Monroe Public Schools

2015-16

Educators' Evaluation
and
Support Plan
[Teachers]

Introduction

This document outlines a new model for the evaluation and development of teachers in Monroe, developed partly from the SEED model (Connecticut's System for Educator Evaluation and Development) and partly developed by the Professional Development/Evaluation Committee. It is based on the Connecticut Guidelines for Educator Evaluation, developed by a diverse group of educators in June 2012 and on best practice research from around the country.

Purpose and Rationale of the Evaluation System

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

Core Design Principles

The following principles guided the design of this model.

- Consider multiple, standards-based measures of performance
   An evaluation and support system which 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 categories of teacher effectiveness: student growth and development (45%), teacher performance and practice (40%), parent feedback (10%) and whole school student learning indicators (5%).

- 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 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 classroom 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 Monroe model is designed to show that of equal importance to getting better results is the professional conversation between an educator and his/her supervisor which can be accomplished through a well-designed and well-executed evaluation and support system.

- Encourage aligned professional development, coaching and feedback to support teacher growth
    Novice and veteran educators alike deserve detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students. This plan promotes a shared language of excellence to which professional development, coaching and feedback can align to improve practice.

- Ensure feasibility of implementation
    All evaluation and support plans require hard work. Educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources. This model aims to balance high expectations with flexibility for the time and capacity considerations within our district.

Improving student achievement sits at the center of the work for all educators. The Monroe model recognizes that student learning is a shared responsibility between teachers, administrators and district leaders.

Categories of Teacher and Administrator Effectiveness
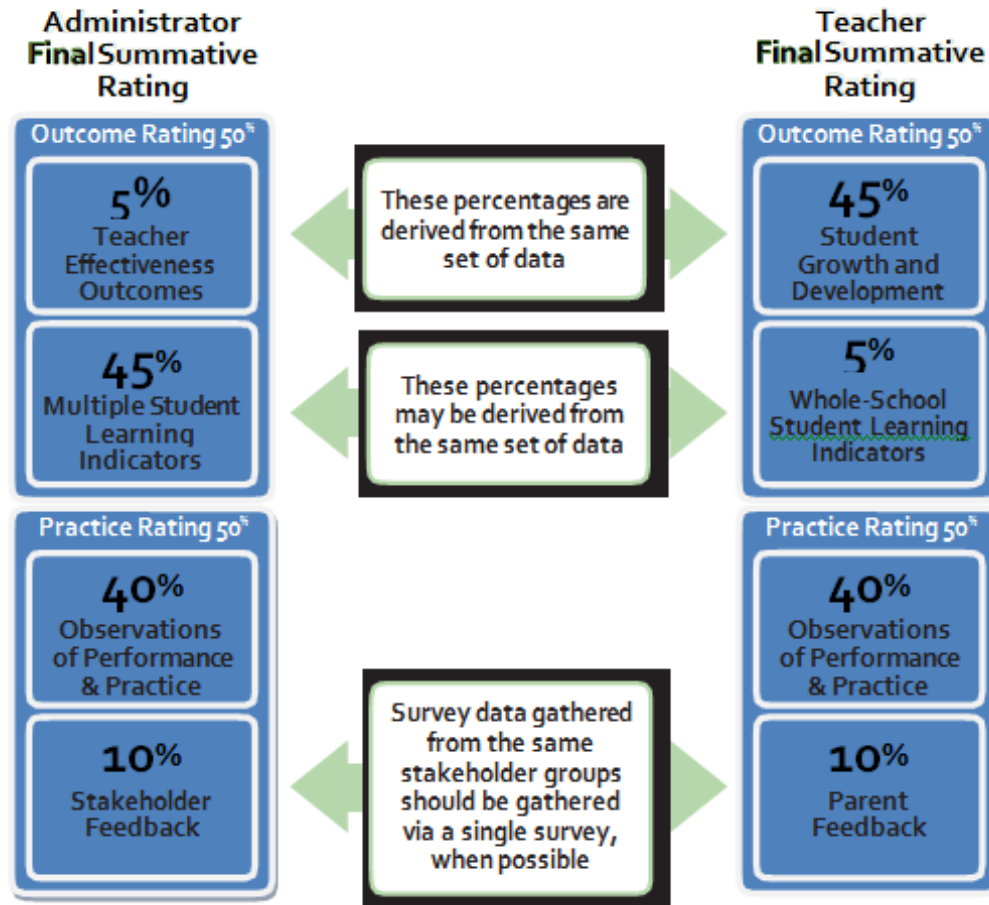
Teacher Evaluation and Support

Evaluation and Support System Overview

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 categories, grouped in two major focus areas: Teacher Practice and Student Outcomes.

