



Torrington Educator Professional Development and Evaluation Plan

ORIENTATION FOR 2021–2022 SCHOOL YEAR

Welcome to TEVAL Orientation

Torrington's Educator and Administrator Evaluation and Development Plan requires (Section 3):

- ▶ annual orientation program about the Torrington Professional Development and Evaluation Plan
- ▶ orientation will take place no later than September 30th, or before the evaluation process begins for any educator
- ▶ purpose is to review the evaluation process, materials and resources available to educators, and to answer questions for clarification.

Evaluation during the 2021 - 2022 School Year

- ▶ CSDE has continued to provide flexibilities within the Guidelines for Education Evaluation 2017 due to the disruption to our education system during the COVID-19 pandemic.
- ▶ Summative ratings will be required In 2021-22 school year
- ▶ The Torrington Professional Development and Evaluation Committee (PDEC) has applied to partake in the flexibility plan.



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FROM: Charlene M. Russell-Tucker, Acting Commissioner of Education 

DATE: June 9, 2021

SUBJECT: **Flexibilities for Implementing the *CT Guidelines for Educator Evaluation 2017* for the 2021-2022 School Year**

Torrington TEVAL Components

▶ **Student Outcomes Rating**

- ▶ Student academic growth and development (45%) – based on Student Learning Objectives as identified by the educator and the evaluator
- ▶ Whole-school Student Learning Indicators (5%) – based on the goals from the building administrator evaluation, which are aligned to the district goals

▶ **Educator Practice Rating**

- ▶ Observations of the educator's performance and practice (40%) – based on observations and reviews of practice in alignment with the CCT Rubric
- ▶ Parent Feedback (10%) – based on the degree to which an educator successfully reaches their improvement targets on parent feedback goal

Timeline at a Glance

Track A

- ▶ Orientation – by October 1
- ▶ Goal Setting – Form due November 1, conference by November 15
- ▶ Informal Observations – Minimum of 3 to be done by March 15
- ▶ Mid-Year Check-in – by February 1
- ▶ Minimum of 1 Review of Practice by April 15
- ▶ Year-End Self-Assessment – due one week prior to the Summative Conference
- ▶ Year-End Conference & Contract Renewal Meeting - by April 15th

Track B

- ▶ Orientation – by October 1
- ▶ Goal Setting – Form due November 1, conference by November 15
- ▶ Informal Observations – Minimum of 2 to be done by May 15
- ▶ Mid-Year Check-in – by March 1
- ▶ Minimum of 1 Review of Practice by May 15
- ▶ Year-End Self-Assessment – due one week prior to the summative conference
- ▶ Year-End Conference - on or about ten days prior to the last day of school

(cycle years are on pause)

Frontline

- ▶ For information on how to enter your goals into Frontline please view this [link](#) .
- ▶ Goal setting, Mid-year, Summative, and Review of Practice forms will be available for teachers to initiate completing.
- ▶ If a Pre-observation meeting and/or a Post-observation meeting is requested by an evaluator or staff member, the form will be scheduled by the evaluator.

Getting Started – Goal Setting

- ▶ Goal Setting **Form** to be submitted in Frontline on or before *November 1st*
- ▶ Goal Setting **Conference** with evaluator held by *November 15th*
 - ▶ Staff should initiate setting up a conference time with their evaluator.

Getting Started – Goal Setting

Student Learning Objective (45%)

- ▶ identify **one** student learning goal, with **two** indicators/measures of accomplishment that show student growth and development
- ▶ goals may focus on:
 - ▶ social and emotional learning for students
 - ▶ student engagement
 - ▶ cultural responsiveness, or
 - ▶ academic achievement

Getting Started – Goal Setting

Student Learning Objective

- ▶ Indicators/Measures of Accomplishment
 - ▶ evidence of implementing a new strategy to address an identified need
 - ▶ evidence of analyzing data, developing and implementing strategies to improve learning for students with most significant needs
 - ▶ evidence of strategies implemented to increase the engagement of students in the learning process
 - ▶ evidence of incorporating culturally responsive teaching strategies into daily lessons
 - ▶ measurement of academic achievement of students

Examples of SLOs and IAGDs

	SLO	IAGDs
Kindergarten	If students are taught to improve their skills for learning (i.e. focus, listen, self-talk, assertive), then they will be more likely to develop a positive attitude towards school. As a result of this positive outlook, students will also be more likely to achieve academic success.	<p>IAGD#1: Student and parent Social Emotional Learning Surveys and student Listening Checklist will be given three times. The information from the surveys and checklist will be analyzed to indicate the effectiveness of the Second Step lessons. Additional surveys and/or checklists will be developed as needed to gauge overall feelings about learning and school. Additionally, The Second Step Summative Assessment will be given in December and again in the spring.</p> <p>IAGD#2: Teachers will monitor work samples from Second Step lessons to assess students' understanding. This review will drive adjustments, allowing for teaching or reteaching into areas of need. I will also collect work samples in academic areas to show academic growth.</p>

Examples of SLOs and IAGDs

	SLO	IAGDs
2nd Grade Academic	My second grade students will know and apply grade-level phonics and word analysis skills in decoding words. (Literacy.RF.2.3)	<p>IAGD#1: All students will show 35%-65% growth on Star Enterprise Reading/Early Literacy Assessment. Growth will be measured from the baseline administration in Oct. 2020 to the final administration of this assessment in May 2021.</p> <p>IAGD#2: Students who scored in the Strategic Support range on DIBELS 8th Edition Assessment, will move up a band to score in Core range.</p>

Examples of SLOs and IAGDs

	SLO	IAGDs
5th Grade Academic	Students will improve their understanding of the grade level fraction concepts: adding, subtracting, and multiplying fractions.	<p>IAGD#1: Improvement on Winter and Spring STAR Assessment</p> <p>IAGD#2: Student performance will improve on the IAB Post Assessment in Fractions.</p>

Examples of SLOs and IAGDs

	SLO	IAGDs
6th Grade Social Emotional	Students in my Learning Lab will develop self-awareness and self-management skills to achieve school and life success.	<p>IAGD#1: Students will be surveyed in select sections from the Panorama Education Social Emotional Learning Survey, specifically focused on three areas: Classroom Effort, Self Management, and Learning Strategies before lessons, and surveyed again at the end of the year.</p> <p>IAGD#2: During learning lab students will complete self-reflections on their academic growth in their core classes. Students will learn to use Power School effectively to review grades and take initiative to improve.</p>

Examples of SLOs and IAGDs

	SLO	IAGDs
High School Social Emotional	Students will establish and maintain positive relationships while practicing social and communication skills.	<p>IAGD#1: By May, 95% of students will earn an exemplary rating on the "Engagement," "Listening," and "Conduct" criteria presented on the "Socratic Seminar Rubric."</p> <p>IAGD#2: By May, 95% of students will demonstrate an exemplary rating on the "Respect and Tolerance" category of the school-wide "Value Character" rubric.</p>

Examples of SLOs and IAGDs

	SLO	IAGDs
High School Academic	Students will utilize close reading, text frames, and collaborative learning to improve their ability to cite evidence and analyze literature.	<p>IAGD#1: By June, students will improve their scores from pre to post assessment as demonstrated on a Constructed Response Rubric 0-4 Scale rooted in the Common Core State Standards.</p> <p>IAGD#2: By June, 80% of students will progress toward standard proficiency on department wide summative assessments as evidenced by teacher designed rubric rooted in Common Core State Standards.</p>

Getting Started – Goal Setting

Performance Focus Area

- ▶ Identify an area of professional growth based on the CCT Domains, linked to the student learning objective(s) (i.e. enhance questioning techniques, foster positive relationships, set instructional purpose)
- ▶ This is different from your SLO for students. This is an identified area of growth you would like to focus on as a professional educator.

Getting Started – Goal Setting

Parent Feedback Goal (10%): a focus on implementing strategies for ongoing communication and engagement with families

- ▶ the school conducts a whole school parent survey
- ▶ school staff determines at least one school level parent engagement goal based on survey feedback
- ▶ educator & evaluator identify one related parent engagement goal and set improvement targets
- ▶ the educator measures progress on improvement targets

Example Goal Setting Form



Educator Goal Setting - Initial

User Information

Name: Torrington, CT DemoEducator01

Building: None

Grade: None

Assigned Administrator: Not Assigned

Saved By: N/A

Acknowledged By: N/A

Finalized By: N/A

Title:

Department: None

Evaluation Type: Classroom Teacher Track A

Evaluation Cycle: 09/01/2020 - 06/30/2021

Date Submitted: Incomplete

Date Acknowledged: Unacknowledged

Date Finalized : Unfinalized

I. Student Academic Growth & Development

I. Student Academic Growth & Development: Your task is to commit to a goal that will guide your work over the course of an evaluation cycle. Please be sure your goal is fair, reliable, valid, and useful. Educators will set a minimum of one Student Learning Objective for student growth and development. The goal must have two indicators of academic growth and development. If the educator has one (1) SLO, the SLO must include two (2) indicator's; If the educator has two (2) or more SLO's, each SLO must include at least one (1) indicator.

Student Learning Objective 1:

Observations

Track A teachers and teachers who demonstrated Developing or Below Standard practice during 2020 - 2021

- ▶ A minimum of three informal observations and a minimum of one review of practice.
- ▶ Informal Observations are in-class observations less than 20 minutes, with verbal and/or written feedback within a timely manner.
- ▶ Written feedback should be based on evidence collected and current CSDE approved rubrics.
- ▶ Feedback should be formative in nature and include recommendations for growth and professional learning.

Observations

Track B teachers who were rated Proficient or Exemplary during the 2018-19 school year and/or maintained Proficient or Exemplary practice during 2020-2021

- ▶ A minimum of two informal observations and a minimum of one review of practice.
- ▶ Informal Observations are in-class observations less than 20 minutes, with verbal and/or written feedback within a timely manner.
- ▶ Written feedback should be based on evidence collected and current CSDE approved rubrics.
- ▶ Feedback should be formative in nature and include recommendations for growth and professional learning.

Reviews of Practice

- ▶ Minimum of 1 Review of Practice for all educators:
 - ▶ Track A – by April 15
 - ▶ Track B – by May 15
- ▶ Evaluators will complete the Review of Practice Form

Reviews of Practice - Examples

Reviews of Practice may include but are not limited to:

- ▶ reviews of lesson/unit plans and assessments
- ▶ planning meetings, data team meetings
- ▶ professional learning community (PLC) meetings
- ▶ call-logs or notes from parent-teacher meetings
- ▶ observations of coaching/mentoring
- ▶ meetings with other teachers
- ▶ attendance records from professional development or school-based activities/events.
- ▶ Examination of educator work products
- ▶ Examination of student work samples
- ▶ Development of curricular materials
- ▶ Advisory committee participation
- ▶ Progress report conference or PPT participation
- ▶ Outreach and engagement with families
- ▶ District/school-wide committee

Mid-Year Check-in

- ▶ Track A – Should occur January to February 1
- ▶ Track B – Should occur January to March 1
- ▶ Self-reflection – for the mid-year check-in, the educator completes the mid-year self-reflection and the evaluator and educator discuss progress and evaluator provides feedback, including evidence related to Domain 4, Professional Responsibilities & Leadership

End-Year

Summative ratings will be required for the 2021 - 2022 academic year. End-of-year summative reviews shall include a teacher/administrator self-assessment, supporting documentation/artifact review and an end-of-year conference.

Summative ratings shall be determined by:

1. a holistic review of evidence in each component,
2. combining the rating for student learning goals and whole-school student learning indicators/educator effectiveness/special area of focus for an **Outcomes Rating**,
3. combining educator practice and stakeholder feedback for a **Practice Rating**, and
4. combining the **Outcomes Rating** and the **Practice Rating** to a **Final Rating** aligned to one of four performance designations.

Be sure to note your track's timelines for the self-reflection and summative conference.



Thank you!

Have a great year :)