



Professional Growth and Educator Evaluation
Plan

May, 2016

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Acknowledgements

The Ellington Professional Growth and Educator Evaluation Plan was developed by the Professional Growth Committee:

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Guiding Beliefs

The professional growth and evaluation process will increase student achievement and improve professional practices. It is based on the assumption that educators, like students, must be continual learners and are motivated to examine and reflect upon their professional practice in order to improve instruction. To that end, the Ellington Professional Growth and Educator Evaluation Plan is based on the following beliefs about teaching and learning:

We believe that all students:

- should be challenged to reach their highest potential;
- learn differently and at a different pace;
- deserve equal opportunities to learn; and
- deserve a positive, respectful learning environment.

We believe that effective educators are:

- passionate about their work and their students;
- accountable for the success of their students;
- reflective and use performance feedback to improve student learning;
- committed to continuous professional growth and collegial collaboration; and
- contributing members of a positive, respectful professional culture.

Objectives for Professional Growth and Educator Evaluation

1. To enhance the professional skills of the staff so they may more effectively meet the needs of all students.
2. To provide equitable opportunities for focused continuing education and professional development for all educators.
3. To provide feedback that motivates personal and professional growth.
4. To facilitate communication and collaboration among educators to improve teaching and learning.
5. To provide assistance to educators for their continuous improvement.
6. To establish a procedure by which individual and district goals can be translated into performance objectives.
7. To contribute to good morale by demonstrating just and equitable personnel practices.
8. To acknowledge and recognize educators' growth, improvement, and contributions promoting professional growth.
9. To provide differentiated professional growth opportunities that acknowledge and are responsive to differences in skills, experience and learning needs.

Evaluation Procedures and Definitions

This document outlines the model for the evaluation and development of teachers in the Ellington Public Schools. It is based on the Connecticut Guidelines for Educator Evaluation (June, 2012) and subsequent revisions to the Guidelines by the Performance Evaluation Advisory Council (PEAC).

Evaluators

Evaluators are defined as district administrators who hold the intermediate administrative certificate (092). Administrators are the only staff designated to evaluate certified staff.

Certified Teacher

Each certified teacher in the district will participate in the evaluation plan. A certified teacher is any person currently working in a position requiring Connecticut State Teacher Certification below the rank of assistant principal.

Phases of Evaluation

For the purposes of evaluation, teachers will participate in one of two phases:

- Continuous Professional Growth Phase
- Intervention Process

The Intervention Process is described more fully on pages 41-44.

Non-Tenured Teachers

The district will provide guidance and support to assist new teachers as they acquire the self-confidence and skills necessary to qualify for tenure in the Ellington Public Schools. As appropriate, beginning teachers will be matched with trained mentors and participate in the Teacher Education and Mentoring (TEAM) program. Non-tenured teachers will participate in peer visits/observations to help them become more familiar with the work of the district.

Achieving Tenure

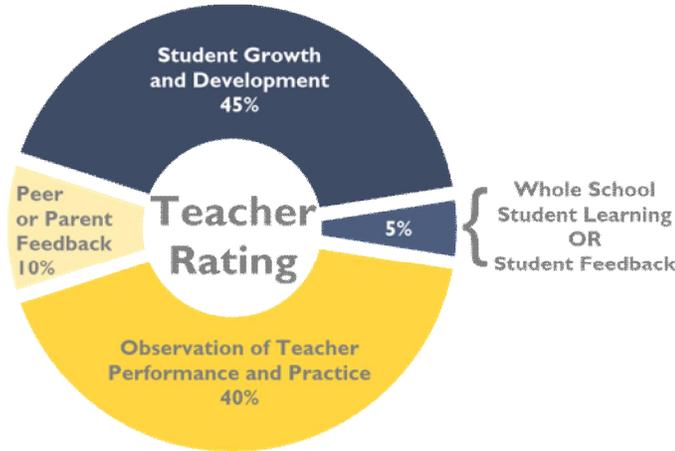
In Connecticut, school boards do not grant tenure, rather, it is conferred by state statute. Please refer to Connecticut General Statute 10-151 for complete tenure requirements.

Evaluation and Support System Overview

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

- 1. Teacher Practice Related Indicators:** An evaluation of core instructional practices and skills. This focus area is comprised of two categories:
 - (a) Observation of teacher performance and practice (40%):** evaluated using the CSDE Common Core of Teaching Rubric for Effective Teaching (revised 2016)
 - (b) Parent feedback (10%):** progress toward goals based on school-wide survey results
- 2. Student Outcomes Related Indicators:** An evaluation of teachers' contribution to student academic progress, at the school and classroom level. There is also an option to include student feedback. This focus area is comprised of two categories:

- (a) **Student growth and development (45%):** determined by the results of teacher’s student learning objectives (SLOs)
- (b) **Whole-school measures of student learning (5%):** determined by aggregate student learning indicators **OR student feedback (5%):** progress toward goals based on student survey results



Teacher Evaluation Process and Timeline

The annual evaluation process between a teacher and an evaluator (principal or designee) is anchored by three performance conversations at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set development goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful. In this process, the teacher and the evaluator share responsibility for meeting district guidelines for completion of each stage of the process.

Goal Setting and Planning	Mid-Year Check-in	End-of-Year Review
<ul style="list-style-type: none"> • Orientation on process • Teacher reflection and goal setting • Goal setting conference 	<ul style="list-style-type: none"> • Teacher reflection • Review goals and performance to date • Mid-year conference 	<ul style="list-style-type: none"> • Teacher self-assessment and reflection • Scoring • Summative Rating • End-of-year conference
By November 1st	January/February	By last student day

Goal-Setting and Planning:

Timeframe: Goal-setting completed by teacher and evaluator by **November 1**

1. *Orientation on Process*–To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and student learning objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation process.

Annually, initial orientation programs regarding the teacher evaluation and support programs will be held with newly employed teachers. Additionally, district-wide or building-based orientation programs will be held to update teachers on changes to the process.

2. *Teacher Reflection and Goal-Setting*—The teacher examines student data, prior year evaluation and survey results and the CSDE Common Core of Teaching Rubric for Effective Teaching (2016) to draft a Professional Growth Plan (PGP), including proposed performance and practice goal(s), a parent feedback goal, student learning objectives (SLOs) and indicators of academic growth and development (IAGDs), and a student feedback goal (if required) for the school year. Note: Teachers who are participating in TEAM will complete PGAPs for selected modules rather than develop a Teacher Practice and Performance Goal. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.
3. *Goal-Setting Conference*—The evaluator and teacher meet to discuss the teacher’s proposed goals and action plan in order to arrive at a mutual agreed-upon PGP. The evaluator may request revisions to the proposed goals and action plan. Goal-setting documents are completed. The evaluator will also notify each teacher of his or her placement in the observation cycle.

Mid-Year Check-In:

Timeframe: **January and February**; must be completed by **March 1**

1. *Reflection and Preparation*—The teacher and evaluator collect and reflect on evidence to date about the teacher’s practice and student learning in preparation for the check-in. Teacher completes Mid-Year Reflection.
2. *Mid-Year Check-In*—The evaluator and teacher complete a mid-year check-in during which they review progress on teacher practice goals, student indicators of academic growth (IAGDs) and performance on each to date. Evaluators may deliver mid-year formative feedback on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the action plan and/or IAGDs.
3. Mid-Year Conferences will be scheduled for all non-tenured teachers and all teachers with ratings of *developing* or *below standard*. Mid-Year Conferences for teachers rated *proficient* or *exemplary* may be scheduled by request of either the teacher or evaluator.

End-of-Year Summative Review:

Timeframe: May and June; must be completed and signed by **the last student day of the school year**

1. *Teacher Self-Assessment*—The teacher self-assesses using information and data collected during the year, completing Summative Reflection for review by the evaluator. The self-assessment is due one week before the scheduled end of year conference. The administrator may request revisions to the teacher self-assessment if sufficient data and/or reflection is not provided.
2. *End-of-Year Conference*—Prior to the conference, the evaluator will complete the summative report to be shared with the teacher at the meeting. Based on the conversation at the meeting, the evaluator may make any needed adjustments to ratings. A final report will be

produced within three days and both the evaluator and teacher will sign the final report. A teacher's signature indicates receipt of the final report. A copy of the final report with signatures will be submitted to the Director of Educational Services for inclusion in the teacher's personnel file.

