WATERBURY
Public Schools

Today's Students, Tomorrow's Leaders

TEACHER EVALUATION PLAN

2016-2017

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Table of Contents

Introduction and Overview

Teacher Performance & Practice (40%)

Stakeholder Feedback (10%)

Student Growth and Development (45%)

Whole School Student Learning Indicator (5%)

Summative Teacher Evaluation Scoring

Appendix

INTRODUCTION AND OVERVIEW

Introduction

Waterbury's Teacher Evaluation Model has been developed in alignment with the Connecticut Guidelines for Educator Evaluation as modified and approved by the State Board of Education in May 2014. Much of the plan has been adopted directly from SEED (Connecticut's System for Educator Evaluation and Development), thus drawing on the best practice and research embedded in this model.

Purpose and Rationale of the Evaluation System

The purpose of the evaluation model is to fairly and accurately evaluate teacher performance and to help each teacher strengthen his/her practice to improve student learning. The model applies to all teachers holding and serving under CT teaching licenses, with appropriate adaptations and applications of the model for varying teaching and pupil personnel service assignments.

Core Design Principles

The Waterbury model draws on the core design principles of the Connecticut SEED model. The model is designed to

- *Consider multiple, standards-based measures of performance*   The new model defines four categories of teacher effectiveness: student learning (45%), teacher performance and practice (40%), parent feedback (10%) and school-wide student learning (5%).

- *Minimize the variance between school leaders' evaluations of teacher practice and support fairness and consistency within and across schools*

- *Foster dialogue about student learning*

- *Encourage aligned professional development, coaching and feedback to support teacher growth. This may include consultation with content specific personnel.*

Teacher Evaluation and Support System Overview

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

Teacher Practice (50%)	Student Outcomes (50%)
Observation of teacher practice and performance (40%)	Student Growth and Development (45%)
Stakeholder (parent) feedback (10%)	Whole School Learning (5%) in the absence of SPI, all 50% will be in the above category.
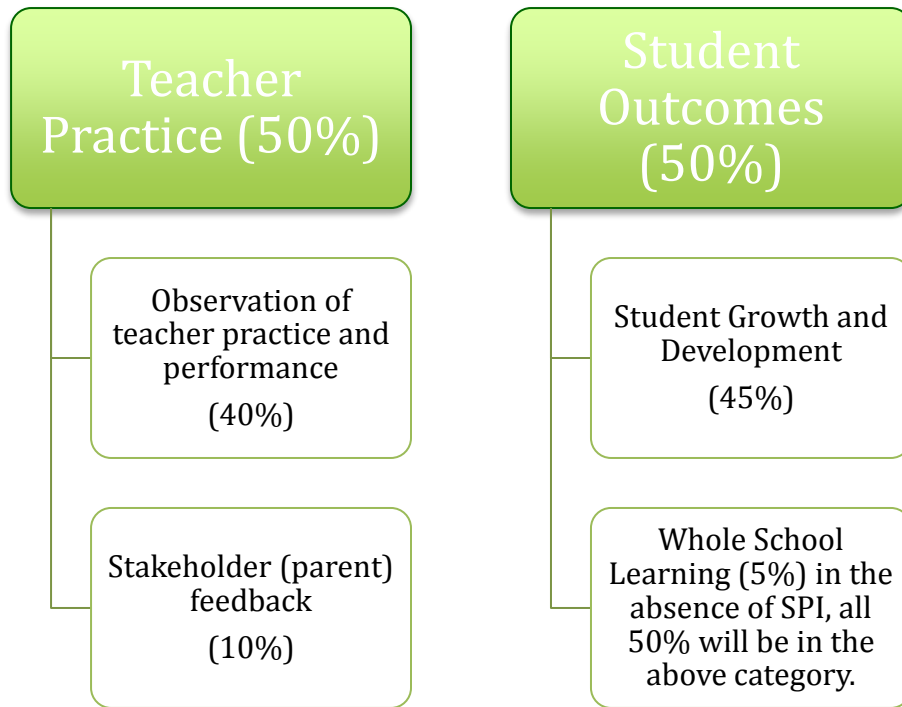
Teacher Practice (50%)

1. Observation of teacher performance and practice (40%) as defined in the Connecticut Common Core of Teaching Rubric for Effective Teaching (Revised 2014).

2. Parent feedback (10%) on teacher practice through parent surveys

Student Outcomes (50%)

1. Student growth and development as demonstrated through standardized and non-standardized measures (45%)

2. Whole-school measures of student learning as determined by an aggregate of student learning measures [SPI-School Performance Index] (5%) In the absence of an available SPI, all 50% of the student outcome rating will be determined by item #1 above.

Ratings and Summation

Teachers are rated in each of the categories described above and receive a summative rating. The rating levels are as follows:

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 term "performance in the above shall mean "progress as defined by specified indicators." Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence.

Teacher Evaluation Process and Timeline

The annual evaluation process includes a goal setting conference, a mid-year conference and an end of the year conference. The purposes of these meetings are to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set goals and identify development opportunities. These conferences should include conversations that are collaborative and require reflection and preparation by both the evaluator and the teacher.

Any teacher that begins service in Waterbury for the duration of the first marking period will participate in TEVAL process and are subject to all of the requirements of a 1st year teacher. Anyone that begins service in Waterbury for the duration of the second marking period will complete a goal setting conference based on MOY data and will participate in 1 Formal and 1 Informal observation, along with a Review of Practice. The teacher will then follow the full TEVAL process normally associated for teachers in year 1 of service the following school year. Anyone hired after the second marking period will begin the TEVAL process in the next school year (keeping in mind that an administrator can choose to do informal observations at any time and the policy regarding the 90 day teacher non-renewal is applicable).

> There are many factors that may affect the teacher's ability to complete the TEVAL process fully in a given year.   These need to be reviewed on a case by case basis and every effort will be made to conduct as many of the requirements as outlined in the TEVAL plan as possible based on the teacher's position in the cycle. Examples may include but not be limited to the following: FMLA, Paid Admin Leave, Immediate Transfers, Unpaid Leaves (i.e. child rearing)

Teacher Evaluation Cycle for Teachers Hired during a School Year

1st Marking Period	2nd Marking Period	During 3rd or 4th Marking Period
3 Formals/1 Informal/ 1 Review of Practice	1 Formal/1 Informal/1 Review of Practice	Begin TEVAL the following school year
All teachers must be informed of their standing before observations begin		

Goal Setting & Planning
- Orientation on process
- Teacher reflection and goal setting
- Goal-setting conference

October 15

Mid-Year Check-in
- Review goals and performance to date
- Mid-year conferences

January/February

End-of-Year Review
- Teacher self-assessment
- Scoring
- End-of-year conference

By June 1

Goal-Setting and Planning to be Completed by October 15th

1. Orientation on Process– All teachers are provided with an up-to-date copy of the plan. Evaluators meet with teachers (individually or in groups) to discuss the process, roles and responsibilities embedded in the plan. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and student learning.   Teachers new to the district should have a thorough orientation to the process as they join the district.
2. Teacher Reflection and Goal-Setting – The teacher examines student data, prior year evaluation and survey results and the CCT Framework to draft a proposed performance and practice goal(s), a parent feedback goal and student learning objectives (SLOs) for the school year. Teachers 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 objectives in order to arrive at mutual agreement about them. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria. (See SMART goals, p. 20).

Mid-Year Check-In: Timeframe: January and February

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 mid-year check-in conference.

2. Mid-Year Conference – The evaluator and teacher engage in a mid-year conference during which they review progress on teacher practice goals, student learning objectives (SLOs) and performance. Evaluators can deliver formative information on components of the evaluation framework. The conference is an important opportunity to make mutually agreeable adjustments to SLO's, strategies, support and approaches as warranted.

End-of-Year Summative Review: Timeframe: (by June 1)

1. Teacher Self-Assessment – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. The

Teacher Evaluation Plan

teacher submits to the evaluator.

2.   Ratings – The evaluator reviews submitted evidence, self-assessments and observation data to generate category ratings. (The evaluator bases the ratings on all available data. The ratings will be revised as necessary upon receipt of additional data no later than September 15)

3.   End-of-Year Conference – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation by June 1 each year. The end of year self-reflection shall be completed no less than 24 hours before the end of year conference. The learner shall also upload no more than 12 artifacts.

Evaluation-Based Professional Learning

Each educator will identify professional growth needs with his/her evaluator based on student achievement data, past performance data, school and district needs, and stakeholder feedback.   Upon the mutual agreement on goals and targets, the educator and evaluator will plan for strategies and support to meet the goals and targets. Educators who share goals and targets can collaborate in shared professional development. Teachers will be encouraged to use available online BloomBoard professional development that meets their professional growth.
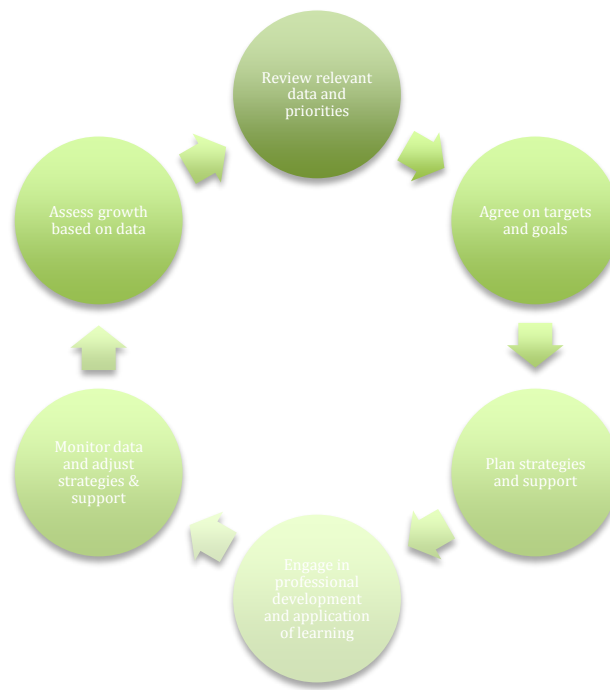
Process model for evaluation-based professional learning.

