Tolland Public Schools
Teacher Professional Learning and Evaluation Plan

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Introduction

Tolland's Teacher Professional Learning and Evaluation Plan has been designed to create pathways for the continuous learning and advancement of educational professionals throughout their careers. The Plan components are aligned with the Core Requirements of the Connecticut Guidelines for Educator Evaluation (adopted by the State Board of Education in June 2012). The Plan represents our commitment to incorporating current, high-quality research into the creation of professional learning opportunities, to fostering best practices in teacher supervision and evaluation, and to improving student learning through effective curriculum, instruction, and assessment practices, throughout our classrooms, schools and programs. As such, the Plan: a) addresses the elements of Connecticut's Core Requirements for Teacher Evaluation; b) is aligned with our district's mission and values; and c) meets the educational needs of the stakeholders in our schools.

In accordance with guidelines set forth by the State Department of Education, Tolland Public School's School Improvement Committee (SIC) has been established to help develop, review and refine the Plan and establish and monitor professional development. Committee members design plans and/or support programs to further teacher growth in developing students as learners, to enhance the educational environment and to expand the knowledge and resources of its teachers.

The School Improvement Committee consists of representatives of the administrative and teaching staff, including representatives from the Tolland Education Association (TEA). The committee consists of the following members:

Jane Moynihan, Teacher, Birch Grove Primary
Debbie Couture, Teacher, Birch Grove Primary
Cyndi Huschle, Teacher, Tolland Intermediate School
Lorrie Storozuk, Teacher, Tolland Intermediate School
Henry Fay, Teacher, Tolland Middle School
Cindy Foster, Teacher, Tolland Middle School, TEA Representative
Jim MacArthur, Teacher, Tolland High School
Jeff Susla, Teacher, Tolland High School
Tom Swanson, Principal, Birch Grove Primary
Walt Willett, Principal, Tolland Middle School
Kathryn Eidson, Director of Curriculum and Instruction

Statement of Purpose

The Tolland Board of Education is in agreement with the statement that "When teachers succeed, students succeed." They, therefore, support the state initiative to improve schools by improving school-level factors that seek to support students' success. We acknowledge that student learning and achievement enriches future learning, career and personal experiences later in life. This is built by the collaborative, interdependent work of teachers and administrators, students and families, and school districts and the communities they serve.

The purpose of the Plan is to facilitate the achievement in:
1. carrying out school improvement;
2. fostering teacher's individual and collaborative work for improved student learning;
3. supporting professional growth and development of the teachers and evaluators; and
4. encouraging excellence, creativity, and innovation in the planning and implementation of teaching strategies.

There are design principles that underpin the Plan. In evaluating teachers and their success, framers considered the need for multiple, standards-based measures of performance, consistency in professional judgment, the need for dialogue about student learning, the need for alignment between professional development, and coaching and feedback to support teachers.

To accomplish this, it is important to recognize that our plan needs to support the development of a professional culture of analysis, reflection, feedback and discourse about teaching practices and student learning.

The resulting document will provide a rating of the status of teacher practice for the purpose of improving that practice and subsequently the learning of students experiencing that practice. Ratings shall be:

> Exemplary – Substantially exceeding indicators of performance (Models of practice)
> Proficient – Meeting indicators of performance (Excellent teachers)
> Developing – Meeting some indicators of performance but not others (Those with
>   targeted professional needs)
> Below standard – Not meeting indicators of performance (Novice teachers or teachers in
>   need of improvement)

Guiding Beliefs

It is the belief that if teachers are given the opportunity to work with each other and the administration in an environment where there is a mutual feeling of respect, trust and professionalism, teachers can and will grow as professionals. This growth will result in the improvement of student learning opportunities.

Tolland's evaluation plan's beliefs are based on the knowledge that:
- good teaching increases the potential for successful student learning;
- the Common Core of Teaching can be used as a broad general description of good teaching;
- a collegial, collaborative relationship between teacher and evaluator creates an optimum climate for good teaching;
- a physically safe environment is conducive to both successful teaching and successful learning;
- a positive school climate is created when clearly defined expectations of performance and criteria for measuring that performance exist for students, teachers, and evaluators, and
- evaluation is a process by which curriculum and professional development are integrated to promote student, individual and institutional growth.

Beliefs about Students and Education

Beliefs about students and education guide the purposes set forth in the evaluation and professional development plan. We believe that:

- An effective teaching and learning system must reflect and be grounded in the vision and core values of the district and its schools.

- An effective teaching and learning system creates coherence among the functions of supervision and evaluation of professional practice, professional learning and support, and curriculum and assessment development.

- A comprehensive evaluation process includes:
  - on-going inquiry into and reflection on practice;
  - goal-setting aligned with expectations for student learning;
  - information gathered from multiple sources of evidence;
  - analysis of data from multiple sources of evidence;
  - support structures for feedback, assistance, and professional collaboration;
  - research-based professional learning opportunities aligned with the needs of teachers.

- An effective teaching and learning system that increases educator effectiveness and student outcomes is standards-based, and promotes and is sustained by a culture of collaboration knowledge-sharing.

Philosophy of Professional Evaluation

The purpose of educator evaluation is to improve student achievement outcomes through effective instruction and support for student and educator learning. A variety of factors support the improvement of learning and instruction. The Plan addresses all these factors systemically. It is a comprehensive system that is based on clearly defined expectations that consist of domains of skills, knowledge, and disposition articulated in the *Common Core of Teaching (2010)* for teacher evaluation, as well as what current research tells us about the relationship between teaching and learning.
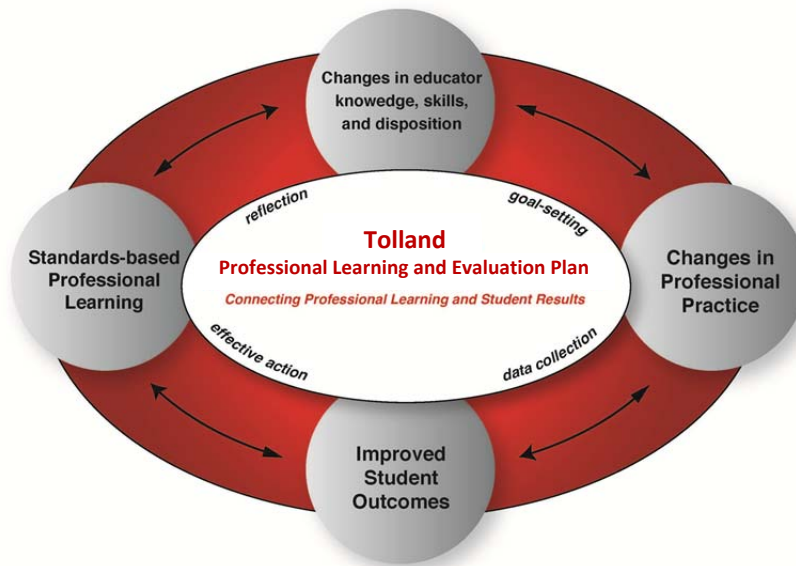
The Plan supports the development of educators at all stages of their careers, as it weaves together professional standards with expectations for student learning, and ongoing evaluation with access to professional learning and support. The Plan's teacher observation and evaluation instrument, the CCT Performance and Practice Continuum was chosen because it aligns with the processes and professional performance profiles outlined in Connecticut's Teacher Education and Mentoring (TEAM) program, which provides differentiated professional learning for all beginning teachers. Such alignment promotes the establishment of common, consistent vocabulary and understandings about teacher practice at all levels, among administrators and teachers, throughout the district.

Tolland's Plan takes into account school improvement goals, curricular goals, student learning goals, and evidence of educators' contributions to the school as a whole. Performance expectations within our Plan also include those responsibilities that we believe to be the key in promoting a positive school climate and the development of a professional learning community.

Tolland's Professional Learning and Evaluation Plan Goals

1. **Professionalize the Profession**
   - Document and share educators' best practices that result in meaningful advancement of student learning.
   - Enhance expert knowledge and collective efficacy in the field
   - Create new opportunities for educators to collaborate and develop leadership skills in their schools and disciplines.
   - Recognize and reward excellence in teaching, administration, and exemplary contributions to Tolland schools and programs.
   - Ensure that only high-quality professionals are selected for tenure in Tolland schools and programs.
   - Provide a process for validating personnel decisions, including recommendations for continued employment of staff.

2. **Improve the quality and focus of observation and evaluation**
   - Establish collaborative examinations of instructional practice among administrators and teachers to develop shared understanding of the strengths and challenges within our schools and programs to improve student learning.
   - Define and clarify criteria for evaluation and measurement of student learning, using research-based models for evaluation.
   - Establish multiple measures to assess professional practice.
   - Improve quantity and quality of feedback.
   - Align evaluation findings with professional learning plan and support systems.

3. **Support organizational improvement through the Professional Learning and Evaluation Plan.**
   - Align district- and school-level professional learning opportunities with the collective and individual needs of educators, based on data acquired through professional learning goal plans and observations of professional practice.
   - Provide educators with multiple avenues for pursuing professional learning.
   - Support and provide professional learning opportunities.
   - Create formal and informal opportunities for educators to share professional learning with colleagues.

Roles and Responsibilities

Evaluators are individuals whose job descriptions include supervision and evaluation of other certified personnel.

Superintendent's Role in the Evaluation Process

1. Arbitrate disputes.
2. Allocate funds or resources for the implementation of the PD/TE Plan.
3. Serve as liaison between the Board of Education and the evaluation process.

Evaluators*

Superintendent
- Principals
- Director of Pupil Services
- Director of Curriculum & Instruction

Building Principals
- Assistant Principals
- Teachers
- Department Liaisons/Team Leaders
- School Counselors
- School Media Specialists

Building Assistant Principals
- Teachers

Director of Curriculum and Instruction
- K-12 Language Arts Coordinator
- K-12 Mathematics Coordinator
- K-12 Science Coordinator
- K-12 Social Studies Coordinator
- Director of Educational Technology

Director of Pupil Services
- Speech and Language Teachers
- School Social Worker
- School Psychologists
- OT and PT Personnel

*This does not include non-certified personnel.

If complementary evaluators are used, the complementary evaluator may do only one evaluation with pre- and post-conferences per teacher during the initial implementation of the professional development/teacher evaluation plan. The complementary evaluator will be trained to have specific expertise in the evaluatee's area of instruction.

Roles and Responsibilities of Evaluators and Evaluatees

The primary purpose of educator evaluation is to strengthen individual and collective practices to improve student growth. Therefore, evaluators and evaluatees share responsibilities for the following:

- The review and understanding of Connecticut's Common Core of Teaching (CCT) Performance and Practice Continuum.
- The review and familiarity with applicable portions of Connecticut's Common Core State Standards, Connecticut's Frameworks of K-12 Curricular Goals and Standards, state-mandated tests, as well as locally-developed curriculum standards.
- Adherence to established timelines.
- Completion of required components in a timely and appropriate manner.
- Sharing of professional resources and new learnings about professional practice.

The Evaluator's Role is to
- Review and become familiar with evaluatees' previous evaluations.
- Participate in collaborative conferences with evaluatees.
- Analyze and assess performance, making recommendations as appropriate.
- Clarify questions, identify resources, facilitate peer assistance and provide other support as needed.
- Assist with the development and assessment of goals, student learning indicators, learning activities and outcomes.

The Evaluatee Role is to
- Reflect on previous feedback.
- Participate in collaborative conferences with evaluator.
- Engage in inquiry-based professional learning opportunities.
- Develop, implement, and self-assess goals, student learning indicators, learning activities, and outcomes.
- Request clarification of questions or assistance with identification of professional resources and/or peer assistance

Implementation of Professional Learning and Evaluation Plan

Orientation of Teachers
The district will provide orientation and update training sessions through in-service sessions, targeted group sessions, and individual conferences. These sessions will explain the processes for professional learning planning, the protocols for evaluation and observation (including timelines and rubrics), and documents that will be used by all staff.

Teachers and administrators new to Tolland (employed during or after the first year of implementation) will be provided with copies of the Plan and will engage in training to ensure that they understand the elements and procedures of the Plan, and the processes and documents to be used. This training will take place upon employment or prior to the beginning of the school year with members of Tolland's Administration and/or Human Resource Offices.

New Educator Support and Induction
In the interest of supporting new educators in the implementation of the Plan, a variety of general topics will be addressed, including:
- School philosophy and goals
- Policies and procedures
- Assignments and responsibilities
- Facility and staffing
- Curriculum and instructional support
- Resources for professional learning
- Schedules and routines
- Support services

Training and Resources
Ongoing training is an essential component of Tolland's Plan. Every staff member in Tolland Public Schools has the option and is expected to request support for goal choices and learning. Individual teachers, schools and district-wide personnel are to provide input to the Administration and the School Improvement Committee for the purpose of planning professional development. Subject to budget limitations, individuals may also select out-of-district professional conferences and seminars. In this way, training focuses on:
- teacher growth;
- student achievement;
- understanding and implementation of the district's goals and School Improvement Plans, and
- achievement of Connecticut Teaching Competencies.

All new teachers as well as veteran teachers will be provided opportunities to receive targeted, ongoing and embedded professional development. Professional development time is built into the calendar year for this purpose. Veteran teachers are also encouraged to receive mentor, cooperating teacher, and/or TEAM training so they can provide support for beginning teachers.

Training of Evaluators
Evaluators will be provided with on-going training in the process of evaluation and in the use and application of the district's Plan.

Understanding of Tolland's Plan's features, Connecticut's Common Core of Teaching (CCT), Common Core of Leading (CCL), Common Core State Standards, Standards for Professional Learning, and the components of professional evaluation and observation is essential to facilitating the evaluation process and promoting student growth. To that end, evaluators will be provided with on-going training and support in the use and application of Tolland's Evaluation Plan. Evaluators will review Plan elements and procedures prior to the beginning of each school year. Plans for staff training will be coordinated annually by the Director of Curriculum and Instruction.

Funds to provide material and training as well as time for the professional learning options and collaboration necessary to support the successful achievement of the teachers' goals, objectives and implementation of the Plan will be allocated annually and determined on a program by program basis.

Data Collection

Tolland's Plan requires the use of multiple sources of data. Multiple data sources provide for a comprehensive and authentic performance portrait of a teacher's work. Two types of data are collected and used throughout the evaluation process:

1. <u>Observation of teacher performance and practice data</u> is gathered from formal and informal classroom observations, teacher goals, artifact collection (e.g., lesson plans, feedback forms, worksheets), self-assessments, and notes from administrative observations within and outside the classroom. Parent and student surveys represent additional sources of information teachers can use to assess performance and set improvement objectives.

2. <u>Student Growth and Development Data</u> is gathered to determine how effectively students are learning. For example, teachers review classroom artifacts and student work (including the state testing) and analyze the evidence of student learning to determine progress toward the teacher's instructional goals. This analysis process is an expectation of the evaluation plan and can be done independently, in collegial groups, both self-selected and assigned, or as requested by the supervisor.

Data collection techniques that focus on student learning include observation of teacher/student interactions, student observation, analysis of student work, analysis of test scores and performance assessments. They also may include analysis of portfolios, daily assignments, learning logs, and products for projects.

It is expected that in any case where there are indications that student and/or teacher learning is deficient that the teacher seeks to identify and make adjustments. These might include adjustments in teaching strategies, teacher assignments, student schedules, or assessment strategies.

Connecting Teacher Evaluation and Professional Development

The primary purpose of professional development is school improvement as measured by the success of every student. We recognize that educators as well as students learn in different ways and have different learning needs at different points in their careers. Effective professional development, therefore, provides a variety of learning experiences. These experiences may include curriculum development, PLC work, study groups, individual study, and school-wide professional development activities.

Furthermore, it is important that the district's professional development design includes opportunities for staff to "learn-by-doing", have time to reflect on the learning, and generate and share new insights about teaching and learning. This approach to professional development allows teachers to explore different methods of instruction and to discover what works best with students in their classes.

To help nourish such an environment, it is important to be clear about the differences between supervision and evaluation. Supervision is defined as facilitating, stimulating, and problem solving. Evaluation is defined as monitoring, directing, making decisions, remediating and dismissing. The boundary line between supervision and evaluation comes when individual decisions are made about a teacher with data and information gathered from one or many sources.

Explanation of Non-Tenured Teacher Evaluation
Years 1-2 Tolland Public Schools

Requirement	Explanation	Expected Outcome
Goal Setting Conference by October 15	* Utilizing student data, school data, parent data and observation data to set 1-2 student growth goals for the year. (See Appendix A and C) * Discuss other reflections and objectives for professional growth.	* Established goal(s) with administrative approval. * Completed conference worksheet
3 formal observations (two of these must have pre-observation conferences; all three must have post-observation conferences)	* Observation #1 by November 1; Observation #2 by December 1; Observation #3 by February 1 * Lessons should have established components and exhibit best practices * See formal observation forms in Appendix C	* At least 3 completed formal observations * Receive constructive and timely feedback
Mid-Year Check-In Conference by February 1	* Discuss progress toward goal(s) based on evidence collected and data gathered * Discuss strategies utilized to address other objectives developed in the Goal Setting Conference	* Completed conference worksheet

Summative Evaluation Conference	* Teacher and evaluator will meet by June 1 to discuss progress throughout the year including:
	  • review evidence and data gathered to show progress toward or mastery of goal(s)
	  • discuss strategies used and progress toward objectives established in the Goal Setting Conference
	  • discuss teacher and evaluator observations of practice
		* Completed conference worksheet
		* Completed teacher self-reflection to be included in the Summative Evaluation form
		
		**Evaluator will complete the Summative Evaluation based on the conference held and provide the teacher with the appropriate rating in a timely fashion.

Participating in TEAM Process (if applicable)	* Regular meetings with the TEAM mentor are conducted * Progress toward attaining module objectives (TEAM requires five modules designed to be submitted for evaluation during the two or three year beginning teacher program)	* Successfully completed logs * Successfully completed modules as established by the TEAM program
Participate on a PLC team (See Appendix A)	* The beginning teacher meets with his/her designated PLC team and participates in and learns PLC processes.	* Successfully completed PLC Feedback Sheets documenting progress toward goal(s)

Explanation of Non-Tenured Teacher Evaluation
Years 3-4 in Tolland Public Schools

Requirement	Explanation	Expected Outcome
Goal Setting Conference by October 15	* Utilizing student data, school data, parent data and observation data to set 1-2 student growth goals for the year. (See Appendix A and C) * Discuss other reflections and objectives for professional growth	* Established goal(s) with administrative approval * Completed conference worksheet
For Teachers Rated as Below Standard or Developing: 3 formal observations (two of these must have pre-observation conferences; all three must have post-observation conferences) *For Teachers Rated as Proficient or Exemplary:* 1 formal observation (with a pre-observation conference and post-observation conference); 2 reviews of practice with follow-up from the evaluator	* Observation/Review of Practice #1 by November 1; Observation/Review of Practice #2 by December 1; Observation/Review of Practice #3 by February 1 * Lessons should have established components and exhibit best practices * See formal observation forms in Appendix C	* At least 3 completed formal observations/reviews of practice * Receive constructive and timely feedback
Mid-Year Check-In Conference by February 1	* Discuss progress toward goal(s) based on evidence collected and data gathered * Discuss strategies utilized to address other objectives developed in the Goal Setting Conference	* Completed conference worksheet
Summative Evaluation Conference	* Teacher and evaluator will meet by June 1 to discuss progress throughout the year including: • review evidence and data gathered to sow progress toward or mastery of goal(s) • discuss strategies used and progress toward objectives established in the Goal Setting Conference • discuss teacher and evaluator observations of practice	* Completed conference worksheet * Completed teacher self-reflection to be included in the Summative Evaluation form **Evaluator will complete the Summative Evaluation based on the conference held and provide the teacher with the appropriate rating in a timely fashion.
Participation in TEAM Process (if applicable)	* Regular meetings with the TEAM mentor are conducted * Progress toward attaining module objectives (TEAM requires five modules designated to be submitted for evaluation during the two or three year beginning teacher program)	* Successfully completed logs * Successfully completed modules as established by TEAM program
Participate on a PLC team (See Appendix A)	* The beginning teacher meets with his/her designated PLC team and participates in and learns the PLC processes	* Successfully completed PLC Feedback Sheets documenting progress toward goal(s)

Explanation of Tenured Teacher Evaluation

Requirement	Explanation	Expected Outcome
Goal Setting Conference by November 15	∗ Utilizing student data, school data, parent data and observation data to set 1-2 student growth goals for the year. (See Appendix A and C) ∗ Discuss other reflections and objectives for professional growth	∗ Established goal(s) with administrative approval ∗ Completed conference worksheet
For Teachers Rated as Below Standard or Developing: 3 formal observations (two of these must have pre-observation conferences; all three must have post-observation conferences) **For Teachers Rated as Proficient or Exemplary:** 1 formal observation (with a pre-observation conference and post-observation conference); 2 reviews of practice with follow-up from the evaluator	∗ Observation/Review of Practice #1 by December 1; Observation/Review of Practice #2 by February 1; Observation/Review of Practice #3 by June 1 ∗ Lessons should have established components and exhibit best practices ∗ See formal observation forms in Appendix C	∗ At least 3 completed formal observations/reviews of practice ∗ Receive constructive and timely feedback
Mid-Year Check-In Conference by February 1	∗ Discuss progress toward goal(s) based on evidence collected and data gathered ∗ Discuss strategies utilized to address other objectives developed in the Goal Setting Conference	∗ Completed conference worksheet
Summative Evaluation Conference	∗ Teacher and evaluator will meet by June 1 to discuss progress throughout the year including: • review evidence and data gathered to show progress toward or mastery of goal(s) • discuss strategies used and progress toward objectives established in the Goal Setting Conference • discuss teacher and evaluator observations of practice	∗ Completed conference worksheet ∗ Completed teacher self-reflection to be included in the Summative Evaluation form **Evaluator will complete the Summative Evaluation based on the conference held and provide the teacher with the appropriate rating in a timely fashion.
Participate on a PLC team (See Appendix A)	∗ The teacher meets with his/her designated PLC team and participates in and learns the PLC processes.	∗ Successfully complete PLC Feedback Sheets documenting progress toward goal(s)

Performance Conferences
Summary

Conferences are to be held three times a year with all district teachers. The purpose of these conferences is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set and monitor student growth goals, and identify development opportunities. These conferences are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful. (See sequences summaries, Appendix L) The conference timeline and processes are as follows:

Teacher Evaluation Process and Timeline

The three conferences to be held during the year are as follows:

1. **Orientation (by September 15):**
   - To begin the annual evaluation process, evaluators meet with teachers, in groups and/or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will review and discuss the following:
     1. The CCT Performance and Practice Continuum and self-assessment processes and purposes.
     2. School Improvement Plans and district priorities that should be reflected in teacher performance and practice focus areas and/or strategies (40%) as well as SMART goals related to student outcomes and achievement(45%).
     3. Data regarding whole-school indicators of teacher/peer practice and student learning.
     4. Data needed, including types of data and processes for collection and analysis.
     5. Use of the digital evaluation system, if available.

2. **Initial Conference – by October 15 (Non-Tenured) or November 15 (Tenured):**
   - Teacher Reflection—In advance of the initial conference, the teacher will examine data related to current students' performance (including, but not limited to: standardized tests, portfolios and other samples of student work appropriate to teacher's students, etc.). They will also review prior years evaluations, possible survey results, previous professional learning targets, and the Performance and Practice Continuum. (First-year beginning teachers may find it helpful to reflect on their practice focus area with their mentor teachers, using the TEAM program's Module Resources and Performance Profiles, to determine a baseline for establishing focus area.) The teacher will complete a Goal Setting Conference Agenda/Questions Form prior to the Goal Setting Conference. The Agenda/Question Form considers the following:
     a) **a practice focus area(s)** based on data from teacher reflection and review of the CCT Performance and Practice Continuum. The continuum rating will eventually comprise 40% of the teacher's summative evaluation rating
     b) **possible strategies to support the whole-school goal** determined by the staff/administration and based on data from **peer feedback**;
     c) **possible SMART goal(s)** to address student learning and achievement objectives. Achievement on these goals comprise 45% of a teacher's summative evaluation; and
     d) **possible strategies to support the whole-school goal related to student learning**. (See Appendix K for goal setting conference agenda/questions)

   Examples of data that may be helpful for the initial conference:

• Lesson Plans	• Class List
• Formative Assessment Data	• Standardized and Non-Standardized Data (based on the teacher's class)
• Summative Assessment Data	
• Student Work	• School-Level Data
• Parent Communication Logs	• CCT Continuum
• Data Team Minutes	
• Survey Data	

   The teacher may collaborate in grade-level or subject-matter teams to support the goal or strategy-setting process.

- Goal Setting conference – No later than **October 15 (Non-Tenured) or November 15 (Tenured)** of the school year, the evaluator and teacher will meet to discuss the teacher's proposed SMART goal(s)/strategies in order to arrive at mutual agreement about them.

- Observations of practice—Observations of practice will occur as follows:
  Non-Tenured: by November 1, December 1, February 1
  Tenured: by December 1, February 1, June 1

  Evaluators will observe teacher practice in formal in-class observations and informal reviews of practice throughout the school year, with frequency based on the year of implementation of the plan and the teacher's summative evaluation rating. The evaluator will reference these observations and reviews of practice in conferences and summative reviews. The teacher will also collect evidence throughout the school year about his/her practice and student's learning.

3. **Mid-Year Conference (by February 1):**
   - The evaluator and teacher will hold at least one mid-year conference. The discussion should focus on processes and progress toward meeting the SMART goal(s) and focus areas or strategies for developing one's practice. If necessary, teachers and evaluators may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of SMART goal(s) to accommodate changes (e.g., student populations, assignment). They may also discuss actions that the teacher may take and supports the evaluator may provide to promote teacher growth. (See Appendix K for Mid-Year Conference Agenda/Questions Form) (See Appendix I for Workshop Attendance records)

4. **End-of-year summative review (by June 1):**
   a. Teacher self-reflection - The teacher reviews and reflects on all information and data collected during the year. This may be a self-reflection that focuses specifically on the areas for development, referencing the CCT Performance and Practice Continuum and SMART goal(s) and strategies established in the Goal Setting Conference. A self- reflection may address all components of the evaluation plan and may include what the teacher learned throughout the year. One should also consider possible focus areas for future practice. (See Appendix A, Part III)
   b. End-of-year conference - The evaluator and the teacher meet to discuss all the information collected to date. The teacher and evaluator will discuss the extent to which students met the SMART goal(s), the work on strategies for whole school learning goal and the teacher's performance and practice.
   c. Summative Rating - Following the conference, the evaluator reviews all information, including observation data to generate category and focus area ratings. The four category ratings generate the final, summative rating using the summative rating matrix. (See Appendix K for Summative Conference Agenda/Questions Form)

The summative ratings are to be accomplished by June 1. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data have a significant impact on a final rating. A final rating may be revised when state test data are available before September 15 of a school year.

Connecticut Framework for Teacher Evaluation and Support

The Core Requirements of the CT Guidelines for Teacher Evaluation require districts to weigh the components of teacher's annual summative evaluations ratings as follows:
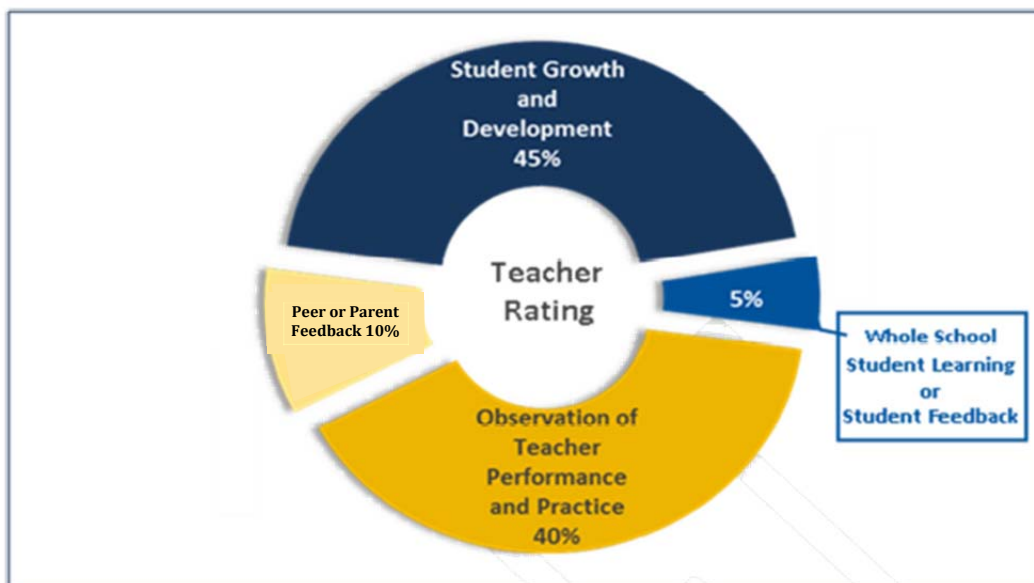
These are the four categories of indicators for identifying possible growth areas for teachers. They are:

    I Teacher Performance and Practice Related Indicators
        a. Growth in teacher performance and practice
        b. Growth in interactions with peers
    II. Student Outcome Related Indicators
        a. Growth in student learning
        b. Growth in interactions with students

Components of Teacher Evaluation

Teacher Practice Related Indicators

The Teacher Performance and 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. It is comprised of two categories:

- Teacher Performance and Practice, which counts for 40% of an evaluative rating; and
- Peer or Parent Feedback, which counts for 10%.

These categories will be described in detail in the following

CATEGORY 1: Teacher Performance and Practice (40%)

Forty percent (40%) of a teacher's evaluation will be based on observation of teacher performance and practice, using the CCT Performance and Practice Continuum.

CCT Performance and Practice Continuum

The observation instrument for the Professional Learning and Evaluation Plan has been developed to align with Connecticut's Common Core of Teaching (CCT) and to reflect the content of its domains and indicators. The CCT has defined effective teaching as evidenced in professional literature.

The CCT Performance and Practice Continuum, which observers will use in conducting teacher observations and reviews of practice, was developed by teams of educators (including teachers, building-level administrators, central office administrators, and professional developers), who reviewed the six domains and 46 indicators that comprise the CCT. They also reviewed relevant research on effective instructional practices and models for observation of professional teaching practice (Danielson, 2011;

Marshall, 2011; Marzano, et al., 2011).   The CCT Continuum represents a distillation of each of these resources into essential elements that are crucial to effective practice and can be observed and applied in appraisals of teachers.

The CCT Continuum addresses several principles that are essential components of effective teacher performance and practice. These principles are explicitly embedded in the CCT Continuum as observable practices, and teachers and evaluators reflect on these practices during pre- and post-observation conferences and self-evaluations. The essential components included in the Performance and Practice Continuum are:
- support for enrichment of educational opportunities for all students;
- differentiation for success and equal opportunities for all students;
- purposeful use of technology for access to learning for all students;
- collaboration resulting in high levels of learning for all students;
- data collection and analysis to inform effective planning, instruction, and assessment practices to enhance student learning;
- professional learning as integral to improved student outcomes.

Key attributes of teacher performance and practice outlined in the CCT are reflected in the descriptors of the indicators.   This allows evaluators and teachers to understand how these attributes apply in practice, observations, and evaluation.

In employing the CCT as its foundation, the CCT Performance and Practice Continuum maintains consistency with Connecticut's TEAM program of mentorship and professional development of new teachers. TEAM's Performance Profiles, which also describe attributes of effective teaching practice along a continuum for each of its professional growth modules, apply the CCT indicators as the focus for new teacher reflection on their practice and development of differentiated professional growth plans.   The Continuum and TEAM both rely on rich professional discussion about and reflection on professional practice to advance teacher effectiveness and student learning. Therefore, consistency between these two programs makes it possible for all educators to acquire common understandings and language about teaching and learning, with the intent of enriching collaboration, communication, and community to pave the way for school improvement and success for all students.

Teacher Reflection on the CCT Performance and Practice Continuum
Teachers will use the CCT Continuum to reflect on their own practices and their impact on student performance. Based on that reflection, teachers will choose specific areas of practice which call for improvement. These focus areas will guide their own professional learning and improvements in practice. Improvement in these areas will ultimately promote student growth and achievement of student outcome goals.   <u>Improvement in these areas should result in improvements in teacher knowledge and skills which will necessarily impact their rating(s) on the CCT Performance and Practice Continuum.</u>

Data Gathering Process

Sources of Data to Inform the Teacher Performance and Practice Rating (40%)		
SOURCES OF DATA	**EXAMPLES OF DATA**	**IMPORTANCE OF DATA**
Conferences	Data related to all domains - Conversation and artifacts that reveal the teacher has an understanding of, content, students, strategies, and use of data - Teacher's use of data to inform instruction, analyze student performance and set appropriate learning goals	- Provides opportunities for teachers to demonstrate cause and effect thinking. - Provides opportunities for the evaluator to learn content, systems effectiveness, and priorities for professional learning - Provides a context for observations and evaluation
In-class observations	Data related to Domains 1-5 - Teacher-student, student-student conversations, interactions, activities related to student learning goals	- Provides evidence of teacher's ability to improve student learning and promote growth
Non-classroom reviews of practice	Data related to Domain 6 - Teacher reflection, as evidenced in pre- and post-conference data. - Engagement in professional development opportunities, involvement in action research. - Collaboration with colleagues - Teacher-family interactions - Ethical decisions	- Provides evidence of teacher as learner, as reflective practitioner and teacher as leader.

Evaluators will use the CCT Continuum to guide data collection from teacher conferences, classroom observations and reviews of practice.

Other possibly sources of data include:
- teacher lesson plans and associated documentation,
- pre-observation, post-observation conferences,
- teacher self-reflection forms and related conversations,
- communication with families,
- collaboration with colleagues,
- participation in data teams (action research),
- professional learning presentations,
- coaching and mentoring ,
- data team meetings,
- participation in PPTs, etc.

All of these provide rich data related to the CCT standards and the effectiveness of teachers' performance and practice.

Observations of Teacher Practice

Observations, both formal and informal, provide valuable information to all professional staff about instructional practice. Data collected through observations allow school leaders to understand more about the nature of learning and instruction in their schools. Feedback from observations provide individual teachers with insights regarding the impact of their content knowledge, management, planning, instruction, assessment and professional practices on student growth. Observations help teachers gain insights about their professional practice and its impact on student learning.

Formal observations and informal reviews of practice are considered a normal part of the evaluator's job responsibilities. More importantly, observation is essential for establishing a culture of continuous learning for educators and for understanding the nature, scope and quality of student learning in a school as a whole. After the first year, administrators may differentiate the number of observations based on experience, prior ratings, needs and goals of individual teachers.

Implementation

- In year one of implementation, at least 50% of classroom teachers will receive at least three in-class formal observations. Each of the three observations will include at least two pre-conferences and three post-conferences with timely feedback. Reviews of practice may also occur for all teachers.
- In year two teachers new to the evaluation protocol will be observed in the same way described earlier while others will enter the protocol designed for their teacher evaluation rating from the first year.
- Teachers who receive a performance evaluation designation of below standard or developing shall receive a number of observations appropriate to their needs, but no fewer than three in-class formal observations. Two of the three observations will include a pre-conference and three will include a post-conference with timely written and verbal feedback.
- Teachers who receive a performance evaluation designation of proficient or exemplary will receive a combination of at least one formal observation and two reviews of practice.

Observation Schedule

PERFORMANCE DESIGNATION	NUMBER OF OBSERVATIONS	CONFERENCING AND FEEDBACK
FIRST YEAR OF PROGRAM IMPLEMENTATION		
All Teachers Year One	Three in-class formal observations	Two must have pre-conferences, all must have post-conferences
SECOND YEAR OF PROGRAM IMPLEMENTATION AND BEYOND		
1st and 2nd Year Teachers Teachers Designated Below Standard or Developing New Tolland Employees	Three in-class formal observations	Two must have pre-conferences, all must have post-conferences.
Teachers designated as Proficient or Exemplary	One in-class formal observation Two reviews of practice	In-class observation must have pre and post-conferences.

Evaluator Training and Proficiency

Formal observations of classroom practice are guided by the domains and indicators of CCT Performance and Practice Continuum. Evaluators participate in training and demonstrate proficiency in the use of the Continuum. Training is conducted regularly to ensure consistency and high-quality application of the Continuum in observations and evaluation.

After the first year of implementation, all evaluators new to Tolland will be required to participate in the training, proficiency and supports sessions described above. Any evaluator who does not initially demonstrate proficiency will be provided with additional practice and coaching opportunities as needed.

CATEGORY 2. Peer Feedback (10%)

Ten percent (10%) of a teacher's evaluation shall be based on achievement of strategies developed by teachers to support the achievement of building goals. These are assessed through peer feedback. Information is gathered by teachers using a Whole Building Screen of instructional practices. This Screen is correlated with the CCT Performance and Practice Continuum. Once a Building Goal from this anonymous peer feedback screen has been determined by the school's teachers and administrators, individual teachers will develop strategies to contribute to its success. Information about this goal may be gathered throughout the school year. A Screen of Instructional Practices will again take place at the end of the year to determine if progress has taken place with this whole school emphasis on an instructional practice. Teachers are evaluated based on their achievement of strategies to support this goal.

Student Growth and Development Indicators

CATEGORY 3: Student Outcomes and Achievement (45%)

Teachers are required to develop one to two SMART goals related to student growth and development. Forty-five percent (45%) of a teacher's evaluation will be based on achievement of student learning outcomes defined by the SMART goal(s). Goal(s) need to be aligned with standardized and/or standards-based measures.

For those teaching state tested grades and subjects, SMART goals need to be developed based on an analysis of results of student achievement on the appropriate state test and another standardized assessment.

Teachers in non-tested grades and subjects may establish SMART goals based on student learning needs and measurable targets revealed in aggregate data from state tests, other standardized assessments where available, or other standards-based measures. Standards-based measures include unit assessments, assessments of student achievement of school-wide expectations for student learning, measures using analytic rubrics and/or student portfolios of examples of work.

SMART goals for all personnel must demonstrate alignment with school-wide student achievement priorities and/or state/national standards (see Appendix A Part I for examples of SMART Goals)

22.5% of the teacher's evaluation is based on achievement of the standardized indicator of success, if available, and 22.5% on the second standardized or standards-based indicator of success.

Goal Setting

Tolland teachers' SMART goals address the learning needs of their students and are aligned to the teacher's assignment.   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. So, for student growth and development to be measured for teacher evaluation purposes, a teacher's assignment, students, and context will be taken into account.

The student outcome related indicators will be written to meet SMART goal criteria, i.e. Specific/Strategic, Measurable, Attainable, Relevant, and Time-Bound. They are based on pre- and post- measures of the same students. (See Appendix A, Part I)

Each SMART goal will:
1. take into account the academic track record and overall needs and strengths of the students that teacher is teaching that year/semester.
2. address the most important purposes of a teacher's assignment.
3. align with school, district, and state student achievement objectives.
4. take into account students' learning needs vis-à-vis relevant baseline data.
5. consider Public School Information System (PSIS) factors.
6. be mutually agreed upon by teacher and their evaluator.

7. be fair, valid, reliable and useful to the greatest extent possible.

SMART Goal(s) and Student Progress
The following diagram illustrates the processes involved in establishing and assessing SMART goal(s) for student learning.

| Phase I: Learn about this year's students by examining baseline data | → | Phase 2: Set SMART goals for student growth with Administrator approval | → | Phase 3: Monitor and document student progress | → | Phase 4: Assess students to determine progress towards or achievement of SMART goals |

Explanation of Phases

> Phase I:
> Learn about this year's students by examining baseline data
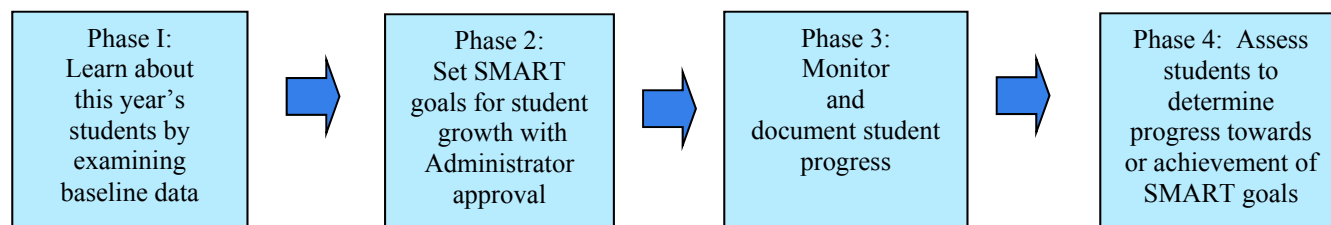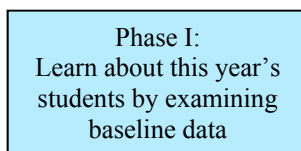
To write meaningful and relevant SMART goals that align to their teaching assignment and result from a thorough knowledge of their students, data analysis is required. Teachers must learn as much as they can about the students they teach and be able to document baseline data that they have used to determine their instructional focus. Analysis of these initial pieces of data on incoming students for the year should be completed by mid-September of the academic year.

> Phase 2:
> Set SMART goals for
> student growth
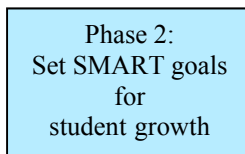
Each teacher will write one or two SMART goals. If one SMART goal is chosen, it must include a minimum of one standardized Indicator of Success (IOS), where available, and one non-standardized IOS.

If two SMART goals are chosen, at least one goal must have a minimum of one standardized IOS, where available, and at least one goal must have a minimum of one standards-based IOS.

The SMART goal(s) should make clear (1) what evidence was or will be examined, (2) what level of performance is targeted, and (3) what assessment/indicator will be used to measure the targeted level of performance. The SMART goal(s) can also address student subgroups, such as high- or low-performing students or ELL students. It is through the examination of student data that teachers will determine the focus and the level of performance to be targeted for their students.

Teachers will submit their SMART goal(s) to their evaluator for review and approval. The review and approval process for SMART goal(s) will take place during the Goal-Setting Conference on or before October 15 or November 15. To ensure that goals are as fair, reliable, valid, and useful to the greatest possible extent, evaluators will review and approve the SMART goal(s) based on the following criteria.

- **Priority of Content**-: SMART goal is deeply relevant to teacher's assignment and addresses the most important purposes of that assignment.
- **Rigor of SMART goal**: SMART goal is attainable, and establishes rigorous growth over a specified time period.
- **Analysis of Student Outcome Data**: SMART goal provides specific, measurable evidence of student learning.

> Phase 3:
> Monitor and document
> Student progress
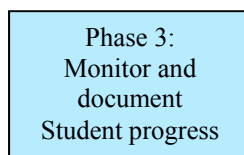
Once the SMART goal(s) are approved, teachers need to monitor students' progress toward achieving the indicators of success.

Teachers may measure and document student progress through:
1. Examination of student work using rubrics
2. Administering assessments and isolating appropriate indicators
3. Tracking of students' accomplishments through "quick checks", checklists, etc.

Teachers may choose to share their interim findings with colleagues during collaborative time. They may also wish to keep their evaluator apprised of progress. Artifacts related to the teacher's monitoring practices can be reviewed and discussed during the Mid-Year Conference. This review may result in revisions to instructional strategies and/or materials or in a need for professional development. Teachers and evaluators may mutually agree to mid-year adjustments to the SMART goal(s) to accommodate changes (e.g., student populations, assignment). The Mid-Year Conference will take place by February 1 of the academic year.

> Phase 4:
> Assess students to determine progress towards or achievement of the SMART goal(s)

Student Outcomes and Achievement

Teacher Responsibility – The teacher needs to review all information and data collected during the year and be prepared to review this with the evaluator. The teacher review may involve being prepared to: (See Appendix A, Part III)
1. Describe the results and evidence for goal achievement.
2. Describe what was done to produce these results.
3. Describe the personal learning that took place and how it will be used in the future.

End of Year Conference –The teacher and evaluator will discuss the extent to which the students met the learning goals/objectives. They will analyze the data and review all other pertinent goal information. Using the four performance level designations shown in the table below, the evaluator will rate the extent of student progress toward meeting the student learning goals/objectives.

Evaluators will review the teacher's self-reflection and the result(s) of the SMART goal(s), in addition to the teacher's contributing to the building goal attainment and progress toward his/her professional practice. The evaluator will assign one of four ratings to the SMART goal(s): Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point). These ratings are defined as follows:

Exceeded (4)	Exceeded SMART goal(s) by 10% margin or higher.
Met (3)	Met the SMART goal(s).
Partially Met (2)	Did not meet the SMART goal(s) by 10% margin.
Did Not Meet (1)	Did not meet the SMART goals by 11% or greater.

The final rating for Category 3: Student Outcomes and Achievement is the average of the two indicators of success. For example, if one indicator of success was Partially Met, for 2 points, and the other indicator of success was Met, for 3 points, the student growth and development rating would be [(2+3)/2] or 2.5.

The individual SMART goal ratings and the final Student Outcomes and Achievement rating will be shared with teachers before the end of the school year.

NOTE: For SMART goal(s) that include an assessment based on state standardized tests, results may not be available in time to score the SMART goal prior to the June 30 deadline. If state test data may have a significant impact on a final rating, a final rating may be revised before September 15 when state test data are available.

Training for Teachers and Evaluators

Creating SMART goal(s) involves making sure:

- Quality measures and indicators are used to determine student growth
- SMART goals fulfill all the parameters for a SMART goal
- SMART goals are rigorous
- The goal includes written plans that articulate the strategies and progress monitoring tools teachers will use to achieve their SMART goal(s)

All teachers and evaluators will receive training to ensure a knowledgeable approach to the creation and use of SMART goals and analysis and use of data. Should additional training be needed, it will be decided on a case-by-case basis at the school or individual level.

CATEGORY 4. Whole-School Student GOAL (5%)

Five percent (5%) of a teacher's evaluation shall be based on the student feedback portion of the Administrative "Stakeholder" survey. This survey will be analyzed and then Tolland staff members will define and communicate a Whole School Student SMART goal. Certified staff will be asked to articulate in writing strategies they will, through their professional practices, use to support the achievement of the established Whole School Learning goal on the Goal Setting Conference Agenda/Questions (Appendix K).

Teachers' efforts and actions taken towards achievement of the Whole School Learning goal will be discussed during the Goal Setting Conference, the Mid-Year Conference and the Summative Conference. Teachers will be expected to review their contributions to the attainment of this Whole-School Goal.

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 Performance and Practice Related Indicators.
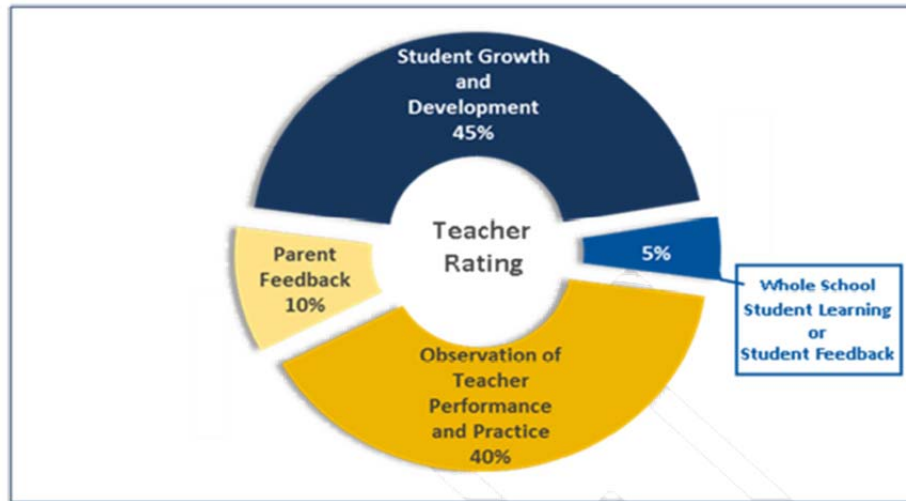
Every educator will receive one of four performance ratings:

    4 Exemplary – Substantially exceeding indicators of performance (Models of practice)
    3 Proficient – Meeting indicators of performance (Excellent teachers)
    2 Developing – Meeting some indicators of performance but not others (Those with targeted professional needs)
    1 Below Standard - Not meeting indicators of performance (Novice teachers or teachers in need of improvement)

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 and the Peer Feedback score
2. Calculate a <u>Student Outcomes Related Indicators score</u> by combining the Student Growth and Development score and Whole-School Student Goal score
3. Use Summative Matrix to <u>determine Summative Rating</u>

Each step is illustrated below:

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

   The observation of teacher performance and practice counts for 40% of the total rating and peer feedback counts for 10% of the total rating. These weights are multiplied 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. For example, if the teacher's rubric rating is 2.8 and their feedback goal three, they would achieve the following.

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

Rating Table

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

2. Calculate a Student Outcomes rating by combining the student growth and development score and whole-school student goal score.

The student growth and development category counts for 45% of the total rating and the whole-school student goal counts for 5% of the total rating. 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. In this example, two SMART goals were rated, 3 for one and 4 for the other, for an average of 3.5. The strategy rating for the student feedback was 3.

Category	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SMART goals)	3.5	45	158
Whole School Student Feedback Strategies	3	5	15
Total Student Outcomes Related Indicators Points			**173**

Rating Table

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

3. Use the Summative Matrix to determine Summative Rating

To determine the summative rating, the following chart is used. For the example provided, the Teacher Practice Related Indicators rating is proficient and the Student Outcomes Related Indicators rating is proficient. The summative rating is therefore proficient. If the two 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 may want to examine the data and gather additional information.

Summative Rating Matrix	Teacher Practice Related Indicators Rating			
	Exemplary	Proficient	Developing	Below Standard
Student Outcomes Related Indicators Rating — Exemplary	Exemplary	Exemplary	Exemplary	Proficient	Developing
Proficient	Exemplary	Proficient	Proficient	Developing
Developing	Proficient	Proficient	Developing	Below Standard
Below Standard	Developing	Developing	Below Standard	Below Standard

Adjustment of Summative Rating Summative ratings must be completed for all teachers by June 30 of a given school year. Should state standardized test data not be available at the time of a final 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 may 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.

Summative Evaluation Report

The evaluator completes the Summative Evaluation Report (Appendix D) and the educator is rated as (See Appendix J for method of calculation):

Exemplary – Substantially exceeding indicators of performance (Models of practice)

Proficient – Meeting indicators of performance (Excellent teachers)

Developing – Meeting some indicators of performance but no others (Those with targeted professional needs)

Below standard – Not meeting indicators of performance (Novice teachers or teachers in need of improvement)

The Summative Evaluation Report takes into account factors influencing the achievement of goals that are beyond the control of the staff member being evaluated, such as the availability of materials, resources, space and other environmental concerns.

The school administrator uses the Summative Evaluation Report (See Appendix D) with tenured teachers every year by June 1 and with non-tenured teachers every year by February 1. The school administrator may judge the teacher as effective (exemplary or proficient), developing (needing extensive growth) or below standard (in need of intensive assistance).

A teacher who receives and "Exemplary" or "Proficient" rating, proceeds with the regular evaluation/growth cycle. If a teacher's performance is rated as "Below Standard", the administrator must create an individual teacher Intensive Assistance Plan (IAP). If the teacher is rated "Developing" where one of the Practice or Outcome ratings is "Below Standard", the administrator must create an "Area for Extensive Growth" plan. If there are two "Developing" ratings (Practice and Outcome), the evaluator may monitor the teacher and choose not to create an Extensive Growth Plan (EGP). Plans may be developed in consultation with the teacher and his/her bargaining representative.   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 a summative rating of proficient or better at the conclusion of the improvement and remediation plan.

Definition of Effectiveness and Ineffectiveness

Novice teachers shall generally be deemed effective if said educator receives at least two sequential "Proficient" ratings, one of which must be earned in the fourth year of a novice teacher's career. A non-tenured teacher who has been rated "Below Standard" will be given up to 45 days to achieve a "Developing" status. A "Below Standard" rating shall only be permitted in the first year of a novice teacher's career, assuming a pattern of growth and the status of "Developing" later in year one and two sequential "Proficient" ratings in years three and four. Pending contract stipulations, the Superintendent shall offer a contract to any educator he/she is deeming effective at the end of year four.   This shall be accomplished through the specific issuance to that effect.

A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential "Developing" ratings or one "Below Standard" rating at any time. A tenured teacher may receive an overall rating of "Developing" for only two years. If they have not achieved Proficiency by that time they must be placed on an Intensive Assistance Plan. A tenured teacher who has received the status of "Below Standard" will be placed on an Extensive Assistance Plan for a maximum of 90 days. If they have not moved to "Developing" at the end of 90 days, they will be put on an Intensive Growth Plan for a maximum of 45 days. If a dismissal is warranted, notification will be made to the educator in writing by April 1.

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. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the Superintendent.

Plans for Teachers in Need of Extensive Growth or Intensive Assistance

Extensive Growth Plan*
(See Appendix E)

When an administrator determines, at any time during an evaluation cycle of a tenured teacher, that a teacher is having notable difficulty demonstrating the knowledge and/or skills described in the job description, skill delineated in the teacher evaluation plan and/or skills on the tenured teacher evaluation rubric, the teacher may be put on an Extensive Growth Support plan. The administrator will:

1. meet with the teacher and outline in writing, the areas of concern. A teacher may request that there be an evaluation team to assist with the implementation of the supervised growth support plan.
2. develop a written growth support plan which will include:
   a. observable objectives for improvement;
   b. a plan of action to meet these objectives;
   c. a plan of action for the administrator to assist the teacher to meet the objectives;
   d. a reasonable timeline not to exceed ninety (90) days, and
   e. observable means for verifying achievement of the objectives.
3. require the teacher to participate in conferences and/or observations.

At the completion of the Extensive Growth Support timeline, the administrator will evaluate whether the teacher has successfully met the established objectives. The administrator then has two additional options:

1. Should the administrator decide that sufficient progress has been made toward meeting the established objectives, the teacher will be returned to his/her regular evaluation program cycle as effective.
2. If insufficient progress is made, the teacher will be placed on an Intensive Assistance Plan in an effort to continue providing support to the teacher.

Intensive Assistance*
(See Appendix F)

The Intensive Assistance Plan is intended to provide the necessary help for the tenured teacher to meet the requirements of his/her position. Tenured personnel who exhibit marginal performance in some aspect of the job description, in the teacher evaluation plan, or with a skill identified on the tenured teacher evaluation rubric may be assigned to the Intensive Assistance Program (IAP).

The principal will provide the teacher with the following information, in writing:

1. a statement of the objective(s) to be accomplished with the expected level(s) of performance
2. a statement defining the amount and kind of assistance and the frequency of observations and conferences; a written and oral report of the observation shall be given to the teacher within three days of an observation.
3. a timeline not to exceed forty-five (45) consecutive school days; when the timeline has expired, the principal may assign the teacher to the Extensive Growth phase of the evaluation plan. Continuation of IAP status may result in termination of employment. Personnel assigned to IAP are fully protected by due process rights as provided by Connecticut General Statutes.

The teacher may request an additional certified supervisory staff member from the present Tolland supervisory staff to provide assistance and support, and also provide the principal with data relative to the achievement of specified objectives.

Appeals Procedure for Teacher Evaluation Rating

1. Purpose
   The purpose of this appeals procedure shall be to find equitable solutions to disagreements between a teacher and administrator with regard to Teacher Evaluation Rating.

2. Time Limits
   a. Since it is important that appeals be processed as rapidly as possible, the number of days indicated at each step shall be considered maximum. However, the time limits specified may be extended by written agreement of both parties.
   b. "Days" shall mean school days, except during the summer when days will be week days.
   c. If a teacher does not initiate the appeals procedure within five (5) days of the disagreement, the teacher shall be considered to have waived his/her right to appeal.
   d. Failure of the teacher at any level to appeal to the next level within the specified time shall be deemed to be acceptance of the decision rendered.

*Non-tenured teachers are not eligible for these plans.

3. Steps
   a. Within five (5) days of the initial appeal, the teacher will meet and discuss the matter with the evaluator. The purpose of this meeting is to attempt to resolve the matter informally.
   b. If the disagreement has not been resolved to the satisfaction of both parties, then another conference should be scheduled within five (5) days with the addition of another district administrator and an additional teacher representative whose purpose will be to help clarify areas of difference. They will facilitate dialogue and submit a written statement of the areas of difference to both parties involved within three days. Resolution may be made at this time.
   c. The party wishing to appeal further shall submit a request to the superintendent to review all pertinent materials. The superintendent shall meet with both parties within five (5) days and will render a final decision within (5) days.
   d. Regardless of the level of appeal or decision, the teacher has the right to submit a written rebuttal which will be placed in his or her permanent file.

If an appeal is being made, observations and evaluations by the principal or other administrator may continue.

Evaluation of the Teacher Evaluation Plan

Additional revisions to the existing plan may be made at the discretion of the School Improvement Committee, with input from superintendent, administrators, coordinators, department heads, specialists and teachers. The Tolland's Professional Learning and Evaluation Plan shall be reviewed at least once every four years.

Implementation of Plan

It is the responsibility of the administration to maintain evaluation records, maintain personnel records, and inform each staff member of his or her status.

Dissemination of Plan

At the beginning of the school year, the Professional Learning and Evaluation Plan shall be distributed on-line and/or through the faculty handbooks which may also be digital. A discussion of the plan shall be conducted annually by the building administrator with the staff. The School Improvement Committee will monitor adherence to the plan throughout the school year.

Appendices

Appendix A. Team and Individual SMART Goal Forms

Appendix B. Informal Observation

Appendix C. Formal Observations

Appendix D. Summative Evaluation Reports

Appendix E. Extensive Growth Support

Appendix F. Intensive Assistance

Appendix G. Evaluation of Non-Classroom Certified Staff

Appendix H. Teacher Evaluation Rubric

Appendix I. Workshop Attendance

Appendix J.   Calculating Teacher Evaluation Ratings

Appendix K. Goal Setting Conference

Appendix A. SMART Goal Forms
Part I. Team and Individual SMART Goal Forms

Smart Goal(s) Format

Professional Learning Communities Smart goal(s) need to result from and relate directly to student learning. The goal(s) must include criteria for evaluating results.

The following checklist can be used in formulating a SMART (Strategic, Standards Based and Specific, Measurable, Attainable, Results-based and Time-bound) goal:

- Strategic: Is the goal focused on student performance?
- Strategic: Is the focus of your goal important to you and your students as well as to your school and/or district?
- Standards-Based: Is it based on a standard where improvement can be measured over time?
- Specific: Is the scope of your goal sufficiently narrow to allow investigation and evaluation? Is the anticipated learning through the goal sufficiently clear?
- Measurable: Is the measurement of student performance (qualitatively or quantitatively) possible for your goal? Can a pre- and post-measure of growth occur with the same students?
- Attainable: Is completion of your investigation and evaluation of your results within your control? Can the results you desire be reasonably attained?
- Results-Based: Can you measure your efforts against concrete benchmarks? Are you looking for tangible results?
- Time-bound: Can you analyze the results of your goal actions with the same students within a specific time frame?

SMART Goal Form
School Year: _____

Teacher Name: _____   **Grade/Department:** _____

PLC Members, if a group goal:

_____   _____

_____   _____

_____   _____

Statement of Focus: A SMART goal needs to focus on the enhancement of instruction and improvement of learning as documented through student achievement (or it needs to focus on improved teacher performance). The decision about its focus should be based on current data analysis.

_____

_____

SMART Goal Description:
Strategic, Specific, Standards-Based: What standard/area are you addressing?   What specific aspect of the standard/area are you selecting to improve? What caused you to target this specific area? Is it based on a standard where improvement can be measured over time?

_____

_____

Measurable: Teachers need to evaluate their goals based on measurable indicators. One should be a standardized measure if it is available. Measures can be a common assessment or other activities designed for this purpose. Pre- and post-measures of growth need to occur with the same individual or individuals.
　　　Indicator of Success 1: _____

　　　Indicator of Success 2: _____

Attainable: What resource are you anticipating using to inform your work?

_____

_____

Are the materials, time, and resources available for your goal? Yes _____No _____ If no, please see your administrator.

Results-Based: Describe the results you are expecting. Teachers should state the level of improvement they expect to see on each indicator. These measures need to be specific to the students taught (or the individual teacher).
　　　Results on Indicator of Success 1: _____

　　　Results on Indicator of Success 2: _____

Time-Bound: Can you analyze the results of your goal actions with the same students within a specific time frame?
Please describe your overall timeline: _____

Principal's Approval: _____   Date: _____

SMART Goal Sample
School Year: *Sample*

Teacher Name: *Mrs. Jenny Jones*   **Grade/Department:** *Grade 10 English*

PLC Members: *Teacher 2 Name, Teacher 3 Name, Teacher 4 Name*

PLC Statement of Focus: All PLC's need to focus on the enhancement of instruction and improvement of learning as documented through two forms of student achievement. The decision about the focus area should be based on current data analysis.

9th grade Response to Literature benchmarks indicate that students are having trouble supporting their assertions about literature with specific evidence from the story. The 9th grade final exam essay also indicates that students struggle in this area. We will teach and discuss strategies and skills necessary for students to adequately support their assertions about literature, and we will offer practice through benchmark and journal assignments in order to see a level of improvement on the 10th grade Response to Literature benchmarks and to see a level of success on the CAPT.

SMART Goal Description:

*S*trategic, Specific, Standards-Based**:** What standard/area are you addressing? What specific aspect of the standard/area are you selecting to improve? What caused you to target this specific area?

We are addressing reading standards, specifically the standard that requires students to "cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text." We chose this because our data showed this to be an area in need of improvement.

*M*easurable: Teachers need to evaluate their goals based on a minimum of two indicators. One must be standardized if it is available. The other can be a common assessment or other activity designed for this purpose.

>   Indicator of Success 1: *Formative benchmark assignments requiring students to support their assertions with textual evidence.*
>   Indicator of Success 2: *CAPT Response to Literature scores*

*A*ttainable: What sources are you anticipating using to inform your work?

* *Collaboration with grade-level English teachers and the Language Arts Coordinator*
* *Materials gleaned from past workshops and graduate classwork*

Are the materials, time, and resources available for your goal? Yes <u>X</u>   No _____   If no, please see your administrator.

*R*esults-Based: Describe the results you are expecting. Teachers should state the level of improvement they expect to see on each indicator. These measures need to be specific to the students taught by each individual teacher.

>   Results on Indicator of Success 1: *Students in block 2 will improve from using 0-1 pieces of evidence*
> to 2 -   *5 pieces of evidence for each literary assertion in their writing.*
>   Results on Indicator of Success 2: *75% of students in block 2 will achieve goal or higher on CAPT Reading; 20% will achieve proficiency on CAPT Reading*

*T*ime-Bound: Please describe your overall timeline: *We will work for 10 weeks and then reassess our goal.*

Principal's Approval: _____   **Date:** _____

SMART Goal Sample
School Year: *Sample*

Teacher Name: *Mrs. Jenny Jones*   **Grade/Department:** *Grade 2 Language Arts*

PLC Members, if a group goal: *Teacher 2 Name, Teacher 3 Name, Teacher 4 Name*

Part I. SMART Goal Description:

Statement of Focus:

A universal screen indicated that 55% of our that students are having problems with identifying the main idea in reading selections. We will read sources on teaching main idea and then develop 10 quick checks asking students to identify main idea. We will teach and discuss main ideas and strategies for determining main idea with the students over a ten week period using one quick check per week. After evaluating their work, we will chart the results and expect an overall improvement over the 10 week period of at least a 20% reduction in those with problems.

Strategic, Specific, Standards-Based:

We are addressing reading comprehension standard, specifically determining main idea or theme. We chose this because our quick checks indicated poor performance in this area.

Measurable:

We are going to develop ten quick checks for assessing whether the student can determine the main idea or theme of a text selection

Attainable:

We will use Marzano's Classroom Instruction that Works and work with the LA coordinator.
Are the materials, time and resources available for your goal? Yes__X__ No____

Results-Based:

We are expecting our quick checks to show improved reading comprehension specifically in the determination of the main idea or theme of a text.

Time-Bound:

We will work on this for ten weeks and then evaluation the achievement of our goal.

Principal's Approval: _____   **Date:** _____

SMART Goal Sample
School Year: *Sample*

Teacher Name: *Mrs. Deidre Lamont*   **Grade/Department:** *Grade 4 Mathematics*

PLC Members, if a group goal: *Teacher 2 Name, Teacher 3 Name, Teacher 4 Name*

Part I. SMART Goal Description:

Statement of Focus:

Results from the third grade CMT indicate that only 68.7% of our students achieved goal in "Approximating Measures."

*S*trategic, Specific, Standards-Based:

We will address this standard, focusing on length in metric and standard, and on volume and weight in standard measures only.

*M*easurable:

We will develop our own screen for this standard and determine the percent students with 80% and above mastery. We will develop five quick checks to measure progress and then readminister our screen. Our goal is 80% of student achieving 80% and above. We will also evaluate our success by checking the "Approximating Measuers" on the fourth grade CMT.

*A*ttainable:

We will investigate strategies to teach this standard.
Are the materials, time and resources available for your goal? Yes__X_ No____

*R*esults-Based:

We are expecting our post-measure to show 80% of the students at 80% mastery and the fourth grade CMT to increase 10% to 75% at goal.

*T*ime-Bound:

We will work on the local measures for ten weeks and then evaluate the achievement of our goal.

Principal's Approval: _____   **Date: _____**

Part II. PLC Feedback Sheet for Group Goal

Team Name_____ Grade(s)/Course(s): _____

SMART Goal: _____

	Dates																																			
Team Members																																					
Focus Areas	Objective(s)																																				
Data Analysis																																					
Assessments																																					
Standards/Learning Targets																																					
Student Work																																					
Instructional Strategies																																					
Other																																					

Date	Discussion Summary	Comments	Next Step

Part III. Reflection on SMART Goals
(one reflection for each goal)

Reflection is the examination of knowledge about skills, techniques, and effectiveness gained through a process. Possible inclusions for review or reflection might be to indicate the:

- Progress on the rubric including areas of strength and areas in need of improvement

  - explain what you intended to learn and the anticipated impact.
  - describe what you were doing at the start, prior to developing and applying new learning.
  - describe what you did to develop new learning.
  - explain what you learned from the selected resources and activities in which you engaged.
  - provide explanations about what you did differently in practice.
  - relate examples and evidence showing how you used your new learning to change your practice.
  - describe what students or you were doing at the start of your goal and what you or your students were able to do at the end.

- Area of professional practice he/she would really like to hone in the next year (based on the rubric)

- Data analysis that reflects progress toward student learning goal(s) and either successful mastery of the goal or goals or a shortfall

  - explain what you intended to learn and the anticipated impact.
  - describe what you were doing at the start, prior to developing and applying new learning.
  - describe what you did to develop new learning.
  - explain what you learned from the selected resources and activities in which you engaged.
  - provide explanations about what you did differently in practice.
  - relate examples and evidence showing how you used your new learning to change your practice.
  - describe what students or you were doing at the start of your goal and what you or your students were able to do at the end.

- Outcome of strategies used for the whole student learning goal

- Outcome of strategies used for the whole school peer goal

- Overall impressions of the year

- Support you may need in the next year

Appendix B. Informal Observations

Tolland Public Schools
Informal Observation Report

Time Arrived _____   Teacher   _____
Time Departed_____   School   _____
Total: _____   Grade/Subject_____
                                                    Date   _____
                                                    # of Students _____

The intent of this form is to provide a narrative that describes the planning, instruction, assessing and adjusting and/or professional responsibilities of the teacher.

SIGNATURES: The signing of this form indicates only an awareness of its contents.

_____   _____
Teacher   Date

_____   _____
Administrator   Date

Appendix C. Formal Observations

Tolland Public Schools
Pre-Observation Conference Form

Teacher: Assignment:

Observation Date: Time:

1. What is the major focus of the lesson?

2. How does this learning activity fit into the instructional sequence – what will come immediately before and what will come immediately after this lesson?

3. What will the students know and be able to do at the conclusion of this lesson?

4. What instructional activities will students be involved in during the lesson? Are content area literacy and/or numeracy skills included?

5. What will indicate that the students have an understanding of the lesson's learning objective?

6. How will the student learning be assessed?

7. What documents will be examined in the post-conference? Why were they chosen for these students i.e., abilities, approach to learning?

Optional:

Is there anything the evaluator needs to know about the students - recent events, etc.?

Can the evaluator assist by collecting data during this observation? If so, what data?

Tolland Public Schools
Post-Observation Conference Form
For
Formal Observation

Teacher: School:

Assignment: Administrator:

Observation Date: Conference Date:

Directions: This form should be completed by the teacher and shared with the evaluator at the post-observation conference.

1.   What went well? How do you know?

2.   Did anything occur during this lesson that was not anticipated? How did it have an effect on the planned outcome?

3.   What evidence of student learning do you have from students?

4.   What did you learn about these students' understanding of the concept?

5.   How will you use your analysis of students' performances to modify or adjust your instruction?

6.   Following the observed lesson, what did your students do next as part of the planned instructional sequence for this concept?

7.   If you were to teach this lesson again, would you do anything differently? Why?

Formal Observation Notes
Categories for Collection of Observational Data

Indicators in CCT Performance and Practice Continuum	Notes
Domain 2. Environment and Engagement 2.1 **Class Climate – Warm, caring, with mutual respect** 2.2 **Engagement – Teacher promoted, student involved** 2.3 **Social and Ethical Skills – Taught and/or expected** 2.4 **Behavior – Consistently communicated, exhibited, and enforced** 2.5 **Time on Task – Routines and transitions streamlined, instructional time used efficiently**	
Domain 3. Planning 3.1 **Lesson, Content, Learning Tasks - Standards Based, Appropriate Level of Difficulty** 3.1 **Appropriate Resources/Materials** 3.1 **Accurate Academic Knowledge** 3.2 **Planning – Sequenced learning tasks that foster understanding** 3.5 **Literacy and Numeracy – Lesson reflects planning for literacy and/or numeracy**	
Domain 4. Instruction 4.1 **Variety of Strategies – Applying, analyzing, evaluating, problem-solving, decision making, inquiry** 4.1 **Promotes critical and creative thinking** 4.2 **Differentiated Instruction – Flexible groupings, varied learning tasks** 4.3 **Use of Technology – Critically and efficiently** 4.4 **Construct Meaning – Promoting curiosity and exploration, and eliciting and asking appropriate questions and purposeful discourse** 4.4 **Uses clear speech/precise language** 4.4 **Clearly Organized Instruction - Initiation and closure, lesson development** 4.5 **Developing Independence – Gradual Release of Responsibility, well planned homework** 4.6 **Monitor and Adjusts – Monitors for understanding and comprehension, adjusts when necessary** 4.7 **Provides feedback – On quality of work, challenging students, is timely**	
Domain 5. Assessment 5.1 **Relates Assessments as a Means to Facilitate Learning - As measures of growth with a focus on improvement** 5.2 **Acquires Multiple Sources of Data Over Time - Makes frequent requests for oral and written responses** 5.3 **Re-teaching Reflects Use of Data to Inform Instruction** 5.4 **Clearly Communicates Expectations for Learning - Has high expectations, encourages self-assessment** 5.5 **Communicates Additional Learning Needs – When appropriate**	
Domain 6. Professional Responsibilities • **Is ethical and professional**	

Formal Observation Report

Indicators in CCT Performance and Practice Continuum	Notes
Domain 2. Environment and Engagement **2.6** **Class Climate – Warm, caring, with mutual respect** **2.7** **Engagement – Teacher promoted, student involved** **2.8** **Social and Ethical Skills – Taught and/or expected** **2.9** **Behavior – Consistently communicated, exhibited, and enforced** **2.10** **Time on Task – Routines and transitions streamlined, instructional time used efficiently**	
Domain 3. Planning **3.3** **Lesson, Content, Learning Tasks - Standards Based, Appropriate Level of Difficulty** **3.1** **Appropriate Resources/Materials** **3.1** **Accurate Academic Knowledge** **3.4** **Planning – Sequenced learning tasks that foster understanding** **3.5** **Literacy and Numeracy – Lesson reflects planning for literacy and/or numeracy**	
Domain 4. Instruction **4.8** **Variety of Strategies – Applying, analyzing, evaluating, problem-solving, decision making, inquiry** **4.1** **Promotes critical and creative thinking** **4.9** **Differentiated Instruction – Flexible groupings, varied learning tasks** **4.10** **Use of Technology – Critically and efficiently** **4.11** **Construct Meaning – Promoting curiosity and exploration, and eliciting and asking appropriate questions and purposeful discourse** **4.4** **Uses clear speech/precise language** **4.4** **Clearly Organized Instruction - Initiation and closure, lesson development** **4.12** **Developing Independence – Gradual Release of Responsibility, well planned homework** **4.13** **Monitor and Adjusts – Monitors for understanding and comprehension, adjusts when necessary** **4.14** **Provides feedback – On quality of work, challenging students, is timely**	
Domain 5. Assessment **5.1** **Relates Assessments as a Means to Facilitate Learning - As measures of growth with a focus on improvement** **5.2** **Acquires Multiple Sources of Data Over Time - Makes frequent requests for oral and written responses** **5.3** **Re-teaching Reflects Use of Data to Inform Instruction** **5.4** **Clearly Communicates Expectations for Learning - Has high expectations, encourages self-assessment** **5.5** **Communicates Additional Learning Needs – When appropriate**	
Domain 6. Professional Responsibilities • **Is ethical and professional**	

Teacher's Signature_____Date:_____

Evaluator's Signature_____Date:_____

Appendix D. Summative Evaluation Reports

Tolland Public Schools
Summative Evaluation Report

_____ _____ _____
Teacher's Name   Grade/Subject   School Year

The following checklist is the summative assessment of professional performance.

