

**East Windsor Public Schools**  
70 South Main Street — East Windsor, CT 06088

**Educator Evaluation and  
Professional Development Plan**

Curriculum Renewal  
Ongoing Initiatives  
Performance-Based Educator Evaluation  
Individualized Professional Learning

All Lead to  
Improved Student Learning Outcomes and Professional Growth

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## **Introduction**

The East Windsor Public School District is committed to promoting a culture of learning for students and staff alike. East Windsor is a professional learning community comprised of educators who are supported with the necessary training to implement effective teaching strategies, have a deep knowledge of their content area, and present core ideas of the discipline in a clear and compelling way.

Professional evaluation includes the use of student performance data to support building, district, and state goals, while aligning with state and national standards. Using data, professional development is designed with the learning needs of both the educator and student in mind. As a result, students will be explicitly taught the necessary 21<sup>st</sup> Century learning skills to be productive global citizens.

This evaluation instrument places student learning first. It is designed to encourage reflective, inquiry-based decision making based on data, allowing for collaboration with supervisors who serve as facilitators and evaluators.

## **Statement of Purpose**

The East Windsor Professional Evaluation and Professional Development plan is built on the objective of improving learning for all students in the East Windsor community. We believe that learning differs among individual students and that it is the teachers' responsibility to accommodate the diversity of learning styles and strengths among our students. Our Professional Learning Community believes that teachers must make instructional decisions based on current research, a thorough and collaborative examination of student work, and data from a variety of assessment sources.

This evaluation plan seeks to operationalize the standards of the Common Core of Teaching (CCT). It identifies educator strengths and learning opportunities that are directly related to improving student achievement. The plan's aim is to help teachers and administrators increase their impact on student learning and their collaborative inquiry within our Professional Learning Community.

The Professional Code of Conduct (CSDE, 2009) governs all of our activities and all educators will comply with the high standards of the professional code.

## **Overview of the Evaluation Process**

Each school district shall offer annual orientation programs regarding the teacher evaluation and support system to teachers whose performance is being evaluated. Teachers employed by the East Windsor Board of Education whose performance is being evaluated will participate in an orientation regarding the Educator Evaluation and support system (Year I of implementation – May/June, 2013). Teacher orientation to the Educator Evaluation and support plan will be offered each year thereafter in August. During the first meeting each year, the principal and/or their designee will review the evaluation process with each teacher individually. The review will be specific to the observations, forms and other expectations unique to each teacher as required based on past performance and years of employment.

All educators will receive an annual evaluation that designates their overall performance at one of four levels:

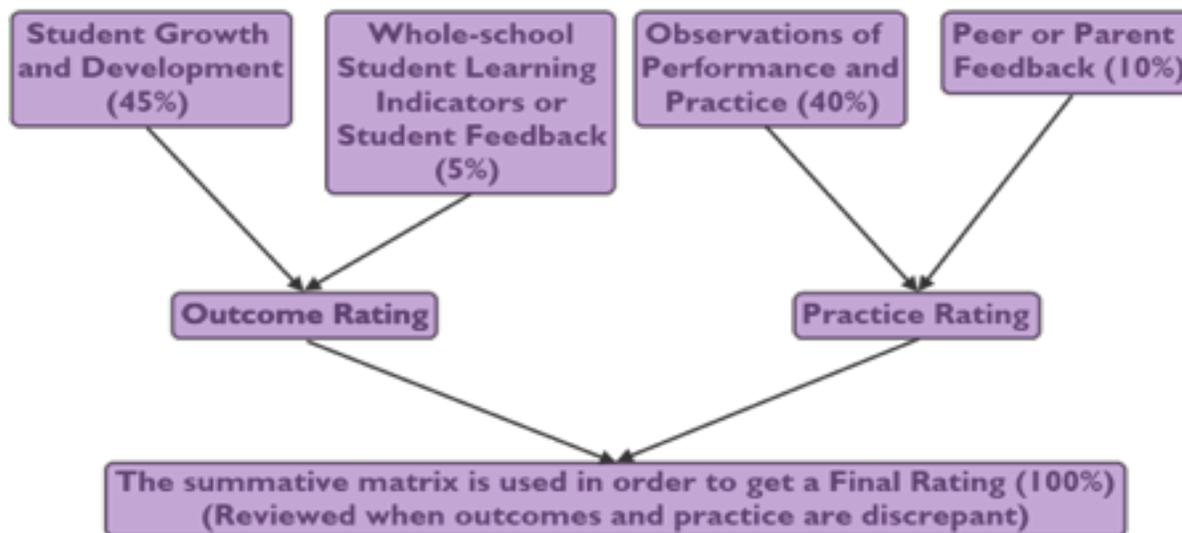
- Exemplary – Substantially exceeding indicators of performance
- Proficient – Meeting indicators of performance
- Developing – Meeting some indicators of performance but not others
- Below standard – Not meeting indicators of performance

To achieve this final evaluation, two categories of performance will be combined to derive the final assessment. The categories are:

1. **Outcomes** which consist of ratings of an educator's performance on indicators of student learning objectives (SLO) and the aggregate rating for multiple student learning

indicators established for the administrator's evaluation rating (pending USDOE approval), and;

**2. Practice** which consists of ratings about observations of teacher performance and practice based on the 2014 CCT rubric and indicators of parent engagement as collected through an annual survey. The weight value for components of each category is:



Ratings within the Outcome and Practice categories will be based on evidence of an educator's ability to

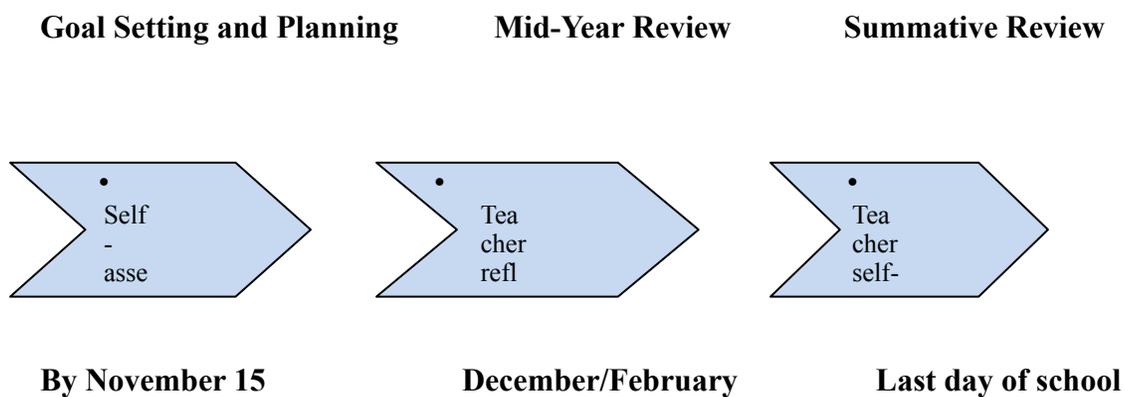
- use the 2014 Common Core of Teaching (CCT) Competencies (see **Appendix A**) to improve student achievement
- uphold the Professional Code of Conduct (PCC)
- effectively implement the goals of the District (DIP) and School Improvement Plan (SIP)
- contribute to the work of the Professional Learning Community (PLC)

Evidence for the Practice category will be generated via the classroom observation process. Formal observations will be a minimum of 30 minutes but up to a full lesson period. For all formal observations, a pre conference and post conference will be conducted. The post conference will be held within five days of the observation and a summary of the post conference will be provided within five days. Informal observations will not be less than 15 minutes and written feedback will be provided to the educator within five school days of the informal observation.

## THE EVALUATION CYCLE

All educators will confer with their supervisors a minimum of three times per academic year to:

1. Identify a focus area
2. Set goals
3. Monitor growth and revise goals, as appropriate
4. Assess the level of goal achievement



### 1. Goal Setting and Planning by November 15

Educators will review standardized (STAR, NOCTI, AP, SAT, for example) and non-standardized (classroom based assessments) student performance data, survey results from the previous year, and the CCT Rubric for Effective Teaching 2014 to identify a student learning focus related to their content area. This focus area will be consistent with the goals of the School Improvement Plan and will be used to implement performance assessments throughout the year.

All educators will participate in a goal setting conference with their primary supervisor. Educators should submit their goal(s) for student learning (Student Learning Objectives) to their supervisor three days prior to this meeting. A minimum of one SLO using two measures of student performance, at least one of which must be standardized assessment data and one professional learning focus area will be submitted. Other SLOs or focus areas may be added by the supervisor or at the request of the staff, as needed up to a maximum of four SLOs. Additional SLOs requested by staff will be measured through non-standardized assessment data.