- **Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:

  - **Observation of teacher performance and practice (40%)** as defined in the Connecticut Framework for Teacher Evaluation and Support, which articulates four domains and twelve components of teacher practice
  - **Parent feedback (10%)** on teacher practice through surveys

- **Student Outcomes Related Indicators:** An evaluation of teachers' contribution to student academic progress, at the school and classroom level. There is also an option in this focus area to include student feedback. This focus area is comprised of two categories:

- **Student growth and development (45%)** as determined by the teacher's student learning objective (SLO)
- **Whole-school measures of student learning** as determined by aggregate student learning indicators **(5%)**

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

Monroe performance Level Labels	Description
Highly Effective	Substantially exceeding indicators of performance
Effective	Meeting indicators of performance
Developing	Meeting some indicators of performance but not others
Below Standard	Not meeting indicators of performance
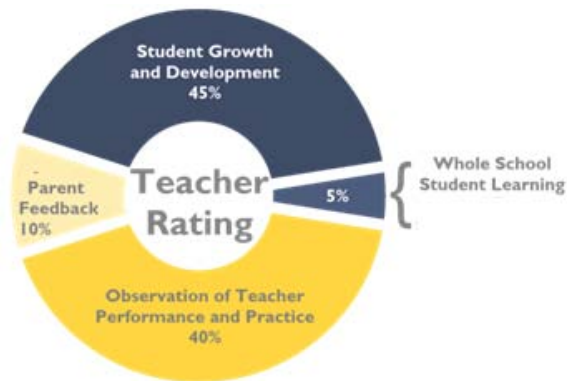
Teacher Evaluation F

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

Goal-Setting and Planning:

Timeframe: Target is October 15; must be completed by **November 15**

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

- *Teacher Reflection and Goal-Setting* – The teacher examines student data, prior year evaluation and survey results and the Connecticut Framework for Teacher Evaluation and Support to draft a proposed performance and practice goal(s), a parent feedback goal, and a student learning objective (SLO) for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.

- *Goal-Setting Conference* – The evaluator and teacher meet to discuss the teacher's proposed goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher's practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.

Mid-Year Check-In:

Timeframe: January/February

- *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.

- *Mid-Year Conference* – The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on teacher practice focus area, student learning objectives (SLOs) and performance on each to date. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of the SLO to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

End-of-Year Summative Review:

Timeframe: May and June; must be completed by **June 30**

1. *Teacher Summative Self-Reflection/Educator Review of Practice*– The teacher reviews all information and data collected during the year and completes two self-assessments for review by the evaluator. These self-assessments may focus specifically on the areas for development established in the goal-setting conference.

2. *Teacher End-of-Year Summative Review*– The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before June 30.

3. *Scoring* – The evaluator reviews submitted evidence, self-assessments and observation data to generate category and focus area ratings. The category ratings are combined to generate the final, summative rating.

Primary and Complementary Evaluators

Primary evaluators have been identified for each certified staff member. They are fully trained as evaluators in order to be authorized to serve in this role.

Complementary evaluators are administrators in the certified staff members' buildings or area of certification and are also fully trained as evaluators. A complementary evaluator will share his/her feedback with the primary evaluator as it is collected and shared with certified staff members.

Primary evaluators will have sole responsibility for assigning final summative ratings and both types of evaluators must achieve proficiency in conducting standards-based observations.

Ensuring Fairness and Accuracy:
Evaluator Training, Monitoring and Auditing

All of Monroe's Evaluators have participated in the CES training for evaluators and were deemed proficient in conducting teacher evaluations. During administrative meetings throughout the year, Monroe's evaluators will work to calibrate themselves using videos provided by *Teachscape*.

At the request of a district or employee, the CSDE or a third-party designated by the CSDE will review evaluation ratings that include dissimilar ratings in different categories (e.g., include both *Highly Effective* and *below standard* ratings). In these cases, CSDE will determine a final summative rating.

In addition, CSDE will select districts at random annually to review evaluation evidence files for a minimum of two educators rated *Highly Effective* and two educators rated *below standard*.

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 Highly Effective practice.

Evaluation-Informed Professional Learning

Throughout the process of implementing this model, 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 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 learning opportunities.

Points for District Consideration

Connecticut's Definition for Professional Learning: High-quality professional learning is a process that ensures all educators have equitable access throughout their career continuum to relevant, individual and collaborative opportunities to enhance their practice so that all students advance towards positive academic and non-academic outcomes. Best practices include:

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

- Prioritizing, monitoring and coordinating resources tied to goals /objectives and evidence-based feedback provided as part of the evaluation process;

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

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

This is accomplished by:

- Developing well-supported and effective coaches, teacher leaders, and principals who are strategically selected based on valid indicators of effectiveness; empowered to support and monitor teacher learning; and provide meaningful, evidence-based, actionable feedback that supports teachers' reflection and analysis of their practice.

- Creating structures and systems that enable teams of educators to engage in job-embedded professional learning on an ongoing basis.

Improvement and Remediation Plans

If a teacher's performance is rated as *developing* or *below standard*, it signals the need for the administrator to create an individual teacher improvement and remediation plan (see Appendix A). Improvement and remediation will be developed in consultation with the teacher and his/her exclusive bargaining representative and be differentiated by the level of identified need and/or stage of development. Improvement and remediation plans must:
- identify resources, support and other strategies to be provided to address documented deficiencies;
- indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and
- include indicators of success including a summative rating of *Effective* or better at the conclusion of the improvement and remediation plan.

Career Development and Growth

Rewarding Highly Effective performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself and in building the capacity of all teachers.

Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is *developing* or *below standard*; leading Professional Learning Communities;

differentiated career pathways; and focused professional development based on goals for continuous growth and development. The Monroe Teacher Evaluation and Support Committee will develop the career development and growth opportunities in the future.

Teacher Practice and Related Indicators

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

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

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, is available in Appendix A and represents the most important skills and knowledge that teachers need to demonstrate in order to prepare students to be career, college and civic ready. The 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.

The Common Core of Teaching Rubric for Effective Teaching, 2014

Smart Card

CCT RUBRIC FOR EFFECTIVE TEACHING 2014 - AT A GLANCE

Evidence Generally Collected Through In-Class Observations

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

Teachers promote student engagement, independence and interdependence 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

Subject to any change to the SEED Rubric. Teachers will be notified of any changes.

Observation Process

The Monroe Evaluation Committee reviewed recent

Ensuring Fair and Reliable Measures of Effective Teaching: Culminating Finding from the MET Project's Three-Year Study.
-Bill and Melinda Gates Foundation

research including studies from the Gates Foundation's MET Study (see figure at right) as well as Kim Marshall's work on mini-observations. Through this process, it was determined that multiple snapshots of practice conducted by trained observers provide a more accurate picture of teacher performance. These observations don't have to cover an entire lesson to be valid. These studies have shown that frequent brief observations of 15 minutes or more are just as valid and reliable as the traditional 45 minute observations.

Figure 5
There Are Many Roads to Reliability

Reliability

- Lesson observed by own administrator = 45 min
- Lesson observed by peer observer = 45 min
- Three 15-minute lessons observed by three additional peer observers = 45 min

A and B denote different observers of the same type

These bars show how the number of observations and observers affects reliability. Reliability represents the extent to which the variation in results reflects consistent aspects of a teacher's practice, as opposed to other factors such as differing observer judgments. Different colors represent different categories of observers. The "A" and "B" in column three show that ratings were averaged from two different own-school observers. Each circle represents approximately 45 minutes of observation time (a solid circle indicates one observation of that duration, while a circle split into three indicates three 15-minute observations by three observers). As shown, reliabilities of .66–.72 can be achieved in multiple ways, with different combinations of number of observers and observations. (For example, one observation by a teacher's administrator when combined with three short, 15-minute observations each by a different observer would produce a reliability of .67.)

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 to inform their practice throughout the year. A recent study in CT showed that teachers prefer frequent unannounced observations with feedback that gather authentic information about what actually occurs in classrooms (Zamary, 2011) over the traditional formal observation model (see abstract below). Additionally, these short observations with feedback had a greater impact on the quality of instruction than traditional formal observations.
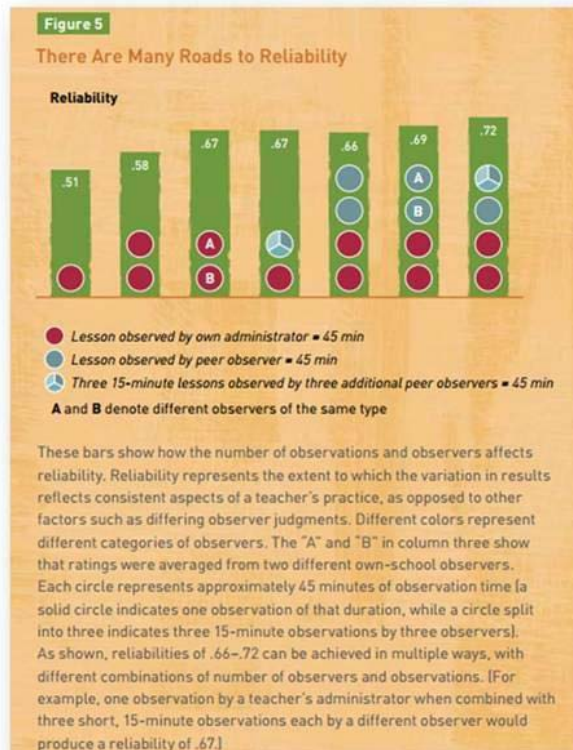
ABSTRACT
Author: Jack Zamary
Title: MINI-OBSERVATIONS CASE STUDY: ASSESSING AND PROVIDING FEEDBACK THAT CAN LEAD TO CHANGES IN INSTRUCTIONAL PRACTICE
Dissertation Sponsor: Dr. Peter Madonia
Institution: Southern Connecticut State University
Year: 2012
Numerous past and recent studies have identified teacher quality as a primary determinant of student learning and has the greatest potential effect of any of the factors that school leaders can control. While recent policy has shifted toward measuring teacher quality through student performance, or "Value Added Measures", states and districts continue to require teacher observation systems and most utilize the observation system as a primary means for evaluating teacher performance. Findings suggest that mini-observation models contribute to a more accurate assessment of actual daily instruction and lead to more changes in instructional practice as compared to the traditional formal observation models. While this study explores the topic solely through teachers' perceptions, future studies might also explore administrator perceptions. In addition, future quantitative research could build upon the qualitative research within this study.

- Each Educator will be evaluated using the following methods:

- 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 and/or verbal feedback.

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

- All observations must be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, within a timely manner. It is recommended that feedback be provided within five business days, but districts are 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 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 evaluators use a combination of announced and unannounced observations.

- Districts and evaluators can use their discretion to establish a mutually agreed upon number of observations based on school and staff needs and in accordance with the Guidelines for Educator Evaluation. The table on the next page summarizes the recommendations within the SEED model as compared with requirements established in the Guidelines.

Teacher Categories	Monroe Evaluation Model
First and Second Year Novice Teachers	• 3 **in-class** formal observations; 2 of which include a pre-conference and all of which include a post-conference.
Below Standard and *Developing* ***	• 3 **in-class** formal observations; 2 of which include a pre-conference and all of which must include a post- conference.
Effective and *Highly Effective*	• 1 formal in-class observation every 3 years + 1 review of practice • Other years, 3 informal in-class observation + 1 review of practice

All of the district's evaluators have established proficiency and maintained calibration standards through evaluation training provided by Cooperative Educational Services in the Summer 2013. Internally-developed calibration training will continue using TeachScape video yearly.

Pre-Conferences and Post-Conferences

Pre-conferences are valuable for establishing context for the lesson, providing information about the students to be observed and setting expectations for the observation process and provide the evidence for Domain 2: Planning for Active Learning. A pre-conference can be held with a group of teachers, where appropriate. A pre-conference does not serve as a separate observation or Review of Practice.

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. An effective 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
- scheduled within 2 days and occurs within a timely manner.

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. 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 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. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 2 and 4 of the CCT Rubric for Effective Teaching 2014. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, Professional Learning Community meetings, call logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers and/or attendance records from professional learning or school-based activities/events.

Feedback

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

- specific evidence and 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. 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 *Effective* or *Highly Effective* on the CCT Rubric for Effective Teaching. Schools may decide to create school-wide or grade-specific focus areas aligned to a particular indicator (e.g., 3b: Leading students to construct new learning through use of active learning strategies).

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 Rubric indicators that were observed. During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Once the evidence has been recorded, the evaluator can align the evidence with the appropriate indicator(s) on the Rubric 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 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 a three-step process:

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

Each step is illustrated below:

1. Evaluator holistically reviews evidence collected through observations and reviews of practice and uses professional judgment to determine indicator level ratings for each of the 12 indicators.

