Old Saybrook Public Schools

Teacher Evaluation and Development Model

Fall 2016 to Spring 2017

Mission Statement:

The mission of the Old Saybrook Public School is to educate and prepare students to achieve their highest aspirations, care for others and the environment, and contribute to a global society by working in partnership with families and the community, and by engaging each learner in a rigorous, personalized, and meaningful educational program.

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Introduction

This document outlines the 2016-17 district plan for evaluation of educators in the Old Saybrook Public Schools. It is based largely on the Connecticut Seed Educator Evaluation and Professional Development model, which was created based on the Connecticut guidelines for educator evaluation.

Purpose and Rationale

When educators succeed, students succeed. Research has proven that no school-level factor contributes more to students' success than high quality educators. Quality education requires command of subject matter and pedagogical skills as well as a deep empathy for the children in the classroom.

Core Design Principles

a. Our evaluation system uses multiple sources of information and evidence results in a fair, accurate, and comprehensive picture of teachers' performance. Our model defines four categories of teacher effectiveness: student learning (45%), a teacher performance and practice model that aligns to the CCT (40), parent feedback (10%) and school-wide student learning or student feedback (5%). (Committee Adopted The Connecticut Common Core of Teaching Rubric for Effective Teaching 2014 and The 2015 Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery)

Description of Implementation and Orientation Process

Designated professional development time prior to the first day of school will provide a detailed orientation of the evaluation plan for all certified staff. All certified staff members including building administrators will review forms, roles and responsibilities and address any questions regarding participation. Dates and deadlines will be clearly outlined. Members of the Evaluation Committee will be available to provide additional support to their colleagues throughout the process.

The Professional Development and Evaluation Committee (PDEC) will continue to refine the evaluation system as well as to identify professional development needs.

Student Growth
and Development
45%

Peer
or Parent
Feedback
10%

Teacher
Rating

5%

Observation of Teacher
Performance and Practice
40%

Whole School
Student Learning
OR
Student Feedback
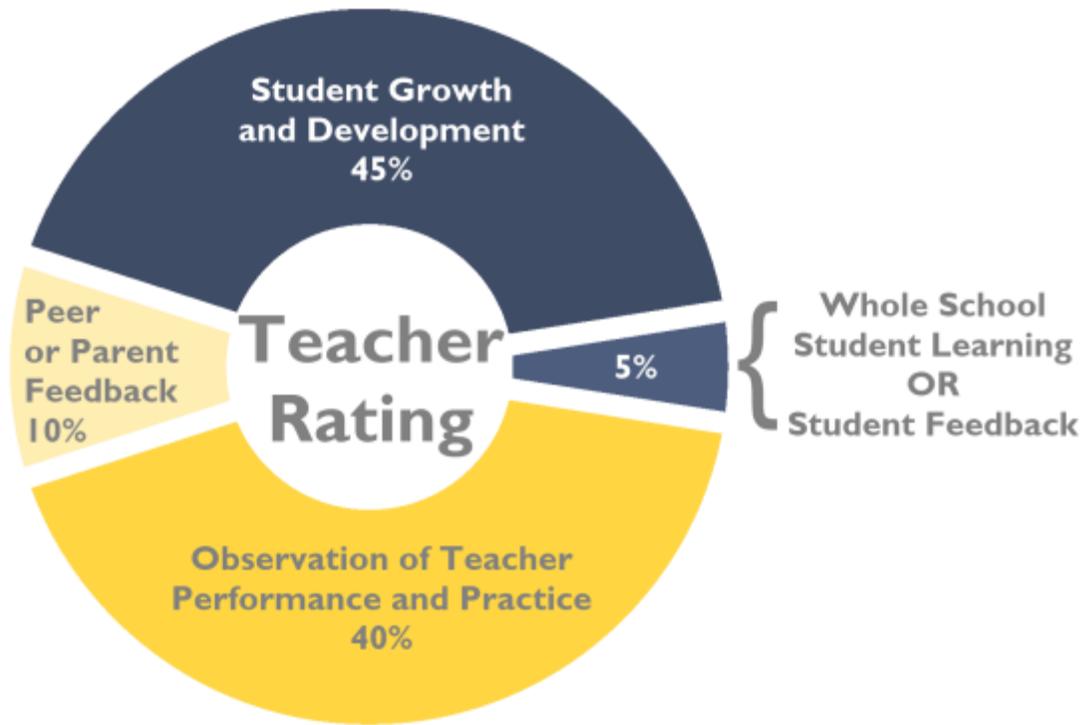
TEACHER EVALUATION SYSTEM

2. **Educator Practice related Indicators: This focus are is comprised of two categories:**
   a. **Observation of educator performance and practice (40%) as defined in the 2014 CT Common Core of Teaching (CCT) Rubric for Effective Teaching or as defined in the 2015** Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery
   b. **Feedback Goal (10%) as determined by annual peer survey data regarding student readiness**

2. **Student Outcomes Related Indicators: This focus area is comprised of two categories:**

   a. **Student growth and development (45%) as determined by the educator's student learning   objectives**
   b. **Whole school student learning or student feedback**

Scores from each of the four categories will be combined to produce a summative performance rating. The performance levels are defined as:

Exemplary -- Substantially exceeding indicators of performance

Accomplished -- Meeting indicators of performance

Developing -- Meeting some indicators of performance but not others

Below Standard -- Not meeting indicators of performance

Teacher Evaluation Process and Timeline

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

Goal Setting & Planning	Mid-Year Check-In	End-Of-Year Review

• Orientation on process	• Review goals and performance to date	• Teacher self-assessment
• Teacher reflection and goal setting	• Mid-year conferences	• Scoring
• Goal setting conference		• End-of-year conference
November 14, 2016	**February 13, 2017**	**June 30, 2017**

Goal-Setting and Planning

Timeframe: Must be completed by November 14, 2016.

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 goals and student learning objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation process.

2. **Teacher Reflection and Goal-Setting** – The teacher examines student data, prior year evaluation and survey results and the Connecticut Framework for Teacher Evaluation and Support to draft a proposed performance and practice goal(s), a parent feedback goal, student learning objectives (SLOs), and a student feedback goal (if required) 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 goals and 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 goals and objectives if they do not meet approval criteria.

Mid-Year Check-In

Timeframe: Must be completed by February 13, 2017.

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 (SLO) 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. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of 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 development areas.

End-of-Year Summative Review

Timeframe: May and June: must be completed by June 30, 2017.

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

2. **Scoring** – The evaluator reviews submitted evidence, self-assessments and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating. <u>After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change 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.</u>

3. **End-of-Year Conference** – The evaluator and the 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 the end of the school year and before June 30.

Primary and Complementary Evaluators

The primary evaluator for most teachers will be the school principal or associate principal, who will be responsible for the overall evaluation process, including

assigning summative ratings. Some districts may also decide to use complementary evaluators to assist the primary evaluator. Complementary evaluators are certified teachers, although they may also have administrative certification.

Primary and complementary evaluators will participate in regular calibration exercises during District Leadership meetings. These ongoing opportunities of calibration will include, but are not limited to, the following exercises:

- Viewing of videotaped lessons and sharing review of observations (anonymous)
- Tagging evidence, rating evidence and norming exercises
- Identifying criteria for demonstrating proficiency as an evaluator
- Continuing professional conversations and discussing coaching scenarios

They may have specific content knowledge, such as department heads or curriculum coordinators. Complementary evaluators must be fully trained as evaluators in order to be authorized to serve in this role. (Old Saybrook is utilizing one complementary evaluator at the Kathleen E. Goodwin School. This is a continued practice.)

Complementary evaluators may assist primary evaluators by conducting observations, collecting additional evidence, reviewing student learning objectives (SLOs) and providing additional feedback. A complementary evaluator should share his/her feedback with the primary evaluator as it is collected and shared with teachers.

Primary evaluators will have sole responsibility for assigning final summative ratings and must achieve proficiency on the training modules provided.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

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 educators rated exemplary and two educators rated below standard.

Evaluation-Based Professional Learning

In any sector, people learn and grow by honestly co-assessing current performance,

setting clear goals for future performance, and outlining the supports they need to close the gap. Throughout our evaluation model, every teacher will be identifying their professional learning needs in mutual agreement between the teacher and his/her evaluator and serves as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities.

Improvement and Remediation Plans

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

Identify resources, support and other strategies to be provided to address documented deficiencies

Indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and include indicators of success including a summative rating of accomplished or better at the conclusion of the improvement and remediation plan.

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 teachers.   Examples of such opportunities include, but are not limited to: observation of peers; mentoring 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; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

Category #1:

Teacher Performance and Practice (40%)
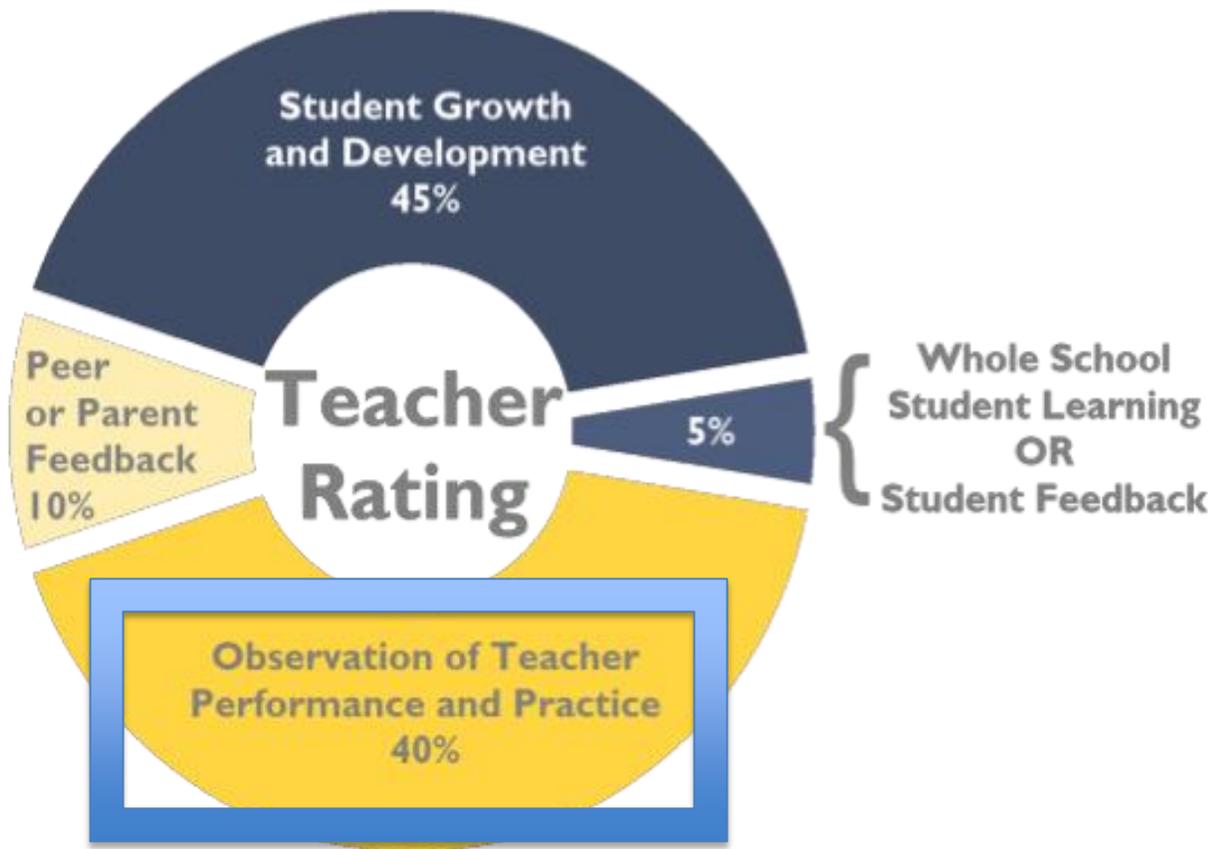
Teacher Practice makes up 50% of the evaluation model and is comprised of two categories:
- **Teacher Performance and Practice category of the model, which counts for 40%; and**
- **Peer/Parent Feedback Goal, which counts for 10%.**

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

The Teacher Performance and Practice category of the model is a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and tailor support to those needs.