In the event of a teacher absence that lasts 6 weeks or more during the school year, upon return from the absence the administrator and teacher will meet to consider whether adjustments to the teacher's SLOs are needed and if timelines for components of the evaluation process need to be adjusted.

If a teacher is hired after October 1 of a school year, the evaluator should consult with the Director of Educational Services to set timelines for the components of the evaluation process.

In rare instances, a teacher's summative evaluation may not be able to be completed within the school year. In such cases, the evaluator should use the goal-setting conference of the next school year to review the teacher's performance during the prior year and use that information in goal-setting.

Support and Development

As a standalone, evaluation cannot hope to improve teaching practice and student learning. However, when paired with effective, relevant and timely support and opportunities for professional learning, the evaluation process has the potential to help move teachers along the path to exemplary practice.

Professional Learning

In any sector, professionals learn and grow through honest assessment of current performance, clear goal-setting for future performance, and taking action to close the gap. Professional learning opportunities focus on analyzing and refining teaching methods and best practices developed by and shared between and among educators, and address both individual learning needs and collective needs driven by new standards, assessments and school or district initiatives. This approach is intended to enhance collaborative practice and foster collective responsibility for improved student performance. Throughout the professional growth and evaluation process, every teacher will be identifying professional learning goals through mutual agreement with his/her evaluator. These goals serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities for each teacher should be address individual strengths and needs that are identified through the evaluation process. A needs assessment process may also reveal areas of common need among teachers, which may be addressed in team or school-wide professional learning opportunities.

Early Intervention

When an evaluator identifies that a teacher is having any type of performance issue related to teaching and professional responsibilities, it is incumbent on the evaluator to communicate clearly with the teacher regarding the concerns. When not documented as part of the observation process, the evaluator will document the concerns in a memo to the teacher, outlining the steps that the

evaluator expects the teacher to take to address the concerns and identifying strategies to support the teacher in addressing the areas of concern. Evaluators will schedule additional meetings with the teacher as needed. The teacher may choose to have union representation at any such meeting.

Improvement and Remediation Plans

If a teacher’s performance is rated as *developing* or *below standard*, it signals the need for the creation of an individual teacher improvement and remediation plan. Details of such plans are described in the Intervention Process section of this document. The improvement and remediation plan will be developed in consultation with the teacher and his/her exclusive bargaining representative.

Improvement and remediation plans must:

- identify resources, support and other strategies to be provided to address documented deficiencies;
- indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is created; and
- include indicators of success including a summative rating of *proficient* or better at the conclusion of the improvement and remediation plan.

Career Development and Growth

Opportunities for career development and professional growth are critical in both building confidence in the evaluation system itself and in building the capacity of all teachers. Examples of such opportunities include, but are not limited to: observing peers; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is *developing* or *below standard*; leading Professional Learning Groups/Data Teams; presenting professional development; serving on district-wide committees; and participating in focused professional development based on goals for continuous growth and development.

Ensuring Fairness and Accuracy: Evaluator Training

Ellington administrators responsible for teacher evaluation under this plan will participate in training and calibration exercises for administrators as developed by the Connecticut State Department of Education, and must meet expectations for proficiency as defined in that process. Additionally, professional development completed by superintendents of schools and administrators, as defined in section 10-144e of the general statutes, shall include at least fifteen hours of training in the evaluation and support of teachers under the teacher and administrator evaluation and support program, pursuant to subdivision (2) of subsection (b) of section 10-151b of the general statutes, during each five-year period.

Definition of Effectiveness and Ineffectiveness

Ellington Public Schools shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from this evaluation system.

Effective	Teacher has received a summative rating of <i>proficient</i> or <i>exemplary</i> .
Ineffective	Teacher has received two consecutive ratings of <i>developing</i> or one rating of <i>below standard</i> .

Dispute Resolutions Process

Formulation of Professional Growth Plan (or Action Plan in Intervention Process): The following procedures will be used in cases where the evaluator and teacher cannot agree on the areas of focus for the evaluation period:

1. If a disagreement arises concerning the formulation of the Professional Growth Plan (or the Action Plan in the Intervention Process), the teacher shall first discuss the matter with the primary evaluator.
2. If the disagreement cannot be resolved, the teacher will be advised to contact the Personnel Policies Chairperson of the Ellington Education Association. A member of the Personnel Policies committee will attempt to mediate a resolution.
3. If the problem remains unresolved, the teacher shall submit a written formal appeal with the primary evaluator within five school days. A formal written appeal shall include a statement describing the issue and a proposed remedy.
4. If the disagreement is not resolved, the appeal will be forwarded to the superintendent.
5. After reviewing the appeal, the superintendent will prescribe a resolution of the disagreement.
6. The decision of the superintendent will be final.

Summative Evaluation: The following procedures shall be used when teachers disagree with comments and/or the final ratings on the *Summative Evaluation Report*.

1. Disagreements related to ratings and/or administrative comments on the *Summative Evaluation Report* shall be discussed with the evaluator in an attempt to resolve differences.
2. If the issue is not resolved, the teacher may submit in writing the points of disagreement and the reasons. This statement will be attached to the *Summative Evaluation Report* and placed in the teacher's personnel file.

Flexibility from Core Requirements for the Evaluation of Teachers

Because of the unique nature of the roles fulfilled by Student and Educator Support Specialists, districts are granted flexibility in applying the Core Requirements of teacher evaluation in the following ways:

Districts shall be granted flexibility in using Indicators of Academic Growth and Development to measure attainment of goals and/or objectives for student growth. The Goal-setting conference for identifying the IAGD shall include the following steps:

1. The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.
2. The educator and evaluator will determine if the indicator will apply to the individual teacher, a team of teachers, a grade level or the whole school.
3. The educator and evaluator should identify the unique characteristics of the population of students which would impact student growth (i.e. high absenteeism, highly mobile population in school).
4. The educator and evaluator will identify the learning standard to measure: the assessment, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.

Because some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance at the beginning of the school year. The observations will be based on standards when available. Examples of appropriate venues include but are not limited to: observing Student and Educator Support Specialist staff working with small groups of children, working with adults, providing professional development, working with families, participation in team meetings or Planning and Placement Team meetings.

When student, parent and/or peer feedback mechanisms are not applicable to Student and Educator Support Specialists, districts may permit local development of short feedback mechanisms for students, parents, and peers specific to particular roles or projects for which the Student and Educator Support Specialists are responsible.

OVERVIEW OF PROFESSIONAL GROWTH AND EVALUATION PLAN- ELLINGTON PUBLIC SCHOOLS

Teachers in First and Second Year of employment in Ellington	Teachers rated <i>Below Standard</i> or <i>Developing</i>	Teacher rated <i>Proficient</i> or <i>Exemplary</i>
<p>Goal setting completed and reviewed by administrator by November 1</p> <p>Participation in TEAM (if applicable) NOTE: Teachers who are participating in TEAM will complete PGAPs for selected modules rather than develop a Teacher Practice and Performance Goal.</p> <p>At least 3 formal scheduled in-class observations; which include a Pre-Observation Planning form and conference, a Post-Observation Reflection and post-observation conference, with timely written and verbal feedback. (1st by Nov.1; 2nd by Feb. 1; 3rd by April 1; additional observations as deemed necessary by administrator)</p> <p>At least 1 informal observation.</p> <p>At least 1 review of practice.</p> <p>Mid-year Teacher Reflection and midyear conference by March 1</p> <p>Peer visit/observation- grade level or department-with reflection</p> <p>Teacher Summative Self-Evaluation, with Summative Evaluation Report completed by last student day</p>	<p>Goal setting completed and reviewed by administrator by November 1</p> <p>At least 3 formal scheduled in-class observations; which include a Pre-Observation Planning form and conference, a Post-Observation Reflection and post-observation conference, with timely written and verbal feedback. (1st by Nov.1; 2nd by Feb. 1; 3rd by April 1; additional observations as deemed necessary by administrator)</p> <p>At least 1 informal observation.</p> <p>At least 1 review of practice.</p> <p>Mid-year Teacher Reflection and midyear conference by March 1</p> <p>Peer visit/observation- grade level or department-with reflection</p> <p>Teacher Summative Self-Evaluation, with Summative Evaluation Report completed by last student day</p> <p>Other expectations as described in personal Professional Assistance Plan</p>	<p>Goal setting completed and reviewed by administrator by November 1</p> <p>1 formal scheduled in-class observation every three years with timely written and verbal feedback; 3 informal observations in all other years with timely feedback.</p> <p>At least 1 review of practice.</p> <p>Mid-year Teacher Reflection and midyear conference by March 1</p> <p>Teacher Summative Self-Evaluation, with Summative Evaluation Report completed by last student day</p>

Teacher Practice Related Indicators

The Teacher Practice Related Indicators portion of the teacher evaluation model evaluates the teacher’s knowledge of a complex set of skills and competencies and how these are applied in a teacher’s practice. It is comprised of two categories:

- Teacher Performance and Practice, which counts for 40%; and
- Goals based on Parent Feedback, which counts for 10%.

Category #1: Teacher Performance and Practice (40%)

The Teacher Performance and Practice category of the model is a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and tailor support to those needs.

Teacher Practice Rubric:

INSERT GRAPHIC FROM CCT Rubric 2016 update here

The Observation Process

Administrators have the responsibility to observe and evaluate teacher job performance. This may occur in a variety of settings and formats. All interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations.

Teacher Category	Observation Requirements	Review of Practice
First and Second Year Teachers	At least 3 formal scheduled in-class observations; which include a pre-conference, a post-conference, and timely written and verbal feedback. AND at least 1 informal observation.	At least 1 each year
Teachers with a summative rating of <i>Below Standard</i> or <i>Developing</i>	At least 3 formal scheduled in-class observations; which include a pre-conference, a post-conference, and timely written and verbal feedback. AND at least 1 informal observation.	At least 1 each year
Teachers with a summative rating of <i>Proficient</i> or <i>Exemplary</i>	1 formal scheduled in-class observation every three years with timely written and verbal feedback; 3 informal observations with timely feedback in all other years.	At least 1 each year

Observation Cycle

During the first year of implementation, administrators will place the teachers they are evaluating (year three and beyond, with summative rating of *proficient* or *exemplary*) into three groups: formal observation, informal 1, informal 2) in order to create an observation cycle. In subsequent years, teachers will move as follows:

- Informal 1 to Informal 2
- Informal 2 to Formal
- Formal to Informal 1

Special note: Teachers entering their third year in Ellington with a summative rating of *proficient* or *exemplary* and teachers re-entering the Professional Growth phase of the plan following Professional Assistance will be placed into the cycle by their evaluator and may be placed into any of the three groups in order to balance the number of teachers in any phase of the cycle.

Informal Observations

The informal observation provides an authentic view of classroom instruction at any given moment in time. *Evaluators may conduct informal observations for any teacher at any time.* As such, these observations are short in duration, may be unannounced, and do not require the teacher to complete pre- or post-observation forms. Upon completion of the informal observation, the teacher will receive concise written feedback within 3 school days and the teacher and administrator may meet for a post conference at either's request. In order to provide formative feedback after an informal observation, administrators may pose questions to promote reflective thought, give commendations, and/or make recommendations for growth.

- Informal observations will be a minimum of 10 minutes.
- Administrators may interact with students.
- Feedback will be concise and focused on Domains 1 and 3.
- Feedback is not intended to address every indicator in the CCT Rubric.

Evaluators must document the informal observations and/or reviews of practice in BloomBoard with written feedback within 3 school days. No ratings or “tagging” of evidence are required except when the evaluator observes some practice which is an area of concern. In this case, the feedback should include a plan to address the specific area of concern.

For teachers for whom no ratings or tagged evidence have been provided within a domain, the end-of-year summative rating for that domain will be Proficient or Exemplary. Any documented feedback from the administrator will inform goal setting for the following year.

Reviews of Practice

A “review of practice” is intended as a single snapshot of a teacher’s professional practice outside of their classroom and may be scheduled or unscheduled. This requires the assigned evaluator to be present to observe and document the activity – specifically focused on domain 2 and/or 4.

Reviews of practice may include, but are not limited to, development and analysis of unit plans and assessments, examining student work, data team meetings, professional learning group meetings, review of grading practices, parent-teacher meetings, observations of coaching/mentoring other teachers, and providing professional development. Teachers may initiate a review of practice by sharing evidence related to professional practice outside of the classroom with their evaluator.

In the event that the primary evaluator is not present (i.e., a PPT meeting where another administrator has a professional interaction with a teacher), an administrator may document an area of concern or a commendation in writing. The teacher's primary evaluator will create a "review of practice" in Bloomboard and upload the written documentation as an artifact. The artifact may be considered in the teacher's summative rating and it may trigger the development of a plan to address any noted concerns.

Formal Observations

Formal observations are scheduled in-class observations that generally last 20 or more minutes. Formal observations are part of the required evaluation process for all educators; the number and focus of observations may vary according to the summative rating and/or professional goals of the teacher.

The formal observation process will include:

- a pre-observation conference and/or completion of Pre-Observation Plan (Domain 2);
- a post-observation conference and/or a Post-Observation Reflection; and
- a write-up of the observation by the evaluator with feedback on Domains 1, 2 and 3.

Timeframes

Teachers who are asked to complete a Pre-Observation Plan must provide it to the evaluator at least 24 hours before the observation. The administrator and teacher will meet for a pre-observation conference when required by this plan or requested by the teacher or administrator. Teachers may complete the Post-Observation Reflection at their own initiative or at the request of the evaluator. Post-observation conferences will generally be held within 5 school days after the observation. After the observation, the evaluator will complete the write-up within 10 school days after the observation. Follow-up conferences and observations may be scheduled as needed.

Any certified teacher, upon determination of the administrator, can be evaluated using the formal observation process in any given year. Evaluators may also use full-length observations to monitor instruction or implementation of district initiatives and may choose not to have teachers complete pre- and post-observation forms for these observations.

Teacher Performance and Practice Goal-Setting

At the start of the year, each teacher will work with his or her evaluator to develop their practice and performance goal(s) through mutual agreement. These goals provide a focus for the observations and feedback conversations. All goals should have a clear link to student achievement and should move the teachers towards *proficient* or *exemplary* on the CSDE Common Core of Teaching Rubric for Effective Teaching. Schools, departments or teams may decide to create a goal aligned to a particular component that teachers will include as a goal.

Example of Goal for Teacher Performance and Practice:

By June 2014, I will increase use of higher-order thinking questioning and discussion techniques to actively engage my students in discussions that promote understanding of content, interaction among students and opportunities to extend thinking.

Teacher Performance and Practice Scoring

Individual Observations

During observations, evaluators should take evidence-based notes, capturing specific instances of what the teacher and students said and did in the classroom, or what the teacher said and did in a review of practice. Evidence-based notes are factual (e.g., The teacher asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., The teacher asks good questions). Once the evidence has been recorded, the evaluator aligns the evidence with the appropriate component(s) on the rubric and then makes a judgment about which performance level the evidence supports in order to provide feedback.

Summative Rating of Teacher Performance and Practice

At the end of the year, the evaluator must determine a final Teacher Performance and Practice rating and discuss this rating with teachers during the End-of-Year Conference. The final Teacher Performance and Practice rating will be calculated by the evaluator in a three-step process:

- 1) Evaluator holistically reviews evidence collected through observations and interactions and uses professional judgment to determine ratings for each indicator. By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and interactions. Evaluators then analyze the consistency, trends, and significance of the evidence to determine a rating for each of the indicator of the domain. Some questions to consider while analyzing the evidence include:
 - **Consistency:** What rating best describes the practice I have observed and the evidence I have gathered across the year? Does the evidence paint a clear picture of the teacher's performance in this area?
 - **Trends:** Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?
 - **Significance:** Are some data more valid than others? (Do I have notes or ratings from "meatier" lessons or interactions where I was able to better assess this aspect of performance?)

Once a rating has been determined, it is translated to a 1-4 score. *Below Standard* = 1 and *Exemplary* = 4. See example below for Domain 2:

Domain 2	Rating	Evaluator's Score
2.1	<i>Developing</i>	2
2.2	<i>Developing</i>	2
2.3	<i>Proficient</i>	3
2.4	<i>Exemplary</i>	4

- 2) Average components with each domain to a tenth of a decimal to calculate domain-level scores:

Domain	Averaged Score
1	2.8
2	2.6
3	3.0
4	2.8

- 3) Apply domain weights to domain scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

Domain	Score	Weighting	Weighted Score
1	2.8	25%	.70
2	2.6	25%	.65
3	3.0	25%	.75
4	2.8	25%	.70
Total			2.8

Category #2: Parent Feedback (10%)

Feedback from parents will be used to help determine 10% of the Teacher Practice Indicators area.

1. Administration of the Whole-School Parent Survey

Parent surveys will be conducted at the whole-school level. Surveys will be confidential and survey responses will not be tied to parents' names. The parent survey will be administered every spring and trends analyzed from year-to-year. The parent survey to be used will be reviewed and approved by the Ellington Professional Growth and Educator Evaluation Committee.

2. Determining School-Level Parent Goals

Principals and teachers will review the parent survey results to identify areas of need and set school-level goals based on the survey results. This goal-setting process will occur between the principal and teachers in August or September so agreement could be reached on 2-3 improvement goals for the entire school. If survey data is available prior to the end of the school year, trends may be reviewed and goals set for the following school year.

3. Selecting a Parent Engagement Goal and Indicators of Success

After these school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluator **one** related parent goal they would like to pursue as part of their evaluation. Teachers will also set indicators of success related to the goal they select. For instance, if the goal is to improve parent communication, an indicator of success could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class. Part of the goal setting process is to ensure (1) the goal is related to the school-level parent goals, and (2) that the indicators of success are aligned and attainable.

4. Evaluating Progress on Indicators of Success

There are two ways teachers can demonstrate progress for their indicators of success. Teachers can (1) measure how successfully they implement a strategy to address an area of need (like the examples in the previous section), and/or (2) they can collect evidence directly from parents to measure parent-level indicators they generate. For example, teachers could conduct interviews with parents or a brief parent survey to see if they made improvement toward their goal.

5. Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which a teacher successfully reaches his/her parent goal and indicators. The evaluator will review of evidence provided by the teacher and apply the following scale:

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

Student Outcomes Related Indicators

The Student Outcomes Related Indicators rating captures the teacher's impact on students. Every teacher is in the profession to help children learn and grow, and teachers already think carefully about what knowledge, skills and talents they are responsible for nurturing in their students each year. As a part of the evaluation process, teachers will document those aspirations and anchor them in data.

Student Related Indicators includes two categories:

- Student growth and development, which counts for 45%; and
- *Either* whole-school student learning *or* student feedback, which counts for 5% of the total evaluation rating.

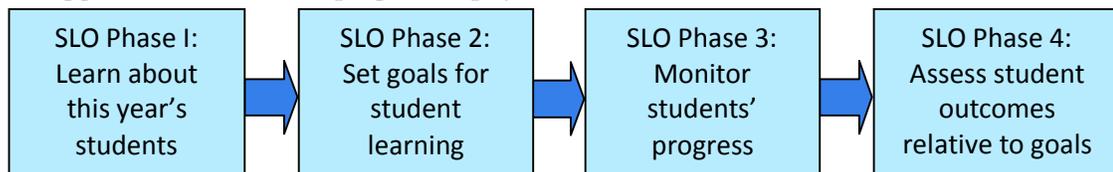
Category #3: Student Growth and Development (45%)

Based on the U.S. Department of Education's approval of CT's request for flexibility on the use of student test data in 2016-17, Ellington will not require that a teacher's summative rating incorporate state test data. The 45% student growth and development component will be based on locally-determined indicators, which may include one standardized indicator where available and appropriate. If there are no standardized assessments available and/or appropriate, the educator's entire 45% student learning outcomes component would be based on non-standardized indicators in the 2016-17 year.

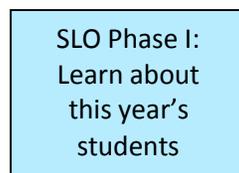
Overview of Student Learning Objectives (SLOs)

Ellington will employ a goal-setting process using **Student Learning Objectives (SLOs)** as the approach for measuring student growth during the school year.

SLOs will support teachers in using a planning cycle that will be familiar to most educators:



While this process should feel generally familiar, this process will ask teachers to set more specific and measurable targets than they may have done in the past, and, in many cases, to develop them in collaboration with colleagues in the same grade level or teaching the same subject and through mutual agreement with evaluators. The four SLO phases are described in detail below:



Once teachers know their rosters, just before the start of the school year and in its first few weeks, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the teacher is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples

of sources teachers can tap to understand both individual student and group strengths and challenges. This information will be critical for goal setting in the next phase.

SLO Phase 2:
Set 1-2 SLOs
(goals for learning)

Each teacher will write one to two SLOs.

Two Options:	
Single SLO with two or more IAGDs	Two SLOs, each with one or more IAGDs

To create their targets for Student Growth and Development, teachers will follow these steps:

Step 1: Decide on the Student Learning Objectives

The objectives will be broad goals for student learning. They should each address a central purpose of the teacher’s assignment and pertain to a large proportion of his/her students. Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Teachers with similar assignments may have identical SLOs although they will be individually accountable for their own students’ results.

Step 2: Select Indicators of Academic Growth and Development (IAGDs)

An **Indicator of Academic Growth and Development (IAGD)** is the specific quantitative target that will be used to determine whether the objective was met. Each IAGD should reflect high expectations for student learning - at least a year’s worth of growth (or a semester’s worth for shorter courses) – and should be aligned to relevant state, national, or district standards for the grade level or course. Each SLO must include at least one indicator.

Each indicator should make clear (1) the evidence of learning that will be examined, (2) the desired level of performance, and (3) the proportion of students projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing students or ELL students. The examination of student data in Phase I supports determination of performance targets.

Since indicator targets are set for the teacher’s particular students, teachers with similar assignments may use the same evidence for their indicators, but are unlikely to have identical targets. For example, all 2nd grade teachers in a district might use the same reading assessment as their IAGD, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade teachers.

Sample SLOs with IAGDs

Grade/Subject	SLO	IAGD(s)
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.	<p>By May 15:</p> <ul style="list-style-type: none"> ■ Students who scored a 0-1 out of 12 on the pre-assessment will score 6 or better ■ Students who scored a 2-4 will score 8 or better. ■ Students who scored 5-6 will score 9 or better. ■ Students who scored 7 will score 10 or better <p><i>*This is one IAGD (assessment/measure of progress) that outlines differentiated targets based on pre-assessments.</i></p>
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.	<p>By May 30:</p> <ul style="list-style-type: none"> ■ 90^m-100^m of all students will be proficient (scoring a 3 or 4) or higher on 5 of the 6 standards (as measured by 8 items) on the digital literacy assessment rubric. <p><i>*This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.</i></p>
11th Grade Algebra 2	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.	<p>By May 15:</p> <ul style="list-style-type: none"> ■ 80^m of Algebra 2 students will score an 85 or better on a district Algebra 2 math benchmark. <p><i>*This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.</i></p>
9th Grade ELA	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.	<p>By June 1:</p> <ul style="list-style-type: none"> ■ 27 students who scored 50-70 on the pre-test will increase scores by 18 points on the post test. ■ 40 students who score 30-49 will increase by 15 points. ■ 10 students who scored 0-29 will increase by 10 points. <p><i>*This is one IAGD (assessment/measure of progress) that has been differentiated to meet the needs of varied student performance groups.</i></p>
1st and 2nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.	<p>By June:</p> <p>IAGD #1: Students will increase their attitude towards reading by at least 7 points from baseline on the full scale score of the Elementary Reading Attitude Survey, as recommended by authors, McKenna and Kear.</p> <p>IAGD #2: Students will read instructional level text with 95^m or better accuracy on the DRA.</p> <ul style="list-style-type: none"> ■ Grade 1- Expected outcome- Level 14-16 ■ Grade 2- Expected outcome- Level 22-24 <p><i>*These are two IAGDs using two assessments/measures of progress. IAGD #2 has also been differentiated to meet the needs of varied student performance groups.</i></p>

Step 3: Provide Additional Information

During the goal-setting process, teachers will document the following:

- the rationale for the objective, including relevant standards;
- any important technical information about the indicator evidence (like timing or scoring plans);
- the baseline data that was used to set each IAGD;

- interim assessments the teacher plans to use to gauge students’ progress toward the SLO during the school year and
- any training or support the teacher thinks would help improve the likelihood of meeting the SLO.

Step 4: Submit SLOs to Evaluator for Approval

The process of assessing student growth using multiple indicators of academic growth will be developed through mutual agreement by each teacher and his/her evaluator at the beginning of the school year. The evaluator will examine each SLO and IAGD relative to three criteria described below. All three criteria must be met in order for the SLOs and IAGDs to be approved. If they do not meet one or more criteria, the evaluator will provide feedback to the teacher during the fall Goal-Setting Conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ten days.

SLO Approval Criteria

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

SLO Phase 3:
Monitor
students’
progress

Once SLOs are approved, teachers will monitor students’ progress towards the objectives. They can examine student work, administer interim assessments and track students’ accomplishments and struggles. Teachers will keep their evaluator apprised of progress toward the SLOs at the Mid-Year Check-In or Conference. The IAGDs may be adjusted during the Mid-Year Conference by mutual agreement between the evaluator and the teacher.

SLO Phase 4:
Assess student
outcomes relative to
SLOs

At the end of the school year, the teacher should collect the evidence required by their indicators and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self assessment which asks teachers to document SLO outcomes and reflect on efforts to achieve them.

Evaluators will review the evidence and the teacher’s self-assessment and assign one of four ratings to each SLO or IAGD: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point). These ratings are defined as follows:

Exceeded (4)	All or nearly all students met or substantially exceeded the target(s) contained in the indicator(s).
Met (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
Partially Met (2)	Some students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, progress towards the goal was made.
Did Not Meet (1)	Few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

For SLOs with more than one indicator, the evaluator will score each IAGD separately, and then average those scores for the SLO score. Otherwise, each SLO will be scored and the two scores averaged. For example, if one SLO was Partially Met, for 2 points, and the other SLO was Met, for 3 points, the student growth and development rating would be 2.5 $[(2+3)/2]$.

Category #4: Whole-School Student Learning Indicator and/or Student Feedback (5%)

Based on the U.S. Department of Education’s approval of CT’s request for flexibility on the use of student test data in 2016-17, Ellington will not require that the administrator’s student learning component incorporate SPI progress. Therefore, this rating will correspond to the administrator’s rating on student learning indicators, which shall be based on locally-determined indicators in the 2016-17 year.

Arriving at a Whole School Learning Summative Rating:

Summative ratings for elementary, intermediate and middle school teachers shall be equal to the aggregate rating for multiple student learning indicators established for the principal’s evaluation rating at that school.

Student Feedback

At the high school level, Ellington will use feedback from students, collected through whole-school or teacher-level surveys, to determine the rating for this category.

Eligible Teachers and Alternative Measures

Student surveys will not be applicable and appropriate for all teachers. Teachers and evaluators will use their judgment in determining whether student surveys should be included in a particular teacher’s summative rating. The following guidelines will be considered:

- Special education students who would not be able to respond to the survey, even with accommodations, should not be surveyed.

- Surveys should not be used if a total of fewer than 20 students would be surveyed or if fewer than 15 students ultimately complete the survey.

When teacher-level student surveys are not appropriate for a particular teacher, whole school surveys may be an appropriate data source. Otherwise, the 5% allocated for student feedback should be replaced with the whole-school student learning indicator (High School SPI).

Survey Instruments

The district will use instruments that will offer teachers constructive feedback they can use to improve their practice. Feedback-only questions that are not used for evaluation purposes may be included and the district will allow individual teachers to add questions to the end of the survey. The survey to be used will be reviewed and approved by the Ellington Professional Growth and Educator Evaluation Committee.

Survey Administration

Student surveys must be administered in a way that allows students to feel comfortable providing feedback without fear of retribution. Surveys will be confidential, and survey responses will not be tied to students' names. If a teacher has multiple class periods, students should be surveyed in all classes.

Establishing Goals

The teacher must first decide on an area of focus. A goal will usually refer to a specific survey question (e.g., "My teacher makes lessons interesting."). Teachers measure performance in terms of the percentage of students who responded favorably to the question. Next, a teacher will set a numeric performance target. This target should be based on growth or on maintaining performance that is already high. It is recommended that teachers set maintenance of high performance targets when current performance exceeds 75% of students responding favorably to a question.

The following are examples of effective goals:

- The percentage of students who "Agree" or "Strongly Agree" with "My teacher gives tests/assessments that are fair and reasonable." will increase from 50% to 60%.
- The percentage of students who "Agree" or "Strongly Agree" with "My teacher cares about my learning." will remain at 75%.
- The percentage of 9th graders who "Agree" or "Strongly Agree" with "My teacher helps me when I am struggling in this class." will increase from 60% to 70%.

Arriving at a Student Feedback Summative Rating:

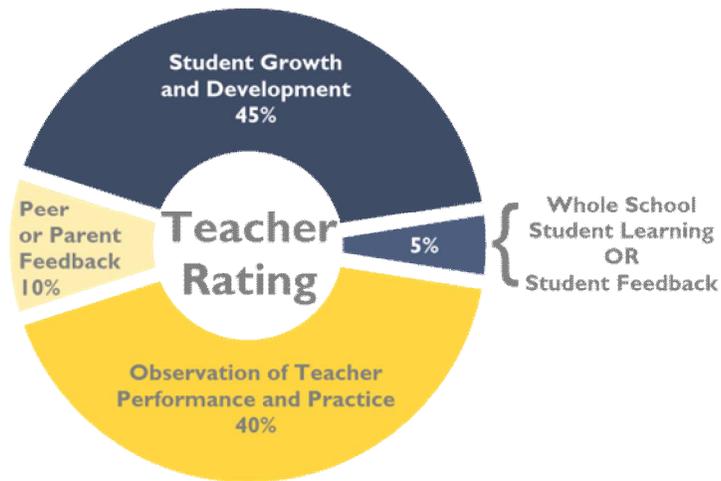
Summative ratings will reflect the degree to which a teacher makes growth on feedback measures. This is accomplished in the following steps, undertaken by the teacher being evaluated through mutual agreement with the evaluator:

1. Review survey results.
2. Set **one** measurable goal for growth or maintenance of performance.
3. Later in the school year, re-administer surveys to students.
4. Aggregate data and determine whether the goal was achieved.
5. Assign a summative rating, using the following scale, to be discussed and finalized with evaluator during the End-of-Year Conference.

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

Summative Teacher Evaluation Scoring

The individual summative teacher evaluation rating will be based on the four categories of performance, grouped in two major focus areas: Student Outcomes Related Indicators and Teacher Practice Related Indicators.



Every educator will receive one of four performance ratings:

Exemplary – Substantially exceeding indicators of performance

Proficient – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

The rating will be determined using the following steps:

- 1) Calculate a Teacher Practice Related Indicators score by combining the observation of teacher performance and practice score and the parent feedback score
- 2) Calculate a Student Outcomes Related Indicators score by combining the student growth and development score and whole-school student learning indicator or student feedback score
- 3) Use Summative Matrix to determine Summative Rating

Each step is illustrated below:

- 1) Calculate a Teacher Practice Related Indicators rating by combining the observation of teacher performance and practice score and the parent feedback score. The observation of teacher performance and practice counts for 40% and parent feedback for 10% of the total rating. Multiply these weights by the category scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below.

Category	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.6	40	104
Parent Feedback	3	10	30
TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS			134

Rating Table

Teacher Practice Indicators Points	Teacher Practice Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

- 2) Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning indicator or student feedback score. The student growth and development category counts for 45% and the whole-school student learning indicator or student feedback category for 5% of the total rating. Multiply these weights by the category scores to get the focus area points. The points are then translated to a rating using the rating table below.

Category	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)	3.5	45	158
Whole School Student Learning Indicator or Student Feedback	3	5	15
TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS			173

Rating Table

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

- 3) Use the Summative Matrix to determine Summative Rating

Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *proficient* and the Student Outcomes Related Indicators rating is *proficient*. The summative rating is therefore *proficient*. If the two focus areas are highly discrepant (e.g., a rating of *exemplary* for Teacher Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

Summative Rating Matrix

		Teacher Practice Related Indicators Rating			
		Exemplary	Proficient	Developing	Below Standard
Student Outcomes Related Indicators Rating	Exemplary	Exemplary	Proficient	Proficient	Gather further information
	Proficient	Exemplary	Proficient	Developing	Gather further information
	Developing	Proficient	Proficient	Developing	Below Standard
	Below Standard	Gather further information	Developing	Below Standard	Below Standard

Ellington Public Schools

Professional Growth Plan

SLO Overview: (Note: SMART Goal Setting Tool is provided in BloomBoard, but is not required for SLO development.)

SLO Statement

Baseline Trend Data

Student Population

Standards and Learning Content

Interval of Instruction

Growth Targets: IAGDs

Instructional Strategies and Supports

Parent Feedback Goal:

Please describe your parent feedback goal and growth targets:

Performance and Practice Focus Area:

Please describe your performance and practice focus area:

Student Feedback Goal:

Please describe your student feedback goal and growth targets:

Ellington Public Schools

SUMMATIVE EVALUATION REPORT

TEACHER PRACTICE RELATED INDICATORS:

Teacher Practice and Performance Goal 40%:

Domain	Score	Weighting	Weighted Score
1		20%	
2		20%	
3		20%	
4		20%	
Overall Score			

Goal related to Parent Feedback: 10%

<input type="checkbox"/> Exemplary (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Below Standard (1)
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

Category	Overall Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice		40	
Parent Feedback		10	
TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS			

Rating Table

Teacher Practice Indicators Points	Teacher Practice Indicators Rating
50-80	<input type="checkbox"/> Below Standard
81-126	<input type="checkbox"/> Developing
127-174	<input type="checkbox"/> Proficient
175-200	<input type="checkbox"/> Exemplary

STUDENT OUTCOMES RELATED INDICATORS

Student Growth and Development Goal: 45%

<input type="checkbox"/> Exceeded (4)	All or nearly all students met or substantially exceeded the target(s) contained in the indicator(s).
<input type="checkbox"/> Met (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
<input type="checkbox"/> Partially Met (2)	Some students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, progress towards the goal was made.
<input type="checkbox"/> Did Not Meet (1)	Few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

Whole School Indicator Rating: 5%

<input type="checkbox"/> Exemplary (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Below Standard (1)
>3.5	Between 2.5and3.5	Between 1.5and2.4	Less than1.5

OR

Goal related to Student Feedback (if applicable) 5%

<input type="checkbox"/> Exemplary (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Below Standard (1)
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

Category	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)		45	
Whole School Student Learning Indicator or Student Feedback		5	
TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS			

Rating Table

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	<input type="checkbox"/> Below Standard
81-126	<input type="checkbox"/> Developing
127-174	<input type="checkbox"/> Proficient
175-200	<input type="checkbox"/> Exemplary

OVERALL SUMMATIVE RATING:

<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Developing	<input type="checkbox"/> Below Standard
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Evaluator summative comments: Include strengths and areas of need for professional improvement.

A copy of the End of Year report with Summative ratings will be printed and signed by the teacher and the evaluator. The teacher's signature indicates receipt of a copy of the End of Year report. A teacher may choose to attach comments for inclusion in the personnel file.

Ellington Public Schools
Teacher Observation Report- Formal, In-Class Observation

Teacher observations will be rated using the CSDE Common Core of Teaching (CCT) Rubric for Effective Teaching (2016). A full version of the rubric is in the appendix of this document.

Ellington Public Schools Informal Observation Report

Teachers will receive feedback related to Domains 1 and/or 3 of the CSDE Common Core of Teaching (CCT) Rubric for Effective Teaching (2016). A full version of the rubric is in the appendix of this document.

Ellington Public Schools

Pre-Observation Plan

Teacher _____ Grade Level _____ Date of lesson _____

School _____ Length of lesson _____

Directions: This plan should be completed and provided to the evaluator at least 24 hours prior to the pre-observation conference. *Each response section is aligned to the CCT Rubric indicators as noted in parentheses.*

Content Standards (2a): Identify **ONE or TWO** primary content standards this lesson is designed to help students attain. (These standards should be directly related to the lesson objectives.)

Objective(s) for Lesson (2a): Identify specific and measurable learning objectives for this lesson.

Lesson Context and Rationale (2a): Explain the context of this lesson in relationship to the curriculum and the standards. Think about the following questions: *How does this lesson align to the CCSS and/or the content standards? Where does this lesson take place in the curriculum and in the sequence of lessons within the unit you are teaching? How will the outcomes of this lesson and student learning impact subsequent instruction?*

Learner Background (2a): Describe the students' prior knowledge, skills, and needs as they relate to the learning objective(s) and the content of this lesson. Additionally, describe how you have used pre-assessment data, if any, to plan for instruction.

Assessment (2c): How will you ask students to demonstrate mastery of the student learning objective(s)?
Upload a copy of any assessment materials you will use, along with assessment criteria.

Materials/Resources (2b): List the materials you will use in each learning activity including any technological resources.

Learning Activities (2b): Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each lesson segment and approximate time frames for each.

Initiation: Briefly describe how you will initiate the lesson. (Set expectations for learning; articulate to learners what they will know, understand, and be able to do as a result of this lesson, how they will demonstrate learning, and why this is important.)

Lesson Development: Describe how you will develop the lesson, what instructional strategies you will use, and the learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s).

Closure: Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives.)

Individuals Needing Differentiated Instruction (2a/2b):

Note: Differentiated instruction may not be necessary in every lesson. However, over the course of the year, it is expected that each teacher will demonstrate the ability to differentiate instruction in order to meet the needs of students with learning differences.

Identify several students with learning differences. Students should represent a range of ability and/or achievement levels, including students with IEPs, gifted and talented students, struggling learners, and English language learners.

Which students do you anticipate may struggle with the content/learning objectives of this lesson?		
Student initials or group	Evidence that the student needs differentiated instruction	How will you differentiate instruction in this lesson to support student learning?
Which students will need opportunities for enrichment/higher level of challenge?		
Student initials or group	Evidence that the student needs differentiated instruction	How will you differentiate instruction in this lesson to support student learning?

**Ellington Public Schools
Reflection on Peer Observation Form**

Teacher:

Date:

Teacher observed:

Class observed:

Directions: Teacher to complete and submit to evaluator within three days of completing peer observation.

1. Describe the activity you observed. What were the students doing? What did you notice about what the teacher was doing?

2. What did you learn?

3. Next Steps: How will you expand on or apply this learning?

Ellington Public Schools Midyear Teacher Reflection

1. Describe your progress to date. Include specific details about your students' progress for each SLO/IAGD you set for their learning and your progress on your feedback goals and performance and practice focus area.

- **SLO/IAGD#1 -**
- **SLO/IAGD#2 -**
- **Parent/Peer Feedback Goal -**
- **Whole School Goal -**
- **Performance and Practice Goal -**

2. Describe any professional learning and/or strategies that have contributed to your progress. Describe any additional professional learning or supports that would help ensure your success.

- **SLO/IAGD#1 -**
- **SLO/IAGD#2 -**
- **Parent/Peer Feedback Goal -**
- **Whole School Goal -**
- **Performance and Practice Goal -**

3. Describe any challenges or barriers to achieving your SLOs/IAGDs, feedback goals, or performance and practice focus area.

