

**AVON PUBLIC SCHOOLS**  
**Teacher Evaluation and Development**

**Focus Area Template**

|          |  |         |  |       |  |
|----------|--|---------|--|-------|--|
| Teacher: |  | School: |  | Date: |  |
|----------|--|---------|--|-------|--|

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| <b>1. Focus Area</b>  |
|   |
| <b>2. Rationale.</b> Why is this focus area important? How will achieving this focus area improve learning and student achievement? |
|   |
| <b>3. Alignment to CCT Rubrics.</b> Where does this focus area align to the Domain, Indicator and Attribute of the CCT Rubric?      |
|   |
| <b>4. Strategies/Action Steps.</b> What strategies/actions will be taken to achieve this focus area?                                |
|   |
| <b>5. Timeline.</b> By what dates will the strategies/action steps take place so that monitoring progress can be analyzed?          |
|   |
| <b>6. Monitoring Progress.</b> What evidence/data will be collected to chart progress towards attainment of this focus area?        |
|   |
| <b>7. Resources Needed.</b> What resources will be needed (including people) to assist in attaining this focus area?                |
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**AVON PUBLIC SCHOOLS**  
**Teacher Evaluation and Development**

**Parent Feedback Goal Development**

|          |  |         |  |       |  |
|----------|--|---------|--|-------|--|
| Teacher: |  | School: |  | Date: |  |
|----------|--|---------|--|-------|--|

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| <b>1. Parent Feedback Goal.</b> (written in SMART language format)   |
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| <b>2. School-Wide Improvement Goal.</b> Which school-wide improvement goal has been selected? How will achieving this goal support the school-wide improvement goal? |
|  |
| <b>3. Strategies/Action Steps.</b> What strategies/actions will be taken to achieve this goal?   |
|  |
| <b>4. Timeline.</b> By what dates will the strategies/action steps take place so that monitoring progress can be analyzed?   |
|  |
| <b>5. Monitoring Progress.</b> What evidence/data will be collected to chart progress towards attainment of this goal?   |
|  |
| <b>6. Resources Needed.</b> What resources will be needed to assist in attaining this goal?  |
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**AVON PUBLIC SCHOOLS**  
**Teacher Evaluation and Development**

**Student Learning Objective (SLO) Development**

|          |  |         |  |       |  |
|----------|--|---------|--|-------|--|
| Teacher: |  | School: |  | Date: |  |
|----------|--|---------|--|-------|--|

|        |  |               |  |
|--------|--|---------------|--|
| Grade: |  | Content area: |  |
|--------|--|---------------|--|

**SLO Focus Statement**

*What will you teach in the SLO? What is the expectation for student improvement related to school improvement goals?*

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**Baseline – Trend Data**

*What data were reviewed for this SLO? How does the data support the SLO?*

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**Student Population**

*Who are you going to include in this objective? Why is this target group/student selected?*

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**Standards and Learning Content**

*What are the standards connected to the learning content?*

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**Interval of Instruction**

*What is the time period that instruction for the learning content will occur?*

**Assessments**

*How will you measure the outcome of your SLO?*

**Indicators of Academic Growth and Development (IAGDs)/Growth Targets**

*What are the quantitative targets that will demonstrate achievement of the SLO?*

**Instructional Strategies**

*What methods will you use to accomplish this SLO? How will progress be monitored? What professional learning/supports do you need to achieve this SLO?*

| Does not meet   | Meets partially | Meets or exceeds | <b>SLO Development Guide</b>  |
|---|-----------------|------------------|---|
| <b>SLO Focus Statement</b>  |                 |                  |   |
| <i>What will you teach in the SLO? What is the expectation for student improvement related to school improvement goals?</i>                                   |                 |                  |   |
|   |                 |                  | SLO focus statement describes a broad goal for student learning and expected student improvement.   |
|   |                 |                  | Reflects high expectations for student improvement and aims for mastery of content or skill development.  |
|   |                 |                  | Is tied to the school improvement plan  |
| <b>Baseline – Trend Data</b>  |                 |                  |   |
| <i>What data were reviewed for this SLO? How does the data support the SLO?</i>   |                 |                  |   |
|   |                 |                  | Identifies <b>source(s)</b> of data about student performance, including pre-assessment, trend data, historical data, prior grades, feedback from parents and previous teachers, and other baseline data  |
|   |                 |                  | Summarizes student data to <b>demonstrate specific student need</b> for the learning content tied to specific standards ( <b>including strengths and weaknesses</b> )   |
| <b>Student Population</b>   |                 |                  |   |
| <i>Who are you going to include in this objective? Why is this target group/student selected?</i>   |                 |                  |   |
|   |                 |                  | Justifies why this class and/or targeted group was selected, <b>as supported by data comparing the identified population of students to a broader context of students</b> (i.e., other classes, previous year's students, etc.)   |
|   |                 |                  | Describes characteristics of student population <b>with numeric specificity</b> including special needs relevant to the SLO (e.g., I have 6 English language learners, 4 students with reading disabilities...)   |
|   |                 |                  | Includes a large proportion of students including specific target groups where appropriate  |
| <b>Standards and Learning Content</b>   |                 |                  |   |
| <i>What are the standards connected to the learning content?</i>  |                 |                  |   |
|   |                 |                  | SLO is a goal for student learning that identifies <b>big and core</b> ideas, domains, knowledge, and/or skills students are expected to acquire <b>for which baseline data indicate a need</b>   |
|   |                 |                  | <b>Aligns to specific</b> applicable standards (Common Core, Connecticut, National or industry standards)   |
| <b>Interval of Instruction</b>  |                 |                  |   |
| <i>What is the time period that instruction for the learning content will occur?</i>  |                 |                  |   |
|   |                 |                  | Specifies <b>start and stop dates</b> which includes the majority of the course length  |
| <b>Assessments</b>  |                 |                  |   |
| <i>How will you measure the outcome of your SLO?</i>  |                 |                  |   |
|   |                 |                  | Identifies <b>by specific name</b> the pre-assessments, post-assessments, and/or performance measures   |
|   |                 |                  | Aligns <b>most</b> of the assessment items or rubric criteria to the learning content tightly   |
|   |                 |                  | Assessment or performance measure is designed to assess student learning objectively, without bias, and includes plans for standardized administration procedures   |
|   |                 |                  | Includes <b>a majority</b> of constructed-response items <b>and</b> higher order thinking skills  |
|   |                 |                  | Performance measures allow all students to demonstrate application of their knowledge/skills  |
|   |                 |                  | Indicates that there are clear rubrics, scoring guides, and/or answer keys for all items  |
| <b>Indicators of Academic Growth and Development (IAGDs)/Growth Targets</b>   |                 |                  |   |
| <i>What are the quantitative targets that will demonstrate achievement of the SLO?</i>  |                 |                  |   |
|   |                 |                  | Sets individual or differentiated growth targets/IAGDs for a large proportion of students that are rigorous, attainable, and <b>meets or exceeds</b> district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success) |
|   |                 |                  | Baseline and trend data support established targets.  |
|   |                 |                  | Growth targets are based on state test data where available.  |
| <b>Instructional Strategies</b>   |                 |                  |   |
| <i>What methods will you use to accomplish this SLO? How will progress be monitored? What professional learning/supports do you need to achieve this SLO?</i> |                 |                  |   |
|   |                 |                  | Identifies and describes the key instructional philosophy, approach, and/or strategies to be taken during instruction   |
|   |                 |                  | <b>States</b> how formative assessments will be used to guide instruction   |
|   |                 |                  | <b>Identifies</b> professional learning/supports needed to achieve the SLO  |
|   |                 |                  | Defines how each educator contributes to the overall learning content when more than one educator is involved in the SLO  |
| <b>Overall Rating for SLO</b>   |                 |                  |   |

**AVON PUBLIC SCHOOLS**  
**Teacher Evaluation and Development**

**Pre-Observation Conference Plan & Meeting**

|                      |  |                           |  |       |  |
|----------------------|--|---------------------------|--|-------|--|
| Teacher:             |  | School:                   |  | Date: |  |
| Grade Level/Subject: |  | Date/Time of Observation: |  |       |  |

**Directions: This plan should be completed and provided to the evaluator at least 24 hours prior to the pre-observation conference and formal observation.**

**Domain IIA: Planning instructional content that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge for all students.**

Identify the unit of study, **primary** content standards or learning targets, and objectives that this lesson is designed to help students attain.