Primary Evaluators

The primary evaluator for most teachers will be the school principal or assistant principal, who will be responsible for the overall evaluation process, including assigning summative ratings. When appropriate and/or necessary, other trained and qualified evaluators may be assigned primary evaluation responsibilities.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators will be trained in the evaluation model. The model is complex and important. Both <u>initial and ongoing training</u> should reflect this.
The training should include:
- full orientation to the plan components
- skill development in those areas that are new to teacher evaluation
- skill practice in those areas that are transferable from other evaluation experiences including but not limited to conferencing/feedback, goal setting, and observation
- management strategies
- proficiency and calibration

The Connecticut State Department of Education (CSDE) has offered and is continuing to develop training in teacher evaluation methods that are aligned with the Waterbury model. The district may pursue this or other training sources to deliver the initial and ongoing training.

New administrators and administrators new to the district will receive appropriate training in the Waterbury model prior to evaluating teachers.

The district will incorporate proficiency exercises and checks in its training plans. Evaluators who are not able to demonstrate an acceptable standard of proficiency will be paired and coached with proficient evaluators until such time as they are able to meet the standard.

The district recognizes its obligations to the law and as such will comply with legislated reporting and auditing processes.

Improvement and Remediation Plans

Teachers whose performance is rated as ineffective (see definitions of effective/ ineffective) will require improvement and remediation plans. The improvement and remediation plan should be developed in consultation with the teacher and his/her

exclusive bargaining representative within five school days of the summative rating.

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 issued; 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

Teachers who are rated as exemplary through the evaluation process should have opportunities for career development and professional growth. Examples of such opportunities include, but are not limited to: observation of 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 Communities; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

Teacher Performance and PRACTICE (40%)

The Teacher Performance and Practice category 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. Waterbury has elected to use the CCT Rubric for Effective Teaching (Revised 2014) as its framework for teacher practice. A copy of the framework can be found in the appendix.

Observation Process

Research has shown that multiple snapshots of practice provide a more accurate picture of teacher performance than one or two observations per year. These observations don't have to cover an entire lesson to be valid. Partial period observations can provide valuable evidence.

Observations in and of themselves aren't useful to teachers – it's the feedback based on

observations that helps teachers to reach their full potential.

The Waterbury teacher evaluation model provides for the following schedule of observations:

- Each teacher should be observed between 3 and 5 times per year at a minimum. The observation schedule will include at least three formal observations for teachers in years 1-2 of service to Waterbury, all of which will include a pre-conference and a post-conference. Teachers who were rated as developing or below standard on their last evaluation rating will receive a number of observations appropriate to their individual plans, but no fewer than 3 formal in-class observations, with a pre-conference and a post-conference for each. Teachers in their 3rd year of service to Waterbury or beyond, who received a rating of proficient or exemplary on their last performance evaluation, will receive at least one formal observation at least every three years that will include both a pre- and post-observation conference. All teachers will receive a minimum of 1 informal observation each year. Teachers not scheduled for a formal observation for the year will receive a minimum of three informal observations. The number and nature of the observations vary according to the growth needs of the teacher.

- Formal: Scheduled observations or reviews of practice that last at least 30 minutes and are followed by a post-observation conference, which includes both written **and** verbal feedback. Post conferences should occur within 5 school days of the observation. If unavoidable circumstances necessitate a rescheduling of an observation, all attempts will be made to use the existing plan. If this is not possible, the evaluator and teacher will use flexibility in rescheduling or adapting the planned lesson.

- Informal: Non-scheduled observations or reviews of practice that last at least 10 minutes and are followed by written **and/or** verbal feedback.

- Non-classroom teachers: The above guidelines on frequency and length of observations apply to non-classroom teachers. The observations of non-classroom teachers are conducted in settings appropriate to their responsibilities.

- All observations should be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, ideally within five school days of an observation.

- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, the district is emphasizing frequent informal observations.

- Administrators can use their discretion to decide the right number of observations for each teacher based on school and staff needs, providing that the prescribed guidelines are met.

- At least one observation will be completed prior to the mid-year conference.

- Observations should be structured according to the graphic below.

Waterbury Public Schools

Teacher Evaluation Cycle 2016-2017 School Year

ALL TEACHERS IN THEIR 1ST AND 2ND YEAR OF TEACHING IN WATERBURY PUBLIC SCHOOLS:

1st Year of Teaching	2nd Year of Teaching
3 Formals/1 Informal/1 Review of Practice	3 Formals/1 Informal/1 Review of Practice
** All teachers must be informed of their standing before observations begin	

ALL TEACHERS IN THE 3RD YEAR OR MORE OF TEACHING IN WATERBURY PUBLIC SCHOOLS:

1st Cycle	2nd Cycle	3rd Cycle
0 Formals/3 Informals/1 Review of Practice	1 Formal/1 Informal/1 Review of Practice	0 Formals/3 Informals/1 Review of Practice
** All teachers, including those who are entering their 3rd year, must be placed appropriately in the 3 year cycle and informed of their standing before observations begin		

ALL TEACHERS IN WATERBURY PUBLIC SCHOOLS WHO WERE RATED BELOW STANDARD OR DEVELOPING IN 2015-2016:

Below Standard	Developing
3 Formals/1 Informal/1 Review of Practice	3 Formals/1 Informal/1 Review of Practice
** All teachers must be informed of their standing before observations begin	

Conferences

Pre-conferences: The purposes of pre-conferences are to provide a context for the lesson and information about the students to be observed and for setting expectations for the observation process. Pre-conferences are optional for observations except formal observations. A pre-conference can be held with a group of teachers, where appropriate. Requests for pre-observation conferences should occur no less than 5 school days before the scheduled observation. The conference form should be completed and shared no less than 24 hours before the scheduled conference begins.