- **SLO/IAGD#1 -**
- **SLO/IAGD#2 -**
- **Parent/Peer Feedback Goal -**
- **Performance and Practice Goal -**

4. What modified action steps and/or adjustments will you implement to address challenges towards achieving your SLOs/IAGDs, feedback goals or performance and practice focus area?

Other Comments:

Ellington Public Schools Teacher Summative Reflection

Results of SLO #1 with evidence: Provide your overall self-assessment of whether the SLO goal(s) was/were met based on the results of your identified IAGDs.

Dropdown menu options: Did not meet, Partially met, Met, Exceeded

Provide evidence for each indicator (IAGD) below by describing what you did that produced the results. Describe what you learned and how you will use the results of the IAGDs going forward.

SLO#1 –

IAGD –

How Produced:

What Learned:

Moving Forward:

Professional Practice Focus Area: Describe what progress you made in your practice/performance focus area throughout the year and what supports would better enable you to make further progress going forward.

Goal:

Progress made:

Moving Forward:

Parent Feedback Goal: Provide evidence for the Parent feedback component below by describing what you did that produced positive outcomes or resulted in achievement toward a specified goal. Describe what you learned throughout this year and how you will use the results of the Parent feedback going forward.

Goal:

Progress made:

Moving forward:

Whole-School Measures of Student Learning (if applicable): For districts that include the whole-school student learning indicator in teacher evaluations, a teacher's indicator rating shall be

equal to the aggregate rating for multiple student learning indicators established for his/her administrator's evaluation rating. Space is provided below for the teacher to reflect on how you've contributed to this component.

Goal:

Progress made:

Moving forward:

Student Feedback Goal (if applicable) : Provide evidence for the Student feedback component below by describing what you did that produced positive outcomes or resulted in achievement toward a specified goal. Describe what you learned throughout this year and how you will use the results of the Student feedback going forward.

Goal:

Progress made:

Moving forward:

Intervention Process

Teachers in Ellington who have difficulty consistently demonstrating competence as specified in Connecticut’s 2010 Common Core of Teaching (CCT) may be assigned to a formal Intervention Process. This designation is reserved exclusively for teachers who have received a summative rating of *developing* or *below standard* or have been identified as having serious needs or deficiencies that must be addressed and corrected; it is not a disciplinary process. Performance deficiencies may include: classroom management difficulties, inability to command respect of the students, inadequate planning, poor lesson implementation, inability to meet the needs of students in a professional area or responsibility, failure to engage students, or failure to demonstrate other teacher competencies. Teachers will be placed in this process by the teacher’s primary evaluator. The teacher has the right to union representation in the meetings with the evaluator related to the intervention process. The goal of this process is to address and correct deficiencies or to recommend further action by the district. If these deficiencies are not corrected, there will be a recommendation for termination.

Under the 2012 Connecticut Guidelines for Educator Evaluation, the district shall place teachers into the Intervention Process as follows:

Teacher demonstrates significant performance issues in the first 90 days of employment	Teacher may be terminated in accordance with the provisions of the Connecticut General Statute, Section 10-151d.
A non-tenured teacher demonstrates significant performance issues.	Teacher may be terminated or non-renewed in accordance with the provisions of the Connecticut General Statute, Section 10-151d. The district may, but is not required to, place the teacher into the Intervention Process.
A tenured teacher receives a summative rating of <i>developing</i> or <i>below standard</i> .	Teacher will be placed into the Intervention Process and a plan for improvement and remediation will be developed.
After receiving a previous summative rating of <i>proficient</i> or better, a tenured teacher demonstrates significant performance issues.	Teacher will be placed into the Intervention Process and a plan for improvement and remediation will be developed.

Teacher’s Responsibilities

The teacher is an integral part of the improvement process. Teachers assigned to this process will work cooperatively with their evaluators to develop and implement an action plan to help the teacher meet competency standards. Teachers may participate in professional development that will build their competence, will work with individuals and utilize resources provided by the district under the improvement plan, and are expected to show clear evidence of an intensive effort to improve teaching performance.

Intervention Process

Professional Assistance

1. After receiving a summative rating of *developing* or *below standard*, a teacher will automatically be placed on Professional Assistance for the following school year. The teacher will be advised to contact the Personnel Policies Chairperson of the Ellington Education Association.
2. The *Professional Assistance Action Plan* will be collaboratively developed by the teacher, the exclusive bargaining representative, and the evaluator, written no later than September 30 and shared with the Superintendent. In addition, the action plan will delineate the following:
 - a. identification of the documented deficiencies in need of improvement;
 - b. plan for improvement with specific actions steps, including timelines, resources, support, and data to be collected;
 - c. expectations for improved performance and indicators of success, including a summative rating of *proficient* or better at the conclusion of the improvement and remediation plan;
 - d. identification of a qualified colleague as a peer support (if applicable) This person must be tenured and it is desirable for the person to be a TEAM trained mentor. This colleague will serve as a peer support but will have no role in the evaluation process.
 - e. a monitoring system that includes a specific number of observations and/or conferences, including a mid-year conference.
3. At the end of the school year, the evaluator will complete the *Professional Assistance Action Plan Evaluation Report*. This report includes :
 - a. a teacher-developed summary of what he/she has done to remediate the concern(s);
 - b. a summary of the assistance provided;
 - c. a record of observations, data and conferences conducted to monitor performance;
 - d. an assessment of performance in the area(s) of identified concern or deficiency;
 - e. overall summative rating; and
 - f. a clear statement of the status of the concern:
 - i. Problem or area of concern is resolved and the teacher has received an overall summative rating of *proficient* or better. The teacher is removed from the Intervention Process and is re-assigned to the Continuous Professional Growth phase.
 - ii. Problem or area of concern is not resolved and/or the teacher received a summative rating of *developing* or *below standard*. The evaluators will make one of the following recommendations to the Superintendent:
 1. Recommend that the teacher remain in the Intervention Process on Professional Assistance.
 2. Recommend that the teacher remain in the Intervention Process and be placed on Intensive Assistance.

3. Recommend that the Superintendent consider the teacher for dismissal in accordance with the provisions of the Connecticut General Statute, Section 10-151d.

Intensive Assistance

1. Teachers who are identified as having serious needs or deficiencies related to professional competence may be placed directly into Intensive Assistance. The teacher will receive written notice that a meeting will be conducted by the Superintendent to discuss the teacher's performance. The Superintendent will appoint an administrator to serve as a second evaluator for the teacher. All evaluators involved with the teacher will attend this meeting, and the teacher has the right to have union representation at this meeting, as well as at any subsequent, related meetings. The teacher is encouraged to contact the Personnel Policies Chairperson of the Ellington Education Association to arrange for this representation. The purpose of this meeting is to clearly establish that the concerns previously expressed by the primary evaluator have now become concerns of the school system. These concerns may include: classroom management difficulties, inability to command respect of the students, inadequate planning, poor lesson implementation, inability to meet the needs of students in a professional area or responsibility, failure to engage students, or failure to demonstrate other teacher competencies.
2. The *Intensive Assistance Action Plan* will be collaboratively developed by the teacher, the exclusive bargaining representative, and the evaluators within five (5) school days. The action plan will include:
 - a. identification of the documented deficiencies in need of improvement;
 - b. plan for improvement with specific actions steps, including timelines, resources, support, and data to be collected;
 - c. expectations for improved performance and indicators of success
 - d. identification of a qualified colleague as a peer support (if applicable) This person must be tenured and it is desirable for the person to be a TEAM trained mentor. This colleague will serve as a peer support but will have no role in the evaluation process.
 - e. a monitoring system that includes a specific number of observations and/or conferences
 - f. a specific time period (not less than 45 nor more than 90 school days) for achieving specific outcomes; a review will be completed at the end of the specified time period
3. At the conclusion of the time period, the evaluators will complete the *Intensive Assistance Action Plan Evaluation Report*. This report includes:
 - a. a teacher-developed summary of what he/she has done to remediate the concern(s);
 - b. a summary of the assistance provided;
 - c. a record of observations, data and conferences conducted to monitor performance;
 - d. an assessment of performance in the area(s) of identified concern or deficiency; and
 - e. a clear statement of the status of the concern:
 - i. Problem or area of concern is resolved and the teacher is removed from Intensive Assistance and is re-assigned to the Continuous Professional Growth phase.

