CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN
Educator Development and Evaluation System

I-DRIVE

2016-2017

Development

Reflective Practice

Impact on Student Learning

Vision: Connected to the vision of the school district

Effectiveness

CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

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I-DRIVE EDUCATOR EVALUATION AND DEVELOPMENT PLAN OVERVIEW

Introduction
The primary goal of the development and evaluation plan is to strengthen individual and collective practices to increase student learning.

Education Reform has emerged as the civil rights issue of our time. In June 2012 the CT State Department of Education (SDE), pursuant to PA-12-116 (The Education Reform Act), adopted CT Guidelines for Educator Evaluation/Core Requirements. Leadership from the District, New Britain Federation of School Administrators and New Britain Federation of Teachers worked collaboratively to develop this educator support and evaluation system to ensure improved student achievement. To support student learning, we need a professional learning and support plan that clearly defines excellent practice and provides specific feedback about administrators' and teachers' strengths and opportunities for growth in the areas that will most impact student achievement.

According to the Connecticut Guidelines for Educator Evaluation (Core Requirements) sec. 1.3 (1), "educator evaluation and support plans or revisions to such plans must be approved annually by the State Department of Education prior to district implementation."

Core Design Principles
The following principles developed by the advisory council in conjunction with the Core Requirements guided the design of the New Britain Educator Development and Evaluation Plan (I-DRIVE).

The guiding design principles of the plan are:

● **The I-DRIVE structures a collaborative process that involves timely feedback, coaching and dialogue**
   Novice and veteran educators alike deserve detailed, constructive feedback that promotes collaborative, continuous professional growth based on student learning.

● **The I-DRIVE connects professional learning to the evaluation process**
   Educators' professional development is tailored to the needs of the school, the students, and their own learning.

● **The I-DRIVE ensures that educators have ownership of learning and students' growth**
   This plan intends to help create a climate where educators are empowered to seek continuous learning opportunities so they can better meet the learning needs of students. The plan connects the student learning outcomes with ongoing professional learning through teams, constructive conversations, and meaningful feedback.

● **The I-DRIVE is standards-based and considers multiple measures of performance**
   The I-Drive clearly defines effective practice using the Connecticut Common Core of Teaching (CCT)for teacher evaluation, National Pupil Personnel Services standards for evaluation of educators in pupil services; and Common Core of Leading: Connecticut Leadership Standards for administrator evaluation. I-DRIVE uses multiple sources of information and evidence that will result in a fair, accurate and comprehensive picture of an educator's performance. The plan defines four categories of effectiveness: student learning (45%), performance and practice (40%), parent feedback (10%) and school-wide student learning (5%).

● **The I-DRIVE must be feasible, equitable, clearly communicated, and understood by all**
   The I-Drive provides the CSDNB an opportunity to create a culture of learning with the focus on shared responsibility for student growth. Strategic implementation will ensure that the essence of the plan drives the work of the district and ensures improved student learning.

EDUCATOR DEVELOPMENT and SUPPORT

Purpose and Rationale of the I-DRIVE

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

Evaluation-Informed Professional Learning

In any sector, people learn and grow by examining current performance, by setting clear goals for future performance, and by outlining the supports needed to close the gap. Throughout CSDNB's I-DRIVE model, every teacher will identify professional learning needs in mutual agreement between the teacher and the evaluator, which serves as the foundation for ongoing conversations about the teacher's practice and the impact on student outcomes. The professional learning opportunities identified for each teacher is based on the individual needs that are identified through the evaluation process. This process will be used to identify areas of common need for professional development.

Improvement and Remediation Plans

If a teacher's performance is rated as *developing* or *below standard* at any time, it signals the need for an administrator to collaboratively create an individual educator improvement and remediation plan with the teacher and the exclusive bargaining unit representative. *(see page 29)*

Career Development and Growth

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself and in building the capacity of all educators.

Examples of such opportunities include, but are not limited to: Peer Evaluators, mentoring early-career teachers, leading professional learning teams, differentiated career pathways; and focused professional development based on goals for continuous growth and development.

I-DRIVE Document Layout and Key Terms

This document is divided into two parts:

Part I   *Teacher Development and Evaluation Plan*
Using the I-DRIVE as the foundation for teacher development and evaluation establishes critical links between effective teaching, professional learning, and increased student achievement.
- The term "**teacher**" refers to all individuals in positions requiring certification, including, but not limited to classroom teachers.
- The term "**student and educator support specialist**" refers to "teachers" who typically have a caseload as opposed to a classroom. They include, but are not limited to, school psychologists, social workers, guidance counselors, and speech pathologists. Because their unique roles are integral to improving student learning, they follow the same process of evaluation with some flexibility described throughout the document.

Part II   *Administrator Development and Evaluation Plan*
- The term "leader" refers to those individuals in positions requiring administrative certification, including but not limited to, school principals.

Part I: TEACHER EVALUATION SYSTEM

Teacher Evaluation System At-a-Glance

The evaluation system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in two major focus areas: *Teacher Practice and Student Outcomes.*

Teacher Practice Related Indicators: An evaluation of the core instructional practices and skills that impact student learning. The rating for this half of the I-DRIVE will be based on evidence collected through observation and feedback. This focus area is comprised of two categories:

    A. Observation of teacher performance and practice (40%) as defined in the Connecticut's Common Core of Teaching, which articulates four domains of teacher practice *(Appendix A):*

    Focus area Goal 1 Teachers develop performance and practice goals to focus professional growth needs in order to meet the learning needs of the students they serve during the current school year by using the CCT continuum.