   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 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 *Highly Effective* = 4. See example below for Domain 2:

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

2.   The indicators are averaged within 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.   Domain scores are averaged 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**

In Monroe, steps 2 and 3 are performed by 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 school-level parent goals based on the survey feedback;
- (3) the teacher and evaluator identify **one** related parent engagement goal that is the teacher's responsibility and set improvement targets (i.e., 10 monthly parent newsletters);
- (4) evaluator and teacher measure progress on growth targets; and
- (5) evaluator determines a teacher's summative rating, based on four performance levels.

Administration of a Whole-School Parent Survey

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

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

The District's Climate Survey Committee will work closely with the Schools' Climate committee to develop the parent survey. Monroe uses Panorama Education to assist in developing and deploying our district survey, ensuring that it is valid and reliable.

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 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 will measure how successfully they implement a strategy to address an area of need (like the examples in the previous section)

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:

Highly Effective (4)	Effective (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 counts for 5% of the total evaluation rating.

These components will be described in detail below.

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

Overview of Student Learning Objectives (SLOs)

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

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

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

SLO Phase 1:		SLO Phase 2:		SLO Phase 3:		SLO Phase 4:
•Review data	→	•Set goals for student learning	→	•Monitor student progress	→	•Assess student outcomes relative to goals
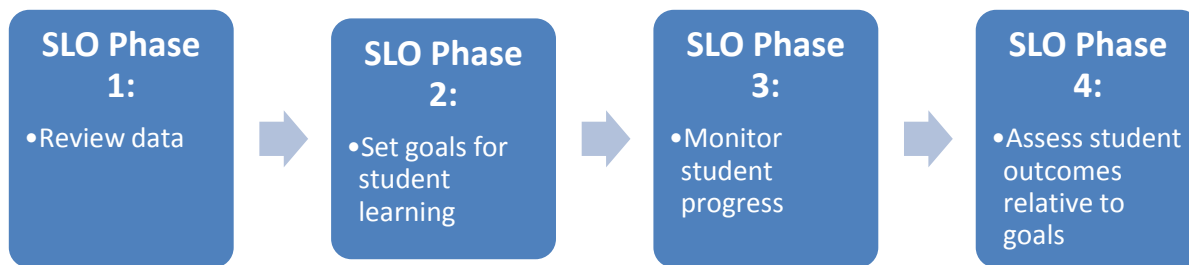
Developing SLOs is a process rather than a single event. The purpose is to craft Student Learning Objectives that serve as a reference point throughout the year as teachers document their students' progress toward achieving the IAGD targets. Teachers may develop them through consultation with colleagues 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 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. Results from other standardized and non-standardized assessments
    c. Report cards from previous years
    d. Results from diagnostic assessments
    e. Artifacts from previous learning
    f. Discussions with other teachers (across grade levels and content areas) who have previously taught the same students
    g. Conferences with students' families
    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
    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 1 SLO (State Flexibility Plan)

Based on a review of district and building data, teachers will develop one SLO that addresses identified needs. A form for the development of SLOs can be found on the Bloomboard website. To create their SLOs, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objective

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

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

The following are examples of SLOs based on student data:

Grade/Subject	Student Learning Objective

6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.
11th Grade Algebra 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
1st and 2nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward a more complex reading texts.

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

Step 2: Select Multiple Indicators of Academic Growth and Development (IAGDs)
An **Indicator of Academic Growth and Development (IAGD)** is an assessment/measurement of progress to include a quantitative target that will demonstrate whether the SLO was met. SLOs must include multiple, differentiated IAGDs. SLOs and their IAGD(s) shall be based on standardized and non-standardized measures (45%) if available. If no standardized measure is available, non-standardized indicators will be 45%.

IAGDs should be written in SMART goal language:

S = Specific and Strategic

M = Measurable

A = Aligned and Attainable

R = Results-Oriented

T = Time-Bound

The Monroe Plan 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 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 assessments/measures of progress for their SLOs, but it is unlikely they would have identical targets established for students' performance.   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 target 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 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.