- ii. Problem or area of concern is not resolved. The evaluators will make one of the following recommendations to the Superintendent:
 - 1. Recommend that the teacher remain on Intensive Assistance for an additional period of time, not to exceed 90 school days.
 - 2. Recommend that the Superintendent consider the teacher for dismissal in accordance with the provisions of the Connecticut General Statute, Section 10-151d.

Ellington Public Schools
Intervention Process
Professional Assistance Action Plan

*Teachers in the Intervention Process Complete Sections B, C, and D of Professional Growth Plan.
 This Action Plan replaces Sections A and E.*

Teacher:		Date:	
School:		School Year:	
Evaluator:		Peer support:	
Improvement Focus – Identify the problem(s) or area(s) in need of improvement (state the specific CCT competencies that must be addressed):			
Action Steps	Timeline	Support/Professional Development/Resources Needed	Data to be collected

Describe expectations for improved performance and indicators of success:

Monitoring: Identify the dates of observations or required conferences:

Teacher _____ Date _____ Evaluator _____ Date _____

Copy of PAAP to: Teacher, Evaluator, Superintendent

**Ellington Public Schools
Intervention Process
Professional Assistance Action Plan Evaluation Report**

Teacher:

Date:

School:

School Year:

Evaluator:

Attach teacher developed summary of what he/she has done to remediate the concern(s).

Evaluator comments (attach additional pages(s) if necessary), including:

- a summary of the assistance provided;
- a record of observations, data and conferences conducted to monitor performance;
- an assessment of performance in the area(s) of identified concern or deficiency; and
- a clear statement of the status of the concern.

Decision (check one):

Problem or area of concern is resolved and the teacher has received an overall summative rating of *proficient* or better. The teacher is removed from the Intervention Process and is re-assigned to the Continuous Professional Growth phase.

Problem or area of concern is not resolved and/or the teacher received a summative rating of *developing* or *below standard*. The evaluator makes the following recommendation to the Superintendent:

I recommend that the teacher remain in the Intervention Process on Professional Assistance.

I recommend that the teacher remain in the Intervention Process on and be placed on Intensive Assistance.

I recommend that the Superintendent consider the teacher for dismissal in accordance with the provisions of the Connecticut General Statute, Section 10-151d.

Teacher's Signature _____

Date _____

Evaluator's Signature _____

Date _____

*Signatures above indicate that a conference between the teacher and evaluator was conducted. The teacher's signature on this form indicates that s/he has seen all comments on the document. The teacher's signature does not necessarily indicate agreement. A response may be attached before placement in the personnel file. Response attached? YES NO

Ellington Public Schools

Intervention Process

Intensive Assistance Action Plan

Teachers in the Intervention Process Complete Sections B, C, and D of Professional Growth Plan.

This Action Plan replaces Sections A and E.

Teacher:	Date:		
School:	School Year:		
Peer Support:			
Evaluator:	Evaluator:		
<hr/> Improvement Focus – Identify the problem(s) or area(s) in need of improvement (state the specific CCT competencies that must be addressed):			
Action Steps	Timeline	Support/Professional Development/Resources Needed	Data to be collected

Describe expectations for improved performance and indicators of success:

Monitoring: Identify the dates of observations or required conferences:

Teacher _____ Date _____ Superintendent _____ Date _____

Evaluator _____ Date _____ Evaluator _____ Date _____

Copy of IAAP to: Teacher, Evaluators, Superintendent

Ellington Public Schools

Intervention Process

Intensive Assistance Action Plan Evaluation Report

Teacher:

Date:

School:

School Year:

Evaluator:

Evaluator:

Attach teacher developed summary of what he/she has done to remediate the concern(s).

Evaluator comments (attach additional pages(s) if necessary), including:

- a summary of the assistance provided;
- a record of observations, data and conferences conducted to monitor performance;
- an assessment of performance in the area(s) of identified concern or deficiency; and
- a clear statement of the status of the concern.

Decision (check one):

_____ Problem or area of concern is resolved. The teacher is removed from the Intervention Process and is re-assigned to Continuous Professional Growth phase of evaluation process.

_____ Problem or area of concern is not resolved. We recommend that the teacher remain on Intensive Assistance for an additional period of time, not to exceed 90 school days.

_____ Problem or area of concern is not resolved. We recommend that the Superintendent consider the teacher for dismissal in accordance with the provisions of the Connecticut General Statute, Section 10-151d.

Teacher's Signature _____

Date _____

Evaluator's Signature _____

Date _____

Evaluator's Signature _____

Date _____

Superintendent's Signature _____

Date _____

*Signatures above indicate that a conference between the teacher and evaluator was conducted. The teacher's signature on this form indicates that s/he has seen all comments on the document. The

teacher's signature does not necessarily indicate agreement. A response may be attached before placement in the personnel file. Response attached? YES NO

INSERT CCT RUBRIC HERE

Insert sample documents here

Draft Student Feedback Survey, Grades 9-12

Instructions: Please read and answer the following questions carefully and honestly. When you answer these questions, it is important that you think about your experiences in this classroom in particular. Your teacher will not know what any individual student said. You may leave any question blank, but please try to answer as many questions as you can.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply
1. My teacher cares about my learning.	<input type="radio"/>				
2. My teacher seems to know this subject really well.	<input type="radio"/>				
3. My teacher helps me when I am struggling in this class.	<input type="radio"/>				
4. My teacher gives test/assessments that are fair and reasonable.	<input type="radio"/>				
5. My teacher challenges me to think.	<input type="radio"/>				
6. My teacher engages me in the learning process.	<input type="radio"/>				
7. My teacher gives me opportunities to share my thoughts and ideas.	<input type="radio"/>				
8. My teacher offers me choices in how I can demonstrate my learning.	<input type="radio"/>				
9. My teacher assigns work that is appropriately challenging.	<input type="radio"/>				
10. My teacher assigns homework that helps me learn the material.	<input type="radio"/>				
11. My teacher checks to make sure I understand the material before the class moves on.	<input type="radio"/>				
12. My teacher grades fairly.	<input type="radio"/>				
13. My teacher is approachable when I need extra help.	<input type="radio"/>				
14. My teacher shows me how what I'm learning is important outside of the classroom.	<input type="radio"/>				
15. My teacher explains things clearly.	<input type="radio"/>				
Continue on back					

	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply
16. My teacher maintains good control over the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. My teacher organizes class time and activities so that my learning time is productive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. My teacher returns corrected homework and tests in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. My teacher motivates me to do my best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Draft Parent Survey- Revised March 2015

Part I: School Feedback	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable/ I Don't Know
1. The school environment is welcoming to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The school environment is welcoming to parents and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The school provides a safe environment for teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I feel comfortable sharing my thoughts and ideas at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I am treated with respect and dignity by school personnel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The school climate is positive and respectful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. There are adults in the school who my child trusts and can go to/talk to for help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My child's bus trip to and from school is a positive/safe experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My child's experience with peers on social media (texting, facebook, Google platform, etc.) has been positive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Student learning results are clearly communicated to parents.					

11. Students are encouraged to learn and to achieve to their highest potential.	<input type="radio"/>				
12. My child can get extra help at the school if s/he needs it.	<input type="radio"/>				
13. The school has appropriate books and supplies to support student learning.	<input type="radio"/>				
14. The school has a clear plan to advance student growth.	<input type="radio"/>				
15. My child's teacher(s) care about my child.	<input type="radio"/>				
16. I can talk with my child's teacher(s) about what I can do to help my child learn in and out of school.	<input type="radio"/>				
17. I know what my child is learning in school.	<input type="radio"/>				
18. My child's teacher(s) have high expectations for my child.	<input type="radio"/>				
19. My child is treated with respect and dignity by teachers and staff.	<input type="radio"/>				
20. My child is treated with respect and dignity by his/her peers.	<input type="radio"/>				