    B. Parent feedback (10%) survey on educator practice *(See Appendix B):*

    □ *GOAL 2: Teachers develop a focus goal in conjunction with the school goal linked to parent engagement*

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

    C. Student growth and development (45%) as determined by the teacher's SLO (Student Learning Objectives)

    □ *GOALS 3 and 4: Teachers develop two (2) SLOs using standard and non-standard assessments connected to Indicators of Academic Growth and Development (IAGD)*

    D. Whole-school measures of student learning (5%) as determined by aggregate student learning indicators based on Campus Improvement Plan

    □ *GOAL 5:In consultation with school principal based on Campus Improvement Plan*

Scores from each of the two categories are combined to produce an overall summative performance rating of Exemplary, Proficient, Developing or Below Standard. The performance levels are defined as:

        Exemplary – Substantially exceeding indicators of performance

        Proficient – Meeting indicators of performance

        Developing – Meeting some indicators of performance but not others

        Below Standard – Not meeting indicators of performance

Teacher Evaluation Categories

Student Growth and Development 45%

Peer or Parent Feedback 10%

Teacher Rating

5%

Observation of Teacher Performance and Practice 40%

OUTCOME RATING

PRACTICE RATING

ANNUAL TEACHER RATING
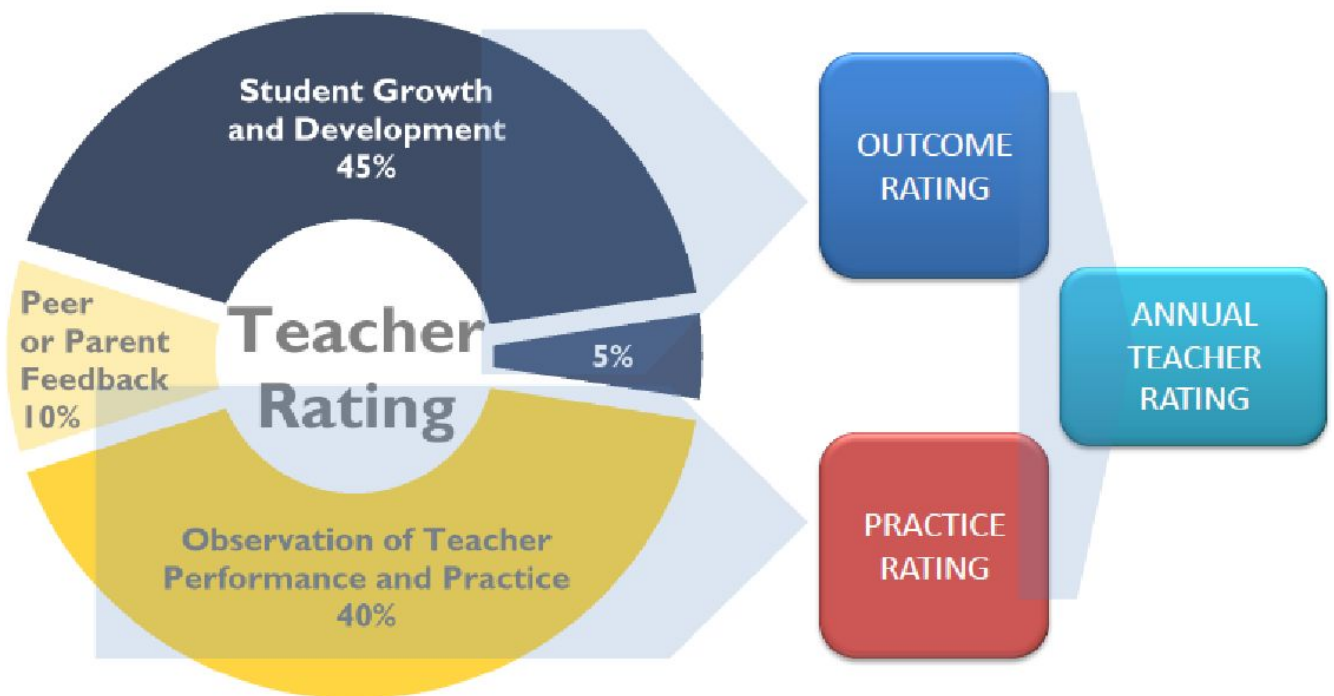
Teacher Evaluation Process and Timeline

The annual evaluation process between a teacher and identified evaluator is anchored by three performance conversations at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, to provide timely comprehensive feedback regarding performance, and to set development goals and identify development opportunities. These conversations are collaborative requiring reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.

Goal Setting & Planning	Mid-Year Check-in	End-of-Year Review
- Orientation on process - Reflection and goal-setting - Goal-setting conference	- Review goals and performatnce to date - Mid-year conferences	- Educator self-assessment - Scoring - End-of-year conference
By October 1	December/February*	Non-Tenured and Tenured during month of May

*Could start as early as Mid December and end as late as Mid February

Goal Setting and Planning

Timeframe: Must be completed by October 1.

1. ***Orientation on Process***: An orientation to the process will occur annually during pre-service professional development days. To begin the evaluation process, evaluators meet with teachers to discuss the details of the evaluation process, define roles and responsibilities and to identify school or district priorities that should be reflected in practice goals and SLOs. Both will commit to a schedule of collaboration time required by the evaluation process.

2. ***Reflection and Goal-Setting***: Teacher will examine current student data, prior year evaluation, survey results and the CCT in order to set goals. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.

3. ***Goal-Setting Conference***: The teacher and evaluator collect evidence about the teacher's practice to support the review. The evaluator may request revisions to the proposed goals and objectives until they meet approval.

