PLAINFIELD PUBLIC SCHOOLS
TEACHER EVALUATION
2022-2023

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OVERVIEW

Plainfield Public Schools Professional Learning and Evaluation Program supports an environment in which educators have the opportunity to regularly employ inquiry into and reflection on practice, to give each other feedback, and to develop teaching practices that positively affect student learning.

To help foster such an environment, we created the Professional Learning and Evaluation Program as a district--wide system that provides multiple opportunities and options for teachers to engage in individual and collaborative activities in which they collect, analyze, and respond to data about student learning, within and among Plainfield Public Schools. Teachers and administrators are expected to provide evidence related to the effectiveness of instructional practices and the impact on student learning. Teachers and administrators are expected to take an active role in a cycle of inquiry into their practice, development, implementation and analysis of strategies employed to advance student growth, and reflection on effectiveness of their practice. The Program includes an additional component, Professional Assistance and Support System (PASS), for teachers and administrators in need of additional support to meet performance expectations.

Standards and Indicators of Teaching Practice

The expectations for teacher practice in Plainfield Public Schools' Professional Learning and Evaluation Program are defined using the four domains and their indicators of the **Common Core of Teaching (CCT, 2014**). The *Common Core of Teaching (CCT) Rubric for Effective Teaching 2014*, the tool used for observing and assessing teacher practice in the domains, reflects the spirit and specifics of the CCT, articulates components of teaching, and establishes designations of levels of practice, including: *Below Standard; Developing; Effective; Exemplary*. The CCT (**2014**) and the *CCT Rubric for Effective Teaching 2014* are provided in Appendix A of this document.

Core Requirements of the Evaluation Program

Plainfield Public Schools' Professional Learning and Evaluation Program is aligned with the Core Requirements of the State Board--approved Guidelines for Educator Evaluation, as provided in subsection (a) of Sec. 10--151b (C.G.S.), as amended by Sec.

51 of P.A. 12-116. The following is description of the processes and components of Plainfield Public Schools program for teacher evaluation, through which the Core Requirements of the Guidelines shall be met.

PROCESS AND TIMELINE OF TEACHER EVALUATION

Note: For any date in this plan that falls on a non-school day, the due date will be the prior school day.

The annual evaluation process for a teacher will at least include, but not be limited to, the following steps, in order:

1. **Orientation (by September 15):**
   To begin the annual evaluation process, evaluators meet with teachers, in groups and/or individually, to discuss the evaluation process and their responsibilities and roles within it. In this meeting, they will review and discuss the following:
   1. The *CCT Rubric for Effective Teaching 2014*.
   2. development of SMART goal(s) related to student outcomes and achievement
   3. data regarding whole-school indicators of student learning
   4. self-assessment processes and purpose
   5. data collection, including types of data, processes for collection and analysis
   6. access to an online evaluation system as developed

   Evaluators and teachers will establish a schedule for collaboration required by the evaluation process.

2. **Goal-setting Conference – by October 15:**
   Teacher Reflection—In advance of the Goal Setting Conference, the teacher will examine data related to current students' performance (including, but not limited to: standardized tests, portfolios and other samples of student work appropriate to teacher's content area, etc.), the prior year's evaluation, and survey results, and the *CCT Rubric for Effective Teaching 2014*.   The teacher will:
   - Draft one (1) SMART Goal (minimum) to address student learning/achievement objectives, based on student performance data and aligned with a whole-school student-learning indicator.
   - Be prepared to discuss with their evaluator how they will collect evidence for their review of practice.
   - Be prepared to discuss with their evaluator how will they collect evidence to support the identified School Stakeholder Feedback Goal based on data from stakeholder feedback**.**

* First-year beginning teachers may find it helpful to reflect on their practice goals with their mentor teachers, using the TEAM program's Module Resources and Performance Profiles, to determine a baseline for establishing goals.

No later than October 15 of the school year, the evaluator and teacher will meet to discuss the teacher's proposed goal in order to arrive at mutual agreement. The goal for the year must be informed by data and evidence collected by the teacher **and** evaluator. During the conference, the evaluator and teacher will discuss the plans the teacher has identified for collecting evidence to support their review of practice and to support the Whole School Learning Indicator.

Examples of data and evidence that may be included in the goal-setting conference

Lesson Plans Formative Assessment Data Summative Assessment Data Student Work Communication Logs Data Team Minutes Survey Data	Class Lists Standardized and Non-Standardized Data (based on the teacher's class) School-Level Data CCT Rubric for Effective Teaching 2014

3. Observations of practice (by <u>November 30, February 15, and May 15</u>)

For non-tenured teachers, evaluators will observe teacher practice in formal and informal in-class observations and non-classroom reviews of practice throughout the school year, with frequency based on the year of implementation of the plan and the teacher's summative evaluation rating.

For tenured teachers scheduled to have a formal in-class observation, the formal in-class observation will take place prior to the mid-year conference.

• **Evidence collection and review (throughout school year)**:

The teacher collects evidence about his/her practice and student learning. The evaluator may also collect evidence about teacher practice for discussion in the interim conference and summative review.

4. Interim Conference (by February 15th)

a. The evaluator and teacher will hold at least one conference near the mid-point of the evaluation cycle. The discussion should focus on processes and progress

toward meeting the goals and developing one's practice. Both the teacher and the evaluator will bring evidence about practice and student learning data to review. The teacher and evaluator will discuss

the cause and effect relationship of practice to student learning data, i.e. – how practice positively impacts student learning. During the conference, the teacher and evaluator will make explicit connections between the 40% and the 45% components of the evaluation program. If necessary, teachers and evaluators may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of SMART goal(s) to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas. *At the interim conference, or as soon as it is determined, using the available evidence collected by both the teacher and the evaluator, the evaluator will inform the teacher and notify the union president or designee if the teacher is at risk of receiving an overall Performance and Practice rating of Developing or Below Standard. The evaluator and teacher will discuss strategies for improvement for the remainder of the year.*

5. **End-of-year summative review:**

   a. **All end of year evaluation forms and data must be submitted to your evaluator by June 1.**

   b. *Teacher self-assessment* – The teacher reviews and reflects on all information and data collected during the year related to the goals and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development, referencing the *CCT Rubric for Effective Teaching 2014* and established in the goal-setting conference.

   c. *The self-assessment* should address all components of the evaluation plan and include what the teacher learned throughout the year supported by evidence and personal reflection. The self-assessment should also include a statement that identifies a possible future direction that is related to the year's outcomes.

   d. *End-of-year conference* - The evaluator and teacher meet to discuss evidence collected. The teacher and evaluator will discuss the extent to which students met the SMART goal(s) and how the teacher's performance and practice focus area contributed to student outcomes and professional growth. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation to be shared with the teacher before the end of the school year.

   e. *Summative Rating* - The evaluator reviews submitted evidence, self-assessments,

and observation data to generate category ratings. (Category 1: Student Outcomes and Achievement--45%, Category 2: Teacher Performance and Practice-- 40%, Category 3: Stakeholder Feedback--10%, Category 4: Whole School Student Learning Indicator-- 5%). The category ratings are used to determine the final, summative rating using the summative rating matrix.

6. **Summative rating revisions (by September 1)** After all data is available, the evaluator may adjust the summative rating. A final rating may be revised before September 1 of a school year.