Definitions and Codes:
Exemplary (4) – Substantially exceeding indicators of performance
Proficient (3) – Meeting indicators of performance
Developing (2) – Meeting some indicators of performance but not others
Below Standard (1) - Not meeting indicators of performance

I. Category #1 Teacher Performance and Practice (40%)

Domain 2. Classroom Environment, Student Engagement and Commitment to Learning	Rating 1-4	Weighting	Weighted Score
2a. Positive class climate			
2b. Student engagement			
2c. Social competence and ethical behavior			
2d. Behavior management			
2e. Routines and transitions			
AVERAGE		.25	
Comments: (Optional)			
Domain 3. Planning for Active Learning			
3a. Ensuring appropriate levels of challenge			
3b. Coherent and engaging lessons and units			
3c. Assessment strategies			
3d. Academic and behavioral interventions			
3e. Literacy and/or numeracy strategies			
AVERAGE		.15	
Comments: (Optional)			
Domain 4. Instruction for Active Learning			
4a. Evidence-based instructional strategies			
4b. Differentiated instruction			
4c. Learning through technology			
4d. Discourse and inquiry			
4e. Student independence and interdependence			
4f. Monitoring and adjusting			
4g. Meaningful feedback			
AVERAGE		.25	
Comments: (Optional)			
Domain 5. Assessment for Learning			
5a. Formative and summative assessment			
5b. Data collection and analysis			
5c. Collaborating with colleagues around data			
5d. Assessment criteria and feedback			
5e. Communication of performance expectations			
5f. Data informed interventions and IEPs			
AVERAGE		.20	
Comments: (Optional)			
Domain 6. Professional Responsibilities and Teacher Leadership			
6a. Continuous professional growth			
6b. Collaboration for school improvement			
6c. Family and student collaboration			
6d. Professionalism			
AVERAGE		.15	
Comments: (Optional)			
		Overall Rating	

Rating _____   Comments:

II. Category #2 Peer Feedback (10%)

Check appropriate box:

☐   Exceeded Achievement of the targeted strategies (4)
☐   Met the strategies set forth (3)
☐   Partially Met the strategies(2)
☐   Did not meet the strategies(1)

Rating _____

Comments:

Practice Rating

Category I. Rating = _____ x 40 = _____

Category II. Rating = _____ x 10 = _____

Total   = _____

Practice Rating = _____

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

III. Category #3 Student Growth and Development (45%)

SMART Goal 1 - _____
    Indicator 1 Rating _____ (Standardized and/or Standards-Based)
        ☐   Exceeded the goal (4)
        ☐   Met the goal (3)
        ☐   Partially Met the goal(2)
        ☐   Did not meet the goal(1)
    Indicator 2 Rating _____ (Standards-Based) (Optional)
        ☐   Exceeded the goal (4)
        ☐   Met the goal (3)
        ☐   Partially Met the goal(2)
        ☐   Did not meet the goal(1)
Average Rating _____

Comments:

SMART Goal 2 - _____
    Indicator 1 Rating _____ (Standardized and/or Standards-Based)
        ☐   Exceeded the goal (4)
        ☐   Met the goal (3)
        ☐   Partially Met the goal(2)
        ☐   Did not meet the goal(1)

Indicator 2 Rating _____ (Standards-Based) (Optional)

☐ Exceeded the goal (4)
☐ Met the goal (3)
☐ Partially Met the goal(2)
☐ Did not meet the goal(1)

Average Rating _____

Comments:

IV. Category #4 Whole School Student Feedback

Goal Rating _____

☐ Exceeded Achievement of the targeted strategies (4)
☐ Met the strategies set forth (3)
☐ Partially Met the strategies(2)
☐ Did not meet the strategies(1)

Comments:

Outcome Rating

Category III. Rating = _____ x 45 = _____

Category IV. Rating = _____ x 5 = _____

Total = _____

Practice Rating = _____

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

Overall Rating

_____

Comments:

Signature of Evaluatee: _____ Date: _____

Signature of Evaluator: _____ Date: _____

Appendix E. Extensive Growth Support

Extensive Growth Support Plan/Goal Worksheet
Extensive Growth Support Action Plan
Extensive Growth Support Status Report
Extensive Growth Support Summative Evaluation

<div align="center">

Tolland Public Schools
Extensive Growth Support Plan/Goal Worksheet

</div>

Teacher: _____ **School:** _____

Evaluator: _____ **Date:** _____

The following are a list of goal(s) that are to be accomplished:

The administrator and teacher will:
1. meet and outline in writing, the areas of concern. A teacher may request that his/her evaluation team assist with the implementation of the supervised Growth Support Plan.

2. develop a written support plan which will include:
    a. observable objectives for improvement;
    b. a plan of action to meet these objectives;
    c. a plan of action for the administrator to assist the teacher to meet the objectives;
    d. a reasonable timeline, and
    e. observable means for verifying achievement of the objectives.

3. be required to participate in conferences and observations.

Evaluator's Signature: _____ **Date:** _____

Teacher's Signature: _____ **Date:** _____

Tolland Public Schools
Extensive Growth Support Action Plan

Teacher: _____ **School:** _____

Evaluator: _____ **Date:** _____

Goal(s):

Actions to be Taken:

Meeting Dates:

Indicators of Success:

Resources in Place:

Resources/Professional Development Needed:

Evaluator's Signature: _____ **Date:** _____

Teacher's Signature: _____ **Date:** _____

Tolland Public Schools
Extensive Growth Support Status Report

Teacher: _____   **School:** _____

Evaluator: _____ **Date:** _____

Administrator's Comments:

_____

Evaluator's comments on progress towards goal(s):

_____

Evaluator's current recommendations:

Response Attached: _____Yes _____No

Evaluator's Signature: _____ **Date:** _____

Teacher's Signature: _____ **Date:** _____

Tolland Public Schools
Extensive Growth Support Summative Evaluation

Teacher: _____   **School:** _____

Evaluator: _____ **Date:** _____

Goal(s):

_____

Summative Evaluation of Action Plan:

_____

Evaluator's Comments:

Response Attached: _____Yes _____No

Signature: _____

Evaluator's Signature: _____ **Date:** _____

Receipt of Notice: _____ **Date:** _____
                                  (Evaluatee's Signature)

Appendix F. Intensive Assistance

Intensive Assistance Plan/Goal Worksheet
Intensive Assistance Action Plan
Intensive Assistance Status Report
Intensive Assistance Summative Evaluation

Tolland Public Schools
Intensive Assistance Plan/Goal Worksheet

Teacher: _____ **School:** _____

Evaluator: _____ **Date:** _____

The following are a list of goal(s) that are to be accomplished:

The teacher with administrative assistance will:
1. meet and outline in writing, the areas of concern. A teacher may request that his/her evaluation team assist with the implementation of the supervised Intensive Assistance Plan.

2. develop a written support plan which will include:
    a. observable objectives for improvement;
    b. a plan of action to meet these objectives;
    c. a plan of action for the administrator to assist the teacher to meet the objectives;
    d. a reasonable timeline, and
    e. observable means for verifying achievement of the objectives.

3. be required to participate in conferences and observations.

Evaluator's Signature: _____ **Date:** _____

Teacher's Signature: _____ **Date:** _____

Tolland Public Schools
Intensive Assistance Action Plan

Teacher: _____ **School:** _____

Evaluator: _____ **Date:** _____

Goal(s):

Actions to be Taken:

Meeting Dates:

Indicators of Success:

Resources in Place:

Resources/Professional Development Needed:

Evaluator's Signature: _____ **Date:** _____

Teacher's Signature: _____ **Date:** _____

Tolland Public Schools
Intensive Assistance Status Report

Teacher: _____ **School:** _____

Evaluator: _____ **Date:** _____

Administrator's Comments:

_____

Evaluator's comments on progress towards goal(s):

_____

Evaluator's current recommendations:

Response Attached: _____Yes _____No

Evaluator's Signature: _____ **Date:** _____

Teacher's Signature: _____ **Date:** _____

Tolland Public Schools
Intensive Assistance Summative Evaluation

Teacher: _____ **School:** _____

Evaluator: _____ **Date:** _____

Goal(s):

_____

Summative Evaluation of Action Plan:

_____

Evaluator's Comments:

Response Attached: _____Yes _____No

Signature: _____

Evaluator's Signature: _____ **Date:** _____

Receipt of Notice: _____ **Date:** _____
                          (Evaluatee's Signature)

Appendix G. Evaluation of Non-Classroom Certified Staff

Formal Observation Form School Counselors – Elementary, Middle School
Formal Observation Form School Counselors – High School
Formal Observation Conference Form – Pre-Observation School Counselors
Formal Observation Conference Form – Post-Observation School Counselors
Summative Evaluation Report School Counselor
Formal Observation Conference Form – Pre-Observation Speech Language Pathologists
Formal Observation Conference Form – Post-Observation Speech Language Pathologists
Formal Observation Form School Psychologists
Formal Observation Conference Form – Pre-Observation School Psychologists
Formal Observation Conference Form – Post-Observation School Psychologists
Summative Evaluation Report School Psychologists
Curriculum Coordinator Summative Evaluation Report

Tolland Public Schools
Formal Observation Form School Counselors – Elementary, Middle School

Counselor: School:

Observation Date: Administrator:

Please check the focus of the observation in the boxes provided.

Counseling
- ❑ Assists students in developing decision-making skills
- ❑ Demonstrates knowledge of family development
- ❑ Employs knowledge of career development
- ❑ Makes appropriate student referrals
- ❑ Demonstrates the ability to provide individual counseling and/or group counseling to target populations
- ❑ Demonstrates ability to initiate counseling relationships with students
- ❑ Displays respect for the rights and unique characteristics of students
- ❑ Counsels students in their adjustment to a new school
- ❑ Creates a counseling environment which fosters feelings of acceptance and empathy
- ❑ Demonstrates sensitivity to multicultural issues in counseling
- ❑ Assists with the transition from school to school
- ❑ Provides interventions and support in crisis situations
- ❑ Assists student in making schedule adjustments

Comments and Recommendations:

Individual Planning
- ❑ Provides a systematic approach to individual planning using academic, career, and personal information

Comments and Recommendations:

Consulting
- ❑ Provides counseling perspective and relevant information to other school departments
- ❑ Assists instructional personnel in relating subject matter to career development
- ❑ Shares information relative to post secondary planning
- ❑ Participates in the Special Education and Section 504 process as required
- ❑ Shares background information pertinent to student performance with appropriate parties
- ❑ Provides counseling perspective in the development of school initiatives
- ❑ Employs mediation skills with the school population
- ❑ Contributes expertise to the development and implementation of district wide policies and procedures
- ❑ Plans and delivers parent programs
- ❑ Interprets test scores and career inventory information to target populations
- ❑ Shares information on school choice options
- ❑ Shares general information related to family development

Comments and Recommendations:

Coordinating
- Coordinates the services and activities of the school counseling program
- Coordinates community resources related to the services and activities of the school counseling program
- Develops cooperative working relationships between the school and community agencies and businesses
- Coordinates school resources to ensure the provision of school counseling information to target populations
- Initiates communication between the school counseling department and home
- Facilities the provision of career and vocational information to all students
- Collaborates with members of the instructional staff to maximize the academic experience for students
- Serves as a liaison among students, parents, teachers and support personnel
- Coordinates programs for student and parents to assist in planning for the transition from school to school

Comments and Recommendations:

Managing Curriculum

- Demonstrates knowledge of the school counseling topics presented
- Assists in the development, evaluation and revision of the school counseling curriculum
- Addresses the goals and objectives in units of instruction
- Employs a variety of teaching strategies when delivering curriculum
- Promotes a positive learning environment
- Facilitates the instructional process by using school and community resources
- Collaborates with classroom teacher in delivery of the school counseling curriculum

Comments and Recommendations:

Professional Responsibility

- Works collaboratively with school administrators and colleagues
- Works with administrators and colleagues to identify school and program needs based on student data, and to ensure that the collective needs of the school are addressed
- Demonstrates responsibility for self-growth, professional improvements, ongoing self-evaluation
- Serves as a leader in the school community
- Contributes constructively to committees, faculty meetings, and other school system groups
- Keeps necessary records and makes needed reports for the benefit of students

Comments and Recommendations:

_____   _____
Signature of School Counselor   **Date**

_____   _____
Signature of Evaluator   **Date**

Tolland Public Schools
Formal Observation Form School Counselors – High School

Counselor: School:

Observation Date: Administrator:

Please check the focus of the observation in the boxes provided.

Counseling
- ❑ Assists students in developing decision-making skills
- ❑ Demonstrates knowledge of family development
- ❑ Employs knowledge of career development
- ❑ Makes appropriate student referrals
- ❑ Demonstrates the ability to provide individual counseling and/or group counseling to target population
- ❑ Demonstrates ability to initiate counseling relationships with students
- ❑ Displays respect for the rights and unique characteristics of students
- ❑ Counsels students in their adjustment to a new school
- ❑ Creates a counseling environment which fosters feelings of acceptance and empathy
- ❑ Demonstrates sensitivity to multicultural issues in counseling
- ❑ Assists with the transition from middle school to high school
- ❑ Provides interventions and support in crisis situations
- ❑ Provides information and guidance in selecting post-secondary options
- ❑ Assists student in making schedule adjustments

Comments and Recommendations:

Individual Planning
- ❑ Provides a systematic approach to individual preparation for post-secondary planning using academic, career, and personal information

Comments and Recommendations:

Consulting

- ❑ Provides counseling perspective and relevant information to other school departments
- ❑ Assists instructional personnel in relating subject matter to career development
- ❑ Shares information relative to post secondary planning
- ❑ Participates in the Special Education and Section 504 process as required
- ❑ Shares background information pertinent to student performance with appropriate parties
- ❑ Provides counseling perspective in the development of school initiatives
- ❑ Employs mediation skills with the school population
- ❑ Contributes expertise to the development and implementation of district wide policies and procedures
- ❑ Assists in the planning and delivery of parent programs
- ❑ Interprets test scores and career inventory information to target populations
- ❑ Provides information on the selection of post secondary education and training
- ❑ Shares general information related to family development

Comments and Recommendations:

Coordinating
- Assists in coordinating the services and activities of the school counseling program
- Assists in coordinating community resources related to the services and activities of the school counseling program
- Develops cooperative working relationships between the school and community agencies and businesses
- Assists in the coordination of school resources to ensure the provision of school counseling information to target populations
- Initiates communication between the school counseling department and home
- Facilities the provision of career and vocational information to all students
- Collaborates with members of the instructional staff to maximize the academic experience for students
- Serves as a liaison among students, parents, teachers, and support personnel
- Assists in coordinating programs for student and parents to assist in post secondary planning

Comments and Recommendations:

Managing Curriculum
- Demonstrates knowledge of the school counseling topics presented
- Assists in the development, evaluation, and revision of the school counseling curriculum
- Addresses the goals and objectives in units of instruction
- Employs a variety of teaching strategies when delivering curriculum
- Promotes a positive learning environment
- Facilitates the instructional process by using school and community resources
- Collaborates with classroom teacher in delivery of the school counseling curriculum

Comments and Recommendations:

Professional Responsibility
- Works collaboratively with school administrators and colleagues
- Works with administrators and colleagues to identify school and program needs based on student data, and to ensure that the collective needs of the school are addressed
- Demonstrates responsibility for self-growth, professional improvements, ongoing self-evaluation
- Serves as a leader in the school community
- Contributes constructively to committees, faculty meeting, and other school system groups
- Keeps necessary records and makes needed reports for the benefit of students

Comments and Recommendations:

_____   _____

Signature of School Counselor   **Date**

_____   _____

Signature of Evaluator   **Date**

Tolland Public Schools
Formal Observation   Conference Form
Pre-Observation School Counselors

Counselor: School:

Observation Date: Time:

1.   What is the major focus of the session/lesson (refer to formal observation form)?

2.   How does this activity fit into the developmental counseling program (refer to formal observation form)?

3.   What do I expect the student to know and be able to do at the conclusion of the session/lesson?

4.   How will I assess student learning?

Optional:

Is there anything the evaluator needs to know about the student(s), recent events, etc.?

My evaluator can assist me in this observation by collecting data on (specify):

Tolland Public Schools
Formal Observation Conference Form
Post-Observation School Counselors

Counselor: School:

Observation Date: Administrator:

Post-Conference Date:

Directions: This form should be completed by the counselor and shared with the evaluator at the post-observation conference.

1.   What went well in the session/lesson? How do you know?

2.   Did anything occur during the session/lesson that was not anticipated? How did it have an effect on the planned outcome?

3.   What did you learn about the student's understanding of the session?

4.   How will you use your analysis of the student's performance to modify or adjust future sessions/lessons?

5.   Following this session/lesson, what does your student do next as part of the developmental counseling curriculum?

6.   If you were to do this session/lesson again, would you do anything differently? Why?

Tolland Public Schools
Summative Evaluation Report School Counselor

_____ _____ _____
Teacher's Name   School   School Year

The following checklist indicates the summative assessment of professional performance based on formal and informal observations and professional growth activities.