Mid-Year Check-In
Timeframe: Must be completed no later than <mark>February 15.</mark>

1. *Reflection and Preparation:* The teacher and evaluator collect and reflect on evidence to date about the teacher's practice and student learning in preparation for the check-in.

2. *Mid-Year Conference:* The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on teacher practice goals, student learning objectives (SLOs) and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. During the Mid-Year conference, the teacher and evaluator may agree to revise goals if necessary. They also discuss actions that the teacher can take and supports that the evaluator can provide to promote continued professional growth.

3. *Non Renewal of Non-tenured teacher*: If an administrator is recommending non-renewal of a non-tentured teacher, those recommendations must be submitted to Chief Human Resources Officer <mark>no later than March 15.</mark>

End-of-Year Summative Review
Timeframe: Non-Tenured and Tenured teachers End of Year Summative Review must be completed no later than <mark>June 15.</mark>

1. *Educator Self-Assessment:* The educator reviews all information and data collected during the year and completes the Teacher Summative Self Reflection for review by the evaluator. This self-reflection should focus on the areas for development established in the goal-setting conference or the mid-year adjustments.

2. *Scoring* The evaluator reviews submitted evidence, self-assessments and observation data to generate category ratings. The category ratings combine to produce 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 changes the student-related indicators significantly to change the 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 teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before June 1 for non-tenured teachers and before June 15 for tenured teachers

Software for monitoring and documenting I-DRIVE process
BloomBoard was identified as the data system CT SDE would provide to districts along with resources per teacher.

In order to streamline educator evaluation, CSDNB will provide professional development to assist teachers on limiting entry of artifacts to information and data that is specifically identified as necessary and appropriate.

Primary and Complementary Evaluators

The primary evaluator for most teachers will be the school principal or assistant principal, who will be responsible for the overall evaluation process, including assigning summative ratings. Primary evaluators must be fully trained according to the CT SDE guidelines.

Complementary evaluators may assist the primary evaluator. Complementary evaluators *must* be fully trained as evaluators in order to be authorized to serve in this role. Complementary evaluators may assist primary evaluators by conducting observations, by collecting additional evidence, by reviewing SLOs and by providing additional feedback. A complementary evaluator will share evidence with the primary evaluator as it is collected. Complementary evaluators are certified teachers who meet the requirements for Peer Evaluator or a certified administrator. Peer Evaluators may only assist with teachers who have received a proficient or exemplary rating.

Criteria for becoming a Peer Evaluator
● Exemplary summative rating for at least 2 consecutive years
● Proven interest in leadership role (via application process)
● Recommendation from an administrator

Ensuring Fairness and Accuracy

All primary and complimentary evaluators are required to complete extensive training on the evaluation model. The Connecticut State Department of Education (CSDE) will provide our district with training opportunities and tools throughout. In subsequent years, New Britain evaluators will attend refresher courses and demonstrate proficiency in accordance with State recommendations and guidelines.

Administrative monthly professional development will include ongoing support and collaboration for district evaluators to calibrate their understanding of performance expectations and develop their use of high quality feedback and support. When an annual evaluation includes contrasting ratings (exemplary in one category and below standard in the other category), a district administrator will review the evidence collected and the process and determine the final rating.

Dispute Resolution Process

When an agreement on a teacher's evaluation cannot be reached with the primary evaluator, the teacher and union representation; the issue in dispute may be referred for resolution to a committee. The committee shall be comprised of the superintendent or assistant superintendent, the administrator, the teacher and union representation. 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.

At the request of a district or employee, the CSDE or a third-party designated by the CSDE will review evaluation ratings that include dissimilar ratings in different categories (e.g. include both exemplary and below standard ratings). In these cases, CSDE will determine a final summative rating.

In addition, CSDE will select districts at random annually to review evaluation evidence files for a minimum of two teacher rated as *exemplary* and two teachers who are rated as *below standard*.

Data Management Protocols

● CSDNB will prohibit the SDE from accessing identifiable student data in the educator evaluation data management systems/platforms, except as needed to conduct mandated audits, and ensure that third party organizations will keep all identifiable student data confidential.

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- CSDNB will prohibit sharing or transference of individual teacher data from one district to another or to any other entity without the teacher or administrator's consent, as prohibited by law.
- CSDNB will limit the access of teacher or administrator data to only primary evaluator, superintendent or his/her designee, and to other designated professionals directly involved with evaluation and professional development processes. Consistent with Connecticut General Statutes, this does not affect SDE's data collection authority.
- CSDNB process for logging the names of authorized individuals who may access a teacher or administrator's evaluation information, is authorized under the direction of the department of Human Resources with guidance of the Assistant Superintendent.

Annual Requirements

- The I-Drive must be reviewed, revised, and approved annually by the Board of Education.
- Orientation to the evaluation process by September 15th.
- The district will provide ongoing calibration development with evaluators annually.
- Local reporting – The district superintendent shall report the status of teacher evaluations to the local or regional board of education on or before June 15 of each year.
- 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.

TEACHER PRACTICE RELATED INDICATORS

I-DRIVE evaluates the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice.   Research has proven that no school-level factor matters more to student success than high quality teachers. This half (50%) of the instrument is comprised of two factors: *Teacher Performance and Practice* and *Parent Feedback.*

Category #1 - Observation of Teacher Performance and Practice (40%):

The Teacher Performance and Practice category is a comprehensive review of teacher practice. Teacher practice is measured by the indicators in all domains of the CCT. Following observations and reviews of practice, evaluators provide teachers with specific feedback to identify and support professional development needs.