1st and 2nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.	By June: IAGD #1: Students will increase their attitude towards reading by at least 7 points from baseline on the full scale score of the Elementary Reading Attitudes Survey, as recommended by authors McKenna and Kear. IAGD #2: Students will read instructional level text with 95% or better accuracy on the DRA. • Grade 1 -- Expected outcome -- Level 14-16 • Grade 2 -- Expected outcome -- Level 22-24

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 Approval

SLOs are proposals until the teacher and the evaluator mutually agree upon them. Prior to the Goal-Setting Conference, the evaluator will review the 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

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

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 SLO 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 Bloomboard 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 the SLO: Exceeded (4 points), Met (3 points), Partially Met (2 points) or Did Not Meet (1 point). Working together, teachers and their evaluators must be more specific in the rating criteria for each level. The ratings are loosely defined as follows; however, teachers and their evaluators can write more specific rating criteria in the Bloomboard SLO section:

Exceeded (4)	All or most students met or substantially exceeded the target(s) contained in the indicator(s). or 90% of the students improved 1 year's growth as measured by the F & P assessment
Met (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s). or 80% of the students improved 1 year's growth as measured by the F & P assessment
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. or 70% of the students improved 1 year's growth as measured by the F & P assessment
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. or less than 70% of the students improved 1 year's growth as measured by the F & P assessment

The evaluator will score each IAGD indicator 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.

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

Whole-School Student Learning Indicator

The whole-school student learning indicator will be based on the aggregate of administrator's progress on SLO targets which correlate to the Student Learning Rating on an administrator's evaluation (equal to the 45% component of the administrator's final rating).

For clarity, see the example below to illustrate how administrators receive a final summative rating for Teacher Effectiveness Outcomes (5%) as derived from teachers' aggregate final summative rating for Student Growth and Development (45%):

Administrator Final Summative Rating (5%) Teacher Effectiveness Outcomes	Teacher Final Summative Rating (45%) Student Growth and Development
The administrator receives a final summative rating of proficient (3) for Teacher Effectiveness Outcomes (5%) if…	the aggregate final summative rating for Student Growth and Development (45%) for greater than 60% of staff is proficient (3).

PLEASE NOTE: If the whole-school student learning indicator rating is not available when the summative rating is calculated, then the student growth and development score will be weighted 50% and the whole-school student learning indicator will be weighted 0 (see Summative Teacher Evaluation Scoring). However, once the state data is available, the evaluator should revisit the final rating and amend at that time as needed, but no later than September 15.

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.
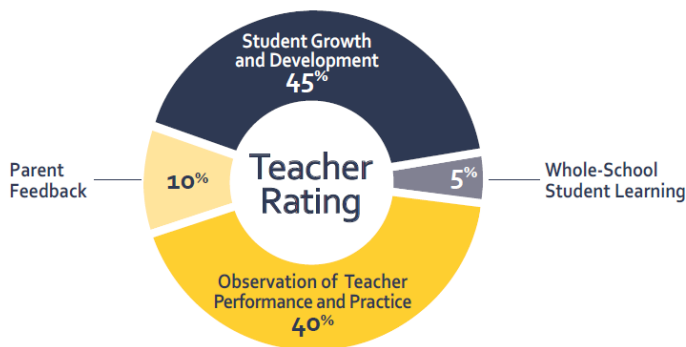
Every educator will receive one of four performance ratings:

Highly Effective – Substantially exceeding indicators of performance
Effective – 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 <u>Teacher Practice Related Indicators score</u> by combining the observation of teacher performance and practice score (40%) and the parent feedback score (10%)
2. Calculate a <u>Student Outcomes Related Indicators score</u> by combining the student growth and development score (45%) and whole-school student learning indicator or student feedback (5%).
3. Use the Summative Matrix to <u>determine the Summative Rating</u>

Each step is illustrated below:

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

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

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

Rating Table

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

2. Calculate a <u>Student Outcomes Related Indicators rating</u> 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 or Student Feedback	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	Effective
175-200	Highly Effective

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 *Effective* and the Student Outcomes Related Indicators rating is *Effective*. The summative rating is therefore *Effective*. If the two major categories are highly discrepant (e.g., a rating of *Highly Effective* 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.

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 Effective and Ineffectiveness

Definition of Teacher Effectiveness and Ineffectiveness

Novice teachers (Years 1 & 2) shall be deemed as an effective if said educators receive at least two sequential *effective* end of year summative ratings. A *below standard* end of year summative rating shall only be permitted in the first year of a novice teacher's career.

Novice teachers (Years 3 & 4) should be on a trajectory of growth and developing as evidence by sequential proficient ratings in years three and four.

