



# TORRINGTON PUBLIC SCHOOLS

## Educator Evaluation and Development Plan

---

### 2018-2019

## Torrington Public Schools

### Professional Development and Evaluation 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:

#### Committee:

##### Chairperson

Hilary Sterling, English Language Arts Coordinating Teacher, TMS

##### Elementary Schools

Andrew Deacon, Literacy interventionist, Elementary Schools

Sandy Mangan, Kindergarten Teacher, Torrington Elementary School

##### Middle School

Patricia Dawson, Grade 7 Science Teacher

Lisa Owens-Hicks, Bilingual Teacher

Carrie Phillips Cassidy, Grade 6 Science Teacher

##### High School

Mary DeMarchi, English Coordinating Teacher

Erin Sullivan, English teacher

##### Administration

Peter Michelson, Vogel-Wetmore Elementary Principal

Andrew Skarzynski, Torrington High School Principal

Charlie McSpirt, Middle School Assistant Principal

##### Central Office

Susan Lubomski, Assistant Superintendent

Kimberly Schulte, Director of Human Resources

## **Section 1 Introduction and Guiding Assumptions**

Educators in Torrington are committed to ensuring that students achieve and develop 21<sup>st</sup> century skills that will enable them to become lifelong learners and productive citizens in a global world. This is a shared responsibility among students, teachers, administrators, parents, the community, local boards of education, the state board of education, and local and state governments. Effective educators are among the most important school-level factors in student and teacher, learning and effective leadership is an essential component of any successful school.

To help ensure higher student performance, every board of education must have in place a collaboratively-developed, well-designed, research-based educator evaluation and professional growth system for educators at every level – teachers, student educator support specialists, building-based administrators, and central office administrators.

The Torrington Public Schools Educator Professional Development & Evaluation Plan is the structure through which teachers and administrators are supported to enhance their professional practices. As educators grow through the holistic processes used, students will benefit from enriched instruction, learn to take greater ownership for their learning, and develop and refine social skills needed to be productive workers and citizens.

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

- When educators succeed, students succeed.
- To support educators, an evaluation plan needs to clearly define excellent practice and results, give accurate, useful feedback about educators' strengths and development areas, and provide opportunities for growth and recognition.
- The plan will:
  - utilize measures of growth based on student and educator performance
  - promote both professional judgment and consistency
  - foster dialogue about student and educator learning
  - encourage aligned professional development, coaching, and feedback to support educator growth
  - promote the development of educators as instructional leaders

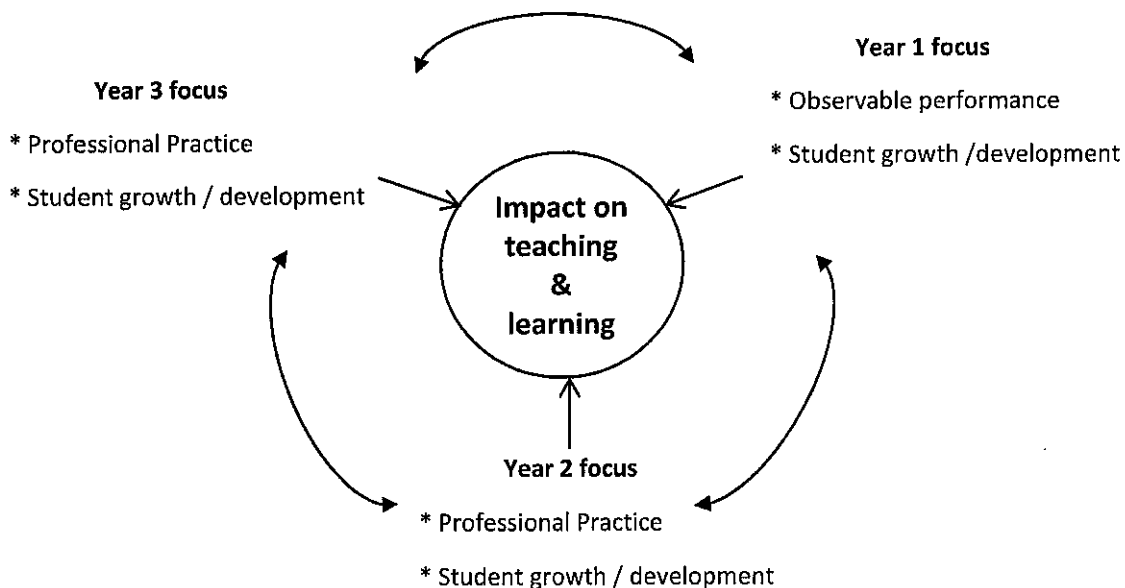
## SECTION 2

## EVALUATION SYSTEM OVERVIEW

CT Statute has laid a new framework for teacher evaluation in Connecticut. The *Connecticut Guidelines for Educator Evaluation* outline specific features that must be included in every district educator evaluation system:

1. The use of a four-level rating system to describe teacher performance as progress made over time toward reaching goals: Exemplary, Accomplished (\*For State reporting the term "proficient" will be used), Developing, and Below Standard;
2. A yearly evaluation process that includes
  - A goal-setting conference each fall;
  - Evidence collection and review;
  - A mid-year check-in;
  - A Summative review;
  - Use of multiple indicators of student growth and development to determine 45% of a teacher's evaluation;
  - Use of observations/reviews of performance and practice to determine 40% of a teacher's evaluation;
  - Use of parent feedback and whole-school student feedback to determine 15% of a teacher's evaluation; and
  - Local district reporting to the State Department of Education.
3. Training for evaluators
4. Orientation and training for educators on the evaluation program for teachers;
5. Professional learning based on individual or group needs identified through evaluation;
6. A process for resolving disputes regarding objectives, the evaluation period, feedback, or the professional learning offered;
7. Opportunities for career development and professional growth; and
8. A validation procedure for SDE or a SDE-approved third party entity to audit ratings of below standard or exemplary.

The Torrington Public Schools will incorporate these elements into a 3-year cyclical professional growth and evaluation model for Accomplished, Exemplary Year 3 and 4 teachers, and all other tenure teachers which will be described in the remainder of this document.



**SECTION 3.****ORIENTATION PROGRAMS**

In addition to the training offered to teachers and evaluators, Torrington Public Schools will hold annual orientation programs about the Torrington Professional Development and Evaluation Plan on a school-wide basis. Orientations will take place no later than September 30, or before the evaluation process begins for any educator, whichever is earlier. The purpose of the orientation is to review the evaluation process, materials and resources available to teachers and evaluators, and to answer questions for clarification. An on-line version of the evaluation plan will be available so that teachers and evaluators can refer back to it as need be.

**SECTION 4.****TRAINING FOR ALL EDUCATORS**

The educators in Torrington Public Schools believe that any evaluation system is only as good as its implementation. The most important factor in sound implementation is the training that all those who use the system receive. Therefore, training will be provided to all educators as follows:

| <b>Training component</b> |  | <b>Evaluators</b>  | <b>Teachers</b>    |
|---------------------------|--|--------------------|--------------------|
| 1.                        | Understanding teaching standards   | ongoing            | ongoing            |
| 2.                        | Using data to determine learning needs & write student goals and select indicators of growth & development; Developing professional learning plans | 2-3 hours          | 2-3 hours          |
| 3.                        | Selecting and analyzing classroom observation data methods   | 3-4 hours          | 2 hours            |
| 4.                        | Examining, analyzing, & synthesizing data from multiple sources  | 8 hours            | 3-5 hours          |
| 5.                        | Calibrating observations and Evaluation ratings  | 8 hours            | 2 hours            |
| 6.                        | Providing high quality, reflective feedback  | 4-6 hours          | 2-4 hours          |
| 7.                        | Discussing the planning for student needs, lessons, groups, etc.   | 2-4 hours          | 2-4 hours          |
| <b>TOTAL HOURS</b>        |  | <b>27-33 hours</b> | <b>13-20 hours</b> |

Training will be designed in modules. For evaluators, training will begin during the summer before the new evaluation system is implemented, and continue during the year; each module will include a proficiency success measure that will indicate mastery. All evaluators are trained in Foundational Skills for Evaluation of Teachers provided by Education Connection.

Training for teachers will be offered on a flexible schedule, with sessions during the summer, on district professional development days during the first year of implementation, and during staff meetings.

The intention of PDEC is to develop a cadre of teachers and administrators who will conduct training within the district on an ongoing basis.

## Section 5.

**FOUR-LEVEL RATING SYSTEM**

The CT Guidelines for Educator Evaluation require the use of the following definitions to describe teacher performance:

Exemplary – Substantially exceeding indicators of performance

Accomplished – Meeting indicators of performance

\*For State reporting the term “proficient” will be used.

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

In the Torrington Professional Development and Evaluation Plan, aligned with the CT Guidelines for Educator Evaluation, the term ‘performance’ will mean ‘progress as defined by specified indicators.’ How those indicators will be selected is outlined in another section of this plan.

In order to determine teachers’ summative evaluation ratings, evidence will be examined using a holistic approach and the district will use the following:

- A ‘Student Outcomes Rating’, based on multiple indicators of student academic growth and development (45%) and Student Feedback (5%);
- A ‘Teacher Practice Rating’, based on observations of the teacher’s performance and practice (40%) and Family Engagement (10%)

## Section 6

## Timeline

## 6.1 Track A Teachers

|  | <b>Track A- Year 1,2, TEAM, Developing, Below Standard, new to district</b>   | <b>Form used</b>   |
|--|---|--|
| Orientation on process   | September Faculty Meeting followed by evaluator group meetings by October 1<br>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 November 1   | Teacher completes Theory of Action plan for Instructional Goals and Theory of Action plan for Family Engagement and Student Feedback on Engagement |
| Formal Observation (Year 1,2, developing, below standard teachers, TEAM, new to district)<br>– Minimum of three (3) formal in-class observations (minimum 30 minutes in length) 2 of 3 must include a pre-conference and all must include a post-conference. | 1 <sup>st</sup> -by November 30<br>2 <sup>nd</sup> -by January 15<br>3 <sup>rd</sup> -by March 15   | Evaluator completes Formal Observation form  |
| Informal Observation (Year 1,2, developing and below standard)- minimum of one (1) (minimum 15 minutes in length)  | As determined by evaluator  | Evaluator completes Informal Observation form  |
| Review of Practice (PLC facilitation, committee work, presentations, Powerpoint presentations, leadership roles, etc.)   | At mid-year conference or by summative conference   | Teacher will bring evidence to conference  |
| Mid-year check-in (Scheduled meeting with evaluator and submission of forms)   | January-February 1  | Bring Theory of Action Plans   |
| Contract renewal meeting   | By April 15   | Evaluator completes Contract Renewal Document  |
| Theory of Action Reflection  | One week prior to set summative conference  | Teacher completes and sends to Evaluator with summary of evidence  |
| Summative conference   | By April 15   | Theory of Action Plans and Reflection and evidence   |
| Summative rating   | No later than 5 school days after summative conference  | Evaluator completes summative rating and provides it to teacher  |



**Track B Teachers**

|   | <b>Track B- Accomplished, Exemplary (will include Year 3 and 4 Non-tenured teachers)</b>  | <b>Form used</b>   |
|---|---|--|
| Orientation on process  | September Faculty Meeting followed by evaluator group meetings by October 1<br>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 November 1   | Teacher completes Theory of Action plan for Instructional Goals and Theory of Action plan for Family Engagement and Student Feedback on Engagement |
| 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   | Evaluator completes Formal Observation form  |
| Informal Observation (Cycle year 2 and 3) -- Minimum of three (3) Informal in-class observations (minimum 15 minutes in length)                             | By May 15   | Evaluator completes Informal Observation form  |
| Review of Practice (PLC, committee work, presentations) through observation or meeting with evaluator to discuss  | At mid-year conference or summative conference  | Teacher will bring evidence to conference  |
| Mid-year check-in (Scheduled meeting with evaluator and submission of forms)  | January-March 1   | Bring Theory of Action Plans   |
| Contract renewal  | By the last day of school   | Evaluator completes Contract Renewal Document  |
| Theory of Action Reflection   | One week prior to set summative conference  | Teacher completes and sends to Evaluator with summary of evidence  |
| Summative conference  | No later than 10 school days prior to the last student day  | Theory of Action Plans and Reflection and evidence   |
| Summative rating  | No later than 5 school days after summative conference  | Evaluator completes summative rating and provides it to teacher  |

## **6.2 Goal setting conference**

The goal setting conference is one of the most important conversations that takes place between the teacher and evaluator in the fall. Prior to the conference, the teacher will examine student data from different sources to determine his/her students' learning needs, and connect those to appropriate school and district goals. Then the teacher will draft one Theory of Action Student Instructional Goal (student growth goal) and one Theory of Action Family Engagement and Student Feedback on Engagement Goal that s/he will bring to the goal setting conference. Based on a representative population, a baseline will be established and shared with the evaluator. During this conference, the teacher and evaluator will mutually agree on the following:

1. The goal for student growth and development, if applicable (for example, teachers whose primary assignment is not the direct instruction of students will write a goal that reflects their assigned responsibilities);
2. The teacher's performance focus area for the year, which should link to the student goal;
3. The indicators that will be used to show student growth or progress in meeting the teacher goal during the year;
4. Which indicators of the CCT will be used that year as focus areas for observations & reviews of practice;
5. The appropriate professional growth opportunities that will support the teacher's performance focus area and its link to the student goal;
6. The number of in-class formal or informal observations that will be conducted and the number of reviews of practice that will be held;
7. The types and appropriate amount of evidence that the teacher and evaluator might bring into the evaluation process.

By November 1st, the teacher and evaluator will have a record of the decisions on these items, and any other appropriate forms completed, put into the teacher's evaluation file via the district data management system.

## **6.3 Mid-year check-in**

The mid-year check-in is the formal opportunity for the teacher and evaluator to review and discuss the students' and teacher's progress to date, as it relates to the teacher's performance focus area and the student goal that was set. The teacher and evaluator will bring evidence collected to that point to the conference for discussion. At this time, any decision to adjust the focus area or indicators, their criteria for success, and/or evidence that will be used in the evaluation may be made and recorded in the teacher's evaluation file. During the mid-year check-in, the teacher and evaluator will collaboratively review the Theory of Action Plans, make any necessary adjustments, sign, and the evaluator will enter it into the teacher's evaluation file via the district data management system.

## **6.4 Summative conference**

The summative conference gives the teacher and evaluator an opportunity to review and discuss the students' and teacher's progress over the course of the year and talk about the teacher's professional growth plan for the following year. Summative conferences will take place according to the Timeline in section 4. Both the teacher and evaluator will prepare for the conference by reviewing the evidence collected that pertains to the teacher's performance focus area and the students' progress related to the growth goal. During the conference, they'll share and discuss the evidence and links among it, review the data gathered from the student engagement and parent/peer feedback components of evaluation, and the teacher's tentative summative evaluation ratings. The teacher must be notified of the final summative rating no later than 5 school days after the conference. The final evaluation report must be written and sent to the teacher according to the Timeline in section 4.

## **DETERMINING A TEACHER'S PRACTICE RATING**

### **SECTION 7.1**                    *OBSERVATIONS OF PERFORMANCE AND PRACTICE IN TEACHER EVALUATION*

#### **7.1 (a) General Information**

The *CT Guidelines for Educator Evaluation* require that teacher evaluations encompass data from four categories, including observation of performance and practice, and that a certain number of in-class observations take place for each teacher each year. The manner in which Torrington Public Schools will meet these requirements is described in this section.

Torrington Public Schools Professional Development and Evaluation Plan will have two observation 'tracks,' based on the teacher's evaluation designation, as follows:

**Track A** – First and second year teachers non-tenured; teachers in TEAM; teachers rated Developing or Below Standard; experienced teachers who are new to the district, having come from another district or out of state (teachers will stay in Track A for two years).

**Track B** – Teachers who have been designated as Accomplished ("Proficient" per state reporting terms) Exemplary (including year 3 and 4 for Non-Tenured Teachers); teachers in this category will be placed into year 1, 2, or 3 in the evaluation cycle. For the 2015-2016 school year teachers will remain in the established year of their cycle; exceptions will be mutually agreed upon by the teacher and evaluator.

#### **7.1 (b)                    *Formal, in-class observations (30 minutes or more)***

The purpose of formal, in-class observations is to have the evaluator and teacher take a more focused look at teaching practice, both to guide decisions for professional growth and determine the teacher's level of performance in the classroom.

Teachers in Track A will have a minimum of 3 formal, in-class observations each year. Over the course of the three formal observations, evaluators will gather evidence pertaining to all of the indicators in the domains of the CCT that speak to a teacher's performance that is directly observable in the classroom.

Teachers in Track B will have at least one formal, in-class observation no less frequently than every three years (known as Year 1 of the 3-year evaluation cycle). The indicator(s)/domain(s) that will be the focus of the formal observation will be mutually agreed upon by the teacher and evaluator during the goal-setting conference in the fall.

Teachers and evaluators may include more informal or formal, in-class observations, if they mutually agree to do so, or if the evaluator feels additional observations are necessary. The number of observations will be appropriate to the teacher's needs and/or assistance plan (for teachers with a Developing or Below Standard evaluation rating).

All formal, in-class observations will include a pre-conference to be held no more than one week prior to the observation, and will be at least 15 minutes in length. Prior to the pre-conference, the teacher will complete the Pre-Observation Form. During the pre-conference, the teacher and evaluator will review the form, especially focusing on which indicators of the CCT, as discussed during the goal-setting conference, will be the focus of the

observation; the lesson the teacher will be conducting that day; and any control factors that may have an impact on what happens during the lesson. The evaluator will enter the Pre-Observation Form into the teacher's evaluation file via the district data management system.

All formal observations will be followed by a post-conference that takes place within 3 -5 school days, but no more than one calendar week after the observation. The teacher will receive verbal feedback during the post-conference and follow-up written feedback within 3 – 5 school days after the conference. Written feedback will be given via the Formal Observation Feedback Form, and the evaluator will enter this into the teacher's evaluation file via the district data management system.

**7.1 (c)            *Informal, in-class observations (15 minutes)***

Teachers in Track A may have at least one informal, in-class observation each year (as determined by evaluator).

Teachers in Track B will have at least three informal, in-class observations each year in Cycle Years 2 and 3 of the 3-year evaluation cycle.

An informal observation of a teacher in Track B gives the evaluator the opportunity to get and/or maintain the 'big picture' of a teacher's performance in the classroom to determine whether or not the evaluator sees changes in the teacher's practice that would warrant doing a formal observation for deeper analysis.

During an informal observation, which will last approximately 15 minutes, the evaluator is expected to provide feedback, which will indicate whether or not the evaluator will conduct a follow-up formal observation.

Each informal, in-class observation will lead to written feedback given to the teacher within five school days, but no more than one calendar week, after the observation. The evaluator will use the Informal Observation Form; a copy will be given to the teacher, and a copy will be placed in the teacher's evaluation file via the district data management system.

**7.1 (d)            *General provisions regarding all in-class observations***

To assure that any type of observation is given the attention and respect it deserves, no in-class observations used as part of the evaluation process will take place within five days of school before a holiday/vacation break, and in accordance with the Timeline in section 4.

All formal observations will be announced; informal observations will be unannounced. Evidence collected by the evaluator during any formal observation will become part of the teacher's evaluation file. The evaluator will complete the Informal Observation Form designating whether or not there is need for a formal observation; however, no evidence collection is expected to occur during an informal observation.

All written feedback given after formal and informal observations will be entered into the teacher's evaluation file.

Formal and informal observations of support specialists will occur in settings appropriate to their role in the school and may include the interaction between the teacher and students, staff and/or parents in those settings.

### 7.1 (e) *Determining evaluation ratings for observations*

For all teachers in Track A, observations and review of practice will be 40% based on CCT domains 1 – 4 of the teacher’s summative evaluation.

For all teachers in Track B, all formal and informal in-class observations will be 40% of the teacher’s summative evaluation based on CCT Domains 1-4. An informal observation of a teacher in Track B gives the evaluator the opportunity to get and/or maintain the ‘big picture’ of a teacher’s performance in the classroom to determine whether or not the evaluator sees changes in the teacher’s practice that would warrant a need for a formal observation which would be used for rating adjustments. All formal, in-class observation ratings will be based on concrete evidence collected by the evaluator, analyzed, synthesized, and viewed holistically. During the formal observation post-conference, the evaluator and teacher will discuss how the evidence collected aligns with the indicators from Domains 1 - 4 of the CCT rubric that were identified as the focus of the observation.

During a formal post observation conference or informal post observation meeting, the teacher and evaluator can choose to note the preliminary observation rating on the CCT domain rubric. The information can help any teacher move his or her practice to the next level; however, it must be understood that the summative observation rating might be different.

At the end of the year, the evaluator will collectively review all of the observation evidence and any preliminary ratings given for any indicators or domain, noting changes in performance, which will be considered when making the final rating for the domain. This will be discussed with the teacher during the summative conference. The overall rating will be determined based on the preponderance of evidence. An example is shown below.

| Domain 1 : Classroom Environment |                |            |              |           |
|----------------------------------|----------------|------------|--------------|-----------|
|                                  | Below Standard | Developing | Accomplished | Exemplary |
| a. Respect, rapport              | jekdic         | cjeokl     | mapehb       | zeipaq    |
| b. Culture for lrng              | kloepmn        | gurnxv     | bswpos       | aopelkm   |
| c. Clsrn. Procdrs.               | jhqipem        | dlfjdcjer  | aweoup       | zjealjfd  |
| d. Std. 13ehave.                 | Adjfajeru      | ertuader   | cjadclja     | ajerjladf |
| e. Phys. Space                   | gdfhaqua       | zdadcvnner | dfernene     | ccherjajd |

| Domain 3 : Instruction |                |            |              |           |
|------------------------|----------------|------------|--------------|-----------|
|                        | Below Standard | Developing | Accomplished | Exemplary |
| a. Comm. w stdts.      | Afhdahf        | cdahrejn   | chftrtjen    | Lpwejen   |
| b. Ques & discus.      | Jcjrernn       | qqadner    | celrjern     | cadernnn  |
| c. Std. Engmt.         | Jgrtwnn        | ajerjladf  | aweoup       | gdfhaqua  |
| d. Assmt in instcn.    | Laadkjerjn     | clernndf   | erpeiwoe     | chazzxjer |
| e. Flex. & respnsv.    | Cvdrennn       | pqlqndf    | asadfer      | Mnlkern   |

In an example such as this, the preponderance of evidence indicates that the teacher’s overall performance is at the ‘Accomplished’ level. All materials used in determining the teacher’s rating will become part of the teacher’s evaluation file.

### **7.1 (f)            *Reviews of practice***

All teachers will participate in a minimum of one review of practice each year with their evaluators, and may mutually agree with their evaluators to participate in additional reviews. To assure that they receive the attention deserved, a review of practice may not take place on the last day of school before a holiday/vacation break, unless a teacher so desires, and may not take place within the last two weeks of the school year.

For all teachers in Track B, part of the 40% of the observation of performance and practice category must include a teacher's work on elements of Domain 2: Planning for Active Learning, and Domain 4: Professional Responsibilities and Teacher Leadership. Teachers and evaluators will provide evidence of the teacher's ability to plan instructional units, engage in continuous professional growth, collaborate and communicate with colleagues, and communicate with parents concerning the student's growth and any other professional behaviors.

Reviews of practice for support specialists will focus on appropriate domains of the standards applicable to their field/role in the school, as.

### **7.1 (g)            *Determining evaluation ratings for reviews of practice***

Reviews of practice for teachers in Track B will be part of the 40% of the teacher's summative evaluation. This rating will be based on concrete evidence collected by teacher and presented to the evaluator, and collaboratively analyzed, synthesized, and viewed holistically. During the review, the evaluator and teacher will discuss how the evidence collected aligns with the indicators from the rubric that were mutually agreed upon in the goal-setting conference.

The teacher and evaluator can choose to note the preliminary review of practice rating on the rubric at the time, for either each indicator for CCT domains 2 and 4. The information can help any teacher move his or her practice to the next level; however, it must be understood that the summative rating might be different.

At the end of the year, the evaluator will collectively review all of the evidence and any preliminary ratings given for any indicators or domain, noting changes, which will be considered when making the final rating for the domain. This will be discussed with the teacher during the summative conference. The overall evaluation rating for reviews of practice will be based on the preponderance of evidence. The teacher and evaluator will each be responsible for entering the evidence they collected for the review of practice into the teacher's evaluation file via the district data management system.

### **7.1 (h)            *Determining an overall evaluation rating for teacher performance and practice***

At the Summative Conference, the evaluator will holistically review all of the evidence and any preliminary evaluation ratings given for observations and reviews of practice that were conducted. The final 40% evaluation rating will be based on the **preponderance of evidence** from observation and reviews of practice.

## **DETERMINING A TEACHER'S OUTCOMES RATING**

### **SECTION 8.1** *USING MULTIPLE INDICATORS OF STUDENT ACADEMIC GROWTH AND DEVELOPMENT*

#### **8.1 (a) GENERAL INFORMATION**

The *CT Guidelines for Educator Evaluation* approved by the State Board of Education state that 45% of a teacher's evaluation must be based on progress toward attaining or exceeding goals for student growth, using multiple indicators. Based on a representative population, a baseline will be established and shared with the evaluator and progress will be determined by identified growth measured. The following are specific parameters in this plan for this requirement:

##### **For all classroom teachers**

1. Teachers will set one goal for student growth and development; teachers with special circumstances, such as teaching only half-year courses, will mutually agree with their evaluators how many goals will be set over the course of the year.
2. At least one non-standardized indicator (22.5%) must be used to show student growth over time. The teacher and evaluator will mutually agree on that indicator and the types of evidence that will be collected for the indicator(s).
3. For the second indicator (22.5%), the teacher and evaluator may mutually agree to include one standardized indicator other than the state test.
4. All standardized assessments used must include interim assessments that align with the standardized assessment and be administered over time. Data from standardized assessments must be compared and analyzed collectively to determine student growth.

No standardized assessment can be used if the assessment creator has a specific policy that states the test was not designed for use in evaluating teachers.

##### **For support specialists**

Support specialists work within one of three main contexts as their primary responsibility: they provide direct support to students; they provide support primarily to teachers and may do some work directly with students; or they work primarily to support the educational program as a whole, rather than provide support directly to teachers or students. The following parameters for evaluation pertain to support specialists in all of these contexts:

1. Specialists will set one goal that reflects the instruction or support they provide, as allowed by their area of certification and based on the specialist's assigned role and responsibilities.
2. At least one non-standardized indicator (22.5%) must be used to show growth over time. The specialist and evaluator will mutually agree on that indicator and the types of evidence that will be collected for the indicator(s).
3. For the second indicator (22.5%), the specialist and evaluator may mutually agree to include one standardized indicator, if appropriate.
4. All indicators used must be appropriate for the goal and must align with the specialist's area of certification.

#### **8.1 (b) DETERMINING multiple indicators of student academic growth and development**

In the Torrington Professional Development and Evaluation Plan, teachers or specialists and their evaluators will work collaboratively to determine an appropriate mix of indicators to use in the evaluation process. Teachers or specialists and their evaluators will mutually agree on one student goal for growth and development; all goals will be appropriate for the teacher or specialist grade and subject area, or position and role within the school. Goals will be based on an

analysis of data from multiple sources mutually agree upon at the goal setting conference and include standardized assessments when appropriate. The following definitions and uses of standardized and non-standardized indicators, and evidence will guide the selection process:

**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; portfolios, exit slips, rubrics; for specialists, the tasks are aligned to the support provided by the specialist.

\* *Note* : Non-standardized indicators used by specialists whose primary responsibility is not the direct support of students will reflect what their role or assignment is and what they do to show growth in reaching the goal that was set.

**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 (examples, but not limited to: tests, quizzes, district assessments, MAP testing results, DRP, phonological awareness test results, etc.)

**Evidence** – Each piece of work done; teachers or specialists will collect multiple pieces of evidence for each type of indicator.

All indicators selected must be fair, valid, reliable, and useful to the teacher, as described in the teacher evaluation guidelines.

### **8.1 (c) *Process for setting goals and selecting indicators and evidence***

#### **(1) *Classroom teachers / support specialists whose primary responsibility is direct support to students***

During the goal-setting conference in the fall, the teacher/specialist and evaluator will use the following process to set the focus for student growth and development:

1. Examine the data the teacher/specialist has gathered about student learning/growth needs, and the draft of the teacher/specialist's student goal for growth and development; come to mutual agreement on the student goal;
2. Discuss what standardized indicator will be used, if any, and how many times during the year it will be administered; come to mutual agreement on these issues;
3. Discuss what non-standardized indicator(s) will be used, and come to mutual agreement on this; teachers/specialists and their evaluators may mutually agree that a total of more than 2 indicators will be used;
4. Discuss and mutually agree on a representative sample of students that reflects the sub groups (ELL, SPED, Socio-Economically disadvantaged, gender, ethnic background) of the class for whom the teacher/specialist will collect evidence via the indicators;
5. Discuss and mutually agree on the number of pieces of evidence that will be collected for each student in the representative sample over the course of the year;
6. Discuss and mutually agree on the student work/growth rubric that will be used to examine evidence and show growth over time;
7. Other factors, including data from the state data system, that need to be taken into account in setting goals, selecting indicators of student growth and development, and determining student success in meeting the goals.

During the conference, the teacher/specialist and evaluator will complete the Theory of Action Plan for Student Instructional Goal Form with the above information; the teacher will enter it into his/her file via the district data management system.



**(2) Education Support Specialists whose primary responsibility is not direct support to students**

This category includes those professional staff members who don't provide direct continuous support to students, such as coaches, some library-media specialists, some reading specialists, guidance counselors, etc. These specialists will write one goal that is based on the specialist's position and role in working to support teachers, students, and/or the school's educational program as a whole.

Support specialists will follow the same process with their evaluators as that used by other teachers, examining other sources of data to determine the need to be met, and what their goal will be. Types of data that specialists might examine include, but are not limited to:

- Student assessment data;
- Information obtained from other teachers about student performance;
- District and school goals;
- District curriculum guides;
- Student school files;
- Information pertaining to special needs or circumstances of students, especially considering control factors;
- Information obtained from the teachers in the school about what teacher needs are that relate to student growth.

Support specialists and their evaluators will mutually agree on appropriate indicators of their support for students, teachers, and/or the school's educational program; types and sources of evidence that will be collected; what control factors, if any, will be considered when examining evidence; and what criteria will be used to examine the evidence collected.

**8.1 (d) Process for evidence collection and review/Determining evaluation ratings for student outcomes**

During the course of the year, teachers and specialists will collect evidence that shows progress in meeting the goals. Classroom teachers will use the district-developed Quality Student Work Rubric (Appendix H) as the basis for examining student work collected over time. Teachers and specialists will adapt the rubric as it applies to the student work to be collected. At least 4 of the elements from the Quality Student Work Rubric will be utilized as the evaluation measure for student growth. The high school will use their NEASC rubrics in lieu of the Quality Student Work Rubric, as appropriate. Support specialists will collect evidence and use tools appropriate for the goals. Other acceptable rubrics to show progress might include District Performance Task Rubrics, Department or grade level performance task rubrics, Lucy Caulkins Writing rubrics, or other mutually agreed upon measure of progress where calibration of grading has occurred.

At the mid-year conference, the teacher/specialist will share samples of student work with the evaluator. The focus will be on progress toward goals, and whether or not the goals, indicators, and/or evidence need to be adjusted. Evidence collection will then continue. At the Summative Conference, the teacher/specialist will review all additional evidence and determine the progress toward goals.

Progress will be defined as progress towards mastery and/or progress toward grade and/or course level standards.

The teacher/specialist will monitor and maintain all evidence that is used to document growth via the district data management system.

## SECTION 9.

## DETERMINING SUMMATIVE EVALUATION RATINGS

In the Torrington Public Schools Professional Development and Evaluation Plan, teachers' summative evaluation ratings will be as follows:

- A 'Student Outcomes Rating' will be determined by a holistic examination of the evidence and ratings of student growth and development, and student feedback;
- A 'Teacher Practice Rating' will be determined by a holistic examination of the evidence and ratings of teacher performance and family engagement.

To determine the teacher's summative ratings, the rubrics used and evidence collected will be examined and analyzed holistically for patterns and trends in performance over time. Questions such as the following are asked and answered (not an exhaustive list): \*See Theory of Action Goal Attainment Matrix (Appendix J)

1. What changes in the teacher's behavior indicate a consistency, a growth, or a regression in practice from previous observations?
2. What types of behaviors align with the descriptors of performance on the rubrics used? How consistently were these types of behaviors shown? Are there some types of behaviors that are exhibited more or less frequently than others?
3. Within a general type of behavior (e.g., a teacher initiating a lesson and connecting it to the previous lesson), are there differences in the ways the behavior is shown? If so, what does this tell me? (e.g., teacher posts the objective on the board before class; teacher orally tells the students what they'll be doing in the lesson, and how it stems from what they did in the previous lesson; teacher holds a brief Q & A session with the students about the previous lesson and asks them to predict what the next step is)
4. How is the evidence connected? Do pieces of evidence and behaviors shown support each other? Are there extreme 'outliers'? If so, how frequently do those occur as compared to other behaviors exhibited?
5. What changes in student performance indicate growth?
6. Is some evidence more significant than other evidence? What makes it so?

In cases where the teacher's final evaluation rating is in question, there are 3 primary questions that will be discussed by the teacher and evaluator before the evaluator will make a final evaluation rating:

1. Which behavioral descriptions on the rubrics are most pertinent to the teacher's assignment?
2. Are there other mitigating factors that should be considered?
3. With these two questions in mind, how does the **preponderance of evidence** demonstrate the level of progress toward the goals?

The evaluator will use the Summative Rating Form to complete the year-end report. It will be signed by both the evaluator and teacher and entered into the teacher's evaluation file via the data management system.

## **SECTION 10. LINKING TEACHER EVALUATION TO PROFESSIONAL GROWTH AND CAREER DEVELOPMENT**

The foundation of the Torrington Professional Development and Evaluation Plan is a strong, collaboratively developed professional growth program. Results from collective teacher evaluations will be part of the data that will be used to develop professional growth opportunities to be offered on a school- or district-wide basis. Team-level or school-level professional development will be differentiated to the needs of the grade-levels or subject areas of the teachers, in accordance with the school's data collections.

All educators will also use information from their own evaluations to develop growth plans to impact instruction and student learning. Growth plans may be developed on an individual or small group basis (e.g., grade 4 teachers, or high school teachers who teach biology, developing a growth plan together). Those growth plans may be used, as appropriate, as one source of data in the educator's evaluation, as they pertain to CCT domain 4 (professional responsibilities).

### *Professional growth for teachers in TEAM*

Year 1, 2, and 3 teachers who are participating in TEAM will base most professional growth on the needs identified through the modules the teacher is working on. If a common need is also addressed through evaluation, the teacher is encouraged to develop the TEAM professional growth plan around that need. The teacher is allowed to use the TEAM reflection paper, if s/he chooses, as one piece of evidence that supports his/her professional growth, but whether or not the teacher successfully completes any TEAM module cannot be used.

### *Professional growth for teachers on support plans*

Teachers who are rated Developing or Below Standard will be placed on a support plan that is developed collaboratively by the teacher, evaluator, and local association president (or designee). This plan will include specific activities designed to help the teacher grow professionally while addressing areas of need. The extent to which the teacher will be required to participate in other school or district professional growth activities will be determined as the support plan is being developed.

All educators will be encouraged to use their evaluations and professional growth opportunities for career enhancement. The PDEC has identified some career enhancement options, which include but are not limited to the following:

1. TEAM Mentoring – Mentor teachers and mentor administrators will be selected, in part, based on evaluation ratings. A prospective mentor must have at least 3 consecutive ratings of 'Accomplished' or higher, and meet other requirements, in order to be considered.
2. PLC Facilitators (coordinating teacher) – These teachers will receive additional training provided by the district in how to analyze and interpret both quantitative and qualitative data. They will be available to work with colleagues in their schools to help them understand how to collect, interpret, and use different types of data so as to impact instruction and other areas of student growth.
3. Group Facilitators – Teachers who are interested in learning how to facilitate a variety of types of work groups in the district (e.g., curriculum review and development committees, professional reading groups, problem-solving groups) will have the opportunity to learn skills to do such facilitation within their school or on a district-wide basis.

**SECTION 11.****TEACHER IMPROVEMENT AND REMEDIATION PLANS****11.1 (a) Definition of Effective and Ineffective**

Novice teachers shall generally be deemed effective if said teacher shows a continuous pattern of growth within and across rating categories. By the end of year four a teacher should have received at least two sequential “accomplished” ratings, one of which must be earned in the fourth year of a novice teacher’s career. The evaluator may make an exception of this requirement and pattern of growth taking into consideration such factors as changes in assignment, implementation of new curricular programs, the composition of a particular class of students, and/or other such factors that may be outside of a teacher’s control. Superintendents shall offer a contract to any novice teacher he/she deems effective at the end of year four.

A previously tenured teacher from another district shall be deemed effective if said teacher has received a rating of accomplished by the end of the second year of teaching.

A post-tenure teacher shall be deemed effective if said teacher shows a continuous pattern of growth within and across rating categories.

A post-tenure teacher shall generally be deemed ineffective if said teacher demonstrates a pattern of receiving developing or substandard ratings and fails to show improvement after the successful completion of an assistance plan. The evaluator may make an exception of this requirement and pattern of growth taking into consideration such factors as changes in assignment, implementation of new curricular programs, the composition of a particular class of students, and/or other such factors that may be outside of a teacher’s control.

After two consecutive years without achieving an “accomplished” rating in professional practice or a summative rating of “below standard” or “developing” the teacher shall be deemed ineffective and subject to dismissal.

**11.1 (b) Teacher improvement and remediation plan development**

Teachers whose summative evaluation ratings are ‘Developing’ or ‘Below Standard’ will be required to work with their local association president (or designee) and evaluator to design a growth plan that addresses identified needs.

The plan must include the following components:

1. A clear description of the teacher’s area of need;
2. A clear description of the expected outcomes;
3. Criteria for success that will result in an evaluation rating of ‘accomplished’ or higher;
4. The resources and support that the local district will provide to the teacher;
5. A clear statement of who is responsible for providing each of the supports;
6. A clear timeline for activities of the plan, within the school year in which the plan will be implemented; it is required that a mid-plan conference take place among the teacher, local association president or designee, and the evaluator or designee, to determine how effective the plan is to date, and make any necessary changes to it;
7. Any extenuating circumstances that will be taken into account in the implementation of the plan.

The plan will be designed and written using the Teacher Support Plan and signed by the teacher, local association president (or designee), and evaluator. Copies will be distributed to all those involved in the implementation of the plan. The contents of the plan will be kept confidential but entered into the teacher’s evaluation file by the evaluator, using the district data management system. As part of the support plan activities, the teacher and evaluator will also enter evidence they collect into the teacher’s evaluation file via the data management system.

After two consecutive years without achieving an “accomplished” rating in professional practice or a summative rating of “below standard” or “developing” the teacher shall be deemed ineffective and subject to dismissal.

**SECTION 12.****DISPUTE RESOLUTION PROCESS**

Torrington Public Schools believes that evaluation must be a collaborative process between the evaluator and teacher, drawing on the expertise and perspective of both parties. However, recognizing that disagreements may arise during the process, and in accordance with the *Connecticut Guidelines for Educator Evaluation*, a comprehensive dispute resolution process has been designed and agreed to by the PDEC, which includes the superintendent.

The teacher and evaluator should meet within three school days of receiving verbal or written feedback in an attempt to resolve the dispute at the building level first. If on the third school day an impasse has occurred, teacher *must* notify the local association president (or designee) and the director of human resources.

The PDEC will have responsibility for overseeing the dispute resolution process and will establish an Appeal sub-committee within three school days. PDEC members who wish to do so will serve as the members of Appeal Committee; additional teachers and administrators will be added specifically to the Appeal Committee if need be so that the elementary, middle, and high schools are appropriately represented. Additional teachers who are interested in serving on the Appeal Committee will submit an application to their bargaining unit, and be selected by that unit. All who are accepted onto the Appeal Committee will have evaluation ratings of at least accomplished or higher in the year prior to their appointment to the committee.

Any dispute that cannot be resolved at the school level can be filed with the Appeal Committee for resolution through a hearing; all parties must attend. The dispute will be heard by 4 selected members of the Appeal Committee with the number of teachers and administrators always being equal. The Appeal Committee members may not work in the same school as the party filing the dispute, and may not include either of the parties involved in the dispute. If the Appeal Committee has difficulty reaching a decision regarding the dispute, they may request the assistance of a neutral third party. The neutral third party must be mutually agreed upon by the superintendent and president of the respective bargaining unit. The Appeal Committee must come to a resolution for the dispute within three school days.

The PDEC has established processes and guidelines for selection of members for the Appeal Committee, training required to serve, timelines for service on the committee, and timelines for submitting and resolving a dispute.

**SECTION 13. PROCESS TO MONITOR AND EVALUATE IMPLEMENTATION OF THE PLAN**

Torrington Public Schools will monitor implementation of the new plan on a continuing basis, seeking feedback from teachers and administrators through both short surveys and focus groups. Short surveys will be developed by the PDEC and administered to all staff in April. The survey will focus on a specific aspect of the evaluation process. In June, the PDEC will reconvene to evaluate the process, analyze the feedback, and update the plan.

Surveys will be accessible electronically, will be anonymous, and will be designed in such a way that each survey can be submitted only once by any staff member.

**SECTION 14.****EVALUATION RATINGS AUDIT AND VALIDATION**

By June 1 of each year, the superintendent will report to the local board of education the status of teacher evaluations in the district. By September 15 of each year, the superintendent will report to the State Department of Education the status of teacher evaluations, including the frequency of evaluations, number of teachers who have not been evaluated, and aggregate evaluation ratings. The district will participate in evaluation audits as required.



## Glossary

***Important terms in teacher evaluation*****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 , and
- ***Whole-school 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 four domains and components of teacher practice; and
- ***Family feedback/Family Engagement (10%)*** strategies based on areas for improvement based on school-wide survey

**Review of Practice**

A non-classroom observation that may include, but is not limited to: observations of meetings, observations of coaching/mentoring other teachers, reviews of lesson plans, student work or other teaching artifacts (i.e. student work, progress, rubrics, teacher feedback, documents/reports, etc.) **with evidence related to goals.**

**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 &/or performance; constructed project; curriculum-based assessment; for specialists, the tasks are aligned to the support provided by the specialist.

\* *Note* : Non-standardized indicators used by specialists whose primary responsibility is not the direct support of students will reflect what their role or assignment is and what they do to show growth in reaching the goal that was set.

**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

**Evidence** – Each piece of work done; teachers or specialists will collect multiple pieces of evidence for each type of indicator.