Student and Educator Support Specialist
Because some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students, at the beginning of the school year, the teacher and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance. The observations will be based on professional practice standards adopted by the professional organization of the Support Specialist position. 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, participating in team meetings or Planning and Placement Team meetings. The Educator Support Specialist and the Evaluator will determine the best venue for observing practice that relates to performance and practice goals for that specialist.

Teacher Practice Framework
CCT standards will be the framework for the I-DRIVE. The CCT is grounded in research and articulates the knowledge, skills and qualities that Connecticut teachers need to prepare students to meet the challenges of the Next Generation (21st Century and beyond). Linked by state law and regulations, these standards articulate requirements across a teacher's career and serve as the foundation for teacher observation and professional development. The CT SDE has developed a continuum for the CCT that will be utilized in New Britain to guide teacher practice.

Connecticut Common Core of Teaching (CCT) Domains of Teacher Performance
Domain 1: Classroom Environment, Student Engagement and Commitment to Learning*Content and Essential Skills*
Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community.

Domain 2:   Planning for Active Learning
Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

Domain 3: Instruction for Active Learning
Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

Domain 4: Professional Responsibilities and Teacher Leadership
Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.

Teacher Performance and Practice Goal-Setting

As described in the Evaluation Process and Timeline section, teachers will develop a practice and performance goal aligned to the CCT *(district provided template).* This goal will provide a focus for the observations and feedback conversations ***the evaluation of this goal is embedded in the process and is not evaluated separately***.

At the start of the year, each teacher will work with his or her evaluator to develop practice and performance goal(s) through mutual agreement. All goals should have a clear link to student learning with the intent of supporting teachers in their development towards a *proficient* or *exemplary* rating on the CCT. *Schools may decide to create a school-wide goal aligned to a particular component (e.g., Using Questioning and Discussion Techniques) that all teachers will include as one of their goals.*

Observation of teacher performance and practice (40%) as defined in the CCT, which articulates four domains of teacher practice *(Appendix A)*

> □ ***Focus Area (Goal 1)*** *Teachers develop performance and practice goals to focus professional growth needs in order to meet the learning needs of the students they serve during the current school year by using the CCT continuum.*

Observation Process

Research, such as the Gates Foundation's *Measures of Effective Teaching* study (2013), has shown that multiple snapshots of practice conducted by multiple observers provide a more accurate picture of teacher performance than one or two observations per year. These observations do not have to cover an entire lesson to be valid. Observations in and of themselves aren't useful to teachers **– *it's the timely feedback based on observations that helps teachers to reach their full potential.*** All teachers deserve the opportunity to grow and develop. The I-DRIVE process intends to cultivate a culture of adult learning in the CSDNB that encourages open dialogue and feedback to continuously improve teacher practice and student learning.

I-DRIVE aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the CCT. **All interactions with teachers that are relevant to their instructional practices and professional conduct may contribute to their performance evaluations.** Formal and Informal classroom observations provide evidence for Domains 1, 2, 3, & 4 of the CCT. Both the pre-and post-conferences provide *opportunities for discussion of all four domains of the CCT*, including reviews of practice for evidence regarding Domain 4.

Formal Observations: Scheduled in-class observations that are at least 30 minutes and are followed by a post-observation conference, which include verbal and written feedback, within 5 school days.

Informal Observations: Non-scheduled in-class observations of that last at least 10 minutes and are followed by documented written feedback and shared with the individual staff within 2-5 school days. The feedback should include strengths of the ten minute informal observation as well as next steps/recommendations.

Reviews of Practice: Reviews include but are not limited to reviews of lesson/unit plans and assessments, planning meetings, planning and placement team meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-educator meetings, observations of coaching/mentoring other educators, and attendance records from professional development or school-based activities/events. In addition, self-directed learning opportunities (i.e. research articles, videos on Bloomboard, The Teaching Channel, etc) will be provided to staff based on their prior and current year evaluations.

TEACHER CATEGORY	I-DRIVE OBSERVATION REQUIREMENT
Novice Teachers: First and second year teachers in the district	At least 3 formal observations, two of which include a pre and post conference and at least 2 informal observations and one review of practice
Novice Teachers: Third and fourth year teachers in the district	At least 1 formal observation each year and at least 3 informal observations and one review of practice
Below Standard, Currently on Improvement Plan and Developing Teachers	At least 3 formal observations, all of which include a pre and post conference and at least 2 informal observations and one review of practice.
Proficient and Exemplary Tenured Teachers	Teachers who receive and maintain a performance evaluation of proficient or exemplary and are not first or second year teachers will be evaluated on a minimum of 3 informal observations and one review of practice for 2016-17 school year.

Pre-Conferences

Pre-conferences are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. When appropriate, a pre-conference can be held with an instructional team.

When a Pre-Conference is scheduled it will include:

- Discussion between the administrator and the teacher around the lesson plan (use Domains 1 and 2 of the Common Core of Teaching (CCT) Rubric to guide discussion)

Post Conferences

Post-Conference will provide a forum for reflecting on the observation guided by the indicators on the CCT Rubric.

Post-Conference will include the following discussion points:

- Opportunity to discuss the teacher lesson reflection teachers should be prepared to discuss
    - Were changes made during the lesson, what were they, and why did you make the change?
    - What data or evidence do you have that students achieved the goals of the lesson?
    - What are your next steps for this group of students?

Feedback

The goal of feedback is to help teachers grow as professionals and become more effective with students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Collaborative conversations about instructional practice based on student work are essential for improving instructional practice.