COMPONENTS OF TEACHER EVALUATION AND RATING

The Core Requirements of the CT Guidelines for Teacher Evaluation require that districts weight the components of teacher's annual summative evaluations and ratings as follows:
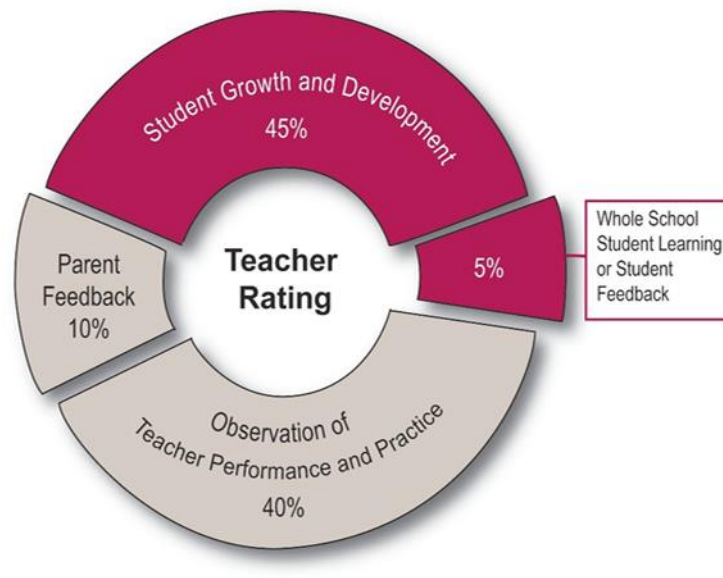
CATEGORY 1: STUDENT OUTCOMES AND ACHIEVEMENT (45%)

Forty-five percent (45%) of a teacher's evaluation will be based on achievement of student learning outcomes defined by teacher-created SMART Goals that are aligned with both standardized and non-standardized measures. Teachers are required to develop **one SMART goal** related to student growth and development, but may develop two SMART goals.

SMART goals for all personnel must demonstrate alignment with school-wide student achievement priorities (*see Appendix I for examples of SMART Goals using Standardized and Non-Standardized Indicators*, or Marzano, R. J. (2009). *Designing & teaching learning goals & objectives*. Bloomington, IN: Marzano Research Laboratory).

Evidence of whether the objectives are met shall not be determined by single, isolated test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test will be used only where the district has interim assessments that lead to that test, and these interim assessments shall be included in the overall score for those teaching tested grades and subjects.

Goal Setting

Plainfield Public Schools teachers' SMART goals address the learning needs of their students and are aligned to the teacher's assignment. The student outcome related indicators will be written to meet SMART goal criteria, i.e. Specific, Measurable, Attainable, Relevant, and Time-Bound. Teachers will write at least one (1) SMART goal which can have multiple indicators that address targeted areas for student growth and/or achievement.

Each SMART goal will:

1. take into account the academic record and social, emotional, and behavioral needs and strengths of the students that teacher is teaching that year/semester
2. address the most important purposes of a teacher's assignment through self-reflection
3. align with school, district, and state student achievement objectives
4. take into account students' learning needs vis-à-vis relevant baseline data
5. be aligned to state and national curriculum standards/frameworks
6. be mutually agreed upon by teacher and their evaluator
7. be fair, valid, reliable and useful to the greatest extent possible

SMART Goals and Student Progress

The following diagram illustrates the processes involved in establishing and assessing SMART goals for student learning.

Phase 1:	Phase 2:	Phase 3:	Phase 4:
Learn about this year's Students by examining Baseline data	Set SMART goal(s) for student growth	Monitor and document student progress	Assess students to determine progress towards the achievement of SMART goal(s)

Phase 1

To write meaningful and relevant SMART goals that align to their teaching assignment and result from a thorough knowledge of their students, data analysis is required.

Examples of data that teachers will be required to analyze are:

- Student outcome data (academic)
- Behavior data (absences, referrals)
- Perceptual data (learning styles, results from interest inventories, anecdotal)

Teachers must learn as much as they can about the students they teach, be able to document baseline data that they have used to determine their instructional focus and be able to write SMART goal(s) on which they will, in part, be evaluated.

Analysis of these initial pieces of data on incoming students for the year should be completed by mid-September of the academic year.

Phase 2

Each teacher will write **at least ONE (1)** SMART goal. Teachers whose students take a state assessment **may** create one SMART goal based on that assessment or one SMART goal based on a non-standardized assessment. All other teachers may develop their SMART goals based on non-standardized assessment or a standardized assessment where available and appropriate.

Each **SMART** goal should make clear:
1. what evidence was or will be examined
2. what level of performance is targeted
3. strategies used to help students to reach learning targets
4. what assessment(s)/indicator(s) will be used to measure the targeted level of performance
5. what proportion of students is projected to achieve the targeted performance level

SMART goal(s) can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students.

SMART goal(s) are established by mutual agreement. Teachers will submit their SMART goal(s) to their evaluator for review and mutual agreement. The SMART Goal(s) review process will take place during the Goal-Setting conference, on or before October 15. SMART goal(s) must be based on the following criteria, to ensure they are as fair, reliable, valid, and useful to the greatest possible extent:

Priority of Content-: SMART goal is deeply relevant to teacher's assignment and addresses the most important purposes of that assignment.

Rigor of SMART goal: SMART goal is attainable, but ambitious, and represents at least one year's student growth (or appropriate growth for a shorter interval of instruction).

Analysis of Student Outcome Data: SMART goal provides specific, measurable evidence of student outcome data through analysis by the teacher and demonstrates knowledge about students' growth and development.

Phase 3

Once the teacher SMART goal(s) is mutually agreed to, teachers must monitor students' progress toward achieving student learning SMART goal(s). Teachers may monitor and document student progress through the following examples:

- Examination of student work.
- Administration of periodic formative assessments.
- Tracking of students' accomplishments and challenges.

Teachers may choose to share their findings from formative assessments with colleagues during collaborative time. They may also wish to keep their evaluator apprised of progress. Artifacts related to the teacher's monitoring practices can be reviewed and discussed during the Mid-Year Conference.

Interim Conferences – Mid-year check-ins:

Evaluator and teachers will review progress toward the SMART goa(s) at least once during the school year, using available information and data collected on student progress. This review may result in revisions to the instructional strategies or approaches teachers use. Teachers and evaluators may mutually agree to mid-year adjustments to SMART goal(s) for the purpose of accommodating significant changes in student population or teaching assignment. The Mid- Year Conference will take place by February 15 of the academic year.

Phase 4

End-of-year review of SMART goal(s)/ Student Outcomes and Achievement:

End of Year Conference – The teacher shall collect evidence of student progress toward meeting the student learning goals/objectives. This evidence will reflect student progress toward meeting SMART goal(s) for learning. The evidence will be submitted to the evaluator, and the teacher and evaluator will discuss the extent to which the students met the learning goals/objectives. Following the conference, the evaluator will rate the extent of student progress toward meeting the student learning goals/objectives, based on criteria for the 4 performance-level designations

shown in the table below.