Unit of Study:

Content Standard(s)/Learning Target(s):

Objective(s) for Lesson:

**Domain IIB: Planning instruction to cognitively engage students in the content.**

Describe how you plan to cognitively engage all of your students (e.g., strategies, groupings, differentiation) during this lesson.

**Domain IIC: Selecting appropriate assessment strategies to monitor student progress.**

How will you ask students to demonstrate mastery of the student learning objective(s)/learning target(s)? *Attach a copy of any assessment materials you will use, along with assessment criteria.*  
What data or evidence of student learning will be collected through the assessment?

Is there something specific you would like your evaluator to look for and provide feedback on during this observation?

Please note, and identify, if this lesson is aligned with one of your goal areas this year.

**For Administrative Use**

Discussion points (e.g., changes to lesson plan, additional information) from pre-conference meeting.

Administrator Sign-Off: \_\_\_\_\_

**AVON PUBLIC SCHOOLS**  
**Teacher Evaluation and Development**

**Post-Observation Reflection**

|          |  |         |  |       |  |
|----------|--|---------|--|-------|--|
| Teacher: |  | School: |  | Date: |  |
|----------|--|---------|--|-------|--|

**Directions: This reflection needs to be completed and provided to the evaluator prior to or at the post-observation conference.**

**Domain IVA: Engaging in continuous professional learning to impact instruction and student learning.**

Reflecting on your lesson and how it progressed:

- A) Which instructional strategies were most effective in helping students learn? What evidence supports your conclusions?
  
- B) What if any changes or adjustments did you make during your lesson, and what led you to make them?
  
- C) What have you learned from this lesson that will impact your planning for future lessons, either in terms of your own instructional skills or in addressing students' instructional needs? If you were to teach this lesson again, would you do anything differently and why?

**Domain IVB: Collaborating with colleagues to examine student learning data and to develop and sustain a professional learning environment to support student learning.**

- A) How has professional collaboration influenced your instruction specific to this lesson?
  
- B) When processing this unit of study/lesson with your colleagues, what suggestions or questions might you have?

**For Administrative Use**

Discussion points (e.g., suggested area(s) of focus, additional information) from post-conference meeting.

Administrator Sign-Off: \_\_\_\_\_

**AVON PUBLIC SCHOOLS**  
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**Mid-Year Teacher Reflection**

|          |  |         |  |       |  |
|----------|--|---------|--|-------|--|
| Teacher: |  | School: |  | Date: |  |
|----------|--|---------|--|-------|--|

1. Describe your progress to date for each goal/SLO in the Evidence of Progress and Reflection Section of your goal plan.

As part of your reflection, please include:

- 1) The professional learning and/or strategies that have contributed to your progress
- 2) Any modified action steps and/or adjustments you will implement to address challenges or continue to make progress towards your goals/SLOs

2. Other comments.

**For Administrative Use:**

Discussion points (e.g., progress to date, adjustments to goals/SLOs, suggested area(s) of focus, additional information) discussed at mid-year meeting.

Administrator Sign-Off:

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**AVON PUBLIC SCHOOLS**  
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**End of Year Teacher Self-Assessment**

|          |  |         |  |       |  |
|----------|--|---------|--|-------|--|
| Teacher: |  | School: |  | Date: |  |
|----------|--|---------|--|-------|--|

**3. Goal Plan Evidence of Progress and Reflection Section**

Describe the results for each goal/SLO in the Evidence of Progress and Reflection Section of your goal plan. As part of your reflection in each area, please:

1. Describe the results of your **SLO** and provide evidence for each indicator (IAGD). Describe what you did that produced these results, what you have learned, how you will use it going forward and indicate how you would rate (did not meet, partially met, met exceeded) your overall progress attaining the objective.
2. Describe what you did to contribute to the achievement of the **Whole-School Student Learning Indicator**.
3. Describe what you did to achieve your **Parent Feedback** goal, what you learned and how you might use the results going forward. Include any specific evidence that supports the achievement of your goal and indicate how you would rate (did not meet, partially met, met exceeded) your overall progress attaining the goal.
4. Describe the action steps you took to develop your **Focus Area** and your growth related to student achievement.

**4. Professional Learning**

List the professional learning activities you participated in throughout the year.

What professional learning and/or other type of support would help you to continue to make progress into the coming academic year?

**5. Other Comments**

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