Feedback will include:

- Specific evidence and ratings, where appropriate, on observed components of the CCT
- Questions for reflection using evidence of student growth
- Commendations and prioritized next steps and supports that the teacher can pursue to improve practice
- A timeframe for follow up

Determining Rating of Observation of Teacher Performance and Practice

Individual Observations
Evaluators provide ratings and evidence for the CCT domains that were observed but are not required to provide an overall rating for each observation. During observations, evaluators should take evidence-based, scripted notes, and/or recordings, capturing specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., the teacher asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., the teacher asks good questions). Once the evidence has been recorded, the evaluator can align the evidence with the appropriate components on the rubric and then make a judgment about which performance level the evidence supports.   The district will provide a template to collect observation evidence and scoring guidelines based on the CCT continuum.

Rating for Observation of Teacher Performance and Practice (40%)
At the end of the year, primary evaluators must determine a final rating for teacher performance and practice and discuss this rating with teachers during the end of year conference. The evaluator will calculate the final teacher performance and practice ratings:

1) Evaluator holistically reviews evidence collected through observations and reviews of practice and uses professional judgment to determine ratings for each of the CCT Domains.
   By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and reviews of practice. Evaluators then analyze the consistency, trends, and significance of the evidence to determine a rating for each of the 4 Domains. Some questions to consider while analyzing the evidence include:

   Consistency: Does the evidence paint a clear picture of the teacher's performance in this domain?

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

   Significance: Is some data more valid than other data? Do I have notes or ratings from more effective lessons or interactions where I was able to better assess this aspect of performance?

2) Apply domain weights to domain scores to calculate an overall Observation of Educator Performance and Practice rating of 1.0-4.0 (Below standard, Developing, Proficient and Exemplary)

Category #2 - Parent Feedback (10%):

Feedback from parents will be used to help determine the remaining 10%.
The process is described below:

1) conduct a whole-school parent survey (meaning data is aggregated at the school level)
2) school-level goal(s) based on the parent survey feedback
3) teacher and evaluator identify how the teacher will contribute to achieving the overall parent feedback goal
4) measure progress on targets to determine a teacher's parent feedback rating. This parent feedback rating shall be based on four performance levels

1. Administration of a Whole-School Parent Survey

Parent surveys will be conducted at the whole-school level as opposed to the teacher-level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

Parent surveys must be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys will be confidential and survey responses will not be tied to parents' names. The parent survey will be administered every spring and trends analyzed from year-to-year.

2. Determining School-Level Parent Goals

Principals will review the parent survey results collaboratively with their faculty at the beginning of the school year to identify areas of need and set general parent engagement goals based on the survey results. Ideally, this goal-setting process would occur in August or September to establish improvement goals for the entire school.

3. Selecting a Parent Engagement Goal and Improvement Targets

After school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators **one** related parent goal they would like to pursue as part of their evaluation. Teachers must consider their contribution to the accomplishment of the school goal.

Teachers will also set improvement targets related to the goal they select. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are aligned, attainable, and equitable and are determined at the goal setting conference.

4. Measuring Progress on Growth Targets

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback category. There are two ways a teacher can measure and demonstrate progress on their growth targets. A teacher can: (1) measure how successful a strategy is implemented to address an area of need, or (2) a teacher can collect evidence directly from parents to measure parent-level indicators. For example, a teacher could conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

5. Arriving at a Parent Feedback Rating (10%)

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

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

Scoring For Teacher Practice Indicators

1) Calculation of a Teacher Practice Related Indicators Rating is achieved by combining the observation of educator performance and practice score and the parent feedback score.

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

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

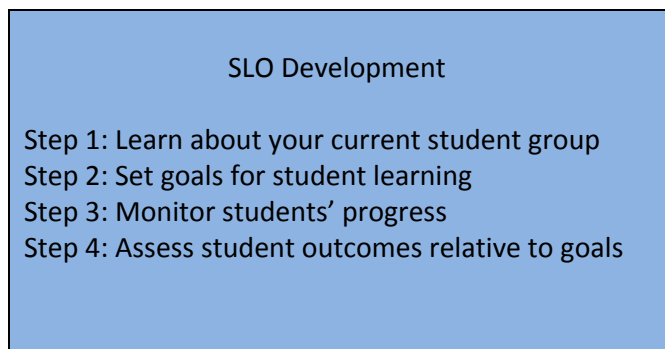| RATING SCALE	
Educator Practice Indicators Points	**Educator Practice Indicators Rating**
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

STUDENT OUTCOMES RELATED INDICATORS

The Student Outcomes Related Indicators comprise 50% of the summative rating and capture the teacher's impact on student learning. Every teacher is in the profession to help children learn and grow, and teachers already think carefully about what knowledge, skills and talents they are responsible for nurturing in their students each year. As a part of the I-DRIVE process, teachers will document those aspirations and anchor them in data. Student Related Indicators include two categories: Student learning outcomes and whole-school student learning.

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

Overview of Student Learning Objectives (SLOs)

Each group of students is unique; therefore, it is imperative to use a method that takes each teacher's assignment, students and context into account. Connecticut has selected a goal-setting process called **Student Learning Objectives (SLOs)** as the approach for measuring student growth during the school year.

CSDNB's I-DRIVE will use SLOs in an instructional cycle that will be familiar to most teachers:

> **SLO Development**
>
> Step 1: Learn about your current student group
> Step 2: Set goals for student learning
> Step 3: Monitor students' progress
> Step 4: Assess student outcomes relative to goals

I-DRIVE asks teachers to set specific and measurable targets, to develop them through consultation with colleagues in the same grade level or teaching the same subject, and through mutual agreement with supervisors.