Common Core of Teaching Framework

Our Teacher Evaluation Committee has agreed to adopt The Connecticut Common Core of Teaching Rubric for Effective Teaching 2014. The new CCT has four

domains: Classroom Environment, Student Engagement and Commitment to Learning, Planning for Active Learning, Instruction for Active Learning, Professional Responsibilities and Teacher Leadership.

The Teacher Evaluation Committee has also adopted The Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2015. There are four domains: Learning Environment, Engagement and Commitment to Learning; Planning for Active Learning; Service Delivery; Professional Responsibilities and Leadership.

Observation Process

Each teacher will be observed through either formal or informal observations as defined below.

- Formal: Scheduled observations that last at least 30 minutes and include a pre and a post-observation conference, which includes both written and verbal feedback
- Informal: Non-scheduled observations or reviews of practice that last at least 15 minutes and are followed by written feedback. A post conference will be held if requested by either the teacher or administrator.

All observations will be followed by written feedback within two days of an observation.

District administrators and principals can use their discretion to decide the right number of observations for each teacher based on school and staff needs and in accordance with the Guidelines for Educator Evaluation. A summary of requirements is below:

Pre-conferences and Post-Conferences

Pre-conferences are valuable for giving context to the lesson and information about the students to be observed and for setting expectations for the observation process.

Post-conferences provide a forum for reflecting on the observation against the CCT and for generating action steps that will lead to the teacher's improvement.

Classroom observations provide the most evidence for domains 1 and 3, but both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction.

Non-Classroom Reviews of Practice

Because the new evaluation model 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 practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent- teacher meetings, observations of coaching/mentoring other teachers, and attendance records from professional development or school-based activities/events. A non-classroom observation is not a random occasion in which both the administrator and the teacher happen to be present. It is an intentional plan to observe a teacher in a designated setting at a designated time that was pre-determined. The administrator will make known at the onset of the observation or at the conclusion that data has been collected to be considered as a non-classroom informal observation and that the teacher will be receiving written feedback within 48 hours.

Feedback

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

Specific evidence and ratings, where appropriate, on observed components of the CCT;

Prioritized commendations and recommendations for development actions;

Next steps and supports the teacher can pursue to improve his/her practice; and

A timeframe for follow up includes written feedback within two days of observation

Observations

Teacher Category	Observations	Conference and Feedback
A. Teachers rated below standard or developing in the previous year, or teachers who have not received a rating in the previous year, or teachers in their first or second year in the district.	Minimum of 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 written and verbal feedback
B. Teachers in years three and four in the district who have been rated accomplished or exemplary	Minimum of two in-class formal observations and one review of practice each year.	A minimum of two observations must include a pre-conference, and all of the observations must include a post-conference with written and verbal feedback
C. All other teachers rated as accomplished or exemplary in the previous academic school year.	Minimum of one formal in-class observation once every three years and three informal in-class observations in all other years and complete one review of practice every year.	Formal observations must include a pre-conference and a post-conference with written and verbal feedback. Informal Observations will include a post conference if requested by either the teacher or administrator.

Teacher Performance and Practice Goal-Setting

As described in the Evaluation Process and Timeline section, teachers develop one to three practice and performance goals that are aligned to the CCT. These goals may provide a focus for the observations and feedback conversations.

At the start of the year, each teacher will work with his or her evaluator to develop his or her practice and performance goal(s) through mutual agreement. All goals should have a clear link to student achievement and should move the teachers towards an accomplished or exemplary rating. Schools may decide to create a school-wide goal aligned to a particular component (e.g., 3b: Using Questioning and Discussion Techniques) that all teachers will include as one of their goals.

Progress towards goals and action steps for achieving progress should be referenced in feedback conversations following observations throughout the year. Goals and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although performance and practice goals are not explicitly rated as part of the Teacher Performance and Practice category, progress on goals will be reflected in the scoring of Teacher Performance and Practice evidence.

Teacher Performance and Practice Scoring

Individual Observations

Evaluators are not required to provide an overall rating for each observation, but they should provide supportive evidence from the classroom observations as well as evidence from documents and conversation based on the CCT indicators that were observed. During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., the teacher asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., the teacher asks good questions). Once the evidence for all observations has been analyzed, the evaluator will align the evidence with the appropriate indicator(s) on the CCT continuum and then determine a performance rating at the indicator level.

Summative Observation of Teacher Performance and Practice Rating

At the end of the year, primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Summative Conference. Any concerns that might result in a needs

improvement should be documented in an observation prior to the summative evaluation. The final teacher performance and practice rating will be calculated by the evaluator in a two-step process:

1. Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine indicator ratings.

2. An indicator rating will be recorded based on the evidence collected around the indicators of that domain.

Category #2:

Parent Feedback (10%)
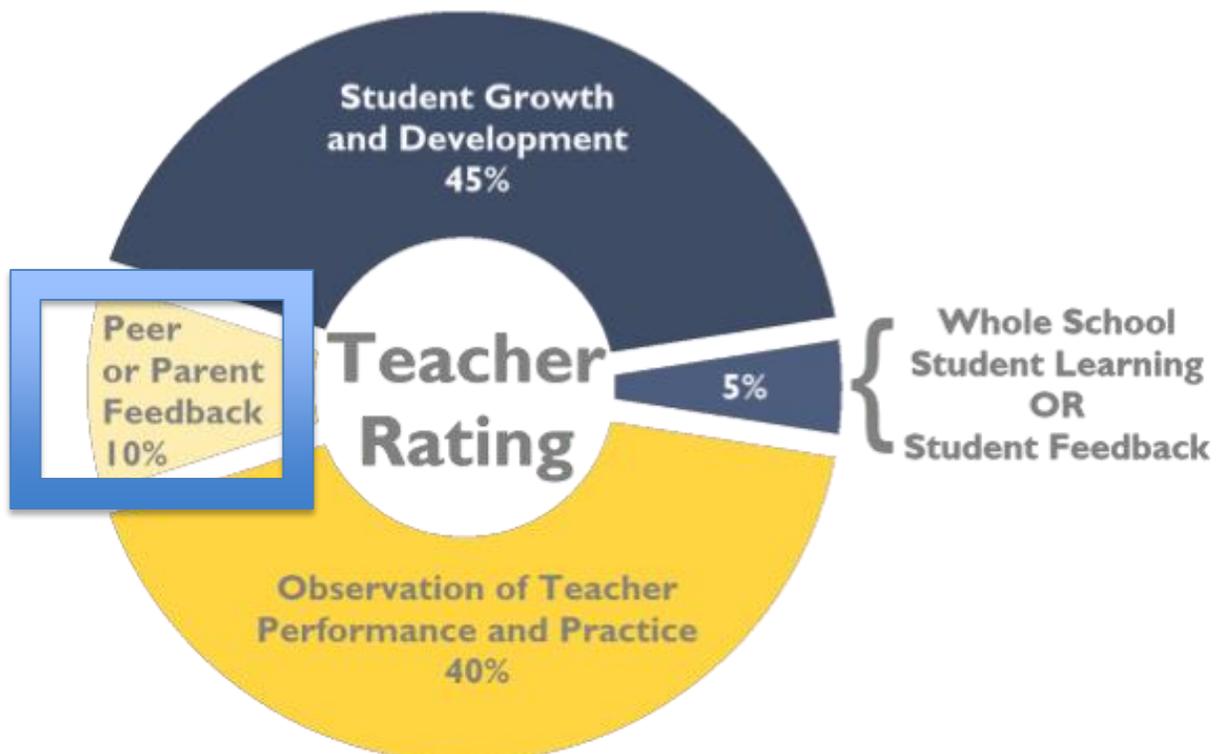
Category #2: Parent Feedback (10%)

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators focus area of our evaluation model.

The process described below focuses on:

(1) Conducting a whole-school parent survey (meaning data is aggregated at the school level);

(2) Determining several school-level parent goals based on the survey feedback;

(3) Teacher and evaluator identifying one related parent engagement goal and setting

Improvement targets;

(4) Measuring progress on growth targets; and

(5) Determining a teacher's summative rating. This parent feedback rating shall be based on four performance levels.

1. Administration of a Whole-School Parent Survey
Parent surveys should 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.

Valid and reliable surveys that remain confidential should be administered every spring.

2. Determining School-Level Parent Goals
Principals and teachers will review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals based on the survey results.

3. Selecting a Parent Engagement Goal and Improvement Targets

After these 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 will also set improvement targets related to the goal they select.

4. Measuring Progress on Growth Targets

There are two ways teachers can measure and demonstrate progress on their growth targets. A teacher can (1) measure how successfully they implement a strategy to address an area of need (like the examples in the previous section), and/or (2) they can collect evidence directly from parents to measure parent-level indicators they generate.

5. Arriving at a Parent Feedback Rating

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

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

Category #3:
Student Growth and
Development (45%)
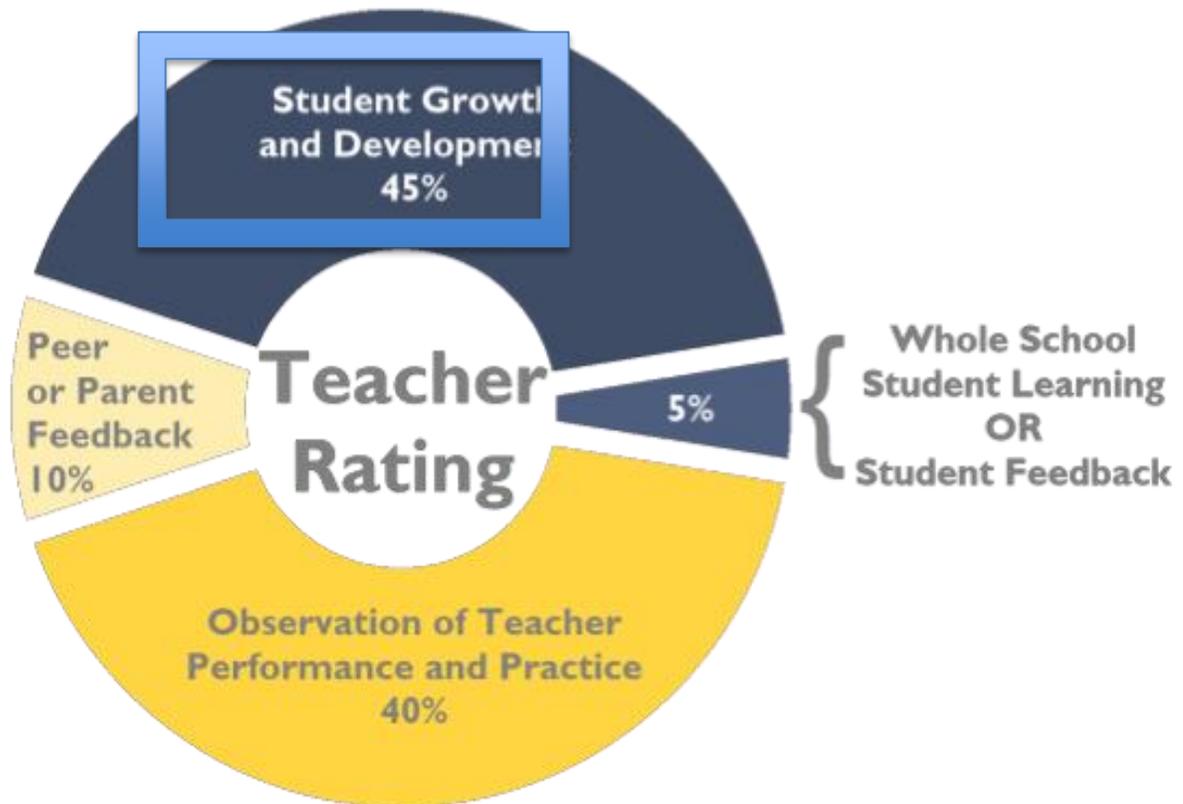
The Student Outcome portion makes up 50% of the evaluation model and is comprised of two categories:
- Student Growth and Development (45%)
- Whole School Student Learning or Student Feedback (5%)

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

Overview of Student Learning Objectives (SLOs)

Each educator is required to write at least one student learning objective. For each goal/objective each teacher, through mutual agreement with his/her evaluator, must select multiple Indicators of Academic Growth and Development (IAGD).

