

**Educator Evaluation and  
Professional Development  
Plan  
Eastford School District  
Teachers**



**Eastford Elementary School**

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## I. System for Educator Evaluation and Development

### Context and Timeline

This document is Eastford's model for the evaluation and development of teachers and it is based on SEED, Connecticut's System for Educator Evaluation and Development. It is based on the Connecticut Guidelines for Educator Evaluation, revised by a diverse group of educators in October 2017, 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.

### Design Principles

The following principles guided the design of this model.

- *Consider multiple, standards-based measures of performance*  
An evaluation system that uses multiple sources of information and evidence results in fair, accurate and comprehensive pictures of teachers' performance. The new model defines four categories of teacher performance: student learning (45%), teacher performance and practice (40%), parent feedback (10%) and school-wide student learning or student feedback (5%). These categories are grounded in research-based, national standards: Charlotte Danielson's *Framework for Teaching*; the Common Core State Standards, as well as Connecticut's standards: The Connecticut Common Core of Teaching; the Connecticut Framework K-12 Curricular Goals and Standards; and locally developed curriculum standards.

- *Promote both professional judgment and consistency*

Assessing a teacher'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 interact with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, teachers' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between school leaders' evaluations of classroom practice and support fairness and consistency within and across schools.
- *Foster dialogue about student learning*

This model hinges on improving the professional conversation between and among teachers and administrators who are their evaluators. The dialogue in the new model occurs more frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.
- *Encourage aligned professional development, coaching and feedback to support teacher growth*

Novice and veteran teachers alike deserve detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students. This evaluation and development plan promotes a shared language of excellence to which professional development, coaching, and feedback can align to improve practice.
- *Ensure feasibility of implementation*

Launching this model will require hard work. Throughout each district, educators will need to develop skills and to think differently about how they manage and prioritize their time and resources. The model aims to balance high expectations with flexibility for the time and capacity constraints in our districts.

## II. Evaluation System Overview

### Evaluation System Overview

The evaluation 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.

**1. 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:

- (a) **Observation of teacher performance and practice (40%)** as defined in the CCT Rubric of Effective Teaching 2017, which articulates four domains and twelve components of teacher practice
- (b) **Parent feedback (10%)** on teacher practice through surveys

**2. 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:

- (a) **Student growth and development (45%)** as determined by the teachers' SLOs (student learning objective(s)) and associated IAGDs (Indicators of Academic Growth and Development)
- (b) **Whole-school measure of student learning or student feedback (5%)** as determined by aggregate student learning indicators or student surveys

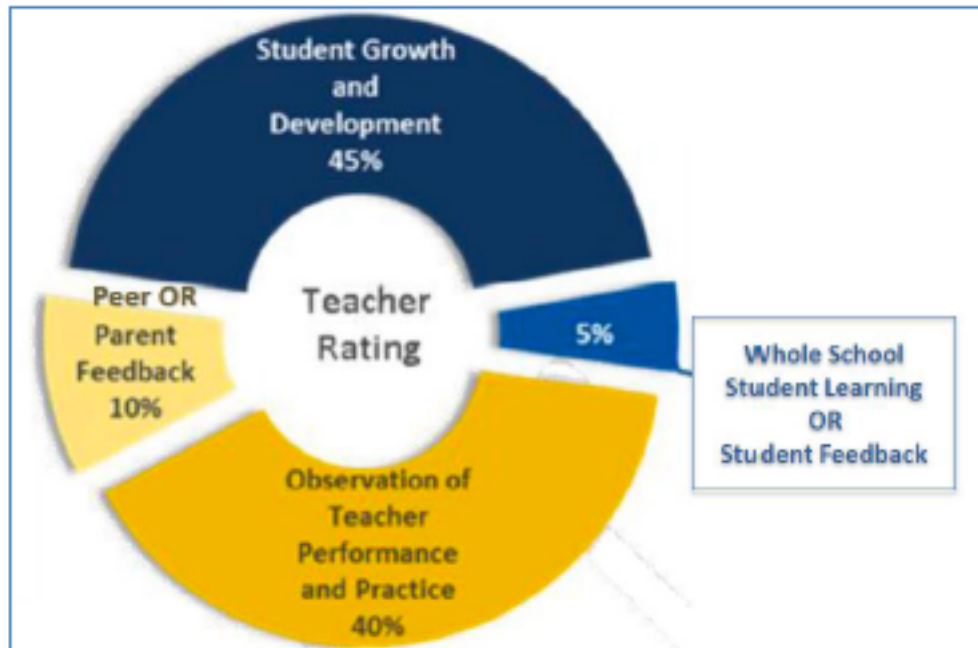
Scores from each of the four categories will be combined to produce a summative performance rating of Exemplary, Accomplished, Developing or Below Standard. The performance levels are defined as:

**Exemplary** – Substantially exceeding indicators of performance

**Accomplished** – Meeting indicators of performance

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

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



### **Teacher Evaluation Process and Timeline**

The annual evaluation process between a teacher and an evaluator (principal or 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**

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 goals/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 CCT Rubric for Effective Teaching 2017 to draft proposed performance and practice focus areas, a parent feedback goal, and at least one 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.
3. *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 and 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.

1. *Mid-Year Conference*—The evaluator will complete at least one mid-year check-in conference with each teacher during which they review progress on teacher practice objectives and student learning objectives (SLOs) and performance to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. 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 SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that teachers 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 Self-Assessment*—The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.
2. *Scoring*—The evaluator reviews submitted evidence, self-assessments and observation data to generate category and focus area ratings. The category ratings 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 change the student-related indicators significantly to change the final rating. Such revisions should take place as soon as state test data are available, and before September 15.
3. *End-of-Year Conference*—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 (June 30 at the latest).

### **Complementary Observer**

The primary observer for most teachers will be the school principal or assistant principal, who will be responsible for the overall evaluation process, including assigning summative ratings. Eastford may also decide to use complementary observers to assist the primary evaluator. Complementary observers are certified teachers, although they may also have administrative certification. Complementary observers will only be used if it is agreeable to all parties involved, teachers and administrators.

Complementary observers may assist primary evaluators by conducting observations, collecting additional evidence, reviewing student learning objectives (SLOs), and providing additional feedback. A complementary observer should share his or her feedback with the primary evaluator as it is collected and shared with teachers.

Primary evaluators will have sole responsibility for assigning final summative ratings and must achieve proficiency on the training modules provided.



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

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

School districts who have adopted the SEED model are expected to engage in a comprehensive training that will give evaluators the opportunity to:

- Understand the nature of learning for students and educators and its relation to the priorities of the *CCT Rubric for Effective Teaching 2017*;
- Establish a common language that promotes professionalism and a culture for learning through the lens of the *CCT Rubric for Effective Teaching 2017*;
- Understand how coaching conversations support growth-producing feedback;
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of teaching practice; and
- Collaborate with colleagues to deepen understanding of the content.

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

- Deepen understanding of the evaluation criteria;
- Define proficient teaching;
- Collect, sort and analyze evidence across a continuum of performance;
- Engage in professional conversations and coaching scenarios; and
- Determine a final summative rating across multiple indicators.

**PLEASE NOTE:** If training opportunities are internally-developed or contracted with a reputable vendor, the following are points for consideration:

#### Points for District Consideration

- Development or selection of an evaluation framework/rubric to measure and provide feedback on teacher performance and practice
- Identification of criteria for demonstrating proficiency as an evaluator
- Provision of ongoing calibration activities
- Determination of training and frequency for proficiency status renewal

### Support and Development

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

### Evaluation-Informed Professional Learning

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

Throughout the process of implementing Connecticut's SEED model, in mutual agreement with their evaluators, all teachers will identify professional learning needs that support their goal and objectives. The identified needs will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school- wide or district-wide professional learning opportunities. (*SEED Handbook, 2017*)

### III. Support and Development

As a standalone, evaluation cannot hope to improve teaching 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-Based 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 Eastford plan, every teacher will be identifying their professional learning needs in mutual agreement between the teacher and his/her evaluator and serves 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 development opportunities.

#### District Considerations

Professional learning best practices include:

- Creating learning communities committed to continuous improvement, collective responsibility, accountability and goal alignment;
- Prioritizing, monitoring and coordinating resources tied to goals /objectives and evidence- based feedback provided as part of the evaluation process; and
- 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 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; and
- Creating structures and systems that enable teams of educators to engage in job-embedded professional learning on an ongoing basis.

*Connecticut Standards for Professional Learning* and Connecticut's definition of professional learning can be found at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2762&Q=335700>.

### Improvement and Remediation Plans

If a teacher's performance is rated as developing or below standard, it signals the need for focused support and development. Improvement and remediation plans 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.

Eastford Plans for improvement and remediation will include:

1. **Structured Support** - An educator would receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage.
2. **Special Assistance** - An educator would receive special assistance when he/she earns an overall performance rating of developing or below standard and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.
3. **Intensive Assistance** - An educator would receive intensive assistance when he/she does not meet the goal(s) of the special assistance plan. This support is intended to build the staff member's competency.

### Career Development and Growth

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

### Points for Consideration

In 2013, the National and State Teachers of the Year (NNSTOY) defined the conditions necessary to create comprehensive teacher career pathways as outlined below:

- Re-examine district human resource policies to see if they are effective in recruiting teachers who are high academic achievers; identify and manage talent; and provide diverse and flexible career options as part of retaining "high achievers."
- Re-think the one teacher/one classroom organization of schools to facilitate new staffing structures that differentiate roles of teachers and extend the reach of highly-effective teachers.
- Implement flexible job structures that recognize the life and career cycles of teachers, such as sabbaticals, job-sharing, and part-time work.  
Take advantage of technology in extending the reach of highly-effective teachers through blended learning structures and promoting teacher collaboration and professional development through social media and other technological tools.

The [NEA Teacher Leader Model Standards](#) help to define how teacher leadership can be

distinguished from, but work in tandem with, administrative leadership roles to support effective teaching and promote student growth and development.

#### IV. Teacher Practice Related Indicators

The Teacher Practice Related Indicators portion of this plan evaluates the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. It is comprised of two categories:

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

These categories will be described in detail below.

##### **CATEGORY #1: Teacher Performance and Practice (40%)**

The 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 Practice Framework*

In order to continue using *My Learning Plan* and have access to state-sponsored professional development, Eastford will use the CCT (Common Core of Teaching) as its framework for evaluating teacher performance and practice.

#### **2017 CCT Rubric For Effective Teaching 2017 At A Glance**

##### **Domain 1**

##### **Classroom Environment, Student Engagement and Commitment to Learning**

*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.

**2017 CCT Rubric For Effective Teaching 2017 At A Glance (continued)****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.

### *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.

Therefore, in the Eastford model:

- Each teacher should be observed between 1 and 7 times per year through both formal and informal observations and reviews of practice as defined below.
  - Formal: Scheduled observations that last at least 30 minutes and are followed by timely written feedback and a post-observation conference.
  - Informal: Non-scheduled observations that last at least 15 minutes and are followed by timely 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 should be followed by feedback, either verbal (e.g., a post-conference, a quick conversation) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, as soon as possible after an observation. Feedback will typically be provided within five school days that the teacher is present. Exceptions will be documented with reasons.
- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it's recommended that some of the observations be unannounced.
- The principal and teacher can use their discretion to decide the right number of observations for each teacher based on school and staff needs and in accordance with the Guidelines for Educator Evaluation. A summary of requirements is below:

## Eastford Observation Schedule

<b>Performance Designation</b>	<b>Number of Observations</b>	<b>Conferencing and Feedback</b>
First, second and third year novice Teachers and First year teachers at Eastford School	3 formal in-class observations at least 30 minutes in duration-at least one scheduled in each trimester and At least one informal observation of at least 15 minutes in duration	At least 2 of 3 include a pre-conference and all include a post-conference.
Any teacher designated Below Standard or Developing	At least 2 formal in-class observations at least 30 minutes in duration and at least 5 informal observations of at least 15 minutes in duration At least one observation will be scheduled in each trimester	At least 2 of 3 include a pre-conference and all include a post-conference.
All other teachers designated Accomplished or Exemplary	1 formal in-class observation at least 30 minutes in duration and 1 review of practice once every three years In all other years 3 informal observations of at least 15 minutes in duration or 2 informal observations and 1 review of practice. At least one observation will be scheduled in each trimester	The formal observation shall include a pre-conference and post-conference. Informal observations shall include written and/or verbal feedback.
Teachers who are serving as a TEAM mentor, hosting a student teaching intern, or serving as a Cooperating Teacher (mentoring a student teacher)	One fewer informal observation or review of practice is required.	Informal observations shall include written and/or verbal feedback.

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 above. If it is mutually agreed upon, a pre-conference can be held with a group of teachers.

Post-conferences provide a forum for reflecting on the observation against the Connecticut Common Core of 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 as soon as possible after the observation.

### ***Observation of Teacher Practice***

Observations, both formal and informal, provide valuable information to all professional staff about instructional practice.

Classroom observations provide the most evidence for the CCT Continuum, but both pre- and post-conferences provide the opportunity for discussion of all domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

### Non-Classroom Reviews of Practice

Because the evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the Connecticut Common Core of Teaching, 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 Connecticut Common Core of Teaching;
- 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.

Providing both verbal and written feedback after an observation is ideal, but school leaders will discuss feedback preferences and norms with their staff.



SOURCES OF DATA	EXAMPLES OF DATA	IMPORTANCE OF DATA
Conferences	Data related to all 4 Domains <ul style="list-style-type: none"> <li>• Conversation and artifacts that reveal the teacher has an understanding of, content, students, strategies, and use of data</li> <li>• Teacher’s use of data to inform instruction, analyze student performance and set appropriate learning objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Provides opportunities for teachers to demonstrate cause and effect thinking.</li> <li>• Provides opportunities for evaluator learning in content; systems effectiveness; priorities for professional learning</li> <li>• Provides context for observations and evaluation</li> </ul>
In-class observations	Data related to Domains 1-3 <ul style="list-style-type: none"> <li>• Teacher-student, student, student-student conversations, interactions, activities related to learning objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Provides evidence of teacher’s ability to improve student learning and promote growth</li> </ul>
Non-classroom reviews of practice	Data related to Domain 4 <ol style="list-style-type: none"> <li>1. Teacher reflection, as evidenced in pre- and post-conference data.</li> <li>2. Engagement in professional development opportunities, involvement in action research.</li> <li>3. Collaboration with colleagues</li> <li>4. Teacher-family interactions</li> <li>5. Ethical decisions</li> </ol>	<ul style="list-style-type: none"> <li>• Provides evidence of teacher as learner, as reflective practitioner and teacher as leader.</li> </ul>

### *Teacher Performance and Practice Focus Area*

As described in the Process and Timeline section, teachers develop one performance and practice focus area that is aligned to the *CCT Rubric for Effective Teaching 2017*. The focus area will guide observations and feedback conversations throughout the year.

Each teacher will work with his/ her evaluator to develop a practice and performance focus area through mutual agreement. All focus areas should have a clear link to student achievement and should move the teacher towards proficient or exemplary on the *CCT Rubric for Effective Teaching 2017*. Schools may decide to create school-wide or grade-specific focus areas aligned to a particular indicator (e.g., 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.).

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

During observations, evaluators should take evidence-based notes of teaching and learning, capturing specific instances of what the teacher and students said and did in the classroom. Once the evidence has been recorded, the evaluator can align the evidence with the appropriate indicator(s) on the *CCT Rubric for Effective Teaching 2017* and then make a determination about which performance level the evidence supports. Evaluators are **not required** to provide an overall rating for each observation, but they should be prepared to discuss evidence for the rubric indicators at the performance level that was observed.

## Summative Observation of Teacher Performance and Practice Rating

Primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the end-of-year conference. Within the SEED model, each domain of the *CCT Rubric for Effective Teaching 2017* carries equal weight in the final rating. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

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

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 reviews of practice. Evaluators then analyze the consistency, trends and significance of the evidence to determine a rating for each of the 12 indicators. Some questions to consider while analyzing the evidence include:

- **Consistency** - What levels of performance have I seen relatively uniform, homogenous evidence for throughout the semester/year? Does the evidence paint a clear, unambiguous picture of the teacher's performance in this area?
- **Trends** - Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?
- **Significance** - Are some data more valid than others? Do I have notes or ratings from "meatier" lessons or interactions where I was able to better assess this aspect of performance?

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

Domain 1	Indicator-Level Rating	Evaluator's Score
1a	<i>Developing</i>	2
1b	<i>Developing</i>	2
1c	<i>Exemplary</i>	4
<b>Average</b>		2.7

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

Domain	Averaged Domain-Level
1	2.7
2	2.6
3	3.0
4	2.8

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

Domain	Score
1	2.7
2	2.6
3	3.0
4	2.8
<b>Average Score</b>	<b>2.8</b>

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

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

## CATEGORY #2: Parent Feedback (10%)

Feedback from parents will be used to determine the remaining 10% of the Teacher Practice Indicators focus area of a teacher's evaluation.

### Whole-school Parent Survey

**The first process described below, in numbers 1 through 5, focuses on:**

- (1) conducting a whole-school parent survey (meaning data is aggregated at the school level),
- (2) determining several school-level parent goals based on the survey feedback,
- (3) teacher and evaluator identifying **one** related parent engagement goal and setting improvement targets,
- (4) measuring progress on growth targets, and
- (5) determining a teacher's summative rating. This parent feedback rating shall be based on four performance levels.

#### 1. 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 will be administered every spring and trends analyzed from year-to-year.

Appendix B contains a model parent survey that can be used to collect parent feedback. Eastford may use that survey, use existing survey instruments, use surveys developed or distributed by EASTCONN or develop their own. The District will work closely with teachers to develop the survey and interpret results. Parent representatives may be included in the process, but if a school governance council exists, the council must be included in this process. Parent surveys deployed by the District should be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time).

#### 2. Determining School-Level Parent Goals

The Principal 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 based on the survey results. Ideally, this goal-setting process would occur between the principal and teachers (possibly during faculty meetings) in August or September so agreement could be reached on 2-3 improvement goals for the entire school.

#### 3. Selecting a Parent Engagement Goal and Improvement Targets

After these 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. See a sample state model survey in Appendix C for additional questions that can be used to inspire goals.

Teachers will set improvement target(s) related to the goal they select. This goal should be written in SMART language format and must include specific 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 and attainable.

#### 4. Measuring Progress on Growth Targets

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback category. There are two ways a teacher can measure and demonstrate progress on their growth targets. A teacher 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, a teacher could conduct interviews with parents or a brief parent survey to see if they improved on growth target(s).

#### 5. Arriving at a Parent Feedback Rating

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

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

## V. Student Outcomes Related Indicators

The Student Outcomes Related Indicators portion of this plan captures the teacher's impact on students. Every teacher is in the profession to help children learn and grow, and teachers already think carefully about what knowledge, skills and talents they are responsible to nurture in their students each year. As a part of the process, teachers will document those aspirations and anchor them in data.

Student Related Indicators includes two categories:

- Student growth and development, which counts for 45%; and
- Whole-school student learning, which counts for 5% of the total evaluation rating.

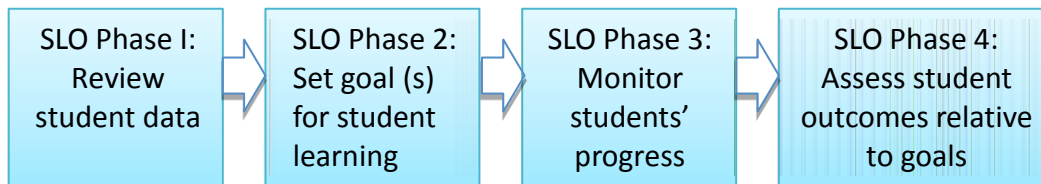
These categories will be described in detail below.

### CATEGORY #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 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 called **Student Learning Objectives** (SLOs) as the approach for measuring student growth during the school year.

Student Learning Objectives support teachers in using a planning cycle that will be familiar to most educators:



While this process should feel generally familiar, teachers are being asked to set more specific and measurable targets than they may have done in the past, and to develop them through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with supervisors. The four SLO phases are described in detail below:

**Phase 1: Review Student Data:**

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

**Examples of Data Review**

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

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

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

**Phase 2: Set 1 or more SLOs (Student Learning Objectives):**

Each teacher, through mutual agreement with his/her evaluator, will select at least one 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).

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.

In the event that a teacher works less than a full school year, the writing and evaluation of SLOs will be determined by mutual agreement of the teacher, administrator and bargaining unit representation.

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 state-wide);
- Commercially-produced; and
- Often administered only once a year, although some standardized assessments are administered two or three times per year.

To create SLOs, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objective

Objectives will be broad goals for student learning. Any one objective should address a central purpose of the teacher’s assignment and it should pertain to a large proportion of his/her students. Each SLO 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) or district standards for the grade level or course. Depending on the teacher’s assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes).

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

The following are examples of Student Learning Objectives based on student data:

Teacher Category	Student Learning Objective
Eighth Grade Science	My students will master critical concepts of science inquiry.
	All of my students will demonstrate _____

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 objective was met. Each SLO must include multiple Indicators of Academic Growth.

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. Indicators can also address student subgroups, such as high- or low-performing students or ELL students. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students. The Template for Setting SMART Goals should be referenced as a resource for setting SLOs/IAGDs (Appendix A).

Since indicator targets are calibrated for the teacher's particular students, teachers with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all second grade teachers in a district might use the same reading assessment as their IAGD, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among second grade teachers.

Taken together, an SLO's indicators, if achieved, would provide evidence that the objective was met. Here are some examples of indicators that might be applied to the previous SLO examples:

#### **Sample SLO- Standardized IAGD(s)**

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development ( <i>at least one is required</i> )
Eighth Grade Science	My students will master critical concepts of science inquiry.	1. 78% of my students will score at the Proficient or higher level on the science _____ in (month), 20____.
Fourth Grade	My 22 students will demonstrate improvement in or mastery of reading comprehension skills by June 20__.	1. All 17 (77%) students assessed on the standard _____ will maintain proficiency, goal or advanced performance, or will gain a proficiency band on 4 <sup>th</sup> grade Reading in March 20____. 2. All 5 students (23%) assessed on the ____ for Reading _____ will achieve at the proficient or goal level on 4 <sup>th</sup> grade _____ Reading _____ in (month), 20____.

#### **Sample SLO-Non-Standardized IAGD(s)**

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development ( <i>at least one is required</i> )
Eighth Grade Science	My students will master critical concepts of science inquiry.	1. My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry.
Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	1. 85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts teachers in our district.

### Step 3: Provide Additional Information

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

- Selected student population supported by data;
- the rationale for the objective, including relevant standards;
- any important technical information about the indicator evidence (like timing or scoring plans);
- the baseline data that was used to set each IAGD;
- interim assessments the teacher plans to use to gauge students' progress toward the SLO during the school year; and
- any training or support the teacher thinks would help improve the likelihood of meeting the SLO(optional).

### Step 4: Reach Mutual Agreement with Evaluator

Evaluators and teachers must mutually agree on SLOs and Indicators. Evaluators may sign-off on goals once mutual agreement has been reached.

The evaluator and teacher will examine each SLO relative to three criteria described below. SLOs must meet all three criteria .

<b>Priority of Content</b>	<b>SLO Criteria Quality of Indicators</b>	<b>Rigor of Objective/ Indicators</b>
Objective is deeply relevant to teacher's assignment and addresses a large proportion of his/her students.	Indicators provide specific, measurable evidence. The indicators provide evidence about students' progress over the school year or semester during which they are with the teacher.	Objective and indicators are attainable but ambitious, and taken together, represent at least a year's worth of growth for students (or appropriate growth for a shorter interval of instruction).

### Phase 3: Monitor Students' Progress

Once SLOs are approved, teachers should monitor students' progress towards the objectives. They can for example, examine student work products, administer interim assessments, and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress.

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 Goals:

At the end of the school year, the teacher should collect the evidence required by their indicators 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:

Exemplary (4)	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
Accomplished (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
Developing (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.
Below Standard (1)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

Since SLOs should have more than one indicator, the evaluator may score each indicator separately 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.

If the teacher is evaluated on more than one SLO, the final student growth and development rating for a teacher is the average of their two SLO scores. For example, if one SLO was Partially Met, for 2 points, and the other SLO was Met, for 3 points, the student growth and development rating would be 2.5  $((2+3)/2)$ . The individual SLO ratings and the student growth and development rating will be shared and discussed with teachers during the end-of-year conference.

NOTE: For SLOs that include an indicator based on state standardized tests, 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 tests are the basis for all indicators, then the teacher's student growth and development rating will be based only on the results of the SLO that is based on non-standardized indicators.

However, once the state test evidence is available, the evaluator is required to 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 scoring section). See Summative Teacher Evaluation Scoring for details.

**CATEGORY #4: Whole-School Student Learning Indicator and/or Student Feedback (5%)**

Eastford will use a whole-school student learning indicator to determine this fourth category of core requirements.

***Whole-school student learning indicator***

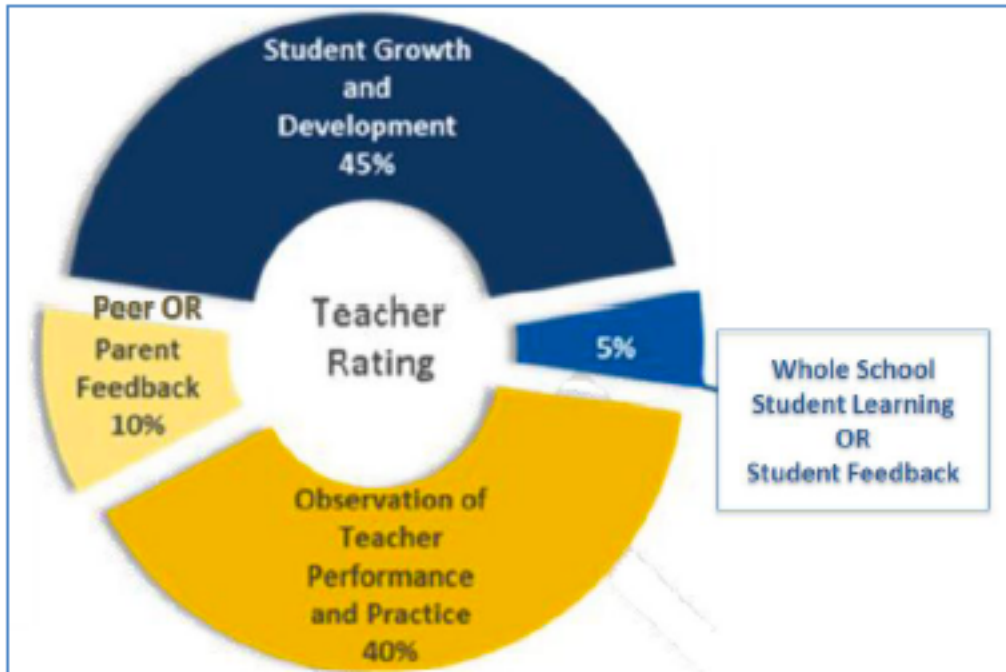
A teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the principal's evaluation rating at that school. This will be based on the school performance index (SPI), which correlates to the whole-school student learning on a principal's evaluation.

NOTE: If the Whole-School Student Learning rating is not available when the summative rating is calculated, then Student Growth and Development score will be weighted 50 and Whole-School Student Learning will be weighted 0 (see Summative Teacher Evaluation Scoring section). 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).

## VI. Summative Teacher Evaluation Scoring

### *Summative Scoring*

The individual summative teacher evaluation rating will be based on the four categories of performance, grouped in two major focus areas: Student Outcomes Related Indicators and Teacher Practice Related Indicators.



Every educator will receive one of four performance ratings:

**Exemplary** – Substantially exceeding indicators of performance

**Accomplished** – Meeting indicators of performance

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

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

The 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 and the Parent Feedback score
- 2) Calculate a Student Outcomes Related Indicators score by combining the Student Growth and Development score and Whole-School Student Learning or Student Feedback score
- 3) Use Summative Matrix to determine 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 category scores to

get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below.

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

- 2) Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning or student feedback score.

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

Category	Score (1 - 4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)	3.5	45	158
Whole-school Student Learning or Student Feedback	3	5	15
<b>TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS</b>			<b>173</b>

**Rating Table**

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

3) Use the Summative Matrix to determine Summative Rating

Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is accomplished and the Student Outcomes Related Indicators rating is accomplished. The summative rating is therefore accomplished. If the two focus areas 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 make a summative rating.

Note: Eastford’s plan will use the rating *Accomplished* in place of *Proficient* in the diagram below.

**Summative Rating Matrix**

		<b>Teacher Practice Related Indicators Rating</b>				
		Exemplary	Proficient	Developing	Below Standard	
<b>Student Outcomes Related Indicators Rating</b>	Exemplary	Exemplary	Exemplary	Proficient	Gather further information	
	Proficient	Proficient	Proficient	Proficient	Gather further information	
	Developing	Proficient	Developing	Developing	Below Standard	
	Below Standard	Gather further information	Below Standard	Below Standard	Below Standard	



### Definition of Effectiveness and Ineffectiveness

Novice teachers shall generally be deemed effective if said educator receives at least two sequential “accomplished” ratings, one of which must be earned in the fourth year of a novice teacher’s career. A “below standard” rating shall only be permitted in the first year of a novice teacher’s career, assuming a pattern of growth of “developing” in year two and two sequential “accomplished” ratings in years three and four.