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

Exceeded (4)	Exceeded SMART goal(s) by 5%
Met (3)	Met the SMART goal(s) within a 9% margin
Partially Met (2)	Did not meet the SMART goal(s) by a 19% margin
Did Not Meet (1)	Did not meet the SMART goal(s) by a 20% margin or greater

To arrive at a rating for each SMART goal, the evaluator will review the results from data collected as a body of evidence regarding the accomplishment of the goal and score the achievement of the SMART goals holistically.

NOTE: For SMART goals and **IAGD's (Indicators of Academic Growth and Development)** that include assessment based on state standardized tests, results may not be available in time to score the SMART goal prior to the June 30 deadline. If this is the case, the teacher's student growth and development rating will be based on the results of the SMART goal that is based on non-standardized indicators and other evidence to support the SMART goal based on the state standardized assessment. After all data is available, the evaluator may adjust the final summative rating.

Training for Teachers and Evaluators

Training will be provided to develop evaluators' and teachers' data literacy that enhances the abilities and skills in the development, measurement and communication of SMART goal(s). The content of the training will include, but not be limited to:

SMART Goal Criteria: Specific, Measurable, Attainable, Relevant, Time-Bound

- Data Literacy as it relates to: Analyzing and Interpreting Assessment Data, Understanding Root Cause, and Decision-Making based on Inferences
- Quality of measures and indicators used to determine student growth
- Alignment of SMART goal(s) to school and/or district goals

- Writing plans that articulate the strategies and progress monitoring tools teachers will implement to achieve their SMART goal(s)

All teachers and evaluators will be required to attend this training to ensure a standardized approach to the documentation of student learning outcomes and achievement. Should additional training be needed, it will be decided on a case-by-case basis at the school or individual level.

CATEGORY 2: TEACHER PERFORMANCE AND PRACTICE (40%)

Forty percent (40%) of a teacher's evaluation will be based on formal and informal observations of teacher practice and performance, review of practice, as well as other evidence collected by the teacher and/or evaluator using one mutually agreed upon domain of the 4 Domains of the *CCT Rubric for Effective Teaching 2014*.

In preparation for instructional planning and Goal-Setting Conferences with evaluators, teachers will analyze their student data and use the one mutually agreed upon domain of the 4 Domains of the *CCT Rubric for Effective Teaching 2014* to reflect on their own practices and its impact on student performance. Based on that reflection, teachers and evaluators will engage in a dialogue to guide professional learning and improvements in teacher practice that will ultimately promote student growth and achievement of student outcome goals.

This dialogue should result in improvements in teacher knowledge and skills which may be evidenced in observations of teacher performance and practice, review of practice, as well as other evidence collected by the teacher and/or evaluator using one mutually agreed upon domain of the 4 Domains of the *CCT Rubric for Effective Teaching 2014*.

Over the course of the school year, teachers and/or evaluators will gather evidence for one domain of the *CCT Rubric for Effective Teaching* which will allow teachers to demonstrate: the context for their work; their ability to improve student learning and performance; their ability to engage in reflective practice to improve their own knowledge and skills; how they exercise leadership skills within their classrooms, schools and district.

See the table below for examples of evidence. Refer to the Handbook for the 4 Domains of the CCT Rubric for Effective Teaching 2014.

Evidence of Teacher Performance and Practice (40%)		
SOURCES	**EXAMPLES**	**IMPORTANCE**
Conferences	**Evidence related to all 4 domains** • Teacher's use of data to inform instruction, analyze student performance and set appropriate learning goals • Conversation and artifacts reveal that the teacher has an understanding of content, students, strategies, and use of data	• Provides opportunities for teachers to demonstrate cause and effect thinking. • Provides opportunities for evaluator learning in content; systems effectiveness; priorities for professional learning • Provides context for observations
In-class formal and informal observations	**Evidence related to Domains 1 & 3** • Teacher-student, student-student conversations, interactions, activities and transitions related to learning goals • Instructional strategies and practices	• Provides evidence of teacher's ability to improve student learning and promote growth
Review of Practice Classroom and/or Non-Classroom	**Evidence related to one mutually agreed upon domain selected from all four domains** • Teacher reflection, as evidenced in pre and post-conference data. • Engagement in professional development opportunities, involvement in action research. • Collaboration with colleagues • Teacher-family interactions • Ethical decisions • Adherence to the CT Code of Professional Responsibility for Teachers	• Provides evidence of teacher as learner, as reflective practitioner and teacher as leader.

Observation of Student Practice

Observations, both formal and informal, provide valuable information to all professional staff about instructional practice. Evidence collected through observations allow school leaders to understand more about the nature of learning and instruction in our schools, and feedback from observation provides individual teachers with insights regarding the impact of their classroom management, planning, instruction, and assessment practices on student growth.

Evaluators use a combination of formal and/or informal, announced and/or unannounced observations to:

1. Gather evidence of and facilitate professional conversation regarding the quality of teacher practice;
2. Provide constructive oral and written feedback of observations that is timely and useful for educators;
3. Provide information for the on-going calibration of evaluators and evaluation practices in the district.

Please Note: Annually, administrators will engage in professional learning opportunities, including online options and/or collaborative sessions that will develop their skills in effective observation, providing meaningful, useful feedback, and engaging in productive professional conversations with teachers.

Review of Practice

Review of practice is a collection of evidence gathered by the teacher and evaluator that provides an overview of the teacher's performance and practice based on one mutually agreed upon domain of the 4 Domains of the *CCT Rubric for Effective Teaching 2014.* Feedback for the Review of Practice will be rated on the mutually agreed upon domain. Either the teacher or evaluator may schedule an optional verbal conference prior to the end of year meeting.

CCT Rubric for Effective Teaching 2014

Domain 1

Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

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

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

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

Domain 3

Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

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

Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leader-ship by:

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.

Evaluation Ratings for Performance and Practice

Evaluation ratings will be assigned for formal evaluations for Performance and Practice. Informal evaluation ratings will be assigned at the end of the school year at the domain level. Evaluators will use the *CCT Rubric for Effective Teaching 2014* to initially assign Performance and Practice ratings of Exemplary, Effective, Developing or Below Standard.

CATEGORY 3. STAKEHOLDER FEEDBACK (10%)

Ten percent (10%) of a teacher's evaluation shall be based on stakeholder feedback, including data from surveys.

Plainfield Public Schools strive to meet the needs of all students all of the time. To gain insight into what stakeholders perceive about our ability to accomplish this, a school-wide stakeholder survey will be used. The survey instrument to be used initially is the climate survey. In addition, due to the design of the educational continuum, (PK-3, 4-5, 6-8, 9-12) Plainfield will implement a stakeholder survey as part of its parent/teacher conferences. **The survey will be anonymous and will** demonstrate **fairness, reliability, validity and usefulness to ensure parent comfort and trust with responses.**

Using a locally developed survey that allows for anonymous responses, all Plainfield Public Schools will collect and analyze stakeholder feedback data that will be used for continuous improvement. Surveys will be administered **anonymously** allowing stakeholders to rate by their perspective the evidence of the teacher and school to address targeted improvements. The survey will also include additional information to be used by teachers as baseline data for the following academic year. Analysis of survey data will be conducted on a school-wide basis, with all certified staff engaged in the analysis, and result in one school-wide goal to which all certified staff will be held accountable.

Once the school-wide stakeholder feedback goal has been determined by the school, teachers will identify the strategies they will implement to achieve the school-wide goal.

Teacher ratings will be determined using a 4-level performance matrix. Ratings will be based on evidence of teacher's implementation of strategies to address areas of need as identified by the survey results.

CATEGORY 4. WHOLE-SCHOOL STUDENT LEARNING INDICATORS (5%)

Five percent (5%) of a teacher's evaluation shall be based on whole-school student learning indicators following the SEED model.

Each Plainfield School will define and communicate a Whole School Learning Indicator that is an aggregate rating for multiple student learning indicators established for the administrator's evaluation rating (Administrator's 45%). Certified staff will be asked to identify strategies that will, through their instructional practice, contribute to the achievement of the Whole School Learning Indicator.

Teachers' efforts and actions taken towards achievement of the Whole School Learning Indicator will be discussed during the pre-, mid-year, and post-conferences. Teachers will be expected to share or upload artifacts from their practice that support and provide evidence of their contributions to the attainment of this indicator.

Teachers' rating in this area will be determined by the administrator's performance rating in multiple student learning indicators that comprise 45% of an administrator's evaluation.

SUMMATIVE TEACHER EVALUATION RATING:

Each teacher shall annually receive a summative rating in one of four levels:

Exemplary – Substantially exceeding indicators of performance

Effective – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

Exemplary ratings are reserved for performance that significantly exceeds effectiveness, and could serve as a model for teachers' district-wide or even statewide.

Effective ratings represent fully satisfactory performance. It is the rigorous standard expected for experienced teachers.

Developing ratings indicate performance that has met a level of Effectiveness in some domains but not others. Improvement is necessary and expected.

Below Standard ratings indicates performance that has been determined to be below effective on all components or unacceptably low on one or more domains.

Determining Summative Ratings

After gathering and analyzing domain evidence from observations (Performance and Practice), the review of practice and teacher outcomes (Goals and Data) a final evaluation rating will be determined.

A. TEACHER PRACTICE RATING: Teacher Performance & Practice (40%) + Stakeholder Feedback (10%) = 50%

The practice rating derives from a teacher's performance on the three domains of the *CCT Rubric for Effective Teaching 2014* and the stakeholder feedback target. Evaluators record a rating for the domains that generates an overall rating for teacher practice. The Stakeholder Feedback rating is combined with the Teacher Practice rating to determine an overall Teacher Performance & Practice Rating.

B. TEACHER OUTCOMES RATING: Student Outcome & Achievement (45%) + Whole-School Student Learning Indicators (5%) = 50%

The outcomes rating derives from the two student outcome & achievement measures –SMART goal(s) – and Whole- School Learning Indicators outcomes. As shown in the Summative Rating Form, evaluators record a rating for the
SMART goal(s) agreed to in the beginning of the year. The Whole-School Student Learning Indicator Rating is combined with SMART goal(s) rating to determine an overall Outcomes Rating

C. FINAL SUMMATIVE RATING: Teacher Practice Rating (50%) + Teacher Outcomes Rating (50%) = 100%

The Summative rating combines practice and outcomes ratings using the matrix below.
If the two areas in any Matrix are highly discrepant (e.g., a rating of exemplary for Teacher Practice and a rating of below standard for Teacher Outcomes), then the evaluator and the evaluatee will re-examine the data and/or gather additional information in order to determine the rating for the Matrix.

If upon re-examination of the data, the ratings do not change, the evaluator will use the Matrix to determine the rating.

Teacher Practice Rating				
Teacher Outcomes Rating ↓ / →	Exemplary	Effective	Developing	Below Standard
Exemplary	Exemplary	Exemplary	Effective	Gather further information
Effective	Exemplary	Effective	Effective	Developing
Developing	Effective	Effective	Developing	Developing
Below Standard	Gather further information	Developing	Developing	Below Standard

In accordance with The CT Guidelines for Educator Evaluation, Plainfield Public Schools Professional Learning and Evaluation Plan employs a 4-level matrix rating system, as follows:

1. Annual summative evaluations must provide each teacher with a summative rating aligned to one of four performance evaluation designations: Exemplary, Effective, Developing and Below Standard**.**
2. In order to determine summative rating designations for each teacher, Plainfield Public Schools evaluators will:
    A. Rate teacher performance in each of the four Categories:
       1. Student Outcomes and Achievement;
       2. Observations of Teacher Performance and Practice;
       3. Stakeholder Feedback, and
       4. Whole-School Student Learning Indicators.
    B. Combine the Student Outcomes and Achievement (Category 1, above) and Whole-School Student Learning Indicator rating (Category 4, above) into a single

rating, taking into account their relative weights. This will represent an overall "**Outcomes Rating**" of Exemplary, Effective, Developing, or Below Standard.

C. Combine the Observations of Teacher Performance and Practice rating (Category 2, above) and the Stakeholder Feedback rating (Category 3, above) into a single rating, taking into account their relative weights; this will represent an overall "**Practice Rating**" of Exemplary, Effective, Developing, or Below Standard.

D. Combine the **Outcomes Rating** and **Practice Rating** into a **final rating**. In undertaking this step, teachers will be assigned a summative rating category of Exemplary, Effective, Developing, or Below Standard**.** See Appendix C of this document for example.

3. A tenured teacher whose most recent evaluation was effective or exemplary, may qualify for a non-rated evaluation year if they have a FMLA qualifying condition that impacts their ability to attend work. This is mutually agreed upon by the evaluator and the evaluatee. An evaluatee may be non-rated for no more than two consecutive years.

4. A review of practice on one mutually agreed upon domain must be completed every year.

DEFINITION OF TEACHER EFFECTIVENESS AND INEFFECTIVENESS

Teacher effectiveness will be based upon a pattern of summative teacher ratings collected over time. Teachers with a summative rating of Effective or Exemplary are deemed effective.

Any teacher having a summative rating of Developing or Below Standard after one year of being evaluated with this evaluation plan will be placed on an individual improvement plan PASS (Professional Assistance and Support System).

After one year of participating in PASS, a teacher receiving such support will be expected to have a summative rating of Effective or Exemplary. Teachers who do not receive a summative rating of Effective or Exemplary after one year of participation in PASS may be terminated or may be placed on the PASS **Improvement and Remediation Plan** for 30 days. After 30 days, if the teacher has not demonstrated adequate improvement based on the identified indicators defined in the PASS **Improvement and Remediation Plan**, the teacher may be terminated. If after 30 days, the teacher has demonstrated adequate improvement based on the identified indicators defined in the PASS **Improvement and Remediation Plan**, the teacher may be placed on the PASS **Intensive Remediation Plan** for an additional 60 days. After 60 days, if the teacher has not demonstrated adequate improvement based on the identified indicators defined in the PASS **Intensive Remediation Plan**,

the teacher may be terminated. If after 60 days, the teacher has demonstrated adequate improvement based on the identified indicators defined in the PASS **Intensive Remediation Plan** they may continue in the PASS **Intensive Remediation Plan** for an amount of time determined by the evaluator.

No teacher will participate in PASS for more than two consecutive school years. Teachers who receive a rating of Developing or Below Standard for 2 consecutive years in PASS will be deemed ineffective and a recommendation for termination by the evaluator will be brought forward to the Superintendent and the Plainfield Board of Education.

TEACHER PROFESSIONAL ASSISTANCE AND SUPPORT SYSTEM (PASS)

Teachers who receive a summative evaluation rating of Developing or Below Standard will work with the local association president, or designee, in the development of a PASS plan, in collaboration with their evaluator. The plan will be created prior to the beginning of the next school year. The PASS process will identify areas of improvement needed and will include supports that Plainfield Public Schools will provide to address the performance areas identified as in need of improvement. A teacher's successful completion of participation in PASS is determined by a summative final rating of Effective or Exemplary at the conclusion of the school year.

The plan must include the following components:
1. *Areas of Improvement*: Identify area of needed improvement
2. *Rationale for Areas of Improvement*: Evidence from observations that show an area needing improvement.
3. *Domain*: List domain rated "developing" or "below standard."
4. *Indicators for Effective Teaching*: Identify exemplary practices in the area identified as needing improvement.
5. *Improvement Strategies for Implementation*: Provide strategies that the teacher can implement to show improvement in any domain rated "developing" or "below standard."
6. *Tasks to Complete*: Specific tasks the Teacher will complete that will improve

the domain.

7. **Support and Resources**: List of supports and resources the Teacher can use to improve, e.g. professional learning opportunities, peer observation, books, etc.

8. **Indicators of Progress**: How the teacher will show progress towards Effective or exemplary in identified domain(s) through observations, data, evidence, etc.

9. **Number and Schedule of Formal and/or Informal Observations**

10. **Professional Peer Support**: The evaluatee will have a Professional Peer Support person to support them. This support person shall be a person that is mutually agreed upon by both the evaluatee and the evaluator. An evaluatee who is currently participating in TEAM will use that mentor as part of their PASS support and not have an additional mentor assigned to them.

The plan will be designed and written in a collaborative manner, which focuses on the development of a professional learning community supporting colleagues within this level. The teacher, local association president or designee, and evaluator will sign the plan. Copies will be distributed to all those who will be involved in the implementation of the plan as well as the administrator and Superintendent. The contents of the plan will be confidential.

PASS Improvement and Remediation Plan (30 Days)

The PASS **Improvement and Remediation Plan** is a further step in the attempt to provide a teacher with the support, supervision, and resources needed to foster positive growth in situations when an individual is having considerable difficulty implementing the professional responsibilities of teaching.   Based on a determination by the evaluator, the evaluator and the union representation will help the teacher outline specific goals and objectives with timelines, resources, and evaluative criteria. The evaluator and/or teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. Consistent supervision and, at minimum, a weekly observation followed by timely feedback, will be provided by the evaluator. This intervention will operate for a period of 30 school days. At the end of the intervention period, the evaluator will issue a recommendation. If the teacher demonstrates that he/she is *Effective* or better, the evaluator will designate placement of that teacher to a normal evaluation plan. In situations when progress is inadequate, the teacher may be terminated or

placed into **Intensive Remediation Plan**. Specific written reports of the intervention plan with reports of observations and a final determination on progress will become part of the teacher's personnel file.

PASS Intensive Remediation Plan (Up to 60 Days)

The PASS **Intensive Remediation Plan** is the final attempt and may be implemented after the PASS **Improvement and Remediation Plan** based on the judgment of the evaluator, to provide the help necessary to meet the requirements of the position. The teacher, evaluator, and union representation will develop a plan that includes specific goals, timelines, resources, and evaluative criteria. The evaluator and/or the teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. The plan will be in operation for a period of time of up to 60 school days. At any point during the **60 day** plan, the evaluator may make a recommendation for termination based on evidence of inadequate progress. Weekly observations followed by feedback will be provided during this phase. At the conclusion of this phase, the evaluator will make a recommendation as to whether the intensive supervision will be terminated or extended. If the teacher demonstrates that he/she is *Effective* or better, the evaluator will designate placement of that teacher on the normal evaluation plan. If the teacher's performance is below *Effective*, the administrator will recommend termination of that teacher's employment to the superintendent.

Resolution of Differences

Should a teacher disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The teacher has the right to attach a statement to the observation report, progress report, or summative evaluation identifying the areas of concern and presenting his/her perspective. However, observation and evaluation reports are not subject to the grievance procedure. In the event that the teacher and evaluator are unable to resolve their differences, they can submit the matter to the **Superintendent and union panel** for review and decision.

DISPUTE RESOLUTION

The purpose of the dispute resolution process is to secure at the administrative level closest to the concern, equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is a necessary component of the evaluation process and is available to every participant at any point in the evaluation process. As our evaluation system is designed to ensure continuous, constructive and cooperative processes among professional educators, most disagreements are expected to be worked out informally between evaluators and evaluatees.

The resolution process may be implemented when there is a question as to whether or not:

1. evaluation procedures and/or guidelines have been appropriately followed
2. adequate data has been gathered to support fair and accurate decisions

The resolution process shall be conducted in accordance with law governing confidentiality.

Time Limits for Evaluatee
1. If an evaluatee does not initiate the appeals procedure within 5 working days of acknowledged receipt of evaluation materials, the evaluatee shall be considered to have waived the right of appeal.

2. Days shall mean school days. Both parties may agree, however, to meet during breaks at mutually agreed upon times.

3. Since it is important that appeals be processed as rapidly as possible, the number of days shall be considered maximum. The time limit specified may be extended by written agreement of both parties.

    Failure of the evaluatee at any level to appeal to the next level within the specified time shall be deemed to be acceptance of the decision rendered at that level.

Procedure for Evaluator:
NOTE: The evaluatee shall be entitled to Collective Bargaining representation at all levels of the process.

1. Within three days of articulating the dispute in writing, the evaluatee will meet and discuss the matter with the evaluator with the object of resolving the matter informally.

2. If there has been no resolution, **the Superintendent/designee and a designated union leader from PDEC** will review information from the evaluator and evaluatee and will meet with both parties as soon as possible. Within three (3) days of the meeting, and review of all documentation and recommendations, the district team of **Superintendent and union member** will act as arbitrator and make a final decision.

EVALUATION-BASED PROFESSIONAL LEARNING

As our core values indicate, Plainfield Public Schools believes that the primary purpose for professional learning is school improvement as measured by the success of every student. We also believe that professional learning must focus on creating meaningful experiences for all staff members. Designing evaluation-based professional learning is a dynamic process. Working with program goals and data from the educator evaluation process, professional learning is planned to strengthen instruction around identified student growth needs or other areas of identified educator needs.

We recognize that educators as well as students learn in different ways and have different learning needs at different points in their career. Effective professional learning, therefore, must be highly personalized and provide for a variety of experiences, including learning teams, study groups, individual study, etc. as well as opportunities for conducting research and collaborating with colleagues on content-based pedagogical activities.

Plainfield Public Schools' evaluation-based professional learning design has as its foundation the Standards for Professional Learning (Learning Forward, 2011). Each of the tenets of Plainfield Public Schools' Professional Learning and Evaluation Program is aligned with at least one, and often several, of the seven Standards for Professional Learning, as follows.

TENETS OF THE PLAINFIELD PUBLIC SCHOOLS PLAN: ALIGNING STANDARDS AND PROCESSES:

Evaluation is a teacher-centered process: We believe that, for evaluation to improve professional practice, it is essential to "make evaluation a task managed by a teacher, and not a thing done to a worker" (Peterson, 2000, p. 5).

- Teacher reflection on aspects of their instructional practice and its effect on student achievement, on other facets of responsibility to the school community, and on their professional contributions to their field is critical to improved practice for both veteran and novice teachers. *[Standards: Learning Communities; Data; Outcomes]*
  - Educator self-reflection represents the initiation and culmination of the cycle of professional praxis and procedures for evaluation.

- Teachers collect and assemble relevant data related to student outcomes and their professional contributions, and determine how their data can be used in evaluation.

Organizational culture matters: The framework and outcomes of systems for the evaluation of teachers must reflect an understanding of the culture of schools as learning organizations (see Schein, 2010; Senge, 2012).

- It is vitally important to examine the core beliefs that underpin organizational processes such as professional learning and evaluation, as well as teachers' and administrators' perception of their roles and effectiveness, to effect positive changes in student learning, growth, and achievement. Further, it is important to evolve the role of principals and administrators from the sole judges and evaluators of teachers and teaching to emphasize their role as instructional leaders who collaborate with teachers.

  - Evaluators and teachers support each other in the pursuit of individual and collective professional growth and student success through rich professional conferences and conversations. *[Standards: Leadership; Resources]*

  - Each school's core beliefs about student learning are the foundation for evaluation and support systems, and provide a focus for individual and collaborative reflections on personal practice and organizational functioning. [*Standards: Learning Communities; Implementation*]

  - Teachers and administrators collaborate to observe instructional practices in their school and to analyze data on instruction and student performance. [*Standards: Data; Outcomes*]

  - Teachers and administrators collaborate to plan, assess, and evaluate professional learning. [*Standards: Leadership; Learning Communities; Implementation; Learning Designs*]

Evaluation and professional learning must be differentiated to increase organizational effectiveness: There is a growing research base that demonstrates that individual and collective teacher efficacy (defined by Bandura, 1997, as "the group's shared belief in its conjoint capabilities to organize and execute courses of action required to produce given levels of attainments"), is positively associated with and predictive of student achievement (Allinder, 1995; Goddard, et al., 2000; Moolenaar, et al., 2012; Tschannen-Moran and Barr, 2004)

- The needs of veteran and novice teachers are different, and evaluation-based professional learning is be designed to meet those needs, inspire and motivate individual and collective efficacy, and build leadership capacity in schools and districts (see Peterson, 2000). [*Standards: Learning Design; Leadership; Resources*]
- The development of such structures as career ladders, personal professional portfolios, and opportunities are provided for teachers to share their learning from professional activities, findings from their own research or from research-based practices they have applied, classroom-level and professional accomplishments and/or challenges. [*Standards: Data; Outcomes: Learning Communities; Leadership*]

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH

Plainfield Public Schools will support and provide opportunities for educator career development and professional growth. Educators may participate in a variety of activities, including attending conferences and other professional learning opportunities, observation of peers, mentoring/coaching early-career educators or educators new to Plainfield Public Schools; participating in development of educator Professional Assistance and Support System plans for peers whose performance is developing or below standard; leading Professional Learning Communities for their peers; and, targeted professional development based on areas of need.

Sources of Evidence of Domains 1 & 2

DOMAIN 1: Classroom Environment, Student Engagement and Commitment to Learning	
Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:	
INDICATORS	**SOURCES OF 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.	• Observation classroom procedure and practices • Teacher actions and student actions • Teacher interactions with students/Student interactions with one another • Resources and materials around the room as well as those used in the lesson • Displays and postings in classroom • Observation of class transitions within the classroom, as well as to and from classroom/school • Student survey sample • Classroom management plan • Substitute lesson plans and materials • Photos of classroom environment

DOMAIN 2: Planning for Active Learning	
Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:	
INDICATORS	**SOURCES OF 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.	• Lesson or other planning forms • Pre-observation conference Data/notes taken by supervisor • Other artifacts or student data presented by the teacher • Samples of formative and summative assessments used • Non-classroom observation/review of practice—student learning artifacts such as feedback on written work, logs, progress reports • Examples of assessment criteria developed and expectations for student use of criteria to self-evaluate • Differentiation in lesson planning for multiple ability levels • Use of interventions/RTI • Teacher made instructional materials • Evidence of enrichment activity planned • Written learning targets planned daily • Evidence of technology integration • Unit overviews • Career readiness and course curriculum • Analysis and samples of student work

Sources of Evidence of Domains 3 & 4

DOMAIN 3	
INDICATORS	**SOURCES OF 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.	• Observational data of teacher instruction/practice • Observational data of student performances • Observation of student work • Examples of descriptive feedback provided to students that supported improving their performance • Post-observation conference - student learning artifacts such as feedback on written work, logs, progress reports\ • Video samples of instruction • Audio tape of teaching • Evidence of collaboration with coaches • Samples of formative and summative assessments • Student assessment results/assessments • Scoring rubrics and summary of use • Evidence of student self-reflection
DOMAIN 4	
INDICATORS	**SOURCES OF 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.	• Non-classroom observations/reviews of practice • Classroom observations if appropriate • Parent/Staff Emails • Parent/committee meeting minutes • Emails to administrator in regards to professional learning • Number of professional learning requests/attendance records for professional learning • Professional learning logs • Observational data of teacher during team meetings, conferences with supervisor, data teams, etc. • Examples or records of communicating academic or behavioral performance expectations and progress with students and other colleagues • Observation of discussions or documentation of sharing comprehensive student data that has been reviewed, analyzed and interpreted to monitor and adjust academic or behavioral instruction to identify progress at a particular point in time and over time • Teacher annual self-assessment and reflection in goal setting/summative processes • Other evidence as presented by the teacher (e.g., reflection papers for TEAM Modules, analyses of impact on practice/student learning) • Collaborative lesson plan/units

Sample Evidence for Review of Practice

DOMAIN 1	DOMAIN 2
• Student Survey Sample • Student Survey Growth Plan • Student Survey Analysis • Classroom management plan • Schedule of daily classroom routines • Substitute lesson plan and materials • Photos of classroom environment • Positive notes sent to parents about their child	• Differentiation in lesson planning and practice based on data sources • Outline of a lesson with differentiation for multiple ability levels and learning styles • Modifications of lesson plans • Modifications of classroom level assessments • Data-driven curriculum revision work • Lesson plans with reflections that represent reflective thinking and professional growth • Evidence of technology integration Bibliographies of texts, resources, etc. Learning styles inventory • Computer-generated presentation materials • Unit overviews • Teacher-made instructional materials (e.g. handouts) Written evidence of integrating writing and content reading into classroom instruction (e.g., a list of reading and writing activities in content lessons) • Evidence of enrichment activity planned • Annotated samples or photos of instructional materials created by you • Pre-assessment samples • List of formative/summative assessment use/examples • Written Learning Targets (daily) Curriculum planning (C4S, etc.) • Career readiness correlations in course curriculum • Analysis of samples or photos of student created work reflecting their learning from your planning
DOMAIN 3	DOMAIN 4
• Annotated photographs of class activities • Video sample of instruction • Photo journal depicting classroom activities • Audio tape of teaching Student work samples Written description about instruction • Annotated photos of teacher-made displays used in instruction • Record of student - teacher responses/interaction & analysis • Evidence of collaboration with instructional coaches	• Statement of philosophy of education • Summary of plan for integrating instruction or services or for creating interdisciplinary units (e.g., integrating language arts and science) • Intervention planning • Professional Development Log • Annotated list of instructional activities • Reflective journal/notes that represent professional growth • Coursework transcript

- Annotated photos of student made displays used in instruction
- Use of technology
- Samples of teacher-made formative and summative assessments
- Brief report describing your record keeping system and how it is used to monitor student progress
- Scoring rubric(s) and summary of how used
- Samples of educational reports, progress reports, or letters prepared for parents or students
- Evidence of students' self-reflection and/ or self- monitoring
- Assessment feedback to students
- Student assessment results (i.e., student performance on assessments, including standardized tests, teacher- made tests, projects, etc.)

- Samples of innovative approaches developed by teacher
- Annual PDP reflection
- Webinar/Conference certificates
- Common Core knowledge evidence
- Reflective journal/notes that are evidence of implementing what they learned from professional reading
- Additional certifications, licenses (National Board)
- List of instructional strategies to use in specific instances
- Professional Development Log

Monthly Evidence Checklist for Educator Evaluation

August

Orientation on process: by September 15th

Did your orientation include:

- A general discussion of the teacher evaluation process: teacher's roles, observations, and review of practice
- A review of the teacher evaluation handbook
- The school or district priorities that will be reflected in the teacher's goals
- A review of the stakeholder feedback surveys (10%) that will be reflected in the teacher's goals
- How student outcomes related indicators (5%) will be captured in school-wide goal

Setup email folders and/or communication log

- Parent/Guardian emails
- Evaluators
- Data team members
- Grade level, co-teacher or team teacher

Monthly Evidence Checklist for Educator Evaluation

September

Gather data about student performance and needs:

- o   Review current students' previous year's testing information
- o   Look at early samples of student work
- o   Review students' cumulative files
- o   If appropriate, speak with support staff and other teachers
- o   If appropriate, give students an interest inventory
- o   Give students pre-assessments

Determine your placement on the evaluation cycle:

- o   If you are on the formal evaluation cycle
- o   Review pre-observation form
- o   Speak with your evaluator regarding scheduling your first observation

Begin parent/guardian home communication log (maybe useful as evidence towards stakeholder indicator)

Teacher goal setting:

- o   Examine all relevant data
- o   Collaborate with grade level/department teams to help identify goals
- o   Write draft of SMART goal and feedback strategies
- o   Collect SMART goal pre-assessment data
- o   Review past evaluations and evaluation feedback
- o   Be prepared to share drafted goals with Evaluator following the September Professional Learning day

Monthly Evidence Checklist for Educator Evaluation

October

Goal-setting conference: time frame is mid-September-October 15th:

Teacher and evaluator meet to discuss teachers' proposed goals: MUTUAL AGREEMENT is ESSENTIAL to this procedure
Evaluator may request revisions to goals if the goals do not meet approved criteria

Review with your evaluator questions you may have regarding the evaluation process/cycle:
- Observations: schedule if necessary
- Review of practice (which is the method/process used to collect evidence to determine the rating)

Begin documentation and collect evidence for Review of Practice

Make sure you are saving communications
- Emails
- Phone logs
- Correspondence/agenda notes
- Parent conference data

Have you had any observations?

If formal: (refer to the Observation Schedule in the Evaluation Plan)
- Was there a pre-conference?
- Was there a post-conference?

If informal:
- Check My Learning Plan for Informal Observation Feedback

Monthly Evidence Checklist for Educator Evaluation

November

Collect evidence to support goals and upload to My Learning Plan

- PL opportunities in which you have participated
- Continued documentation on Review of Practice (one mutually agreed up domain from Domains 1–4)
- Student work
- Notes regarding your observations of student progress or challenges

Make sure you are saving communications

- Emails
- Phone logs
- Correspondence, agenda, notes
- Parent conference

Have you had any observations?

If formal: (refer to the Observation Schedule in the Evaluation Plan)

- Was there a pre-conference?
- Was there a post-conference?

If informal:

- Check My Learning Plan for Informal Observation Feedback

Monthly Evidence Checklist for Educator Evaluation

December

Revisit SMART Goals

- Review interim assessments (Indicators of Academic Growth and Development) IAGD

Continue to collect evidence to support your goals and upload artifacts to My Learning Plan such as:

- PL opportunities in which you have participated
- Student work
- Stakeholder goal artifacts
- Notes regarding your observations of student progress or challenges

Review of Practice Form

- Update domain
- Advocate for your Professional Learning needs

Monthly Evidence Checklist for Educator Evaluation

January

Mid-year check in; timeframe is Jan -Feb 15th

- Review goals
- Review evidence (yours and evaluator's)
- Revise SMART Goal(s) if necessary
- Be aware of end-of-year self-reflection

Continue to collect evidence to support goals and upload artifacts to My Learning Plan such as:

- PL opportunities in which you have participated
- Student work
- Stakeholder goal artifacts
- Notes regarding your observations of student progress or challenges

Have you had any observations?

If formal: (refer to the Observation Schedule in the Evaluation Plan)

- Was there a pre-conference?
- Was there a post-conference?

If informal:

- Check My Learning Plan for Informal Observation Feedback

Monthly Evidence Checklist for Educator Evaluation

February

Mid-year check in; timeframe is Jan-Feb. 15

- Review goals

- Review evidence (yours and evaluator's)

- Review interim assessments (Indicators of Academic Growth and Development) IAGD

- Revise SMART Goal(s) if necessary

- Be aware of end-of-year self-reflection

Collect evidence to support goals and upload artifacts to My Learning Plan, such as:

- PL opportunities in which you have participated

- Student work

- Stakeholder goal artifacts

- Update Review of Practice

- Notes regarding your observations of student progress or challenges

Second Formal Observation must be completed and reviewed by February 15

If Formal: (refer to the Observation Schedule in the Evaluation Plan)

- Was there a pre-conference?

- Was there a post-conference?

If informal:

- Did you receive the completed Informal Observation Feedback Form from MLP?

Monthly Evidence Checklist for Educator Evaluation

March

Collect evidence to support goals and upload to My Learning Plan such as:

- PL opportunities in which you have participated
- Student work

Stakeholder goal artifacts

- Notes regarding your observations of student progress or challenges
- Collaborate with colleagues on collection of SMART goal final data

Document and collect information for Self-Reflection

Have you had any in-class observations?

If formal: (refer to the Observation Schedule in the Evaluation Plan)

- Was there a pre-conference?
- Was there a post-conference?

If informal:

- Check My Learning Plan for Informal Observation Feedback and Evidence

Administer students' post assessment as related to SMART Goal if applicable

Monthly Evidence Checklist for Educator Evaluation

April

Continue to collect evidence to support goals and upload to My Learning Plan such as:

- PL opportunities in which you have participated
- Collect evidence for Review of Practice
- Student work

Stakeholder goal artifacts

- Notes regarding your observations of student progress or challenges
- Collaborate with colleagues on collection of SMART goal final data

Have you had any in-class observations if necessary?

If formal: (refer to the Observation Schedule in the Evaluation Plan)

- Was there a pre-conference?
- Was there a post-conference?

If informal:

- Check My Learning Plan for Informal Observation Feedback and Evidence

Administer students' post assessment as related to SMART Goal if applicable

Begin working on end-of-year self-reflection

Monthly Evidence Checklist for Educator Evaluation

May

Compile data for SMART Goals-- input information into My Learning Plan on goal forms by May 20th

Have you had any in--class observations? (final observation by May 15th)
If formal: (refer to the Observation Schedule in the Evaluation Plan)

- Was there a pre-conference?
- Was there a post-conference?

If informal:
- Check My Learning Plan for Informal Observation Feedback and Evidence

Review artifacts you have saved to support your goals such as:
- PL opportunities in which you have participated
- Student work
- Stakeholder goal artifacts
- Notes regarding your observations of student progress or challenges

Complete end--of--year self-- reflection and evidence for your Review of Practice by May 20th.
End of year conference/summative review with Administrator by June 1st.

Research-Based Strategies for Increasing Student Achievement, from *Classroom Instruction that Works: Research Strategies for Increasing Student Achievement*, Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2008). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, Va: Association for Supervision and Curriculum Development.

1.   **Identifying Similarities and Differences**

…Identifying similarities and differences is basic to human thought and is at the core of all learning.

Comparing

Classifying

Creating

metaphors

Creating analogies

2.   **Summarizing and Note Taking**

…Summarizing and note taking are two of the most powerful tolls for students to understand what they are learning.

Summary frames

Reciprocal teaching

Outlining

Webbing

3.   **Reinforcing Effort and Providing Recognition**

…Effort is the most important factor in achievement and recognition enhances motivation.

Positive verbal recognition

Rubrics/visual organizers track effort and achievement

Pause-Prompt-Praise

Specific, timely feedback

High student expectations

4.   **Homework and Practice**

…It's not until students have practiced upwards of 24 times that they reach 80% competency.

Practice skills

Prepare for new content

Chart accuracy and speed

Increase conceptual understanding

5. Nonlinguistic Representations

…When students elaborate on knowledge they understand it in greater depth and recall it more easily.

Creating graphic representations

Making physical models

Generating pictures and pictographs

Engaging in kinesthetic activity

6. Cooperative Learning

…Of all classroom-grouping strategies, cooperative learning is the most flexible and powerful.

Formal (usually lasts for a few weeks)

Informal (usually ad hoc and lasts from a few minutes to a class period)

Base (usually lasts all semester)

7. Setting Objectives and Providing Feedback

…Setting objectives is critical to establish a direction for learning and feedback is the single most powerful strategy that enhances student achievement.

Short and long term goals

Rubrics

"Corrective" feedback

Timely and specific feedback

8. Generating and testing Hypotheses-Deductive and Inductive Thinking

Asking students to generate and test hypotheses based on principles they have been thought provides them with better understanding in all content areas.

Systems analysis

Problem solving

Historical

investigation

Invention

Experiential

inquiry Decision making

9.   Cues, Questions, and Advanced Organizers

…The more students know about a topic, the more they tend to be interested in it.

Ask analytic

questions Elicit inferences

Use wait time

Encourage skimming and other advanced organizers

Educators Are the Difference

Ensure High Expectations

Maximize Instructional Time

Differentiate Instruction

Create an Organized Classroom with Routines

Provide Positive Feedback

Monitor Student Learning

Climate Matters

Establish Positive Rapport

Establish a Safe & Supportive Learning

Environment Build Mutual Trust & Respect

Be a Good Listener

Display a Sense of

Humor

Developed by the Plainfield TEVAL Steering Committee
Educator Evaluation Glossary: Acronyms, Vocabulary, and Resources

1. **CCT (Connecticut Common Core of Teaching)** presents a comprehensive view of an accomplished teacher. It embodies the knowledge, skills and competencies that teachers need to ensure that students learn and perform at high levels. These standards reflect current research and thinking about the mission of schooling and the job of teaching.

2. **Domains**-(4)-represent the most important skills and knowledge that teachers need to demonstrate in order to prepare students to be career, college and civic ready. The Domain Rubric is organized into four domains, each with three indicators. The Domains represent essential practice and knowledge.

3. **MLP (My Learning Plan)**-a technology tool used to input and review student growth and teacher performance and practice.

4. **OASYS**-a program infused in My Learning Plan for teachers to input their data and information.

5. **School-Wide Learning Goal (5%)** - a specific goal(s) set by school(s)based on standardized and non-standardizes data to improve a targeted area (i.e., reading comprehension, persuasive writing, etc.).

6. **SMART Goals (45%) (Goals-Specific, Measurable, Attainable, Relevant, and Timely)** based on an analysis of results of student achievement on the appropriate state test and/or standardized assessments where available and demonstrate alignment with a whole-school goal (5%).

7. **Goal Setting**-SMART goals that address the learning needs of targeted students. Must take into account: academic and/or social/emotional needs. Goals are mutually agreed upon by teacher and evaluator.

8. **IAGD's (Indicators of Academic Growth and Development)**-assessments that target specific growth for each individual student.

9. **Progress Monitoring**-repeated measurement of academic performance to inform instruction of individual students.

10. **Stakeholder Goal (10%)** - A school-wide growth goal derived from a valid and reliable survey, for stakeholders (i.e. teachers, parents, staff, students, community members) that generates feedback for districts and schools. This survey is to provide valuable input on school practices and climate.

11. **Performance and Practice** - Knowledge of a complex set of skills and competencies and how these are applied in a teacher's practices. Two components comprise this category:
a. Observations of Practice
b. Review of Practice (Domains 1-4)

12. **Professional Responsibilities and Teacher Leadership**- (Domain 4) roles and responsibilities of a professional educator.

13. **Formal Observation** – an observation, approximately 30-40 minutes, that takes place in the appropriate setting to gather evidence related to teaching and learning.

14. **Pre-Observation** – a formal conversation between the Evaluator and Evaluatee on expectations to be observed in the Formal Observations; Evaluatee must complete a formal written submission in MLP prior to Observation.

15. **Post Observation** – a formal conversation between the Evaluator and Evaluatee on evidence collected during the Formal Observations; Evaluatee must complete a formal written submission in MLP prior to Observation.

16. **Informal Observation** – an observation, announced or unannounced, approximately 10-15 minutes, that gives a snapshot of information of the Evaluatee in a specific environment.

17. **Mid-Year Review/check-ins** – a meeting between Evaluator and Evaluatee to review progress toward SMART Goal and Review of Practice. This review may result in revisions to the SMART Goal.

18. **Teacher Self-Reflection** – self-reflective questions that all Evaluatees must complete prior to meeting with Evaluator for the end of year conference/summative review.
a. Provide comments on your learning from the year and any other reflective comment.
b. Write a statement that identifies a possible future direction related to this year's outcome.

19. **Review of Practice** – the method/processes used to collect evidence to determine a rating.

20. **Artifacts** – any information collected on Student Growth and Performance and Practice that pertains to personal goals

21. **PASS** – Professional Assistance and Support System for educators that receive a summative evaluation rating of developing or below-standard. The plan will be created prior to the beginning of the following school year and consists of eight components (to be identified and addressed). The plan will be signed by the educator, evaluator, and union designee prior to implementation. (see formal plan)

Resources http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320862
http://www.connecticutseed.org/?page_id=2567
https://portal.ct.gov/-/media/SDE/SEED/2017_SEED_Handbook.pdf?la=en