

## Regional School District 13

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*RSD13 Core Ethical Values: Respect, Responsibility, Honesty, Kindness & Courage*

# RSD13's System for Teacher Evaluation and Support

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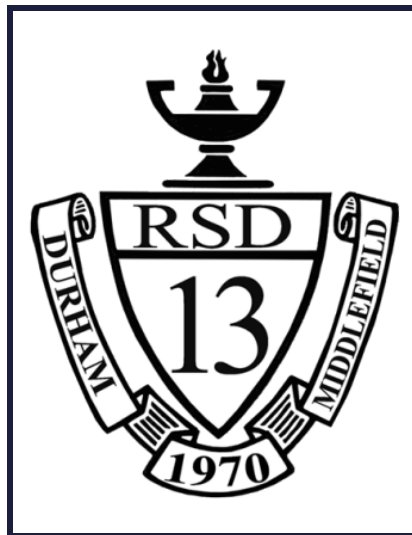
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## REGIONAL SCHOOL DISTRICT 13 MISSION

Through engagement in authentic learning experiences, Regional School District 13 empowers all students to thrive as global citizens.

## REGIONAL SCHOOL DISTRICT 13 GUIDING PRINCIPLES

- Our core ethical values of respect, kindness, responsibility, honesty, and courage are the foundation of our beliefs.
- Creativity, critical thinking, collaboration and communication are essential for success.
- Every human being has inherent worth and all members of the community contribute to the well-being of others.
- When involved, committed and challenged by high expectations, everyone can learn.
- Learning and growth require the willingness to take risks throughout one's life.



## GUIDING BELIEFS FOR TEACHER EVALUATION AND SUPPORT

Our guiding beliefs are aligned with the Connecticut Guidelines for Educator Evaluation and Support and are listed below:

1. The primary purpose of educator evaluation is to strengthen individual and collective practices in order to improve student growth;
2. Educator evaluation is standards-based, using the *Connecticut Common Core of Teaching* for Educator Evaluation and the *Common Core of Leading: Connecticut Leadership Standards* for Evaluator Evaluation;
3. The Connecticut Core Standards, adopted by Connecticut in 2012, as well as district-selected standardized assessments and locally-developed curriculum standards, are the basis for establishing outcomes at the district and school levels;
4. The Guidelines cultivate continuing collaborative dialogue around teaching and learning in order to increase student academic growth and development;
5. The Guidelines clearly connect professional learning to the outcomes of the evaluation process.

## CORE DESIGN PRINCIPLES

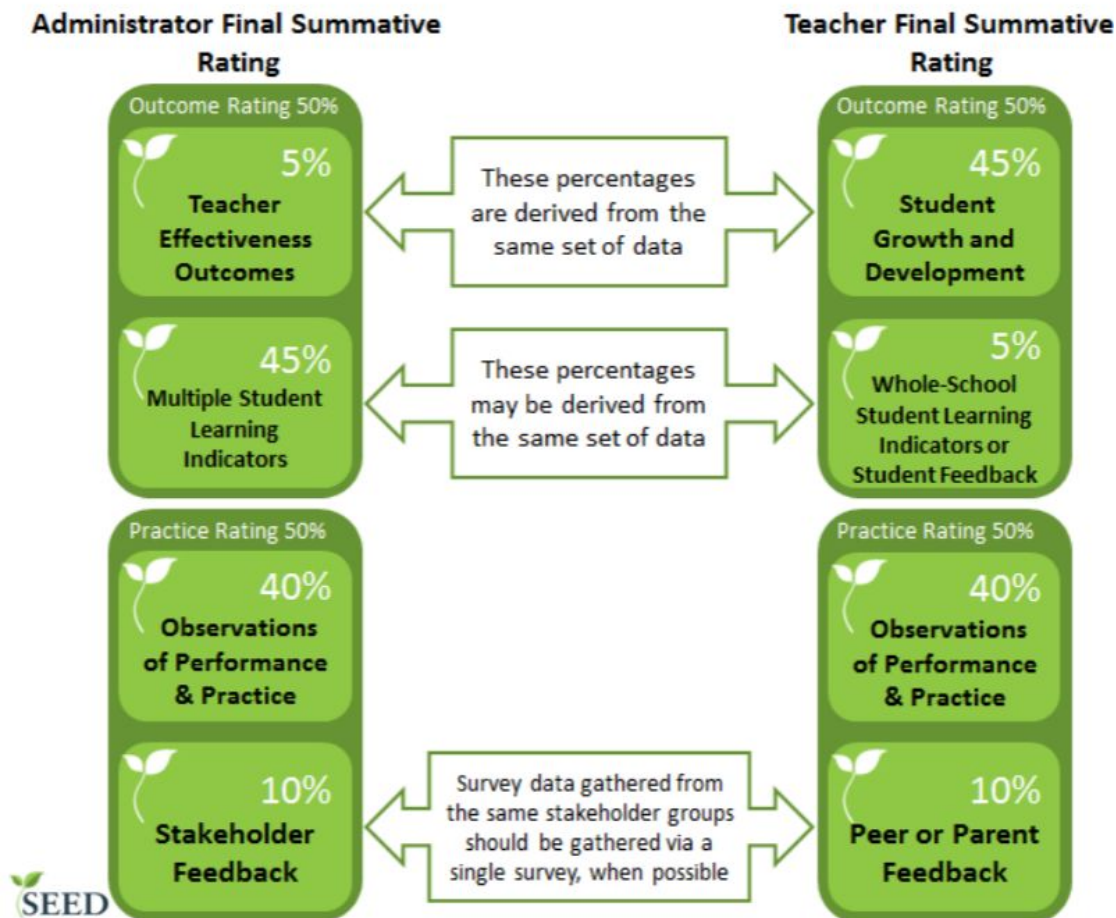
The following principles have been built into Regional School District 13's Educator Evaluation and Support Plan:

1. The Regional School District 13 Educator Evaluation Plan balances summative measurements with regular and strong formative support and on-going instructional conversations about teaching, learning, and educator practice in a design that leads to educator growth and the development of educator proficiency and effectiveness;
2. The summative portion of the Regional School District 13 Educator Evaluation Plan uses multiple sources of evidence in a design that is intended to result in a fair, accurate, and balanced picture of educator performance;
3. The Regional School District 13 Educator Evaluation and Support Plan seeks to deepen the professional conversations between and among educators and the educators who are their evaluators. The dialogue will occur frequently and will focus on student learning;
4. Educators will receive feedback and professional learning that targets the individual needs of their classrooms, roles, and students.
5. In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers. We believe that of equal importance to improve results is the professional conversation between an educator and evaluator that can be accomplished through a well-designed and well-executed evaluation system. The process requires evaluators to observe and review the practices of educators comprehensively to make informed judgments about the quality and efficacy of practice.
6. When the educator and evaluator cannot agree on objectives or ratings, there needs to be a resolution that can be agreed to by all parties. 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.

# OVERVIEW OF PLAN

The Regional School District 13 Educator Evaluation and Support Plan develops and promotes a shared understanding of educator effectiveness. The plan defines educator effectiveness in terms of (1) educator practice [the actions taken by educators that have been shown to impact key aspects of teaching and learning] and (2) learning outcomes. The plan provides a structure for the ongoing development of educators. This structure comprises a basis for assessing their strengths and growth areas as well as providing feedback to support their development. In this plan, the term *educator* refers to any educator serving in a position, classroom or non-classroom, requiring teacher certification but not requiring 092 certification.

RSD13's model recognizes that student learning is a *shared responsibility* between teachers, administrators and district leaders. The following graphic illustrates the areas of common accountability that connect teacher and administrator evaluation.

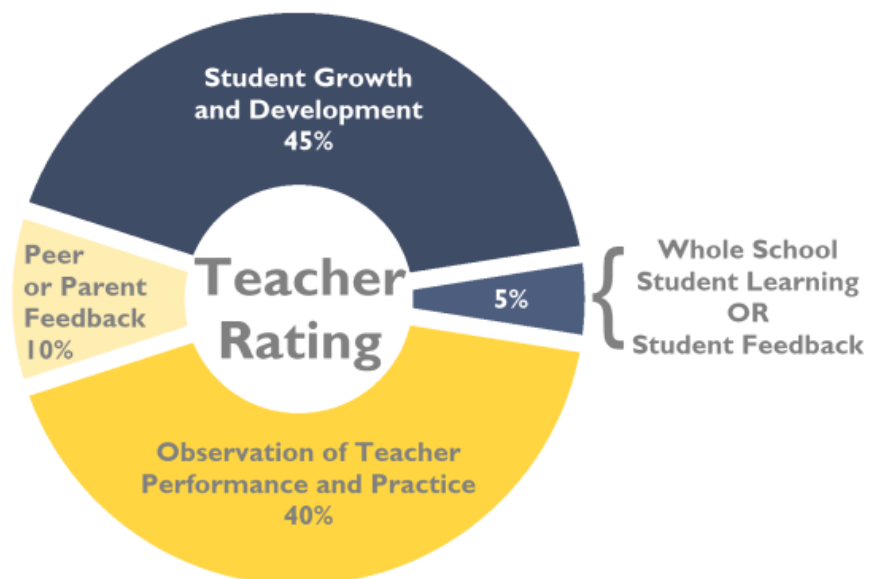


The Educator Evaluation and Support Plan consists of multiple measures to provide a comprehensive picture of educator performance. All educators will be evaluated in two major categories: (1) educator practice and (2) student learning outcomes. Each category includes two indicators, as listed below and represented by Figure 1.

## Teacher Evaluation and Support Framework

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four components, grouped into two types of major categories: Teacher Practice and Student Outcomes.

1. **Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This category is comprised of two components:
  - a. **Observation of Teacher Performance and Practice (40%)** as defined within the Connecticut Common Core of Teaching which articulates four domains 12 indicators of teacher practice and
  - b. **Parent Feedback (10%)** on teacher practice through school/district surveys.
  
1. **Student Outcomes Related Indicators:** An evaluation of teachers' contributions to student academic progress at the school and classroom level. This area is comprised of two components:
  - a. **Student Growth and Development (45%)** as determined by the teacher's student learning objectives/goals (SLO/Gs) and associated indicators of academic growth and development (IAGDs) and
  - b. **Whole-School Measures of Student Learning** as determined by aggregate student learning indicators **(5%)**





## ORIENTATION TO EDUCATOR EVALUATION AND SUPPORT PLAN AND ON-GOING TRAINING




The annual orientation to the Educator Evaluation Plan will take place when educators return to school in August. The evaluators will meet with educators in groups or individually to discuss the evaluation process, roles and responsibilities, and timelines. In these meetings, evaluators will also discuss district and school priorities that should be reflected in educator goals and student learning objectives/goals (SLO/Gs).

Support will be provided to assist educators in the creation of one Student Learning Objective/Goal and a minimum of two Indicators of Academic Growth and Development (IAGD) that are specific, measurable, attainable, relevant, and time-bound. There will be on-going support throughout the year on additional topics related to instructional practices, monitoring of student progress, and addressing targeted needs based on data from the evaluation process. Educators will also receive training in the use of Protraxx, our data management system. All educators and evaluators will be required to attend these trainings to ensure a standardized approach to the implementation of the Regional School District 13 Educator Evaluation and Support Plan. Should additional training be needed, it will be scheduled on a case-by-case basis at the school or district level.

Educators new to the district will participate in a district orientation program prior to the start of school. New educators will be provided with appropriate new teacher materials concerning the evaluation process and passwords for the data management system. Opportunities will also be provided for new staff to meet and review these materials with their evaluators. A major focus will be on the use of the Common Core of Teaching (CCT) Rubric for Effective Teaching, 2014 and the Common Core of Teaching Rubric for Effective Service Delivery (SESS) 2015.

## EDUCATOR EVALUATION PROCESS AND TIMELINE

The annual evaluation process between an evaluator and educator is anchored by three conferences that guide the process through the beginning, middle, and end of the year. The purpose of these conferences is to clarify expectations for the evaluation process, set goals and identify professional learning needs, and provide comprehensive feedback to each educator on his/her performance. These conversations are collaborative and require reflection and preparation by both the evaluator and the educator in order to be productive and meaningful. The dates for these conferences are indicated below:

Due Date	Conference	Associated Forms
<p><b>By Mid-November</b></p> 	<p><b>Goal Setting and Planning:</b></p> <ul style="list-style-type: none"> <li>• Educator gathers evidence about this year's students.</li> <li>• Educator sets mutually-agreed upon goals with the evaluator for student learning, parent feedback, and performance and practice.</li> </ul>	<p><b>1. Goal Setting Forms in Protraxx</b></p>
<p><b>By Mid-February</b></p> 	<p><b>Mid-Year Check-in:</b></p> <ul style="list-style-type: none"> <li>• Educator has collected and reflected on instructional practice and student learning in preparation for the conference.</li> <li>• Educator completes a written self-assessment prior to the conference.</li> <li>• At conference, educator and evaluator review progress.</li> <li>• If needed, educator and evaluator can mutually agree to revise any of the Indicators of Academic Growth and Development (IAGDs) or other goals or action steps.</li> </ul>	<p><b>1. Mid-Year Check-in Educator Self-Assessment</b></p> <p><b>2. Mid-Year Check-in Conference Notes</b></p>
<p><b>By June 15 or last day of school*</b></p> 	<p><b>End of Year Summative Review :</b></p> <ul style="list-style-type: none"> <li>• Educator writes a self-assessment prior to end-of-year conference.</li> <li>• The educator and evaluator review the self-assessment and discuss relevant evidence collected.</li> </ul>	<p><b>1. End-of-Year Educator Self-Assessment</b></p>

\*Not later than June 30 of each year, each superintendent shall report to the Commissioner of Education the status of the implementation of teacher evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers who have not been evaluated and other requirements as determined by the Department of Education.

## Goal Setting Conference

The educator, through mutual agreement with his/her evaluator, will develop **one Student Learning Objective/Goal (with a minimum of two IAGDs), one Parent Feedback Goal, and one Performance and Practice Goal.** The evaluator must formally approve all goal plans by mid-November . Evaluators will consult the SLO approval criteria (below) prior to granting approval for the Student Learning Objective and the IAGDs,

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

**Goal One:** Develop Student Learning Objective/Goal (SLO/G) with Indicators of Academic Growth and Development (IAGDs)

**Steps for IAGD development:**

- A. **Decide on Student Learning Objective/Goal.** The objective is a broad goal for student learning. It should address a central purpose of the educator's assignment and pertain to a large portion of his or her students. It should reflect high standards for student learning and be aligned to grade level or course standards.
  
- B. **Select Indicators of Academic Growth and Development (IAGD).** These are the specific evidence with quantitative targets that will demonstrate whether the objective was met. The SLO must include at least two Indicators of Academic Growth and Development. One half (or 22.5%) of IAGDS used as evidence shall be based on a standardized indicator where available but not determined by a single, isolated test score but shall be determined through the comparison of data over time. The indicators must specify the following: ) what evidence will be examined; (b) what level of performance is targeted; and (c) what proportion of students is projected to achieve the targeted performance level. The chart below provides samples of SLO's and IAGDs.
  
- C. **Provide any additional information requested** such as: the rationale for the objective, including relevant standards; any important technical information about the indicator evidence; the baseline data used to set each indicator; interim assessments used to measure progress; and any training or support the educator may need to meet the objective. Note: At the goal setting conference, the evaluator and educator will mutually agree on specific IAGD targets for the following performance ratings: "partially met the goal on the IAGD," "met the goal on the IAGD," and "exceeds the goal on the IAGD." The targets for each of the performance ratings will be written into the educator's goal plan in Protraxx and used to assess the final IAGDs.

## Sample Indicators of Academic Growth and Development



Educator Category	Student Learning Objective (SLO)	Indicators of Academic Growth and Development (IAGD)
8 <sup>th</sup> Grade Writing	My students will master the important elements of writing as outlined in the SBAC writing standards.	1. My students will write an argument to support claims with clear reasons and relevant evidence. 90% will score a 3 or 4 on a 4-pt scoring rubric focused on the key elements of argument writing (CCSS W 8.1.) [non-standardized] 2. 60% of my students will score at least a 3 on the 1-5 point scale on the PEG writing assessment in the categories of development of ideas, organization, and style. (standardized)
4 <sup>th</sup> Grade Math	My students will demonstrate proficiency in place value.	1. 90% of students will attain a goal score of 80% or greater on my end of unit math test on place value. (non-standardized) 2. 65% of students will meet end of grade level benchmark on the place value items on the STAR Math Assessment. (Standardized)
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	1. 85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual art educators in our district. 2. 75% of students will develop a portfolio that includes examples of all the principles of drawing.

### Goal Two: Parent Feedback Goal (10%)

Once the parent feedback goal has been set by the administrator, educators will set one parent feedback goal by implementing strategies that support administrator's school or district goal. Goals might include improving communication with parents, helping parents become more effective in support of homework, improving parent-educator conferences, etc. For instance, if the goal is to improve parent communication, a strategy may be specific to sending more regular correspondence to parents (e.g. bi-weekly updates, new website, newsletter, etc.). The evaluator will ensure that the individual strategies are related to the evaluator's parent feedback goal. The parent feedback rating for educators is based on the evidence of the educator's implementation of the agreed upon strategies.

### **Goal Three:** Educator Performance and Practice Goal (40%)

Educators will develop one Performance and Practice focus area goal that is aligned to the CCT Rubric for Effective Teaching 2014 or the CCT Rubric for Student and Educator Support Specialists (SESS) 2015. This goal should have a clear link to improved educator practice. Educators will include a rationale and action steps / evidence of progress. The focus area will guide observations and feedback conversations throughout the year.

Each teacher will work with his or her evaluator to develop a practice and performance focus area through mutual agreement. All focus areas should have a clear link to student achievement and should move the teachers towards proficient or exemplary on the CCT Rubric for Effective Teaching 2014 or the CCT Rubric for Student and Educator Support Specialists (SESS) 2015.

RSD 13 may decide to create a district-wide focus area or schools may decide to create school-wide or grade-specific focus areas aligned to a particular indicator. Growth related to the focus areas should be referenced in feedback conversations throughout the year. The focus area and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although performance and practice focus areas are not explicitly rated as part of the Teacher Performance and Practice component, growth related to the focus area will be reflected in the scoring of Teacher Performance and Practice evidence.

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and interactions. Evaluators then analyze the consistency, trends and significance of the evidence to determine a rating.

Some questions to consider while analyzing the evidence include:

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

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

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

## Mid-Year Check-in Conference

The evaluator and educator will hold the mid-year check-in conference by mid-February. The educator will collect and reflect on students' assessment data and other sources of evidence to date about instructional practice and student learning in preparation for the conference. A mid-year, written self-assessment is to be completed and entered in Protraxx prior into the mid-year conference. At the conference, the evaluator and educator review progress on the parent feedback goal, performance and practice area goal, and the Indicators of Academic Growth and Development (IAGDs). Evaluators may examine student work products, interim assessments, or consider other data sources. If needed, educators and evaluators can mutually agree to revise any of the IAGDs or other goals or action steps. **If any IAGD is revised, the educator and evaluator must update the specific IAGD targets for the performance ratings, “partially met the goal on the IAGD,” “met the goal on the IAGD,” and “exceeds the goal on the IAGD” and make the change in Protraxx.**

## End-of-Year Summative Review Conference

Educators will complete an end-of-year, written self-assessment and enter it into Protraxx prior to the end-of-year Summative Review Conference. Educators focus their reflection on the following:

- A. The extent to which each goal was met, citing evidence to support the claim;
  - B. What educator did to produce those results;
  - C. What educator learned and how he/she will use this learning to guide future instruction;  
and
  - D. Examples of professional experience or professional involvement related to his/her goals.
- ❖ Educators rate themselves on each of their goals.
  - ❖ The evaluator and the educator meet no later than June 15<sup>th</sup> or the last day of school to review the self-evaluation and discuss all evidence collected.

Following the conference, the evaluator reviews the submitted evidence and the self-assessment and assigns one of four ratings to each goal. With respect to the rating of the SLO/G/IAGDs, the rating is based on the IAGD targets for “Exceeding the goal on the IAGD” (4), “Meeting the goal on the IAGD” (3), “Partially meeting the goal on the “IAGD” (2), or “Not meeting the goal” on the IAGD (1) that were mutually-agreed upon at the goal setting and planning conference or revised at the mid-year conference.

## 4-LEVEL RATING SYSTEM

Each goal will be scored using the following the 4-Level Rating System. At the end of the year, all ratings will produce a final summative rating.

Level	Rating	Definition Substantially
4	Exemplary	Substantially exceeding indicators of performance
3	Proficient	Meeting indicators of performance
2	Developing	Meeting some indicators of performance, but not others
1	Below standard	Not meeting indicators of performance

## OBSERVATION OF EDUCATOR PERFORMANCE AND PRACTICE (40%)

An assessment of an educator's performance practice is 40% of the final summative rating. The CCT Rubric for Effective Teaching 2014 and the CCT Rubric for Effective Service Delivery (SESS) 2015 are used to evaluate an educator's performance and practice. The CCT Rubric has four domains as shown in Figures 2. The CCT Rubric for Effective Service Delivery 2015 also has four domains as shown in Figure 3.

Figure 2

CCT Rubric for Effective Teaching 2014 — At a Glance

Evidence Generally Collected Through In-Class Observations	Evidence Generally Collected Through Non-Classroom/Reviews of Practice
<p>► Domain 1: Classroom Environment, Student Engagement and Commitment to Learning</p> <p><i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <p>1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.</p> <p>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.</p> <p>1c. Maximizing instructional time by effectively managing routines and transitions.</p>	<p>► Domain 2: Planning for Active Learning</p> <p><i>Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.</p> <p>2b. Planning instruction to cognitively engage students in the content.</p> <p>2c. Selecting appropriate assessment strategies to monitor student progress.</p>
<p>► Domain 3: Instruction for Active Learning</p> <p><i>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>3a. Implementing instructional content for learning.</p> <p>3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</p> <p>3c. Assessing student learning, providing feedback to students and adjusting instruction.</p>	<p>► Domain 4: Professional Responsibilities and Teacher Leadership</p> <p><i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <p>4a. Engaging in continuous professional learning to impact instruction and student learning.</p> <p>4b. Collaborating to develop and sustain a professional learning environment to support student learning.</p> <p>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.</p>

Figure 3

CCT Rubric for Effective Service Delivery 2015 — At a Glance

Evidence Generally Collected Through Observations	Evidence Generally Collected Through Non-classroom/Reviews of Practice
<p>► Domain 1: Learning Environment, Engagement and Commitment to Learning</p> <p><i>Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <p>1a. Promoting a positive learning environment that is respectful and equitable.</p> <p>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment.</p> <p>1c. Maximizing service delivery by effectively managing routines and transition.</p>	<p>► Domain 2: Planning for Active Learning</p> <p><i>Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.</p> <p>2b. Developing plans to actively engage learners in service delivery.</p> <p>2c. Selecting appropriate assessment strategies to identify and plan learning targets.</p>
<p>► Domain 3: Service Delivery</p> <p><i>Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>3a. Implementing service delivery for learning.</p> <p>3b. Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</p> <p>3c. Assessing learning, providing feedback and adjusting service delivery.</p>	<p>► Domain 4: Professional Responsibilities and Leadership</p> <p><i>Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <p>4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.</p> <p>4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning.</p> <p>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.</p>



## Ensuring Fairness and Accuracy in Observation and Evaluation

The purpose of the training is to provide evaluators with the tools that will result in evidence-based classroom observations and improved student performance. All new evaluators complete training on the evaluation model either in district or through The Connecticut State Department of Education (CSDE) training opportunities and tools to support district administrators/ evaluators in implementing their model across their schools. The district will adapt and build on these tools to provide calibration opportunities and ongoing support to ensure evaluators are proficient in conducting teacher evaluations, including the use of the CCT Rubric for Effective Teaching 2014 and/or the CCT Rubric for Effective Service Delivery 2015.

## The Observation Process

The Regional School District 13 Educator Evaluation and Support Plan recognizes that conferences and observations are necessary in order to gather evidence of and provide feedback on professional practice. Observations are intended to lead to meaningful feedback to help educators improve their practices and advance student learning.

Pre-and post-conferences should include comprehensive instructional conversations about teaching and learning. This evaluation plan recognizes and values the formative components of the process as much as the summative components.

Formal observations should be at **least 30 minutes long**, including a pre-observation conference, a post-observation conference, and written and verbal feedback. Reviews of Practice/Informal In-Class Observations should be at least 10 minutes and include written or verbal feedback. Reviews of Practice are defined as any activity observed by an evaluator for a minimum of 10 minutes that assesses professional practice with the goal of improving such practice and, consequently, student learning, and includes written or verbal feedback. Reviews of Practice may include, but are not limited to, observation of data team meetings, observations of coaching/mentoring other educators, and review of lesson plans or other teaching artifacts.

## The Observation Process

### 1. **Pre-Observation Conferences** (Formal Observation)

Pre-observation conferences are valuable for giving context to the lesson. They provide an opportunity for educators and evaluators to discuss important variables such as class composition, students with special needs, and routines. More importantly, they provide an opportunity for evaluators to review the educator's planning process and/or for the educator and evaluator to engage in collaborative planning and gather evidence for Domain 2: Planning for Active Learning. Prior to the pre-observation conference, the educator will complete the Pre-observation Plan in Protraxx.

### 2. **Post Observation Conferences** (Formal Observation)

Post-observation conferences provide a forum for reflecting on the observation and supporting the educator's continuous improvement. The post-observation conference should include the following: an opportunity for the educator to share and discuss his/her reflection on the observation; objective evidence used to focus on the classroom teaching and learning, improvements to be made, potential goals for future observations; and written and verbal feedback from the evaluator. Prior to the post-observation conference, the educator will submit the Post-Observation Reflection in Protraxx.

## OBSERVATION SCHEDULE

Different numbers of observations will take place according to each educator's experience, prior ratings, needs, and goals. **Formal observations generally provide the most evidence for Domains 1 and 3. Pre-conferences generally provide evidence for Domain 2. Reviews of Practice general provide the most evidence for Domain 4.**

Both pre-and post-conferences provide the opportunity for discussion of all domains, including practice outside of classroom instruction (i.e. lesson plan design and reflection on teaching practices).

Because this plan aims to provide educators with comprehensive feedback on their practice defined by the four domains, any interactions with educators that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation. The following information outlines observation minimums for educators based on their (years of teaching) and performance.

## OBSERVATION

Educators, in year three and beyond, who received a summative performance evaluation designation of *proficient* or *exemplary* during the previous school year shall be evaluated annually with a minimum of one formal in-class observation and one review of practice. For non-classroom educators, the above frequency of observations shall apply in the same ways, except that the observations need not be in-classroom but in alternative, appropriate settings.

**Note:** Educators in year three and beyond, who receive a summative performance evaluation designation of *below standard* or *developing* during the previous school year, shall have annual summative evaluations until the educator receives proficient or higher.

OBSERVATION REQUIREMENTS (Minimum)			
Performance Designation	Time Parameters	Number of Observations	Conferencing & Feedback
<b>First and Second Year Teachers</b>	School Year	<b>Three</b> formal in-class observations of at least 30 minutes	Must have pre-conference for at least two and post-conference for all three, and include written and verbal feedback *
Educators designated as " <b>Exemplary</b> " or " <b>Proficient</b> " in years three and beyond during the previous school year	School Year	<b>One</b> formal in-class observation of at least 30 minutes  <b>One</b> Review Of Practice	Formal must have pre-conference and post-conference, and include written feedback  Review of Practice** requires written or verbal feedback
Educators designated as " <b>Developing</b> " or " <b>Below Standard</b> " during previous school year.	Each school year until designated performance of Proficient or Exemplary	<b>Three</b> formal in-class observations of at least 30 minutes	Must have pre-conference for at least two and post-conference for all three, and include written and verbal feedback *

\* This allows for one unannounced formal observation at evaluator's discretion.

## REVIEW OF PRACTICE

### **\*\* Reviews of Practice May Include:**

- Grade Level or Department Meeting
- PLCs
- SAT/SRBI Meeting
- PPT/504 Meeting
- Data Team Meeting
- Professional Meeting (including Curriculum Committees)
- Professional Presentation to Stakeholders
- Mentors, including TEAM
- Study Group
- TEAM Mentoring Meeting
- Parent Meeting
- Faculty Meeting (Evaluator working with groups)

## OBSERVATION RATINGS

During observations, evaluators take evidence-based notes describing what occurred in the classroom. Evidence-based notes are factual, (e.g., the educator asked students to cite evidence from the text) not judgmental (e.g., the educator used good comprehension strategies). Evidence is aligned with the CCT indicators predominantly within Domains One and Three. Performance levels are based on the CCT Rubric for Effective Teaching 2014 and the CCT Rubric for Effective Service Delivery 2015 (SESS).

Evaluators will provide evidence for indicators that are observed and subsequently rate at the indicator level. Instructional conversations in post conferences should focus on the indicators in the CCT and the rubrics should be used to focus the conversation between evaluator and educator on the question, "What changes in educator practice would shift performance to the right on the rubric?" Strategies for improvement should be discussed within the appropriate domains at the indicator level.

## CALCULATING THE FINAL EDUCATOR PRACTICE RATING

At the end of the year, evaluators must determine a final educator practice rating and discuss this rating with educators during the end-of-year conference. The ratings and definition are below.

Level	Rating	Definition
4	Exemplary	Substantially exceeded indicators of performance
3	Proficient	Met indicators of performance
2	Developing	Made progress in some indicators of performance but not in others
1	Below standard	Made little or no progress on indicators of performance

## Summative Teacher Evaluation Scoring Process

**The final educator practice rating is calculated in the following manner:**

1. The evaluator holistically reviews all evidence collected through observations and reviews of practice, analyzing the consistency, trends, and significance of the evidence to determine a rating for the indicators in the four domains:

In the example below, the evaluator has assigned a rating to each of the three indicators in Domain 2 –Planning for Active Learning- of 2a = Developing, 2b = Proficient, and 2c = Developing. Each rating is then assigned a score of 1.0 for *below standard*, 2.0 for *developing*, 3.0 for *proficient* and 4.0 for *exemplary*.

Domain 2	Indicator Level Rating	Evaluator's Score
2a	Developing	2
2b	Proficient	3
2c	Developing	2
<b>Average Score</b>		<b>2.3</b>

2. As indicated in the chart above, the evaluator then averages the scores of the three indicators within the *Planning* Domain to calculate an average Domain score. In the chart above, the average Domain score for planning is 2.3.
3. Next, the evaluator averages the Domain 2 *Planning* score of 2.3 with the average scores from the other three CCT domains to get an educator performance and practice score. The average domain scores for the four domains are then averaged to get a final score. As seen in the chart below, with average domain scores of 2.6 for Classroom Environment, 2.3 for Planning for Active Learning, 3.0 for Instruction for Active Learning, and 3.1 for Professional Responsibility and Educator Leadership, the educator performance and practice score is a 2.7.

Domain	Average Domain-Level Score
<b>1</b>	2.6
<b>2</b>	2.3
<b>3</b>	3.0
<b>4</b>	3.1
<b>Educator Performance and Practice Score (40%)</b>	<b>2.7</b>

As illustrated in the next section, feedback from parents will be used to help determine the remaining 10% of the Overall Educator Practice and Performance Rating.

## Parent Feedback (10%)

Parent surveys will be anonymous and conducted at the whole-school level as opposed to the educator-level, meaning parent feedback goal will be aggregated at the school level. The parent survey will be administered on-line. This is to monitor adequate response rates for ease in compiling data. The parent survey will be administered every spring and trends analyzed from year-to-year. The survey data will be reviewed at the school level and the results summarized and shared with the faculty. Evaluators will then identify areas of need and set parent feedback goals for the subsequent year.

## Arriving at a Parent Feedback Rating

Feedback from parents will be used to determine the final 10%.

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

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

## Calculating the Final Educator Practice and Performance (40%)

1. The Educator Performance and Practice overall rating combines the observation of educator performance and practice score and the parent feedback score.
2. The observation of educator performance and practice counts for 40% of the annual summative rating and the parent feedback score counts for 10%. Multiply these weights by the category scores to get the category points, rounding to a whole number, where necessary. Then, add the points for the two categories. To illustrate, the scores from the examples mentioned earlier in this section have been transferred to the table below. The educator, who received a 2.7 on his/her performance and practice score and a 3.0 on his/her parent feedback score, has **138** total points.

Category	Score (1-4)	Weight	Points (score x weight)
Observation of Educator Performance and Practice	2.7	40	108
Parent Feedback	3.0	10	30
Total Educator Performance and Practice Related Indicator Points			<b>138</b>

3. The total points are given a "rating" as indicated in the table below. The educator with 138 total points receives an educator performance and practice rating of "proficient" as illustrated below.

Educator Practice Related Indicator Points	Educator Practice Related Indicator Rating
175 – 200	Exemplary
<b>127 - 174</b>	<b>Proficient</b>
81 - 126	Developing
50-80	Below Standard



## CALCULATING THE FINAL STUDENT LEARNING OUTCOMES RATING

The final **Student Outcomes Learning Rating** is determined by combining the Student Growth and Development Score and the Whole-School Student Learning Indicator Score. The Student Growth and Development rating counts for 45% of the annual summative rating and the Whole-School Student Learning Indicator counts for 5%

### 1. Student Growth and Development (45%)

“Connecticut’s educator evaluation system involves the use of multiple measures, including district-identified standardized tests, as well as classroom observation, in the calculation of an evaluation. **That system remains the same, except that state mastery tests, such as the Smarter Balanced assessment, can no longer be directly linked to the calculation**” per the State Board of Education April 5, 2017 approval of Connecticut State Department Performance Evaluation Advisory Council (PEAC) recommendation.

- A. To arrive at the Student Growth and Development rating, the evaluator reviews all submitted evidence and self-assessment data and assigns one of four ratings to each IAGD: Exceeded, Met, Partially Met, or Did Not Meet. Each rating is assigned a numerical score as indicated in the chart below. This rating is arrived at based on the mutually agreed upon specific IAGD targets that were set at the Goal Setting and Planning Conference.

Score	Rating
4	Exceeded the goal on the IAGD
3	Met the goal on the IAGD
2	Partially met the goal on the IAGD
1	Did not meet the goal on the IAGD

- B. The evaluator averages the scores for each of the IAGDs. To arrive at a student growth and development score.

## Whole-School Learning Indicator (5%)

An educator's whole school learning indicator rating shall be equal to the rating of the three SLO's of his / her evaluator. Connecticut was granted a waiver for the use of student test data in 2015-16; therefore, Regional School District 13 will not require that the evaluators' student learning component incorporate SPI progress. As a result, the whole school learning indicator rating will be based solely on the evaluator's scores on his or her three SLOs.

- A. These weights are multiplied by the category score to obtain the points. If the educator met the average of his or her IAGDs and received a Whole School Learning Indicator rating of *Proficient*, the chart below indicates the total student learning outcome points.

Category	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLO/G / IAGDs)	3.0	45	138
Whole School Learning Indicators	3.0	5	15
<b>Total Student Learning Outcomes Related Indicator Points</b>			<b>150</b>

- B. These points are then translated to the **Final Student Outcomes Rating** as indicated in the table below. The educator with 150 total points in the example above receives a Student Outcomes Related Indicator rating of "proficient" as illustrated below.

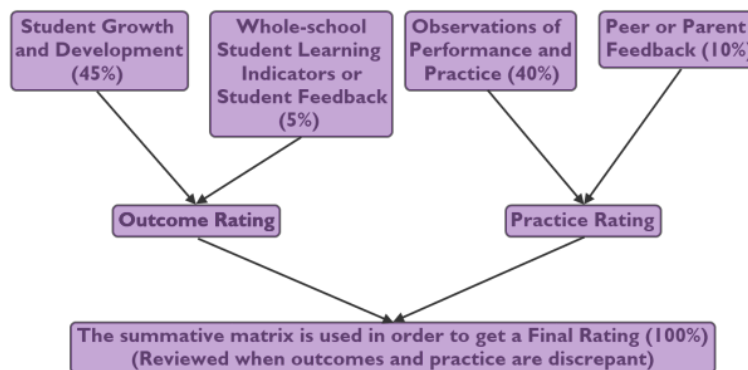
Student Outcomes Related Indicator Points	Student Outcomes Related Indicator Rating
175 – 200	Exemplary
<b>127 - 174</b>	<b>Proficient</b>
81 - 126	Developing
50-80	Below Standard

## Calculation of Final Summative Rating

The final summative rating is based on the following Summative Matrix. Identify the rating for each category and follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. As an example, in the matrix, if the Educator Practice Outcomes rating is *Proficient* and the Student Learning Outcomes rating is *Proficient*, the summative rating, is therefore *Proficient*. If the two categories are highly discrepant (e.g. a rating of *Exemplary* for Educator Practice and a rating of *Below Standard* for Student Learning Outcomes), then the evaluator should examine the data and gather additional information in order to make a summative rating.

### Summative Matrix

		Educator Practice Related Indicator Rating			
		Exemplary 4	Proficient 3	Developing 2	Below Standard 1
Outcomes Related Indicator Rating	Exemplary 4	Exemplary	Exemplary	Proficient	Gather Further Information
	Proficient 3	Exemplary	Proficient	Proficient	Developing
	Developing 2	Proficient	Proficient	Developing	Developing
	Below Standard 1	Gather Further Information	Developing	Developing	Below Standard



## Definition of Effective and Ineffective Educators

For purposes of definition, educator effectiveness will be based upon a pattern of summative educator ratings derived from the evaluation system. Educators will be recognized as *Proficient* if they have consecutive ratings of *Proficient* or *Exemplary* with no more than one year of disruption from a *Developing* rating. Non-tenured educators will be considered effective if they have at least two sequential ratings of *Proficient*, one of which must be in year four of the new educator's career. Below Standard will be permitted only in year one for new educators, assuming growth to at least *Developing* in year two and two sequential ratings of *Proficient* in years three and four. By contrast, tenured educators will be considered ineffective if they have two consecutive ratings of *Developing* or one year of a *Below Standard* rating. Non-tenured educators will be considered ineffective if they have two consecutive ratings of *Developing* or one rating of *Below Standard*.

## Evaluation-Informed Professional Judgment

This evaluation plan is designed to increase student learning and promote educator competence and professional growth. Specifically, we believe that educators should regularly refine and renew their skills and knowledge. This is achieved through a continuous and systematic differentiated professional learning plan that has, as its foundation, district, school, and individual goals and initiatives. These plans will shape the professional learning opportunities that are provided and are supported at the building and/or district levels.

People learn and grow by honestly assessing their current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Throughout the Regional School District 13 Educator Evaluation and Support Plan, every educator will be identifying his or her professional learning needs in a mutually agreeable fashion with his or her evaluator. This will serve as the foundation for ongoing conversations about the educator's practice and impact on student outcomes. The professional learning opportunities that are identified for each educator will be based on the educator's individual strengths and needs identified through the evaluation process. The process may also reveal areas of common need among educators which then will be targeted with school-wide or district-wide professional development. Evaluators will be provided with learning opportunities clearly linked to the specific outcomes of the evaluation process as it relates to their student learning results, observations of professional practice, and/or results of parent feedback.

## Career Development and Professional Growth

Rewarding exemplary performance identified through the evaluation process with opportunities of career development and professional growth are critical steps both in building confidence in the evaluation system itself and in building the capacity and skills of all educators. Examples of such opportunities include, but are not limited to: observation of peers; mentoring/coaching new educators; participating in supporting peers whose performance is *developing* or *below standard*; and differentiated career pathways.

## Dispute Resolution Process

Regional School District 13 believes that evaluation must be a collaborative process between the evaluator and educator, drawing on the expertise and perspective of both parties. The purpose of the dispute resolution process is to secure, at the lowest level, equitable solutions to problems or disagreements related to the implementation of this plan. It is the expectation that most disagreements can be resolved informally between the educator and the evaluator. If the educator continues to disagree with the evaluation, he or she must put his or her issues of disagreement in writing to the evaluator within seven days of the start of the school year, following the annual evaluation in question. The evaluator will then schedule a meeting with the educator and his or her association representative within five days of receiving the written issues of disagreement.

If, following this meeting, both parties are not able to resolve the issues satisfactorily; the issue will be heard by a panel composed of the Evaluators' Association President or designee, another member of the Administrative Association, a building representative, and a representative from the Educator Association leadership. The panel members may not work in the same school as the party filing the dispute and may not include either of the parties involved in the dispute. If a satisfactory resolution cannot be reached by the panel, the final determination regarding the areas of disagreement will be made by the superintendent.

## Improvement and Remediation Plan

If an educator receives a *Below Standard* Summative rating, he or she will be notified once the rating is completed. A subsequent meeting will be scheduled between the evaluator and the educator. The educator may invite his/her bargaining representative to accompany him/her to this meeting. The evaluator will identify areas of concern, citing evidence collected to generate the *Below Standard* performance rating. This evidence may include, but is not limited to: observations; assessment data; parent feedback; examination of instructional lessons and/or materials; attendance or tardiness reports and/or evidence of lack of attention to professional responsibilities; and lack of appropriate professional disposition. The educator will provide feedback to the evaluator for use in designing the Improvement and Remediation Plan.

## Improvement and Remediation Plan

Within 10 working days from the initial meeting described above, the educator will contribute to the design of an Improvement and Remediation Plan to address each area of concern. This plan will be designed in consultation with the educator and his/her exclusive bargaining representative. The educator will maintain written documentation of progress toward expected outcomes. All feedback from the evaluator to the educator will be in writing and become part of his or her personnel file, which includes the Summative Report. Final drafting and approval of the Improvement and Remediation Plan will be the responsibility of the Superintendent.

An educator placed in the *Below Standard* category will be expected to make progress toward the *Proficient* category in a reasonable period of time, and in no case should that be longer than two years. The *Below Standard* category is not intended to be a continuing status for any educator.

### **The plan must include the following:**

1. Clearly delineated goals linked to specific indicators and domains within the observations of practice framework/rubric that specify exactly what the educator must demonstrate at the conclusion of the Improvement and Remediation Plan in order to be considered "*proficient*;"
2. Clearly identified targeted supports, which may include specialized professional development, collegial and administrative assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the specific improvement outcomes;
3. Dates for interim and final reviews.

### **Upon the predetermined date of the final review of the Improvement and Remediation Plan, the evaluator will make one of the following recommendations to the superintendent:**

1. Improvement and Remediation Plan is met and the educator has earned a *Proficient* summative rating;
2. The educator is making progress toward the Improvement and Remediation Plan but has not addressed all areas of concern. The educator will continue to receive additional support and continue on this plan;
3. The educator has made little to no progress on the Improvement and Remediation Plan. A recommendation for termination will be made to the Superintendent.