Professional Learning Focus Areas will establish a direct link between the goals of the School Improvement Plan, including the parent engagement focus, as well as indicators of the CCT 2014 that the educator will address for the school year. Educators will identify one parent engagement and one professional learning focus area. For each area, an action plan will identify educator and student activities and timelines aimed at achieving success in their focus area(s) (see **Form 3**). This plan is to be discussed and agreed to by the supervisor during the goal-setting conference. Each educator will create at least one parent engagement and one professional learning focus area and may have others added by the administrator if appropriate. The action plan should include a variety of sources of evidence of educator growth including, but not limited to non-classroom observations or reviews of practice such as receiving feedback from supervisors about the educator's participation in PLC, classroom visitations, review of lesson plans, assessment artifacts, and artifacts associated with parent engagement, and reviews of student work samples.

Goals for Student Learning will consist of targets on standardized assessment achievement data, non-standardized assessment data, and student performance targets on non-standardized assessments. Educators

will identify at minimum of one student learning objective and may request the addition of a second student learning objective. If standardized test data is available the educator must minimally write one student learning objective (SLO) that is measured by the standardized assessment as one form of student performance data. At this time, STAR Early Literacy, Reading or Math performance must be used by classroom teachers in grades K – 4, Math, Reading and English teachers grades 5 – 12. Physical Education teachers will use the Physical Fitness Test. Teachers in Science, Social Studies, Language, and Career and Technical Education may choose to utilize STAR data for their SLO based on standardized assessment. However, teachers who do not choose to utilize STAR assessment data must elect to develop their own content based assessments with the following criteria:

- The assessments must be administered within the same time frame as the universal screenings are administered district wide beginning fall 2014
- The assessments must include a minimum of five Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects for a full year course and three for a half year course (including middle school courses that meet less than daily)
- The assessments must be reviewed and approved by a committee comprised of: the Assistant Superintendent, a principal or assistant principal and two teachers who teach the same content but not necessarily from the same school as the teacher.
- At least one of the CCSS noted above must be used for the standardized SLO
- The optional SLO may be measured by non-standardized assessment.

All East Windsor educators must develop at least one SLO based on two measures of student performance with the criteria noted above or other standardized assessment approved by the superintendent or designee. The other measure of student performance can be another standardized measure or non-standardized measure of assessment. Either a state required assessment, student performance on the internal assessment (STAR), or other standardized assessment approved by the superintendent or designee must be used as baseline data for the SLO based on standardized data. All educators may develop at least one SLO based on standardized or non-standardized assessments in their content area. Educators will submit a separate **Form 4** for each SLO.

**Agreement.** All goals will be determined mutually. When a non-tenured educator and supervisor cannot agree on a goal, the goal and any alternative goals will be submitted to the Assistant Superintendent who will render a final decision within five school days. For tenured teachers the Dispute Resolution process will be followed.

Staff hired at or after the mid-year conference point will have an SLO, a Professional Learning Focus and Parent Engagement Focus that are pro-rated for growth based on the time left in the academic year. The criteria for creation of all professional goals will be the same as those created at the start of the school year.

## **2. Mid – Year Review Conference January/ February**

Educators and their supervisors will review progress toward the focus areas and SLO(s) at least once within January/ February. Educators will present updated data and other evidence concerning all the agreed upon focus areas and SLO(s). Student learning data will be compared with initial baseline student data to identify progress. Evidence of the educator's ability to enact

the activities of their professional development plan will be reported on **Form 5** which will be submitted three days prior to the mid-year review conference. The focus of the conference will be to discuss the student performance data to date and how the educator's activities have affected instructional practice, student learning, and parent engagement.

This review may result in revisions to the goals, focus areas, and/or professional development plans: educators and supervisors may mutually agree on mid-year adjustments of student learning objective(s) and professional learning focus areas based on new information. A record of the mid-year review conference will be filed with **Form 6** by the supervisor within two weeks following the conference date.

### **3. Summative Review Conference before the last day of school**

Educator Self-Assessment – The educator reviews all information and data collected during the year and completes a self-assessment (**Form 7**) for review by the supervisor. This self-assessment addresses all domains of the CCT 2014 and will be specifically reviewed in light of the student learning goal(s) established at the beginning of the year.