The second area of flexibility pertains to the use of state standardized test data in compiling educators' summative ratings. One half (or 22.5%) of the IAGDS used as evidence of whether goals/objectives are met shall not be determined by a single, isolated 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. A minimum of 1 non-standardized indictor must be used in rating 22.5% of IAGDs.

As stated in the CT 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.

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

Step 1: Decide on the Student Learning Objectives

The objectives will be broad goals for student learning. They should each address a central purpose of the teacher's assignment and it should pertain to a large proportion of his/her students. Each SLO should reflect high expectations for

student learning - at least a year's worth of growth (or a semester's worth for shorter courses) and should be aligned to relevant state, national (e.g., common core), or district standards for the grade level or course. Depending on the teacher's assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes).

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.

The following are examples of SLOs based on student data:

Teacher Category	Student Learning Objective
8th Grade Science	My students will master critical concepts of science inquiry.
High School Visual Art	All of my students will demonstrate proficiency in applying the five principles of drawing.

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

An Indicator of Academic Growth and Development (IAGD) is the specific evidence that will demonstrate whether the objective was met.

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing students or ELL students.

Since indicator targets are calibrated 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. Taken together, an SLO's indicators, if achieved, would provide evidence that the objective was met. Here are some examples of indicators that might be applied to the previous SLO examples:

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development (at least one is required)
8th Grade Science	My students will master critical concepts of science inquiry.	1. 78% of my students will score at the proficient or higher level on the science CMT in March 2013.
4th Grade	My 22 students will demonstrate improvement in or mastery of reading comprehension skills by June 2013.	All 17 (77%) students assessed on the standard CMT will maintain proficiency, goal or advanced performance, or will gain a proficiency band on 4th grade CMT Reading in March 2013. All 5 students (23%) assessed on

		the MAS for Reading CMT will achieve at the proficient or goal level on 4th grade CMT Reading MAS in March 2013.

Sample SLO-Non-Standardized IAGD(s)

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development (at least one is required)
8th Grade Science	My students will master critical concepts of science inquiry.	1. My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry.
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing	1. 85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts teachers in our district.

Step 3: Provide Additional Information

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

The rationale for the objective, 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 (optional); and

Any training or support the teacher thinks would help improve the likelihood of meeting the   SLO (optional).

Step 4: Submit SLO 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 ten 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 proportion of his/her students that is mutually agreed upon by each teacher and administrator.	Indicators provide specific evidence. The indicators provide evidence about students' progress over the school year or semester during which they are with the teacher.	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).

At the end of the school year, the teacher should collect the evidence required by their indicators and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment, which asks teachers to 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 indicators(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.

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

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 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 tests are the basis for all indicators, then the teacher's student growth and development rating will be based only on the results of the 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 final (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 Indicators and/or Student Feedback (5%)
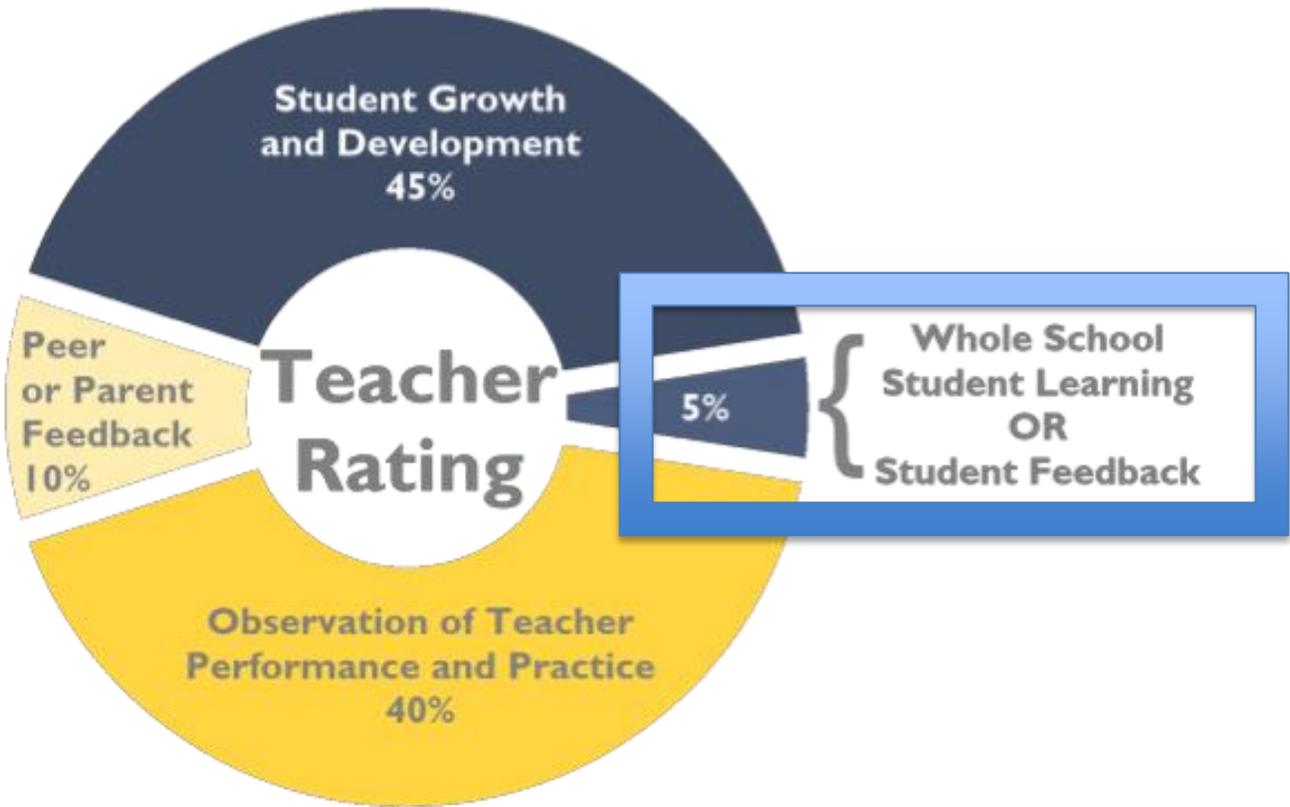
Category #4: Whole-School Student Learning Indicator and/or Student Feedback (5%)

Districts can decide to use a whole-school student learning indicator (option 1), student feedback (option 2), or a combination of the two (option 3) to determine this fourth category.

Option 1: Whole-School Student Learning Indicator (Chosen for OSPS 2015-2016)

For districts that include the whole-school student learning indicator in teacher evaluations, 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), which is based on standardized test scores and correlates to the whole-school student learning indicator on a principal's evaluation.

SUMMATIVE TEACHER EVALUATION SCORING
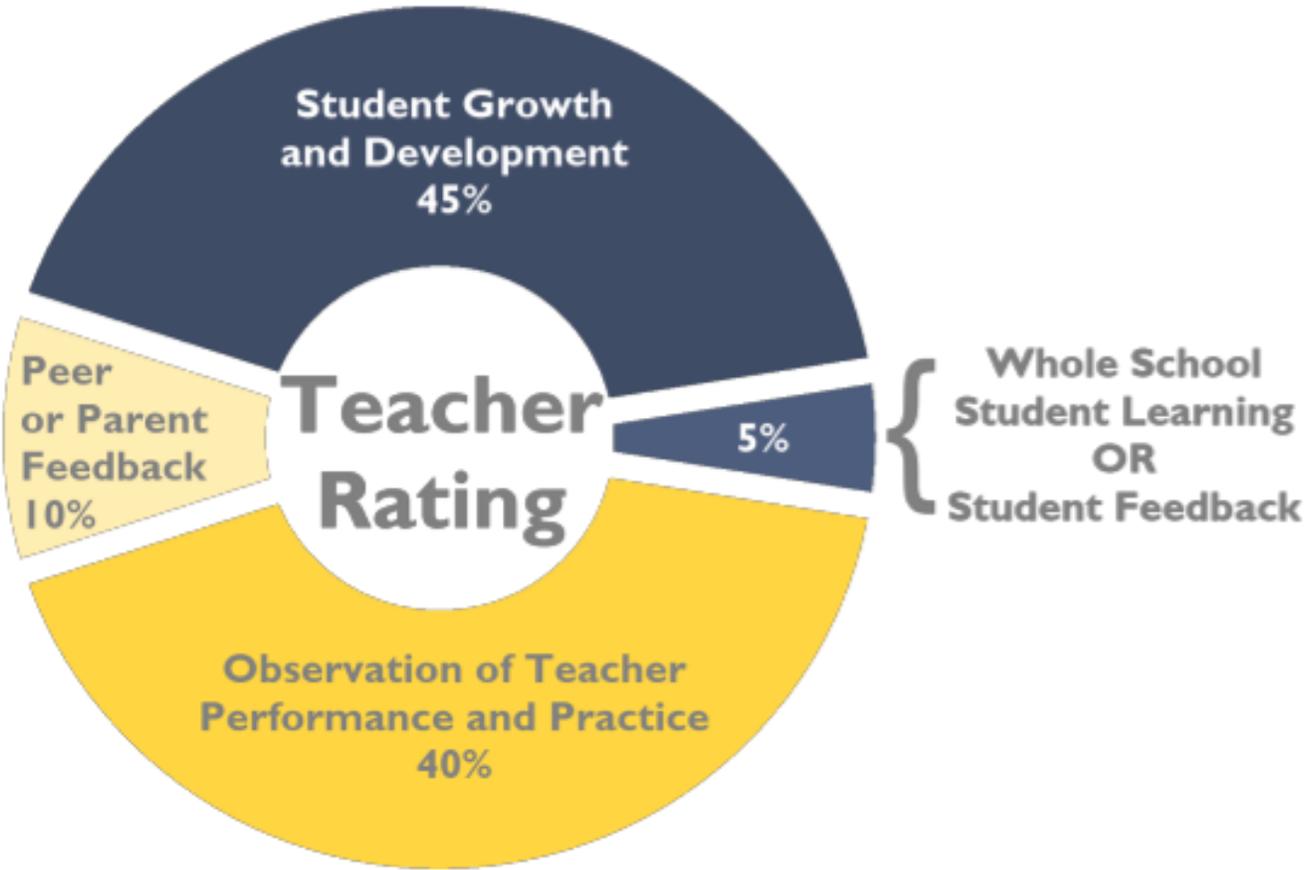
SUMMATIVE TEACHER EVALUATION SCORING
Summative Scoring

In accordance with State of Connecticut Guidelines, regardless of teacher placement on the OSPS evaluation cycle matrix, all teachers will receive summative ratings on an annual basis. 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**
- **Student Outcomes Related Indicators - Categories 3 & 4**

Every educator will receive one of four performance ratings:

Exemplary – Substantially exceeding indicators of performance

Accomplished – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

The rating will be determined using the following steps:

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

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

3) Use summative rating report generated by BloomBoard. See matrix below.

		Teacher Practice Related Indicators Rating			
		4	3	2	1
Student Outcomes Related Indicators Rating	4	Rate Exemplary	Rate Exemplary	Rate Accomplished	*Gather further information*
	3	Rate Exemplary	Rate Accomplished	Rate Accomplished	Rate Developing
	2	Rate Accomplished	Rate Accomplished	Rate Developing	Rate Developing
	1	*Gather further information*	Rate Developing	Rate Developing	Rate Below Standard

Adjustment of Summative Rating

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

Definition of Effectiveness and Ineffectiveness

Novice teachers shall generally be deemed effective if said educator receives at least two sequential accomplished 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 novice teacher's career, assuming a pattern of growth of developing in year two and two sequential accomplished ratings in years three and four. Superintendents shall offer a contract to any educator he/she deems effective at the end of year four. This shall be accomplished through the specific issuance to that effect.