The four SLO steps are described in detail below:

> **SLO Step 1:** Learn about your current student group

The first step is the discovery phase, just before the start of the school year and in its first few weeks. Once teachers know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course. Examples of sources that teachers can use to understand students and group strengths and challenges include, but are not limited to: end-of-year tests from the prior spring, prior grades, benchmark assessments, Lexile scores, and RIT scores from the MAP/ NWEA. This information will be critical for goal setting in the next phase.

> **SLO Step 2:** Set goals for student learning

Teachers will write their SLO(s), and submit them for approval a minimum of 24 hours before their Initial goal setting conference. The Goal setting conference window is from the <mark>end of August-October 31.</mark>

Teacher creates **two** SLOS with one or two IAGDs for each SLO. If one IAGD per SLO, one must be standardized and one must be non-standardized.

If two IAGDs per SLO, two must be standardized and one non-standardized

SLO 1 (i.e. Reading)
   a.   Standardized IAGD

SLO 2 (i.e. Math)
   a.   Non – Standardized IAGD

First: Decide on the Student Learning Objectives

The objectives are broad goals for student learning. They should each address a central purpose of the teacher's assignment and should pertain to a large proportion of the teacher's students/caseload. Each SLO should reflect high expectations for student learning and should be aligned to relevant standards for the grade level or course. Depending on the teacher's assignment, the objective will focus on mastery of content standards, learning targets based on Grade Specific Common Core State Standards that are articulated in the curriculum or social/emotional growth (more likely for pupil services).

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

Second: Select Indicators of Academic Growth and Development (IAGDs)

An **IAGD** is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met.

Each IAGD should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing students or ELL students. It is through the Step I examination of student data that educators will determine what level of performance to target for which students. The district template will be used for setting SLOs/IAGDs *(Appendix C & Bloomboard)*

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

I-DRIVE uses a specific definition of "standardized assessment." As stated in the CT Guidelines for Educator Evaluation, a **standardized assessment** is characterized by the following attributes:

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

Examples of SLOs with IAGDs

Educator Category	Student Learning Objective (SLO)	Indicators of Academic Growth and Development (at least one is required)
8th grade Science	Example: My students will master critical concepts of science inquiry.	Example: 78% of my students will score at the proficient or higher level on the science CMT in March 2014
4th grade Reading	Example: My 22 students will demonstrate improvement in or mastery of reading comprehension skills by June 2013.	Example: All 17 (77%) students assessed on the standard NWEA will meet their project growth expectancy. Example: All 5 students (23%) assessed on a standardized Tier 3 Progress Monitoring Measure for Reading Foundational Skills will achieve proficiency on the (name the progress monitoring tool)
6th Grade Science	Example: My students will master critical concepts of science inquiry.	Example: My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on the scoring rubric provided in the district curriculum, focused on the key elements of science inquiry
High School Visual Arts	Example: My students will demonstrate proficiency in applying the five principles of drawing.	Example: 85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric provided in the district visual arts curriculum.
1st grade Math	Example: Students will demonstrate fluency for addition and subtraction within 10.	Example: 90% of students will master addition within 10 by the end of the second quarter. Example: 90% of students will have mastered addition and subtraction within 10 by the end of the school year.
High School Social Studies: World History	Example: Students will demonstrate understanding of the factors contributing to the nationalistic response to colonialism.	Example: By the end of the first quarter 80% of students will demonstrate understanding factors that lead to rebellion. Example: By the end of the second quarter, 80% of student will write a 4-paragraph essay comparing nationalism to colonialism.

6th grade Special education educator for Basic Literacy	Students will demonstrate improvement in basic literacy as measured by the CMT Skills Checklist.	80% of my students will increase at least one performance level in 2 out of the 8 items in Basic Literacy Indicators.

Third: Provide additional information

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

- the rationale for the Student Learning Objective (SLO) including relevant standards
- any important technical information about the indicator evidence (like timing or scoring plans)
- the baseline data that was used to set each IAGD
- interim assessments the teacher plans to use to gauge students' progress toward the SLO during the school year
- professional development the teacher will pursue to support attainment of SLOs

Fourth: Submit SLOs to evaluator for approval

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

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

SLO Approval Criteria Priority of Content	Quality of Indicators	Rigor of Objective/Indicators
Objective is deeply relevant to teacher's assignment and addresses a large proportion of the targeted student group.	Indicators provide specific, measurable evidence. The indicators provide evidence about students' progress over the school year or semester.	Objective and indicator(s) are attainable but ambitious and taken together, represent at least a year's worth of growth for students (or appropriate growth for a shorter interval of instruction).

SLO Step 3:	Monitor students' progress

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

If a teacher's assignment changes or the student population shifts significantly, the SLOs can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

SLO Step 4:	Assess student outcomes relative to SLOs

At the end of the school year, the teacher will collect the evidence required by the indicators and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment and reflect on the SLO outcomes by responding to the following four statements:

1. Describe the results and provide evidence for each indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that going forward.

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SLO: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point). These ratings are defined as follows:

Exceeded (4)	All or most students met or substantially exceeded the target(s) contained in the indicator (IAGD).
Met (3)	Most students met the target(s) contained in the indicators (IAGD) 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.

For SLOs with more than one indicator, the evaluator may score each indicator separately, and then average those scores for the SLO score, or the evaluator can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

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

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

However, once the state test evidence is available, the evaluator is required to score or rescore the SLO, then determine if the new score changes the teacher's summative rating. The evaluation rating can be amended at that time as needed, but no later than September 15.

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

A teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the principal's evaluation rating at that school. For most schools, this will be based on the school performance index (SPI) and Campus Improvement Plan (CIP), which correlates to the whole-school student learning on a principal's evaluation.