Summative Conference – The educator shall collect evidence of student progress as it pertains to the SLO(s) and artifacts relating to the professional learning focus area using **Form 7**. Form 7 is to be completed and submitted to the supervisor three days prior to the Summative Review Conference. This evidence will be produced by using the multiple indicators selected to align with each student learning goal/objective. The evidence will be submitted to the supervisor and the educator and supervisor will discuss the extent to which the students met the student learning objective(s). Additionally, educators will provide evidence of their implementation of their professional learning focus areas. Educators will submit evidence of their contribution to the School Improvement Plan, parent engagement and professional learning focus areas. All evidence to be used for the Summative Conference will be submitted to the supervisor three days in advance of the

scheduled conference. A record of the summative conference will be filed with **Form 8** by the supervisor within two weeks following the conference date.

Final Rating. After all evidence is reviewed, the supervisor will rate the educator's progress toward student learning objective(s) and professional learning focus area(s). The ratings for student growth and development and the whole school aggregate rating for multiple student learning indicators as established for the administrator's evaluation rating (pending USDOE approval). These will be combined to produce one **Outcome rating**. If staff has more than one SLO due to request or identification by the evaluator, each SLO will have equal weight in the final Outcome rating. (Ex: one SLO will be weighted 45%, two SLOs will each be rated 22.5% etc...) Each data set within the SLO will have equal weight (Ex: one measure of performance will be worth 50% of SLO etc...). The ratings based on observations of educator performance and practice based on the CCT 2014 rubric and their professional learning focus areas, including progress on indicators of parent engagement will be combined with a district rating for Parental Feedback to produce one **Practice rating**. Finally, the Outcome rating and the Practice rating will be combined to produce one overall final annual rating. If standardized test data may have a significant impact on a final rating, a final rating may be revised before September 15 or when test data are available.

**Appendix C** provides an overview of the teacher and supervisor expectations for each of the three phases. **Appendix D** is an optional tool teachers may use to keep track of their progress through the phases of the evaluation cycle.

### **Modifications for Non-tenured Teachers**

The East Windsor Board of Education believes in a developmental approach to educator growth and evaluation. As a result, the learning opportunities are structured differentially for non-tenured teachers.

#### **Year One Educators**

All year one educators will have a choice to use their work in the TEAM program as partial evidence for their evaluation under this plan. If educators decide to use the TEAM artifacts and focus areas, they will be used as the professional learning focus areas for that year.

The following expectations are held for all first year teachers:

1. Classroom Observations

Classroom observations will be based on the Connecticut Common Core of Teaching Rubric 2014 and all first year teachers shall receive at least four in-class observations. Two formal observations and one informal observation will occur prior to the mid-year conference. The two formal observations will include a pre-conference (**Form 10**), and all of the observations will be followed with a post-conference within five school days. A written report (**Form 11**) will be completed by the supervisor within five days of the post conference. One formal observation with a pre-conference and post conference will occur between the mid-year conference and May 15.

Staff hired at or after the mid-year conference will have at minimum two formal observations following the same structure as noted above.

## 2. Student Learning Goals

Educators will identify a focus area for student improvement by November 15 using standardized and non-standardized data. By November 15 the educator will have completed in-class performance assessments to ascertain specific student learning objectives and appropriate indicators of academic growth and development. All first year teachers will identify one SLO that must be based on student performance as measured by two methods of assessment, one of which must be standardized assessment (see pp 10-11 for description of standardized assessment requirements). Teachers may elect to include a second SLO that is measured by standardized or non-standardized assessment.

## 3. Professional Learning Focus Area

Educators will establish a professional learning focus area and parent engagement focus (**Form 3**) that identifies professional development activities to be carried out over the year. This plan is to be discussed and agreed to by the supervisor in the goal-setting conference, which will occur by November 15. The action plan should include a variety of sources of evidence of educator growth including, but not limited to: classroom observations, non-classroom reviews of practice such as receiving feedback from supervisors about the educator's participation in PLC,

classroom visitations, review of lesson plans, assessment artifacts, review of student work samples, and reviews of TEAM process artifacts, reviews of work in the area of parent engagement and other SIP goals.

### **Modification for Student and Educator Support Specialists**

Student and Educator Support Specialists (SESS) include but are not limited to: school psychologists, speech/language pathologists, school counselors, and school social workers. Other staff may be included in the definition of SESS by agreement between the educator, primary evaluator and the Superintendent or Assistant Superintendent based on job description, duties assigned at the time of the evaluation, and appropriateness of the rubric adopted from the CCT Rubric for use with SESS.