Post-conferences: Post-conferences provide a forum for reflecting on the observation against the CCT Rubric for Effective Teaching and for generating action steps that will lead to the teacher's improvement. The conference form should be completed and shared no

12

less than 24 hours before the scheduled conference begins.

Effective post-conferences include

- An opportunity for the teacher to share his/her self-assessment of the lesson observed;
- Objective evidence to help confirm successes, identify possible areas of improvement, and success focus for future observations;
- written and/or verbal feedback;
- Occur within five school days of the observation.

Classroom observations provide the most evidence for domains 2 and 3 of the Connecticut Framework for Teacher Evaluation and Support, but both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Non-Classroom Reviews of Practice

Because the evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the domains of the CCT Rubric for Effective Teaching, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent- teacher meetings, observations of coaching/mentoring other teachers, and attendance records from professional development or school-based activities/events.

Artifacts
During observations, artifacts should be limited to the most pertinent and supportive documentation, limited to no more than 5 artifacts per observation.

Feedback

The goal of feedback is to help teachers grow as educators and become more effective with each and every one of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- Specific evidence and ratings
- Commendations and recommendations
- Next steps and supports to improve practice
- A timeframe for follow up.

Teacher Evaluation Plan

Teacher Performance and Practice Goal-Setting

Teachers develop a practice and performance goal that is aligned to the CCT Rubric for Effective Teaching. This goal provides a focus for the observations and feedback conversations. This goal is not discretely rated but rather contributes to the overall evidence of performance and practice.

At the start of the year, each teacher will work with his or her evaluator to develop the practice and performance goal through mutual agreement. All goals should have a clear link to student achievement and should move the teachers towards proficient or exemplary on the CCT Framework for Effective Teaching Schools may decide to create a school-wide goal aligned to a particular component (e.g., 3b: Using Questioning and Discussion Techniques) that all teachers adopt as their goal.

Goals should be SMART: S=Specific and Strategic M=Measurable A=Aligned and Attainable R=Results-Oriented T=Time-Bound

Progress towards goals and action steps for achieving progress should be referenced in feedback conversations following observations throughout the year. Goals and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Performance and practice goals are not explicitly rated as part of the Teacher Performance and Practice category but rather contribute to the category rating.

Teacher Performance and Practice Scoring

Individual Observations

During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. 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 can align the evidence with the appropriate component(s) on the rubric and then make a judgment about which performance level the evidence supports. Evaluators are required to provide ratings for each observation.

Summative Rating for Teacher Performance and Practice

At the end of the year, primary evaluators 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 (e.g., team meetings, conferences) and uses professional judgment to determine component ratings for each of the 12 components.

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Ratings

Exemplary = 4

Proficient = 3

Developing = 2

Below Standard = 1

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2. Average components within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.

3. Average domain scores to calculate an overall Observation of Teacher Performance and Practice rating.

Steps 2 and 3 can be performed by administrators and/or using tools/technology that calculate the averages for the evaluator.

The summative Teacher Performance and Practice category rating and the component ratings will be shared and discussed with teachers during the End-of-Year Conference. As possible and practical, this process can also be followed in advance of the Mid-Year Conference to discuss progress toward Teacher Performance and Practice goals/outcomes.

Stakeholder Feedback-10%

Stakeholder Feedback comprises 10% of teacher evaluation.

The Waterbury Public Schools will use surveys in order to gather feedback from parents. The surveys will be used to help teachers and administrators identify the areas of their practice that could be improved.

Survey Background

The Waterbury Public Schools had already begun development of stakeholder surveys under a district-wide improvement initiative when SEED guidelines became available.

Because this work involved wide stakeholder involvement and was intended for use in school improvement, the district elected to continue the development and adaptation of these surveys for the purpose of educator evaluation.

The following outlines steps that the Educator Evaluation Committee has planned and begun in order to ensure <u>usefulness, validity, reliability, and fairness:</u>

- The educator evaluation committee applied their expertise in analyzing each question for validity. Some questions were purged and some were rewritten.
- The evaluation committee performed an alignment check on the surveys with the Connecticut School Leadership Standards. They found all four domains represented in both the parent and the teacher survey.
- The evaluation committee engaged the School Governance Councils in trials and reviews of usefulness in supporting school improvement efforts. They used the results to further refine the validity of questions as well as the clarity of directions, fairness, and usefulness.
- The committee recognizes that confirming validity, reliability, usefulness, and fairness will happen over time and that the surveys are subject to future revision.

Survey Administration

The Educator Evaluation Committee recognizes that the best method of administering surveys may vary from level to level and school to school. Therefore, it has built flexibility and discretion into the administration of the survey. There are only a limited number of requirements.

Requirements for the administration of surveys:

1. They must be anonymous
2. They must be administered in the spring semester
3. There must be a cover message from the principal/administrator that clearly informs stakeholders of procedures and purposes associated with the survey.

Among the strategies that they can consider for <u>parent surveys</u> are the following:

- Administering at an open house or other event that attracts large numbers of parents
- Mailing surveys to all families (one per household)
- Offering electronic options
- Mailing postcards that offer a menu of options
- Using the IRIS system to notify parents

- Creating incentives for survey return

Survey Analysis

Principals, assisted by School Governance Councils as appropriate, will analyze the results of the surveys so as to identify areas of needed improvement. These areas should align with school improvement goals.

Depending on the volume of responses and the availability of funding sources, principals may seek assistance from the IT department or an outside vendor in tabulating and providing an analysis of results.

In that surveys should be continually improved over time, principals should report problems with individual questions or survey design to the teacher evaluation committee for review and possible modification.

Teacher Stakeholder Feedback Guide

Topic	Description
Designation of Stakeholders	Parents
Tool for Gathering Stakeholder Feedback	Parent Surveys Developed by District (appendix)
Utilization of Stakeholder Feedback	The principal will select areas from the survey results that show need for improvement. Each teacher will select one of the areas as a focus for improvement.
Standard for Demonstrating Improvement	Implementation of relevant improvement strategies
Rating of Stakeholder Feedback Category	<u>Exemplary</u>=Evidence of successful implementation of an ambitious set of improvement strategies. <u>Proficient</u>=Evidence of successful implementation of a reasonable set of improvement strategies. <u>Developing</u>=Evidence of substantial implementation of the intended improvement strategies.

	Below Standard=Evidence that shows no or only partial implementation of improvement strategies.
Timeline of Key Events	Spring-Administration of parent surveys (dates and administration to be determined by building administrator based on plan to maximize survey return).
	Review and identification of possible improvement goals based on stakeholder feedback (administrator engages School Governance Council).
	Fall-Selection of goal and outlining of improvement strategies in goal setting conference with evaluator.
	Mid-year- At scheduled mid-year conference meeting with evaluator, discuss progress in implementing strategies and any revisions that are in order.
	Spring- Add evidence of strategy implementation to self-assessment document.
	Prior to June 1- Final conference with evaluator followed by rating assignment by evaluator.

Student Growth and Development (45%)

Student Learning Objectives (SLOs) and Indicators of Academic Growth and Development (IAGDs)

Connecticut has selected a goal-setting process called Student Learning Objectives (SLOs) as the approach for targeting student growth during the school year.   SLOs are specific and measureable targets.

The measurement of SLOs is done through Indicators of Academic Growth and Development (IAGDs). An IAGD is a measure used to determine SLO attainment.

Teacher Evaluation Plan

| SLO=Student Learning Objectives | → | IAGD=Measure of SLO |

Impacting Student Growth and Development Through SLOs

Step 1: Learn about this year's students (prior grades, end of year tests, benchmark assessments)

Step 2: Set objectives for student learning (SLOs) and determine measurement indicators (IAGDs)

Step 3: Develop and implement strategies to meet targets

Step 4: Monitor students' progress and adjust strategies as needed

Step 5: Assess student learning through pre-determined indicators

Teacher Evaluation Plan
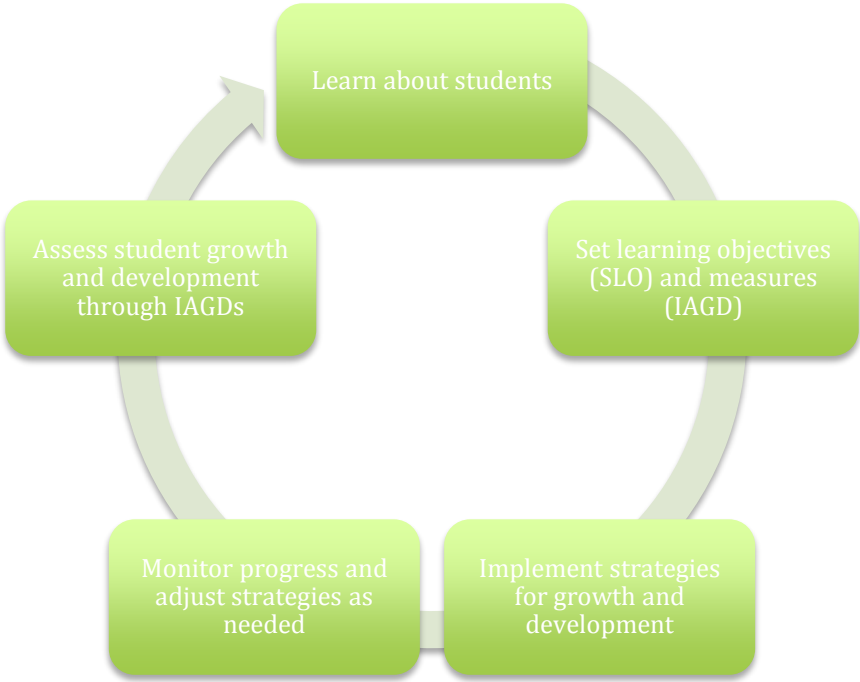
SLO Requirements

Each teacher will write two SLOs.