Arriving at a Whole-School Student Learning Summative Rating:
The whole school student-learning indicator should be scored using the scoring guidelines for the identified target on the principal evaluation tool.

A teacher's rating shall be equal to the aggregate rating for multiple student learning indicators established for his/her administrator's evaluation rating. Pending U.S. Department of Education's approval of CT's request for flexibility on the use of student test data in 2013-14, New Britain will not require that the administrator's student learning component incorporate SPI progress. Therefore, this rating will be based on the administrator's aggregate progress on SLO targets, which will correlate to the full student learning rating on an administrator's evaluation (equal to the 45% component of the administrator's final rating).

NOTE: If the whole-school student learning indicator rating is not available when the summative rating is calculated, then the student growth and development score will be weighted 50 and the whole-school student learning indicator will be weighted with a value of 0 (see summative teacher evaluation scoring, page 26). However, once the state data is available, the evaluator should revisit the final rating and amend at that time as needed, but no later than September 15.

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

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

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

RATING TABLE	
Student Outcomes Related Indicators Points	**Student Outcomes Related Indicators Rating**
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

SUMMATIVE TEACHER EVALUATION SCORING
Summative Scoring
The individual summative teacher evaluation rating will be based on the four categories of performance, grouped in two major focus areas: Teacher Practice Related Indicators (Categories 1&2) and Student Outcomes Related Indicators (Categories 3&4)

Whole School Student Learning OR Student Feedback
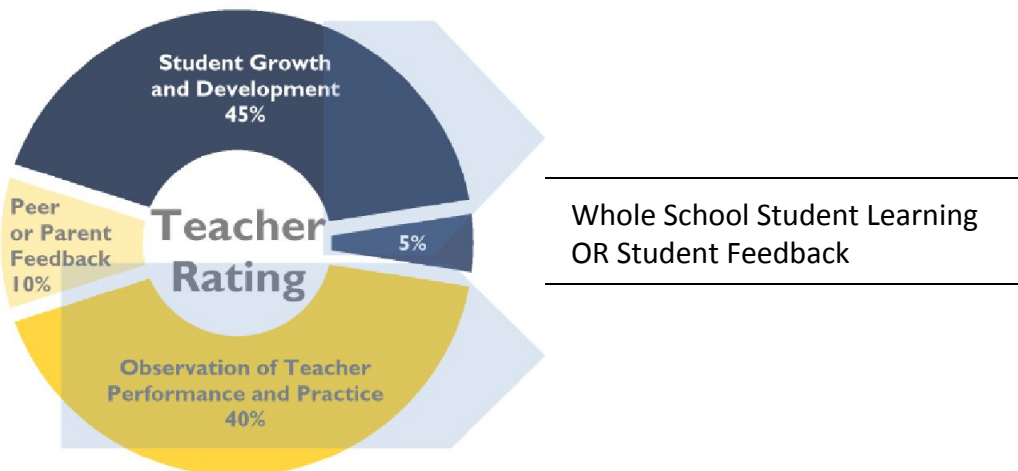
Every teacher will receive one of four performance ratings:
        Exemplary – Substantially exceeding indicators of performance
        Proficient – Meeting indicators of performance
        Developing – Meeting some indicators of performance but not others
        Below Standard – Not meeting indicators of performance

The rating will be determined by using the following steps:
1) Calculate a Teacher Practice Related Indicators score by combining the observation of teacher performance and practice score and the parent feedback score (Categories 1 &2)
2) Calculate a Student Outcomes Related Indicators score by combining the student growth and development score and whole-school student learning indicator score (Categories 3&4)
3) Use Summative Matrix to determine Summative Rating

Each step is illustrated below:

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

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

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

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

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

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

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

RATING TABLE	
Student Outcomes Related Indicators Points	**Student Outcomes Related Indicators Rating**
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

3) Use the Summative Matrix to determine Summative Rating
Identify Teacher Practice Rating and the Student Outcome Rating and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *proficient* and the Student Outcomes Related Indicators rating is *proficient*. The summative rating is therefore *proficient*. If the two ratings are highly discrepant (e.g., a rating of *exemplary* for Teacher Practice and a rating of *below standard* for Student Outcomes), then the evaluator needs to request a district administrator (a trained evaluator) to conduct a review and award the summative rating.

		Overall Practice Rating			
		4	**3**	**2**	**1**
Overall Outcomes Rating	**4**	Rate Exemplary	Rate Exemplary	Rate Proficient	Gather further information
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	Gather further information	Rate Developing	Rate Developing	Rate Below Standard

Adjustment of Summative Ratings

Summative ratings must be completed for all non-tenured teachers by April 1 and for all tenured teachers by June 15. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that *is* available. When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator may recalculate the teacher's summative rating when the data *is* available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year.

Definition of Effective and Ineffective Ratings

Effective and ineffective ratings shall be defined using a pattern of ratings derived from the I-DRIVE. A pattern may consist of a pattern of one. Effectiveness or Ineffectiveness can be determined at any point during the school year based on evidence collected.

Non-Tenured Teachers shall generally be deemed effective if said teacher receives at least two sequential *proficient* ratings, one of which must be earned in the fourth year of a novice teacher's career. A *Below Standard* rating shall only be permitted in the first year of a teacher's career, assuming a pattern of growth of *Developing* in year two and two sequential *Proficient* ratings in years three and four. Superintendents shall offer a contract to any teacher that is deemed effective at the end of year four.

Tenured Teachers shall generally be deemed effective when they earn a rating of *Proficient* or *Exemplary.* A post-tenure teacher shall generally be deemed ineffective if said teacher receives at least two sequential *developing* ratings or one *below standard* rating.

