



TORRINGTON PUBLIC SCHOOLS

Torrington Educator Evaluation and Support Plan

Approved by CSDE: September 2014



Torrington Public Schools
Educator Evaluation and Support Plan

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Educator Evaluation and Development Plan

The Torrington Public Schools would like to recognize the following individuals who gave their time, talents, and considerable insights to developing the narratives and forms included in this document:

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Guiding Assumptions

This document is designed to be in compliance with the Connecticut State Model for Educator Evaluation revised and approved by the Connecticut State Department of Education in May 2014. Much of the plan is crafted based on the System for Educator Evaluation and Development (SEED) pilot state model. The Connecticut Common Core of Teaching and the Connecticut Framework for Teaching provide the standards for performance evaluation. This plan utilizes locally-determined standardized and non-standardized indicators for student achievement, growth, and development appropriate to each teacher's assignment jointly identified by the teacher and his/her evaluator. The Whole-School Student Learning Indicator and a family engagement goal rounds out the essential components of the plan.

The guiding principles that provide the foundation for this document are:

- When teachers succeed, students succeed.
- No school-level factor matters more to students' success than high quality teachers.
- To support teachers, an evaluation plan needs to clearly define excellent practice and results, give accurate, useful feedback about teachers' strengths and development areas, and provide opportunities for growth and recognition.
-
- The plan will:
 - consider multiple, standards-based measures of performance determined through the comparison of data across assessments administered over time
 - promote both professional judgment and consistency
 - foster dialogue about student learning
 - encourage aligned professional development, coaching, and feedback to support teacher growth
 - promote the development of educators as instructional leaders



Important terms in teacher evaluation

Cycle Year:

Teachers who are at Proficient or Exemplary rating will receive one (1) formal observation plus two (2) informal observations once every third year.

IAGD:

An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with quantitative targets, that will demonstrate whether a Student Learning Objective (SLO) was met. Each SLO must include at least one IAGD. Each IAGD must make clear (1) what evidence will be examined, (2) what level of performance is targeted and (3) what proportion of students is projected to achieve the targeted performance level.

Non-Cycle Year:

The intervening years that are not a cycle year, Proficient or Exemplary rated teachers will receive a minimum of three (3) informal observations and a minimum of one (1) review of practice.

Non-standardized indicator

Type of task performed by students that is aligned to the curriculum and rated against a set of criteria that describes student growth and development; might include, but is not limited to, student written work; student oral work; demonstration and/or performance; constructed project; curriculum-based assessment

SEED:

Connecticut's System for Educator Evaluation and Development, known as SEED, outlines a new model for the evaluation and support of educators in Connecticut and is aligned to the Connecticut Guidelines for Educator Evaluation approved by the State Board of Education on April 24, 2014. .

SLO:

A Student Learning Objective (SLO) is an academic goal that teachers/administrators and evaluators set for groups of students. In the SEED Handbook, there are differences between how SLOs are defined within the teacher model and the administrator model. The table below outlines these differences.

Administrator SLOs

Administrator SLOs combine the three areas of teacher SLO into one SMART statement. They are written like a SMART goal and include target, measurement and time within a single SLO. They should:

- Align to district and school learning goals
- Provide a measure
- Be written in SMART format
- Focus on priority areas

Teacher SLOs

Teacher SLOs contain three component parts: Broad goals for student learning that address a central purpose, a rationale that explains why this is an important area of improvement, and at least one IAGD which is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met.

of qualitative



SMART:

At the start of the school year, each educator will work with his or her evaluator to develop their practice and performance goal(s) and SLOs through mutual agreement. All goals should have a clear link to student achievement and school/district priorities.

Goals should be SMART:

S=Specific and Strategic

M=Measurable

A=Aligned and Attainable

R=Results-Oriented

T=Time-Bound

SBAC:

Smarter Balanced Assessments go beyond multiple-choice questions to include extended response and technology enhanced items, as well as performance tasks that allow students to demonstrate critical-thinking and problem-solving skills. Performance tasks challenge students to apply their knowledge and skills to respond to complex real-world problems. They can best be described as collections of questions and activities that are coherently connected to a single theme or scenario. These activities are meant to measure capacities such as depth of understanding, writing and research skills, and complex analysis, which cannot be adequately assessed with traditional assessment questions. The performance tasks will be taken on a computer (but will not be computer adaptive) and will take one to two class periods to complete. The Smarter Balanced Assessments are aligned with the Common Core State Standards (CCSS) and will replace CMT and CAPT assessments.

SPI:

SPI is the School Performance Index and indicates overall student performance in a school based on Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT) results.

Standardized indicator

Periodic assessment tool, including interim assessments that align with and lead to the main assessment that is administered more than once per year, with cumulative results of all assessments used to show growth over time

Student Outcomes related indicators:

An evaluation of a teacher's contribution to student academic progress, at the school and classroom level. There is an option in this focus area to include student feedback. This focus area is comprised of two categories:

- ***Student growth and development (45%)*** as determined by academic progress related to a teacher's student learning objectives (SLOs), and
- ***Whole-school measure of student learning or student feedback (5%)*** as determined by aggregate student learning indicators or student surveys.

Teacher Practice related indicators

An evaluation of the core instructional practices and skills that positively affect student learning. In the SEED model, this focus area is comprised of two categories:

- ***Observation of teacher performance and practice (40%)*** as defined in the CCT Framework, which articulates six domains and eighteen components of teacher practice; and
- ***Family feedback (10%)*** strategies based on areas for improvement based on school-wide survey



Whole School student learning indicators:

For districts that include whole-school student learning indicators in teacher evaluations, a teacher's indicator ratings shall be represented by the aggregate rating for the multiple student learning indicators established by the administrator's evaluation rating.

Helpful Links

Connecticut's System for Educator Evaluation and Development (SEED):
<http://www.connecticutseed.org/>

Common Core State Standards (CCSS)
www.cea.org/commoncore

The CT Teacher Education and Mentoring (TEAM) program:
<http://www.ctteam.org/>



The Common Core of Teaching Framework

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning

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

- 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs.
- 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.
- 1c. Maximizing instructional time by effectively managing routines and transitions.

CCT DOMAIN 2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

- 2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.
- 2b. Planning instruction to cognitively engage students in the content.
- 2c. Selecting appropriate assessment strategies to monitor student progress.

CCT DOMAIN 3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

- 3a. Implementing instructional content for learning.
- 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.
- 3c. Assessing student learning, providing feedback to students and adjusting instruction.

CCT DOMAIN 4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism and leadership by:

- 4a. Engaging in continuous professional learning to impact instruction and student learning.
- 4b. Collaborating to develop and sustain a professional learning environment to support student learning.
- 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.



Components of the Torrington Educator Evaluation Plan

- **Student Achievement, Growth and Development** (45%)
 - Student Learning Outcomes are based on progress toward attaining or exceeding goals for student growth using multiple indicators.
 - Each teacher will craft an IAGD (Indicators of Academic Growth and Development) statement in a SMART (Specific, Measurable, Attainable, Results-Oriented, Time-bound) goal format. *The goal will be measured at the summative conference by the following ratings: Exemplary, Proficient, Developing, Below Standard.*

- **Whole School Student Learning Indicator** (5%)
 - The Whole School Learning Indicator shall be represented by the aggregate rating for multiple student learning indicators established for the school administrator's evaluation rating. The SPI rating is part of these data and will be reported to the school by the CSDE. Strategies to improve the WSSL will be embedded in the School Improvement Plan for overall school or district improvement. These data will be shared with all certified staff by September 30 and again during the individual goal setting conference. Teachers will embrace their role and responsibility in contributing to whole school progress. *The goal will be measured at the summative conference by the following ratings Exemplary, Proficient, Developing, Below Standard.*

- **Professional Practice and Professional Growth** (40%)
 - Data for this component will come from the teacher's summative Performance and Practice rating based on the prescribed number of formal in-class observations, informal observations and contacts. A Worksheet for each of the five Domains (Classroom Environment/Student Engagement/Commitment to Learning; Planning for Active Learning; Instruction for Active Learning; Assessment for Active Learning; Professional Responsibilities /Teacher Leadership), and the teacher will be assigned a *summative rating: Exemplary, Proficient, Developing, Below Standard.*
 - Teachers will also complete an Individualized Professional Growth Plan in cooperation with their evaluator as part of the goal-setting conference at the start of the year that identifies strengths and areas for improvement, sets a personal improvement goal, and identifies appropriate resources and supports to help the teacher achieve their professional growth target. At the summative conference, the goal will be reviewed and *measured by the following ratings: Exemplary, Proficient, Developing, Below Standard.*
 - Torrington Public Schools will provide opportunities for professional growth based on performance identified through evaluation -based professional learning and career development and professional growth. Examples of evaluation-based professional learning could include, but are not limited to: PLCs, targeted professional development based on areas of need, mentoring/coaching, etc.
 - Torrington Public Schools will provide opportunities for career development based on performance identified through the evaluation process. Examples of career development could include mentoring or coaching other teachers, leading data team, coordinating teacher, etc.



Parent or peer feedback

- **Family Engagement** (10%)

- School-wide surveys will be made available on-line (e.g., SurveyMonkey, etc.) and mailed to families to capture parent/family feedback. The surveys will be anonymous and will ensure fairness, reliability, validity and usefulness of information. School Governance Councils shall assist in the development of whole-school surveys, if applicable.
- Principals and teachers should review the school-wide family survey results from the previous school year at the start of the upcoming school year to identify areas of need and set general family engagement goals based on the survey results. After school level goals have been set, each teacher and evaluator will determine through consultation and mutual agreement one related family engagement goal area.
- Each teacher will identify strategies appropriate for their grade level or assignment that he/she can undertake to invite families to be involved as partners and participants in their students' educational efforts in school. These teacher-driven strategies will be documented and monitored to see if they positively impact family engagement. The teacher will measure how successfully he/she implements an identified strategy in their class(es) to address an area of need. The family feedback rating will reflect the degree to which a teacher successfully pursues his/her engagement strategies. At the summative conference, the goal will be *evaluated by the following ratings: Exemplary, Proficient, Developing, Below Standard*.

Rating matrices

Each of the four components (Teacher Performance & Practice, Family Engagement, Student Growth & Development, and Whole School Student Learning Indicator) are converted to numerical equivalents in order to arrive at a summative assessment according to this scale:

Exemplary	4
Proficient	3
Developing	2
Below Standard	1

Mathematical formula

Family Engagement score (1-4) x Weight (10)
 + Teacher Performance & Practice score (1-4) x weight (40)
Teacher Practice Indicator Rating

Student Growth & Development score (1-4) x weight (45)
 + Whole School Student Learning Indicator score (1-4) x weight (5)
Student Outcome Indicator Rating

Score points	Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary



The matrix below will be utilized to determine a summative rating based on the four evaluation components. Student Growth and Development (45%) is combined with Whole-School Student Learning Indicator (5%) to generate an Outcome Rating. Professional Performance and Practice (40%) is combined with Family Engagement (10%) to generate a Practice Rating.

Student Outcome Rating	Teacher Practice Rating			
	<i>Exemplary</i>	<i>Proficient</i>	<i>Developing</i>	<i>Below Standard</i>
	<i>Exemplary</i>	Exemplary	Proficient	Gain further information
	<i>Proficient</i>	Exemplary	Proficient	Gain further information
	<i>Developing</i>	Proficient	Developing	Below Standard
	<i>Below Standard</i>	Gain further information	Below Standard	Below Standard

Example:

<i>Category</i>	<i>Score</i>	<i>Weight</i>	<i>points</i>
Student Performance & Practice	3	40	120
Family Engagement	2	10	20
Teacher Practice TOTAL			140
Student Growth	3	45	135
Whole School Indicator	2	5	10
Student Outcome TOTAL			145

Teacher Practice=140=Proficient
 Student Outcome=145=Proficient
 Proficient x Proficient= Proficient



The Evaluation Process

Step 1: Orientation on Process

- Information on the Teacher Evaluation Plan included in the New Hire Orientation meetings which are held prior to the start of the school year.
- All evaluators will attend a State-approved training session to receive training, proficiency and calibration.
- Information will be provided to all current certified staff by September 30 at a faculty meeting. Administrators will present a general overview of the evaluation process and timelines at this meeting. They will share and discuss any school or district priorities that should be reflected in the teacher goals. All certified staff will be required to sign-in to acknowledge the receipt of this information.
- More specific and customized information will be shared with individual teachers at the evaluator-teacher goal setting meeting. An item will be added to the goal-setting sheet so the teacher can acknowledge that the process has been explained and they understand how it will work.

Step 2: Teacher Reflection and Goal Setting

- Timeframe: Target is October 15; must be completed by November 1.
- At this meeting the teacher and evaluator will discuss the following goals: Two Student Learning Goals/Outcomes (with IAGDs utilizing multiple measures and evidence based on multiple assessments over the course of time), one Professional Improvement Goal, and a Families as Partners Goal.
 - One Student Learning Outcomes (SLO) (supported by two IAGDs) which correspond with the Student Growth and Development component which counts 45% of the overall evaluation.
 - Student Learning Outcomes (SLOs) are broad-based statements for student learning and expected student improvement. These goal statements identify core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicate a need. The SLO should address a central purpose of the teacher's assignment and should pertain to a large proportion of the teacher's students. The SLO should be aligned to relevant state or national standards (e.g., Common Core State Standards, etc.) or district standards for the grade level or course. Teachers and evaluators will mutually agree on one student goal for growth and development; all goals will be appropriate for the teacher's grade and subject area, or position and role within the school. ← *good wording*
 - An Indicator of Academic Growth (IAGD) is an assessment/measure of progress to include a quantitative target that will demonstrate whether the SLO was met. The IAGD needs to be based on multiple, identifiable student data and written in a SMART goal format (Specific, Measureable, Achievable, Relevant, and Time-bound). Data sources should be brought to the goal-setting meeting.
 - IAGDs will be mutually agreed upon by the teacher and the evaluator and an agreement on the balance of weighting of standardized and non-standardized indicators for the 45% component. Teachers whose students take a standardized assessment will create one IAGD based on a standardized measure (weighted 22.5%) and one IAGD based on a minimum of one non-standardized measure weighted 22.5% (All other teachers will develop their SLOs with two IAGDs based on non-standardized measures (weighted 45%).
 - Teachers who use standardized measures: evidence of meeting goals/objectives shall not be determined by a single isolated standardized test score; rather meeting goals/objectives shall be determined through the comparison of data across assessments administered over time. The standardized measure can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching grades and subjects tested by standardized measures.
 - The Smarter Balanced Assessment will replace CMT/CAPT in 2016.

discrepancy here - which is it

SED language



- Since students are not taking the CMT/CAPT (except in Science), the teacher may choose one of the standardized measures available (until SBAC data is available) or one non-standardized or one standardized and one non-standardized indicator that is appropriate for their assignment.
- See list of suggested standardized and non-standardized academic indicators in Appendix 1.

- Teachers are encouraged to scaffold the goal-setting process by
 - examining available student assessment data (district and commercially generated)
 - collecting work samples that demonstrate the area in need of improvement
 - meeting with grade level teams or departments to support the goal-setting process.

- **One Professional Growth Plan Goal** which fits into the Observation of Teacher Performance and Practice component.

- This goal needs to be derived from the Connecticut Framework for Teaching.
- The goal should focus on one of the four possible domains (Planning and Preparation, Classroom Environment, Instruction, or Professional Responsibilities).
- The teacher's personalized *Professional Development and Growth Plan* will be determined by the choice of the Professional Improvement Goal. Teachers within a grade level/department, school, or the whole district may be involved in different professional learning opportunities based on their entry level of proficiency or the area that is targeted for growth or improvement. Teachers will be assisted by administrators in identifying appropriate training, events, or experiences in order to develop a plan.

- **One Families Engagement Goal** which counts 10% of the overall evaluation.

- Each teacher will identify strategies appropriate for their grade level or assignment that they will document and monitor to involve families as partners and participants in their students' educational efforts in school. At the summative conference, the goal will be *evaluated by the following ratings: Exemplary, Proficient, Developing, Below Standard.*

should say here that teacher + evaluator agree on goal

- **Other performance measures**

- Each teacher's evaluation will also incorporate the **Whole School Student Learning Indicator** which counts 5% of the overall The Whole School Learning Indicator shall be represented by the aggregate rating for multiple student learning indicators established for the school administrator's evaluation rating. The SPI rating is part of these data and will be reported to the school by the CSDE, when available. Strategies to improve the WSSLI will be embedded in the School Improvement Plan. These data will be shared with all certified staff by September 30 and reviewed again during the individual goal setting conference. Teachers will embrace their role and responsibility in contributing to whole school progress.
- Teachers may be involved in many individual, grade-level/team/department, and/or school initiatives, but the goals in the evaluation plan are limited to those areas that will be closely monitored, on which data will be collected and shared, and which will serve to focus feedback and reflection on a regular, systematic basis throughout the evaluation cycle.

Step 3: Ongoing formal and informal observations



Step 4: Mid-year Check-in

- Timeframe: January-March 1.
- Evaluators and teachers will meet (*Proficient or Exemplary* rated teachers will submit the appropriate forms to their evaluator unless a meeting is requested by the evaluator or it is a Cycle Year.) to review progress towards goals/objectives by March 1st using available information including agreed upon indicators. Strategies or approaches may be revised and student learning goals may be adjusted if mutually agreed. The evaluator may also revisit the Professional Growth Plan to identify additional supports as needed.

Step 5: End-of-Year Conference

- Timeframe: May 15 (last day of school) *much too late*
- All evaluation components will be reviewed at this meeting to determine summative performance rating and if goals were *Exemplary, Proficient, Developing, Below Standard* in each area.
- The teacher and evaluator will reflect on the year, progress towards goals, and professional practice. All data and evidence will be submitted and reviewed.
- The evaluator will rate the teacher performance based on the criteria for the four levels of performance: *Exemplary, Proficient, Developing, or Below Standard*. Forms included in Appendix 2 that demonstrate the calculation of the final rating will be completed within two weeks of the conference, but no later than June 30.
- If state testing data has a significant impact on the final rating, the final rating may be revised before September 15 when the test data becomes available.

Definition of Effectiveness and Ineffectiveness

Teachers are expected to demonstrate professional competency in the six domains of the Common Core of Teaching. Teachers need to accurately assess student performance and assist students in making a year's worth of academic growth from the students' baseline data. The standards described below are rooted in the belief that these are areas within the control of the teacher to continuously improve. All teachers should be capable of earning a summative rating of *Exemplary* or *Proficient*. Teachers who earn a rating of *Exemplary* or *Proficient* will be deemed "Effective."

Both non-tenured and tenured teachers who are rated as *Below Standard* or have a pattern of two *Developing* ratings at the summative conference may be deemed ineffective.

*what's a 'pattern' consecutive?
within X# of years?*

Non-tenured teachers:

Evaluators will assist in identifying strategies to support and grow teachers' skills including participation in TEAM, encouraging grade and/or department level support, and providing frequent and timely feedback by an evaluator according to the teacher evaluation plan. The teacher's Professional Growth Plan will identify appropriate interventions to address areas in need of improvement. However, teachers who have not achieved tenure status can be terminated at any time with cause or non-renewed.

Tenured teachers:

Evaluators will assist in identifying strategies to support and grow teachers' skills including encouraging grade and/or department level support and providing frequent and timely feedback by an evaluator according to the teacher evaluation plan. The teacher's Professional Growth Plan will identify appropriate interventions to address areas in need of improvement. Teachers who have achieved tenure may be deemed ineffective and subject to termination provided that the teacher is awarded due process through the elements of the teacher evaluation plan. A tenured teacher would be subject to more intensive supervision and could be terminated after a two year probationary period based on the criteria listed:

*was about
uses for
growth
or Prof or
Ex teachers*

First year following a summative rating below "Proficient"



- Student Achievement, Growth and Development SMART goal rating of "Developing" or "Below Standard"
- AND
- Professional Practice and Performance Level rating of "Developing" or "Below Standard"

A teacher with this performance profile will be put on increased supervision and be given *one academic year* to improve the Student Performance rating by one or more level AND the Professional Practice rating to "Developing" or higher.

If this progress is not made to be rated "Proficient" by the summative conference, the teacher shall be deemed "ineffective."

If in the second consecutive Year, the summative rating is still below Proficient, teacher needs to show at least this much growth:

- "Student Achievement, Growth and Development" rating from "Below Standard" to "Developing" or improved from "Developing" to "Proficient"
- AND
- Professional Practice rating from "Below Standard" to "Developing" or from "Developing" to "Proficient".

A teacher who is not able to demonstrate this improvement will be deemed "ineffective" and subject to termination.

After two consecutive years without achieving an Proficient rating in Professional Practice and "Meets goal" in student achievement, teachers shall be deemed "ineffective" and subject to dismissal.

Tenured teachers who have a summative rating of *Developing or Below Standard* or who have been deemed ineffective will have one probationary year in order to make improvements. This determination of probationary status will be shared with the teacher at the summative conference. If the rating was impacted by state assessment data, the teacher, a member of the bargaining group, and the evaluator shall meet no later than September 15 to review the more intensive supervision process. The Professional Growth Plan will specifically identify supports and resources that will be required to improve competencies.

During this year, the teacher will follow the Milestone and Timeline process which includes an increased number of observations.

Improvement and Remediation Plans:

Teachers who have a summative rating of *Developing or Below Standard* will^{be} offered focused support and development.

The *Improvement and Remediation* plan will be developed in consultation with the teacher and his/her exclusive bargaining representative and be differentiated by the level of identified need and/or stage of development. The

Improvement and Remediation Plan will:

- Clearly identify targeted supports, in consultation with the teacher, which may include specialized professional development, collaborative and administrative assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the improvement outcomes.
- Clearly delineate goals linked to specific indicators and domains within the observation of practice framework/rubric that specify exactly what the teacher must demonstrate at the conclusion of the *Improvement and Remediation* Plan in order to be considered "proficient."



- Indicate a timeline for implementing such resources, support and other strategies in the course of the same school year as the plan is developed. Determine dates for interim and final reviews in accordance with stages of support.
- Include indicators of success, including a rating of proficient or better at the conclusion of the improvement and remediation plan.

Dispute resolution:

Handwritten: Should the teacher and evaluator reach an impasse regarding agreement on goals/objectives, the evaluation period, feedback or the professional development plan, the issue in dispute will be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). The Superintendent and the respective collective bargaining unit for the district will each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party, as mutually agree upon between the Superintendent and the collective bargaining unit. In the event that the designated committee does not reach a unanimous decision, the issue shall be considered by the Superintendent whose decision shall be binding.

Exemplary teachers:

Exemplary teachers will be encouraged to pursue positions of teacher leadership that will allow them to act as models and resources for their peers.



Non-tenured teacher Milestones and Timeline

Milestone	Time frame	Form used
Orientation on process	Before October 1	Group or individual meetings
Teacher Reflection and Goal setting	By October 15	CCT Framework Data sources appropriate to teaching assignment
Goal setting conference	By October 15	Form A – Teacher completes
Develop Professional Growth Plan	By October 15	Form C – Teacher completes
Identify measures for 15% (family engagement goal (10%) and whole school student learning indicator (5%))	By October 15	Form D – Teacher completes
Formal Observation - Minimum of three (3) Formal In-Class Observations (minimum 30 minutes in length) two of 3 must include a pre- and post-conference and all must include a post-conference.	Minimum one (1) to be completed before Mid-year check-in (no later than March 1) and second formal to be completed by April 1	Form E – Evaluator completes
Informal Observation – Minimum of one (1) Informal In-class Observation (minimum 15 minutes in length)	Minimum two (2) completed by March 1	Form E – Evaluator completes
Mid-year check-in (Scheduled meeting with evaluator and submission of forms)	January-March 1	Form F – Teacher completes Reference Form C and relevant data for teacher's assignment from Form A or B
Contract renewal meeting	April 15	Form L: Non-Tenured Renewal Document
Goal Accomplishment	May 15	Form I: Teacher and Evaluator complete
Scoring by evaluator	May-June	Form G (Performance Rating): Evaluator completes
End of year conference	June 15	Form H (End of Year Summative) – Evaluator completes Form I: Student Growth and Development – Teacher and evaluator complete Form J: Family Engagement goal – Teacher and evaluator completes Form K: Whole School Indicator – Teacher and evaluator completes

Formal=Minimum of 30 minutes with pre- and post-conferences with written and verbal feedback
 Informal=Minimum 10 minutes followed by written and/or verbal feedback, unannounced

Review of practice: as defined by CCT- Framework



Proficient & Exemplary Milestones and Timeline – Cycle Year

Teachers who receive and maintain a *Proficient or Exemplary* performance evaluation receive one formal in-class observation and a review of practice plus two informal observations every third year.

Milestone	Time frame	Form used
Orientation on process	Before October 1	Group or individual meetings
Teacher Reflection and Goal setting	No later than October 15	CCT Framework Data sources appropriate to teaching assignment
Goal setting conference	By October 15	Form A – Teacher
Develop Professional Growth Plan	By October 15	Form C – Teacher completes
Identify measures for 15% (family engagement goal and whole school student learning indicator)	By October 15	Form D – Teacher completes
Formal Observation - Minimum of one (1) Formal In-Class Observation (minimum 30 minutes in length with pre- and post-observation conferences)	To be completed before May-June "Scoring by evaluator" is prepared	Form E: Formal Observation – Evaluator completes
Informal Observation – Minimum two (2) Informal In-Class Observations (minimum 15 minutes in length)	To be completed before May-June "Scoring by Evaluator" is prepared	Form E: Informal Observation – Evaluator completes
Mid-year check-in (Scheduled meeting with evaluator and submission of forms)	January-March 1	Form F – Teacher completes Reference Form C and relevant data for teacher's assignment from Form A or B
Review of Practice – Minimum of one (1)	To be completed before May-June "Scoring by Evaluator" is prepared	
Goal Accomplishment	May 15	Form I – Teacher and evaluator complete
Scoring by evaluator	May-June	Form G (Performance Rating) – Evaluator completes
End of year conference	June 15	Form H (End of Year Summative) – Evaluator completes Form I: Student Growth and Development – Teacher and evaluator complete Form J: Family Engagement goal – Teacher and evaluator complete Form K: Whole School Indicator – Teacher and evaluator complete

Formal=Minimum of 30 minutes with pre- and post-conferences with written and verbal feedback; Informal=Minimum 15 minutes followed by written and/or verbal feedback, unannounced; Review of practice: as defined by CCT Framework



Proficient & Exemplary Milestones and Timeline Non-Cycle Year

The intervening years that are not a Cycle Year, Proficient or Exemplary rated teachers receive a minimum of three informal observations and a minimum of one review of practice.

Milestone	Time frame	Form used
Orientation on process	Before October 1	Group or individual meetings
Teacher Reflection and Goal setting	By October 15	CCT Framework Data sources appropriate to teaching assignment
Goal setting conference	By October 15	Form A – Teacher completes
Develop Professional Growth Plan	By October 15	Form C – Teacher completes
Identify measures for 15% (family engagement goal and whole school student learning indicator)	By October 15	Form D – Teacher completes
Informal Observation – <u>Minimum three (3) Informal Observation</u> (minimum 15 minutes in length)		Form E: Informal Observation– Evaluator completes
Mid-year check-in (Submission of forms unless evaluator schedules meeting)	January-March 1	Form F – Teacher completes Reference Form C and relevant data for teacher's assignment from Form A or B
Review of Practice – <u>Minimum of one (1)</u>	?	
Goal Accomplishment	May 15	Form I – Teacher and evaluator complete
Scoring by evaluator	May - June	Form G (Performance Rating) – Evaluator completes
End of year conference	June 15	Form H (End of Year Summative) – Evaluator Form I - Student Growth and Development – Teacher and evaluator complete Form J: Family Engagement goal – Teacher and evaluator Form K: Whole School Indicator – Teacher and evaluator

Formal=Minimum of 30 minutes with pre- and post-conferences with written and verbal feedback
 Informal=Minimum 15 minutes followed by written and/or verbal feedback, unannounced
 Review of practice: as defined by CCT Framework



Developing or Below Standard Milestones and Timeline

Milestone	Domain Focus	Time frame	Form used
Orientation on process		Before October 1	Group or individual meetings
Teacher Reflection and Goal setting		No later than October 15	CCT Framework Data sources appropriate to teaching assignment
Goal setting conference		By October 15	Form A: (standardized assessments) OR Form B: (non-standardized assessments) – Teacher completes
Develop Professional Growth Plan		By October 15	Form C – Teacher completes
Identify measures for 15% (family engagement goal and whole school student learning indicator)		By October 15	Form D – Teacher completes
Formal Observation - <u>Minimum of three (3) Formal In-Class Observations</u> (minimum 30 minutes in length with pre- and post-observation conference)	Domains 1, 2, 3, and/or 4		Form E: Formal Observation – Evaluator completes
Informal Observation – <u>Minimum of one (1) Informal In-class Observations</u> (minimum 15 minutes in length)	Domains 1 and 2 and/or 3 and 4		Form E: Informal Observation – Evaluator completes
Mid-year check-in (Scheduled meeting with evaluator and submission of forms)	Domains 3 and 4	January-March 1	Form F – Teacher completes Reference Form C and relevant data for teacher's assignment from Form A or B
Contract renewal meeting		April 15	
Goal Accomplishment		May 15	Form I – Teacher and evaluator
Scoring by evaluator		May 31	Form G (Performance Rating) – Evaluator completes
End of year conference	Domains 4 and 4	May 31	Form H (End of Year Summative) – Evaluator completes Form I: Student Growth and Development – Teacher and evaluator completes Form J: Family Engagement goal – Teacher and evaluator completes Form K: Whole School Indicator – Teacher and evaluator completes

Formal=Minimum of 30 minutes with pre- and post-conferences with written and verbal feedback
 Informal=Minimum 15 minutes followed by written and/or verbal feedback, unannounced
 Review of practice: as defined by CCT- Framework



Section 1 - Introduction

Context of the Torrington Professional Development and Evaluation Plan System

District Principles and Vision for Education Evaluation

Quality Student Work Rubric

Section 2 – Evaluation System Overview

Section 3 – Four-level Rating System

Section 4 – Yearly Timelines in the Evaluation Process

Teacher Milestones and Timeline* all Forms will be titled by what they are

Milestone	Year 1, 2, Developing, and Below Standard Teachers	Accomplished Proficient and Exemplary (includes year 3 and 4 non-tenured)	Form used
Orientation on process	September Faculty Meeting followed by evaluator group meetings by October 1 New Hires after October 1 will receive orientation by their evaluator within 2 weeks of their start date		Group meetings with the exception of new hires after October 1 which may be individual
Goal setting conference	By October 15	By November 1	Form A – Teacher completes
Develop Professional Growth Plan	By October 15	By November 1	Form B – Teacher completes <i>Theory of Action for Instruction Goals</i>
Identify measures for Family Engagement Goal	By October 15	By November 1	Form C – Teacher completes <i>Theory of Action Plan for</i>
Whole School Student Learning Indicator	By October 15	By November 1	Form D – Teacher and Fam. Eng. Administrator completes <i>Student Feedback</i>
Formal Observation – Minimum of three (3) formal in-class observations (minimum 30 minutes in length) two of 3 must include a pre- and post-conference and all must include a post-conference.	1 st -by November 15 2 nd -by January 15 3 rd -by March 15		Form E – Evaluator completes



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Formal Observation(cycle year 1) Minimum of one (1) formal in-class observation (minimum 30 minutes in length) with pre- and post-observation conferences		By May 15	Form E- Evaluator complete
Informal Observation – Minimum of one (1) Informal in-class observation (minimum 15 minutes in length)	By April 1		Form E – Evaluator completes
Informal Observation (cycle year)-minimum of 2 informal observations- 1 in-class observation (minimum 15 minutes in length)		By May 15	Form E-evaluator completes
Informal Observation(non-cycle year 2) Minimum of three (3) Informal- 3 in-class observations (minimum 15 minutes in length)		By May 15	Form E- Evaluator completes
Review of Practice		By May 15	
Mid-year check-in (Scheduled meeting with evaluator and submission of forms)	January-February 1	January-March 1	Form F – Teacher completes Reference Form C and relevant data for teacher's assignment from Form A or B
Contract renewal meeting	By April 15		Form L: Non-Tenured Renewal Document
End of year conference	By April 15	By May 31	Form H (End of Year Summative) – Evaluator completes Form I: Student Growth and Development – Teacher and evaluator complete Form J: Family Engagement goal – Teacher and evaluator completes Form K: Whole School Indicator – Teacher and evaluator completes Form G- Evaluator completes

Formal=Minimum of 30 minutes with pre- and post-conferences with written and verbal feedback

Informal=Minimum 10 minutes followed by written and/or verbal feedback, unannounced

Review of practice: as defined by CCT- Framework



Torrington Public Schools
Educator Evaluation and Support Plan

Components of the Torrington Educator Evaluation Plan

- **Student Achievement, Growth and Development** (45%)

- Student Learning Outcomes are based on progress toward attaining or exceeding mutually agreed upon goals for student growth using multiple qualitative and/or quantitative indicators.
- Goals are for teaching staff that do not work directly with students and are also mutually agreed upon.

Each teacher will craft an IAGD (Indicators of Academic Growth and Development) statement in a SMART (Specific, Measurable, Attainable, Results-Oriented, Time-bound) goal format. How can we make a SMART goal be qualitative? *The goal will be measured at the summative conference by the following ratings: Exemplary, Proficient, Developing, Below Standard.*

- **Whole School Student Learning Indicator** (5%)

- The Whole School Learning Indicator shall be represented by the aggregate rating for multiple student learning indicators established for the school administrator's evaluation rating. The SPI rating is part of these data and will be reported to the school by the CSDE. Strategies to improve the WSSL will be embedded in the School Improvement Plan for overall school or district improvement. These data will be shared with all certified staff by September 30 and again during the individual goal setting conference. Teachers will embrace their role and responsibility in contributing to whole school progress. *The goal will be measured at the summative conference by the following ratings Exemplary, Proficient, Developing, Below Standard.*

- **Professional Practice and Professional Growth** (40%)

- Data for this component will come from the teacher's summative Performance and Practice rating based on the prescribed number of formal in-class observations, informal observations and contacts. A Practice and Performance Level will be generated at the summative conference based on the Rating Worksheet for each of the four Domains ((Ooops-keep this Domain); Planning for Active Learning; Instruction and Assessment for Active Learning;; Professional Responsibilities /Teacher Leadership), and the teacher will be assigned a *summing rating: Exemplary, Proficient, Developing, Below Standard.*
- Teachers will also complete an Individualized Professional Growth Plan (Form B) in cooperation with their evaluator as part of the goal-setting conference at the start of the year that identifies strengths and areas for improvement, sets a personal improvement goal, and identifies appropriate resources and supports to help the teacher achieve their professional growth target. At the summative conference, the goal will be reviewed and *measured by the following ratings: Exemplary, Proficient, Developing, Below Standard.*
- Torrington Public Schools will provide opportunities for professional growth based on performance identified through evaluation -based professional learning and career development and professional growth. Examples of evaluation-based professional learning could include, but are not limited to: PLCs, targeted professional development based on areas of need, mentoring/coaching, conferences/workshops, etc.
- Torrington Public Schools will provide opportunities for career development based on performance identified through the evaluation process. Examples of career development could include mentoring or coaching other teachers, leading data team, coordinating teacher, etc.

- **Parent or Peer Feedback** (10%)



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Educator Evaluation and Support Plan

- School-wide surveys may be made available on-line (e.g., *SurveyMonkey, etc.*) and mailed to families to capture parent/family feedback. The surveys will be anonymous and will ensure fairness, reliability, validity and usefulness of information. School Governance Councils shall assist in the development of whole-school surveys, if applicable.
- Each teacher and evaluator will determine through consultation and mutual agreement one Parent or Peer Feedback goal.
- Each teacher will identify strategies appropriate for their grade level or assignment that he/she can undertake. The Parent or Peer feedback rating will reflect the degree to which a teacher successfully pursues his/her engagement strategies. At the summative conference, the goal will be *evaluated by the following ratings: Exemplary, Proficient, Developing, Below Standard.*

To come out and replace with EASTCONN one and language from CEA sample summative rating

In order to determine summative rating designations for each teacher, EASTCONN evaluators will:

- Rate teacher performance in each of the four Categories:
1. Student Outcomes and Achievement;
 2. Observations of Teacher Performance and Practice;
 3. Parent Feedback, and
 4. Whole-School Student Learning Indicators.

Combine the Student Outcomes and Achievement (Category 1, above) and Whole-School Student Learning Indicator rating (Category 4, above) into a single rating, taking into account their relative weights. This will represent an overall **"Outcomes Rating"** of Exemplary, Proficient, Developing, or Below Standard.

Combine the Observations of Teacher Performance and Practice rating (Category 2, above) and the Parent Feedback rating (Category 3, above) into a single rating, taking into account their relative weights; this will represent an overall **"Practice Rating"** of Exemplary, Proficient, Developing, or Below Standard.

Combine the **Outcomes Rating** and **Practice Rating** into a **final rating**. In undertaking this step, teachers will be assigned a summative rating category of **Exemplary, Proficient, Developing, or Below Standard.**



Torrington Public Schools
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The Evaluation Process

Step 1: Orientation on Process

- Information on the Teacher Evaluation Plan included in the New Hire Orientation meetings which are held prior to the start of the school year.
- All evaluators will attend a State-approved training session to receive training, proficiency and calibration.
- Information will be provided to all current certified staff by September 30 at a faculty meeting. Administrators will present a general overview of the evaluation process and timelines at this meeting. They will share and discuss any school or district priorities that should be reflected in the teacher goals. All certified staff will be required to sign-in to acknowledge the receipt of this information.
- More specific and customized information will be shared with individual teachers at the evaluator-teacher goal setting meeting. An item will be added to the goal-setting sheet so the teacher can acknowledge that the process has been explained and they understand how it will work.

Step 2: Teacher Reflection and Goal Setting

- **Timeframe:** (Leave this as is?) At this meeting the teacher and evaluator will discuss the following goals: One mutually agreed upon Student Learning Goal/Outcome (with one or two mutually agreed upon IAGD utilizing multiple measures and/or evidence based on multiple assessments over the course of time), one Professional Improvement Goal, and a Families as Partners Goal.
- One **Student Learning Outcome (SLO) or Goal (supported by one or two IAGDs)** which correspond with the Student Growth and Development component which counts 45% of the overall evaluation.
 - Student Learning Outcome (SLO) are broad-based statements for student learning and expected student improvement. These goal statements identify core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicate a need. The SLO should address a central purpose of the teacher's assignment and should pertain to a large proportion of the teacher's students. The SLO should be aligned to relevant state or national standards (e.g., Common Core State Standards, etc.) or district standards for the grade level or course. Teachers and evaluators will mutually agree on one student goal for growth and development; all Goals will be appropriate for the teacher's grade and subject area, or position and role within the school. An Indicator of Academic Growth (IAGD) is an assessment/measure of progress to include a quantitative or qualitative target that will demonstrate whether the SLO was met. The IAGD needs to be based on multiple, identifiable student data and written in a SMART goal format (Specific, Measureable, Achievable, Relevant, and Time-bound). Data sources should be brought to the goal-setting meeting.
 - IAGDs will be mutually agreed upon by the teacher and the evaluator and an agreement on the balance of weighting of standardized and non-standardized indicators for the 45% component. Standardized assessment must have interim assessments that lead to the final assessment. Teachers whose students take a standardized assessment will create one IAGD based on a standardized measure (weighted 22.5%) and one IAGD based on a minimum of one non-standardized measure weighted 22.5%) (All other teachers will develop their SLOs with two IAGDs based on non-standardized measures (weighted 45%). Final "score" must use all assessment results collectively.
 - Teachers who use standardized measures: evidence of meeting goals/objectives shall not be determined by a single isolated standardized test score; rather meeting goals/objectives shall be determined through the comparison of data across assessments administered over time. The standardized measure can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching grades and subjects tested by standardized measures.
 - The Smarter Balanced Assessment will replace CMT/CAPT in 2016. (Can we eliminate this bullet?)



- Since students are not taking the CMT/CAPT (except in Science), the teacher may choose one of the standardized measures available (until SBAC data is available) or one non-standardized or one standardized and one non-standardized indicator that is appropriate for their assignment. (Can we eliminate this bullet?)
- Teachers are encouraged to scaffold the goal-setting process by
 - examining available student assessment data (district and commercially generated)
 - collecting work samples that demonstrate the area in need of improvement
 - meeting with grade level teams or departments to support the goal-setting process.
- One **Professional Growth Plan Goal** which fits into the Observation of Teacher Performance and Practice component.
 - This goal needs to be derived from the Connecticut Framework for Teaching.
 - The goal should focus on one of the four possible domains (Planning and Preparation, Classroom Environment, Instruction, or Professional Responsibilities).
 - The teacher's personalized *Professional Development and Growth Plan* will be determined by the choice of the Professional Improvement Goal. Teachers within a grade level/department, school, or the whole district may be involved in different professional learning opportunities based on their entry level of proficiency or the area that is targeted for growth or improvement. Teachers will be assisted by administrators in identifying appropriate training, events, or experiences in order to develop a plan.



Teacher Goal Setting
See Sue L's Goal Template Form



Torrington Public Schools
Educator Evaluation and Support Plan

Informal Observation/Review of Practice Form

Informal option below and we need to create a "Review of Practice" form for domains 2 and 4

Informal Observation Date:

Subject Area or Assignment Appropriate Activity:

Who was the lesson/activity for? Grade/s, Adults (employees), Adults in a meeting (mixture of employees and/or parents or others), Adults with student/s:

Setting of Observation:(classroom, small group pull-out, PPT meeting, Parent Conference, Profession Learning, Group/Team/IDT

Continue with Informal Process

"Continue with Informal Process" indicates the teacher is continuing to meet/or exceed expectations

Concerns

If "Concerns" was selected, briefly indicate the concern/s.

"Concerns" indicates the evaluator would like to meet with the evaluatee to discuss minor concerns. The evaluator may formally or informally discuss the concerns and can discuss what he/she wants to observe in future informal observations and/or may require the teacher to meet in advance (pre-conference) of an informal to discuss strategies addressing the concerns. If, after the next informal, the concerns are beginning to improve the evaluator can continue to monitor as needed.

Informal Growth and Support Process

However, if the concerns are not improving or the evaluator wishes to more specifically address the concerns, or if the concerns after the first informal are of such a magnitude, he/she can initiate the "Informal Growth and Support Process," which indicates an evaluator has significant concerns with the evaluatee's current teaching practice, as observed during the informal. He/she has already conducted the "Concerns" step or the concerns after the first informal are of such a magnitude, that the evaluator wishes to initiate the "Informal Growth and Support Process". To initiate this process the evaluator should meet with the evaluatee to inform of this action and next steps.

Optional Comments:

By checking this box and submitting this form, the person indicates his/her signature.

I submit my signature

Pre-Observation Form



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Educator Evaluation and Support Plan

Teacher Name:
Conference Date:
Post-Conference Date:

School/Class/Grade:
Observation Date:

Lesson Planning Questions

1. Tell me about your students and how you will build upon their prior knowledge (CCT 2a)

2. How will this lesson address the Common Core Standards and/or other content specific standards? List the standards related to this lesson. (CCT 2a)

3. How will this lesson meet your students' needs? How will you engage them? (CCT 2b)

4. How will you differentiate instruction to meet the needs of all learners in your classroom? (CCT 2a-b)

5. What will you use as a formative assessment for this lesson (observation notes, exit slips, short answer, etc.)? (CCT 2c)

Notes from Conference

Click here to enter text.

Evaluator Signature

Date

Teacher Signature

Date



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Post-Observation Form

Teacher Name:

School/Class/Grade:

Observation Date:

Post-Conference Date:

Lesson Reflection Questions

1. What was the purpose of this lesson? How was it met?(CCT 3a)

2. How will this lesson be used by the students independently to extend learning beyond the classroom? (CCT 3B)

3. What data were used for the formative assessment? What did the data show? How will the data impact your teaching tomorrow and for the rest of the lesson? (CCT 3c)

Notes from Conference

Evaluator Signature

Date

Teacher Signature

Date



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Informal Observation (15 minutes) Formal Observation (30 or more minutes)

Observation Date: _____

Subject Area or Assignment Appropriate Activity: _____

Who is the audience for the lesson/activity? Grade/s, Adults (employees), Adults in a meeting (mixture of employees and/or parents or others), Adults with student/s: _____

Setting of Observation (classroom, small group pull-out, PPT meeting, Parent Conference, Profession Learning, Group/Team/IDT: _____

Domain 1b: (description)	Domain 3b: (description)
Indicator a,b,c: (drop down menu of indicators)	Indicator a,b,c: (drop down menu of indicators)
Notes/Evidence/Questions:	Notes/Evidence/Questions:
Feedback/Next Steps:	Feedback/Next Steps:
Rating (on formal only):	Rating (on formal only):

Continue with Informal Process:

Concerns: (If "Concerns" was selected, briefly indicate the concern/s.)

Informal Growth and Support Process: (evaluator must contact the evaluation facilitator)

Evaluator's Signature _____ Date _____

Teacher's Signature _____ Date _____



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This document needs to remove check marks from all domains and boxes. It would be a reference for admin and/or possibly used like the TEAM model document for teachers to rate themselves before deciding goals and objectives for the year

CCT DOMAIN 1: Classroom Environment, Student Engagement and Commitment to Learning

INDICATORS	Below Standard	Developing	Proficient	Exemplary
1a. Creating a positive learning environment that is responsible to and respectful of the learning needs¹ of all students.	¹ Learning needs of all students: includes understanding typical and atypical growth and development of PK-12 students, including characteristics and performance of students with disabilities, gifted/talented students, and English language learners. Teacher take into account the impact of race, ethnicity, culture, language, socioeconomic status, and environment on the learning needs of students. ² Student diversity: recognizing individual differences including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.			<i>In addition to the characteristics of proficient including one or more of the following:</i>
Attributes				
• Rapport and positive social interactions	<input checked="" type="checkbox"/> Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	<input type="checkbox"/> Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	<input type="checkbox"/> Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	<input type="checkbox"/> There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
• Respect for student diversity ²	<input type="checkbox"/> Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	<input type="checkbox"/> Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	<input type="checkbox"/> Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	<input type="checkbox"/> Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
• Environment supportive of intellectual risk-taking	<input type="checkbox"/> Creates a learning environment that discourages students from taking intellectual risks.	<input type="checkbox"/> Creates a learning environment in which some students are willing to take intellectual risks.	<input type="checkbox"/> Creates a learning environment in which most students are willing to take intellectual risks.	<input type="checkbox"/> Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
• High expectations for student learning	<input type="checkbox"/> Establishes low expectations for student learning.	<input type="checkbox"/> Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	<input type="checkbox"/> Establishes and consistently reinforces high expectations for learning for all students.	<input type="checkbox"/> Creates opportunities for students to set high goals and take responsibility for their own learning.
Notes:				



Torrington Public Schools
Educator Evaluation and Support Plan

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CCT DOMAIN 1: Classroom Environment, Student Engagement and Commitment to Learning

INDICATORS	Below Standard	Developing	Proficient	Exemplary
1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. Attributes	³ Social competence: exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, & Rhee, 2000) ⁴ Proactive strategies: include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.			<i>In addition to the characteristics of proficient including one or more of the following:</i>
<ul style="list-style-type: none"> Communicating, reinforcing, and maintaining appropriate standards of behavior 	<input type="checkbox"/> Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	<input type="checkbox"/> Establishes standards of behavior but inconsistently enforces expectations, resulting in some interference with student learning.	<input type="checkbox"/> Establishes high standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning.	<input type="checkbox"/> Student behavior is completely appropriate. OR Teacher seamlessly responds to misbehavior without any loss of instructional time.
<ul style="list-style-type: none"> Promoting social competence³ and responsible behavior 	<input type="checkbox"/> Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	<input type="checkbox"/> Inconsistently teaches, models and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	<input type="checkbox"/> When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.	<input type="checkbox"/> Students take an active role in maintaining high standards of behaviors. OR Students are encouraged to independently use proactive strategies ⁴ and social skills and take responsibility for their actions.
Notes:				



CCT DOMAIN 1: Classroom Environment, Student Engagement and Commitment to Learning

INDICATORS	Below Standard	Developing	Proficient	Exemplary
1c. Maximizing instructional time by effectively managing routines and transitions. ⁵	⁵ Routines are non-instructional organizational activities such as taking attendance or distributing materials in preparation for instruction. Transition are non-instructional activities such as moving from one classroom activity, grouping, task or context to another.			<i>In addition to the characteristics of proficient including one or more of the following:</i>
Attributes				
<ul style="list-style-type: none"> Routines and transitions appropriate to needs of students. 	<input type="checkbox"/> Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	<input type="checkbox"/> Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	<input type="checkbox"/> Establishes routines and transitions resulting in maximized instructional time.	<input type="checkbox"/> Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.
<i>Notes:</i>				



CCT DOMAIN 2: Planning for Active Learning

INDICATORS	Below Standard	Developing	Proficient	Exemplary
2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge ⁶ for all students.	<p>⁵ Level of Challenge: the range of challenge in which a learner can progress because the task is neither too hard nor too easy. Bloom's Taxonomy, provides a way to organize thinking skills in six levels, from the most basic to the more complex levels of thinking to facilitate complex reasoning. Webb's Depth of Knowledge (DOK) is a scale of cognitive demand identified as four distinct levels. (1. Basic recall of facts, concepts information or procedures; 2. Skills and concepts such as the use of information (graphs) or requires two or more steps with decision points along the way; 3. Strategic thinking that requires reasoning and is abstract and complex; and 4. Extended thinking such as investigation or application to real work). Hess's Cognitive Rigor Matrix - aligns with Bloom's Taxonomy levels and Webb's Depth-of -Knowledge levels.</p> <p>⁷Lesson Plan: a purposeful planned learning experience.</p> <p>⁸Connecticut content standards: standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators.</p> <p>⁹ Literacy through the content areas: literacy is the ability to convey meaning and understand meaning in a variety of text forms (e.g. print, media, music, art, movement). Literacy strategies include communication through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communication through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in improved learning.</p>			
Attributes	Below Standard	Developing	Proficient	Exemplary
• Content of lesson plan ⁷ is aligned with standards.	<input type="checkbox"/> Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut contents standards. ⁸	<input type="checkbox"/> Plans content that partially addresses Common Core State Standards and/ or other appropriate Connecticut content standards.	<input type="checkbox"/> Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	<input type="checkbox"/> Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
• Content of lesson appropriate to sequence of lessons and appropriate level of challenge.	<input type="checkbox"/> Does not appropriately sequence content of the lesson plan.	<input type="checkbox"/> Partially aligns content of the lesson plan within the sequence of lessons and inconsistently supports an appropriate level of challenge.	<input type="checkbox"/> Aligns content of the lesson plan within the sequence of lessons and supports an appropriate level of challenge.	<input type="checkbox"/> Plans to challenges students to extend their learning to make interdisciplinary connections.
• Use of data to determine students' prior knowledge and differentiation based on students' learning needs.	<input type="checkbox"/> Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	<input type="checkbox"/> Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and skills of individual students.	<input type="checkbox"/> Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	<input type="checkbox"/> Plans for students to identify their own learning needs based on their own individual data.
• Literacy strategies ⁹	<input type="checkbox"/> Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	<input type="checkbox"/> Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	<input type="checkbox"/> Plans instruction that integrates literacy strategies and academic vocabulary.	<input type="checkbox"/> Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.
Notes:				



CCT DOMAIN 2: Planning for Active Learning

INDICATORS	Below Standard	Developing	Proficient	Exemplary
2b. Planning instruction to cognitively engage students in the content.	<p>¹⁰ Discourse: is defined as the purposeful interaction between teachers and student and students and students, in which ideas and multiple perspectives are represented, communicated and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and teacher thinking/reasoning), or dialogue through technological or digital resources.</p> <p>¹¹ Inquiry-based learning: occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based, or regional or global problem which has relevance to their world. The teacher's role in inquiry-based learning is one of facilitator or resource, rather than dispenser of knowledge.</p> <p>¹² Instructional resources: includes, but are not limited to available: textbooks books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references, issued by professional personnel, speakers (human resources) and all other instructional resources need for educational purposes.</p> <p>¹³ Flexible Groupings: groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.</p>			
Attributes	Below Standard	Developing	Proficient	Exemplary
• Strategies, tasks and questions cognitively engage students	<input type="checkbox"/> Plans instructional tasks that limit opportunities for students' cognitive engagement.	<input type="checkbox"/> Plans primarily teacher-directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	<input type="checkbox"/> Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse ¹¹ or inquiry-based learning ¹² and application to other situations.	<input type="checkbox"/> Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.
• Instructional resources ¹² and flexible groupings ¹³ support cognitive engagement and new learning.	<input type="checkbox"/> Selects or designs resources and/or grouping that do not cognitively engage students or support new learning.	<input type="checkbox"/> Selects or designs resources and/or grouping that minimally engage students cognitively and minimally support new learning.	<input type="checkbox"/> Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.	<input type="checkbox"/> Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.
Notes:				



CCT DOMAIN 2: Planning for Active Learning

INDICATORS	Below Standard	Developing	Proficient	Exemplary
2c. Selecting appropriate assessment strategies ¹⁴ to monitor student progress.	¹⁴ Assessment strategies: are used to evaluate student learning during and after instruction. 1. Formative assessment is a part of the instructional process used by teachers and student during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes (FAST SCASS, October 2006). 2. Summative assessments are used to evaluate student learning at the end of an instructional period. Summative assessment helps determine to what extent the instructional and learning goals have been met.			
Attributes	Below Standard	Developing	Proficient	Exemplary
<ul style="list-style-type: none"> Criteria for student success. 	<input type="checkbox"/> Does not plan criteria for student success and/or does not plan opportunities for students to self-assess.	<input type="checkbox"/> Plans general criteria for student success and/or plans some opportunities for students to self-assess.	<input type="checkbox"/> Plans specific criteria for student success an plans opportunities for students to self-assess using the criteria.	<input type="checkbox"/> Plans to include students in developing criteria for monitoring their own success.
<ul style="list-style-type: none"> Ongoing assessment of student learning. 	<input type="checkbox"/> Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	<input type="checkbox"/> Plans assessment strategies that are partially aligned or intended instructions outcomes OR strategies that elicit only minimal evidence of student learning.	<input type="checkbox"/> Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	<input type="checkbox"/> Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.
Notes:				



CCT DOMAIN 3: Instruction for Active Learning

INDICATORS	Below Standard	Developing	Proficient	Exemplary
3a. Implementing instructional content¹⁵ for learning.	¹⁵ Content: discipline-specific knowledge, skills and deep understandings as described by relevant state and national professional standards. ¹⁶ Literacy: Literacy is the ability to convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline, interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in student learning.			<i>In addition to the characteristics of proficient including one or more of the following:</i>
Attributes	Below Standard	Developing	Proficient	Exemplary
<ul style="list-style-type: none"> Instructional purpose 	<input type="checkbox"/> Does not clearly communicate learning expectations to students.	<input type="checkbox"/> Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	<input type="checkbox"/> Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with <i>Common Core State Standards</i> and/or other appropriate Connecticut standards.	<input type="checkbox"/> Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
<ul style="list-style-type: none"> Content accuracy 	<input type="checkbox"/> Makes multiple content errors.	<input type="checkbox"/> Makes minor content errors.	<input type="checkbox"/> Teacher makes no content errors.	<input type="checkbox"/> Invites students to explain the content to their classmates.
<ul style="list-style-type: none"> Content progression and level of challenge. 	<input type="checkbox"/> Presents instructional content that lacks a logical progression and/or level of challenge is at an inappropriate level to advance student learning.	<input type="checkbox"/> Presents instructional content in a generally logical progression and/or at a somewhat-appropriate level of challenge to advance student learning.	<input type="checkbox"/> Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	<input type="checkbox"/> Challenges students to extend their learning beyond the lesson expectations and make cross curricular connections.
<ul style="list-style-type: none"> Literacy strategies⁹ 	<input type="checkbox"/> Plans instruction with few opportunities for students to develop literacy skills or academic vocabulary.	<input type="checkbox"/> Plans instruction with some opportunities for students to develop literacy skills or academic vocabulary in isolation.	<input type="checkbox"/> Plans instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	<input type="checkbox"/> Provides opportunities for students to independently select literacy strategies that support their learning.
Notes:				



CCT DOMAIN 3: Instruction for Active Learning

INDICATORS	Below Standard	Developing	Proficient	Exemplary
3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.	17 Instructional resources: includes, but are not limited to, available: textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instruction resources needed for educational purposes.			<i>In addition to the characteristics of proficient including one or more of the following:</i>
Attributes				
<ul style="list-style-type: none"> Strategies, tasks and questions 	Below Standard <input type="checkbox"/> Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Developing <input type="checkbox"/> Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with same opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Proficient <input type="checkbox"/> Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem-solving strategies.	Exemplary <input type="checkbox"/> Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
<ul style="list-style-type: none"> Instructional resources¹⁷ and flexible groupings 	<input type="checkbox"/> Uses resources and/or groupings that do not cognitively engage students or support new learning.	<input type="checkbox"/> Uses resources and/or groupings that moderately engage students cognitively and support new learning.	<input type="checkbox"/> Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	<input type="checkbox"/> Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
<ul style="list-style-type: none"> Student responsibility and independence. 	<input type="checkbox"/> Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	<input type="checkbox"/> Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	<input type="checkbox"/> Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	<input type="checkbox"/> Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.
Notes:				



CCT DOMAIN 3: Instruction for Active Learning

INDICATORS		Below Standard	Developing	Proficient	Exemplary
3c. Assessing student learning, providing feedback to students and adjusting instruction.		¹⁸ Feedback: effective feedback provided by the teacher is descriptive and immediate and helps students improve their performance by telling them what they are doing right and provides meaningful, appropriate and specific suggestions to help students to improve their performance. ¹⁹ Instructional adjustment: based on the monitoring of student understanding, teacher make purposeful decision on changes that need to be made in order to help student achieve learning expectations.			
Attributes		Below Standard	Developing	Proficient	Exemplary
<ul style="list-style-type: none">Criteria for student success		<input type="checkbox"/> Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	<input type="checkbox"/> Communicates general criteria for success and provides limited opportunities for students to self-assess.	<input type="checkbox"/> Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	<input type="checkbox"/> Integrates student input in generating specific criteria for assignments.
<ul style="list-style-type: none">Ongoing assessment of student learning.		<input type="checkbox"/> Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	<input type="checkbox"/> Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	<input type="checkbox"/> Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	<input type="checkbox"/> Promotes students' independent monitoring and self-assessment, helping themselves or their peers to improve their learning.
<ul style="list-style-type: none">Feedback¹⁸ to students		<input type="checkbox"/> Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	<input type="checkbox"/> Provides feedback that partially guides students toward the intended instructional outcomes.	<input type="checkbox"/> Provides individualized descriptive feedback that is accurate, actionable and helps students advance their learning.	<input type="checkbox"/> Encourages peer feedback that is specific and focuses on advancing student learning.
<ul style="list-style-type: none">Instructional adjustment.¹⁹		<input type="checkbox"/> Makes no attempts to adjust instruction.	<input type="checkbox"/> Makes some attempts to adjust instruction that is primarily in response to whole group performance.	<input type="checkbox"/> Adjusts instruction as necessary in response to individual and group performance.	<input type="checkbox"/> Students identify ways to adjust instruction that will be effective for them as individuals and result in quality work.
Notes:					



CCT DOMAIN 4: Professional Responsibilities and Teacher Leadership

INDICATORS	Below Standard	Developing	Proficient	Exemplary
4a. Engaging in continuous professional learning to impact instruction and student learning.				<i>In addition to the characteristics of proficient including one or more of the following:</i>
Attributes	Below Standard	Developing	Proficient	Exemplary
<ul style="list-style-type: none"> Teacher self-evaluation and reflection and impact on student learning 	<input type="checkbox"/> Insufficiently reflects on/analyzes practice and impact on student learning.	<input type="checkbox"/> Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	<input type="checkbox"/> Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice.	<input type="checkbox"/> Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
<ul style="list-style-type: none"> Response to feedback 	<input type="checkbox"/> Unwillingly accepts supervisor feedback and recommendations for improving practice.	<input type="checkbox"/> Reluctantly accepts supervisor feedback and recommendations for improving practice but changes in practice are limited.	<input type="checkbox"/> Willingly accepts supervisor or peer feedback and makes changes in practice based on feedback.	<input type="checkbox"/> Proactively seeks supervisor or peer feedback in order to improve a range of professional practices.
<ul style="list-style-type: none"> Professional learning 	<input type="checkbox"/> Attends required professional learning opportunities but resists participating.	<input type="checkbox"/> Participates in professional learning when asked but makes minimal contributions.	<input type="checkbox"/> Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	<input type="checkbox"/> Takes a lead in and/or initiates opportunities for professional learning with colleagues.
Notes:				



CCT DOMAIN 4: Professional Responsibilities and Teacher Leadership

INDICATORS		Below Standard	Developing	Proficient	Exemplary
4b. Collaborating to develop and sustain a professional learning environment to support student learning.					<i>In addition to the characteristics of proficient including one or more of the following:</i>
Attributes		Below Standard	Developing	Proficient	Exemplary
<ul style="list-style-type: none"> Collaboration with colleagues 	<input type="checkbox"/> Participates in required activities to review data but does not use data to adjust instructional practices.	<input type="checkbox"/> Participates minimally with colleagues to analyze data and uses results to make minor adjustments to instructional practices.	<input type="checkbox"/> Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning.	<input type="checkbox"/> Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and instructional practices that support professional growth and student learning.	<input type="checkbox"/> Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and instructional practices that support professional growth and student learning.
<ul style="list-style-type: none"> Contribution to professional learning environment 	<input type="checkbox"/> Disregards ethical codes of conduct and professional standards.	<input type="checkbox"/> Acts in accordance with ethical codes of conduct and professional standards.	<input type="checkbox"/> Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	<input type="checkbox"/> Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.	<input type="checkbox"/> Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.
<ul style="list-style-type: none"> Ethical use of technology 	<input type="checkbox"/> Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	<input type="checkbox"/> Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	<input type="checkbox"/> Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.		
<i>Notes:</i>					



CCT DOMAIN 4: Professional Responsibilities and Teacher Leadership

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.</p> <p>Attributes</p> <ul style="list-style-type: none"> Positive school climates Family and community engagement Culturally responsive²⁰ communications 	<p>²⁰ Culturally responsive: using the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective for students and to build bridges of meaningfulness between home and school experiences.</p> <p>Below Standard</p> <ul style="list-style-type: none"> Does not contribute to a positive school climate. Limits communication with families about student academic or behavioral performance to required reports and conferences. 	<p>Developing</p> <ul style="list-style-type: none"> Participates in schoolwide efforts to develop a positive school climate but makes minimal contributions. Communicates with families about student academic or behavioral performance through required reports and conferences and makes some attempts to build relationships through additional communications. 	<p>Proficient</p> <ul style="list-style-type: none"> Engages with colleagues, students and families in developing and sustaining a positive school climate. Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance and develops positive relationships with families to promote student success. Consistently communicates with families and the community in a culturally respectful manner. 	<p>Exemplary</p> <p><i>In addition to the characteristics of proficient including one or more of the following:</i></p> <ul style="list-style-type: none"> Leads efforts within and outside the school to improve and strengthen the school climate. Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; seeks input from families and communities to support student growth and development. Leads efforts to enhance culturally respectful communications with families and the community.
Notes:				



Important terms in teacher evaluation

Cycle Year:

Teachers who are at Proficient or Exemplary rating will receive one (1) formal observation plus two (2) informal observations once every third year.

Goal:

This replaces the SLO for teaching staff who do not work directly with students.

IAGD:

An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with quantitative or qualitative targets that are mutually agreed upon, that will demonstrate whether a Student Learning Objective (SLO) or Goal was met. Each SLO or Goal must include at least one IAGD. Each IAGD must make clear (1) what evidence will be examined, (2) what level of performance is targeted and (3) what proportion of students is projected to achieve the targeted performance level.

Indicators of academic growth:

- No use of single test score
- Must use assessment over time
- Standardized assessments must have interim assessments that lead to the final assessment
- Final “score” must use all assessment results collectively
- Those without an available standardized indicator will select, through mutual agreement, subject to the local dispute-resolution procedure as described in section 1.3, an additional non-standardized indicator.

Non-Cycle Year:

The intervening years that are not a cycle year, Proficient or Exemplary rated teachers will receive a minimum of three (3) informal observations and a minimum of one (1) review of practice.

Non-standardized indicator

Type of task performed by students that is aligned to the curriculum and rated against a set of criteria that describes student growth and development; might include, but is not limited to, student written work; student oral work; anecdotal records; rubrics; demonstration and/or performance; constructed project; curriculum-based assessment

SEED:

Connecticut’s System for Educator Evaluation and Development, known as SEED, outlines a new model for the evaluation and support of educators in Connecticut and is aligned to the Connecticut Guidelines for Educator Evaluation approved by the State Board of Education on April 24, 2014. .

SLO:

A Student Learning Objective (SLO) is an academic goal that teachers/administrators and evaluators mutually agree upon for groups of students. In the SEED Handbook, there are differences between how SLOs are defined within the teacher model and the administrator model. The table below outlines these differences.

Administrator SLOs

Teacher SLOs



Torrington Public Schools
Educator Evaluation and Support Plan

Administrator SLOs combine the three areas of teacher SLO into one SMART statement. They are written like a SMART goal and include target, measurement and time within a single SLO. They should:

- Align to district and school learning goals
- Provide a measure
- Be written in SMART format
- Focus on priority areas

Teacher SLOs contain three component parts: **Broad goals** for student learning that address a central purpose, a **rationale** that explains why this is an important area of improvement, and **at least one IAGD which is the specific evidence, with a mutually agreed upon quantitative or qualitative target**, that will demonstrate whether the objective was met.



SMART:

At the start of the school year, each educator will work with his or her evaluator to develop their practice and performance goal and SLO through mutual agreement (one SLO unless the teacher chooses more than one goal.) All SLOs or Goals should have a clear link to student achievement and/or school/district priorities.

Goals should be SMART:

S=Specific and Strategic

M=Measurable How can we make a SMART goal be qualitative? A=Aligned and Attainable

R=Results-Oriented

T=Time-Bound

SBAC:

Smarter Balanced Assessments go beyond multiple-choice questions to include extended response and technology enhanced items, as well as performance tasks that allow students to demonstrate critical-thinking and problem-solving skills. Performance tasks challenge students to apply their knowledge and skills to respond to complex real-world problems. They can best be described as collections of questions and activities that are coherently connected to a single theme or scenario. These activities are meant to measure capacities such as depth of understanding, writing and research skills, and complex analysis, which cannot be adequately assessed with traditional assessment questions. The performance tasks will be taken on a computer (but will not be computer adaptive) and will take one to two class periods to complete. The Smarter Balanced Assessments are aligned with the Common Core State Standards (CCSS) and will replace CMT and CAPT assessments.

Standardized indicator

Periodic assessment tool, including interim assessments that align with and lead to the main assessment that is administered more than once per year, with cumulative results of all assessments used to show growth over time.

Student Outcomes related indicators (50%):

An evaluation of a teacher's contribution to student academic progress, at the school and classroom level. There is an option in this focus area to include student feedback. This focus area is comprised of two categories:

- ***Student growth and development (45%)*** as determined by academic progress related to a teacher's student learning objective (SLO) or Goal, and
- ***Whole-school measure of student learning or student feedback (5%)*** as determined by aggregate student learning indicators or student surveys.

Teacher Practice related indicators (50%):

An evaluation of the core instructional practices and skills that positively affect student learning. In the SEED model, this focus area is comprised of two categories:

- ***Observation of teacher performance and practice (40%)*** as defined in the CCT Framework, which articulates six domains and eighteen components of teacher practice; and
- ***Parent or Peer feedback (10%)*** strategies based on areas for improvement



Whole School student learning indicators:

For districts that include whole-school student learning indicators in teacher evaluations, a teacher's indicator ratings shall be represented by the aggregate rating for the multiple student learning indicators established by the administrator's evaluation rating.



