best when completed as consecutive days

Module 3 Session C: Understanding Your Leadership Style — *12 hours*

These two days are dedicated to **DiSC® Leadership Profiles** with a focus on helping administrators understand how their leadership style plays a role in supervision and evaluation work with teachers.

Can be divided into 3 or 6 hour segments

Module 3 Session D: Teacher Evaluation Support and Feedback — *12 hours*

This two-day session is focused on feedback and support. The work is designed to help administrators and other teacher evaluators consider the leadership approaches they take with teachers. The session is focused through the lens of the Learner Focused Relationship model and integrates elements of Cognitive Coaching™ research. A direct link is made to the DiSC® work completed in **M3SC** as administrators are introduced to leadership preferences in relationship to their interaction with teachers.

Can be divided into 6 hour segments

Additional targeted PD to support Teacher Evaluators

SESSION	DURATION

Methods of Evidence Based Observation   90 Minutes

This session will allow teacher evaluators to explore various models and methods of instructional observation. Evaluators will examine the purpose of observations, beyond standard compliance, and begin to discover how their own skills for instructional review can improve. Activities and discussions will include examination of the various types of data gathering tools used for observations and how and when these should be used to improve outcomes for teachers and students.

                                                                                              90 Minutes

Recognizing Rater Bias in Performance Appraisal

Bias occurs whenever an evaluator allows personal opinion of the teacher and/or instructional practices to influence a decision. To improve the instructional observation process, it is essential that teacher evaluators consistently review their own biases and explore the ways in which these may be reflected in their practice. Participants will explore typical types of bias in performance review in order to begin to address them to improve their instructional eye.

                                                                                              90 Minutes

Coaching for Change

The key to an effective coach/coachee relationship is open communication leading to mutual respect and trust. This will ensure that the impact of feedback and post conferences will be seen in changed teaching practices and increased teacher effectiveness. In this session participants will explore their own coaching style and the impact it has on different types of teachers. We will then identify strategies coaches can use to flex or adapt their style to meet the needs of different types of teachers; opening the lines of communication and building trust.

Observing for Common Core State Standards   90 Minutes

How do teacher evaluators know what they are looking for in a Common Core classroom? What does every teacher evaluator need to know about the shifts in practice? What alignment exists between the district's selected performance indicators/framework and the CCSS? How can they provide the type of support and feedback to their teachers to help change classroom environments and practice towards effective implementation of CCSS? These questions will be explored with teacher evaluators to move leadership practice in support of the transition to the CCSS.

Writing, Reviewing and Monitoring Student Learning Outcomes   *90 Minutes*

During this session, teacher evaluators will build their understanding of the role that student learning objectives (SLOs) play in supporting teacher professional growth. Evaluators will review a process that can be used with teachers to help establish rigorous yet realistic SLOs that focus classroom practice on what we truly want students to know and be able to do as a result of our instruction. Integration of our developing understanding of SBAC Performance Tasks will also be explored to provide a context to the development of these assessments.

Appendix I - Appeal Worksheets I, II, III

West Hartford Public Schools
West Hartford, Connecticut

Appeal Worksheet I

Teacher   Assignment   Building   Date

<u>Statement of Appeal</u>

A conflict exists between

and _____ with regard
to the following issue(s):

(Please site specific area, section, process or procedure within the evaluation program
that is under appeal.)

Signature of Appeal Initiator

West Hartford Public Schools
West Hartford, Connecticut

Appeal Worksheet II

To:

From: Richard Ledwith, Executive Director of Human Resources

Date:

Re: Appeal - Procedure

This will acknowledge receipt of Appeal Worksheet I.

The Committee chosen to hear this appeal include:

1. _____ Chairperson

2. _____

3. _____

__

The hearing of the appeal is scheduled:

      Day:

      Date:

      Time:

      Location:

      Room #:

White Copy to Appeal Committee
Canary Copy to Initiator
Pink Copy to Third Party

West Hartford Public Schools
West Hartford, Connecticut

Appeal Worksheet III

To: _____

    Initiator of Appeal

From: TRAC Appeals Committee

Date:

In response to your appeal of _____ regarding _____

_____

_____,

we make the following recommendations: