

# CREC's System for Teacher Evaluation and Support



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## CREC'S GUIDING BELIEFS

**Our Mission is** to work with boards of education of the Capitol Region to improve the quality of public education for all learners.

**Our Vision is** that every student can and shall learn at higher levels and therefore must have access to all educational resources of the region through the system of public schools served by CREC.

**Our Values are:**

- Leadership
- Quality
- Trust
- Diversity
- Collaboration

**CREC believes that:**

- All students can learn;
- Teachers can make a difference in the lives and learning of our students;
- The teacher's knowledge and skill directly impacts student learning;
- Teaching requires more than simply demonstrating a certain set of technical skills. It requires a command of subject matter and a deep caring for students and their successes; and
- Learning is a lifelong responsibility.

**CREC is committed to:**

- Providing unique, high quality programs that emphasize best practices in student learning based on the regular collection, analysis, and interpretation of data from multiple sources;
- Fostering continuous improvement through professional development and teacher evaluation that is responsive to educators' different stages of development and teaching experience;
- Providing adequate time for educators to work collaboratively, to learn and apply new skills;
- Supporting educators and acknowledging their growth, improvement, and contributions;
- Encouraging our teachers to become *passionate* educators.

*To be a passionate teacher is to be someone in love with a field of knowledge, deeply stirred by issues and ideas that challenge our world, drawn to the dilemmas and potentials of the young people [i.e. all learners] who come into class each day – or captivated by all of these. A passionate teacher is a teacher who breaks out of the isolation of the classroom, who refuses to submit to apathy or cynicism... Only when teachers bring their passions about learning and about life into their daily work can they dispel the fog of passive compliance or active disinterest that surrounds so many students... (Robert L. Fried, *The Passionate Teacher*).*

## INTRODUCTION

CREC's goal is to empower teachers to develop as leaders so as to create a network of professionals who employ innovative instructional strategies to meet the demands of 21<sup>st</sup> century learning and who facilitate high intellectual performance in all students. CREC has created a system of evaluation, support and development to maximize professional capital and promote a culture of individual and collective growth. Highly effective teachers are provided opportunities to refine and apply expertise as they advance along a career ladder and exercise leadership in their schools, while developing teachers improve their practice through guided self-reflection and collaborative planning and problem solving. The philosophy behind CREC's new plan is that effective teaching implies a commitment to student success and to the belief that all students can attain high levels of achievement.

CREC's new model for teacher evaluation is based on Connecticut's System for Education Evaluation and Development (SEED). SEED is a model evaluation and support system that is aligned to the [Connecticut Guidelines for Educator Evaluation](#) (Core Requirements), which were adopted by the Performance Evaluation Advisory Council (PEAC) in June of 2012. The new Connecticut Guidelines for Educator Evaluation replace those adopted in 1999. The guidelines are designed to build on and strengthen Connecticut's unwavering commitment to equity and excellence in education. The SEED model was informed by a large body of research, including the Gates Foundation's [Measures of Effective Teaching \(MET\) study](#). In the 2012-2013 school year, CREC served as a pilot district and provided feedback which further guided the model design. In the spring of 2013 CREC's Evaluation Committee adapted the SEED model to best meet the needs of CREC's teachers and administrators. The resulting system clearly defines effective practice, encourages the exchange of accurate, useful information about strengths and development areas, and promotes collaboration and shared ownership for professional growth.

This plan described in this document will be used to evaluate the performance of CREC teachers every year. It facilitates the achievement of CREC/program goals and objectives through a cooperative process wherein the teacher and administrator share responsibility for the improvement of teaching and student learning. Teacher evaluation must be continuous and constructive. It should take place in an atmosphere of trust and respect where teachers, supervisors and administrators are motivated to develop skills of self-evaluation and to measure the effectiveness and quality of their work. Through performance review, administrators can also identify staff, building and curriculum needs.

CREC expects its teachers to contribute in a positive manner to the culture and climate of the school/program learning community by:

- becoming reflective practitioners;
- analyzing student work and relevant data;
- understanding student learning needs;
- sharing their knowledge with one another through collaborative work and discussion;
- assessing the impact that teaching practices have on student learning;
- making adjustments in teaching as appropriate; and
- participating in professional development activities that support their performance goals.

## CONNECTICUT'S CORE REQUIREMENTS FOR EDUCATION EVALUATION

The primary goal of the educator evaluation and support system is to strengthen individual and collective practices so as to increase student learning and development. Connecticut's Core Requirements for Educator Evaluation are based on Connecticut's Common Core of Teaching and the Common Core of Leading: Connecticut School Leadership Standards, which guide the observation of professional practice. The Core Requirements also include multiple indicators of student academic growth and development, stakeholder feedback and the context in which an educator works. Evaluation processes are designed to promote collaboration and shared ownership for professional growth, renewal, and employment decisions.

The Connecticut Core Requirements for Educator Evaluation are based on the following guiding principles:

- a. The primary purpose of educator evaluation is to strengthen individual and collective practices in order to improve student growth;
- b. Educator evaluation is standards-based, using the Connecticut Common Core of Teaching for teacher evaluation, Common Core of Leading: Connecticut Leadership Standards for administrator evaluation, and National Pupil Personnel Services standards documents for evaluation of educators in pupil services;
- c. Connecticut's Common Core Standards, The Connecticut Framework: K-12 Curricular Goals and Standards, the State Assessments, as well as locally-developed curriculum standards are the basis for establishing outcomes at the district and school levels;
- d. The Core Requirements foster continuing collaborative dialogue around teaching and learning in order to increase student academic growth and development; and
- e. The Core Requirements clearly connect professional learning to the outcomes of the evaluation process.

The following Connecticut State Department of Education and national publications form the foundation of the new requirements:

- (1) **Connecticut's Common Core Standards**, which clearly establishes high expectations for learning for all of Connecticut's children.
- (2) **Connecticut's Common Core of Teaching (CCT)**, adopted February 2010 (replacing the Common Core of Teaching adopted in 1999), which defines effective teaching practice throughout the career continuum of educators from pre-service to induction to experienced teaching status in six domains:
  1. Content and Essential Skills;
  2. Classroom Environment, Student Engagement and Commitment to Learning;
  3. Planning for Active Learning;
  4. Instruction for Active Learning;
  5. Assessment for Learning; and

6. Professional Responsibilities and Educator Leadership.

- (3) **Common Core of Leading: Connecticut Leadership Standards**, adopted in June of 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations:
1. Vision, Mission and Goals
  2. Teaching and Learning
  3. Organizational Systems and Safety
  4. Families and Stakeholders
  5. Ethics and Integrity
  6. The Education System.
- (4) **National Pupil Personnel Standards documents**. Using these documents as the foundation for educator evaluation establishes critical links among effective teaching, professional learning and increased student achievement. It should be noted that the term “teacher” refers to all individuals in positions requiring certification, including, but not limited to classroom teachers. “Leaders” refer to those individuals in positions requiring an administrative certification, including, but not limited to principals.

*For the 2015-2016 school year, CREC will not require that 22.5% of a teacher’s summative rating incorporate state test data with the exception of CMT science in grade 8 and CAPT science in grade 10. Alternatively, the 45% student growth and development component will be composed of 22.5% standardized assessments for those grades and subjects where available and appropriate and the other 22.5% will be based on a minimum of one non-standardized indicator and a maximum of one additional standardized indicator (in accordance with the Guidelines). If there are no standardized assessments available and/or appropriate, the educator’s entire 45% student learning outcomes component would be based fully on non-standardized indicators in the 2015-2016 year. In addition, CREC will not require that the administrator’s student learning component incorporate SPI progress. Therefore, this rating will be based on the administrator’s aggregate progress on SLO targets, which will correlate to the full student learning rating on an administrator’s evaluation (equal to the 45% component of the administrator’s final rating).*



## DESIGN PRINCIPLES

### **Purpose and Rationale**

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

### **Core Design Principles**

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

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

#### ***Consider multiple, standards-based measures of performance***

An evaluation and support system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of an educator's performance. The new model defines four components of teacher effectiveness: *student learning* (45%), *teacher performance and practice* (40%), *parent feedback* (10%), and *school-wide student learning indicators* (5%). These four components are grounded in research-based standards for educator effectiveness, Common Core State Standards, as well as Connecticut's standards: The Connecticut Common Core of Teaching (CCT); the Common Core of Leading (CCL): Connecticut School Leadership Standards; the Connecticut Framework K-12 Curricular Goals and Standards; the State assessments<sup>1</sup>; and locally-developed curriculum standards.

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<sup>1</sup>For the 2015-2016 school year, CREC will not require that 22.5% of a teacher's summative rating incorporate state test data with the exception of CMT science in grade 8 and CAPT science in grade 10. Alternatively, the 45% student growth and development component will be composed of 22.5% standardized assessments for those grades and subjects where available and appropriate and the other 22.5% will be based on a minimum of one non-standardized indicator and a maximum of one additional standardized indicator (in accordance with the Guidelines). If there are no standardized assessments available and/or appropriate, the educator's entire 45% student learning outcomes component would be based fully on non-standardized indicators in the 2015-2016 year. In addition, CREC will not require that the administrator's student learning component incorporate SPI progress. Therefore, this rating will be based on the administrator's aggregate progress on SLO targets, which will correlate to the full student learning rating on an administrator's evaluation (equal to the 45% component of the administrator's final rating).

***Emphasize growth over time***

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

***Promote both professional judgment and consistency***

Assessing an educator’s professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers and leaders interact with one another and with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, educators’ ratings should depend on their performance, not on their evaluators’ biases. Accordingly, the model aims to minimize the variance between evaluations of practice and support fairness and consistency within and across schools.

***Foster dialogue about student learning***

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

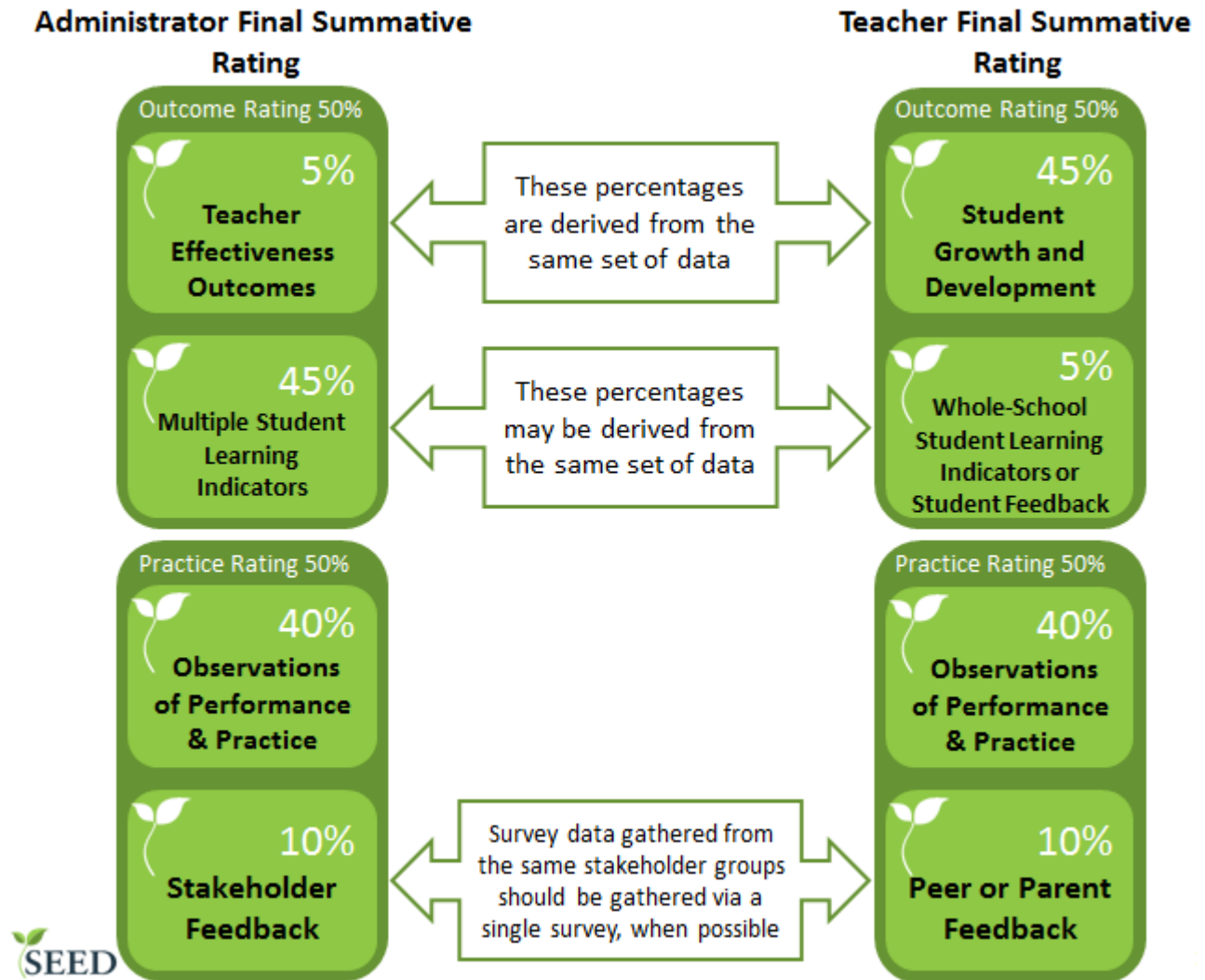
***Encourage aligned professional learning, coaching and feedback to support growth***

Novice and veteran educators alike deserve detailed, constructive feedback and professional learning tailored to the individual needs of their classrooms and students. CREC’s System for Teacher Evaluation and Support 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. Throughout each school, educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources.

CREC’s model recognizes that student learning is a shared responsibility between teachers, administrators and district leaders. The following graphic illustrates the areas of common accountability that connect teacher and administrator evaluation.



## 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:

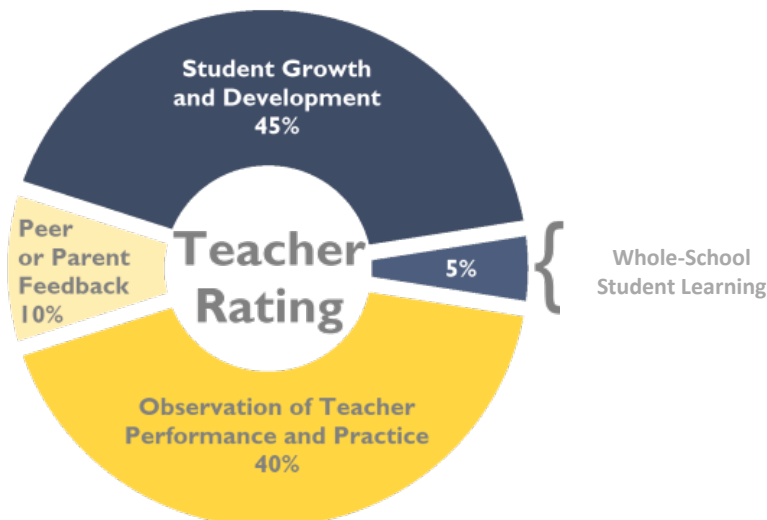
- (a) **Observation of Teacher Performance and Practice (40%)** as defined within the Danielson's Framework for Teaching, which articulates four domains and twenty-two indicators of teacher practice
- (b) **Parent Feedback (10%)** on teacher practice through surveys

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

- (a) **Student Growth and Development (45%)** as determined by the teacher's student learning objectives (SLOs) and associated indicators of academic growth (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, Proficient, Developing or Below Standard. The performance levels are defined as:

- **Exemplary** – Substantially exceeding indicators of performance
- **Proficient** – Meeting indicators of performance
- **Developing** – Meeting some indicators of performance but not others
- **Below Standard** – Not meeting indicators of performance



## Process and Timeline

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



\*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 15**; must be completed by **November 14**

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 process.
2. **Teacher Reflection and Goal-Setting** – The teacher examines student data, prior year evaluation and survey results, and the Danielson *Framework for Teaching* to draft a proposed performance and practice focus area, a parent feedback goal and student learning objectives (SLOs). The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.
3. **Goal-Setting Conference** – The evaluator and teacher meet to discuss the teacher’s proposed focus area, goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher’s practice to support the review. The evaluator may request revisions to the proposed focus area(s), goals and objectives if they do not meet approval criteria.

## **MID-YEAR CHECK-IN:**

Timeframe: **January and February**

1. ***Reflection and Preparation*** – The teacher and evaluator collect and reflect on evidence to date about the teacher’s practice and student learning in preparation for the check-in.
2. ***Mid-Year Conference*** – The evaluator and teacher complete at least one mid-year check-in conference during which they review evidence related to the teacher practice focus area and progress towards student learning objectives (SLOs). The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators may deliver mid-year formative information on indicators of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her focus area. A Mid-Year Conference Discussion Guide is available to assist evaluators in conducting the conference.

## **END-OF-YEAR SUMMATIVE REVIEW:**

Timeframe: May and June; must be completed by **June 2**

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. ***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.<sup>2</sup>
3. ***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.

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<sup>2</sup> The district superintendent shall report the status of teacher evaluations to the local or regional board of education on or before June first 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 Department of Education.

Date	Teacher	Administrator
<b>July/August</b>		<ul style="list-style-type: none"> <li>Review student data</li> <li>Review parent survey data</li> <li>Receive SPI rating/SIP revisions</li> </ul>
<b>September</b>	<ul style="list-style-type: none"> <li>Review student data</li> <li>Develop goals</li> </ul>	<ul style="list-style-type: none"> <li>Implement SIP</li> <li>Collect evidence</li> <li>Begin teacher conferences</li> <li>Conduct observations</li> </ul>
<b>By October 15</b>	<ul style="list-style-type: none"> <li>Participate in goal-setting conference</li> </ul>	<ul style="list-style-type: none"> <li>Conduct goal-setting conferences</li> <li>Conduct observations</li> </ul>
<b>November 1</b>	<ul style="list-style-type: none"> <li>Enter final goals/SLOs into Bloomboard</li> </ul>	<ul style="list-style-type: none"> <li>Approve mutually agreed upon goals</li> </ul>
<b>November/December</b>	<ul style="list-style-type: none"> <li>Update professional learning log</li> </ul>	<ul style="list-style-type: none"> <li>Conduct observations</li> </ul>
<b>January/February</b>	<ul style="list-style-type: none"> <li>Prepare for mid-year check in</li> <li>Update professional learning log</li> </ul>	<ul style="list-style-type: none"> <li>Conduct mid-year formative assessment</li> <li><b><u>End of Feb</u></b>: Send names of possible nonrenewals due to HR</li> </ul>
<b>March/April</b>	<ul style="list-style-type: none"> <li>Collect artifacts to support final evaluation</li> <li>Collect student data</li> </ul>	<ul style="list-style-type: none"> <li>Administer parent and stakeholder survey</li> <li><b><u>March 20</u></b>: Send final list of nonrenewals due to HR</li> <li><b><u>April 1</u></b>: Complete summatives for non-renewals</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>Collect evidence to support final evaluation</li> <li>Reflect on learning</li> <li>Prepare for end of year conference</li> </ul>	<ul style="list-style-type: none"> <li>Draft preliminary summative assessment</li> <li>Conduct end of year conferences with teachers</li> </ul>
<b>June 5</b>		<ul style="list-style-type: none"> <li>Complete end of year summatives for <u>tenured and non-tenured</u> teachers</li> </ul>

## **Complementary Evaluators**

A Complementary Evaluator is a certified teacher who contributes to the implementation of the evaluation process. Complementary Evaluators elevate the teaching profession and create a culture of collaborative learning and continuous improvement. Shared observations and feedback between teachers and administrators provoke valuable dialogue around the teaching and learning process. Likewise, as Complementary Evaluators analyze and consider the practice of their peers, they engage in collegial conversations that connect teacher practice and student achievement.

Complementary Evaluators strengthen the reliability and validity of the evaluation process by increasing capacity to conduct frequent observations, providing timely feedback, and aligning an observer's content area/grade level to that of the teacher. As highly effective teachers, Complementary Evaluators provide targeted, nuanced feedback to substantiate and enhance the administrator's summative rating. This reassures teachers that the observation process is being facilitated by educators who respect and understand the complexities of teaching.

Throughout the evaluation process, Complementary Evaluators conduct formal observations and provide feedback to the teacher and primary evaluator. In CREC Schools, a variety of school-based and district staff members are eligible to serve as Complementary Evaluators. All Complementary Evaluators, regardless of their primary responsibilities, must be exemplary teachers, selected against the same high standard and fully trained in teacher evaluation. Additionally, Complementary Evaluators engage in on-going, frequent professional learning to ensure consistency and calibration of observation results.

## **Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing**

All evaluators are required to complete extensive training on the evaluation model. CREC provides comprehensive and ongoing training and support to their schools and to ensure that evaluators are proficient in conducting teacher evaluations.

At the request of a district or employee, the CSDE or a third-party entity approved by the CSDE will audit the evaluation components that are combined to determine an individual's summative rating in the event that such components are significantly dissimilar (i.e., include both *exemplary* and *below standard* ratings) ratings in different components. In these cases, the CSDE or a third-party entity will determine a final summative rating.

In addition, the CSDE will conduct an annual audit of evaluations. "The CSDE or a third-party designated by the CSDE will audit ratings of *exemplary* and *below standard* to validate such *exemplary* or *below standard* ratings by selecting ten districts at random annually and reviewing evaluation evidence files for a minimum of two educators rated *exemplary* and two educators rated *below standard* in those districts selected at random, including at least one classroom teacher rated *exemplary* and at least one teacher rated *below standard* per district selected." (Connecticut Guidelines for Educator Evaluation 2.8 (3))



## 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 process of implementing CREC's System for Teacher Evaluation and Support, all teachers will identify their professional learning needs in mutual agreement their evaluator. The identified needs will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional learning opportunities.

CREC Schools implement a blended, collaborative approach to professional learning to ensure that development opportunities are on-going, intensive, connected to practice and school initiatives, and focused on specific academic content. All educators have access to development opportunities along a continuum of support. The intensity and mode of professional development that a teacher engages in is based on the level to which the teacher has developed a particular group of skills, as identified by the teacher evaluation system.

The continuum of professional development provides a range of learning opportunities that target specific learning needs. Teachers select services matching their individual skills along the following levels of learning: the knowledge level, the application level, the reflection level, and the independent level. Depth and breadth of experience is gained through the blending of job-embedded professional development, peer collaboration, hands-on learning (site visits), virtual experiences (videos), and supplemental materials (online resources).

### **Improvement and Remediation Plans**

If a teacher's summative performance is rated as *developing* or *below standard*, it signals the need for an individualized development plan. Teachers rated *below standard* shall be placed on a Performance Improvement Plan. Teachers rated *developing* shall be placed on a Focused Support and Development Plan. The plans should be developed in consultation with the teacher and his/her exclusive bargaining representative. Improvement and Development plans must:

- identify resources, support and other strategies to be provided to address documented deficiencies;
- indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued;
- include indicators of success including a summative rating of *proficient* or better at the conclusion of the improvement and remediation plan.

See Appendix A and B for related forms.

## **Career Development and Growth**

CREC's cycle of evaluation and learning identifies exemplary teachers to advance into leadership roles within their schools and the district. Examples of such opportunities include, but are not limited to:

- Observing peers;
- Mentoring early-career teachers;
- Coaching peers in specific instructional strategies;
- Participating in the development of teacher improvement and remediation plans;
- Participating in the Aspirant Leadership Program;
- Presenting at New Teachers' Academy;
- Engaging in cross-divisional work;
- Acting as Committee/Council Members;
- Serving as exemplars for P21; and
- Taking on additional roles within the school, such as Dean of Students, Department Chair, Team leader or Curriculum Facilitator.

Numerous opportunities for career development and professional growth ensure that highly effective teachers are used to influence the teaching and learning process in their own schools and across the district. Highly effective teachers can advance professionally without having to leave the classroom, and expert teacher leaders are available in each school to provide support to their peers. The provision of career advancement motivates teachers to move beyond proficiency to pursue individual interests and further refine their practice.

## TEACHER PRACTICE RELATED INDICATORS

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

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

#### Teacher Performance and Practice Focus Area

Teachers will develop one practice and performance focus area that is aligned to the Danielson *Framework for Teaching*. The focus area will guide observations and feedback conversations throughout the year. 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 Practice Framework

For its rubric of practice, CREC has elected to use *The Framework for Teaching* (2013) created by Charlotte Danielson, a comprehensive and coherent framework that identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. Out of classroom teachers such as coaches, counselors, and media specialists will use Danielson's *Frameworks for Specialist Positions* (2007).

The Danielson *Framework* is organized into four domains, each with 5-6 components:

#### Domain 1: Planning for Active Learning

- 1a: Demonstrating knowledge of content and pedagogy
- 1b: Demonstrating knowledge of students
- 1c: Setting instructional outcomes
- 1d: Demonstrating knowledge of resources
- 1e: Designing coherent instruction
- 1f: Designing student assessments

#### Domain 2: The Classroom Environment

- 2a: Creating an environment of respect and rapport
- 2b: Establishing a culture for learning
- 2c: Managing classroom procedures
- 2d: Managing student behavior
- 2e: Organizing physical space

#### Domain 4: Professional Responsibilities

- 4a: Reflecting on teaching
- 4b: Maintaining accurate records
- 4c: Communication with families
- 4d: Participating in a professional community
- 4e: Growing and developing professionally
- 4f: Showing professionalism

#### Domain 3: Instruction

- 3a: Communicating with students
- 3b: Using questioning and discussion techniques
- 3c: Engaging students in learning
- 3d: Using assessment in instruction
- 3e: Demonstrating flexibility and responsiveness

## Observation Process

Research, such as the Gates Foundation’s *Measures of Effective Teaching* study, has shown that multiple snapshots of practice conducted by multiple observers provide a more accurate picture of teacher performance than one or two observations per year. These observations don’t have to cover an entire lesson to be valid. Partial period observations can provide valuable information and save observers precious time.

Observations in and of themselves aren’t useful to teachers – it’s the feedback based on observations that helps teachers to 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 that they can then incorporate into their practice throughout the year.

- Each teacher should be observed multiple times per year through both formal and informal observations as defined below.
  - **Formal:** Observations or reviews of practice that last at least 30 minutes and are followed by a post-observation conference, which includes both written and verbal feedback. Formal observations may or may not be scheduled; however, in CREC Schools, two formal observations should be scheduled and include a pre-conference.
  - **Informal:** Non-scheduled observations or reviews of practice that last at least 10 minutes and are followed by written and/or verbal feedback.
- All observations must be followed by feedback, verbal within two days of the observation and written within a timely manner. Closing the meeting in Bloomboard will typically occur within 10 working days.
- Providing both verbal and written feedback after an informal observation is ideal, but school leaders 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 one formal observation be unannounced.

Teacher Category	Observation Requirements
First and Second Year Teachers at CREC	At least 3 formal in-class observations; 2 of which include a pre-conference and all of which include a post-conference
<i>Proficient</i>	At least 2 formal observations must be completed each year; 1 in-class observation and either 1 review of practice or a second in-classroom observation. Both observations must include a post conference.
<i>Exemplary</i>	One formal in-class observation.
<i>Below Standard and Developing</i>	At least 3 formal in-class observations; 2 of which include a pre-conference and all of which must include a post-conference

## **Pre-conferences and Post-Conferences**

Pre-conferences are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. Pre-conferences are optional for observations except where noted in the requirements described on the previous page. A pre-conference can be held with a group of teachers, where appropriate.

Post-conferences provide a forum for reflecting on the observation against Charlotte Danielson's *Framework for Teaching* 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 self-assessment of the lesson observed;
- 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 two days of the observation.

Classroom observations provide the most evidence for domains 2 and 3 of the Danielson's *Framework*, but 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).

## **Non-Classroom Reviews of Practice**

Because the new evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the Danielson *Framework*, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent- teacher meetings, observations of coaching/mentoring other teachers, and attendance records from professional development or school-based activities/events.

## **Feedback**

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

- specific evidence and ratings, where appropriate, on observed components of the Danielson *Framework*;
- prioritized commendations and recommendations for development actions;
- next steps and supports the teacher can pursue to improve his/her practice; and
- a timeframe for follow up.

## **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 Danielson's *Framework for Teaching*. The focus area will guide observations and feedback conversations throughout the year.

Each teacher will work with his or 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 teachers towards *proficient* or *exemplary* on the Danielson *Framework*. Schools may decide to create school-wide or grade-specific focus areas aligned to a particular indicator.

Growth related to the focus areas should be referenced in feedback conversations throughout 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**

Evaluators are not required to provide an overall rating for each observation, but they should be able to provide ratings and evidence for the *Framework* components that were observed. During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Once the evidence has been recorded, the evaluator can align the evidence with the appropriate indicator(s) on the Evaluation Instrument and then make a determination about which performance level the evidence supports.

### **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. Each domain of Danielson's *Framework for Teaching* carries equal weight in the final rating. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

- 1) Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine ratings for each of the 22 components.
- 2) Evaluator averages components within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.
- 3) Evaluator averages domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0.

Each step is illustrated below:

- 1) Evaluator holistically reviews evidence collected through observations and reviews of practice and uses professional judgment to determine indicator ratings for each of the 22 components.

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and interactions. Evaluators then analyze the consistency, trends and significance of the evidence to determine a rating for each of the 22 indicators. Some questions to consider while analyzing the evidence include:

- **Consistency:** What rating 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 2:

Domain 2	Indicator Rating	Evaluator’s Score
2a	<i>Developing</i>	2
2b	<i>Developing</i>	2
2c	<i>Proficient</i>	3
2d	<i>Exemplary</i>	4
2e	<i>Proficient</i>	3
<b>Average Score</b>		<b>2.8</b>

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

Domain	Averaged Domain-Level Score
1	2.8
2	2.6
3	3.0
4	2.8

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

Domain	Score
1	2.8
2	2.6
3	3.0
4	2.8
<b>Average Score</b>	<b>2.8</b>

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

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

## **Component #2: Parent Feedback (10%)**

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

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

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

### **Administration of a Whole-School Parent Survey**

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

CREC Schools use the Comprehensive School Climate Survey to gather parent feedback.

If a school governance council exists, the council shall assist if any additions are made to the survey in order to encourage alignment with school improvement goals.

### **Determining School-Level Parent Goals**

Evaluators and teachers should review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals. Ideally, this goal-setting process would occur between the principal and teachers (possibly during faculty meetings) in August or September so agreement can be reached on 2-3 improvement goals for the entire school.

### **Selecting a Parent Engagement Goal and Improvement Targets**

After the school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators **one** related parent goal they would like to pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc.

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

### **Measuring Progress on Growth Targets**

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback component. There are two ways teachers can measure and demonstrate progress on their growth targets. Teachers can (1) measure how successfully they implement a



strategy to address an area of need (like the examples in the previous section), and/or (2) they can collect evidence directly from parents to measure parent-level indicators they generate. For example, teachers can conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

**Arriving at a Parent Feedback Rating**

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

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

## STUDENT OUTCOMES RELATED INDICATORS

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

Two components comprise this category:

- Student Growth and Development, which counts for 45%; and
- Whole-School Student Learning, which counts for 5% of the total evaluation rating.

These components will be described in detail below.

### **Component #3: Student Growth and Development (45%)**

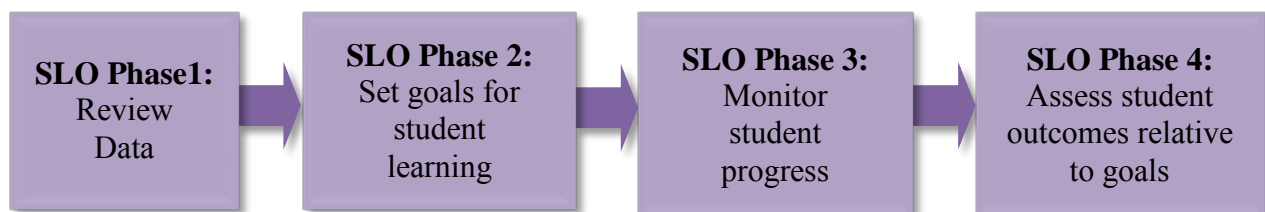
*For the 2015-2016 school year, CREC will not require that 22.5% of a teacher’s summative rating incorporate state test data with the exception of CMT science in grade 8 and CAPT science in grade 10. Alternatively, the 45% student growth and development component will be composed of 22.5% standardized assessments for those grades and subjects where available and appropriate and the other 22.5% will be based on a minimum of one non-standardized indicator and a maximum of one additional standardized indicator (in accordance with the Guidelines). If there are no standardized assessments available and/or appropriate, then the educator’s entire 45% student learning outcomes component would be based fully on non-standardized indicators in the 2015-2016 year.*

### **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. CREC 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 targets for student mastery or progress. Research has found that educators who set high-quality SLOs often realize greater improvement in student performance.

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



Developing SLOs is a process rather than a single event. The purpose is to craft Student Learning Objectives that serve as a reference point throughout the year as teachers document their students' progress toward achieving the IAGD targets. 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 include:

### **PHASE 1: Review the Data**

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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) Individual Educational Plans (IEPs) and 504 plans for students with identified special education needs;
- i) Data related to ELL students and gifted students;
- j) Attendance records; and
- k) Information about families, community and other local contexts.

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

### **PHASE 2: Set 2 SLOs**

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Based on a review of district and building data, teachers will develop two SLOs that address identified needs. A form for the development of SLOs can be found on the intranet and P21. 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.

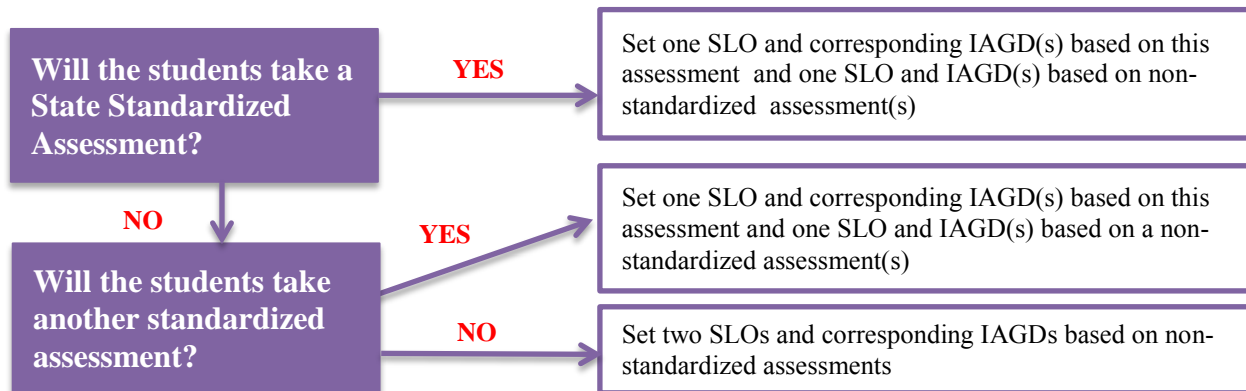
Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Teachers with similar assignments may have identical SLOs although they will be individually accountable for their own students’ results.

The following are examples of SLOs based on student data:

Grade/Subject	Student Learning Objective
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.
11th Grade Algebra 2	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 the specific evidence, with 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 flow chart below to determine appropriate IAGDs.



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.

CREC’s model uses a specific definition of “standardized assessment.” As stated in the CT Guidelines for Educator Evaluation, a **standardized assessment** is characterized by the following attributes:

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

IAGDs should be written in **SMART** goal language:

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

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 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 of students.

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

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

Grade/Subject	SLO	IAGD(s)
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.	By May 15: 1. Students who scored a 0-1 out of 12 on the pre-assessment will score 6 or better 2. Students who scored a 2-4 will score 8 or better. 3. Students who scored 5-6 will score 9 or better. 4. Students who scored 7 will score 10 or better
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 proficient (scoring a 3 or 4) or higher on 5 of the 6 standards (as measured by 8 items) measured in the digital literacy assessment rubric.
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.
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: 1. 27 students who scored 50-70 on the pre-test will increase scores by 18 points on the post test. 2. 40 students who score 30-49 will increase by 15 points. 3. 10 students who scored 0-29 will increase by 10 points.

**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 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 Approval***

SLOs are proposals until the evaluator approves them. While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO proposals. The evaluator will examine each SLO relative to 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
- Indicators of Academic Growth and Development (IAGDs)/Growth Targets
- Instructional Strategies and Supports

The evaluator will rate the criteria identified for each element of the SLO. SLOs that holistically meet the criteria will be approved. The rating for the Indicators of Academic Growth and Development/ growth targets must meet the district expectations. If not, the element must be revised by the teacher and resubmitted to the evaluator for approval. If one or more other criteria are not met, the evaluator will provide written comments and discuss the feedback with the teacher during the fall Goal-Setting Conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ten business days.

#### **PHASE 3: Monitor Students Progress**

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Once SLOs are approved, 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**

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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, if available, and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment, which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

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

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

<b>Exceeded (4)</b>	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
<b>Met (3)</b>	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
<b>Partially Met (2)</b>	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.
<b>Did Not Meet (1)</b>	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

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

The final student growth and development rating for a teacher is the average of their two SLO 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.

	<b>Score</b>
<b>SLO 1</b>	2
<b>SLO 2</b>	3
<b>Student Growth and Development Rating</b>	<b>2.5</b>

**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. See Summative Teacher Evaluation Scoring for details.



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

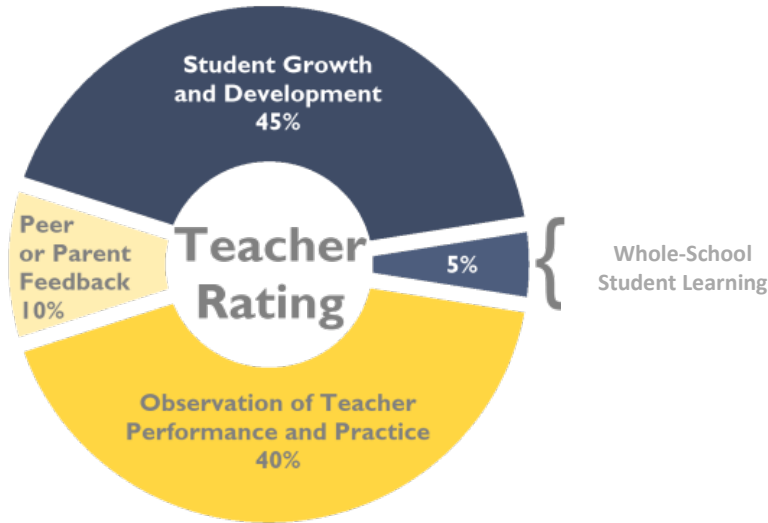
*For the 2015-2016 school year, CREC will not require that the administrator's student learning component incorporate SPI progress. Therefore, this rating will be based on the administrator's aggregate progress on SLO targets, which will correlate to the full student learning rating on an administrator's evaluation (equal to the 45% component of the administrator's final rating).*

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

**Proficient** – Meeting indicators of performance

**Developing** – Meeting some indicators of performance but not others

**Below Standard** – Not meeting indicators of performance

The rating will be determined using the following steps:

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

Each step is illustrated below:

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

The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Simply multiply these weights by the

component scores to get the category points. The points are then translated to a rating using the rating table below.

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

**Rating Table**

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

- 2) Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning 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 or student feedback 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
<b>TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS</b>			<b>172.5 → 173</b>

**Rating Table**

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

3) Use the Summative Matrix to determine 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 *proficient* and the Student Outcomes Related Indicators rating is *proficient*. The summative rating is therefore *proficient*. 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.

		<b><i>Teacher Practice Related Indicators Rating</i></b>			
		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b><i>Student Outcomes Related Indicators Rating</i></b>	<b>4</b>	<b>Rate Exemplary</b>	<b>Rate Exemplary</b>	<b>Rate Proficient</b>	<b><i>Gather further information</i></b>
	<b>3</b>	<b>Rate Exemplary</b>	<b>Rate Proficient</b>	<b>Rate Proficient</b>	<b>Rate Developing</b>
	<b>2</b>	<b>Rate Proficient</b>	<b>Rate Proficient</b>	<b>Rate Developing</b>	<b>Rate Developing</b>
	<b>1</b>	<b><i>Gather further information</i></b>	<b>Rate Developing</b>	<b>Rate Developing</b>	<b>Rate Below Standard</b>

Adjustment of Summative Rating

Summative ratings must be provided for all teachers by June 30 of a given school year and reported to the CSDE per state guidelines. 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**

Novice teachers shall generally be deemed effective if said educator receives at least two sequential *proficient* ratings, one of which must be earned in the fourth year of a novice teacher's career. A *below standard* rating shall only be permitted in the first year of a novice teacher's career, assuming a pattern of growth of *developing* in year two and two sequential *proficient* ratings in years three and four. Upon receiving all student achievement data, superintendents shall offer a contract to any educator he/she deems effective at the end of year four. This shall be accomplished through the specific issuance to that effect.

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.

### **Dispute-Resolution Process**

From time to time problems or disagreements may arise within the evaluation process. The parties are encouraged to discuss the differences and seek a common understanding of the issues. Developing the student achievement-based goals should be a collaborative effort between the teacher and the evaluator and an effort should be made to mutually agree upon the proposed performance goals. If an agreement cannot be reached, the evaluator's decision is final.

In the case of unresolved disagreements related to the content or substance of the evaluation, evaluatees are encouraged to present their perspective in writing, identifying their areas of concern. Such statements should be attached to the appropriate evaluation form. The evaluator may choose to change the report, but is not obligated to do so.

It is expected that most disagreements will be resolved informally between the evaluator and the evaluatee. Unresolved disagreements related to procedural concerns within the evaluation process only, should be brought to the attention of the Superintendent. A written explanation of the issue should be submitted as soon as possible and before the beginning of a new evaluation cycle. The decision of the Superintendent shall be final.

## CORE REQUIREMENTS FOR THE EVALUATION OF STUDENT AND EDUCATOR SUPPORT SPECIALISTS

As provided in Sec.10-151b of the 2012 Supplement (C.G.S.) as amended by section 51 of P.A. 12-116, “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 shall have a clear job descriptions and delineation of their role and responsibilities in the school to guide the setting of Indicators of Academic Growth and Development (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 of teacher evaluation in the following ways:
  - a. Districts shall be granted flexibility in using IAGDs to measure attainment of goals and/or objectives for student growth. The Goal-Setting Conference for identifying the IAGD 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, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.
  - b. Because some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance at the beginning of the school year. The observations will be based on standards when available. Examples of appropriate venues include but are not limited to: observing Student and Educator Support Specialist staff working with small groups of children, working with adults, providing professional development, working with families, participation in team meetings or Planning and Placement Team meetings.
  - c. When student, parent and/or peer feedback mechanisms are not applicable to Student and Educator Support Specialists, districts 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.

**APPENDIX A: FOCUSED SUPPORT AND DEVELOPMENT PLAN**

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## Focused Support and Development Plan

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Name of Teacher: \_\_\_\_\_

School/Program: \_\_\_\_\_

Name of Primary  
Evaluator: \_\_\_\_\_

Effective Date of this  
Plan: \_\_\_\_\_

Next Summative  
Review Date: \_\_\_\_\_

**Instructions:** This Plan is required for teachers whose performance summative rating is *Developing*. It should be developed in consultation with the teacher and her/his bargaining representative.

1. **Identification of the area(s) in need of development or improvement:**
  
2. **Goals and objectives** (what must be accomplished, including indicators of success):
  
3. **Focused Support Plan** (should include strategies for resolution of the need, including teacher responsibilities and resources and supports provided):
  
4. **Timeline for implementation of strategies, support and resources designed to achieve the specific expected outcome(s)** (should be in the course of the same school year as the plan is issued):
  
5. **Staff Member Comments:**

This Focused Support and Development Plan has been reviewed and explained to me by my evaluator or designee.

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_



Required signatures for the above Focused Support and Development Plan:

Evaluator's Signature	Date	Program Director/Principal	Date
Division Director's Signature	Date		

6. Evaluator's Summative rating of performance at the conclusion of this Plan.  
Please check one:

<input type="checkbox"/>	<b>Exemplary</b> – Substantially exceeding indicators of successful performance
<input type="checkbox"/>	<b>Proficient</b> – Meeting indicators of successful performance
<input type="checkbox"/>	<b>Developing</b> – Meeting some indicators of success but not others
<input type="checkbox"/>	<b>Below Standard</b> – Not meeting indicators of successful performance

7. Evaluator's Recommendation at the conclusion of this Plan. Please check One:

<input type="checkbox"/>	Area(s) in need of development or improvement resolved, staff member removed from the Focused Support and Development Plan.
<input type="checkbox"/>	Area(s) in need of development or improvement requires additional attention. Staff member will continue on a Focused Support and Development Plan or be placed on a Performance Improvement Plan.
<input type="checkbox"/>	Areas(s) in need of development or improvement not resolved. Staff member recommended for dismissal in accordance with the provisions of Connecticut General Statute, Section 10-151.

Evaluator's Signature	Date	Program Director/Principal	Date
Division Director's Signature	Date	Human Resources Director	Date

**Employee acknowledges receipt of recommendation:**

By signing below, I indicate that I have been advised of the recommendation regarding my employment status with CREC. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged by my supervisor to put my comments, if any, in writing below.

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX B: PERFORMANCE IMPROVEMENT PLAN

## Performance Improvement Plan

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Name of Teacher: \_\_\_\_\_

School/Program: \_\_\_\_\_

Name of Primary  
Evaluator: \_\_\_\_\_

Effective Date of this  
Plan: \_\_\_\_\_

Next Summative  
Review Date: \_\_\_\_\_

**Instructions:** This Plan is required for teachers whose performance summative rating is *Below Standard*. It should be developed in consultation with the teacher and her/his bargaining representative.

- 1. Identification of the problem(s) or area(s) in need of improvement:**
- 2. Goals and objectives** (what must be accomplished, including indicators of success):
- 3. Improvement/Remediation Plan** (strategies for resolution of the problem/need, including teacher responsibilities and resources and focused supports provided):
- 4. Timeline for implementation of strategies, support and resources designed to achieve the specific expected outcome(s)** (should be in the course of the same school year as the plan is issued):
- 5. Staff Member Comments:**

This Performance Improvement Plan has been reviewed and explained to me by my evaluator or designee.

By signing, I indicate that I have been advised of my performance status. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged by my supervisor to put my comments, if any, in writing.

**Employee Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Required signatures for the above Performance Improvement Plan:

