

CEA GUIDE TO A SUCCESSFUL SUMMATIVE RATING



# TEACHER EVALUATION MADE SIMPLE

2021  
2022

# **TEACHER EVALUATION MADE SIMPLE: 2021-2022 CEA GUIDE TO A SUCCESSFUL SUMMATIVE RATING**

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Teaching is one of the most difficult professions in the world but also one of the most rewarding. The impact of a teacher is far-reaching, and a good teacher can change countless lives for the better.

While the rewards of teaching are great, so too are the expectations and demands of the profession. On top of the daily work of preparing lessons, differentiating instruction, and grading, teacher evaluation requirements in Connecticut can be confusing, time-

consuming, and ever-changing. Complying with all the mandates can also detract from teaching and learning.

This annual guide was written to simplify the process and provide practical tips and strategies to help you achieve a high rating while reducing confusion, anxiety, and stress, allowing you to focus more of your energy on what matters most—your students.

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## SECTION I: TEACHER EVALUATION IN CONNECTICUT: AN OVERVIEW OF REQUIRED COMPONENTS

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In June 2021, in recognition of COVID's severe impact on teaching and learning, the Connecticut State Department of Education offered flexibility to districts in how they implement state evaluation requirements. The intent of this flexibility is to lessen the stress on educators and promote the social emotional wellbeing of students. Your district professional development and evaluation committee (PDEC) must mutually agree to adopt the flexible option by October 1, 2021, or keep your existing plan.

CEA worked with other education

stakeholders in Connecticut to advocate for greater flexibility in teacher evaluation and will continue to work with stakeholders throughout 2021-22 to create an evaluation system that fosters trust, professional learning, and student and educator wellbeing.

Substantive evaluation changes are expected in 2022-23, and this guide will be updated to reflect these, ensuring CEA members have the information they need to be successful under the new system. Please be sure to check back next year to learn how evaluation changes may impact you.

- **TEVAL and state guidelines:** Every district has a different educator evaluation plan, but all (except for the few districts that have waivers from the state) must align with state guidelines and statutory requirements.
- **Rating system:** Under the current system, teachers must, by statute, be rated every year. There are four possible ratings: Exemplary, Proficient, Developing, Below Standard. It's possible for a teacher to receive an "NR" or not rated designation if there are extenuating circumstances that prevented the evaluation process from being completed. The flexibilities, if adopted by your district, will not change the rating system, as it is a statutory requirement. Statutory changes related to evaluation are likely to be considered in future legislative sessions.
- **Student Learning Goals:** 1-4 learning goals are allowable under state guidelines, unless the flexible option is adopted, in which case only 1 is allowable. A minimum of two indicators (which are also called "measures of accomplishment" in the flexible option) are required. If your district did not adopt the flexible option, one of the two indicators must be standardized if possible and appropriate (for example MAP or STARR). If your district adopted the flexible option, both indicators/measures of accomplishment may be non-standardized. The student learning goal and indicators must be focused on academic growth unless the flexible option is adopted, in which case the goal and measures of accomplishment may focus on SEL or student engagement

instead of academics. Under the flexible option, the goal and measures of accomplishment do not need to be mathematically quantifiable.

If your district elected to adopt the flexible option, only one student learning objective is allowable. Two indicators, or measures of accomplishment, are required under the flexible option, both of which are permitted to be non-standardized and neither of which have to be mathematically quantifiable. It is possible for teachers to select additional indicators/measures of accomplishment if they want to, but they may not be forced to do so. See Appendix B for examples of SEL goals and measures of accomplishment.

The goal and indicators/measures of accomplishment must be mutually agreed upon by teacher and evaluator.

- **PDECs shape your district's TEVAL plan:** By law, your district's professional development and evaluation committee (PDEC) must include at least one member (preferably far more) of your collective bargaining unit, and the group is tasked with annually revising, updating, and mutually agreeing to your evaluation plan and your district's professional development plan. By law, PDECs must make decisions through mutual agreement, which means through group consensus rather than a majority vote. Your PDEC must meet and discuss the flexible option offered by the CSDE and mutually agree to adopt it or not by October 1, 2021.

**TIP**  
Ask your LP or superintendent if your district adopted the 2021-22 flexibilities.

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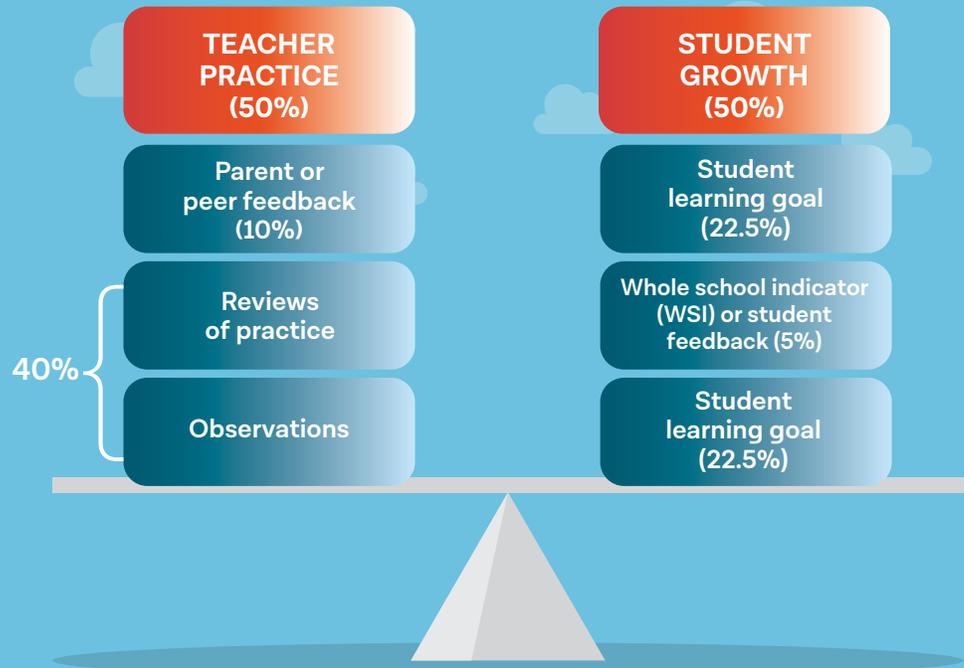
### Exemplary and Proficient Are the Target Ratings

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*PDEC stands for professional development and evaluation committee. Each district is required by statute to have a PDEC, and the committee is required to have at least one representative from the teachers' collective bargaining unit. The PDEC annually revises the district teacher evaluation and PD plan.*

For more on the evaluation flexibilities, see Appendix A.

## Overview of Required Teacher Evaluation Components



Under the flexible option, summative scores are calculated holistically and goals and indicators do not need to be quantified mathematically.

Mutual Agreement means all parties involved eventually reach a decision they can agree to support without sabotaging. It is often defined as consensus. It is the cornerstone of a healthy evaluation system and promotes shared responsibility for student growth and school improvement.

*If surveys are used, they should be carefully designed to avoid bias. Steps should also be taken to ensure an adequate response rate so that findings are representative. If your district uses surveys, read them critically, ask questions, and advocate for necessary changes.*

- Required observations for new teachers:** Teachers in years one or two must have at least three in-class observations, two of which must have pre-conferences, and all must be followed by post-conferences and timely feedback. If your district adopted the flexible option, new teachers will have three informal observations and will not be required to have either pre- or post-conferences, although post conferences are still recommended for those new to the profession.
- Required observations for experienced teachers:** Experienced teachers rated Proficient or higher the previous year must have at least one formal observation with conference and feedback, plus a combination of two informal observations and/or reviews of practice, all with feedback (the exact combination should be determined through mutual agreement between teacher and evaluator at the initial conference at the start of the year) OR be placed on a three-year cycle, with one formal observation with a post-conference and feedback and a review of practice in year one, and one review of practice and three informal class observations with feedback in years two and three of the cycle. The PDEC mutually agrees to the option that works best for their district or can

leave the choice up to individual teachers and evaluators to make through mutual agreement.

If your PDEC adopted the flexible option, experienced teachers rated Proficient or higher will have fewer observations and do not need to have any pre- or post-conferences. Teachers serving in support specialist positions who do not have classrooms (such as social workers, counselors, library media specialists, among others) do not have to be observed at all and may substitute reviews of practice (ROP) instead. An ROP includes an evaluator observing a professional interaction or demonstration of learning, such as creating a PD session for colleagues, facilitation of a PPT meeting, creation of a special project, or hosting/facilitating a community forum, among many other activities).

- Observations required for teachers rated below Proficient:** Experienced teachers rated below Proficient must have additional observations, the exact number determined in concert with the teacher, his or her evaluator, and a local bargaining unit representative as part of a collaboratively developed support plan.
- Requirements for all observations:** Observations and reviews of practice must be standards-based—aligned to the

Common Core of Teaching (CCT) or its state-approved equivalent—and have four performance indicators: Exemplary, Proficient, Developing, and Below Standard or the equivalent. Teachers who have been observed must receive timely feedback from their evaluators. If your PDEC adopted the flexible option, the use of the CCT (or a state-approved

alternative) will remain a requirement, but formative feedback should follow all observations.

- All plans must include a dispute resolution process to address circumstances when a teacher and evaluator can't mutually agree on learning goals, timeline, or feedback.

## DID YOU KNOW?

Your personal evaluation rating and the associated paperwork are considered confidential and can't be shared publicly without your permission.



Every district plan must, by statute, include a dispute resolution process when mutual agreement can't be reached. Every plan's dispute process is slightly different, but it must be impartial and include at least one representative of the collective bargaining unit.

## SECTION II: THE IMPORTANCE OF FOLLOWING EVALUATION PROCEDURES

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Teacher evaluation requirements are complicated, not just for teachers but for evaluators too. Keeping track of deadlines, observations, feedback, forms, and conferences can be overwhelming for evaluators, just as it is for teachers. It is easy for evaluators to fall behind and forget to schedule an observation or a conference, but these are very important for teachers. If

evaluators do not follow the process laid out in your district's plan, it is difficult to assign a rating that is an accurate reflection of a teacher's performance. Therefore, evaluators' adherence to the procedural aspects of teacher evaluation is of utmost importance. If evaluators fail to follow any of the teacher evaluation procedures, every rating they assign is potentially invalidated.

If any evaluation procedures are not followed with fidelity, you can go through an impartial dispute resolution process (as described in your evaluation plan) and/or go through the grievance procedure.

- **TEVAL orientation:** Your administration should ensure that all teachers new to the district are given a comprehensive orientation to the district teacher evaluation plan at the start of the year. They must also provide an overview of any changes to the plan to all other teachers. This is important, because teachers must understand the process by which they will be evaluated in order to be successful. If the orientation step is missed, it is significant and should be documented.  
If your PDEC adopted the flexible option, an orientation for all teachers and administrators should take place before any evaluations begin. Teachers have the right to understand what will be expected and the process by which they will be evaluated. They will need an opportunity to ask questions and seek clarifications. Additionally, evaluators will need to attend the orientation as well, because they will need to understand how the process of evaluation and the nature of feedback has been changed. If you would like CEA to conduct this orientation or provide one separately for your members, please ask your local president to arrange this.
- **Required evaluator training:** Before administrators can serve as evaluators, they must be trained and engage in calibration activities to ensure consistency across evaluators. In order to assign a summative rating, they must also hold a valid administrative certificate (also called an 092). If your primary evaluator is not appropriately certified, is not regularly retrained, and/or does not engage in ongoing calibration activities with other administrators, these are significant violations that need to be documented. These infractions may lead to a grievance and could potentially invalidate an unsatisfactory summative rating.
- **Complementary evaluators:** Some districts use “complementary evaluators” to conduct observations on behalf of administrators. While this role is permitted, state regulations prohibit complementary evaluators who do not possess the 092 from assigning summative ratings.
- **Deadlines:** Review your district's TEVAL plan carefully and record all deadlines in your plan book, phone, or appointment calendar. Pay careful attention to missed deadlines, lack of timely feedback, and failure to reach mutual agreement. Be proactive and try to schedule your observations well before the deadline if your evaluator is amenable to that. Be timely in the completion of TEVAL paperwork and submission of forms.
- **Mutual agreement between evaluator and teacher:** Mutual agreement is essential in major decisions between evaluators and teachers, including decisions on all student learning goals and indicators of academic growth and development (IAGDs). Mutual agreement is a requirement at nearly every step of the TEVAL process, and without it the entire process may be jeopardized. The flexible option does not change the requirement for mutual agreement, but clarifies and elevates its importance.
- **What to do if you do not agree with your evaluator on goals and/or indicators:** If mutual agreement is not reached between an evaluator and teacher on student learning goals or any other issue requiring mutual agreement, the issue must go through an impartial

dispute resolution process. If this does not happen, it constitutes a misstep in the TEVAL process, and the matter can be grieved. You should not be forced to accept a student learning goal or an indicator that you believe is not fair, valid, reliable, or useful for your student population or content area. Be sure to ask a CEA representative—your building representative, local president, CEA specialist, or trusted colleague—if you are

unsure how to proceed. Other teachers will have advice and experience and might suggest alternatives you had not considered.

- **Potential for grievance:** You can't grieve your rating, but you can grieve any misstep in the evaluation process. Therefore it is of great importance that you understand the evaluation process described in your plan and carefully document any violation or misstep.



## SECTION III: STARTING THE YEAR OFF ON THE RIGHT FOOT

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The best thing you can do at the start of the year is read through your district's plan and make sure you have a basic understanding of what is expected of you. Review the forms and make sure you understand what to fill out and when. If you are new to the district, introduce yourself to your evaluator and let him or her know you are looking forward to working together. If you are

an experienced teacher, review your plan and forms for changes from last year, take a look at your class lists, and begin to think about the indicators of growth and development that might be most appropriate for your population of students. Also be sure to check for the latest CEA TEVAL guide to ensure you are aware of the most up-to-date state requirements.

- **Evaluator expectations:** Get a sense of your evaluator's values, standards, and expectations. Although state guidelines require regular training and shared expectations for evaluators, it is not uncommon for evaluators in the same district to have different expectations. The better you understand your evaluator's style, the more prepared you will be for success. Try to understand your evaluator's priorities; ask questions about their work and what they enjoy about working in education. This will help you form a personal connection as well as get a better sense of your evaluator's values and expectations. You may also consider talking to other teachers who have had the same evaluator.
- **Opportunity for insight:** Ask your evaluator for advice and guidance. Even though there are aspects of the evaluation process that are likely burdensome to you and may appear to have questionable value, your evaluator may well labor under similar burdens. Keep in mind the evaluation process offers an opportunity to engage in meaningful conversations about teaching and learning with your evaluator. When possible, work with your evaluator not merely to showcase your teaching ability but to advance your skills.
- **More about mutual agreement:** Your student learning goals and indicators of academic growth and development (IAGDs) can't be dictated by your evaluator or your superintendent—there must be a conversation between you and your evaluator at the initial goal-setting conference at the start of year, and mutual agreement must ultimately be reached. Arriving at mutual agreement is not always easy, but a sincere effort (or repeated efforts) to reach it by both

parties is critically important. If, after repeated attempts, mutual agreement on your goals and indicators is not reached, you may seek to have the matter settled through the dispute resolution process. The flexible option stresses the importance of mutual agreement in setting goals and selecting meaningful indicators/measures of accomplishment, which may be academic or related to social emotional learning.

- **Set common student learning goals when possible:** Collaborate with members of your grade-level team, PLC, your department, and/or other groups of teachers with shared priorities to select common learning goals and select the same or very similar indicators/measures of accomplishment. This will promote more meaningful conversations about student learning and encourage the sharing of interventions and strategies related to the common goal. This approach results in fewer disagreements between teachers and evaluators over acceptable goals, indicators, and rates of growth.

**TIP**  
BCC yourself at your personal email address when corresponding with your evaluator.

## SECTION IV: MEASURING STUDENT GROWTH

Virtually all of the teacher evaluation plans in Connecticut require 1-2 student learning objectives. If your PDEC adopts the flexibility option, however, only one goal is allowable. State guidelines require the use of at least one standardized indicator to measure student growth toward the goal. The flexible option, however, eliminates the standardized indicator requirement, shifting focus away from specific measurement of growth to a demonstration of growth over time.

If your district adopted the flexible option, you may select, with mutual agreement, a goal that focusses on SEL rather than academics. This will not only require different kinds of

indicators and measurement tools, it will also necessitate a fundamental shift in mindset. It is impossible to reliably and meaningfully measure student SEL growth simply through a survey, a comparison of pre and post data, or a score on a test. Some will likely try this, and some evaluators may even push for it, but remember your mutual agreement is essential in this process. You can't be required to adopt such a simplistic approach, an approach that sends the wrong message and diminishes the value of our humanity. For examples of indicators or measures of accomplishment that provide a broader picture of a child's SEL growth, please see Appendix B.

- **Indicators of Growth** If your district PDEC did not adopt the flexibility option, teachers will still be required to use a standardized indicator/IAGD to measure student growth (if available and appropriate). A standardized indicator is an assessment of student achievement, aligned to external standard(s), and administered and scored in uniform and consistent ways. Examples of standardized indicators include but are not limited to: MAP, Star, DIBELS, and AP tests. State mastery tests like SBAC, NGSS, and SAT are standardized assessments, but they are not allowable for the purpose of

- teacher evaluation in Connecticut.
- In addition to the standardized indicator requirement, teachers must also select, through mutual agreement, an additional non-standardized indicator, which could be a student portfolio of work, a performance assessment (a concert, art show, school play, or other culminating experience), a student self-assessment, a common formative assessment, or other options.
- If your district adopted the flexible option, both learning indicators may be non-standardized, also called measures of accomplishment.
- **Measures of Accomplishment** If your district adopted the flexible option, you must still select two indicators (or measures of accomplishment), but they can both be non-standardized. The flexible option intentionally uses the words, "measures of accomplishment" to shift emphasis from quantifiable growth to the demonstration of growth (and expands the concept of growth beyond academics to include SEL).
- **Standardized indicators must be "fair, valid, reliable, and useful."** Connecticut guidelines state that if no fair, valid, reliable, and useful standardized indicator exists for your grade and/or subject, you should select, through mutual agreement with your evaluator, an additional non-standardized indicator.
- **Indicator value:** Multiple indicators must be used and together must add up to 45% of the summative score. Under the flexible option, indicators or measures of accomplishment will be holistically scored rather than mathematically calculated.

### TIPS ON DEMONSTRATING STUDENT SEL GROWTH

- Think about all the different ways you can show students have made growth over time.
- Collect a representative sample of student work that you can share with your evaluator to illustrate growth as well as the different interventions and differentiated assignments you provided.
- Remember that you and your evaluator must mutually agree on goals and indicators.
- You will not need to mathematically show students have made progress toward your SEL goal.
- Think of SEL growth not as something you measure, but rather as something you show.
- Instead of a pre/post comparison of data to show growth, consider instead asking students to regularly self-reflect on their own SEL growth.
- Students may also create an artifact

that represents their growth over a specified time (such as side by side self-portraits, a series of selfies taken over time, SEL journal prompts, a children's book that conveys the SEL growth or life lessons learned, etc).

- Student self-assessments in many different forms can serve as indicators/measures of accomplishment under the flexible option. They can also be effective demonstrations of growth that you can share with your evaluator and that students can share with each other and/or with parents/guardians.
- When children of all ages self-reflect and share their learning with peers and adults they respect and trust, this makes their learning more durable. The memory will last far longer. It also may help them feel more connected to school and to each other.

## SECTION V: TIPS FOR UNTENURED TEACHERS IN THEIR FIRST TWO TO THREE YEARS OF TEACHING

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Teaching is a challenging profession no matter how many years of experience you have, but the first few years are especially difficult. What will make these years easier is the support and guidance of your colleagues and your local Association members. Reach

out to others when you need guidance or just a listening ear; there is no shame in needing help, and many will think more of you for being willing to ask for it. Every teacher remembers those first years, and no one should go through them feeling alone.

- **Ask your evaluator for guidance:** Use your evaluator as a resource and ask for strategies, feedback, and resources. Be receptive to your evaluator's feedback, which is necessary to help you improve.
- **Deadlines matter:** If your evaluator misses a deadline for an observation or you do not receive feedback in a timely fashion, send a friendly email to remind your evaluator. As an untenured teacher, you want feedback early in the year so that you have ample time to demonstrate improvement.
- **Align student learning goals with your TEAM goals:** While you should not feel pressured to do so, aligning your student learning goals and TEAM goals could save you valuable time and reduce your workload and stress.
- **Rely on your TEAM mentor:** Your TEAM mentor is an invaluable support in your first two to three years in the teaching profession. Not only will your mentor guide you through TEAM, he or she can also help you in many other ways. Your mentor can advocate on your

behalf with school administration for needed resources or release time to work on TEAM modules or watch peers teach. If you and your mentor are not a good match, try to resolve your differences, but also do not hesitate to respectfully request to make a change.

- **Form a support group:** If there are other new teachers in your district going through TEAM, try to meet with them regularly to exchange tips and support each other through the process. Suggest your TEAM district facilitator hold monthly meetings with all the new teachers in the district for this purpose.
- **Your colleagues are your best resource:** Invite a respected colleague and/or your TEAM mentor to observe your class to provide formative feedback and practical strategies before your evaluator comes in to observe. It is also a good idea to observe your colleagues teaching so that you can learn from them and borrow strategies, routines, and activities that might work well in your classroom. Try to observe different grade levels and

**TIP**  
Align your learning goals and TEAM goals if possible.

### ADVICE FROM AN EVALUATOR

An evaluator in Connecticut shared the following story about how a novice teacher saved a classroom observation that was going poorly due to off-task behavior by students. Rather than ignore the misbehavior or yell at the students, the teacher stopped the lesson completely. She stood silently in front of the class until the students quieted down. Then she softly reminded them of the class rules posted on the wall. She asked the students to stand and stretch, touch their toes, and take a deep breath. After they sat back in their seats, she returned to the lesson as if nothing had happened, and the students quieted down and were more engaged for the rest of the class.

## TIP

Observing talented colleagues (they do not need to teach the same grade or subject) is often the best way to improve your own teaching practice.

subjects. You can request release time if your district is willing to provide it. You do not need to observe for an entire class to learn something useful, and you can plan to observe when your class is taking a test or watching a film.

- **Get involved in your local Association:** Make sure you regularly attend local Association meetings and cultivate a relationship with your local president (LP). Your LP can advocate on your behalf, answer questions, provide guidance, and put you in touch with CEA specialists who can further assist you if problems arise.
- **Most new teachers find classroom management challenging:** Classroom management is often the area where new teachers struggle the most. At the start of the year, create clear, simple rules and post them on the wall. Refer to these rules often. During an observation, if there is misbehavior, point to the rules on the wall as a way to redirect students. It is your response to student behavior that is most important—most evaluators will not expect perfect behavior from students but will want to see you handle any disruptions effectively.
- **Personal connections matter:** Learn students' names as quickly as possible. Borrow a yearbook or student directory, if available, and create a seating plan from the first day of school. Practice names repeatedly the first two days of the school year. Ask students what they enjoy doing and how their day is going. Greet them by name as they enter the room. Students will be more engaged from the start if you learn who they are within the first day or two of the year. It could also reflect poorly on your classroom atmosphere if you are observed and are unable to call on students by name.
- **You matter:** Get enough sleep, especially before an observation. It is easy to make mistakes, get flustered, forget names, and lose patience with students when you are tired. Be sure to take time to exercise and have some fun. No matter how busy you are, do not eat lunch alone in your classroom. You need to make friendships with colleagues and take a break during the day. If you make time for yourself, you will feel refreshed and energized and be a better teacher and person because of it.



## SECTION VI: PLANNING AN EXEMPLARY CLASSROOM OBSERVATION

A successful classroom observation is a formula. If you understand and follow the formula, you are almost guaranteed to do well. The formula is not even a secret; it is the CCT or other rubric used in your district. You should become very familiar with the observation rubric. Before you are going to be observed, plan your lesson explicitly using the domains and indicators on the rubric.

- **Help your evaluator understand your lesson plan:** Submit a written lesson plan to your evaluator before a formal observation even if it is not required. This is critical; it provides an important roadmap for you and your evaluator. Align each objective, activity, and assessment in your plan to the domains and indicators of the CCT or other rubric used by your district (see Appendix A for Lesson Plan Template). Note the domain and indicator in parentheses after each statement in your lesson plan. This will help your evaluator appropriately tag evidence and will help ensure you receive credit for incorporating the necessary activities and required elements. It will also remind you to cover all the domains and indicators on the CCT rubric or its equivalent. While including all indicators in every observation is not necessarily a requirement, it is a good idea to do so, particularly if you have only one formal observation. In addition, if you lose points on one or more indicators, including parenthetical references can be evidence that you addressed relevant indicators with your evaluator or the members of your dispute resolution committee and could justify a change of score.
- **Invite your evaluator into your class:** If you have something exciting planned that you are confident will go well, ask your evaluator to come in to observe. There is nothing to stop you from being proactive and taking some control over when your evaluator visits your classroom. Your evaluator will be impressed with your initiative and will also be less likely to observe late in the day on a Friday or before school vacation, when the attention of students and your evaluator may not be optimal.
- **How to move from Proficient to Exemplary:** The main difference between the two highest ratings in an observation is the degree of autonomy students demonstrate over their own learning. Therefore, when your evaluator is coming in for a formal observation, be sure to include a highly interactive lesson that gives students an opportunity to demonstrate a reasonably high level of ownership of the lesson (see Appendix A for a sample lesson plan promoting student autonomy). Activities such as debates, collaborative groups with differentiated roles, Socratic circles, and inquiry labs are all excellent for evaluators to see, provided they are carefully structured with clear routines and transitions in place.
- **Include several forms of assessment throughout your lesson:** Several different assessments spread out over the course of your lesson will ensure your evaluator sees at least one during the observation even if he or she is there for only part of the class period. Have a toolbox of very quick formative assessments handy that you can use at almost any point in the lesson to determine whether or not students are able to demonstrate an understanding of an essential concept. This is particularly impressive if you can show how you used formative assessments to adjust instruction or form collaborative groups.
- **What should you do if an evaluator leaves before you have finished your lesson?** If your evaluator leaves your room without observing an important aspect of the lesson, provide evidence that you did touch on the domain or indicator that they missed. Most commonly, evaluators leave before seeing assessment. If this is the case, bring the assessments you used in the lesson to your post-conference to share with your evaluator.

While it is not required that you touch on all of the domains and indicators unless that is the clear expectation articulated at your pre-conference, it is a good idea to include all of them in a formal observation. While it is true that even the best planning can go awry, a solid blueprint for the lesson can help you recover from the unexpected and can also be used as evidence at your post-conference.

### ADVICE FROM AN EVALUATOR

An evaluator in a high school in Connecticut shared the following story about an assessment activity she witnessed that pushed a teacher's rating from Proficient to Exemplary. Students participating in a class debate used a rubric partly of their own design to self-assess their academic progress. The teacher provided students with the required elements of the rubric they had used for all other class debates, such as "Use of evidence to support claims," and "Effectively rebutting arguments posed by the opposing team," but students assigned their own weights to each of these elements. Nothing could be weighted at zero, and everything had to add up to 100. The evaluator was impressed with the seriousness with which students approached the task, demonstrating they were reflecting on their progress and deciding their own learning priorities. This shows a high level of student autonomy, a characteristic of exemplary teaching under the CCT.

### TIP

Consider an "exit ticket" as a quick formative assessment at the end of class to get a sense of the level of student understanding. Exit tickets are also useful because they provide hard evidence that assessment did take place and they demonstrate to your evaluator how you plan to differentiate groups the following day.

## SECTION VII: PREPARING FOR THE INTERIM (MIDYEAR) CONFERENCE

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The midyear or interim conference is very important but is often treated by evaluators as simply a formality. Sometimes the midyear conference is scheduled much too late in the year to be meaningful. The conference should be an important progress report on how you are doing halfway through the school year. If it happens in March, this does not give most teachers enough time to get

back on course if necessary before the end of the year. For untenured teachers facing possible nonrenewal, an interim conference at the midyear point is especially critical, as nonrenewal notices must be distributed by May 1. If the interim conference happens too late, new teachers will have very little time to demonstrate improvement.

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Your Midyear or Interim Conference should happen no later than mid-February and afford you the opportunity to discuss your progress and your students' progress thus far. It also gives you the chance to advocate to adjust your student learning goal if mitigating circumstances are a factor.

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- **Schedule your interim conference in advance:** It is important to try to schedule your interim conference in late December or early January. Ideally, you will have had at least one observation by this time so that you and your evaluator can have a substantive conversation about your practice and student progress toward your student learning goal(s). While the conference may be a nuisance at a busy time of the year, its purpose is to protect you—so try to be proactive if possible and set up a date early rather than wait for your evaluator to contact you.
- **Be open about students' progress or lack thereof.** If you think you may not be on target to meet your student learning goal, it is important to discuss this possibility at the interim conference. State guidelines allow student learning goals to be adjusted at the interim conference, provided you can show evidence to help persuade your evaluator that an adjustment is necessary. Bring attendance records, disciplinary referrals, student growth data, and the types of interventions you have attempted with students who are not on track to meet the goal. In addition, if you are aware of any social-emotional factors that may be negatively impacting student performance, it is important to discuss these at the interim conference as well. If you and your evaluator can't come to mutual agreement about the need to adjust your goal(s), the issue can be settled through the dispute resolution process.
- **Be receptive to the feedback your evaluator provides even if you don't agree with it.** Every teacher has areas where he or she needs to improve. Show that you are eager for constructive feedback, reflective about your practice, and enthusiastic about trying new strategies that might enhance your teaching. If your evaluator says something you think is unfair or inaccurate, you should feel comfortable respectfully disagreeing, but do so only after you've paused for a few moments to think about it, and try to disagree without sounding defensive.
- **Ask for "bite-size feedback."** If you feel overwhelmed by the amount of feedback your evaluator provides, it is a good idea to ask him or her to prioritize the things you need to work on. Ask, "What are the top two things I should work on before my next observation?" Request specific strategies you can use to improve in these areas. Invite your evaluator back to observe in a month. During that time, incorporate your evaluator's suggestions into your practice. Ask your colleagues for help. When your evaluator comes back, ask that he or she focus the observation on the areas previously identified—this will show your evaluator you are taking feedback very seriously and that you value your evaluator's advice.
- **Don't forget your review of practice:** If you are a teacher with more than two years of experience and have not yet discussed a review of practice, use some of the time at the interim conference to talk to your evaluator about this. If there is an aspect of your practice you want to showcase, suggest your evaluator focus on this for your review of practice, and, if possible, set up a time and date for the review to take place (see Section VIII for more information).

## SECTION VIII: REVIEWS OF PRACTICE – LITTLE UNDERSTOOD, BUT VERY IMPORTANT

Connecticut Guidelines for Educator Evaluation are very vague as to what constitutes a review of practice (RoP). The guidelines permit some local flexibility in defining what the requirements should be. You should check your district's plan to learn how RoPs are used to assess teacher practice in your district.

If your district adopted the flexible option, RoPs remain a requirement. However, if you serve in a support specialist position

and do not primarily teach in the classroom (such as a social worker, psychologist, or instructional coach), the flexible option allows you to substitute additional RoPs in place of classroom observations. It is very important to talk to your evaluator at the start of the year to clarify expectations and avoid surprises late in the year, such as an unscheduled RoP at an inopportune time. To better understand RoPs, consider these points:

- **A review of practice (RoP) involves a close examination of some aspect of your teaching that may not be observable in the classroom.** Most districts use an RoP as evidence for Domain 2 (“Planning for Active Learning”) and/or Domain 4 (Professional Conduct) of the CCT, because these are typically difficult to observe in a traditional classroom setting. Teachers rated Proficient or Exemplary the previous year who have at least two years of teaching experience in the district are required to have at least one RoP each year in addition to their required classroom observation(s). State guidelines do not require RoPs for teachers in their first two years, because they are going through TEAM, although some districts do require one.
- **Usually an evaluator conducts an RoP by observing a teacher in a non-classroom setting.** Common RoPs include observing a teacher at a PPT, interacting at a parent teacher conference, facilitating a PD session, or contributing to a data-team meeting, among other situations. An RoP could also be totally non-observational, consisting of activities such as artifact review, lesson plan analysis, personal reflection on new professional learning over the course of the year, mentoring new teachers, or community engagement efforts.
- If some major aspect of your evaluation could not be completed due to extenuating circumstances such as a lengthy absence, the district should not rate you.

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**BEWARE!** Issues like tardiness to school or excessive absences should be handled through the normal disciplinary process (such as a letter in the file) and not through the evaluation procedure. The main focus on Domain 4 on the CCT is your professional growth and your contribution to the professional learning of your colleagues.

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### TIP

Requirements associated with reviews of practice are vague and poorly defined, making them one of the biggest areas of flexibility in state guidelines. Teachers can capitalize on this flexibility by defining RoPs in a way that best serves to showcase their teaching practice without adding additional burdens or “busy work.”



## SECTION IX: NOT ON TRACK TO MEET YOUR STUDENT LEARNING GOAL? DON'T PANIC

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Not making progress toward your student learning goal can have a significant impact on your rating, even if the flexible option was adopted in your district. Students who seem to be on track toward the goal at the beginning of the year may inexplicably stagnate or even experience a setback. Student academic or SEL growth can be

affected by all kinds of factors that are often totally outside of your control, such as problems at home, mental health issues, and chronic absence. The single most important thing you can do is document issues as they become apparent and keep track of the interventions you've used to help students not on track to meet the goal.

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Do not hesitate to advocate with your evaluator to make reasonable adjustments to your learning goals based on new information or data about your students that is impacting their rate of progress.

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- **As soon as it is apparent you may not meet your student learning goal, it is important to talk this over with your evaluator.** If you did not have an opportunity to adjust the student learning goal at your interim conference or were not able to do so, it is important to keep your evaluator apprised of your ongoing efforts to help students who may be struggling to reach their goal.
- **Document any mitigating circumstances** that make it difficult for some students to reach the target set for them. Be able to show how you adjusted instruction and provided supports and interventions and what the impact of these were on student performance.
- **Save samples of student work** to illustrate how they have shown improvement.
- **Document efforts you took to support students**, such as selecting professional development, trying new strategies, and consulting with colleagues about possible modifications and supports.
- **You can receive a Proficient rating on your student learning goal even if you miss the target.** Many evaluators believe the expectation is that you must meet your goal. You can, however, still receive a Proficient rating on your student learning goal even if you narrowly missed achieving it, particularly if you are able to provide evidence that students improved or are able to document extenuating circumstances that interfered with learning.

## SECTION X: PREPARING FOR YOUR SUMMATIVE (END-OF-YEAR) CONFERENCE

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If your evaluator was properly trained, regularly recalibrated using the CCT (or equivalent), adhered to the evaluation timeline, and provided ample, timely, and constructive feedback, you should have a very

good idea what your rating will be before your end-of-year conference. If your rating is low and you did not expect it, it likely means your evaluator missed some steps along the way.

- **Before the end-of-year meeting, be sure you have completed all the necessary paperwork.** Bring hard copies or an electronic device to the meeting so that you can refer to these forms during your conversation as necessary.
- **If your district adopted the flexible option, your summative rating should be holistically determined based on a preponderance of evidence collected through the evaluation process.** Prepare for your summative conference by bringing specific examples of student academic or SEL growth related to your goal. You might also bring evidence of your own professional growth as an educator or evidence of your positive contribution to the school community. A summative rating should not be determined prior to the summative conference, even if the flexible option was not adopted by your PDEC and was calculated mathematically. There is always room, even without the flexible option, for a teacher to bring additional information or data to the summative conference that may positively impact their rating.
- **If you are uncertain about your final rating, it is a good idea to clearly organize the evidence of student growth you plan to bring to the summative conference, with brief talking points that correspond to each piece of data.** You really only need to dedicate time to this if you fear your rating will be low or you are right on the border between ratings and want to show your evaluator why you should receive a higher rating.
- **Thank your evaluator if he or she was helpful and supportive to you.** Let your evaluator know specifically what helped you grow as an educator. If you think your evaluator went above and beyond and was a major help to you, consider letting your superintendent know.
- **You can't grieve your summative rating, but you can dispute it through the dispute resolution process.** You can grieve any missteps in the process of collecting evidence toward your rating, which may include things like missed deadlines, lack of feedback, lack of mutual agreement, and/or an evaluator who misunderstood the observation rubric due to lack of training or regular calibration activities.
- **Your summative rating will be reported in aggregate, without your name or any other identifying information, to the State Department of Education.** Your individual rating is considered confidential and may not be shared with anyone outside your administration. Your rating can be shared with your BOE under very narrow and specific circumstances. Your individual rating is not subject to the Freedom of Information Act.

## SECTION XI: CONSEQUENCES OF AN UNSATISFACTORY RATING

While rating teachers on what resembles a grading scale can seem meaningless, it is important to take your rating seriously and take advantage of assistance that is available.

### REMEMBER

CEA is here when you need us, helping you access the supports you need, defend your rights, and ensure you have due process.

### DID YOU KNOW?

Your CEA UniServ Representative is there to support your local Association in various capacities, including helping to negotiate your contract, filing grievances, organizing around issues of importance to teachers, developing individual teacher support and remediation plans, advising local leaders and members, and coordinating training and assistance from CEA's specialists and legal team.

- Teachers who receive a Developing or Below Standard summative rating will likely be placed on a support plan in September. It's important to know that a support plan must be developed in consultation with your collective bargaining representative. In addition, support plans must identify a timeline and indicators for success and require a summative rating of Proficient or higher to exit the plan.
- It is very important to let your local president know if you received a summative rating below Proficient. Your president will keep this information confidential from your colleagues but may contact your **UniServ Representative** and CEA specialists to help your administration draft a fair, reasonable, and helpful support plan. It is important that your UniServ Representative be made aware of problems early, before they have a chance to escalate.
- Many district TEVAL plans offer different levels of support and remediation. Get familiar with your plan's provisions, to ensure the process is fair and provides appropriate support.
- You have the right to attach a statement to your summative rating explaining why you disagree with your rating. Your local president and CEA UniServ Representative can help you write an effective statement, which could be an important paper trail if the same problem occurs in the future or is experienced by other teachers.
- Teachers are expected to maintain a rating of Proficient or higher. Most PDECs define "ineffective" teaching as a pattern of Developing or Below Standard ratings (two or more in a row). Teachers who are rated Developing have two years to achieve a Proficient or better rating before being labeled "ineffective." Teachers rated Below Standard have one year to achieve a Developing rating and one additional year to achieve a Proficient rating. If you have received two consecutive ratings below Proficient, ask your local president to contact your CEA UniServ Representative immediately.
- Ineffectiveness is one reason for teacher termination under the **Teacher Tenure Act**, as are insubordination, moral misconduct, reduction in force, and other due and sufficient cause.
- Before dismissal due to ineffectiveness, the Teacher Tenure Act gives teachers the right to a fair hearing to ascertain whether their evaluation rating was determined in good faith and in accordance with state law and the district's TEVAL plan.
- Provided you are a tenured teacher and a full member of CEA, if you are faced with possible termination, you have access to free legal counsel by CEA's Member Legal Services Department. Subject to the provisions of the Member Legal Services policy, CEA Legal Counsel will represent you during the statutory termination hearing process.
- Non-tenured members should seek assistance from their local president and CEA UniServ Representative.

The Teacher Tenure Law requires that teachers facing termination are provided due process. The law covers all certified professional employees below the rank of superintendent. CEA was instrumental in advocating for these basic employment protections for teachers.

## SECTION XII: COMMON PROBLEMS AND SOLUTIONS

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Always attempt to resolve a problem at the lowest level, which is usually between a teacher and the evaluator. If this attempt fails, seek immediate advice from your local president. CEA is also there to help whenever

you need guidance or support. Knowing your rights will help you advocate effectively. This section provides examples of the ten most common problems CEA sees related to teacher evaluation.

### 1. Your evaluator dictates your goal.

- Mutual agreement on goals is required by the state regardless of whether the flexible option is adopted.
- Section 2.3 (b) of the Connecticut Guidelines for Educator Evaluation state, “Each teacher, through mutual agreement with his/her evaluator, will select at least one but no more than four goals/objectives for student growth.” If all attempts to reach mutual agreement with your evaluator fail, the dispute should go through the resolution process, which is required by state guidelines to be in your local plan. If the flexible option was selected, a standardized indicator is no longer required, although is allowable if the teacher prefers using one and it’s mutually agreed upon.

### 2. Your administration insists you must use a progress monitoring test like Star or MAP as your standardized indicator.

- The indicators used to measure student growth must also be selected through mutual agreement.
- Section 2.3 (a) of the Connecticut Guidelines for Educator Evaluation states, “The process for assessing student growth using multiple indicators of academic growth and development for teacher evaluation will be developed through mutual agreement by teacher and evaluator at the beginning of the year” (p. 8). The guidelines further state in Section 2.3 (b), “...each teacher, through mutual agreement with his/her evaluator, will select Indicators of Academic Growth and Development (IAGD) and evidence of the IAGD based on a range of criteria used by the district” (p. 8).
- The guidelines require the use of a standardized indicator, which was originally intended to be a state mastery test (SBAC, SAT, CMT/

CAPT). The State Board of Education voted in 2017 to prohibit state mastery scores from being used to calculate any part of a teacher’s evaluative rating. Many districts began to use progress monitoring tests like MAP in place of state mastery tests. The use of MAP must be mutually agreed to, because its use is not required by the state. It is, however, one standardized indicator among many that may be selected if both teacher and evaluator agree (see Section IV).

### 3. You do not teach in a core content area (for example, you teach PE, art, or music), and your evaluator wants you to set a math or ELA goal.

- Teachers should select goals that best suit their primary assignment. Teachers who teach outside the core academic areas should develop learning goals that pertain to the essential skills and knowledge of the subject they teach (e.g., PE teachers should set goals related to physical fitness). If mutual agreement on this is not possible, the issue should go through the dispute resolution process. You can also contact specialists at CEA who can provide guidance.

### 4. Your PDEC does not make decisions through mutual agreement.

- Meet with your local president and set up a meeting with your superintendent.
- Contact CEA’s specialists for guidance before the meeting.
- Suggest the superintendent consider offering PDEC training (available for free from CEA).
- If the meeting fails to produce a satisfactory outcome, follow up with specialists from CEA.
- Always keep your UniServ Representative informed when problems arise.

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**BEWARE!** A PMT, or Progress Monitoring Test, is a series of adaptive standardized assessments designed to measure growth over time. Student results may fluctuate, however, not necessarily because of the progress students may or may not have achieved, but due to the level of seriousness with which they took the test. Other factors impacting rating fluctuation include social-emotional issues, tiredness on test day, health problems, and many more.

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## DID YOU KNOW?

CEA provides free workshops, tailored to meet the needs of members, that can be conducted on PD days, after school, or at night. Topics include teacher evaluation, classroom management, dispute resolution strategies, PDEC training, and more (see Section XIV). For more information about CEA's professional learning options or to set up a workshop, please send an email to [myprofession@cea.org](mailto:myprofession@cea.org).

### 5. Your district has never used the dispute resolution process, and no one knows how it works.

- Contact your local president and discuss setting up dispute resolution training through CEA. Regardless of whether the flexible option was adopted, all TEVAL plans must include an impartial dispute resolution process that involves the teacher, the teacher's collective bargaining representative, an administrator, and a neutral third party. Your district's dispute resolution committee should have training, and the process should be seen as healthy rather than confrontational. Disputes are inevitable, and it is important to have a transparent process to resolve them fairly in order to promote a culture of trust and collegiality.

### 6. Educators in non-instructional roles (such as a school counselor) are required to follow the same process and procedures as those who are in classroom instructional roles.

- Teachers who are not directly responsible for the instruction of students should be evaluated using the CCT Rubric for Effective Service Delivery and be observed in the setting that is most typical for them. The library media specialist, for example, should be observed doing regular responsibilities in the library and not be expected to contrive a lesson for an artificial setting. Likewise, a counselor

should be observed in his or her most common setting. In addition, goals should pertain to the population educators work with most commonly, not necessarily students. Instructional coaches who work primarily with teachers, for example, should set goals that pertain to teachers rather than to the students with whom they may have only limited contact. If your district adopted the flexible option, teachers serving in support specialist positions are not required to have a classroom observation and may substitute an additional review of practice instead.

### 7. Your evaluator seems to have much higher expectations than the others in the district.

- State guidelines require that all evaluators be initially trained on the CCT and be able to demonstrate proficiency and consistency with other evaluators. If evaluators within the same district have very different expectations and are inconsistent in their ratings, teachers lose faith in the process. If evaluators are not regularly retrained and recalibrated, this is a significant problem that can be grieved, because the procedure for ensuring consistency was not adhered to. Ratings for all teachers are also potentially invalidated due to the lack of training and possible misinterpretation of the CCT or other rubrics used by the district.



**8. Your evaluator is using a disciplinary letter in your file to mark you down on CCT Domain 4 indicators.**

- This shows a misunderstanding of the distinction between disciplinary matters and the evaluation process. It may also indicate misuse and misunderstanding of Domain 4 of the CCT rubric. This should be brought to the immediate attention of your local president and UniServ Rep. There are justifiable reasons a disciplinary letter might be placed in your file, such as being repeatedly late to school, but these types of issues should not impact your performance evaluation (unless there is explicit evidence that the quality of your instruction was directly impacted as a result). It is important to keep disciplinary matters and performance matters as separate as possible. The PDEC should revise your TEVAL plan to make this distinction clear. In the meantime, the solution to the problem should involve a discussion between the teacher and the evaluator. If the evaluator refuses to adjust the Domain 4 ratings, the matter should next go through the dispute resolution process. The matter may also be subject to a grievance if evaluators were not appropriately trained and therefore misinterpreted Domain 4 of the CCT.

**9. You were supposed to be observed three times this year, but it's now March and your evaluator has not come into your classroom yet.**

- Observations should be spaced out with enough time in between for teachers to demonstrate improvement based on the evaluator's feedback. Furthermore, your district plan should include deadlines for observations and conferences, and if those deadlines were missed, this represents a misstep in the procedure as well. This problem can be grieved, because the process was not followed with fidelity.
- If the flexible option was adopted by your district, most teachers will have fewer observations. The observations may also be shorter but should still be followed by feedback.

**10. Your summative rating was "Developing," but you never got any feedback on your previous observation(s).**

- Without timely and meaningful feedback from an evaluator, it is very difficult for teachers to demonstrate improvement from one observation to the next. Feedback is critically important to the teacher evaluation process, just as it is to the student learning process. If feedback is not provided, or a second observation occurs before feedback was provided from the first, this is a serious violation of TEVAL process and procedures and therefore can be grieved.

## SECTION XIII: TEACHER EVALUATION GLOSSARY

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<b>Achievement levels</b>	Established categories of performance that describe how well students have mastered the content and skills being assessed.
<b>Calibration</b>	The process of training multiple people to use the same rubric in the same way to achieve a high level of inter-rater reliability (consistency) or ensuring different evaluators observing the same lesson would give it the same rating.
<b>CCT</b>	The Common Core of Teaching, a rubric that is the basis for scoring teacher observations in most districts.
<b>CEA</b>	The Connecticut Education Association (CEA) represents active teachers in the state through local affiliates. CEA members have access to professional development, advocacy on teaching and learning, work-related legal services, and financial benefits (see <a href="http://cea.org">cea.org</a> ).
<b>CSDE</b>	Connecticut State Department of Education.
<b>Fair</b>	Assessments should be as free as possible from bias and stereotype to ensure they are accurate representations of what students actually know and can do. Assessments that are fair are also appropriate to the teacher's content, assignment, and student population. In addition, teachers must have the resources and training to use assessments appropriately.
<b>Grievance</b>	A claim by a teacher or group of teachers that they are being adversely affected by a misinterpretation or misapplication of their contract, teacher evaluation plan, or certain other Board of Education policies. Grievances are addressed through the grievance procedure outlined in your contract.
<b>Growth model</b>	A statistical model used to measure the amount of progress students make over time. Connecticut uses a growth model when analyzing SBAC scores.
<b>IAGD</b>	Indicator of Academic Growth and Development ("Indicator"). Plans require the use of multiple indicators, examples of which are provided in Appendix B.
<b>Measures of accomplishment</b>	Qualitative, non-standardized methods of determining student growth toward your goal. This term replaces IAGD (Indicator of Academic Growth and Development) in the flexible option.
<b>Mutual agreement</b>	The process of coming to a decision all parties can abide by and not undermine. The PDEC must mutually agree to revisions to your TEVAL plan each year, and you and your evaluator must mutually agree to goals, indicators, and any adjustments to your student learning goal made at the midyear conference.
<b>PEAC</b>	Performance Evaluation Advisory Council—a group of education stakeholders (CEA, AFT, superintendents, administrators, and others) who advise the State Board of Education on matters related to teacher and administrator evaluation.

<b>PDEC</b>	Professional Development and Evaluation Committees are required of each district by state law. The PDEC is charged with revising the district TEVAL plan as well as creating the professional development plan for the district each year. The PDEC must have at least one representative selected by the teachers' collective bargaining unit. State guidelines suggest that there should be an equal number of administrators and teachers on the committee and that PDECs should meet at least three times a year, post meeting minutes, and make decisions through mutual agreement of their members.
<b>PMT</b>	Progress monitoring test (such as Star and MAP). These are adaptive assessments that are administered periodically throughout the year to measure student growth. They provide individualized results that can be used to inform instruction. Some districts use PMTs as indicators of student learning goal attainment, although their use must be mutually agreed to by a teacher and his or her evaluator.
<b>Proficiency</b>	A reference to the achievement level of a student at a particular time, like "grade level proficiency." A student may show growth but not be considered at grade level proficiency.
<b>Reliability</b>	The use of an assessment should be consistent among those using it over time. In addition, the results from the assessment should be similar to results on other assessments that measure similar skills and content.
<b>Reviews of practice</b>	Reviews of practice (RoPs) attempt to measure some aspect of your teaching practice that is not easily observable in a classroom setting but still impacts the practice half of your rating. Typically, an RoP provides evidence for either Domain 2 ("Planning for Active Learning") or Domain 4 ("Professional Conduct") of the Common Core of Teaching (CCT). Common RoPs include observing a teacher at a data team meeting, PPT, PD session, or parent conference. RoPs should be discussed at the goal-setting conference and always followed by timely feedback.
<b>SEED</b>	Connecticut's System for Educator Evaluation and Development (SEED) model teacher evaluation plan adopted or modified by many districts.
<b>TEVAL</b>	Teacher evaluation.
<b>UniServ Representatives</b>	CEA specialists assigned to assist members of your local Association in a variety of capacities, including contract negotiations, filing grievances, organizing around issues of importance to teachers, developing teacher support and remediation plans, providing support and advice to local leaders and CEA members, and coordinating trainings and support with CEA's specialists and legal team.
<b>Validity</b>	An indicator of academic growth and development must be tested to ensure it measures what it was designed to measure. An indicator designed for one purpose is unlikely to be valid when used for a different purpose.

## SECTION XIV: CEA PROFESSIONAL LEARNING OPPORTUNITIES

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By belonging to CEA, you have access to robust professional learning options, many of which can be customized to meet your district's unique needs. Many of the workshops can be offered on site or via Zoom. To schedule a workshop or learn more about CEA's Professional Learning Academy, please contact CEA at the phone numbers or email address listed in the box on the left of this page.

CEA's specialists are available to present workshops and trainings on a variety of topics, including but not limited to

- Adult learning theory (training of trainers model)
- Brain break activities to enhance attentiveness
- Bloom and beyond: Higher order questioning strategies
- Classroom management
- Creating and/or managing an innovative professional development/teacher evaluation system
- Creating compassionate classroom communities
- Creating meaningful SEL goals and selecting appropriate measures of accomplishment
- Dealing with difficult moments: Micro self care strategies for teachers and students
- Degrees Not Debt: Navigating federal student loan relief
- Developmentally appropriate instructional strategies for grades K-2
- Difficult discussions (based on the book *Crucial Conversations*)
- Enhancing instruction for English learners
- Feedback strategies for mentors, coaches, and critical friends
- Fostering empathy in the classroom
- Fostering social awareness and civic engagement
- Fostering social-emotional learning in your classroom and beyond
- Gender achievement gap: Why boys are falling behind and what can be done about it
- Helping new teachers survive and thrive
- Helping students develop responsible decision-making skills
- Implicit bias
- Implementing teacher evaluation flexibility: Guidance for PDECs
- Joyful classrooms
- Meeting facilitation and facilitation skills training
- Mind the moment: Mindfulness for teachers and students
- Mindset, motivation, and resilience
- Professional Development and Evaluation Committee (PDEC) guidelines and assistance
- Professional Issues organizing
- Promoting student autonomy
- Rethinking homework
- School governance councils
- Self care for teachers
- Self-management strategies for all grade levels
- Social networking safety
- Ten steps to a proficient or higher rating
- Trauma-informed practices
- Using improv to enhance your practice
- Workplace bullying

CEA's Department of Policy, Research, and Government Relations also

- Promotes member engagement in your local Association through training on professional issues
- Tailors workshops to meet the unique needs of your local
- Assists members with certification and professional development issues
- Researches and compiles information on current educational issues, policies, and trends
- Develops innovative educational policies from teachers' perspectives
- Advocates for teachers with the CSDE, lawmakers, and statewide advocacy groups
- Connects locals to CEA Aspiring Educators Program members for their assistance with projects

Workshop and professional learning options are constantly being updated and topics may change. To schedule a workshop or learn more about offerings, please contact CEA at 860-525-5641, 800-842-4316, or [myprofession@cea.org](mailto:myprofession@cea.org).

## SECTION XV: LINKS AND RESOURCES

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- Connecticut Education Association Teacher Evaluation Resources: [cea.org/certification](http://cea.org/certification)
- Connecticut Educator Evaluation Guidelines (last updated in 2017): [portal.ct.gov/-/media/SDE/Evaluation-and-Support/Guidelines\\_for\\_Educator\\_Evaluation\\_2017.pdf?la=en](http://portal.ct.gov/-/media/SDE/Evaluation-and-Support/Guidelines_for_Educator_Evaluation_2017.pdf?la=en)
- CCT Rubric for Effective Service Delivery (2015): [portal.ct.gov/-/media/SDE/Evaluation-and-Support/SESSRubric2017.pdf?la=en](http://portal.ct.gov/-/media/SDE/Evaluation-and-Support/SESSRubric2017.pdf?la=en)
- CCT Rubric for Effective Teaching: [portal.ct.gov/-/media/SDE/SEED/CCTRubricForEffectiveTeaching2017.pdf?la=en](http://portal.ct.gov/-/media/SDE/SEED/CCTRubricForEffectiveTeaching2017.pdf?la=en)
- Stone, D. and Heen, S. *Thanks for the Feedback: The Science and Art of Receiving Feedback Well \*even when it is off-base, unfair, poorly delivered and, frankly, you are not in the mood.* London: Penguin Publishing, 2015.

## SECTION XVI: APPENDICES

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### Appendix A: Summary of Flexibilities

- The purpose of these flexibilities is to lessen stress, ease the paperwork burden on teachers and administrators, and foster the trust and innovation needed to promote educator and student growth and wellbeing. The flexibilities are also intended to provide space for teachers to focus on SEL rather than solely on academic outcomes.
- The importance of mutual agreement is clarified and the language requiring it is strengthened.
- The PDEC must mutually agree to adopt the flexibilities or keep your current plan by October 1, 2021.
- Only one goal is allowable and it must be mutually agreed upon between teacher and evaluator.
- The goal may have either an SEL or an academic focus. This focus must be mutually agreed upon between teacher and evaluator (the focus of the goal may not be dictated).
- A minimum of two indicators or measures of accomplishment are required and must be mutually agreed upon. More are possible if requested by the teacher and mutually agreed upon.
- No standardized indicator may be required (although the teacher may select one with mutual agreement). All indicators may be non-standardized. Indicators (or measures of accomplishment) do not need to be mathematically quantifiable.
- Indicators should be holistically scored based on a preponderance of evidence (artifacts like student work, lesson plans created by the teacher to address the goal, common rubrics, interventions tried related to the goal, etc).
- There are fewer observations required for virtually all teachers. No formal observations are required (but are allowable—this should be discussed and mutually agreed upon by the PDEC—it is possible to allow formals when there are documented concerns related to teacher performance, as an example), nor are pre- and post-conferences required. Informal observations should be short and must be followed by feedback that is actionable and formative in nature (not evaluative).
- Two informal observations will be required of experienced teachers most recently rated proficient or higher.
- Teachers who are in years 1 and 2 and experienced teachers on improvement plans have three informal observations. Post-conferences are recommended for these individuals but are not required.
- A review of practice (RoP) is still required of all teachers.
- Feedback (formative) is required after all observations and RoPs.
- Teachers who are not primarily in classroom positions (media specialist, counselor, social worker, instructional coaches, etc.) may substitute an RoP in place of an observation.
- The timeline remains the same (orientation to the plan, goal setting conference, mid-year conference, and summative conference).
- Educator ratings (including those for administrators) will be required, but should be holistically determined rather than mathematically calculated. Learning, growth, and wellbeing are central rather than academic outcomes.

## APPENDIX B: SAMPLE SOCIAL EMOTIONAL LEARNING GOALS AND INDICATORS

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### Reminders

- Regardless of whether your PDEC adopts the flexible option, all goals and indicators must be mutually agreed upon by teacher and evaluator. If mutual agreement is impossible after diligent effort, the teacher may request and may not be denied the right to go through your district dispute resolution process.
- If the flexible option is adopted, only one goal is permitted and it may have either an SEL or an academic focus—the focus may not be dictated, but discussed and mutually agreed upon between the teacher and the evaluator.
- Two indicators or measure of accomplishment are required, although more are allowable if requested by the teacher, and mutually agreed upon by teacher and evaluator.
- Goals may be simple or more complex depending on the teacher’s level of comfort, SEL background, and needs of the students.
- SEL goals do not need to be (and probably should not be) mathematically quantifiable. The Flexibilities allow for many other measures of progress besides standardized assessments or surveys.
- Teachers may create goals that focus on students’ SEL growth, engagement in learning or school community, or emotional wellbeing. Administrators may focus on the SEL learning of teachers and the health and wellbeing of educators and students.
- Goals may align with CASEL’s SEL Competencies (Self-awareness, Self-management, Social awareness, Relationship management, and Responsible decision-making). Goals may also pertain to students’ emotional wellbeing and connection to the school community during this chaotic time.
- SEL goals do not need to be content area specific although they may be with mutual agreement (please see the CSDE website for examples illustrating how to do this).
- Your goal may include implementation steps that focus on developing and/or enhancing your pedagogical skills related to student SEL growth.

### Sample Goals for Teachers

- Students will build empathy for each other and be able to understand and respect conflicting points of view.
- Students will learn mindfulness skills to help manage and regulate emotions.
- Students will improve their reflective listening skills.
- Students will expand their emotional vocabulary and be able to identify how they are feeling as well as how others are feeling.
- Students will demonstrate knowledge of healthy ways of dealing with conflict.
- Students will demonstrate consideration for others by contributing to the well-being of their school and community.
- Students will demonstrate an awareness of cultural issues and a respect for human dignity and differences.
- Students will demonstrate an awareness of social cues

and respond appropriately while understanding cultural variations.

- Students will apply decision-making skills to deal responsibly with daily academic and social responsibilities.
- Students will use feedback constructively and understand the emotional impact of their feedback on others.
- Students will understand their personal responsibility and role in developing a positive classroom culture by participating in developmentally appropriate classroom management.
- Students will learn to self-monitor their feelings and develop strategies to cope with strong emotions.

### Sample SEL Indicators/Measures of Accomplishment

- Representative sample of student work related to SEL.
- Student reflections on their SEL growth over time.
- SEL rubrics that show growth over time.
- Sample lesson plans and SEL activities aligned with goal.
- Log of student check-ins and conversations with families and community members.
- Feedback and reflections from students and families.
- Student public defense of learning (such as a Capstone Culminating experience).

### Sample Goals for Administrators

- Teachers will be provided with meaningful and relevant professional development opportunities, resources, and support and feedback to enhance their growth.
- Teachers will be provided regular, constructive, and personalized feedback on their practice that is formative in nature.
- Teachers will be provided tailored, individualized support and feedback to enhance their growth related to SEL.
- Teachers will be provided regular opportunities to collaborate and share best SEL practices.
- Teachers will be provided access to ongoing wellness activities and resources for emotional support to enhance their growth.

### Sample SEL Indicators for Administrators

- Participation in a calendar of wellness activities offered to teachers.
- Samples of formative feedback provided to teachers.
- Implementation of adjustments related to feedback from teachers regarding their use of Examples of SEL resources and participation in and impact of individualized professional development options for teachers.
- Climate survey results.

**Please Note:** For more information about SEL and other examples of goals and indicators/measures of accomplishment, see the Connecticut Department of Education website at [portal.ct.gov/SDE/Social-Emotional-Learning/Social-Emotional-Learning](http://portal.ct.gov/SDE/Social-Emotional-Learning/Social-Emotional-Learning).

## Appendix C: Sample Student Learning Goals and Indicators

<b>Subject Area:</b> Intellectual Disabilities	<b>Grade(s):</b> 6
<b># of students covered by student learning goal:</b> 5	<b>% of students covered by student learning goal:</b> 100% of Grade 6
<p><b>Student Learning Goal:</b> My sixth grade students will improve their social and emotional competencies with an emphasis on social and emotional skills, positive attitude about self and others, and appropriate social interactions.</p>	
<p><b>Rationale:</b> By increasing positive social and emotional interactions and skills, our students will be better prepared to access the Common Core State Standards and perform at or above grade level expectations. A responsible individual will use verbal and nonverbal skills in developing and maintaining healthy personal relationships. Organizing and conveying information, beliefs, opinions, and feelings are skills that strengthen interactions. Working to improve and strengthen interactions can reduce conflict and positively impact academic performance.</p>	
<p><b>Indicator(s) for Academic Growth and Development (IAGD) at least one is required</b></p> <ol style="list-style-type: none"> <li>100% of my sixth grade students will earn a score of 3 or higher in each of three targeted behaviors at least 60% of the time using an Emotional Identification Checklist from the Incredible 5 Point Rating Scale (5PRS) by June 2022.</li> </ol>	

<b>Subject Area:</b> Algebra (Co-Teacher)	<b>Grade(s):</b> 9
<b># of students covered by student learning goal:</b> 75	<b>% of students covered by student learning goal:</b> 65%
<p><b>Student Learning Goal:</b> My co-taught algebra students will be able to model real-world situations and solve algebraic problems using their knowledge of equations (linear, quadratic, simple, exponential, and rational).</p>	
<p><b>Rationale:</b> My general-education co-teacher and I have set this student learning goal together and have agreed upon the targets for all students. An ability to model and solve equations is the weakest skill among this group of students. This mirrored last year's cohort, and the target then was for most students to score 80% or better on the districtwide final exam. For many students this goal was not reached, and we began to discuss what supports we needed to see greater progress from our students. After learning more about CCSS, working with the new Department Chair, and implementing a number of strategies and interventions last year, we feel more confident about putting this student learning goal in place for all students starting at the beginning of the year.</p>	
<p><b>Indicator(s) for Academic Growth and Development (IAGD) at least one is required</b></p> <ol style="list-style-type: none"> <li>84% of students will average 80% or higher on items pertaining to modeling and solving equations on the district final exam.</li> <li>The 12 students (16%) who tested below 50% on the baseline for equations will each make gains of 30% on items pertaining to modeling and solving equations on the district final exam.</li> </ol>	

<b>Subject Area:</b> Special Education-Reading	<b>Grade(s):</b> 1-2
<b># of students covered by student learning goal:</b> 17	<b>% of students covered by student learning goal:</b> 55%
<b>Student Learning Goal:</b> All of my students in grades one and two will show growth in reading comprehension, oral reading, and reading fluency.	
<b>Rationale:</b> The DRA2 was administered during the first two weeks of school. Fifteen out of the 17 students on my caseload are currently reading below grade level. Of those, many are close to reading at grade level, and this data makes me confident that with strategic interventions, this gap can close dramatically by the end of the year.	
<b>Indicator(s) for Academic Growth and Development (IAGD) at least one is required</b> 1. 92% of my students will increase their DRA2 score to grade level by June 2022.	

<b>Subject Area:</b> EL/Bilingual	<b>Grade(s):</b> K-6
<b># of students covered by student learning goal:</b> 16	<b>% of students covered by student learning goal:</b> 100%
<b>Student Learning Goal:</b> My English learners will make progress in acquiring English language proficiency.	
<b>Rationale:</b> With support for development of English language acquisition, our students will be able to perform at grade level expectancy (GLE).	
<b>Indicator(s) for Academic Growth and Development (IAGD) at least one is required</b> 1. 90% of English learners will make progress in acquiring English proficiency as measured by the Language Assessment Scales (LAS-Links) by June 2022.	

<b>Subject Area:</b> Early Childhood	<b>Grade(s):</b> Pre-K
<b># of students covered by student learning goal:</b> 18	<b>% of students covered by student learning goal:</b> 100%
<b>Student Learning Goal:</b> Students will increase sustained engagement in problem solving activities.	
<b>Rationale:</b> Young learners need opportunities to discover and investigate through activities specifically designed to engage and sustain attention. Adults in the classroom assist in sustaining engagement through physical and verbal interactions in an effort to gradually increase time devoted to a single task.	
<b>Indicator(s) for Academic Growth and Development (IAGD) at least one is required</b> 1. 100% of my pre-K students will demonstrate an increase in duration of sustained engagement in at least one problem solving activity per day. As a result, 100% of my students will demonstrate an increase in performance from their baseline level, as measured by the Brigance Inventory of Early Development, by May 2019.	

<b>Subject Area:</b> School Counselor	<b>Grade(s):</b> 6 and 9
<b># of students covered by student learning goal:</b> 175	<b>% of students covered by student learning goal:</b> 100%
<b>Student Learning Goal:</b> All students will create academic and personal/social goals by participating in a transition seminar program.	
<b>Rationale:</b> Adjusting to a new school environment is challenging for students. These seminars will ensure that students get to know their counselors early in the school year and will foster a relationship with the counselor. Students will discuss the academic and behavior expectations of the school as well as ways of asking for help as needed from their teachers, counselors, and other adults in the school community. These seminars will result in creating academic and personal/social goals to implement during the school year. Goal setting is an important life skill; self-efficacy is an important 21st century skill. This objective also fulfills goals identified in the American School Counselor Association School Counselor Professional Standards & Competencies and supports the goals of the district.	
<b>Indicator(s) for Academic Growth and Development (IAGD) at least one is required</b> 1. All of my students will use data (progress reports, grades, teacher and parent comments, test scores, attendance, behavior concerns) to develop and implement an academic and personal/social action plan for their goals for the school year. I will monitor student progress every 6-8 weeks to identify students who need additional support and interventions.	

<b>Subject Area:</b> School Counselor	<b>Grade(s):</b> 8 and 11
<b># of students covered by student learning goal:</b> 165	<b>% of students covered by student learning goal:</b> 100%
<b>Student Learning Goal:</b> Students will identify a personal, academic, career/education goal and will create and implement an action plan.	
<b>Rationale:</b> Goal setting and planning are essential life skills for future college and career readiness. Self-efficacy is an important 21st century skill. State law mandates that each student has a student success plan that specifically addresses academic and career plans. This objective also fulfills goals identified in the American School Counselor Association School Counselor Professional Standards & Competencies and supports the goals of the district.	
<b>Indicator(s) for Academic Growth and Development (IAGD) at least one is required</b> 1. 100% of my eighth and eleventh grade caseload will use data from grades, test scores, and teacher and parent feedback to create and implement through the entire year a personal academic goal and action plan, including timeline and evidence of success. Students will monitor themselves and explain their work and progress through monthly summary updates and written reflections that support school literacy expectations through the use of Naviance technology.	

<b>Subject Area:</b> School Psychologist	<b>Grade(s):</b> 7
<b># of students covered by student learning goal:</b> 14	<b>% of students covered by student learning goal:</b> 100%
<b>Student Learning Goal:</b> Students will increase respectful behaviors in their classrooms as indicated by participation in discussions/activities as directed by the teacher.	
<b>Rationale:</b> The goal of increasing participation is not to have every student participate in the same way or at the same rate but ideally to create an environment in which all participants have the opportunity to learn and explore issues and ideas in depth, from a variety of viewpoints. The teacher's goal is to create conditions that enable students of various learning preferences and personalities to contribute. Many of my students in this group have a history of noncompliance and office referrals. Specific behavior plans have been created together with some of their teachers to minimize disruption and increase engagement in the content.	
<b>Indicator(s) for Academic Growth and Development (IAGD) at least one is required</b> 1. 100% of students will decrease their number of office referrals by 10% by February 2019. IAGD to be revisited for possible increase at that time. 2. 100% of students will demonstrate at least 80% compliance on their individual behavior plans to be reviewed monthly.	

<b>Subject Area:</b> Speech/Language Pathologist	<b>Grade(s):</b> K-5
<b># of students covered by student learning goal:</b> 30	<b>% of students covered by student learning goal:</b> 100%
<b>Student Learning Goal:</b> Students will enhance oral language and build vocabulary skills to more actively engage in classroom discussions.	
<b>Rationale:</b> The size of a child's vocabulary is a strong predictor of reading success. One reason children do not become proficient readers is because they do not have a functional vocabulary that enables them to understand the words they read. My focus is to design lessons around building vocabulary using assessment data from the Test of Language Development. Using relevant vocabulary data and meeting with teachers to select vocabulary that is tied to the curriculum and cuts across various content areas will assist me in selecting specific vocabulary to enhance oral language, improve scores on the Test of Language Development, and increase active participation of students in classroom discussions.	
<b>Indicator(s) for Academic Growth and Development (IAGD) at least one is required</b> 1. From pre- to post-testing (Sept. 2017-May 2018), 85% of my students will expand their vocabulary skills to increase their understanding and use of 25 nouns, verbs, and prepositions when engaged in classroom discussions as measured by the Test of Language Development (TOLD).	

<b>Subject Area:</b> Library/Media Specialist	<b>Grade(s):</b> 3-5
<b># of students covered by student learning goal:</b> 30	<b>% of students covered by student learning goal:</b> 100%
<b>Student Learning Goal:</b> Students in grades three, four, and five will increase their understanding of research practices to gain information for classroom projects.	
<b>Rationale:</b> As the library media specialist, it is important for me to work with students and other members of the learning community to analyze learning and information needs, to locate and use resources that will meet those needs, and to understand and communicate the information that resources provide. Students need to access, evaluate, and use information from multiple sources in order to learn, think, and create and apply knowledge. Students need to know how to use information for critical thinking and problem solving as it applies to specific learning projects assigned.	
<b>Indicator(s) for Academic Growth and Development (IAGD) at least one is required</b> <ol style="list-style-type: none"> <li>100% of students will accurately use the Destiny Catalogue when researching information for a classroom-based project by May 2019.</li> <li>100% of students at each grade level will score 75% or higher on a district-developed assessment in May 2019.</li> </ol>	

## Appendix D: How to Create Meaningful Support Plans for Teacher Growth

- A support plan should be developed and implemented for
- Any nontenured teacher whose performance has been rated Developing or Below Standard and/or is at risk of receiving an annual evaluation rating of Developing or Below Standard.
  - Any tenured teacher whose annual evaluation for the previous year was rated as Developing or Below Standard.

The following steps are taken to ensure that this **Support Plan for Teacher Growth** yields the most effective results.

- The teacher, collective bargaining representative, principal, and evaluator meet to develop the support plan at a mutually agreed upon time. In addition to a collective bargaining representative, the teacher may also choose to include other trusted individual(s) with knowledge of their practice such as a TEAM mentor, curriculum specialist, or department chairperson.
- Make sure progress is measurable and expectations are focused, specific, and aligned to the district observation rubrics.
- The plan should focus on **performance issues** identified through the evaluation process, not on compliance issues, such as entering grades or completing paperwork in a timely manner. This should be handled through the district's disciplinary procedure, not through the evaluation process.

The support plan should include

- **Area of need:** Identify an area(s) of need as perceived by the

teacher and the evaluator (suggestion = no more than three based on evidence from observation rubrics).

- **Activities:** Determine the specific activities to be carried out during the school day to meet the specific needs identified.
- **Evaluator responsibility:** Identify the specific task(s) the evaluator is responsible for implementing in the plan to ensure the teacher is supported.
- **Teacher responsibility:** Identify the task(s) for which the teacher is responsible.
- **Resources to be provided by the district:** for example, a mentor, coach, tailored PD, release time, etc.
- **Timeline:** Teacher, evaluator, and collective bargaining rep jointly develop the time frame in which the activities are to be implemented/completed.
- **Identify specific criteria the teacher will need to meet to be considered successful.**
- **Align the support plan to the observation rubrics used in your district.**

When the plan is completed, the evaluator and teacher maintain a copy of the plan for easy reference.

- Two review meetings should be held to determine progress of the implementation and/or any adjustments that should be made to the plan.
- Each review meeting will be held during the school day after a maximum interval of three weeks.

See next page for **Sample Support Plan for Teacher Growth**.

## SAMPLE SUPPORT PLAN FOR TEACHER GROWTH

Teacher: Jane Smith    Date: 9-12-2021	Timeline
<p><b>Area(s) of Need:</b></p> <ol style="list-style-type: none"> <li>1. Student engagement</li> <li>2. Classroom procedures and routines</li> <li>3. Level of rigor of student work</li> </ol> <p>Ms. Smith will demonstrate improvement in each of the three areas of need identified above. Improvement will be determined by</p> <ul style="list-style-type: none"> <li>• Observation rubrics showing a trend of steady improvement in Domain 1, Indicators 1b and 1c, and Domain 3, Indicators 3b and 3c.</li> <li>• Artifacts (student work, posted classroom routines, lesson plans, etc.) reflecting higher-order thinking skills.</li> </ul>	45 days
<p><b>Goals:</b></p> <ol style="list-style-type: none"> <li>1. Ensure students are cognitively engaged in lessons.</li> <li>2. Promote higher-order thinking skills.</li> <li>3. Implement clear routines and structures to maximize classroom instructional time, maintain order, and ensure smooth transitions between activities.</li> </ol>	October 1-15
<p><b>Evaluator Responsibility:</b></p> <ul style="list-style-type: none"> <li>• Evaluator will arrange for a mentor for Ms. Smith who is skilled at using classroom routines and questioning strategies. Choice of mentor will be mutually agreed to.</li> <li>• Evaluator will ensure Ms. Smith has release time to observe mentor teaching every other week in order to discover new questioning strategies and classroom routines that she can implement in her classroom.</li> <li>• Evaluator will ensure the mentor has release time every other week to observe Ms. Smith and meet with her to provide instructional coaching.</li> <li>• Evaluator will officially observe Ms. Smith three times, all will include a pre- and post-conference.</li> <li>• Evaluator will meet with Ms. Smith every Friday afternoon to review the previous week's lessons and journal and discuss what worked and what did not, with the purpose of informing the following week's lessons.</li> <li>• Evaluator will have two check-in days during the 45-day period to provide progress reports to Ms. Smith.</li> <li>• Evaluator will provide Ms. Smith resources such as books, videos, and targeted PD related to the above areas in need of improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor by September 20</li> <li>• One hour release time every other week for six weeks</li> <li>• Meeting with evaluator every Friday for duration of plan</li> <li>• One informal observation every other week for duration of plan</li> <li>• Two progress reports, first by October 1 and second by October 22</li> <li>• Resources provided to teacher by September 20</li> </ul>
<p><b>Teacher Responsibility:</b></p> <ul style="list-style-type: none"> <li>• Teacher will meet with her mentor for at least one hour per week.</li> <li>• Teacher will observe mentor teaching and provide evidence that the strategies observed are being implemented in her class.</li> <li>• Teacher will post classroom routines, rules, and norms on the wall and refer to these often.</li> <li>• Teacher will meet with her evaluator every Friday afternoon to discuss what worked and what did not in previous week's lesson plans.</li> <li>• Teacher will keep artifacts, examples of student work, and other evidence of improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with mentor least one hour/ week for six weeks</li> <li>• Observe mentor once every other week for six weeks</li> <li>• Post routines by October 1</li> <li>• Meet with evaluator every Friday to review lesson plans and student work</li> <li>• Bring one lesson plan and one example of student work to Friday meetings with evaluator</li> </ul>

**Criteria to Exit Support Plan:** Teacher meets at least two of the following three **specific** requirements:

- Rubrics from informal observations demonstrate trend of growth in Domain 1 (Indicators 1b and 1c) and Domain 3 (Indicators 3b and 3c).
- Formal observation at the end of 45 days rated Proficient or higher in the above areas.
- Artifacts collected by Ms. Smith reflect increased rigor of assignments as determined through a Review of Practice aligned with district rubric.

**NOTE:** An unsatisfactory outcome of the support plan may be disputed using the district’s dispute resolution process. Involvement of your Uniserv Rep and local president in this process is essential.

Teacher Signature \_\_\_\_\_

Collective Bargaining Representative Signature \_\_\_\_\_

Evaluator Signature \_\_\_\_\_

**SUPPORT PLAN FOR TEACHER GROWTH  
PROGRESS REPORTS**

<b>Review Meeting #1</b>	<b>Review Meeting #2</b>
Date _____	Date _____
Topics Discussed:	Topics Discussed:
Positive Growth Areas:	Positive Growth Areas:
Teacher Comment:	Teacher Comment:
Evaluator Comment:	Evaluator Comment:
Next Steps (if any):	Next Steps (if any):
Signatures:	Signatures:

## Appendix E: Formal Observation Lesson Plan Template

A solid lesson plan has objectives, standards, activities, and assessments that are clearly aligned. Your objectives should relate to the essential skills and content all students are expected to master. Your objectives should align with state or national standards, lesson activities should help students meet your stated objectives, and your assessments should determine the extent to which every child has achieved the objectives of the lesson. Assessments can also inform the next lesson and help you

differentiate instruction. You should plan a limited number of rigorous objectives (aim for three) that are realistically achievable for your population of students within the allotted class time.

Match each objective, activity, and assessment to a domain and indicator of the CCT and list them in parenthetical references after each statement. This will help your evaluator appropriately tag evidence to achieve an accurate score for the observation.

### FORMAL OBSERVATION LESSON PLAN TEMPLATE

**Introduction:** Introduce the lesson to your class and explain the objectives. Be sure to explicitly link the lesson to what students learned previously. Write this out in a brief paragraph in case your evaluator misses the opening of your lesson during the observation.

**Standard(s):** Align your objectives to state or national standards for your subject area.

**Objectives:** Select two or three rigorous but attainable lesson objectives. Align each objective to Domain 2b or 2c of the CCT or equivalent observation rubric used in your district.

1. Students will be able to... (CCT 2b)
2. Students will be able to... (CCT 2b)
3. Students will be able to... (CCT 2c)

**Sample Lesson Activities:** Make sure each activity aligns with your objectives. Briefly describe what the students will be doing in each activity.

1. Students will individually read a brief article about a phenomenon and will make a prediction with three pieces of supporting evidence from the article on an index card (CCT 3a). A word bank and a graphic organizer will be provided to those requiring modifications (CCT 1a and 3a).
2. Students will be arranged in groups based on a quick review of the index cards. Groups will include individuals of mixed abilities and will also be based on the level of understanding displayed on index cards. Individuals within their small groups will share their predictions with each other, respectfully challenge each other's ideas, and through discussion attempt to reconcile any differences and come to group consensus (1a). They will be expected to use evidence from their previous lesson and the reading to support their predictions (3b). Students will use our class-generated discussion norms and protocols (posted on the wall) during discussion activities (CCT 1b and 1c).
3. Students will create a visual representation of their prediction and design a simple experiment using the materials provided to test their prediction (CCT 3b). They will be given a simple group rubric to guide their design. Students will hang their visuals on the wall, analyze each visual, and place colored stickers on the design that has the most potential to advance their knowledge of the phenomenon. The visual with the most stickers will be the experiment conducted in class the following day (CCT 3b).

Cite CCT 2a or appropriate indicator on equivalent rubric after each standard.

Align each objective to Domain 2b or 2c of the CCT or equivalent observation rubric used in your district.

Remember, your evaluator will be looking for smooth transitions between each activity and will want to see students taking ownership of their own learning. Elaborate briefly on each activity and explicitly link each one to Domain 1 or 3 of the CCT.

4. Students engage in a whole-class discussion, using classroom norms and protocols, sharing why they voted as they did (CCT 1a and 1c). Students will be given back their index cards from the beginning of class and asked if they want to modify their predictions based on the discussion. After making changes, they will drop the cards into a box as they exit the room (CCT 1c and CCT 3b).

**Assessments:**

1. Predictions on index cards (CCT 3c)
2. Visual representation of experimental design rubric (3c)
3. Class discussion and participation self-assessment rubric (3c and 1a)



**Cite Domain 3, Indicator c in your Assessment section. If you can also use assessments to plan your next lesson or differentiate instruction, also cite Domain 1, Indicator a.**



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