Teachers whose students take a standardized assessment will create one SLO based on standardized indicators and one SLO based on a minimum of one non-standardized indicator.

All other teachers will develop their two SLOs based on non-standardized indicators.

The CT Guidelines for Educator Evaluation define a standardized assessment as one with the following attributes:

- Administered and scored in a consistent – or "standard" – manner;
- Aligned to a set of academic or performance "standards;"
- Broadly-administered (e.g., nation-or statewide);
- Commercially-produced; and
- Often administered only once a year, although some standardized assessments are administered two or three times per year.

Guidance for Developing SLOs and Selecting IAGDs

The Student Learning Objectives (SLOs) should be broad goals for student learning. They should each address a central purpose of the teacher's assignment and should pertain to a large proportion of his/her students. Each SLO 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 (e.g., common core), or district standards for the grade level or course. Depending on the teacher's assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes).

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 objectives although they will be individually accountable for their own students' results.

An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. Each SLO must include at least one indicator.

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high

or low-performing students or ELL students. It is through the first step of the process of student data that teachers will determine what level of performance to target for which students.

Since indicator targets are calibrated for the teacher's particular students, teachers with similar assignments may use the same evidence for their indicators, but they would be 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.

Examples of SLOs and Corresponding IAGDs for Standardized Indicators

Teacher Assignment	Student Learning Objectives	Indicators of Academic Growth and Development
8th Grade Science	My students will master critical concepts of science inquiry.	78% of my students will score at the proficient or higher level on the science CMT in March 2013.
4th Grade	My 22 students will demonstrate improvement in or mastery of reading comprehension skills by June 2013.	All 17 (77%) students assessed on the standard CMT will maintain proficiency, goal or advanced performance, or will gain a proficiency band on 4th grade CMT Reading in March 2013. All 5 students (23%) assessed on the MAS for Reading CMT will achieve at the proficient or goal level on the 4th grade CMT MAS in March 2013.

Examples of SLOs and Corresponding IAGDs for Non-Standardized Indicators

Teacher Evaluation Plan

Teacher Assignment	Student Learning Objectives	Indicators of Academic Growth and Development
8th Grade Science	My students will master critical concepts of science inquiry.	My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a scoring rubric focused on key elements of science instruction.
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts teachers in our district.

During the goal-setting process, teachers and evaluators 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 (optional); and

-any training or support the teacher thinks would help improve the likelihood of meeting the   SLO (optional).

While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO proposals.   The evaluator will examine each SLO relative to three criteria described below. SLOs must meet all three criteria to be approved. If they do not meet one or more criteria, the evaluator will provide written comments and discuss their feedback with the teacher. SLOs that are not approved must be revised and resubmitted to the evaluator within ten days.

*Please note: approval serves as a confirmation that mutual agreement has been reached

SLO Approval Criteria

Priority of Content	Quality of Indicators	Rigor of Objective/Indicator
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).

Implementing Instruction and Monitoring Students' Progress

Once SLOs are approved, teachers should implement instruction and monitor students' progress towards the objectives. They can, for example, examine student work products, administer interim assessments and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress.

If a teacher's assignment changes or if his/her student population shifts significantly, the SLOs can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

Assessing and Reflecting on Results

In preparation for the end of the year conference, the teacher should collect the evidence required by their indicators and submit it to the evaluator. Along with the evidence, teachers will complete and submit a self-assessment which asks teachers to reflect on the SLO outcomes by responding to the following four statements:
1. Describe the results and provide evidence for each indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that going forward.

Assigning a Rating for Student Growth and Development

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SLO. The ratings are outline as follows:

Teacher Evaluation Plan

Rating	Quantitative Value	Characteristics
Exceeded	4	All or most of the students met or substantially exceeded the target(s) contained in the indicators.
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	Many students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
Did Not Meet	1	A 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 may score each indicator separately, and then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

The final student growth and development rating for a teacher is the average of their two SLO scores. 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]. The individual SLO ratings and the student growth and development rating will be shared and discussed with teachers during the End-of-Year Conference.

NOTE: For SLOs that include an indicator based on standardized tests results that are not available in time to score the SLO prior to the June 30 deadline, other procedures will be used. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if standardized tests are the basis for all indicators, then the teacher's student growth and development rating will be based only on the results of the SLO that is based on non- standardized indicators.

However, once the standardized test evidence is available, the evaluator is required to score or rescore the SLO, then determine if the new score changes the teacher's final

Teacher Evaluation Plan

(summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15.

