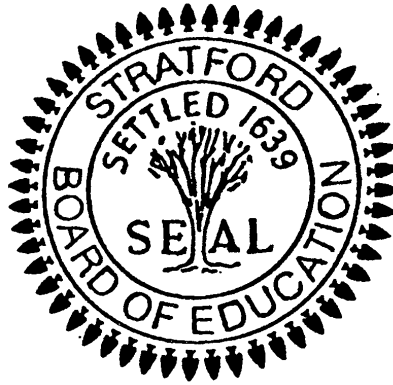# STRATFORD PUBLIC SCHOOLS

Stratford, Connecticut

"Tantum eruditi sunt liberi"

Only The Educated Are Free

Educators Evaluation and Professional Growth Plan

2019-2020

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Superintendent of Schools

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Assistant Superintendent

Adopted by the Stratford BOE 9-23-19

Stratford Public Schools
Teacher Evaluation Committee
2019-2020

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Introduction

Excellent schools begin with great school leaders and teachers. The importance of highly-skilled educators is beyond dispute as a strong body of evidence now confirms what parents, students, teachers and administrators have long known: effective teachers are among the most important school-level factor in student learning, and effective leadership is an essential component of any successful school.

Stratford Public Schools is committed to raising the overall quality of our schools' workforce. To meet this goal, the district aims to create a comprehensive approach to supporting and developing Stratford's educators so that the district prepares, recruits, hires, supports, develops and retains the best educators to lead our classrooms and schools.

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

The district clearly defines effective practice, encourages the exchange of accurate, useful information about strengths and development areas, and promotes collaboration and shared ownership for professional growth. The primary goal of Stratford's educator evaluation and support system is to develop the talented workforce required to provide a superior education for Stratford's 21st-century learners.

As provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by P.A. 13-245, the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher. For the purposes of this document, the term "teacher" refers to any teacher serving in a position requiring teacher certification within the district, but not requiring a 092 certification. Furthermore the superintendent shall annually evaluate or cause to be evaluated each administrator who serves in a role requiring a 092 certification, in accordance with the requirements of Connecticut General Statutes.

Purpose and Rationale

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers and effective leaders. To support our teachers and administrators, we need to clearly define excellent practice and results, give accurate, useful information about educators' strengths and development areas and provide opportunities for professional learning, growth and recognition. The purpose of Stratford's educator evaluation and support model is to fairly and accurately evaluate performance and to help each educator strengthen his/her practice to improve student learning.

Core Design Principles

The following principles guided the design of the teacher and administrator evaluation models, developed in partnership with Education First and New Leaders:

- Consider multiple standards-based measures of performance;
- Emphasize growth over time;
- Promote both professional judgment and consistency;
- Foster dialogue about student learning;
- Encourage aligned professional learning, coaching and feedback to support growth; and
- Ensure feasibility of implementation.

Consider multiple, standards-based measures of performance
An evaluation and support system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of an educator's performance. The model defines four components of teacher effectiveness: student growth and development (45%), teacher performance and practice (40%), parent feedback (10%) and whole-school student learning indicators (5%).

The four components of this model are grounded in research-based standards for educator effectiveness - The Connecticut Common Core of Teaching (CCT-2014) and ; The Connecticut Code of Professional Responsibility for Teachers; the Connecticut Core Standards, the Connecticut Framework K-12 Curricular Goals and Standards, and locally - developed curriculum standards.

Emphasize growth over time

The evaluation of an educator's performance should consider his/her improvement from an established starting point. This applies to professional practice focus areas and the student outcomes they are striving to reach. Attaining high levels of performance matters—and for some educators maintaining high results is a critical aspect of their work—but the model encourages educators to pay attention to continually improving their practice. The goal-setting process in this model encourages a cycle of continuous improvement over time.

Promote both professional judgment and consistency

Assessing an educator's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of

the nuances of how teachers and leaders interact with one another and with students. Synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, educators' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between evaluations of practice and support fairness and consistency within and across schools.

Foster dialogue about student learning

In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers. Stratford's model is designed to show that of equal importance to getting better results is the professional conversation between an educator and his/her supervisor which can be accomplished through a well-designed and well-executed evaluation and support system. The dialogue in this model occurs more frequently and focuses on what students are learning and what administrators can do to support teaching and learning.

Encourage aligned professional learning, coaching and feedback to support growth

Novice and veteran educators alike deserve detailed, constructive feedback and professional learning tailored to the individual needs of their classrooms and students. Stratford's model promotes a shared language of excellence to which professional learning, coaching and feedback can align to improve practice.

Ensure feasibility of implementation

Educators need to develop new skills and to think differently about how they manage and prioritize their time and resources. Sensitive to the tremendous responsibilities and limited resources that administrators have, the model is aligned with other responsibilities (e.g., writing a school improvement plan) and emphasizes the need for evaluators to build important skills in setting goals, observing practice and providing high-quality feedback. The model aims to balance high expectations with flexibility for the time and capacity considerations within districts.

Improving student achievement sits at the center of the work for all educators. Stratford's model recognizes that student learning is a shared responsibility between teachers, administrators and district leaders. When teachers and administrators develop goals and objectives in a way that supports overall school improvement, opportunities for success have no boundaries. Therefore, by design, this model creates a relationship between component ratings for teachers and administrators as depicted on the next page.

Administrator Final Summative Rating

Outcome Rating 50%

5%
Teacher Effectiveness Outcomes

45%
Multiple Student Learning Indicators

Practice Rating 50%

40%
Observations of Performance & Practice

10%
Stakeholder Feedback
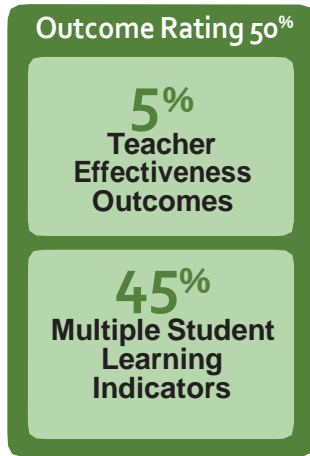
Teacher Final Summative Rating

Outcome Rating 50%

45%
Student Growth and Development

5%
Whole-School Student Learning Indicators

Practice Rating 50%

40%
Observations of Performance & Practice

10%
Parent Feedback
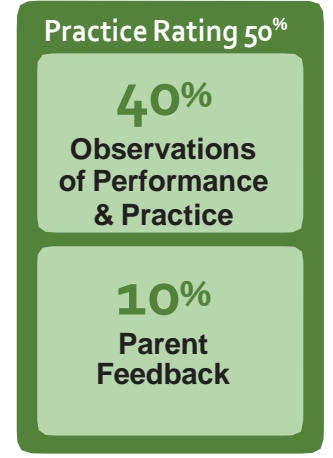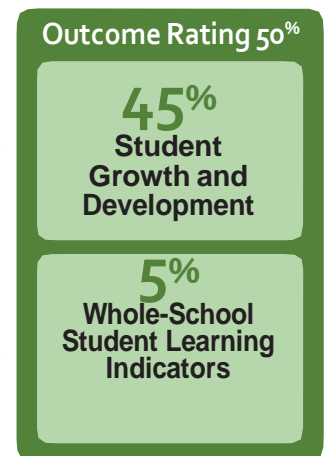
These percentages are derived from the same set of data

These percentages may be derived from the same set of data

Survey data gathered from the same stakeholder groups should be gathered via a single survey, when possible

The Stratford designed model for the evaluation and support of teachers in Connecticut is based on the Connecticut Guidelines for Educator Evaluation (Core Requirements), developed by a diverse group of educators in June 2012 and based upon best practice research from around the country. The contents of this document are meant to guide our district in the implementation of Stratford's teacher evaluation and professional growth model. Stratford Public Schools may continue to refine the tools provided in this document for clarity and ease of use.

Stratford's model for teacher evaluation and support includes specific guidance for the four components of teacher evaluation[*]:

- Teacher Performance and Practice (40%)
  Parent Feedback (10%)

  Teacher Practice Related Indicators

- Student Growth and Development (45%)
  Whole-School Student Learning (5%)

  Student Outcomes Related Indicators
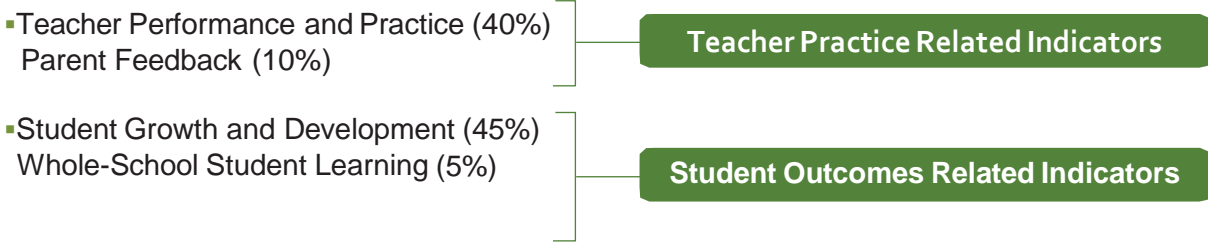
TEACHER EVALUATION OVERVIEW

Teacher Evaluation and Support Framework

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four components, grouped into two types of major categories: Teacher Practice and Student Outcomes.

1. **Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This category is comprised of two components:

   **(a) Observation of Teacher Performance and Practice (40%)** as defined within the *CCT Rubric for Effective Teaching 2014 or CCT Rubric for Effective Service Delivery 2015*, which articulates four domains and twelve indicators of teacher practice

   (b) Parent Feedback (10%) on teacher practice through surveys

2. **Student Outcomes Related Indicators:** An evaluation of teachers' contributions to student academic progress at the school and classroom level. This area is comprised of two components:

   (a) Student Growth and Development (45%) as determined by the teacher's Student Learning Objectives (SLOs) and associated Indicators of Academic Growth and Development (IAGDs)

   (b) Whole-School Measures of Student Learning as determined by aggregate student learning indicators (5%)

Scores from each of the four components will be combined to produce a summative performance rating designation of *Exemplary*, *Accomplished*, *Developing* or *Below Standard*. 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
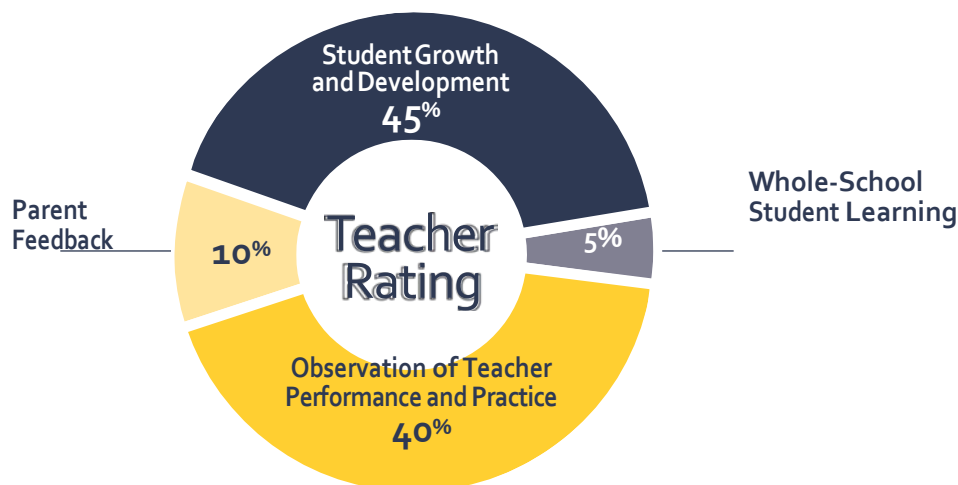
Process and Timeline

The annual evaluation process between a teacher and an evaluator (principal or designee) is anchored by three conferences, which guide the process 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 ·Teacher reflection and goal-setting ·Goal-setting and plan development	·Review goals and performance to date ·Mid-year conference	·Teacher self-assessment ·Scoring ·End-of-year conference
By November 15	**January/February**	**By June 30**[*]
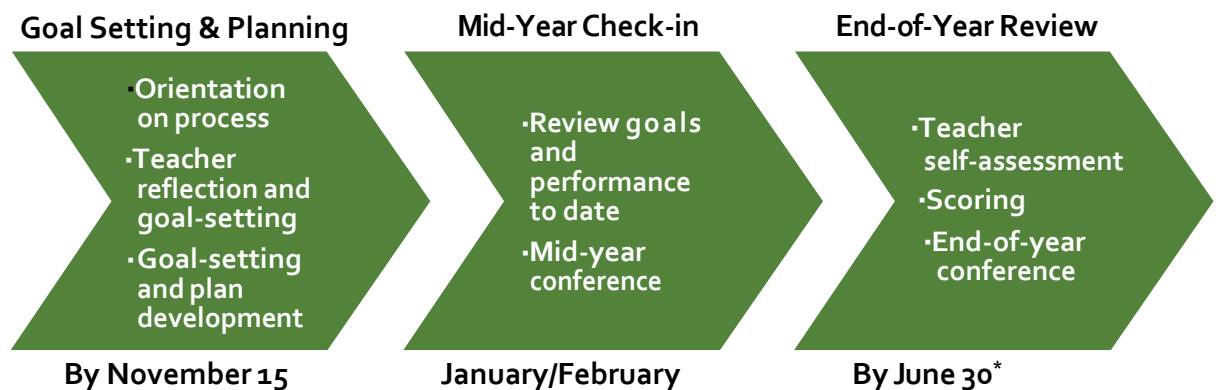
GOAL-SETTING AND PLANNING:

Timeframe: Target is October 15 (Must be completed by November 15)

1. *Orientation on Process –* Teachers new to the district are introduced to theStratford Teacher Evaluation and Professional Growth Plan during the New Staff Orientation session. During a faculty meeting at the start of each school year, the building administration presents an overview of the district evaluation and professional growth plan. To begin the evaluation process, evaluators meet with teachers, in a small group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice focus areas and Student Learning Objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation and support process.

2. *Teacher Reflection and Goal-Setting –* The teacher examines student data, prior year evaluation and survey results, and the *CCT Rubric for Effective Teaching 2014 or CCT Rubric for Effective Service Delivery 2015* to draft a proposed performance and practice focus area, a parent feedback goal, and one SLO (with multiple IAGDs) 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 pro-posed focus area, 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 focus area(s), goals and objectives if they do not meet approval criteria.

MID-YEAR CHECK-IN:
Timeframe: January and February

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 evidence related to the teacher practice focus area and progress towards SLOs and other goals. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators may deliver mid-year formative information on indicators of the 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 focus area. A **Mid-Year Conference Discussion Guide** is available to assist evaluators in conducting the conference.

END-OF-YEAR SUMMATIVE REVIEW:
Timeframe: May and June; must be completed by June 30

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 and uses them to generate component ratings. The component ratings are combined to calculate scores for Teacher Practice Related Indicators and Student Outcomes Related Indicators. These scores generate the final, summative rating.
3. *End-of-Year Conference* – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss component ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before June 30.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete extensive training on this evaluation and support model. The purpose of training is to provide administrators who evaluate instruction with the tools that will result in evidence-based class- room observations; professional learning opportunities tied to evaluation feedback and improved student performance. All evaluators must participate in an annual calibration exercise and demonstrate proficiency. In addition, during a faculty meeting, principals will facilitate a calibration exercise for staff.

Stratford's new administrators are expected to engage in district-sponsored training. This comprehensive training will give evaluators the opportunity to:

- Understand the nature of learning for students and educators and its relation to the priorities of the *CCT Rubric for Effective Teaching 2014 or CCT Rubric for Effective Service Delivery 2015*;

- Establish a common language that promotes professionalism and a culture for learning through the lens of the *CCT Rubric for Effective Teaching 2014 or CCT Rubric for Effective Service Delivery 2015*;
- Understand how coaching conversations support growth-producing feedback;
- Establish ongoing, annual inter-rater reliability through calibrations of observer interpretations of evidence and judgments of teaching practice; and
- Collaborate with colleagues to deepen understanding of the content.

Participants in the training will have opportunities to interact with colleagues and engage in practice and proficiency exercises to:

- Deepen understanding of the evaluation criteria;
- Define accomplished teaching;
- Collect, sort and analyze evidence across a continuum of performance;
- Engage in professional conversations and coaching scenarios.

SUPPORT AND DEVELOPMENT

Evaluation alone cannot hope to improve teacher practice and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move teachers along the path to exemplary practice.

Evaluation-Informed Professional Learning

Student success depends on effective teaching, learning and leadership. Stratford's vision for professional learning is that each and every Stratford educator engages in continuous learning every day to increase professional effectiveness, resulting in positive outcomes for all students. For students to graduate college and career ready, educators must engage in strategically planned, well supported, standards-based, continuous professional learning focused on improving student outcomes.

Throughout the process of implementing Stratford's model, in mutual agreement with their evaluators all teachers will identify professional learning needs that support their goal and objectives. The identified needs will serve 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 or district-wide professional learning opportunities.

Points for Consideration:

Schools that align professional learning to student curriculum standards, practice data and performance goals at the individual, team, school and district levels, are more likely to improve student learning. Best practices include:

- Creating learning communities committed to continuous improvement, collective responsibility, accountability and goal alignment;

- Prioritizing, monitoring, and coordinating resources tied to goals /objectives and

evidence-based feedback provided as part of the evaluation process;

- Aligning job-embedded professional learning with school and district goals and priorities, curriculum and assessments.

Another key component of success is the development of leadership capacity in these alignment and coherence efforts.

This is accomplished by:
- Developing well-supported and effective coaches, teacher leaders, and administrators who are strategically selected based on valid indicators of effectiveness; empowered to support and monitor teacher learning; and provide meaningful, evidence-based, actionable feedback that supports teachers' reflection and analysis of their practice.
- Creating structures and systems that enable teams of educators to engage in job-embedded professional learning on an ongoing basis.

Improvement and Remediation Plans

If teacher's performance is rated as *developing* or *below standard*, it signals the need for focused support and development. Improvement and remediation plans should be developed in consultation with the teacher and his/her exclusive bargaining representative and be differentiated by the level of identified need and/or stage of development.

Levels of support.
1. **Structured Support:** A teacher would receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term **(45 school days)** assistance to address a concern in its early stage.
2. **Intensive Assistance:** A teacher would receive intensive assistance when he/she does not meet the goal(s) of the structured support plan. This **(45 school days)** support is intended to build the staff member's competency.

NOTE: If a teacher successfully completes any of the identified levels of support (Structured Support, Intensive Assistance) and through the following school year is identified in need of an additional plan, the plan will revert to the last level of support (Intensive Assistance).

If the teacher fails to correct the identified problem at the end of Intensive Assistance, the evaluator will likely make a recommendation for dismissal to the Superintendent of Schools.

Points for Consideration:
Well-articulated Improvement and Remediation Plans:
- Clearly identify targeted supports, in consultation with the teacher, which may include specialized professional development, collegial and administrative assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the improvement outcomes.
- Clearly delineate goals linked to specific indicators and domains within the observation of practice framework/rubric that specify exactly what the teacher must demonstrate at the conclusion of the Improvement and Remediation Plan in order to be considered "accomplished."
- Indicate a timeline for implementing such resources, support and other

strategies, in the course of the same school year as the plan is developed. Determine dates for interim and final reviews in accordance with stages of support.

- Include indicators of success, including a rating of accomplished or better at the conclusion of the improvement and remediation plan.
- Include the number and type of observations

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 and support system itself and in building the capacity and skills 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 learning based on goals for continuous growth and development.

TEACHER PRACTICE RELATED INDICATORS

The Teacher Practice Related Indicators evaluate the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. Two components comprise this category:

- Teacher Performance and Practice, which counts for 40%; and
- Parent Feedback, which counts for 10%.

These two components will be described in detail below:

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

The Teacher Performance and Practice component is a comprehensive review of teaching practice conducted through multiple observations, which are evaluated against a standards-based rubric. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify strong practice, to identify teacher development needs and to tailor support to meet those needs.

Teacher Practice Framework- *CCT Rubric for Effective Teaching 2014 or CCT Rubric for Effective Service Delivery 2015*

The *CCT Rubric for Effective Teaching 2014*, as revised in 2014, is available on the intranet and represents the most important skills and knowledge that teachers need to demonstrate in order to prepare students to be career, college and civic ready. The rubric was revised through the collaborative efforts of the CSDE, representatives from the regional educational service centers (RESCs), the Connecticut Association of Schools (CAS), the two statewide teachers' unions and teachers and school leaders with experience in using the observation instrument. The *CCT Rubric for Effective Teaching 2014 or CCT Rubric for Effective Service Delivery 2015* is aligned with the CCT and includes references to **Connecticut Core Standards** and other content standards. The *CCT Rubric for Effective Teaching 2014 or CCT Rubric for Effective Service Delivery 2015*

is organized into four domains, each with three indicators. Forty per cent of a teacher's final annual summative rating is based on his/ her performance across all four domains. The domains represent essential practice and knowledge and receive equal weight when calculating the summative Performance and Practice rating.

CCT RUBRIC FOR EFFECTIVE TEACHING 2014 - AT A GLANCE

Evidence Generally Collected Through In-Class Observations

DOMAIN 1:
Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote student engagement, independence and inter-dependence in learning and facilitate a positive learning community by:

1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students

1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students; and

1c. Maximizing instructional time by effectively managing

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 by:

2a. Planning instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students;

2b. Planning instruction to cognitively engage students in the content; and

2c. Selecting appropriate assessment strategies to monitor student progress.

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 by:

3a. Implementing instructional content for learning;

3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies; and

3c. Assessing student learning, providing feedback to students and adjusting instruction.

DOMAIN 4:
Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others and leadership by:

4a. Engaging in continuous professional learning to impact instruction and student learning;

4b. Collaborating with colleagues to examine student learning data and to develop and sustain a professional learning environment to support student learning; and

4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

Evidence Generally Collected Through Non-Classroom Observations/Reviews of Practice

CCT Rubric for Effective Service Delivery 2015 — At a Glance

Evidence Generally Collected Through **Observations**	Evidence Generally Collected Through **Non-classroom/Reviews of Practice**
▶ Domain 1: Learning Environment, Engagement and Commitment to Learning	▶ Domain 2: Planning for Active Learning
Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:	*Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:*
1a. Promoting a positive learning environment that is respectful and equitable.	2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.
1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment.	2b. Developing plans to actively engage learners in service delivery.
1c. Maximizing service delivery by effectively managing routines and transition.	2c. Selecting appropriate assessment strategies to identify and plan learning targets.
▶ Domain 3: Service Delivery	▶ Domain 4: Professional Responsibilities and Leadership
Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:	*Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:*
3a. Implementing service delivery for learning.	4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.
3b. Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.	4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning.
3c. Assessing learning, providing feedback and adjusting service delivery.	4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.

Observation Process

Observations in and of themselves are not useful to teachers – it is the feedback, based on observations, that helps teachers reach their full potential. All teachers deserve the opportunity to grow and develop through observations and timely feedback. In fact, teacher surveys conducted nationally demonstrate that most teachers are eager for more observations and feedback to inform their practice throughout the year.

Therefore, in the teacher evaluation and support model:

Each teacher should be observed between two and eight times per year through both formal and informal observations as defined below.

- **Formal:** Classroom observations that last at least 30 minutes and preceded by a pre-observation conference and followed by a post- observation conference, which includes timely written and verbal feedback.
- **Informal:** Classroom observations that last at least ten minutes and are followed by timely written feedback.
- **Reviews of practice:** Observation of a teacher's practice outside of a classroom, including, but not limited to, observations of data team meetings, observations of coaching/mentoring other teachers, student work or other teaching artifacts. The review of practice also includes timely written feedback.

PLEASE NOTE: *reviewing lesson plans for a formal observation in a pre-conference, prior to a scheduled observation, generally provides evidence for the planning domain and is considered a part of the formal observation process. It is not a separate observation or review of practice.*

• It is recommended that feedback be provided within five school days. Verbal feedback is always an option, and can be requested by a teacher or an evaluator at any time.

Teacher Categories	Stratford Model	Guideline Requirements
1st and 2nd Year Teachers (both new to the profession and/or new to the district)	A minimum of 3 formal **in-class** observations; including a pre-conference and a post-conference. Reviews of practice and informal observations will be at the discretion of the evaluator.	At least 3 **in-class** formal observations; 2 of which include a pre-conference and all of which include a post-conference
Below Standard and *Developing (All teachers)*	A minimum of 3 formal **in-class** observations; including a pre-conference and a post-conference; and 3 informal observations, <u>AND</u> a review of practice	At least 3 **in-class** formal observations; 2 of which include a pre-conference and all of which must include a post-conference
3rd Year Teachers or more (and) based upon the previous year's summative rating:		
Accomplished	<u>**All teachers must receive a formal observation at least once every three years**</u>. <u>**Cycle 1**</u>:A review of practice AND a minimum of 3 informal observations **OR** <u>**Cycle 2**</u>: a review of practice AND 1 formal observation (3-year cycle).	A combination of at least 3 formal observations/reviews of practice; 1 of which must be a formal in-class observation
Exemplary	<u>**All teachers must receive a formal observation at least once every three years**</u>. <u>**Cycle 1**</u>:A review of practice AND a minimum of 3 informal observations **OR** <u>**Cycle 2**</u>: a review of practice AND 1 formal observation (3-year cycle).	All teachers must receive a formal observation at least once every three years.

<u>*</u> *Teachers with at least 4 years' experience, the most recent 2 years in Stratford, who are tenured and rated exemplary in the previous year's summative rating, may choose either cycle 1 or 2. All teachers must receive a formal observation at least once every three years. Teachers who qualify for this option will notify their evaluator of their decision at the end-of-year conference.*

Because some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance at the beginning of the school year. The observations will be based on standards when available. Examples of appropriate venues include but are not limited to: observing Student and Educator Support Specialist staff working with small groups of children, working with adults, providing professional development, working with families, participation in team meetings or Planning and Placement Team meetings.

Pre-Conferences and Post-Conferences

Pre-conferences are valuable for establishing the context for the lesson, providing information about the students to be observed and setting expectations for the observation process and provide the evidence for Domain 2: Planning for Active Learning. Pre-conferences are optional for observations except where noted in the requirements described in the table on page 16. A pre-conference can be held with a group of teachers, where appropriate.

Post-conferences provide a forum for reflecting on the observation against the *CCT Rubric for Effective Teaching 2014 or CCT Rubric for Effective Service Delivery 2015* and for generating action steps that will lead to the teacher's improvement. A good post-conference:

- Includes an opportunity for the teacher to share his/her reflections on the lesson;
- Cites objective evidence to paint a clear picture for the teacher and the evaluator about the teacher's successes, what improvements will be made and where future observations may focus
- Involves written and verbal feedback from the evaluator; and
- Occurs within a timely manner, within five business days.

Classroom observations generally provide the most evidence for Domains 1 and 3 of the *CCT Rubric for Effective Teaching 2014 or CCT Rubric for Effective Service Delivery 2015*. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 2 and 4. Both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching). **Pre- and Post-Conference Forms** are available on the intranet.

Because the evaluation and support model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the *CCT Rubric for Effective Teaching 2014 or CCT Rubric for Effective Service Delivery 2015*, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation. Reviews of practice generally provide the most evidence for Domains 2 and 4 of the *CCT Rubric for Effective Teaching 2014 or CCT Rubric for Effective Service Delivery 2015*. 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/or attendance records from professional learning or school-based activities/events.

Feedback

The goal of feedback is to help teachers grow as educators and inspire high achievement in all of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- Specific evidence and formative ratings, where appropriate, on observed indicators of the *CCT Rubric for Effective Teaching 2014 or CCT Rubric for Effective Service Delivery 2015*;

- Prioritized commendations and recommendations for development actions;
- Next steps and supports to improve teacher practice; and
- A timeframe for follow up.

Teacher Professional Practice Goal

As described in the Evaluation Process and Timeline section, teachers develop one professional practice goal that is aligned to the CCT Rubric for Effective Teaching 2014 or CCT Rubric for Effective Service Delivery 2015. This goal will guide observations and feedback conversations throughout the year.

The evaluation process serves as the foundation for ongoing conversations about the educator's practice and impact on student outcomes. Stratford Educator Evaluation Plan is designed to increase student learning and promote educator competence and professional growth. Educators are encouraged to refine and renew their skills and knowledge by engaging in differentiated, sustained, comprehensive, capacity-building professional development. Teachers are encouraged to identify professional learning opportunities related to their Practice and Performance Goals, which are based on the individual strengths and needs that are identified through the evaluation process and ongoing reflection.

"Professional Learning Opportunities" should be used in reference to a wide variety of specialized training, formal education, collaborative study, or advanced professional learning opportunities intended to improve professional knowledge, competence, skill, and effectiveness.

Teachers are encouraged to create a plan of action for their professional learning opportunity.

The plan should include:

- Type of Professional Growth Opportunity (see below for a list of possible opportunities).
- Specific alignment to the Practice and Performance Goal
- Purpose of Engagement: What is the anticipated impact on student learning? How will this activity grow your instructional practice?
- Action Plan: Is this opportunity collaborative or individual? What is the content of your research/study? What resources will be available to you? When will you engage in this study? How will you implement new learning in the classroom? Throughout the school year, the teacher will meet with the evaluator to check in on the progress of the Professional Growth Opportunity, discussing the anticipated impact of new learning on student outcomes.

The following are common professional learning topics and objectives:

- Furthering education and knowledge in a teacher's content area
- Training or mentoring in specialized teaching techniques, such as differentiation or literacy strategies
- Earning certification in a particular educational approach or program.
- Developing technical, quantitative, and analytical skills that can be used to analyze student-performance data, and then use the findings to make modifications to academic programs and teaching techniques.
- Learning new technological skills to improve teaching effectiveness and student performance.

- Improving fundamental teaching techniques, such as classroom management or framing questions.
- Developing specialized skills to better teach and support specific cohorts of students.
- Acquiring leadership skills, such as those that can be possibly used to help develop and coordinate a school-improvement initiative.
- Conducting action research to gain a better understanding of what is effective and ineffective in a school's academic program.

Possible Professional Learning Opportunities:

- Professional Learning Communities (PLC focus areas)
- Collaborative Study Groups focused in a certain content area
- Peer coaching
- Consultations with Instructional Coaches
- TEAM/Mentor training through a certification program or university
- Grade level release-time projects
- Conferences and/or Webinars
- Curriculum committees
- Graduate courses

Each teacher will work with his/ her evaluator to develop a practice and performance focus area through mutual agreement. All focus areas should have a clear link to student achievement and should move the teacher towards *accomplished* or *exemplary* on the *CCT Rubric for Effective Teaching 2014 or CCT Rubric for Effective Service Delivery 2015*. Schools may decide to create school-wide or grade-specific focus areas aligned to a particular indicator.

Growth related to the focus area should be referenced in feedback conversations through-out the year. The focus area and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although performance and practice focus areas are not explicitly rated as part of the Teacher Professional Practice component, growth related to this area will be reflected in the scoring of Teacher Professional Practice evidence.

Teacher Performance and Practice Scoring
During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Once the evidence has been recorded, the evaluator can align the evidence with the appropriate indicator(s) on the *CCT Rubric for Effective Teaching 2014 or CCT Rubric for Effective Service Delivery 2015* and then make a determination about which performance level the evidence supports. Evaluators are **not required** to provide an overall rating for each observation, but they should be prepared to discuss evidence for the rubric indicators at the performance level that was observed.

Summative Observation of Teacher Performance and Practice Rating
Primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. Within the Stratford model, each domain of the *CCT Rubric for Effective Teaching 2014 or CCT Rubric for Effective Service Delivery 2015* carries equal weight in the final rating. The final teacher performance and practice rating will be

calculated by the evaluator in a three-step process:

1. Evaluator holistically reviews evidence collected through observations, interactions and reviews of practice (e.g., team meetings, conferences) and uses professional judgment to determine indicator ratings for each of the 12 indicators.
2. Evaluator averages indicators within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.
3. Evaluator averages domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0.

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and reviews of practice. Evaluators then analyze the consistency, trends and significance of the evidence to determine a rating for each of the12 indicators. Some questions to consider while analyzing the evidence include:

- **Consistency:** What levels of performance have been evident that is relatively uniform, homogenous evidence for throughout the semester/year? Does the evidence paint a clear, unambiguous p i c t u r e of the teacher's performance in this area?

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

- **Significance:** Are some data more valid than others? (Do I have notes or ratings from "meatier" lessons or interactions where I was able to better assess this aspect of performance?)

Once a rating has been determined, it is then translated to a 1-4 score. Below Standard = 1 and Exemplary = 4. See example below for Domain 1:

Domain 1	Indicator Level Rating	Evaluator's Score
1a	*Developing*	2
1b	*Developing*	2
1c	*Exemplary*	4
Average Score		2.7

2. Evaluator averages indicators with each domain to a tenth of a decimal to calculate domain-level scores:

Domain	Averaged Domain-Level Score
1	2.7
2	2.6

3	3.0
4	2.8

3. The evaluator averages domain level scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

Domain	Score
1	2.7
2	2.6
3	3.0
4	2.8
Average Score	**2.8**

Steps 2 and 3 can be performed by district administrators and/or using tools/technology that calculates the averages for the evaluator.

The summative Teacher Performance and Practice component rating and the domain/ indicator level ratings will be shared and discussed with teachers during the End-of-Year Conference. This process can also be followed in advance of the Mid-Year Conference to discuss formative progress related to the Teacher Performance and Practice rating.

Component #2: Parent Feedback (10%)

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators.

The process for determining the parent feedback rating includes the following steps:

1. The school conducts a whole-school parent survey (meaning data is aggregated at the school level);
2. Administrators and teachers determine several school-level parent goals based on the survey feedback;
3. The teacher and evaluator identify **one** related parent engagement goal and set improvement targets;
4. Evaluator and teacher measure progress on growth targets; and
5. Evaluator determines a teacher's summative rating, based on four performance levels.

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.

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

To ensure that districts use effective survey instruments in the evaluation process and to allow educators to share results across district boundaries, the CSDE has adopted recommended survey instruments as part of the state model for teacher evaluation and support. Panorama Education developed sample surveys for use in the State of Connecticut.

Parent surveys must be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time).

Determining School-Level Parent Goals

Evaluators and teachers should review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals. Ideally, this goal-setting process would occur between the principal and teachers (possibly during faculty meetings) in August or September so agreement can be reached on one goal for the entire school.

Selecting a Parent Engagement Goal and Improvement Targets

After the school-level goal 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. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc.

The goal must include specific improvement targets. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi- weekly updates to parents or developing a new website for their class. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are aligned, ambitious and attainable.

Measuring Progress on Growth Targets

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback component. There are two ways teachers can measure and demonstrate progress on their growth targets. Teachers 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.

For example, teachers can conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

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)	BelowStandard (1)
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

Student Outcomes Related Indicators

Student Outcomes Related Indicators capture a teacher's impact on student learning and comprise half of the teacher's final summative rating. The inclusion of student outcomes indicators acknowledges that teachers are committed to the learning and growth of their students and carefully consider what knowledge, skills and talents they are responsible for developing in their students each year. As a part of the evaluation and support process, teachers document their goals of student learning and anchor them in data.

Two components comprise this category:
- Student Growth and Development, which counts for 45%; and
- Whole-School Student Learning, which counts for 5% of the total evaluation rating.
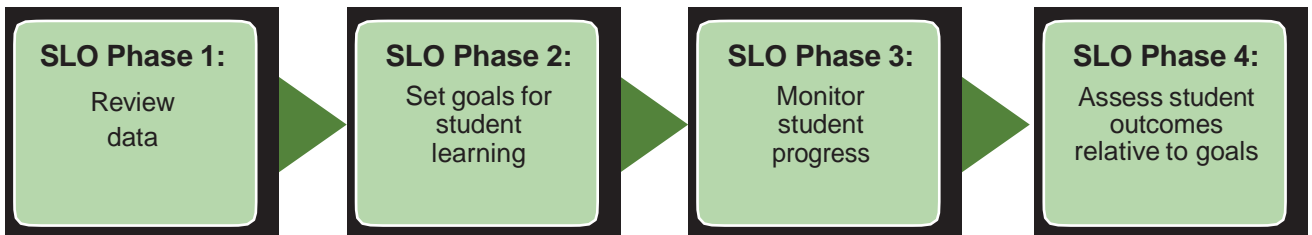
These components will be described in detail below.
Component #3: Student Growth and Development (45%)

Overview of Student Learning Objectives (SLOs)

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation and support purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account. Connecticut, like many other states and localities around the nation, has selected a goal-setting process grounded in Student Learning Objectives (SLOs) as the approach for measuring student growth during the school year.

SLOs are carefully planned, long-term academic objectives. SLOs should reflect high expectations for learning or improvement and aim for mastery of content or skill development. SLOs are measured by Indicators of Academic Growth and Development (IAGDs) which include specific assessments/measures of progress and targets for student mastery or progress. Research has found that educators who set high-quality SLOs often realize greater improvement in student performance.

The SLO process, will support teachers in using a planning cycle that will be familiar to most educators:

SLO Phase 1: Review data	**SLO Phase 2:** Set goals for student learning	**SLO Phase 3:** Monitor student progress	**SLO Phase 4:** Assess student outcomes relative to goals

Developing SLOs is a process rather than a single event. The purpose is to craft SLOs that serve as a reference point throughout the year as teachers document their students' progress toward achieving the IAGD targets. While this process should feel generally familiar, the Stratford model asks teachers to set more specific and measureable targets than they may have done in the past. Teachers may develop them through consultation with colleagues in the same grade level or teaching the same subject. The final determination of SLOs and IAGDs is made through mutual agreement between the teacher and his/her evaluator. The four phases of the SLO process are described in detail below:

Phase 1: Review the Data
This first phase is the discovery phase which begins with reviewing district initiatives and key priorities, school/district improvement plans, and the building administrator's goals. Once teachers know their class rosters, they should examine multiple sources of data about their students' performance to identify an area(s) of need. Documenting the "baseline" data, or where students are at the beginning of the year, is a key aspect of this step. It allows the teacher to identify where students are with respect to the grade level or content area the teacher is teaching.

Examples of Data Review

A teacher may use but is not limited to the following data in developing an SLO:

- Initial performance for current interval of instruction (writing samples, student interest surveys, pre-assessments etc.)
- Student scores on previous state standardized assessments
- Results from other standardized and non-standardized assessments
- Report cards from previous years
- Results from diagnostic assessments
- Artifacts from previous learning
- Discussions with other teachers (across grade levels and content areas) who have previously taught the same students
- Conferences with students' families
- Individual Educational Plans (IEPs) and 504 plans for students with identified special education needs
- Data related to English Language Learner (EL) students and gifted students
- Attendance records
- Information about families, community and other local contexts

It is important that the teacher understands both the individual student and group strengths and challenges. This information serves as the foundation for setting the ambitious yet realistic goals in the next phase.

PHASE 2: Set The SLO(s)
Based on a review of district and building data, teachers will develop a minimum of one SLO that address(es) identified needs. A form for the development of SLOs can be found on the teacher evaluation software management system (EdReflect). To create their SLO(s), teachers will follow these four steps:

Step 1: Decide on the Student Learning Objective(s)

The SLOs are broad goal statements for student learning and expected student improvement. These goal statements identify core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicate a need. Each SLO should address a central purpose of the teacher's assignment and should pertain to a large proportion of his/her students, including specific target groups where appropriate. Each SLO statement should reflect high expectations for student learning at least a year's worth of growth (or a semester's worth for shorter courses) and should be aligned to relevant state, national (e.g., Common Core State Standards) or district standards for the grade level or course. Depending on the teacher's assignment, an SLO statement might aim for content mastery or else it might aim for skill development.

SLO broad goal statements can unify teachers within a grade level or department while encouraging collaborative work across multiple disciplines. Teachers with similar assignments may have identical SLOs although they will be individually accountable for their own students' results.

The following are examples of SLOs based on student data:

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

Step 2: Select Indicators of Academic Growth and Development (IAGDs)
An Indicator of Academic Growth and Development (IAGD) is an assessment/measure of progress to include a quantitative target that will demonstrate whether the SLO was met. Each SLO must include at least two IAGDs but may include multiple, differentiated IAGDs where appropriate.

Teachers whose students take a standardized assessment will create one SLO with an IAGD(s) using that assessment where available and appropriate, and a minimum of one IAGD based on at least one non-standardized measure and a maximum of one additional standardized measure. All other teachers will develop their SLO(s) with IAGDs based on non-standardized indicators.

One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time. Those without an available standardized indicator will select, through mutual agreement subject to the local dispute-resolution process of the Guidelines for Educator Evaluation, an additional non-standardized indicator.

Those without an available standardized indicator will select, through mutual agreement subject to the local dispute-resolution process of the Guidelines for Educator Evaluation, an additional non- standardized indicator

For the other half (22.5%) of the indicators of academic growth and development, there may be:
- a maximum of one additional standardized indicator, if there is mutual agreement and;
- a minimum of one non-standardized indicator

IAGD'S should be written in SMART goal language:

S	=	Specific & Strategic
M	=	Measurable
A	=	Aligned and Attainable
R	=	Results Oriented
T	=	Time-Bound

In the calculation to determine the summative student growth and development rating, the SLOs are weighted equally, each representing 22.5% of the final summative rating.

The Stratford model uses a specific definition of "standardized assessment," consistent with State of Connecticut guidelines. As stated in the Connecticut Guidelines for Educator Evaluation, a standardized assessment is characterized by the following attributes:

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

Examples of standardized assessments currently used by the Stratford Public Schools include, but are not limited to:
- STAR for ELA
- STAR for Math
- STAR for Early Literacy

IAGDs should be rigorous, attainable and meet or exceed district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success). Each indicator should make clear:

1. What evidence/measure of progress will be examined;
2. What level of performance is targeted; and
3. What proportion of students is projected to achieve the targeted performance level.

IAGDs can also address student subgroups, such as high or low-performing students or EL students. It is through the Phase 1 examination of student data that teachers will determine what level of performance to target for which population(s) of students.

IAGDs are unique to the teacher's particular students; teachers with similar assignments may use the same assessment(s)/measure of progress for their SLOs, but it is unlikely they would have identical targets established for student performance. For example, all 2nd grade teachers in a district might set the same SLO and use the same reading assessment (measure of progress) to measure their SLOs, but the target(s) and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade teachers. Additionally, individual teachers may establish multiple differentiated targets for students achieving at various performance levels.

Taken together, an SLO and its IAGD(s) provide the evidence that the objective was met. The following are some examples of IAGDs that might be applied to the previous SLO examples:

Grade/Subject	SLO	IAGD(s)
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.	**By May 15:** • Students who scored a 0-1 out of 12 on the pre- assessment will score 6 or better • Students who scored a 2-4 will score 8 or better. • Students who scored 5-6 will score 9 or better. • Students who scored 7 will score 10 or better *This is one IAGD (assessment/measure of progress) that outlines differentiated targets based on pre-assessments.*
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.	**By May 30:** • 90% -100% of all students will be accomplished (scoring a 3 or 4) or higher on 5 of the 6 standards (as measured by 8 items) on the digital literacy assessment rubric. *This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.*
11th Grade Algebra 2	Students will be able to analyze complex, real- world scenarios using mathematical models to interpret and solve problems.	**By May 15:** • 80% of Algebra 2 students will score an 85 or better on a district Algebra 2 math benchmark. *This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.*
9th Grade ELA	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.	**By June 1:** • 27 students who scored 50-70 on the pre-test will increase scores by 18 points on the post test. • 40 students who score 30-49 will increase by 15 points. • 10 students who scored 0-29 will increase by 10 points. *This is one IAGD (assessment/measure of progress) that has been differentiated to meet the needs of varied student performance groups.*

1st and 2nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.	**By June:** **IAGD #1:** Students will increase their attitude towards reading by at least 7 points from baseline on the full scale score of the Elementary Reading Attitude Survey, as recommended by authors, McKenna and Kear. **IAGD #2:** Students will read instructional level text with 95$^{\%}$ or better accuracy on the DRA. • Grade 1- Expected outcome- Level 14-16 • Grade 2- Expected outcome- Level 22-24 *These are two IAGDs using two assessments/measures of progress. IAGD #2 has also been differentiated to meet the needs of varied student performance groups.*

Step 3: Provide Additional Information

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

- Baseline data used to determine SLO and set IAGDs;
- Selected student population supported by data;
- Learning content aligned to specific, relevant standards;
- Interval of instruction for the SLO;
- Assessments/measures of progress teacher plans to use to gauge students' progress;
- Instructional strategies;
- Any important technical information about the indicator evidence (like timing or scoring plans); and
- Professional learning/supports needed to achieve the SLOs.

Step 4: Submit SLO(s) to Evaluator for Review

SLOs are proposals until the teacher and the evaluator mutually agree upon them. Prior to the Goal-Setting Conference, the evaluator will review each SLO relative to the following criteria to ensure that SLOs across subjects, grade levels and schools are both rigorous and comparable:

- Baseline – Trend Data
- Student Population
- Standards and Learning Content
- Interval of Instruction
- Assessments/Measures of Progress
- Indicators of Academic Growth and Development (IAGDs)/Growth Targets
- Instructional Strategies and Supports

An SLO Development Guide is provided for Stratford to use in this process on the intranet. The evaluator may provide written comments and discuss the feedback with the teacher during the Goal-Setting Conference.

PHASE 3: Monitor Students Progress

Once SLO(s) are finalized, teachers should monitor students' progress towards the objectives. Teachers can, for example, examine student work; 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. Progress towards SLO(s)/IAGDs and action steps for achieving progress should be referenced in feedback conversations throughout the year.

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

PHASE 4: Assess Student Outcomes Relative to SLO(s)

At the end of the school year, the teacher should collect the evidence required by their IAGDs, upload artifacts to the data management software system, where available and appropriate, 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 IAGD.
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 learning going forward.

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

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

The final student growth and development rating for a teacher is the average of their IAGD scores. For example, if one SLO was "Partially Met," for a rating of 2, and the other SLO was "Met," for a rating of 3, the Student Growth and Development rating would be 2.5 [(2+3)/2]. The Student Growth and Development rating will be shared and discussed with teachers during the End-of-Year Conference.

|	Averaged Domain-Level Score
IAGD 1	2
IAGD 2	3
Student Growth and Development Rating	**2.5**

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

Whole-School Student Learning Indicator

A teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for his/her administrator's evaluation rating.

SUMMATIVE TEACHER EVALUATION SCORING

The individual summative teacher evaluation rating will be based on the four components, grouped in two major categories: Student Outcomes Related Indicators and Teacher Practice Related Indicators.
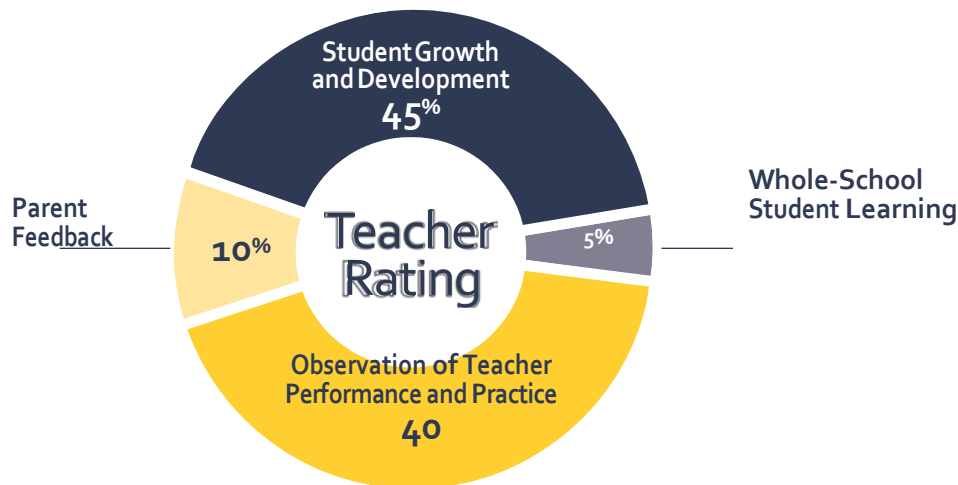
Every educator will receive one of four performance[*] ratings:

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 term "performance" in the above shall mean "progress as defined by specified indicators." Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence.*

The 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 (40%) and the parent feedback score (10%)
2. Calculate a Student Outcomes Related Indicators score by combining the student growth and development score (45%) and whole-school student learning indicator (5%).
3. Use the Summative Matrix to determine the Summative Rating

Each step is illustrated below:

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

The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
Total Teacher Practice Related Indicators Points			**142**

Rating Table

Teacher Practice Related Indicators Points	Teacher Practice Related Indicators Rating
50-80	**Below Standard**
81-126	**Developing**
127-174	**Accomplished**
175-200	**Exemplary**

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

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

Component	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)	3.5	45	157.5
Whole School Student Learning Indicator	3	5	15
Total Student Outcomes Related Indicators Points			172.5 **173** →

Rating Table

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

2. Use the Summative Matrix to determine the Summative Rating

Using the ratings determined for each major category: Student Outcomes Related Indicators and Teacher Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *accomplished* and the Student Outcomes Related Indicators rating is *accomplished*. The summative rating is therefore *accomplished*. If the two major categories are highly discrepant (e.g., a rating of *exemplary* for Teacher Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

		Teacher Practice Related Indicators Rating			
		4	3	2	1
Student Outcomes Related Indicators Rating	4	Rate Exemplary	Rate Accomplished	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 provided for all teachers by **June 30**, of a given school year and reported to the CSDE per state guidelines.

Definition of Effectiveness and Ineffectiveness

Stratford shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation and support system. A pattern may consist of a pattern of one rating. The Stratford model, consistent with the state model, recommends the following patterns:

Novice teachers shall 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. There should be a trajectory of growth and development as evidenced by a subsequent rating of developing or higher in year two and sequential accomplished ratings in years three and four.

A post-tenure educator shall be deemed ineffective if said educator receives at least two sequential developing ratings or one *below standard* rating at any time.

Adopted by the Stratford BOE 9-23-19

Dispute-Resolution Process

The Stratford Board of Education shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. When such agreement cannot be reached, the issue in dispute will be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). The superintendent and the respective collective bargaining unit for the district will each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party, as mutually agreed upon between the superintendent and the collective bargaining unit. If an evaluator and a teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan, then a request for dispute resolution should be made to the Dispute Resolution Committee within 10 school days in a written statement. The written statement of the dispute must include a description of the efforts of the teacher and the evaluator to come to an agreement and be accompanied by appropriate materials related to the dispute. The evaluator and the teacher must each submit respective materials. If needed, the Dispute Resolution Committee may request further information (through written materials OR an interview) in order to make a decision.

In the event that the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding. This provision is to be utilized in accordance with the specified processes and parameters regarding goals/objectives, evaluation period, feedback, and professional development contained in this document en-titled "Connecticut Guidelines for Educator Evaluation." Should the process established as required by the document entitled "Connecticut Guidelines for Educator Evaluation," dated June 2012 not result in resolution of a given issue, the determination regarding that issue shall be made by the superintendent.

CORE REQUIREMENTS FOR THE EVALUATION OF STUDENT AND EDUCATOR SUPPORT SPECIALISTS

As provided in Sec.10-151b of the 2012 Supplement (C.G.S.) as amended by P.A. 13-245, "The superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each Student and Educator Support Specialist," in accordance with the requirements of this section. Stratford Board of Education shall develop and implement Student and Educator Support Specialist evaluation programs consistent with these requirements.

Flexibility from Core Requirements for the Evaluation of Teachers

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

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

   a. Stratford grants flexibility in using IAGDs to measure attainment of goals and/or objectives for student growth. The Goal-Setting Conference for identifying the

IAGDs shall include the following steps:

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

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

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

    iv. The educator and evaluator will identify the learning standard to measure: the assessment/measure of progress, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.

b. When student, parent and/or peer feedback mechanisms are not applicable to Student and Educator Support Specialists, Stratford may permit local development of short feedback mechanisms for students, parents and peers specific to particular roles or projects for which the Student and Educator Support Specialists are responsible.

Currently available on the http://www.connecticutseed.org website are white papers developed by various discipline-specific workgroups and an adapted version of the *CCT Rubric for Effective Teaching* for use with some SESS educators. Specifically, this adapted rubric was identified for use with:

- School Psychologists;
- Speech and Language Pathologists;
- Comprehensive School Counselors; and
- School Social Workers.

2.1: 4-Level Matrix Rating System

1. Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance evaluation designators: Exemplary, Accomplished, Developing and Below Standard.

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