



CSDNB T-EVAL

TEACHERS - EFFECTIVE VISIONARY ACTIVE LEARNERS

T-EVAL

CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

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Acknowledgement

In 2012, the CT 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 the TEVEL and evaluation system to ensure improved student achievement. During the 2016-17 school year, a Professional Development and Evaluation Committee (PDEC) was created to review and update the current T-Eval model to reflect the updated district philosophy and our goal of pursuing excellence one student at a time through teacher growth and support. The PDEC committee met several times throughout the year to work on the new document.

Philosophy Statement

The primary goal of the development plan is to strengthen individual and collective practice to increase student learning. The teacher evaluation system is a collaborative effort between teachers and administrators to achieve the district's goal of "PURSUING EXCELLENCE ONE STUDENT AT A TIME".

Goals of the CSDNB Teacher Evaluation System

1. To provide the best personalized and comprehensive whole-child education so our students will be prepared for and positively contribute to a profoundly different future.
2. To improve professional practice by providing timely feedback, coaching, dialogue and reflection
3. To insure a collaborative process between all stakeholders focused continuous improvement.

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. The guiding design principles of the plan are:

- The plan is 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 plan connects professional learning to the evaluation process. An educator's professional development is tailored to the needs of the school, the students, and their own learning.
- The plan 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 plan is standards-based and considers multiple measures of performance. It 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. It 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 plan must be feasible, equitable, clearly communicated, and understood by all. The plan 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

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 evaluation 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 26)

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.

Key Terms

Teacher Development and Evaluation Plan

Using the plan 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.

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. All performance outcomes should be aligned to and support the District and School Level Improvement Plans.

Teacher Practice Related Indicators: An evaluation of the core instructional practices and skills that impact student learning. The rating for this half of the evaluation 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 and Appendix B):

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 C):

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:

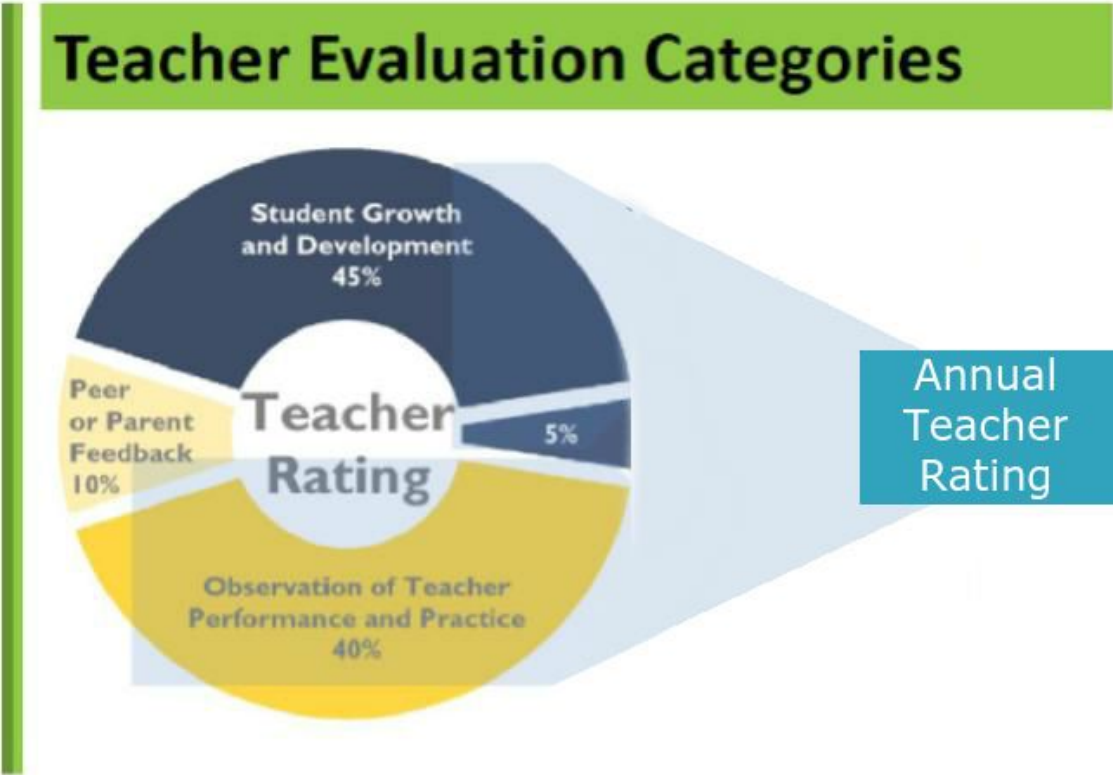
C. Student growth and development (45%) as determined by the teacher's SLO (Student Learning Objectives)