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

Dispute-Resolution Process
A panel composed of the superintendent or designee, teacher union president or designee, and a neutral third person, as mutually agreed upon between the superintendent and the collective bargaining unit, shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice or final summative rating.   Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue shall be made by the superintendent. In the event that the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding.

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

Student and Educator Support Specialists (SESS) include:
- School Psychologists
- School Counselors
- Speech and Language Pathologists
- Social Worker
- Other related services personnel as determined by the Monroe School District

Flexibility from Core Requirements of the Teacher Evaluation Plan:

- Student and Educator Support Specialists IAGDs, feedback, and observations will be based on their job description and their role and responsibilities in the school..
- Due to 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:
  - The district 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:
    - The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.
    - 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.
    - 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).
    - The educator and evaluator will identify the learning standard to measure: the assessment/measure of progress, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.
  - 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.
  - When student, parent and/or peer feedback mechanisms are not applicable to SESS, districts may permit local development of short feedback mechanisms for students, parents and peers specific to particular roles or projects for which the SESS Support are responsible.
  - When student, parent, and/or peer feedback mechanisms are not applicable to SESS, districts may create alternate forms gathering feedback.

Appendices

Appendix 1 - *REMEDIATION PLAN*

Who & When
- Tenured/Non Tenured Staff
- Initiated by Administrator

Purpose
- Respond to unresolved or serious concerns about certified staff performance
- Correct performance areas of concerns or deficiencies through assistance and focused teacher effort
- Provide data for decision regarding continued employment

Documents
- Common Core of Teaching (CCT)
- CCT *Framework & Rubric for Teaching*
- Common Core State Standards
- CT Code of Professional Responsibility for School Teachers
- District Goals
- Feedback from observations and goal setting (SLO/IAGD & Focus Areas)

Comprehensive Evaluation Plan
- Teacher Support Phase is a formal plan of intervention which is used to respond to unresolved or serious concerns about teacher performance.

The Primary Evaluator will:
- Schedule a conference with the teacher for the purpose of discussing performance concerns and notify the teacher in advance of the purpose of the conference.
- Notify MEA and inform teacher of the notification to the MEA.
- Clearly identify the areas of concern or deficiency referencing the specific data collected and review the performance expected.
- Offer specific suggestions and resources to assist the teacher in meeting these expectations.
- Establish a time frame and a plan for monitoring the teacher performance during corrective assistance. The plan will include specific meeting times with the evaluator to discuss progress.
- Plan improvement strategies cooperatively with the teacher.
- Provide the teacher with a copy of the minutes of the meetings and plan, maintaining a copy in the teacher's personal file in Central Office.
- Monitor the teacher's performance as indicated in the plan.
- Schedule a follow-up meeting(s) to review the teacher's progress in meeting the expectation as described in the minutes and assess the effectiveness of the support plan.
- At the end of the designated time frame, prepare a formal written assessment which includes:
- A record of the assistance provided
- A record of observations and conferences and other data which documents monitoring of performance.
- An assessment of performance of the area(s) of identified concerns or deficiencies
- A clear statement of the status of the area(s) of concern, whether resolved or requiring further action.
- Identification of next step(s) such as extension of the terms and timeframes of the existing plan, revision of the plan to include other strategies, and other administrative actions up to and including recommendation of termination of employment.

The teacher will:
- Respond promptly to the request to the meeting to discuss performance concerns.
- Invite MEA representation to the meeting if s/he desires.
- Plan improvement strategies and timeframe cooperatively with the evaluator.
- Schedule classroom observations or other opportunities for the evaluator to observe the teacher's progress in meeting expectations.

REMEDIATION PLAN

Teacher's Name: _____ MEA Representative: _____

Evaluator's Name: _____

Date of Meeting: _____

Areas of Concern or Deficiency:

Suggestions or Resources to assist teacher in meeting expectations:

Time Frame for Plan:

Improvement Strategies:

The process to measure progress:

Scheduled Follow-up Meeting Date(s):

Failure to meet the established goal(s) within a reasonable period may result in the recommendation of non-renewal of the teacher's contract for the following year.

_____   _____
          Signature of teacher   Signature of evaluator

Appendix 2 *- Flexibilities to the Guidelines for Educator Evaluation*
Adopted by Connecticut State Board of Education on February 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 mandated 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 another 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 3 - *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 entitled "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
> • Proficient – 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.

(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.