Career Development and Growth

District will provide designated personalized learning time on a regular basis in order to allow teachers to direct their learning towards an area of need. Areas of need will be determined by the teacher in collaboration with their evaluator and identified during the initial goal setting conference. Examples include, but are not limited to book studies, video studies, peer observation, etc. This self-directed learning may be done in groups, or by individual teachers.

Improvement and Remediation Plans

There is a need for the administrator to create an individual improvement and remediation plan when a teacher is determined to be ineffective based on the evidence collected and the SLO progress at any point during the school year. If the evidence collected indicates that the teacher is likely to receive or has received a *Below Standard or Developing Rating,* the teacher needs to be placed on an improvement and remediation plan. Evaluators will determine preliminary effectiveness ratings during the mid-year conference in order to identify teachers who need additional supports to become proficient.

The improvement and remediation plan will be developed in consultation with the teacher and the exclusive bargaining representative. Improvement and remediation plans involve the following steps:

Step 1: The primary evaluator shall provide written documentation to the teacher to initiate the process following the conference where the teacher has been informed that it has been determined that the teacher is ineffective based on evidence collected according to the I-DRIVE. (District provided form)

> 1a) Within five school days of the initiation of the improvement plan, the primary evaluator, teacher, and collective bargaining unit representative meet to review the evidence and develop a plan to address documented deficiencies. The goal of the plan is to provide the teacher with growth opportunities to improve to the level of *Proficient* at the end of the improvement and remediation plan.

> 1b) At the conclusion of the planning conference, the teacher and administrator will implement strategies to improve teacher effectiveness for 45 consecutive school days (The 45 days may not be extended unless both parties agree in writing to extend). The strategies in the plan must have measurable indicators of success according to either the CCT Continuum or SLOs.

> 1c) During the 45 school days: the administrator must meet the obligation to be helpful by providing specific

feedback and direction and the teacher must provide evidence of effort to improve.

1d) If the teacher is deemed proficient at the conclusion of the 45 days, the improvement and remediation plan will be discontinued. If the teacher is still determined to be ineffective, Step 2 is implemented. Teacher must be notified in writing within 2 (two) school days of the administrator's determination (45-Day Template).

1e) A copy of the 45-Day Determination Form is sent to the president of the appropriate bargaining unit and the Superintendent.

1f) The Superintendent must select another administrator, who is a trained evaluator, with no prior evaluative connection to the teacher, within 7 school days, to observe and guide the teacher for Step 2.

Step 2: Within 10 school days after the close of Step 1, the Step 2 administrator will meet with the teacher and formulate an improvement and support plan including at least 2 formal observations with pre and post conferences. (Step 2 Plan Template)

2a) For the next 30 school days, only the step 2 administrator will observe and work with the teacher to implement the plan. No other administrator may observe during this phase unless included as part of the plan.
2b) At the end of the 30 day period, the Step 2 administrator submits an independent, confidential report to the superintendent determining effectiveness.

Step 3: The superintendent reviews the confidential report from the Step 2 administrator within 5 school days and notifies the president of the bargaining unit and the personnel manager of the findings. If the report validates the ineffective determination, the superintendent recommends termination of said teacher to the Board of Education.

Procedural Safeguards:

- The teacher may not apply for transfer while on an improvement and remediation plan.

- All correspondence regarding the procedure must be placed in the individual's personnel file.

- The Personnel manager will monitor the improvement and remediation procedure.

- Step 2 administrators need to be an objective administrator who has not had any prior involvement in the improvement process for this teacher.

- All Steps of the improvement and remediation process must be documented on district templates.

- Teacher must be allowed to ask questions and provide additional evidence to prove effectiveness.

- Teacher is allowed a union representative at all meetings.

- All documentation relating to the process must be confidential.

- When a teacher is determined to be effective and is removed from the improvement plan, all correspondence and other information pertaining to the procedure, except the Initiation Form and 45-Day Form, shall be sealed and placed in the teacher's personnel file for a period of 180 school days. Therefore, the sealed records will be maintained in accordance with State law. In the event the teacher is determined to be ineffective before the end of the 180 school days, the sealed records may be opened in the presence of the teacher and the teacher's representative and placed in the personnel file.

District Approved I-DRIVE Measures for Student Outcome Indicators

Standardized measures	Non-Standardized measures
Elementary	
NWEA Primary MAP and MAP	CBA (curriculum-based assessment) or CFA (common formative assessment)
Lexile	DBA (district-based assessment)
LAS Links	Math fluency probe
Smarter Balanced Assessment	Unit assessments, District writing assessments
DIBELS	Diagnostic assessments
CTAA (Connecticut Alternative Assessment)	Performance rated against rubric
	Portfolio
Middle School	
NWEA MAP	CBA (curriculum-based assessment) or CFA (common formative assessment
Lexile	DBA (district-based assessment)
LAS Links	Math fluency probe
Smarter Balanced Assessment Consortium	Unit assessments, District writing assessments
Degrees of Reading Power (DRP)	Diagnostic assessments
CTAA (Connecticut Alternative Assessment)	Performance rated against rubric
	Portfolio
High School	
CAPT	CBA
PSAT	CFA
SAT	Portfolio/ePortfolio (Student Success Plan)
AP	DBA
LAS LINKS	Math fluency probe
NWEA	Unit assessments
ASVAB	Diagnostic assessment
SBAC	Performance rated against rubric
NOCTI	End of Course Exams
Social Skills all Levels	
Behavioral and Emotional Screening System	Attendance
	Discipline Referrals
	Suspension Data