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 the School Improvement Plan

GOAL 5: Is developed in consultation with school principal based on the School Improvement Plan

Performance Levels	
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 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	
1. Orientation on process	Must be complete by September 15th
2. Reflection and goal-setting	September - October
3. Administrator and Educator Goal-setting conference	Target - October 15th, must be complete by November 15th
4. Review goals and performance to date	Ongoing
5. Administrator and Educator Mid-year conferences	Target - February 1st, must be complete by March 1st
6. Educator end of year reflection	April - May
7. Administrator and Educator End-of-year conference with Summative Rating assigned	Target - May 1st, must be complete by last day of teacher school year.

Goal Setting and Planning Timeframe: Must be completed by **November 15th**.

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 by **March 1st**.

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.

End-of-Year Summative Review Timeframe: **must be completed no later than the last day of the school year.**

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 are available, the evaluator may adjust the summative rating if changes to the student-related indicators significantly to change the final rating. Such revisions should take place as soon as possible 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 between May 1st and the last day of the school year.

Software for monitoring and documenting the teacher evaluation process is called T-EVAL. In order to streamline educator evaluation, CSDNB will provide professional development to assist teachers on how to navigate the new platform.

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 accomplished 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 complementary 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.

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.
- 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 Talent Development Office.

Annual Requirements

- The teacher evaluation process must be reviewed, revised, and approved by the Board of Education if changes are made from year to year.
- 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 September of following 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

The plan 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 rubric for effective teaching. Following observations and reviews of practice, evaluators provide teachers with specific feedback to identify and support professional development needs.

Student and Educator Support Specialist

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 student and educator support specialist and evaluator shall agree to appropriate venues for observations. 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 T-Eval. 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 CCT rubric for effective teaching that will be utilized in New Britain to guide teacher practice.

Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 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.

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 T-Eval 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.

T-Eval 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. Mini 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 are 15 minute mini observations that are scheduled prior to the observation and include a pre and post conference.

Informal Observations are 15 minute mini observations that are not scheduled, and may or may not include pre and post conferences.

Observations: The observations are 40% of the total teacher evaluation score.

All teachers

- All mini observations will be 10-15 minutes in length.
- No more than one mini observation a week.
- Feedback will be sent to the teacher electronically, within 24 hours of the observation, unless a technical difficulty prevents submission.
- Half of the minimum required mini observations must be done by mid year conferences
- Two of the mini observations will be reviews of practice addressing domains 2 and 4.
- Post observation conference no later than 3 school days for all novice teachers and for teachers scoring a 1 or 2.
- If a teacher is out of school during this period of time the face to face feedback must be completed within two school days of the teacher's return to school.
- If the timeline for feedback is not met, the teacher can invalidate the observation.

Teacher Category Observation Requirement

First and second year teachers in the district and teachers with developing or below standard rating	Third and fourth year teachers in the district with previous ratings of Proficient or Exemplary	Five or more years in the district with previous ratings of Proficient or Exemplary
All mini-observations will be 10-15 minutes in length	All mini-observations will be 10-15 minutes in length	All mini-observations will be 10-15 minutes in length
Minimum of three formal mini-observations in a year and three informal mini-observations in a year.	Minimum of one formal mini-observation in a year and five informal mini-observations in a year.	Minimum of four informal mini-observations in a year
No more than one mini observation a week.	No more than one mini observation a week.	No more than one mini observation a week.
Half of the minimum required mini observations must be done by mid year conferences in January/February	Half of the minimum required mini observations must be done by mid year conferences in January/February	Half of the minimum required mini observations must be done by mid year conferences in January/February
Two of the mini observations will be Reviews of Practice addressing domains 2 and 4.	Two of the mini observations will be Reviews of Practice addressing domains 2 and 4	Two of the mini observations will be Reviews of Practice addressing domains 2 and 4
Written and verbal feedback will be sent to the teacher electronically, within 24 hours following an observation, unless a technical difficulty prevents submission.	Written and verbal feedback will be sent to the teacher electronically, within 24 hours following an observation, unless a technical difficulty prevents submission.	Written and verbal feedback will be sent to the teacher electronically, within 24 hours following an observation, unless a technical difficulty prevents submission.
Post observation face-to-face conference no later than 3 school days	Post observation face-to-face conference no later than 3 school days if any scores are below accomplished	Post observation face-to face conference no later than 3 school days if any scores are below accomplished
Pre conference prior to the first 2 mini observations and upon request	Pre-conference opportunity available upon request	Pre-conference opportunity available upon request
Required minimum of mini observations must be completed by February 15	Required minimum of mini observations must be completed by February 15	Required minimum of mini observations must be completed prior to ten days before the end of the school year