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

### Dispute Resolution Process

A panel, composed of the superintendent, teacher union president and a neutral third person, 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. A pre-approved expert from a Regional Educational Service Center (RESC) may be chosen in any given year so long as the superintendent and teacher union president agree to such alternative. Resolutions must be topic specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue may be made by the superintendent.

### Core Requirements for the Evaluation of Student and Educator Support Specialists

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

### Flexibility from Core Requirements for the Evaluation of Teachers

1. Student and Educator Support Specialists (SESS) shall have a clear job descriptions and delineation of their role and responsibilities in the school to guide the setting of IAGDs, feedback and observation.
2. Because of the unique nature of the roles fulfilled by Student and Educator Support Specialists, districts shall be granted flexibility in applying the Core Requirements 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 IAGDs shall include the following steps:
    - i. The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.
    - ii. The educator and evaluator will determine if the indicator will apply to the individual teacher, a team of teachers, a grade level or the whole school.
    - iii. The educator and evaluator should identify the unique characteristics of the population of students which would impact student growth (e.g. high absenteeism, highly mobile population in school).
    - iv. The educator and evaluator will identify the learning standard to measure: the assessment/measure of progress, data or product for measuring growth; the

timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.

- b. 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, facilitating professional learning, working with families, participating 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.

Currently available on the SEED website are white papers developed by various discipline-specific workgroups and the CCT Rubric for Effective Service Delivery 2017. Specifically, this rubric was identified for use with:

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

**PLEASE NOTE:** The rubric is available for use with any educators whose roles and responsibilities fall within the realm of service delivery or are considered caseload specialists.

The alignment of *CCT Rubric for Effective Service Delivery 2017* to the *CCT Rubric for Effective Teaching 2017* is intentional and will benefit evaluators as they conduct observations of performance and practice across all content areas.

## Appendix A: Template for Setting SMART Goals

The SMART goal-setting process ensures that every goal is measurable and clear. The advantages of the SMART goal-setting process are:

- Provides a structured approach to a complex task
- Gives a clear framework for creating meaningful and achievable goals
- Accommodates all kinds of goals
- Is easy to teach others how to develop
- Helps to define goals in terms that can be widely understood
- Requires thinking through the implementation as well as the outcome

The characteristics of SMART goals are:

- **Specific and Strategic**
  - The goal should be well defined enough that anyone with limited knowledge of your intent should understand what is to be accomplished.
- **Measurable**
  - Goals need to be linked to some form of a common measure that can be used as a way to track progress toward achieving the goal.
- **Aligned and Attainable**
  - The goal must strike the right balance between being attainable and aligned to standards but lofty enough to impact the desired change.
- **Results-Oriented**
  - All goals should be stated as an outcome or result.
- **Time-Bound**
  - The time frame for achieving the goal must be clear and realistic.

### SMART goals Dos and Don'ts

#### **DO:**

Create a plan  
 Start Small  
 Write it down  
 Be specific  
 Track your progress  
 Celebrate your success  
 As for support sooner than later  
 Make commitments

#### **DON'T:**

Expect to accomplish without effort  
 Focus on too much at once  
 Forget to make a deadline  
 Deal in absolutes  
 Expect perfection  
 Keep your goal on a shelf  
 Beat yourself up over shortcomings  
 Try to accomplish it alone  
 Forget that you CAN DO IT!



**Part II: Background**

10. What is your child's gender?

- Male  Female

11. My child's grades are...

- Mostly A's  Mostly B's  Mostly C's  Mostly D's  Mostly F's  I Don't Know / Does Not Apply

12. What is the highest level of education that you have attained?

- Not a high school graduate  Some college  Graduate school  
 High school graduate  College graduate

13. What is your child's race or ethnicity?

- White  Black or African American  Asian  Hispanic or Latino  
 American Indian or Alaska Native  Native Hawaiian or Other Pacific Island  
Two or More Races/Ethnicities