All other educators shall generally be deemed ineffective if said educator receives at least two sequential developing ratings or one below standard rating at any time.

Dispute-Resolution Process

In cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan, the issue in dispute may be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). The superintendent and respective collective bargaining unit may each select one representative from the PDEC committee as well as a third neutral party that is mutually agreed upon between the superintendent and 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.

EVALUATION PHASES

Appraisal Phase

 Phase A. Teachers rated below standard or developing in the previous year, or teachers who have not received a rating in the previous year or teachers in their first or second year in the district will receive a minimum of three in-class formal observations of a minimum of 30 minutes each. Two of the three observations must include a pre-conference, and all of the observations must include a post-conference with written and verbal feedback.

Phase B. Teachers in their third and fourth year in the district who have been rated accomplished or exemplary will receive a minimum of two in-class formal observations of a minimum of 30 minutes each. Two observations must include a pre-conference, and post-conference with written and verbal feedback.

Phase C. All other teachers who are rated as accomplished or exemplary in the previous academic year will receive a minimum of one formal in-class observation once every three years and three informal in-class observations in all other years and complete one review of practice every year.   The formal observation must include a pre-conference and a post-conference with written and verbal feedback.

Additional Support for Teachers Needing Assistance

The Assistance Phase is a program designed to provide teachers with intensive support necessary to meet district standards as articulated in the Old Saybrook Evaluation Plan.   Intensive assistance and support is provided to the teacher in identified documented areas that do not meet district standards.

Assistance Phase

Formation of an Assistance Team

1. When it is determined that the evaluatee is not meeting district standards, the primary evaluator will meet with the evaluatee and provide in writing the areas of the CCT that do not meet district standards.

2. After meeting with the evaluatee, a recommendation will be made to the Superintendent of Schools that an Assistance Team be established. The Superintendent of Schools will designate a mutually agreed upon administrative representative to serve as chairperson of the Assistance Team.

3. The chairperson will select certified personnel who will comprise the membership of the Assistance Team. Team members may include the following: (2)Administrators, up to (2) school based curriculum specialists, and an OSEA representative chosen by the evaluatee. The evaluatee may also choose to select a colleague who will provide support in the assistance process. The team shall be formed within 10 days of this request. A maximum of (6) members total. Both parties will mutually agree upon any additional members.

4. An evaluatee may also request to be placed in the Assistance Phase to receive support in areas at risk of not meeting district standards.

Assistance Team Components

1. **Defining the Problem:**
   A precise definition of the area(s) of concern is formulated and is aligned to the district's evaluation criteria.

2. **Statement of Objectives:**
   Objectives are developed to reflect the expectations in order to meet district evaluation criteria.

3. **Planned Intervention Strategies:**
   Strategies are planned to address the areas of concern.

4. **Timeline/Recommended Action:**
   A specific timeline is developed to enable the evaluatee to meet the defined objectives. A timeline, not to exceed 45 consecutive school days, will be implemented. When the timeline has expired, the primary evaluator will have completed the Assistance Phase Evaluation Summary, which includes a statement of whether the objective(s) have been met. Included in the

Summary will be a recommendation by the primary evaluator as to whether the evaluatee:

a. Remain in the Assistance Phase for another period of time, not to exceed 45 consecutive school days;
b. Discontinue assistance phase;
c. Recommend to the Superintendent that contract termination proceedings be initiated in accordance with Section 10-151b, Connecticut Education Laws.

5. **Data Collected for Decision Making:**
   Multiple sources of data are collected by the primary evaluator that will be used to determine whether the evaluatee has met the plan's objective(s). This will include but is not limited to classroom observations, samples of student work, lesson plans, conferences, and samples of communication with family and colleagues.

   Teachers recommended for the Assistance Phase are fully protected by the right of due process, the right of appeal inherent in the evaluation program and by the grievance procedure.

Forms Applicable for Assistance Phase (Tenured Staff)
    Assistance Team Request
    Assistance Plan
    Assistance Phase Evaluation Summary

Due Process Provisions

A. All parties have had representation in the design, research, development, and review of the evaluation system and instrument.
B. Knowledge and understanding of performance expectations are provided for staff through distribution of this handbook and the orientation meeting.
C. Evaluatees are provided a response opportunity after each observation and evaluation reporting period.
D. Each teacher's signature indicates that the document has been read but does not necessarily indicate agreement.
E. All parties to the teacher performance evaluation system have shared responsibility for due process.
F. Any evaluation documents used in the teacher evaluation will be placed in his/her personnel file and shall be promptly called to the employee's attention.

Within five (5) working days after notification, the employee may file a written response or explanation, which shall be attached to the report and placed in the personnel file.

Dispute Resolution

The purpose of the resolution process is to secure at the lowest possible administrative level, equitable solutions or disagreements which from time to time may arise related to the evaluation process. The right of appeal is a necessary component of the evaluation process and is available to every participant at any point in the evaluation process. As our evaluation system is designed to ensure continuous, constructive and cooperative processes among professional educators, most disagreements are expected to be worked out informally between evaluators and teachers.

The resolution process may be implemented when there is a question as to whether or not:
1. Evaluation procedures and/or guidelines have been appropriately followed;
2. Adequate data has been gathered to support fair and accurate decisions.

The evaluator's competence shall not be the focus of the dispute. The resolution process shall be conducted in accordance with the law governing confidentiality.

Time Limits
1. Since it is important that appeals be processed as rapidly as possible, the number of days shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean school days. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. If a teacher does not initiate the appeals procedure within five days of acknowledged receipt of evaluation materials, the teacher shall be considered to have waived the right of appeal.

Procedures

1. Within five days of acknowledged receipt of evaluation materials, the teacher must initiate the appeals procedure.
2. Within three days of initiating the appeals procedure, the teacher will meet and discuss the matter with the evaluator with the objective of resolving the matter informally. The two parties have the option of choosing a facilitator who will review the areas of difference and suggest compromises or resolutions. The teacher shall be entitled to Association representation at all levels of the process.
3. If there has been no resolution, the Superintendent shall review the recommendations of the facilitator and any additional information from the evaluator and educators and shall meet with both parties as soon as possible. Within three days of the meeting, and review of all documentation and recommendations, the Superintendent will act as arbitrator and make a final decision. The teacher shall be entitled to Association representation at all levels of the process.

4. Failure of the teacher at any level to appeal to the next level within the specified time shall be deemed to be acceptance of the decision rendered at that level.

Appendix: Lesson Plan

An individual lesson plan template may accompany Form A. (Submitted 24 hours prior to the observation to allow ample time for the evaluator to review and prepare for the pre-observation conference.)

EDUCATOR NAME:	
OBSERVATION NO.	

Educator completes this form for each formal observation. The evaluator may discuss the contents of this form for clarification purposes at the pre-conference. Educators should exercise the right to make instructional decisions/changes during the observation. Note: The information presented in this document is relevant to indicators in other domains.

1.   Identify specific and measurable learning objectives/purposes for this lesson and 1-2 content standards to which they are aligned.

2.   Where does this lesson fit with the overall unit of instruction-beginning, middle, or end?

3.   Please indicate any data collected and analyzed that impact this lesson design and determine the students' level of knowledge or skill.

4.   Describe teaching strategies/learning activities you will us to cognitively engage students to achieve the learning objectives. Address any of the following that apply to today's lesson:

Literacy strategies

Numeracy strategies

Instructional groupings

Differentiation for learners who may experience difficulty or need more challenges

Students with IEP's or 504 accommodations or modifications

5.   List indicators or assessments used to show student progress toward or mastery of the learning objectives.

FORM B

LESSON REFLECTION

The contents of this document will be addressed in greater length at the post-conference.

EDUCATOR NAME:

OBSERVATION
NO:_____

Educator submits this form 24 hours after the observation. Responses will provide the evaluator with important information regarding the educator's ability to engage in reflection and self -evaluation that impact teaching and learning.

1. As you reflect on the lesson, what are your initial impressions? What did you see your students doing or hear them saying that supports your impressions? Did your lesson meet your expectations and were your instructional strategies effective in helping students learn? Did you need to make any adjustments to your lesson?

2. Did your choice of assessments provide you with sufficient information to ascertain the success of student learning? If yes, please delineate the specific results that reflect student performance both individually and as a whole group. If not, explain how you will proceed to gather the data necessary to plan future lessons? (Bring samples of student work or assessment to the Post-Observation Conference.)

3. Briefly describe what you observed about the performance of the students for whom the instruction of this lesson was differentiated.

4. What role will your analysis of assessment data play in the design of your future lessons?

5. Describe areas of strength and areas for growth of your teaching based on your reflection of the lesson. What resources, action / activities or administrative support would assist you in addressing identified areas for growth?

Student Learning Objective Form

Old Saybrook Public Schools

Student Learning Objective: (Title)

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SLO Focus Statement: (Description of the overall objective and expectation for student improvement.)

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Aligned Standards: (Specify the standards connected to the learning content.)

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Interval of Instruction: (Specify time period – Semester / Trimester / School Year / Other)

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Student Population: (Include a specific description of the number of students/classes of students to whom this objective applies. Why is this group being selected?)

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Baseline Data: (Description of baseline data / information for this student population that supports the SLO.)

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(IAGDs) Indicators of Academic Growth and Development: (List the quantitative targets that will demonstrate achievement of the SLO.)

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Assessments: (How will you measure the outcome of your SLO? Multiple assessments may be used.)

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Old Saybrook Teacher Evaluation Mid-Year Conference

Note: 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. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment).

Discussion of SLO and Teacher Practice Goals:

Summary of progress towards goals:

Revisions and adjustments discussed:

Support needed to enhance teacher growth in his/her targeted areas:

Strengths at this point in the year (Artifacts & Evidence) /Opportunities to grow in the second half of the year (Artifacts & Evidence):

Old Saybrook Public Schools

EVALUATION APPEAL FORM

Appeal Presentation to: _____

Appellant's Name: _____

Home Address: _____School: _____

Evaluator: _____

Assignment: _____

Date of Presentation: _____

Statement of Appeal: _____

Appellant's Recommended Solution: _____

Signature of Appellant   Date:

Forwarded to Superintendent of Schools by: Date:

___ Signature of Evaluator   Date

Old Saybrook Public Schools

ASSISTANCE TEAM REQUEST FORM

Part I – To be completed by Primary Evaluator and Signed by Superintendent

Teacher: _____ Date of Request: _____

Specific performance area criteria rated below standard:

Specific criteria for improved performance:

Signature of Primary Evaluator: _____ Date: _____

Date Assistance Team Established: _____

Team Members: _____

Date: _____
Chairperson

Date: _____ Signature of Superintendent

C: Primary Evaluator
    Secondary Evaluator
    Evaluatee
    Personnel File
    Superintendent

Old Saybrook Public Schools

ASSISTANCE PLAN

Teacher: _____   Date: _____

Primary Evaluator: _____

Team Members: _____

_____

_____

1.   Defining the Problem:

2.   Statement of Objectives:

3.   Planned Intervention Strategies:

4.   Timeline/Recommended Action:

 5.   Data Collected (Specific Criteria) for Decision Making;

_____   _____
Teacher   Date

_____   _____
Primary Evaluator   Date

_____   _____
Chairperson   Date

C: Primary Evaluator
         Secondary Evaluator
         Evaluatee
         Team Members
         Personnel File
         Superintendent

Old Saybrook Public Schools

Assistance Phase Evaluation Summary

Teacher_____

Primary Evaluator_____

Objective(s) formulated at Assistance Team:

_____

_____

_____

Summary:

_____

_____

_____

_____ Objective(s) Met

_____ Objective(s) Not Met

Recommendation of primary evaluator

Evaluatee will:

_____Remain in the Assistance Phase for another period of time, not to exceed 45 consecutive school days.

_____Return to the Appraisal Phase

_____Recommend to the Superintendent that contract termination proceedings be initiated in accordance with Section 10-151b, Connecticut Educator Laws.

_____   _____
Primary Evaluator   Date

_____   _____
Evaluatee   Date

C: Secondary Evaluator, Evaluatee, Team Members, Personnel File, Superintendent