Administrators will develop an improvement and remediation plan with any teacher that falls below accomplished that will involve additional observations as discussed.

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, webinars, professional journals, media resources, etc) will be recommended to staff.

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. Although teachers are not required to complete the questions in writing, teachers should be prepared to discuss the following questions:

- How do you actively engage students in their learning?
- How do you promote appropriate standards of behavior and positive learning environment?
- Is there anything that you would like me to specifically observe during the mini observation related to your personal goals.

Post Conferences

A face to face post conference is required with all observations of novice teachers and teachers scoring a one or a two no later than three school days. If a teacher is out of school during this period of time the face to face feedback must be completed within two school days of the teacher's return to school. Any teacher can request a post conference regardless of category or score if they wish to discuss the observation. Teachers who are requesting a post conference, must do so within twenty four hours of receiving the electronic feedback, excluding non work days. The post conference must occur within three school days of the teacher's request. The teacher has the right to invalidate the observation if the feedback process and timeline is not adhered to, unless there is an extenuating circumstance.

- Teachers have the option to bring additional artifacts to the conference.
- There are no required post conference questions to be completed prior to the conference.
- The administrator has the option to take notes during the post conference.

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 should include: specific evidence and ratings, where appropriate, on observed components of the CCT
- 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

Mini 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 notes, and/or mutually agreed upon recordings, capturing specific instances of what the teacher and students said and did in the classroom, as well as the classroom environment, student engagement, observations of student work and desk arrangement. 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 then determine which performance level the evidence supports.

Rating for Observation of Teacher Performance and Practice (40%)

At the end of the year, primary evaluators determine a final rating for teacher performance and practice and discuss this rating with teachers during the end of year conference. The rating will be developed cumulatively through all of the formal and informal observations and reviews of practice.

Category #2 - Parent Feedback (10%):

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. 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 previous spring's survey results. The principal will determine the school wide goal. 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.

4. 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:

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

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 process, teachers

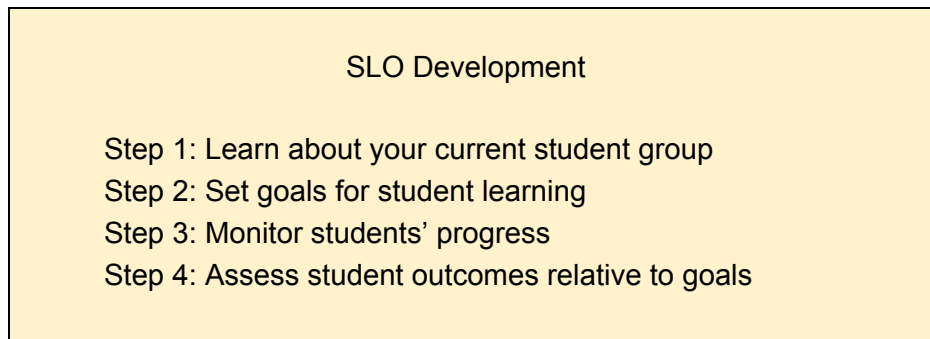
will document those aspirations and anchor them in data. Student Related Indicators include two categories: Student learning outcomes and whole-school student learning.

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 T-Eval will use SLOs in an instructional cycle that will be familiar to most teachers:



T-Eval 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 specific to the content and/or teaching/service assignment, and through mutual agreement with supervisors.

The four SLO steps are described in detail below:

First: Decide on the Student Learning Objectives

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 baseline assessment. This information will be critical for goal setting in the next phase.

Teachers will write their SLO(s), and submit them for approval a minimum of 24 hours before their Initial goal setting conference.

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 significant 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 relevant state, national or district standards for the grade level course that are articulated in the curriculum or social/emotional growth.

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.

- Teacher creates two SLOS with multiple IAGD(s) appropriate to measure each SLO.
- IAGDs should include relevant standardized assessment(s) if available, in combination with non-standardized measures.
- SLO's and IAGD's are used to inform district priorities.

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 EL students. It is through the Step I examination of student data that educators will determine what level of performance to target for which students.

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 would likely vary among second grade teachers.

T-Eval 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:

- 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, but may not include CMT, CAPT, SBAC, LAS or SAT)
- Commercially-produced

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 significant 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 a year's worth of growth appropriate for the population served (or appropriate growth for a shorter interval of instruction).

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. Teachers will meet with their admins in a mid-year conference to discuss progress on their SLO's. If a teacher's assignment changes, the student population shifts significantly, or the administrator and teacher agree, the SLOs can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

At the end of the school year, the teacher will collect the evidence required by the IAGD and submit it to their evaluator. Along with the evidence, teachers will complete and submit a reflection on the SLO outcomes by responding to the following two questions.

- Did you make progress towards your goal? (please attach data, student work, observational or anecdotal evidence to explain your assessment)
- Where did you make the greatest gains or the most satisfying personal growth? (Are there any events or accomplishments you want to highlight or celebrate?)

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.

Evaluators will 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.

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 Improvement Plan (SIP), 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.

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)

Every teacher will receive one of four performance ratings:

Rating	Rating	Final Evaluation Score
Exemplary	Substantially exceeding indicators of performance	86-100
Proficient	Meeting indicators of performance	71-85
Developing	Meeting some indicators of performance but not others	60-70
Below Standard	Not meeting indicators of performance	59 or Below

The summative rating will be determined using the following calculation:

1-Teacher Performance - The average of the mini observations and multiply by 40 (the percentage weight of Teacher performance and practice).

2-SLO - The average of the two SMART goals score and multiply by 45 (the percentage weight of Student Growth and Development)

3-Parent Feedback Goal - Score and multiply by 10 (the percentage weight of the Parent Goal)

4-Whole School Goal - Score and multiply by 5 (the percentage weight of the Whole School Goal).

Add the totals of each above 1-4, and divide by 4 (the total number of categories). This will give you a score between 1 and 100 use the chart above to determine your overall rating.

Adjustment of Summative Ratings

Summative ratings must be completed for all teachers by the last day of school. After all data are available, the evaluator may adjust the summative rating if changes to the student-related indicators significantly to change the final rating. Such revisions should take place as soon as

possible and before September 15. These adjustments should inform goal setting in the new school year.

Definition of Effective and Ineffective Summative Ratings

Effective and ineffective summative ratings shall be defined using a pattern of ratings derived from the observations. A pattern may consist of a pattern of one in extreme circumstance. 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 *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 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 with documentation.

Improvement and Remediation

There is a need for the administrator to create an individual improvement and remediation plan when a teacher is determined to be ineffective based upon the evidence collected and/or 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 rating during the mid-year conference in order to identify teachers who need additional supports to become accomplished. There will be a minimum of three formal mini observations and three informal mini observations, but could include additional observations based on individual situations (see page 14).

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 upon evidence collected according to the T-EVAL. Teacher is issued a "Change of Phase" form at this time.

1a. Within 5 school days of the initiation of the improvement plan, the primary evaluator, teacher and collective bargaining 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 *accomplished* 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 the extension). The strategies in the plan must have measurable indicators of success according to either the CCT Continuum or SLOs.

1c. During the 45 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 to a level of accomplished or higher.

1d. If the teacher is deemed accomplished 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 two (2) 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 will select another administrator, who is a trained evaluator, with no prior evaluation 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 three mini-observations 2 unannounced and 1 announced (Step 2 Improvement and Remediation Template).

2a. For the next 30 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 ineffectiveness, the Superintendent recommends termination of said teacher to the Board of Education.

Procedural Safeguards:

1. Teacher may not apply for transfer while on improvement and remediation plan.
2. All correspondence regarding the procedure must be placed in the individual's personnel file.
3. The Talent Office will monitor the improvement and remediation procedure.
4. All steps of the improvement and remediation process must be documented on district templates.
5. Teacher must be allowed to ask questions and provide additional evidence to prove effectiveness.
6. Teacher is allowed union representation at all meetings.
7. All documentation relating to the process must be confidential.
8. 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 Change of Phase Form and 45 Day Plans, 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 and placed in the personnel file.