REGIONAL SCHOOL DISTRICT #19
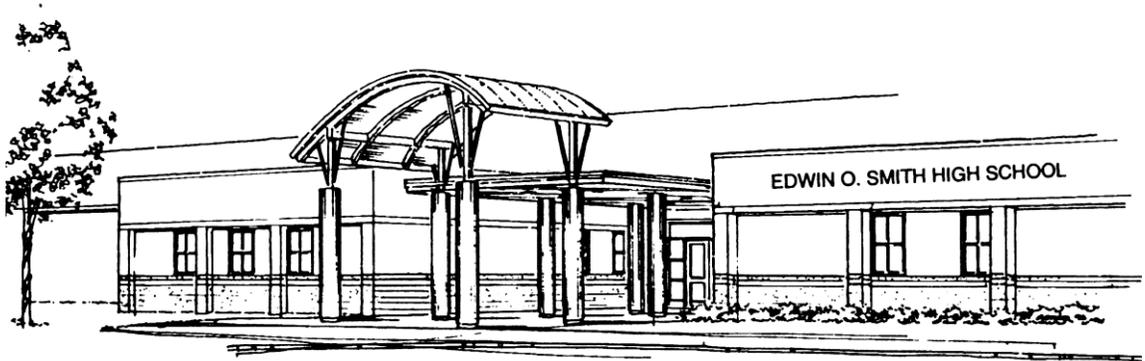
EDWIN O. SMITH HIGH SCHOOL

Professional Growth and Development Program
2015-16

Teacher Edition

Office of the Superintendent

Board of Education

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SDE Approved:

Introduction

Regional School District # 19 is a one-school district comprised of Edwin O. Smith High School (grades 9 – 12) which offers a wide breadth of educational opportunities to prepare students for the future. The school district is located in Storrs, Connecticut and serves students from three sending towns: Mansfield, Willington, and Ashford. Additionally, students from several surrounding towns that include, Columbia, Coventry, and Windham are enrolled at the high school and in the school's Agricultural Education, Depot Campus, and Students Transitioning through Age Appropriate Routes (S.T.A.A.R.) programs.

In Region 19, *we are a community of learners engaged in a passionate and imaginative quest for excellence. Genuine learning must inspire lives of personal integrity in which we become agents of positive social change.* We encourage our students to develop the motivation and capacity for lifelong learning and strive to have all members of our school community support and promote our core values: Respect, Responsibility, Integrity, Achievement, and Community.

Region 19's Professional Growth and Development Program has been designed to create pathways for the continuous learning and advancement of educational professionals throughout their careers. The Program components are aligned with the Core Requirements of the Connecticut Guidelines for Educator Evaluation (adopted by the State Board of Education in June 2012). Region 19's Professional Growth and Development Program represents our commitment to incorporating current, high-quality research in the creation of professional learning opportunities; to fostering best practices in educator supervision and evaluation; and to improving student learning through effective curriculum, instruction, and assessment practices in our classrooms, schools, and programs. As such, the Program: a) addresses the elements of CT's Core Requirements for Teacher and Administrator Evaluation; b) is aligned with our school's core values and beliefs; and c) meets the educational needs of the stakeholders in our school. The plan was developed in 2012-2013 by Region 19's Educator Evaluation Committee, comprised of representative educators from a wide range of disciplines, the administration, and the superintendent. The committee revised the original plan, adopting much of the SEED program, in 2013-2014.

Research and Best Practices

Core Design Principles

The following principles guided the design of Connecticut's System for Educator Evaluation and Development (SEED) that is aligned with the Connecticut Guidelines for Educator Evaluation which was used as the foundation for the Regional School District #19 – E.O. Smith High School Professional Growth and Development Program:

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 new model defines four components of teacher effectiveness: student growth and development (45%), teacher performance and practice (40%), peer feedback (10%), and whole-school student learning indicators (5%). The model defines four components of administrator effectiveness: multiple student learning indicators (45%), leadership practice (40%), stakeholder feedback (10%), and teacher effectiveness outcomes (5%).

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 departments.

Foster dialogue about student learning

This model hinges on improving the professional conversation between and among teachers and administrators. The dialogue in the new model occurs more frequently and focuses on what students are learning and what teachers and their 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. This plan promotes a shared language of excellence to which professional learning, coaching and feedback can align to improve practice.

Ensure feasibility of implementation

Launching this new model will require hard work. Educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources. The model aims to balance high expectations with flexibility for the time and capacity considerations in the district.

Improving student achievement sits at the center of the work for all educators. Region 19 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, the model creates a relationship between component ratings for teachers and administrators as depicted in the diagram below.

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% Peer Feedback

These percentages are derived from the same set of data

These percentages may be derived from the same set of data

Implementation & Orientation of the Plan

The Regional School District 19 Professional Growth and Development Program will provide the highest level of support for staff and the greatest benefit to student learning. Towards that end,

- The plan will be communicated clearly to educators with specific delineation of educator and evaluator responsibilities;

- All educators will receive the training required to understand and implement all aspects of the plan;

- Professional development will be offered to staff in alignment with the current Connecticut Guidelines;

- Implementation of the plan will acknowledge the needs of teachers, and administrators, include a vehicle for ongoing assessment and evaluation of the plan, and recognize the need to redefine the plan on an ongoing basis; and

- E.O. Smith High School educators will continue to see evaluation and professional growth as necessary and beneficial components of teaching and learning.

Training and Orientation of Educators and Administrators

- The district will provide, annually and ongoing, to all educators orientation and training sessions (through large and small group in-service and individual conferences) that explain the processes for professional protocol for evaluation and observation (including timelines and rubrics), the planning and creation of Professional Goals, Student Learning Objectives (SLO's) and Indicators of Academic Growth and Development (IAGDs), and the implementation of documents that will be used by all staff.

- Teachers, education specialists, and administrators new to Region 19 will be provided with copies of the Professional Growth and Development Program and will engage in training intended to ensure that all elements, procedures and processes of the Program are explained. This training will take place upon employment or prior to the beginning of the school year.

Evaluator Orientation and Support

- Understanding the Region 19 Professional Growth and Development Program features, Connecticut's Common Core of Teaching (CCT), Common Core of Leading (CCL), Common Core State Standards, Standards for Professional Learning, and the components of professional evaluation and observation is essential to facilitating the evaluation process and promoting student growth. To that end, evaluators will be provided with on-going training and support in the use and application of the Program. Evaluators will review the Program elements and procedures prior to the beginning of each school year and at other appropriate intervals, as needed. Plans for staff training will be coordinated annually by the leadership team, made up of the principal, assistant principals, director of special services, and the superintendent of schools.

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*, which articulates four domains and twelve indicators of teacher practice

   (b) **Peer Feedback (10%)** on teacher practice through involvement in peer focus groups, such as a Professional Learning Community (PLC), academic department, interdisciplinary team, or school committee.

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 teachers' 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 levels 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 is anchored by three conferences, which guide the process at the beginning, middle, and end of the year. The purpose of these conferences 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 conferences are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.

Conferences

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**[*]

If state test data may have a significant impact on a final rating, a final rating may be revised by September 15, when state test data are available.

Goal-Setting and Planning

Timeframe: Target is October 5th Must be Completed by November 15

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

2. *Teacher Reflection and Goal-Setting* – The teacher examines student data, prior year evaluation and peer feedback, and the *CCT Rubric for Effective Teaching 2014* to draft a proposed performance and practice focus area, one or two SLOs and one or two IAGDs. The teacher may collaborate with colleagues to support the goal-setting process.

3. *Goal-Setting Conference* – The evaluator and teacher meet to discuss the teacher's proposed 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.

Mid-Year Check-In

Timeframe: January and February

1. *Reflection and Preparation* – The teacher and evaluator collect and reflect on evidence 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.

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. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data would significantly change the Student-Related Indicators final rating. Such revisions should take place as soon as state test data are available and before September 15 of the following year.

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[1].

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1   The district superintendent *shall report the status of teacher evaluations to the local or regional board of education on or before June 1, each year. Not later than **June 30**, of each year, each superintendent shall report to the Commissioner of Education the status of the implementation of teacher evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers who have not been evaluated and other requirements as determined by the CSDE.*

Complementary Observers

Primary Evaluators and Department Heads

The primary evaluator for educators will be the superintendent, school principal, assistant principals, or director of special services, who will be responsible for the overall evaluation process, including assigning summative ratings. Primary evaluators must complete all formal observations of those certified educators for whom they are responsible to supervise. Department heads will be expected to support department members with evaluation requirements, such as goal-setting, active instruction and assessment. Additionally, they may participate in the observation process. Primary evaluators, however, will have sole responsibility for assigning final summative ratings to all certified educators.

Ensuring Fairness and Accuracy

Evaluator Training, Monitoring and Auditing

All evaluators, including complementary observers, are required to complete extensive training on this evaluation and support plan. The purpose of training is to provide educators who evaluate instruction with the tools that will result in evidence-based classroom observations; professional learning opportunities tied to evaluation feedback, and improved student performance.

Regional School District 19 will continue to use *ReVision Learning Partnerships, LLC* to train and support district administrators and evaluators to implement the district's evaluation plan.

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

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Throughout the Regional School District 19 Professional Growth and Development Program, every teacher will be identifying his/her professional learning needs and mutual agreement between the teacher and his/her evaluator. This articulation serves as the foundation for ongoing conversation about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities.

Career Development and Growth

Region 19 will provide opportunities for educator career development and professional growth based on the results of the evaluation. Educators with an evaluation of Accomplished or Exemplary will be able to participate in opportunities to further their professional growth. Examples of such opportunities include, but are not limited to: mentoring early-career teachers; participating in development and support of teacher improvement and remediation plans for peers whose performance is developing or below standard; facilitating Professional Learning Communities and/or other district committees; and leading professional development based on goals for continuous growth and development.

Improvement and Remediation Plans

If a teacher's performance is rated as *developing* or *below standard*, it signals the need for focused support and development. The District has developed a system to support teachers not meeting the proficiency standard. Improvement and remediation plans will be developed in consultation with the teacher and a representative of the E.O. Smith High School Teacher's Association (EOSHSTA), if the teacher chooses, and be differentiated by the level of identified need and/or stage of development.

District intervention strategies will include the following:

a. **Structured Support:** An educator may receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage.

b. **Special Assistance:** An educator will receive special assistance when he/she earns an overall performance rating of *developing* or *below standard* and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.

c. **Intensive Assistance:** An educator will receive intensive assistance when he/she does not meet the goal(s) of the special assistance plan. This support is intended to build the staff member's competency.

d. **Supervised Assistance:** If a post-tenured teacher's performance is rated as *below standard* for one year or *developing* for two consecutive years, it signals the need for the administrator to create an individual teacher improvement and remediation plan. This plan should be developed in consultation with the teacher and, if the teacher chooses, a representative of EOSHSTA.

Improvement and Remediation Plans

Well-articulated Improvement and Remediation Plan:

- Identify specific areas of concern as related to practice/performance areas of focus, or of student learning goal;

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

- Indicate a timeline for implementing such resources, support, and other strategies, in the course of the same school year as the plan is 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.

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
- Peer Feedback, which counts for 10%.

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*

The *CCT Rubric for Effective Teaching 2014*, as revised in 2014, 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* is aligned with the CCT and includes references to **Connecticut Core Standards** and other content standards. The *CCT Rubric for Effective Teaching 2014* is organized into four domains, each with three indicators. Forty percent 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

DOMAIN 1:
Classroom Environment, Student Engagement and Commitment to Learning[3]

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 routines and transitions.

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

2 Domain 5 Assessment *is embedded throughout the four domains.*

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 this plan:

Each teacher should be **observed a minimum of 3 times per year** through both formal and informal observations as defined below.

- **Formal:** Observations that last at least 30 minutes and are followed by a post-observation conference, which includes timely written and verbal feedback.

- **Informal:** Observations that last at least ten minutes and are followed by written feedback.

- **Non-classroom observations/reviews of practice include but are not limited to:** Observations of PLC meetings, observations of coaching/mentoring other teachers, student work, or other teaching artifacts.

PLEASE NOTE: *reviewing lesson plans 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.*

- All observations must be followed by w r i t t e n feedback (e.g., via email, comprehensive write-up, quick note in mailbox) within a timely manner. It is recommended that feedback be provided within five business days, but the district is encouraged to consult with evaluators and teachers to establish a mutually agreed upon timeframe.

- Providing both verbal and written feedback after an informal observation or a review of practice is ideal, but evaluators are encouraged to discuss feedback preferences and norms with their staff.

- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that evaluators use a combination of announced and unannounced observations. Evaluators will provide a two-week window to indicate when informal observations will occur.

Teacher Category	Guideline Requirements
Teachers in Year 1 or 2 of Employment in Region 19	At least 3 **in-class** formal observation, at least 2 of which include a pre-conference and all of which include a post-conference
Non-Tenured Teachers in Years 3 or 4 *(Must have achieved rating of Accomplished in year Two)*	At least one in-class formal observation which includes a pre- and post-conference, and at least two informal observations, and one review of practice.
Tenured Teachers Below Standard and **Developing**	At least 3 **in-class** formal observations, 2 of which include a pre-conference and all of which must include a post-conference
Tenured Teachers Accomplished and **Exemplary**	At least one in-class formal observation which includes a pre- and post-conference, and at least two informal observations, and one review of practice.

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 they 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 above. 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* and for generating action steps that will lead to the teacher's improvement. A good post-conference:

- Begins with an opportunity for the teacher to share his/her reflections on the lesson;

- Cites objective evidence to paint a clear picture for both 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, typically within five business days.

Classroom observations generally provide the most evidence for Domains 1 and 3 of the *CCT Rubric for Effective Teaching 2014*. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 2 and 4 of the *CCT Rubric for Effective Teaching 2014*. 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).

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*, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation. These interactions may include, but are not limited to: reviews of lesson/unit plans and assessments; planning 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;

- Prioritized commendations and recommendations for development actions;

- Next steps and supports to improve teacher practice; and

- A timeframe for follow up.

Teacher Performance and Practice Focus Area

As described in the Evaluation Process and Timeline section, teachers develop one performance and practice focus area that is aligned to the *CCT Rubric for Effective Teaching 2014*. The focus area will guide observations and feedback conversations throughout the year.

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*. The District may decide to create school-wide or grade-specific focus areas aligned to a particular indicator (e.g., 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies

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 Performance and Practice component, growth related to the focus area will be reflected in the scoring of Teacher Performance and 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* and then make a determination about which performance level the evidence supports. Evaluators are **not required** to pro-vide 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 this plan, each domain of the *CCT Rubric for Effective Teaching 2014* 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:

a. 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.

b. Evaluator averages indicators within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.

c. Evaluator averages domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0.

Each step is illustrated below:

1. Evaluator reviews evidence collected through observations and reviews of practice to determine indicator level ratings for each of the *Rubric* indicators. Educators need more than 50% of attributes to receive the higher level score. (Ex. An educator who is rated *accomplished* for three of the four ratings for Domain 1a will be rated *accomplished* for this Indicator. An educator who receives 2 *accomplished* ratings and 2 *developing* ratings for Domain 1a will receive a *developing* rating for this indicator.

   By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and reviews of practice. Evaluators then analyze the consistency, trends and significance of the evidence to determine a rating for each of the 12 indicators. Some questions to consider while analyzing the evidence include:

   - **Consistency:** What levels of performance have I seen relatively uniform,

homogenous evidence for throughout the semester/year? Does the evidence paint a clear, unambiguous picture 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.

*If an educator receives an average score of 1.0 in any of the domains, that educator will be rated no higher than developing for the student achievement portion of the plan.

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: Peer Feedback (10%)

Ten percent (10%) of a teacher's evaluation shall be based on peer feedback.

Region 19 strives to meet the needs of all students, all of the time by harnessing the power of collegiality and collective thought among teachers. The district is committed to improving and expanding teacher practice and performance through collaborative exploration. This collegial exchange helps teachers reflect on their instructional and behavioral decisions, assessment tools, grouping techniques, use of technology, and intervention strategies. When teachers learn from one another, improved teaching practices and increased student learning results (Bramschreiber).

Peer review is a collaborative process in which the educator under review works closely with a colleague or group of colleagues to discuss his or her teaching and/or practice. The format of a peer review will vary depending on its purpose. In some cases, colleagues may evaluate and discuss teaching materials and curricula; in other cases, they may observe a class session or meeting to view a peer in action.

Professional learning experiences enhance teaching and learning by challenging educators to reflect and question their practice, think beyond their own realm, and ultimately strengthen the teaming concept in the school community. This supportive approach to professional development ultimately leads to improved student-learning outcomes because it links previous knowledge with new understandings within broader educational reform.

Educators will demonstrate their engagement in peer review once per year through their involvement in peer focus groups, such as a Professional Learning Community; academic department; interdisciplinary team; or school committee. To demonstrate participation in the peer review process, educators will need to:

1. Share a strategy/assessment related to established student-learning or professional-practice goals.
2. Collect feedback from colleagues that include positive aspects and suggestions for improving or implementing the strategy/assessment. Educators may request focused feedback from their peers.
3. Summarize and reflect on peer feedback, exploring modifications that will be made as a result of the exchange with a peer. Educators may include additional evidence, such as e-mails, student work/assessment, lesson plan, or other feedback/reflections to further demonstrate professional growth.
4. Provide all of the above evidence at the summative evaluation meeting.

The peer-review process yields important information that, when combined with other

sources, provides a comprehensive view of an individual's teaching and professional practice.

Feedback from peers will be used to help determine the remaining 10% of the Teacher Practice Indicators category.
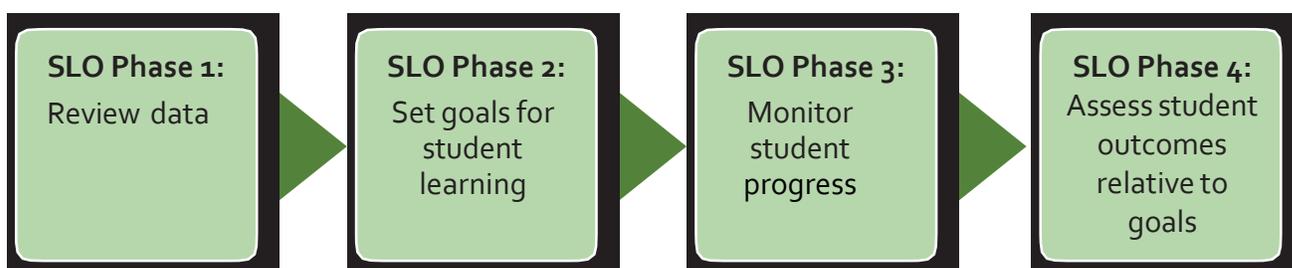
Component #3: Results of SLOs (45%)

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, as outlined within the plan, 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 plan 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:

a) Initial performance for current interval of instruction (writing samples, student-interest surveys, pre-assessments, etc.)

b) Student scores on previous state standardized assessments

c) Results from other standardized and non-standardized assessments

d) Report cards from previous years

e) Results from diagnostic assessments

f) Artifacts from previous learning

g) Discussions with other teachers (across grade levels and content areas) who have previously taught the same students

h) Conferences with students' families

i) Individual Educational Plans (IEPs) and 504 Plans for students with identified special education needs

j) Data related to English Language Learner (ELL) students and gifted students

k) Attendance records

l) 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: Setting SLO(s) - IAGDs

Based on a review of district and building data, teachers will develop **at least one SLO** and **at least two IAGDs**[2] that address identified needs. Or, a teacher may develop two separate SLOs each including at least one IAGD. To create their SLOs, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objectives

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.

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2 Connecticut's Guidelines for Educator Evaluation *state that each teacher, through mutual agreement with his/her evaluator, will select 1 but no more than 4 goals/objectives for student growth. Those teachers who select only one goal, must have at least two IAGDs.*
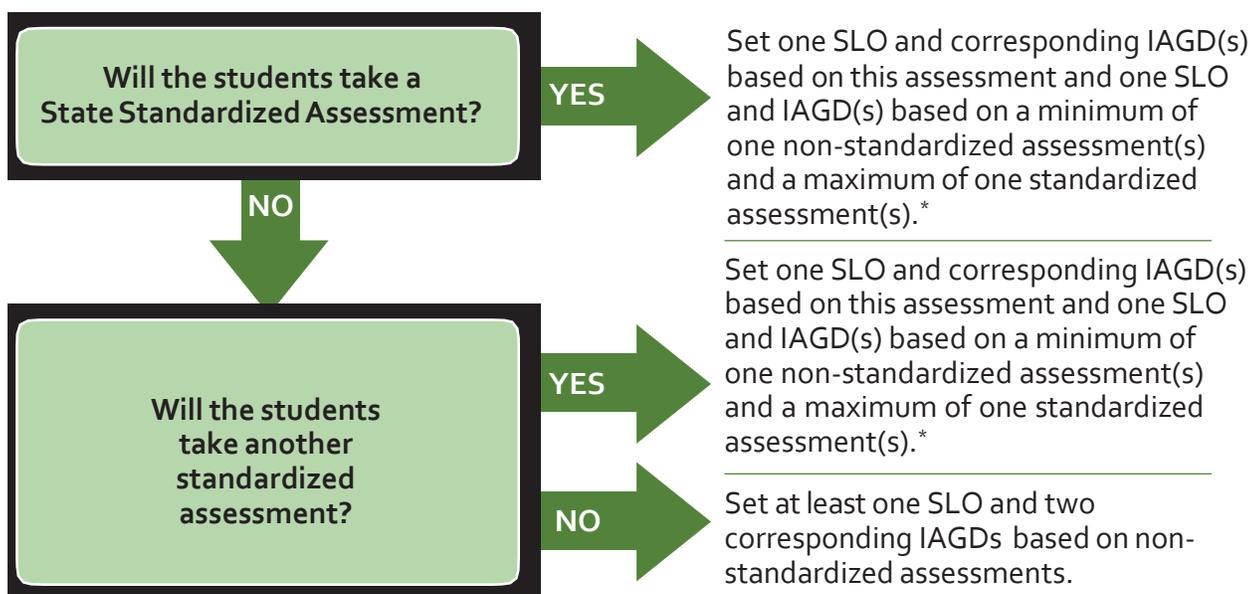
The following are examples of SLOs based on student data:

Grade/Subject	Student Learning Objective
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.

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 one IAGD 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 and one SLO with an IAGD(s) based on a minimum of one non-standardized measure and a maximum of one additional standardized measure. All other teachers will develop their two SLOs with IAGDs based on non-standardized measures. Use the following flow chart to determine appropriate IAGDs.

Will the students take a State Standardized Assessment?

YES → Set one SLO and corresponding IAGD(s) based on this assessment and one SLO and IAGD(s) based on a minimum of one non-standardized assessment(s) and a maximum of one standardized assessment(s).*

NO ↓

Will the students take another standardized assessment?

YES → Set one SLO and corresponding IAGD(s) based on this assessment and one SLO and IAGD(s) based on a minimum of one non-standardized assessment(s) and a maximum of one standardized assessment(s).*

NO → Set at least one SLO and two corresponding IAGDs based on non-standardized assessments.

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

- a maximum of one additional standardized indicator, if there is mutual agreement; and,
- a minimum of one non-standardized indicator

PLEASE NOTE: *For Teacher's selecting to have only one SLO with two IAGDs, the results of each IAGD will be 22.5 % for a total of 45%,*

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.

As stated in the Connecticut Guidelines for Educator Evaluation, a standardized assessment is characterized by the following attributes:

IAGDs should be written in SMART goal language:

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

- 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.

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 ELL 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.

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)
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.*

Step 3: Provide Additional Information

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

- Baseline data used to determine SLOs 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 SLOs 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 by the State for the District to use in this process. The evaluator may provide written comments and discuss the feedback with the teacher during the Goal-Setting Conference.

Phase 3: Monitor Student Progress

Once SLOs 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 SLOs/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 SLOs

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 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 his/her two SLO / or 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 individual SLO ratings and the Student Growth and Development rating will be shared and discussed with teachers during the End-of-Year Conference.

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

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

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

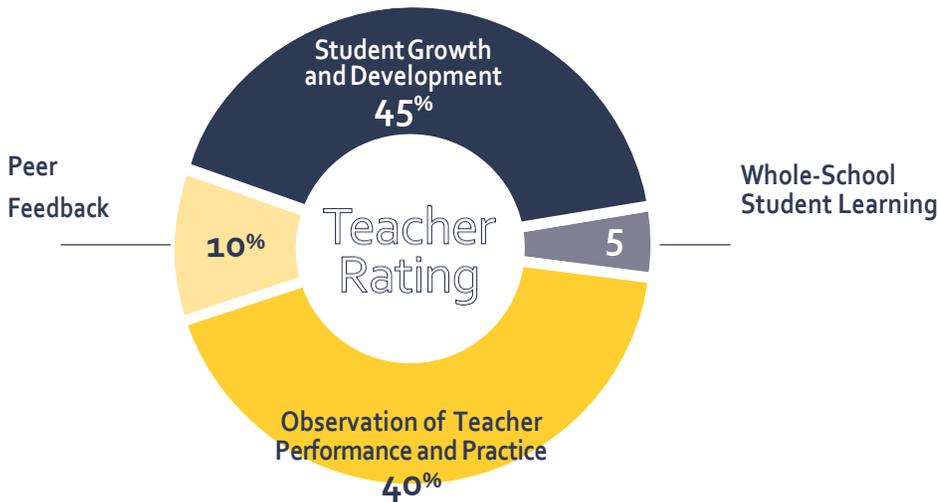A teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for his/her administrator's evaluation rating. This will be based on the School Performance Index (SPI) and the administrator's progress on SLO targets, which correlates to the student learning rating on an administrator's evaluation (equal to the 45% component of the administrator's final rating).

Summative Teacher Evaluation Scoring

Summative 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 (see Appendix 2).

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 Peer 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 peer feedback score.

The Observation of Teacher Performance and Practice counts for 40% of the total rating and Peer 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
Peer 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**
81-139	**Developing**
140-174	**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 or student feedback 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 *d*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**
4	Rate Exemplary	Rate Exemplary	Rate Accomplished	*Gather Further Information*
Student Outcomes Related Indicators Rating **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 15,** (and/or five days prior to the last student day) of a given school year. Should state standardized test data not yet be available at the time of calculating a summative rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator should recalculate the teacher's summative rating when the data is available and submit the adjusted rating no later than **September 15**. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

Regional School District 19 shall define effectiveness and ineffectiveness utilizing current and historical summative ratings derived from the evaluation system as described below:

Novice teachers (years 1-4) shall generally be deemed effective if said educator receives at least two sequential *accomplished* ratings, one of which must be earned in the fourth year of a novice teacher's career. A *below standard* rating shall only be permitted in the first year of a novice teacher's career. 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 generally be deemed ineffective, if said educator receives at least two sequential *developing* ratings or one *below standard* rating at any time.

Educator Support and Assistance plan (ESAP)

Teachers who receive a Summative Evaluation rating of *developing* or *below standard* may work with their local association president (or designee) in the development of an Educator Support and Assistance Plan (ESAP), in collaboration with the evaluator (or designee). The plan will be created prior to the beginning of the next school year. The ESAP process will identify areas in need of improvement and will include supports that Region 19 will provide to address the performance areas identified as in need of improvement. A teacher's successful completion of participation in ESAP is determined by a Summative Rating of *Accomplished* or *Exemplary* at the conclusion of the school year.

The plan must include the following components:

1. Areas of Improvement: Identify area of needed improvement

2. Rationale for Areas of Improvement: Evidence from observations that show an area needing improvement.

3. Domain: List domain rated *developing* or *below standard*.

4. Indicators for Effective Teaching: Identify examples of practices in the area identified as needing improvement.

5. Improvement Strategies to be Implemented: Provide strategies that the educator can implement to show improvement in any domain rated *developing* or *below standard*.

6. Tasks to Complete: Specific tasks the educator will complete that will improve the domain.

7. Support and Resources: List of supports and resources the educator can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc.

8. Indicators of Progress: How the educator will show progress towards accomplished/exemplary in identified domain(s) through observations, data, evidence, etc.

The plan will be designed and written in a collaborative manner, which focuses on the development of a team of supporting colleagues within this level. The educator, local association president or designee, and evaluator or designee will sign the plan. Copies will be distributed to all those who will be involved in the implementation of the plan as well as the superintendent. All contents of the plan will be confidential.

ESAP for Improvement and Remediation (30 Days)

The ESAP for Improvement and Remediation is a further step in the attempt to provide an educator with the support, supervision, and resources needed to foster positive growth in situations when an individual is having considerable difficulty implementing the professional responsibilities of teaching. The evaluator will help the educator outline specific goals and

objectives with timelines, resources, and evaluative criteria. The evaluator and/or educator may draw upon whatever personnel and resources needed to implement the plan and are deemed reasonable by the evaluator. Consistent supervision and, at minimum, a weekly observation followed by timely feedback, will be provided by the evaluator. This intervention will operate for a period of time that the evaluator determines to be appropriate, but will normally conclude within 30 school days. At the end of the intervention period, the evaluator will issue a recommendation. If the educator demonstrates that he/she is *effective* or better, the evaluator will designate placement of that educator to a normal plan phase. In situations when progress is unacceptable, the educator will move into the ESAP for Intensive Remediation Plan. Specific written reports of the intervention plan with results of observations and a final determination on progress will become part of the educator's personnel file.

ESAP for Intensive Remediation (60 Days)

The ESAP for Intensive Remediation is the final attempt to assist an educator towards effectiveness and is implemented after the ESAP for Improvement and Remediation, if necessary, to provide the assistance necessary to meet the requirements of the position. The educator, evaluator, and another appropriate administrator will develop a plan that includes specific goals, timelines, resources, and evaluative criteria. The educator may choose to include the local association president or designee. The evaluator and/or the educator may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. The plan will be in operation for a period of time that the evaluator determines to be appropriate, but will normally conclude after 60 school days. Weekly observations followed by feedback will be provided during this phase. At the conclusion of this phase, the evaluator will make a recommendation as to whether the intensive supervision will be terminated or extended. If the educator demonstrates that he/she is *effective* or better, the evaluator will designate placement of that educator to the normal plan phase. If the educator's performance is *below effective*, as defined in this document, the evaluator will recommend termination of that educator's employment to the superintendent.

Resolution of Differences

Should an educator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The educator has the right to attach a statement to the observation report, progress report, or summative evaluation, identifying the areas of concern and presenting his/her perspective. However, observation and evaluation reports are not subject to the grievance procedure. In the event that the educator and evaluator are unable to resolve their differences, they can submit the matter to the superintendent for review, whose decision shall be binding. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) school days.

Dispute-Resolution Process

The purpose of the resolution process is to secure, at the lowest possible administrative level, equitable solutions for disagreements which from time to time may arise related to the evaluation process. The right of appeal is a necessary component of the Region 19 Professional Growth and Development Program and is available to every participant at any point in the evaluation process. As the evaluation system is designed to ensure continuous, constructive and cooperative processes among professional educators, most disagreements are expected to be worked out informally between evaluators and those being evaluated.

The resolution process may be implemented when there is a question as to whether or not:

1. Evaluation procedures and/or guidelines have been appropriately followed; adequate data has been gathered to support decisions.

2. The resolution process shall be conducted in accordance with the law governing confidentiality.

Procedures

NOTE: The educator being evaluated shall be entitled to representation by the local association president or designee at all levels of the process.

Within five (5) days of the educator receiving the signed copy of his/her annual summative evaluation the educator will submit a written complaint to his/her evaluator. Such written dispute will explain the specific component(s) of the evaluation being disputed and the reason(s) for the dispute.

Within three (3) days of articulating the complaint in writing, the educator will meet and discuss the matter with the evaluator with the objective of resolving the matter informally.

If there has been no resolution, the superintendent will review information from the evaluator and the person being evaluated, and will meet with both parties as soon as possible. Within three (3) days of the meeting, and review of all documentation and recommendations, the superintendent will act as arbitrator and make a final decision.

Time Limits

Since it is important that appeals be processed as rapidly as possible, the number of days shall be considered maximum. The time limits specified may be extended by written agreement of both parties.

"Days" shall mean "school days." Both parties may agree, however, to meet during school vacations at mutually agreed upon times.

If the person being evaluated does not initiate the appeals procedure within five (5) working days of acknowledged receipt of evaluation materials, the person being evaluated shall be considered to have waived the right of appeal.

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

Career Development and Professional Growth

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

Examples of such opportunities include, but are not limited to, the following:
- 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 PLCs
- differentiated career pathways
- focused professional development based on areas of focus for continuous growth and development

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. Local or regional boards 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 a 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, districts shall be granted flexibility in applying the Core Requirements for the Evaluation of Teachers in the following ways:

   a. Districts shall be granted flexibility in using IAGDs to measure attainment of goals and/or objectives for student growth. A 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 his/her learning to support the areas targeted.

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

c. In the event that no peer feedback opportunities are available to Student and Educator Support Specialists, the district 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.

Education Specialists

"Education Specialists" refers to those certified individuals whose primary responsibilities include working with students in a capacity other than classroom instruction.

Education specialist positions include:
- Pupil personnel such as school counselors, school psychologists, and school social workers.
- Instructional Support personnel such as special education case managers, library/media specialists, ELL specialists, and speech and language pathologists.

Forty percent (40%) of a non-classroom education specialist's evaluation will be based on observation of educator performance and practice, using the Region 19 Standards for Education Specialist Performance and Practice Rubrics that were adapted for the non-classroom, certified professional.

Region 19 Performance and Practice Rubrics

Region 19's observation instrument for the Professional Growth and Development Program for education specialists has been developed to align with Connecticut's Common Core of Teaching (CCT) and to reflect the content of its domains and indicators, where applicable to these professionals. The CCT has defined key aspects of effective teaching, correlated with student learning and achievement, based on the evidence in professional literature.

The *CCT Rubric for Effective Service Delivery 2014*, which will be used in observations and reviews of practice, was developed by members of various working groups as part of the Connecticut System for Educator Evaluation and Development (SEED). The rubric is available for use with any educators whose roles and responsibilities fall within the realm of service delivery or are considered caseload specialists.

As of Spring 2015, a validation study of the *CCT Rubric for Effective Service Delivery2014* is underway. The alignment of *CCT Rubric for Effective Service Delivery2014* to the *CCT Rubric for Effective Teaching 2014* is intentional and will benefit evaluators as they conduct observations of performance and practice across all content areas.

Education specialist review of performance includes, but may not be limited to:

- Development and implementation of a professional performance goal;
- Education specialists' lesson plans, when applicable
- Conducting scheduled student and/or parent meetings
- Student interventions
- Action plans and associated documentation
- Pre-observation Form
- Post-observation Form
- Specialist self-reflection forms and related conversations

Education specialist review of practice includes but may not be limited to:

- Communication with families
- Collaboration with colleagues
- Professional learning presentations by faculty members
- Participation in mentoring
- Participation in Professional Learning Communities (PLCs) which could include, but not limited to: Student Learning Expectations, Peer Coaching, action research, etc.;
- Participation in and support of Planning and Placement Team (PPT) and/or 504 meetings
- Facilitation of Planning and Placement Team (PPT) and/or 504 meetings, when applicable

All of the above provide quality evidence related to the CCT standards and the effectiveness of specialists' performance and practice.

In employing the CCT as its foundation, the *CCT Rubric for Effective Service Delivery2014* maintains consistency with the *CTT Rubric for Effective Teaching2014* that is employed in classroom educator evaluation.   Both versions of the *Rubrics* rely on rich, professional discussion about and reflection on professional practice to advance educator effectiveness and student learning.

Education Specialist Goal-Setting for Performance and Practice

In preparation for instructional planning and Goal-Setting Conferences with evaluators, specialists will:
- Analyze their student data
- Use the *Rubric* to reflect on their own practices
- Use the *Rubric* to reflect on their impact on student performance.

Based on analysis and reflection, specialists will develop a **performance goal** to guide their own professional learning and improvements in performance that will ultimately promote student growth and achievement of student outcome goals.

Each specialist's **professional practice goal** should result in improvements in specialist knowledge and skills, which will be evidenced in both observations of performance and practice.

Specialists will discuss their practice and performance goals at their goal-setting conference.

Data Gathering Process

Region 19 evaluators will use the *CCT Rubric for Effective Service Delivery2014* to guide data collection from three sources: conferences with specialists, performance observations, and reviews of practice.

Over the course of the school year, evaluators will gather evidence for all indicators and domains of the *Rubrics* which will allow specialists to demonstrate:

- the context for their work;
- their ability to improve student learning and/or performance and outcomes;
- their ability to engage in reflective practice to improve their own knowledge and skills;
- how they exercise leadership skills within their roles and responsibilities in the school.

Observation of Education Specialist Practice

Observations, both formal and informal, provide valuable information to all professional staff about instructional practice. Data collected through observations allow school leaders to understand more about the nature of learning and instruction in our school, and feedback from observations provides individual specialists with insights regarding the impact of their management, planning, facilitation, and intervention practices on student learning. Administrators will engage in professional learning opportunities that will develop their skills in effective observation, providing meaningful and useful feedback, and engaging in productive professional conversations with education specialists.

Evaluators and instructional leaders use a combination of formal and informal, announced and unannounced observations to:

1. Gather evidence of and facilitate professional conversation regarding the quality of educator practice;
2. Provide constructive oral and written feedback of observations that is timely and useful for educators; and
3. Gather information for the on-going calibration of evaluators and evaluation practices in the district.

Administrators may differentiate the number of observations based on experience, prior ratings, needs and goals of individual education specialists.

In addition to formal conferences for goal-setting and performance review and formal observations, informal observations of education specialists by evaluators will occur periodically. Observations are for the purpose of helping specialists to gain insights about their professional practice and its impact on student learning. Formal and informal observation of education specialists is considered a normal part of the evaluator's job responsibilities. More importantly, observation is essential for establishing a culture of continuous learning for educators and for understanding the nature, scope, and quality of student learning in a school as a whole. In addition to performance observations, where applicable, reviews of practice will be conducted.

The Region 19 Professional Growth and Development Program will also establish opportunities for

specialists to participate in informal, non-evaluative observations of practice for the following purposes:

- to enhance awareness of the various professional practices in the school;
- to create opportunities for problem-based professional learning projects, and action research to improve student learning; and
- to enhance collaboration among educators and administrators in advancing the vision and mission of their school.

All non-tenured education specialists in their first or second year of employment in the district will receive at least three (3) formal observations. All observations will include a pre-conference and a post-conference with timely written and verbal feedback. Observations will include a minimum of one (1) review of performance and one (1) review of practice.

All non-tenured education specialists in their third or fourth year of employment in the district will receive at least one (1) formal observation, which includes a pre- and post-conference, and at least two informal observations. Observations will include a minimum of one (1) review of performance and one (1) review of practice. All formal observations will include a pre- and post-conference with timely written and verbal feedback.

Education specialists who receive a performance evaluation designation of *below standard* or *developing* shall receive a number of observations appropriate to their individual development plan, but no fewer than three (3) formal observations, including at least one (1) review of performance and one (1) review of practice. Each of the three observations will include a pre-conference and a post-conference with timely written and verbal feedback.

All tenured education specialists who receive a performance evaluation of *accomplished* or *exemplary* will receive at least one (1) formal observation, which includes a pre- and post-conference, and at least two informal observations. Observations will include a minimum of one (1) review of performance and one (1) review of practice. All formal observations will include a pre- and post-conference with timely written and verbal feedback.

OBSERVATION SCHEDULE - *Education Support Specialists*

Specialists in Year 1 or 2 of Employment in Region 19	At least 3 formal observations; at least 2 of which include a pre-conference and all of which include a post-conference. At least 1 review of performance and 1 review of practice will be conducted.
Non-Tenured Specialists in Years 3 or 4 *(Must have achieved rating of Accomplished in year Two)*	At least one formal observation, which includes a pre- and post-conference, and at least two informal observations. At least 1 review of performance and 1 review of practice will be conducted.
Tenured Specialists Below Standard and **Developing**	At least 3 formal observations; 2 of which include a pre-conference and all of which must include a post-conference. At least 1 review of performance and 1 review of practice will be conducted.
Tenured Specialists Accomplished and **Exemplary**	At least one formal observation, which includes a pre- and post-conference, and at least two informal observations. At least 1 review of performance and 1 review of practice will be conducted.

Summative Ratings for Performance and Practice

Evaluation ratings will be assigned at the end of each school year. After gathering and analyzing evidence for all Indicators within each of Domains 1-4, evaluators will use the Region 19 Standards for Educator/Specialist Performance and Practice to initially assign ratings of *Below Standard*, *Developing*, *Accomplished*, or *Exemplary*.

Appendices

Appendix 1: Flexibilities to the Guidelines for Educator Evaluation Adopted by Connecticut State Board of Ed on Feb. 6, 2014

Section 2.9: Flexibility Components

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

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

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

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

> 2. A minimum of one non-standardized indicator.

c. Teachers who receive and maintain an annual summative performance evaluation designation of proficient or exemplary (or the equivalent annual summative ratings in a pre-existing district evaluation plan) during the 2012-13 or any subsequent school year and who are not first- or second-year teachers shall be evaluated with a minimum of one formal in-class observation no less frequently than once every three years, and three informal in-class observations conducted in accordance with Section 2.3(2)(b)(1) and 2.3(2)(b)(2) in all other years, and shall complete one review of practice every year. Teachers with proficient or exemplary designations may receive a formal in-class observation if an informal observation or review of practice in a given year results in a concern about the teacher's practice. For non-classroom teachers, the above frequency of observations shall apply in the same ways, except that the observations need not be in-classroom (they shall instead be conducted in appropriate settings). All other teachers,

including first and second year teachers and teachers who receive a performance evaluation designation of below standard or developing, will be evaluated according to the procedures in 2.3(2)(c) and 2.3(2)(d). All observations shall be followed with timely feedback. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, reviews of lesson plans or other teaching artifacts.

Flexibilities to the Guidelines for Educator Evaluation Adopted by Connecticut State Board of Education on February 6, 2014

Section 2.10: Data Management Protocols

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

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

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

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

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

3. Prohibit the SDE from accessing identifiable student data in the educator evaluation data management systems/platforms, except as needed to conduct the audits man- dated by C.G.S. 10-151b(c) and 10-151i, and ensure that third-party organizations keep all identifiable student data confidential;

4. Prohibit the sharing or transference of individual teacher data from one district to an- other or to any other entity without the teacher or administrator's consent, as prohibited by law;

5. Limit the access of teacher or administrator data to only the 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 provision does not affect the SDE's data collection authority;

6. Include a process for logging the names of authorized individuals who access a teacher or administrator's evaluation information.

d. The SDE's technical assistance to school districts will be appropriate to the evaluation and support plan adopted by the district, whether or not the plan is the state model.

Appendix 2: CT State Board of Education-Adopted Revisions: Guidelines for Educator Evaluation
May 7, 2014

Dispute-Resolution Process

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

Rating System

2.1: 4-Level Matrix Rating System

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

 (a) The performance levels shall be defined as follows:
   - Exemplary – Substantially exceeding indicators of performance
   - 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.

CT State Board of Education-Adopted Revisions: Guidelines for Educator Evaluation

45% Student Growth Component

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

   a. For the 2014-15 academic year, the required use of state test data is suspended, pending federal approval, pursuant to PEAC's flexibility recommendation on January 29, 2014 and the State Board of Education's action on February 6, 2014.

   b. Prior to the 2015-16 academic year, the SDE will work with PEAC to examine and evolve the system of standardized and non-standardized student learning indicators, including the use of interim assessments that lead to the state test to measure growth over time.

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

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

b. A minimum of one non-standardized indicator.

Plan reviewed by SDE and amended on October 20, 2015