Definitions and Codes:
Exemplary (4) – Substantially exceeding indicators of performance
Proficient (3) – Meeting indicators of performance
Developing (2) – Meeting some indicators of performance but not others
Below Standard (1) - Not meeting indicators of performance

Check appropriate boxes.
I. Counseling

☐ Exceeded the goal (4)
☐ Met the goal (3)
☐ Partially Met the goal (2)
☐ Did not meet the goal (1)

Comments:

II. Individual Planning

☐ Exceeded the goal (4)
☐ Met the goal (3)
☐ Partially Met the goal (2)
☐ Did not meet the goal (1)

Comments:

III. Consulting

☐ Exceeded the goal (4)
☐ Met the goal (3)
☐ Partially Met the goal (2)
☐ Did not meet the goal (1)

Comments:

III.   Coordinating

☐ Exceeded the goal (4)
☐ Met the goal (3)
☐ Partially Met the goal (2)
☐ Did not meet the goal (1)

Comments:

IV.   <u>Managing Curriculum</u>

☐   Exceeded the goal (4)
☐   Met the goal (3)
☐   Partially Met the goal(2)
☐   Did not meet the goal(1)

Comments:

V.   <u>Reflection and Continuous Learning</u>

☐   Exceeded the goal (4)
☐   Met the goal (3)
☐   Partially Met the goal(2)
☐   Did not meet the goal(1)

Comments:

VII   <u>Leadership and Collaboration</u>

☐   Exceeded the goal (4)
☐   Met the goal (3)
☐   Partially Met the goal(2)
☐   Did not meet the goal(1)

Comments:

VII.   <u>Professional and Ethical Practices</u>

☐   Exceeded the goal (4)
☐   Met the goal (3)
☐   Partially Met the goal(2)
☐   Did not meet the goal(1)

Comments:

Evaluator's Signature: _____ **Date:** _____

Teacher's Signature: _____ **Date:** _____

Tolland Public Schools
Formal Observation Conference Form
Pre-Observation Speech Language Pathologists

Speech Language Pathologist: School Year:

School/Assignment: Administrator:

Observation Date: Time:

Directions: This information should be completed by the speech language pathologist and shared with the evaluator at the pre-observation conference.

1. What is the major focus of the observation/lesson?

2. What outcomes do you have for participants? Are they the same for all participants? Why or why not?

3. What materials, strategies, and instructional activities will you use?

4. How will you assess that participants know and understand your intended outcomes?

Optional:

Is there anything the evaluator needs to know about the participants, students, or recent events?

My evaluator can assist me in this observation by collecting data on (specify):

Tolland Public Schools
Formal Observation Conference Form
Post-Observation Speech Language Pathologists

Speech Language Pathologist: School Year:

School/Assignment: Administrator:

Observation Date:

Directions: This form should be completed by the speech language pathologist and shared with the evaluator at the post-observation conference.

1.   What went well? How do you know?

1.   Did your participants achieve the outcomes you had planned? What evidence supports that they did?

2.   Did anything occur during this observation that was not anticipated? How did it affect the planned outcome?

3.   What, if anything, would you do differently? Why?

4.   What did you learn from this experience that you can use in future experiences?

Tolland Public Schools
Formal Observation Form School Psychologists

School Psychologist: School:

Observation Date: Administrator:

Please check the focus of the observation in the box (es) provided.

Consultation
- ❑ Collaborates with teachers, parents, and administrators to find effective solutions to learning and behavior problems
- ❑ Helps others understand child development and how it affects learning and behavior
- ❑ Strengthens working relationships among students, teachers, parents, and service providers in the community
- ❑ Interfaces with teachers, administration, and support service personnel through the Student Assistance Team
- ❑ Collaborates with administration regarding Planning and Placement Team (PPT) procedures and process
- ❑ Provides relevant literature to parents regarding child development and learning

Comments and Recommendations:

Coordination
- ❑ Assists in integrating information from the various specialties in order to develop an appropriate Individualized Education Plan (IEP) for each student during the PPT process
- ❑ Serves as PPT chair, as needed
- ❑ Uses evidence-based research to develop and/or recommend effective interventions
- ❑ Provides in-service to school personnel regarding current topics in special education and Section 504

Comments and Recommendations:

Assessment
- ❑ Reports assessment results, orally and in writing, in a manner that promotes appropriate understanding and use, and maintains confidentiality requirements
- ❑ Assists the team in determining special education and Section 504 eligibility
- ❑ Develops functional behavioral assessments for use in creating behavior intervention plans
- ❑ Evaluates social, emotional, and behavioral development for Student Assistance Team, outside agencies, or physicians, as requested

Comments and Recommendations:

Intervention
- ❑ Chooses goals and objectives that are educationally relevant, and developmentally appropriate
- ❑ Selects appropriate strategies, techniques, and materials to support goals and objectives
- ❑ Provides mandated counseling to help resolve interpersonal or family problems that interfere with school performance
- ❑ Works directly with children and their families to help resolve problems in adjustment and learning
- ❑ Provides training in social skills and anger management
- ❑ Develops, implements, and monitors behavior intervention plans
- ❑ Provides counseling for problems for non-identified students as requested
- ❑ Makes appropriate referrals to other professionals/agencies for evaluation and services, and ensure**s** follow-up

Comments and Recommendations:

Professional Responsibility
- ❑ Works collaboratively with school administrators and colleagues
- ❑ Works with administrators and colleagues to identify school and program needs based on student data, and to ensure that the collective needs of the school are addressed
- ❑ Demonstrates responsibility for self-growth, professional improvements, ongoing self-evaluation
- ❑ Serves as a leader in the school community
- ❑ Contributes constructively to committees, faculty meetings, and other school system groups
- ❑ Keeps necessary records and makes needed reports for the benefit of students

Comments and Recommendations:

Signature of School Psychologist	**Date**

Signature of Evaluator	**Date**

Tolland Public Schools
Formal Observation Conference Form
Pre-Observation School Psychologists

School Psychologist: School Year:

School/Assignment: Administrator:

Observation Date: Time:

Directions: This information should be completed by the school psychologist and shared with the evaluator at the pre-observation conference. (Please refer to the formal observation form).

1.   What is the major focus of the observation?

2.   What outcomes do you have for participants? Are they the same for all participants? Why or why not?

3.   What materials and strategies will you use?

4.   How will you assess that participants know and understand your intended outcomes?

Optional:

Is there anything the evaluator needs to know about the participants?

My evaluator can assist me in this observation by collecting data on (specify):

Tolland Public Schools
Formal Observation Conference Form
Post-Observation School Psychologists

School Psychologist: School Year:

School/Assignment: Administrator:

Observation Date:

Directions: This form should be completed by the school psychologist and shared with the evaluator at the post-observation conference.

1. What went well? How do you know?

2. Did your participants achieve the outcomes you had planned? What evidence supports that they did?

3. Did anything occur during this observation that was not anticipated? How did it affect the planned outcome?

4. What, if anything, would you do differently? Why?

5. What did you learn from this experience that you can use in future experiences?

Tolland Public Schools
Summative Evaluation Report School Psychologists

School Year _____ to _____

_____   _____
School Psychologist's Name   School

The following checklist indicates the summative assessment of professional performance based on formal and informal observations and professional growth activities.

Definitions and Codes:

Exemplary (4) – Substantially exceeding indicators of performance
Proficient (3) – Meeting indicators of performance
Developing (2) – Meeting some indicators of performance but not others
Below Standard (1) - Not meeting indicators of performance

I.   Consultation

The school psychologist demonstrates the ability to consult with other professionals to improve the educational experience and well being of students in the school learning environment.

E   P   D   BS
☐   ☐   ☐   ☐

The school psychologist collaborates with parents to help them understand child development and how it affects learning and behavior.

E   P   D   BS
☐   ☐   ☐   ☐

The school psychologist interfaces with teachers, administration, support service personnel, and students through the district's pre referral and early intervention models.

E   P   D   BS
☐   ☐   ☐   ☐

The school psychologist maintains working relationships between area service providers and the school community to promote positive educational experiences for students.

E   P   D   BS
☐   ☐   ☐   ☐

Comments:

II.   Coordination

The school psychologist assists in integrating information from the specialties in order to develop appropriate IEPs and Section 504 plans.

E   P   D   BS
☐   ☐   ☐   ☐

The school psychologist serves as PPT chair, as needed, and uses evidence-based research to develop and/or recommend effective interventions.

E   P   D   BS
☐   ☐   ☐   ☐

The school psychologist provides in-service to school personnel and/or parents regarding current topics in special education and Section 504.

E   P   D   BS
☐   ☐   ☐   ☐

    Comments:

III. <u>Assessment</u>

The school psychologist reports assessment results in a manner that promotes appropriate understanding and use, and maintains confidentiality requirements.

E   P   D   BS
☐   ☐   ☐   ☐

The school psychologist assists the team in determining special education needs or modifications.

E   P   D   BS
☐   ☐   ☐   ☐

The school psychologist evaluates social, emotional, and behavioral functioning in order to develop appropriate behavioral intervention plans.

E   P   D   BS
☐   ☐   ☐   ☐

    Comments:

IV. <u>Intervention</u>

The school psychologist chooses goals and objectives that are educationally relevant and developmentally appropriate, using effective strategies, techniques and materials.

E   P   D   BS
☐   ☐   ☐   ☐

The school psychologist provides individual and/or group counseling, for school-based issues, to assist students with interpersonal relationships.

E   P   D   BS
☐   ☐   ☐   ☐

The school psychologist implements and monitors behavior intervention plans.

E   P   D   BS
☐   ☐   ☐   ☐

The school psychologist makes appropriate and timely referrals to other professionals/agencies for evaluation and services.

E   P   D   BS
☐   ☐   ☐   ☐

    Comments:

Professional Responsibilities

V.   **Reflection and Continuous Learning**

1.   The school psychologist evaluates the effects of their choices and actions on others by:

   a.   engaging in critical analysis of the effectiveness of their professional practice through an examination of their consultations, assessments, interventions, and coordination of services for students.

   E   P   D   BS
   ☐   ☐   ☐   ☐   Comments:

   b.   working with colleagues – discussing student progress, examining the effectiveness of educational programs and practices, identifying school/program needs based on student data, and ensuring that the collective needs of the school are addressed.

   E   P   D   BS
   ☐   ☐   ☐   ☐   Comments:

2.   The school psychologist seeks opportunities to grow professionally by:

   a.   drawing upon professional colleagues in other professional arenas to support reflection, share experiences, and to seek and provide feedback.

   E   P   D   BS
   ☐   ☐   ☐   ☐   Comments:

   b.   enriching their knowledge relating to school psychological services, student growth and development, and current trends in education through examination of professional literature, participation in professional organizations, and professional development seminars and graduate level coursework.

   E   P   D   BS
   ☐   ☐   ☐   ☐   Comments:

VI   **Leadership and Collaboration**

   1.   The school psychologist fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being by:

      a.   consulting with other school professionals to improve the education and well-being of their students, as well as the overall learning environment of the school.

      E   P   D   BS
      ☐   ☐   ☐   ☐   Comments:

      b.   involving families of students in the education of their children by keeping them informed about their children's learning, and by seeking input as appropriate to support and meet students' needs.

      E   P   D   BS
      ☐   ☐   ☐   ☐   Comments:

      c.   cooperating and fostering relationships with families, professional organizations, and agencies in the larger community to enlist support for students and for the school.

      E   P   D   BS
      ☐   ☐   ☐   ☐   Comments:

2. The school psychologist constantly seeks ways to improve student learning by:

    a. being proactive in promoting efforts that support the continuous improvement of student learning.

E   P   D   BS

☐   ☐   ☐   ☐   Comments:

VII.   <u>**Professional and Ethical Practice**</u>
The school psychologist constantly monitors his/her conduct to be professionally appropriate by:

    a. abiding by a professional code of ethics and rules of conduct that govern sound educational practice; e.g. confidentiality, attendance.

E   P   D   BS

☐   ☐   ☐   ☐   Comments:

_____   _____
Signature of School Psychologist   Date

_____   _____
Signature of Administrator   Date

Tolland Public Schools
Curriculum Coordinator Summative Evaluation Report

School Year   -

Teacher's Name   School   Grade/Subject

The following checklist indicates the summative assessment of professional performance based on formal and informal observations and professional growth activities.

Definitions and Codes:

Exemplary (4) – Substantially exceeding indicators of performance
Proficient (3) – Meeting indicators of performance
Developing (2) – Meeting some indicators of performance but not others
Below Standard (1) - Not meeting indicators of performance

I. Supervision

E	P	D	BS
☐	☐	☐	☐

The coordinator works with all appropriate staff members on a timely basis to organize and direct a challenging program.

E	P	D	BS
☐	☐	☐	☐

The coordinator supervises curriculum articulation/alignment and the unit development process.

Comments:

II. Evaluation

E	P	D	BS
☐	☐	☐	☐

The coordinator uses data to evaluate programs and recommend changes.

E	P	D	BS
☐	☐	☐	☐

The coordinator prepares reports on the status of programs.

Comments:

III. Inservice

E	P	D	BS
☐	☐	☐	☐

The coordinator contributes to staff development by providing ongoing support to increase teacher competency.

Comments:

IV. Materials

E   P   D   BS
☐   ☐   ☐   ☐   The coordinator keeps up-to-date on materials and techniques.

E   P   D   BS
☐   ☐   ☐   ☐   The coordinator advises appropriate personnel on the selection materials.

Comments:

V. <u>Instruction</u>

E   P   D   BS
☐   ☐   ☐   ☐   The coordinator provides instructional support by modeling, providing workshops, and by supporting the use of methods and materials appropriate for program implementation.

E   P   D   BS
☐   ☐   ☐   ☐   The coordinator serves as a resource and works with committees in developing, planning, revising, and evaluating curriculum and program.

Comments:

VI. <u>Budget</u>

E   P   D   BS
☐   ☐   ☐   ☐   The coordinator assists in the budget process, provides appropriate purchase order information, and helps makes decisions about the best use of funds.

E   P   D   BS
☐   ☐   ☐   ☐   The coordinator assists with materials distribution and makes sure that these materials are available.

Comments:

VII. <u>Communications</u>

E   P   D   BS
☐   ☐   ☐   ☐   The coordinator communicates with and serves as a resource for parents and the community through a variety of means.

E   P   D   BS
☐   ☐   ☐   ☐   The coordinator regularly meets with other coordinators and the Curriculum Director and maintains liaisons with team leaders, grade level leaders, department chairs, building principals, and teachers.

Comments:

Professional Responsibilities

VIII. Reflection and Continuous Learning
      a. The coordinator actively seeks opportunities to grow professionally by drawing upon professional colleagues in other professional arenas to support reflection, to share experiences and to seek and provide feedback.

E   P   D   BS
☐   ☐   ☐ ☐

      Comments:

      b. The coordinator actively seek opportunities to grow professionally by enriching his/her knowledge base about content, learners, pedagogy, technology, and the U.S. public school system through examination of the professional literature, participation in professional organizations and professional development seminars and graduate level coursework.

E   P   D   BS
☐   ☐   ☐ ☐

      Comments:

IX. Professional and Ethical Practice
      • The coordinator constantly monitors his/her conduct to be professionally appropriate by abiding by a professional code of ethics and rules of conduct that govern sound educational practice; e.g. confidentiality, attendance.

E   P   D   BS
☐   ☐   ☐ ☐

      Comments:

Signature of Evaluatee: _____ Date: _____

Signature of Evaluator: _____ Date: _____

Appendix H. Teacher Evaluation Rubric

EASTCONN CCT Performance and Practice Continuum
Overview

Domain 1: Content and Essential Skills

- ❖ Reading, Writing, and Mathematic Proficiency
- ❖ Discipline-specific knowledge
- ❖ Appropriate communications
- ❖ Use of Technological resources
- ❖ Content area literacy skills
- ❖ Content area numeracy and analytical skills

Domain 2: Classroom Environment, Student Engagement and Commitment to Learning

- ❖ Positive class climate
- ❖ Student engagement
- ❖ Social competence and ethical behavior
- ❖ Behavior management
- ❖ Routines and transitions

Domain 3: Planning for Active Learning

- ❖ Ensuring appropriate levels of challenge
- ❖ Coherent and engaging lessons and units
- ❖ Assessment strategies
- ❖ Academic and behavioral interventions
- ❖ Literacy and/or numeracy strategies

Domain 4: Instruction for Active Learning

- ❖ Evidence-based instructional strategies
- ❖ Differentiated instruction
- ❖ Learning through technology
- ❖ Discourse and inquiry
- ❖ Student independence and interdependence
- ❖ Monitoring and adjusting
- ❖ Meaningful feedback

Domain 5: Assessment for Learning

- ❖ Formative and summative assessment
- ❖ Data collection and analysis
- ❖ Collaborating with colleagues around data
- ❖ Assessment criteria and feedback
- ❖ Communication of performance expectations
- ❖ Data informed interventions and IEPs

Domain 6: Professional Responsibilities and Teacher Leadership

- ❖ Continuous professional growth
- ❖ Collaboration for school improvement
- ❖ Family and student collaboration
- ❖ Professionalism

CCT Performance and Practice Continuum

Domain 2
Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
1. **Creating a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels.**	• Has low expectations for students based on poverty, background, disability, or racial, cultural or language differences. • Little indication that the teacher considers students' backgrounds, interests and skill levels when selecting content and creating learning opportunities. • Does not consistently address students in a respectful manner. • Attempts to address discipline problems with minimal success. • Physical environment is not designed to support student learning. • Little or no attempt to establish rapport with students	• Reduces academic and/or behavioral expectations for some students based on poverty, background, disability, or racial, cultural or language differences. • Considers students' backgrounds, interests and skill levels when selecting content and creating learning opportunities. • Treats all students with respect • Addresses discipline problems with some interruption to the learning • Physical environment is designed to support learning • Attempts to establish rapport with students.	• Has high academic and behavioral expectations for all students regardless of poverty, background, disability, or racial, cultural or language differences. • Selects content and designs learning opportunities that address students' diverse backgrounds, interests and skill levels. • Creates a classroom environment in which all students are treated with respect, regardless of differences in backgrounds, interests and skill levels. • Minimal discipline problems arise with little disruption to learning. • Physical environment supports the learning needs of students and clearly reflects the backgrounds and interests of the students. • Establishes a positive rapport with students and builds a trusting, supportive relationship.	*In addition to the characteristics of proficient:* • Students accept responsibility for adhering to classroom expectations. • Students are encouraged to contribute information regarding their backgrounds and interests. • Creates a classroom environment that supports students in becoming role models for treating others with respect. • Students are self-correct and encourage their peers to do the same. • The instructional arrangement invites student-to-student interactions. • Exhibits warmth, caring and respect for students who in turn show care and respect for each other.

| 2. Promoting engagement in and shared responsibility for the learning process including encouraging opportunities for students to initiate their own questions and inquiry | • Teacher directs most tasks and students have few opportunities to develop independence.

• Some students are consistently not engaged in the learning activities and the teacher makes few attempts to re- engage students, which are frequently unsuccessful.

• Student ideas are rarely solicited.

• Students are not challenged to listen and respond actively to each other's ideas.

• Rarely attempts to provide opportunities for students to become responsible for their actions. | • Students are asked to take responsibility for non-instructional tasks but are given limited responsibilities during instructional tasks.

• Teacher attempts to re-engage students who are off-task and is sometimes successful.

• On occasion, student ideas are solicited.

• Sometimes students have opportunities to engage in sustained conversation with each other.

• Attempts to develop a sense of self-discipline among students. | • Students are provided some strategies and opportunities to set and monitor their own learning or behavior goals.

• Teacher uses a variety of strategies and supports to consistently engage or re-engage students in learning activities.

• Students and teacher engage in purposeful communication with mutual respect for each other's ideas.

• Students are often engaged in activities that allow for purposeful exchange of ideas that improve their own and their classmate's conversations.

• Actively develops self-discipline and expects students to take responsibility for their own actions. | • Students are involved in classroom decision - making, encouraged to set personal goals and seek answers for their own questions/problems and inquiries.

• Students monitor, reflect on and evaluate their own learning process and progress.

• Students support one another's engagement in the learning process.

• Consistently uses a variety of strategies to challenge and re-engage students.

• Students are consistently engaged in listening and responding actively to each other, and contributing comments, ideas or questions that improve their own and their classmates' understanding.

• Students demonstrate self-discipline, self-confidence and a sense of responsibility for their actions and their environment. |

3. Providing explicit instruction about social skills to develop students' social competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized to student needs.	• Provides limited modeling or explicit teaching to facilitate the acquisition of social skills.	• Teacher interactions with students and other adults model socially competent behavior. • Articulates classroom expectations for social skills and introduces some strategies to help students develop socially competent behavior. • Implements a limited range of strategies or interventions in response to student needs.	• Provides direct instruction and support of student mastery of appropriate social skills and ethical and responsible behavior. • Structures opportunities (planned and "teachable moments") for students to discuss, learn, practice and reinforce appropriate social skills. • Designs and implements targeted behavioral strategies or interventions in response to specific student needs and circumstances.	• Incorporates explicit instruction, reinforcement and modeling of social skills and ethical and responsible behavior into daily practice and it is evident in teacher- student and student-student interactions. • Designs and implements strategies to support students' independence in seeking to improve their own social, ethical and responsible behavior. • Creates an environment that fosters and supports respectful interaction between and among peers.
4. Fostering appropriate standards of behavior that support a productive learning environment for all students.	• Limited or inconsistent communication of rules and expectations for behavior. • Student behavior interferes with instruction or others' opportunity to learn. • Student behavior interferes with the emotional or physical safety of others. • Consequences may be inappropriate and/or inconsistently applied.	• Clearly communicates rules and expectations for behavior to students. • Promotes and reinforces positive behavior consistent with established expectations. • Consequences are appropriate and applied in a timely fashion. • Communicates classroom rules and consequences and works toward enforcing them consistently.	• Considers students' input to create and monitor rules and consequences across varied learning environments. • Facilitates students' perseverance in demonstrating behavior consistent with established expectations. • Redirects student behavior when necessary and consistently enforces appropriate consequences.	• Student behavior is consistent with established rules/norms. • Students promote behavior that supports a productive learning environment. • Is direct, specific, consistent and tenacious in communicating and enforcing high expectations that supports productive learning.

5. Maximizing the amount of time spent on learning by effectively managing routines and transitions.	• Instructional time is lost due to the lack of established routines. • Instructional time is lost because instructional arrangements have not been pre-determined or there are not clear directions to guide transitions. • All necessary instructional materials are not readily available. • Administrative duties often take the place of teaching and learning. • Minimal attention to the safety of the classroom environment	• Routines have been established but may not be efficient. • Instructional arrangements are planned but some instructional time is lost due to the teacher's need to continually re-directs students through transitions. • Materials are available procedures for their access or use are not established. • Sometimes loses instructional time due to a lack of clarity, interruptions, and inefficient transitions. • Environment allows for the safe movement of students and about the classroom	• Manages established routines and transitions to increase learning time but some students may require some assistance from the teacher. • Materials are organized and available and students know how to access them with minimal direction from the teacher. • Environment is purposefully designed to provide for a safe space for teaching and learning.	• Manages established routines and transitions to maximize student-learning time and promote student independence. • The resources of time, space and attention are consistently managed to provide equitable opportunity for all students to engage in learning. • Students contribute to the efficiency of routines and transitions. • In addition to proficient, the students accept responsibility for maintaining the safety of the classroom environment.

Domain 3
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:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
1.Ensuring that content instruction is at an appropriate level of challenge and differentiated to meet their academic and behavioral needs.	• Uses general understanding of the content, not data about the students' academic and behavioral learning needs, to plan instruction. • Instructional plans are generally not differentiated and/or not at an appropriate level of challenge. • Limited use of instructional/ flexible groupings to meet the needs of students	• Uses general understanding of students' prior content knowledge and skills to plan instruction. • Instructional plans include some differentiation but may not ensure that instruction is at an appropriate level of challenge for all students. • Attempts to identify and prioritize the current skill base of most students. • Is aware of importance of establishing groupings and attempts to incorporate them in planning for instruction.	• Uses multiple sources of data about students' prior knowledge, skills and understanding of concepts to plan instruction. • Often uses aggregated and disaggregated assessment data to assist in the planning process to accommodate group differences. • Instructional plans incorporate strategies for differentiation to ensure an appropriate level of challenge for all students. • Establishes flexible grouping to ensure the appropriate challenge in the delivery of instruction.	• Analyzes student performance data to determine individual academic and behavioral learning needs and plan instruction. • Consistently uses aggregated and disaggregated data from state assessments and classroom formal and informal assessments to identify the diverse needs of students. • Instructional plans incorporate a variety of strategies that appropriately challenge all students, including differentiation of lesson content, process for developing understanding and/or products to exhibit student learning. • Consistently identifies and prioritizes the current skills of all students, including both gaps and assets in academic development. • In addition to the characteristics of proficient, flexible groupings are an integral component of instructional design.

2. Developing and organizing coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline.	• Develops discrete lessons and activities related to specific skills in the curriculum.
	
	• Lessons do not intentionally address the interests and prior knowledge of students.
	
	• Technology is not an available resource for students
		• Develops a sequence of lessons and activities that are based on curriculum and build upon students' prior knowledge, skills and interests.
		
		• The textbook and the curriculum drive goals and objectives with some acknowledgment of students' experiences.
		
		• Recognizes the potential of technology in engaging students in the lesson
			• Designs lessons specifically to meet the needs of the whole class and all student groups.
			
			• Lessons are often tailored to meet the needs of some students.
			
			• Develops and organizes lessons and units of instruction that at times incorporate higher level learning of content skills or concepts to actively engage students to think critically, creatively and solve problems by:
			
			  o using strategic questions for discourse or inquiry based learning;
			  o anticipating and teaching to content misconceptions;
			  o making real world, career, or global connections with the content; or
			  o making interdisciplinary connections
			
			• Uses technology as a support in the planning of learning tasks
				• Designs highly relevant lessons that motivate all students and engages them in active learning.
				
				• Tailors learning experiences for individual students to provide them with the opportunity to achieve their potential.
				
				• In addition to the characteristics of proficient, lesson designs consistently challenge students and promote their independence and interdependence.
				
				• Students are encouraged to access technology and other resources to extend their knowledge and understanding

3. Selecting appropriate assessment strategies to monitor ongoing student progress.	• Selects single measure assessments that may or may not measure criteria and outcomes of the unit related to learning goals. • Assessments are designed for the whole class in an objective format • Assessments do not challenge students to demonstrate mastery of learning objectives.	• Selects formative and summative assessments that are aligned to curriculum and content standards to monitor student progress. • Plans to provide students with information about their current progress, including general strengths and areas of need. • Plans include sharing assessment criteria with students. • Attempts to prepare assessments to meet the needs of diverse learners, but is not consistent.	• Designs or selects a variety of assessment tools and strategies aligned to curriculum and content standards to monitor and evaluate students' learning. • Plans strategies to engage students in using assessment criteria to assess their own work. • Classroom assessments and evaluations are often adapted for use with the diverse learner.	• Designs or selects a variety of assessment tools and strategies appropriate to individual students' needs to monitor and evaluate learning. • Plans strategies to engage students in using assessment criteria to reflect upon and assess their own progress over time. • Consistently prepares diagnostic, interim, on the spot and summative assessments to monitor student learning. • Assessments clearly challenge students to demonstrate mastery of learning.
4. Designing or selecting academic/ behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone.	• Identifies academic or behavioral concerns without a defined plan of intervention. • Minimal consideration given to students' developmental levels. • Lesson designs rarely break down complex tasks to address learning needs of some students.	• Prepares to address targeted academic or behavioral concerns. • Plans to document anticipated responses to strategy/use of materials. • Follows directions on students' IEPs and 504 plans.	• Selects or designs supplemental or specialized instructional or behavioral interventions. • Discusses data with colleagues to inform planning for interventions. • Recommendations on IEPs and 504 plans are interpreted and implemented.	• Selects or designs supplemental or specialized instructional or behavioral interventions. • Discusses multiple sources of data with colleagues to determine continued use of intervention plan or need for alternative interventions. • Explicitly and deliberately interprets and implements IEPs and 504 plans and looks for additional ways to provide support.
5. Includes strategies for teaching and supporting content area literacy skills, and when	• Limited planning for teaching content area literacy or numeracy skills.	• (L) Plans to include use of strategies	• (L) Plans to include use of some strategies and materials (including	• (L) Plans to include use of a variety of strategies, materials and resources to

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appropriate, numeracy skills (across the curriculum). *L – Literacy* *N-Numeracy*		and materials that focus on either: - literal comprehension of content, or - process and structure of writing/ communicating ideas. • (N) Plans to include use of strategies and materials that focus on representing and/or solving mathematical problems within the content area.	multimodal, multimedia and interdisciplinary) to build students' ability to understand, make meaningful connections to and/or communicate about content-related text. • (N) Plans to include use of some strategies, materials and resources (including multimodal, multimedia and interdisciplinary) to build students' ability to represent, interpret and analyze data and/or to solve mathematical problems.	build students' ability to interpret, synthesize, and respond to content-related text. • (N) Plans to include use of a variety of resources to build students' ability to represent, interpret and analyze data and/or to solve mathematical problems. (L &N) Plans to include use of resources to support students' understanding of concepts and application of learning to help them to make connections within and among content areas and help them to understand the importance of literacy and numeracy in the world around them.

Domain 4

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:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
1. Using a variety of evidence-based instructional strategies to enable students to apply and construct new learning.	• Teaches content of the general curriculum with limited consideration of student learning needs. • Instruction engages students primarily in learning lower level skills. • Knowledge of current research and new and innovative materials are is not apparent.	• Uses strategies that are based on general knowledge or data about student learning. • Instruction engages students primarily in learning and applying lower level skills, with few opportunities for analyzing, evaluating or creating new learning. • Demonstrates some awareness of current instructional practices.	• Uses instructional strategies that are explicit, varied, and scaffold instruction based on specific data about student learning. • Instruction engages students in applying, analyzing, and evaluating their learning with opportunities to create new learning. • Demonstrates an understanding of current research and innovative practice in the design of instructional strategies.	• In addition to characteristics of proficient, consistently lead students to generalize critical-thinking and problem-solving strategies to new or different content, applications or contexts. • Consistently stays abreast of emerging research and new and innovative materials and incorporates them into lesson plans and instructional strategies.

2. Using differentiated instruction and supplemental intervention to support students with learning difficulties, disabilities and/or particular gifts and talents. *Note: Differentiated instruction applies to all students (tier one) and supplemental instruction applies to students in tiers two and three.*	• Provides instruction predominantly in whole group arrangements. Differentiation is limited to providing more time and/or lowering expectations for performance or achievement. • Supplemental interventions for students who need academic or behavioral support is provided solely by others.	• Provides instruction based on students' general learning needs for support or enrichment. Differentiation includes some varied learning tasks and/or instructional strategies such as extra help and re-teaching. • Occasionally provides supplemental intervention for students who need academic or behavioral supports, but intervention not provided in a systematic or routine manner.	• Provides instruction based on students' general and individual learning needs for support and enrichment. Differentiation includes the use of flexible grouping, targeted levels of assignments and/or modified content/materials. • Routinely provides supplemental intervention, based upon data related to student learning needs, is provided routinely for students who need academic or behavioral supports.	• Provides instruction based on students' individual learning needs for support and enrichment. Differentiation includes the use of flexible grouping, targeted levels of assignments and/or modified content/materials and addresses students' interests, motivation and readiness. • Routinely provides supplemental intervention, based upon data related to student learning needs for students who need academic or behavioral supports and is revised based on student response.
3. Using technological and digital resources strategically to support learning.	• Uses technology primarily as a teacher tool (create worksheets, record student grades, visual presentation of content, etc.)	• Promotes use of technological or digital resources to help students to access, organize and present information. • Acknowledges the importance of being a critical consumer of information accessed through a variety of media formats.	• Models strategic use of technological or digital resources to help students analyze, interpret and communicate information in order to demonstrate and apply learning. • Provides guidance for students to be critical consumers of information accessed through a variety of media formats.	• Promotes use of technological and digital resources to encourage students to work collaboratively, and to engage them in problem-solving and critical thinking activities. • Requires evidence that students are critical consumers of information accessed through a variety of media formats. • Monitoring provides ongoing support to help students analyze, interpret and communicate information in order to demonstrate and apply learning.

4. Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning.	• Primarily provides information to students. • Uses questions and activities that focus on recall and comprehension of information.	• Uses instructional strategies that focus on having students develop skills. • Discussions are generally teacher directed and beginning to focus on more open-ended questions.	• Uses instructional strategies that scaffold learning by focusing on a balance of lower level and higher level skills and concepts. • Engages students in active learning activities such as discourse or inquiry-based learning activities with teacher guidance.	• Uses instructional strategies that scaffold learning, promote curiosity about the content, and lead students to develop questions and explore solutions to problems. • Consistently facilitates students' engagement in active learning strategies such as discourse or inquiry-based learning leading to student independence. • Consistently integrates critical thinking and problem solving skills into instructional practices.
5. Varying the student and teacher roles in ways that develop independence and interdependence of learners with the gradual release of responsibility to students.	• Primarily directs students through learning activities. • Teacher takes responsibility for instructional and non-instructional tasks.	• Provides opportunities for questioning/clarification of content and the discussion of concepts presented. • Provides opportunities for students to take responsibility for non-instructional tasks. • Attempts to engage all students in discussions.	• Provides opportunities for students to collaborate with each other to discuss and apply skills and concepts presented. • Provides opportunities for students to take responsibility for some learning activities.	• Provides opportunities for students to work individually and collaboratively to analyze, question and/or develop new learning. • Provides opportunities for students to develop and facilitate individual and collaborative learning activities. • Ensures that students assume considerable responsibility for the success of discussion, initiating topics and making unsolicited contributions.

6. **Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks.**	• Monitoring focuses on task completion and/or student engagement (not student performance relative to the learning objective). • Few instructional adjustments are made.	• Monitoring focuses on whole class development of skills. • Instructional adjustments (during and between lessons) focus primarily on pacing and procedures.	• Monitoring focuses primarily on data relative to progress of groups of students. • Instructional adjustments (during and between lessons) of materials, explanations, teaching strategies or the addressing of student misconceptions. (during and between lessons) are based on group struggles or progress with content or skills.	• Monitoring focuses primarily on specific data relative to progress of individuals and groups of students. • Instructional adjustments (during and between lessons) include timely decisions about whether differentiation of instruction is needed for the whole group, small groups or individual students
7. **Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance.**	• Provides feedback to students about the quality of their work/performance that is general and may be inconsistent or inaccurate. • Feedback is not timely and does not support students' ability to make use of the feedback in their learning.	• Provides feedback to students about the quality of their work/performance that is consistent and accurate but often general. • Attempts are made to provide prompt feedback	• Provides feedback to students about the quality of their work/performance that is specific and accurate and reinforces effective practices and understanding. • Feedback is often in a timely manner.	• Provides feedback to students about the quality of their work/performance is specific and accurate, reinforces effective practices, leads to understanding, and challenges students to extend thinking. • Feedback is consistently provided in a timely manner. Students are able to make prompt use of the feedback in their learning.

Domain 5
Assessment for Learning

Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
1. Using and/or designing a variety of formative and summative assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn.	• Relies primarily on summative (final) assessments to report performance or assign grades. • Assessments do not provide students varied opportunities to demonstrate their learning in different ways.	• Uses ongoing and summative assessments to measure how students perform relative to daily learning or unit objectives that result in instruction that is either repeated or continued with minimal adjustment**.** • Assessments are occasionally varied to provide different ways for students to demonstrate their learning.	• Uses formative and summative assessment data from pre- and post-assessments to inform subsequent planning and instruction to help students attain unit or curriculum standards. • Assessments provide different ways for students to demonstrate their learning. • Instructional goals are often assessed through the proposed plans.	• Uses formative and summative assessments for pre- and post- assessment data to continuously inform, adjust and differentiate instruction for individual student needs and provide students an opportunity to learn from their performance. • Approach to assessment is consistently congruent with the instructional goals both in content and process. • Assessments are designed to provide students with alternative ways to demonstrate their learning.