Whole-School Student Learning Indicator (5%)

The whole school student learning indicator shall be equal to the aggregate rating for multiple student learning indicators established for the principal's evaluation rating at that school. For most schools, this will be based on the school performance index (SPI), which correlates to the whole-school student learning on a principal's evaluation.
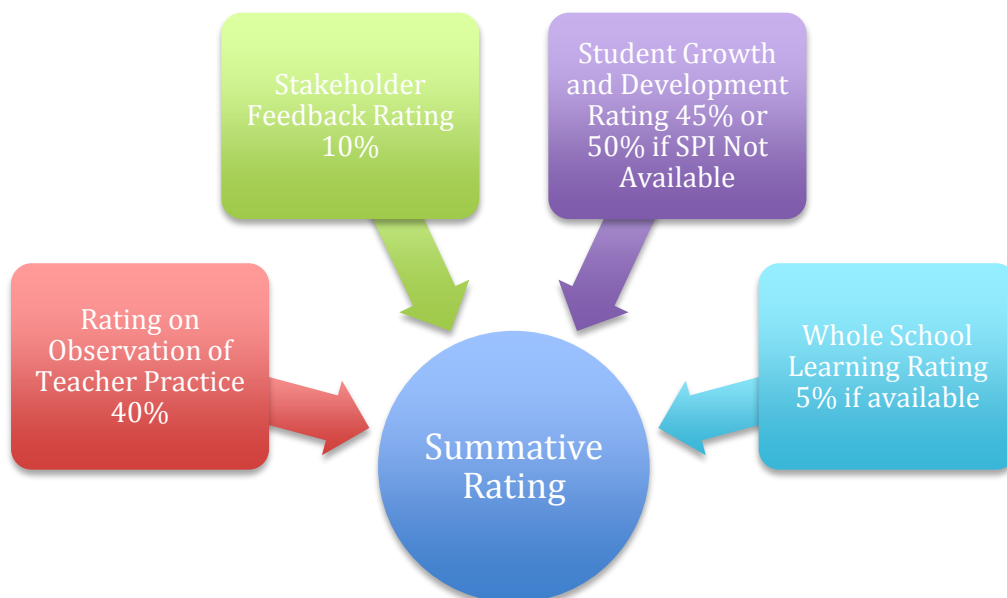
The following chart defines the rating for various levels of attainment of the SPI improvement target for the school:

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

NOTE: If the whole-school student learning indicator rating is not available, then the student growth and development score will be weighted 50 and the whole-school student learning indicator will be weighted 0.

SUMMATIVE TEACHER EVALUATION SCORING

Teachers are rated in each of the four categories of the teacher evaluation model and subsequently receive a summative rating for their performance.

Stakeholder Feedback Rating 10%

Student Growth and Development Rating 45% or 50% if SPI Not Available

Rating on Observation of Teacher Practice 40%

Summative Rating

Whole School Learning Rating 5% if available

The categories are paired into the divisions of <u>Teacher Practice</u> and <u>Student Outcomes</u>.

<u>Teacher Practice</u> = *Observation of Teacher Practice* and *Stakeholder Feedback.*

<u>Student Outcomes</u>=*Student Growth and Development* and *Whole School Learning.*

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

How to Calculate the Summative Rating

1) Calculate a Teacher Practice Rating by combining the observation of teacher practice rating and the parent feedback rating.

2) Calculate a Student Outcomes rating by combining the student growth and development rating and whole-school student learning rating.

3) Apply the ratings calculated in steps one and two to the Summative Matrix to determine the summative rating.

Each step is illustrated below:

STEP 1: Calculate a Teacher Practice Related Indicators rating by combining the observation of teacher performance and practice score and the parent feedback score as shown in the chart below.

The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Simply multiply these weights by the category scores to get the category points and sum as illustrated below.

Category	Score (1-4)	Weight	Points
Observation of Teacher Performance & Practice		40	
Parent Feedback		10	
		TOTAL TEACHER PRACTICE INDICATORS POINTS	

The total points are then compared to this table to determine the overall practice level:

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

STEP 2: Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning indicator score.

The student growth and development category counts for 45% of the total rating and the whole-school student learning indicator category counts for 5% of the total rating. (Should an SPI not be available for the school, the entire 50% will be based the Student Growth Measures-SLOs). Multiply these weights by the category scores and sum as illustrated below:

Category	Score (1-4)	Weight	Points
Student Growth (SLOs)		45	
Whole School Learning Indicator		5	

Teacher Evaluation Plan

		TOTAL TEACHER OUTCOME INDICATORS POINTS	

The total points are then compared to this table to determine the overall outcome level:

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

STEP 3: Use the Summative Matrix to determine the <u>Summative Rating</u>.

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.

Summative Matrix

Outcome Practice

	Exemplary	Proficient	Developing	Below Standard
Exemplary	Exemplary	Exemplary	Proficient	**
Proficient	Exemplary	Proficient	Proficient	Developing
Developing	Proficient	Proficient	Developing	Developing
Below Standard	**	Developing	Developing	Below Standard

**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 make a summative decision.

Teacher Evaluation Plan

Summative ratings must be completed for all teachers by June 1 of a given school year. Should standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by standardized test data, the evaluator may recalculate the teacher's summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year.

Definitions of Effectiveness and Ineffectiveness

Waterbury has adopted the following definitions of effectiveness and ineffectiveness:

Educator Category	Definition of Effectiveness	Definition of Ineffectiveness
Novice-Years 1-2	Summative ratings of developing or better	Summative rating of below standard
Novice Year 3	At least one summative rating of proficient or better in years 1-3 and no summative rating less than developing	Summative rating of below standard
Novice Year 4	Two summative ratings of proficient or better, one of which must be in year 4 and no summative rating less than developing	Below standard summative rating OR More than two developing summative ratings in years 1-4
Experienced Educator New to District Year 1	Summative rating of developing or better	Below standard summative rating
Experienced Educator New to District Year 2	At least one summative rating of proficient or better (other summative rating must be at least developing)	Below standard summative rating OR Two consecutive summative ratings of developing
Post-Tenure Teachers	A pattern of summative ratings of proficient or better with no two consecutive ratings of developing	Summative rating of below standard OR Two consecutive summative ratings of developing

Dispute-Resolution Process

A teacher who disputes a final rating must do so within 5 school days of the end of year conference. A panel, composed of SAW representation(Superintendent designee), WTA representation and a neutral third person, shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

Teacher Evaluation Plan

APPENDIX

CCT Rubric for Effective Teaching (2014)

Parent Survey (Revised)

Forms, protocols and other tools needed to implement the plan will be included in a published set of implementation guidelines.

Directions:

Thank you for taking the time to fill out our survey. We need information for school improvement planning. If you have several children in this school, think of one of them as you respond. This is an anonymous survey.

Please check your level of agreement with each
1. The school clearly communicates its expectations for my child's learning to my child and to me

☐Strongly Agree ☐Agree ☐Unsure ☐Disagree ☐Strongly Disagree

2. I am satisfied with the opportunities to be involved in my child's education.

☐Strongly Agree ☐Agree ☐Unsure ☐Disagree ☐Strongly Disagree

3. The principal(s), supervisors and teachers are accessible.

☐Strongly Agree ☐Agree ☐Unsure ☐Disagree ☐Strongly Disagree

4. The school principal(s) consistently addresses and follows through on student issues.

☐Strongly Agree ☐Agree ☐Unsure ☐Disagree ☐Strongly Disagree

5. I am satisfied with the timeliness of response I get when I contact my child's school with questions or concerns.

☐Strongly Agree ☐Agree ☐Unsure ☐Disagree ☐Strongly Disagree

6. My child's teacher gives helpful comments on homework, classwork, and tests.

☐Strongly Agree ☐Agree ☐Unsure ☐Disagree ☐Strongly Disagree

7. The teachers and principal(s) keep me informed about my child's academic progress.

☐Strongly Agree ☐Agree ☐Unsure ☐Disagree ☐Strongly Disagree

8. Teachers and the principal(s) make available information about what your child is studying in school.

☐Strongly Agree ☐Agree ☐Unsure ☐Disagree ☐Strongly Disagree

9. I feel welcome at my child's school.

☐Strongly Agree ☐Agree ☐Unsure ☐Disagree ☐Strongly Disagree

10. My school offers meeting times that work for my schedule if I ask.

☐Strongly Agree ☐Agree ☐Unsure ☐Disagree ☐Strongly Disagree

11. My school provides interpreters for meetings if needed.

☐Strongly Agree ☐Agree ☐Unsure ☐Disagree ☐Strongly Disagree

12. I attend meetings and conferences at school.

☐Strongly Agree ☐Agree ☐Unsure ☐Disagree ☐Strongly Disagree

Teacher Evaluation Plan

13. Adults at school treat my child with respect.

☐Strongly Agree ☐Agree ☐Unsure ☐Disagree ☐Strongly Disagree

14. The staff at this school treats me with respect.

☐Strongly Agree ☐Agree ☐Unsure ☐Disagree ☐Strongly Disagree

15. My child's school is clean.

☐Strongly Agree ☐Agree ☐Unsure ☐Disagree ☐Strongly Disagree

16. There is a person or a program in my school that helps students resolve conflicts.

☐Strongly Agree ☐Agree ☐Unsure ☐Disagree ☐Strongly Disagree

17. This school is sensitive to issues regarding race, gender, sexual orientation and disabilities.

☐Strongly Agree ☐Agree ☐Unsure ☐Disagree ☐Strongly Disagree

18. Crime and violence are a problem at my child's school.

☐Strongly Agree ☐Agree ☐Unsure ☐Disagree ☐Strongly Disagree

19. There is inappropriate physical contact or gestures among students at my child's school.

☐Strongly Agree ☐Agree ☐Unsure ☐Disagree ☐Strongly Disagree

20. Students treat other students with respect at my child's school.

☐Strongly Agree ☐Agree ☐Unsure ☐Disagree ☐Strongly Disagree

Thank you for completing the survey. Please submit at this time.

Evidence Catcher

Teacher:	Date:
Domain 1 — **Classroom Environment, Student Engagement and commitment to Learning.**	**Evidence**
1a — Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.	•
1b — Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.	•
1c — Maximizing instructional time by effectively managing routines and transitions.	•
Domain 2 — **Planning for Active Learning**	**Evidence**
2a — Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.	•
2b — Planning instruction to cognitively engage students in the content.	•
2c — Selecting appropriate assessment strategies to monitor student progress.	•
Domain 3 — **Instruction for Active Learning**	**Evidence**
3a — Implementing instructional content for learning.	•
3b — Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.	•
3c — Assessing student learning, providing feedback to students and adjusting instruction.	•
Domain 4 — **Professional Responsibilities and Teacher Leadership**	**Evidence**
4a — Engaging in continuous professional learning to impact instruction and student learning.	•
4b — Collaborating to develop and sustain a professional learning environment to support student learning.	•
4c — Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.	•