2. **Using a comprehensive set of data that provides depth and breadth of understanding of student achievement at a particular point in time and over time.**	• Assessments primarily measure recall of information. • Provides data on student growth, which is limited to summative assessment grades and task completion, without analysis about how to help improve student learning or behavior.	• Assessments measure knowledge and skills. • Provides written data on student growth, which includes general information and inferences about student achievement or struggles with course curriculum standards.	• Assessments measure knowledge, skills and some concepts. • Compiles data on student growth, based on multiple measures, which includes specific information and analysis about successes or struggles with course curriculum, literacy, or organizational or behavioral skills. • Identifies general instructional needs for additional focus, support or enrichment.	• Assessments continually measure knowledge, skills and critical concepts in the content area. • Consistently administers on the spot assessments to monitor student learning. • Compiles data on student growth, based on multiple measures, which include specific information and analysis about successes or struggles with course curriculum, literacy, or organizational, behavioral, social/emotional skills, with detailed evidence and examples of performances. • Analyzes data to inform design of specific intervention strategies, enrichment, departmental/grade level curriculum changes, or school- wide behavioral strategies to support growth of individual students and groups of students.

3. Collaborating with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress.	• Meets with colleagues to review assessment data but does not use information to inform instruction.	• Meets with colleagues to review and interpret assessment data and uses data to plan instruction.	• Collaborates with colleagues to review and interpret assessment data in order to plan and adjust instruction and assessments to meet the needs of individuals and/or small groups.	• Pro-actively communicates student assessment data with team and/or colleagues and collaborates to improve grade level or departmental instructional or assessment strategies to meet school-wide as well as individual students' needs. • Consistently works with colleagues to use interim assessment data, fine-tune teaching, re-teach and help struggling students.
4. Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning.	• Assessment criteria are not clear and/or are communicated after the assessment. • Feedback is generally provided as numerical or letter grades.	• Criteria are communicated prior to an assignment or assessment but focus primarily on task completion (not learning outcomes) and/or student behaviors. • Feedback includes numerical or letter grades and some general comments about students' weaknesses.	• Criteria are clearly communicated to students prior to an assignment or assessment and include rubrics or exemplars of student work. • Teacher assists students in assessing their own work and/or the work of their peers. • Feedback, in writing or orally, describes strengths and weaknesses in the student performance and includes suggestions for improvements	• In addition to the characteristics of proficient, involves students in developing the evaluation criteria or goals for achievement/progress. • Students are motivated to evaluate their own work and to evaluate the work of their peers. • In addition to the characteristics of proficient, confers with students to share and compare assessment results with students' self-assessments. • Consistently encourages students to set ambitious goals, to continue to self-assess and to take responsibility for improved performance.

5. Supporting students' progress by communicating academic and behavioral performance expectations and results with students, their families and other educators.	• Communicates results to students and families, mainly through grades, report cards and mandated parent/teacher conferences or when issues reach critical stage.	• Communicates expectations and results with students and families through grades, report cards and mandated parent/teacher conferences and when a student is experiencing difficulty with academics or behavior. • Occasionally consults other educators for possible strategies when the teacher's academic or behavioral interventions for students are not successful.	• Regularly communicates expectations and performance results with students, families and/or other educators. • Proactively enlists the support of other educators and/or families to address specific academic or behavioral performance needs.	• Regularly communicates expectations and performance results and immediately addresses needs with student, families and/or other colleagues, providing detailed, in- depth information. • Proactively enlists the support of other educators and/or families in addressing academic or behavioral needs for support or enrichment and develop performance expectations. • Ensures students and families are aware of how students are meeting established standards and, where appropriate, involves them in planning next steps.
6. Using academic, behavioral and health data to select and/or design interventions, and assist in the development of individualized educational programs for students with disabilities.	• Use of academic, behavioral or health data is not considered on a regular basis or over time to develop intervention strategies for students who exhibit academic or behavioral needs. • Has limited participation in the development of individualized educational programs.	• Uses data from limited sources to develop intervention strategies. • When asked, assists team and contributes assessment data, academic and/or behavioral, in the development of individualized educational programs.	• Uses multiple sources of data to collaborate with grade level or content colleagues in the development of interventions to monitor progress. • Regularly assists team and contributes assessment data, both academic and/or behavioral, in the development of individualized educational programs.	• Uses multiple sources of data and seeks support from specialists to monitor students' progress and to design or refine interventions, including differentiated instruction. • Regularly assists team and contributes assessment data, both academic and/or behavioral, in the development of individualized educational programs.

Domain 6
Professional Responsibilities and Teacher Leadership

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

INDICATORS	Below Standard	Developing	Proficient	Exemplary
1. Engaging in continuous professional growth to impact instruction.	• Teacher attends district-mandated professional development but does not actively seek opportunities to advance his/her professional learning. Little or no evidence that new learning is applied to improve the teacher's practice. • Little or no evidence that the teacher reflects on the impact of instructional decisions on student performance/outcomes. Teacher places responsibility for learning largely on students.	• Accesses professional learning opportunities, as available through or required by the district**.** Attempts to apply professional learning to improve practice are inconsistent or not sustained over time. • Reflections on practice demonstrate some understanding of the impact of instructional decisions on student performance/outcomes and focus primarily on instructional procedures and on whole-class student achievement.	• Teacher is an active partner in determining content of learning, creating meaningful, learning experiences, and evaluating the effectiveness of curricular and instructional choices. • Teacher engages in a cycle of continuous improvement, applying professional learning to improve practice, analyzing the impact of changes in practice on student performance and developing new strategies to increase learning.	*In addition to characteristics of proficient:* • Demonstrates leadership and a deep understanding of the teaching and learning processes and uses this knowledge to facilitate the professional learning of colleagues by being a continuous learner, modeling and supporting reflective practices, coaching and mentoring of colleagues and sharing action research.
2. Collaborating with colleagues to develop and sustain continuous improvement.	• Meets with colleagues as required by school or district to review assessment data but does not use information to inform instruction. • Interactions with other staff members demonstrate bias and/or negativity.	• Collaborates with colleagues to review and interpret assessment data and uses data to plan instruction. • Participates on school or district committees and activities that impact school climate, as guided by colleagues and/or directed by school or district requirements.	• Actively collaborates with colleagues in examination of student learning data and critically examines instructional and assessment practices in order to make adjustments to promote student learning. • Contributes actively to the work of school or district committees; collaborates with colleagues and administrators	*In addition to characteristics of proficient:* • Leads colleagues in efforts to examine student learning data, improve instructional strategies, curricula and organizational structures to support increased student achievement in the school and district. • Takes a leadership role and

		• Attempts to engage with or guide/coach paraprofessionals, or occasionally collaborates with special services colleagues to develop plans for student success, or to monitor the impact of instructional or behavioral supports and interventions.	to develop and sustain a positive climate. • Effectively guides and coaches paraprofessional; collaborates well with colleagues, administrators and special services staff to develop plans for student success and to monitor impact of instructional or behavioral supports and interventions.	facilitates the work of others (colleagues, administrators, and other members of the school community) in the development and sustaining of a positive learning community. • Leads efforts to analyze the impact of student success plans, instructional or behavioral supports and interventions.
3. Communicating and collaborating in culturally respectful ways with families to support their children's learning and to develop and sustain a positive school climate. **Outreach** **Respectful Interactions**	• Provides minimal or no information/support to families to engage them in the educational program or to promote a positive school climate. • Communication with families and students are not culturally respectful and/or sensitive to the demographics of the community.	• Some attempts are made to communicate with families about individual progress and programming. • Respectful, timely communication may occur and/or an effort is made to take into account family/home languages, cultures, and values, but it occurs inconsistently or without demonstrating understanding and sensitivity to the differences.	• Proactively communicates and engages families in support of their children's educational program. • Collaborates effectively with colleagues to engage students and families in efforts to develop and sustain a positive school climate. • Communication with families is culturally respectful and sensitive to the demographics of the community.	*In addition to characteristics of proficient:* • Facilitates colleagues' understandings of culture, diversity, and culturally responsive strategies that achieve high levels of learning for all students and enrich the experiences of the learning community. • Leads others to challenge and reject biases, negative or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.
4. Conducting oneself as a professional.	☐Teacher actions are consistent with the commitment to students, the profession, the community and families that are set forth in the Code of Professional Responsibility for Educators. ☐ Teacher actions are not consistent with the commitment to students, the profession, the community and families that are set forth in the Code of Professional Responsibility for Educators.			

Appendix I. Workshop Attendance

Workshop Evaluation

Name of Activity:

Date: **Facilitator(s):**
 I.

Please check the appropriate box for each.	Outstanding (4.0)	Good (3.0)	Average (2.0)	Poor (1.0)	N/A or No Response
Quality of the facilitation/presentation					
Objectives were met					
Opportunity for Discussion or Questions					
Usefulness of information gained					
Relevance to your role					
Alignment to professional, school, and/or district goal					

II. Please answer by checking the appropriate response.

	Yes	No
• Will you use the materials and/or ideas from this workshop with your students?		
• Did the organizer/presenter use effective techniques for accomplishing the purposes of this session?		
• Would you recommend this workshop to a colleague?		

III. Additional Feedback Inquiry:

   A. What was the most beneficial part of the program? Please explain.

   B. What was the least beneficial part of the program? Please explain.

   C. What do you feel should be the next step?

   D. Additional comments about the program:

Sign In and Out

Name of Workshop _____

Date of Workshop _____

Name	Sign In	Sign Out

Appendix J.   Calculating Teacher Evaluation Ratings

Evaluation of Category #1

The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

1. Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine component ratings for each of indicators.
2. Average indicators within each domain to a tenth of a decimal to calculator domain level scores of 1.0-4.0.
3. Apply domain weights to 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 interactions and uses professional judgment to determine component ratings for each of the indicators.

   By the end of the year, evaluators will 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 indicators. Some questions to consider while analyzing the evidence include:

   Consistency: What rating have I seen relatively uniform, homogenous evidence for throughout the semester? Does the evidence paint a clear, unambiguous picture of the teacher's performance in this area?

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

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

   Once a rating has been determined, it is then translated to a 1 – 4 score. Below Standard = 1 and Exemplary= 4. See example below for Domain 2:

Domain 2	Rating	Evaluator's Score
2a	Developing	2
2b	Developing	2
2c	Proficient	3
2d	Exemplary	4
2e	Proficient	3
	Average	2.8

2. Average components with each domain to a tenth of a decimal to calculate domain-level scores:

Domain	Averaged Score
2	2.8
3	2.6
4	3.0
5	2.8
6	2.6

3. Apply domain weights to domain scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

   Each of the domain ratings is weighted according to importance and summed to form one overall rating. Strong instruction and a positive classroom environment are major factors in improving student outcomes. Therefore, Domains 2 and 4 are weighted significantly more than the others at 25%. Assessment is rated at 20% and Planning and Professional Responsibilities are weighted 15%.

Domain	Score	Weighting	Weighted Score
2	2.8	25%	0.7
3	2.6	15%	0.4
4	3.0	25%	0.8
5	2.8	20%	0.6
6	2.6	15%	0.4
Total			2.9

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

The tentative summative Teacher Performance and Practice 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 progress toward Teacher Performance and Practice goals/outcomes.

Evaluation of Category #2

The Peer Feedback rating should reflect the degree to which a teacher successfully achieves their strategies and improvement targets. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

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

Evaluation of Category #3

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

Exceeded (4)	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
Met (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
Partially Met (2)	Many students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
Did Not Meet (1)	A few students met the target(s) but a substantial percentage did not. Little progress toward the goal was made.

If there are two SMART goals, ratings are averaged to determine the rating for this category.

Evaluation of Category #4
The summative rating for student feedback should reflect the degree to which a teacher makes growth on feedback measures. For teachers with high ratings already, summative ratings should reflect the degree to which ratings remain high.

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

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.
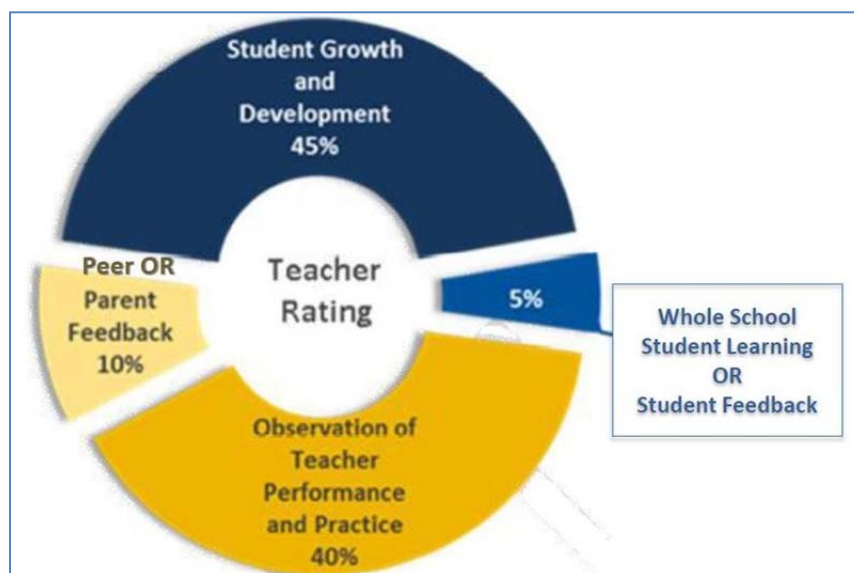
Every educator will receive one of four performance ratings:

Exemplary – Substantially exceeding indicators of performance (Models of practice)

Proficient – Meeting indicators of performance (Excellent teachers)

Developing – Meeting some indicators of performance but not others (Those with targeted professional needs)

Below Standard – Not meeting indicators of performance (Novice teachers or teachers in need of improvement)

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 and the Peer/Parent Feedback score
2) Calculate a <u>Student Outcomes Related Indicators score</u> by combining the Student Growth and Development score and Whole-School Student Learning or Student Feedback score
3) Use Summative Matrix to <u>determine Summative Rating</u>

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	2.9	40	116
Peer Feedback	3	10	30
TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS			**146**

Rating Table

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

2) Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning 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
TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS			**173**

Rating Table

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

3) Use the Summative Matrix to determine Summative Rating

Summative Rating Matrix		Teacher Practice Related Indicators Rating			
		Exemplary	Proficient	Developing	Below Standard
Student Outcomes Related Indicators Rating	Exemplary	Exemplary	Exemplary	Proficient	Developing
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

Adjustment of Summative Rating

Summative ratings must be completed for all teachers by June 30 of a given school year. Should state standardized test data not be available at the time of a final 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 may recalculate the teacher's summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness
Novice teachers shall generally be deemed effective if said educator receives at least two sequential "proficient" ratings, one of which must be earned in the fourth year of a novice teacher's career. A non-tenured teacher who has been rated "Below Standard" will be given up to 45 days to achieve a "Developing" status. A "below standard" rating shall only be permitted in the first year of a novice teacher's career, assuming a pattern of growth and the status of "developing" later in year one and two sequential "proficient" ratings in years three and four. Pending contract stipulations, the Superintendent shall offer a contract to any educator he/she is deeming effective at the end of year four. This shall be accomplished through the specific issuance to that effect.

A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential "developing" ratings or one "below standard" rating at any time. A tenured teacher may receive an overall rating of "Developing" for only two years. If they have not achieved proficiency by that time they must be placed on an Intensive Assistance Plan. A tenured teacher who has received the status of "Below Standard" will be placed on an extensive growth plan for a maximum of 90 days. If they have not moved to "Developing" at the end of 90 days, they will be put on an intensive growth plan for a maximum of 45 days. If a dismissal is warranted, notification will be made to the educator in writing by April 1.

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. Resolutions must be topic specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

Appendix K. Goal Setting Conference
Agenda/Questions

1. Last year in your summative reflection, you noted that you wanted to work on _____. How do you plan to address that in this coming year? What can I help support you with as we progress through this year (PD, specific things to note in observations)?

2. What have you learned about your students based on the data analysis you have conducted (past grades, test scores, etc.)?

3. Based on that data what goals are you going to focus on to improve student learning in your class(es)? SMART Goal form should be reviewed at this time. Goals should be checked for rigor and appropriateness for the position of the individual.

4. What indicators of success can we agree on to measure your progress toward meeting these goals? One indicator must be based on a standardized measure where available (DRP, CMT, CAPT, NOCTI, PSAT, SAT, AP, SBAC, etc). Goals can also be based on a non-standardized measure (common assessment, benchmark data, etc).

5. Our whole school student goal is _____. What specific strategies will you employ to contribute to the improvement in these areas? Note to the teacher that you will specifically be looking for the employment of these strategies as a part of your observations and your reviews of practice.

6. Our whole school peer feedback goal is _____. What can you specifically do this year to help improve this?

Mid-Year Conference
Agenda/Questions

1. On your summative reflection from last year and at our Goal Setting Conference in the Fall this year, you noted that you wanted to improve in _____ area of your practice.
    * Evidence seen by administrator through observations and reviews of practice:

    * Evidence analyzed by teacher:

2. Your goals to improve student learning focused on _____. What strategies have you worked on to help achieve these goals? What evidence do you have that supports your progress toward these goals? (Each indicator of success should be reviewed at this time.)

3. What support do you feel you need to continue making progress toward your goals?

4. At our Goal Setting Conference, you said that you would be employing _____ strategies to contribute to our progress toward our whole school student goal.
    * Evaluator's observed success/short-comings based on each strategy:

    * Teacher's observed success/short-comings based on each strategy:

5. At our Goal Setting Conference, we discussed peer feedback and areas in which we needed to improve. You said that you would be employing _____ strategies to contribute to our progress toward improving in this area.
    * Evaluator's observed success/short-comings based on each strategy:

    * Teacher's observed success/short-comings based on each strategy:

Summative Conference
Agenda/Questions

1. Teacher should submit a self-reflection that includes the following information (40%):
    * Progress on the rubric including areas of strength and areas in need of improvement
    * Area of professional practice he/she would really like to hone in the next year (based on the rubric)

2. Discussion should take place around student learning goals (45%)
    * Data analysis that reflects progress toward student learning goal(s) and either successful mastery of the goals or a shortfall

3. Discussion should revolve around evidence gathered regarding the teacher's personal contributions to the whole school student goals. Specific evidence should be reviewed.

    * The outcome of strategies used for the whole student learning goal

4. Discussion should revolve around evidence gathered regarding the whole school peer feedback goal.
    * The outcome of strategies used for the whole school peer goal

5. Other. The teacher's overall impressions of the year should be obtained as well as support he/she may need in the next year

6. After the meeting, the Administrator will compile all of the information and data, produce a written report, and calculate a rating for the teacher.