SESS will be evaluated following the same guidelines for timelines, completion of required forms and the number and frequency of evaluations as other educators as noted in this document with the following modifications:

1. During the Goal Setting Conference, the educator and evaluator will:
  - a. Agree on the students or caseload for which the educator is responsible in his or her role;
  - b. Determine if the indicator will apply to the individual teacher, a team of teachers, a grade level, or the whole school.
  - c. The educator and evaluator will identify the learning standard to measure; the assessment/measure of progress; how baseline will be established; how targets will be set; and the professional development the educator needs to improve their learning to support the areas targeted. These determinations will be based on the unique circumstances for each SESS and agreed to by the educator and evaluator.
  
2. If the educator does not have a classroom, the educator and evaluator will agree on appropriate venues for observation and which rubric is appropriate for rating practice and performance. Examples of appropriate venues include but are not limited to: SESS working with small groups of students, working with families, participating in meetings, or providing professional development.

### **Year Two Educators**

#### 1. Classroom Observations

To differentiate the support in year two, several rules will apply to the number of observations required. Teachers who received a summative performance evaluation designation of **below standard or developing** in year one will receive a number of observations appropriate to their individual development plan, but no fewer than four observations. Two formal observations and

one informal observation will occur by the mid-year conference. The two formal observations will include a pre-conference, and all of the observations will include a post-conference within five school days, with a written report within five days after the post conference. One formal observation with a pre-conference and post conference will occur between the mid-year conference and May 15. Informal observations may also occur between February 15 and May 15 as determined by the supervisor.

Teachers who received a summative, performance evaluation designation of **proficient or exemplary** in year one will receive at minimum three formal, in-class observations. Two formal observations and one informal observation will occur by the mid-year conference. The two formal observations will include a pre-conference, and all of the observations will include a post-conference within five school days, with a written report within five days after the post conference. One formal observation with a pre-conference and post conference will occur between the mid-year conference and May 15. Informal observations may also occur between February 15 and May 15 as determined by the supervisor.

Every year teachers will participate in, at minimum, one non-classroom review of practice. A review of practice may focus on the educator's participation in PLC, their reflection and learning from conducting classroom visitations, an analysis of their unit and lesson plans, analysis of assessment artifacts, and review of student work samples.

Staff hired at or after the mid-year conference will have at minimum two formal observations following the same structure as noted above.

## 2. Student Learning Goals

Educators will identify at least one focus area for student improvement by November 15 based on standardized and non-standardized data. By November 15 the educator will have completed in-class performance assessments to ascertain specific student learning objectives and

appropriate indicators of academic growth and development. Second year educators will identify a minimum of one student learning objective, which must be measured by two measures of student performance, at least one of which must be standardized assessment (see pp 10-11 for description of standardized assessment requirements).

### 3. Professional Learning Focus Areas

Educators will establish an individual professional learning focus area for both parent engagement and professional learning. The focus areas must be directly link the goals of the School Improvement Plan and their ability to improve student learning. For second year teachers still in TEAM, they may substitute their TEAM goals for their professional learning focus area for the year. This plan is to be discussed and agreed to by the supervisor in the goal-setting conference by November 15. The action plan for both the parent engagement and professional learning should include a variety of sources of evidence of educator growth including, but not limited to: classroom observations, non-classroom reviews of practice such as receiving feedback from supervisors about the educator's participation in PLC, classroom visitations, review of lesson plans, assessment artifacts, , review of student work samples, and reviews of TEAM process artifacts, when appropriate, and evidence of work on parent engagement and other SIP goals.

### **Year Three and Four Educators**

**(or incoming educators who have been previously tenured in another district)**

## 1. Classroom Observations

To differentiate the support in year three, several rules will apply to the number of observations required. Teachers who received a summative performance evaluation designation of **below standard or developing** in year two (or their last year for incoming previously tenured educators) will receive the number of observations appropriate to their individual development plan, but no fewer than four observations during the year. Two formal observations and one informal observation will occur by the mid-year conference. The formal observations will include a pre-conference, and all of the observations will include a post-conference within five school days and a written report within five school days after the post conference. One formal observation with a pre-conference and post conference will occur between the mid-year conference and May 15. Additional informal observations may occur between the mid-year conference as determined appropriate by the supervisor.

Teachers who received a summative performance evaluation designation of **proficient or exemplary** in year two (or their last year for incoming, previously tenured educators) will receive at minimum one formal, in-class observation every three years. In the 2014-2015 year, one third of teachers in this category will receive the formal observation; in 2015-2016 a second third will receive the formal observation, and in 2016-2017 the final third of teachers will receive the formal observation. The cycle will continue every three years, assuming the teacher continues to be designated as proficient or exemplary each year. The formal observation will occur by the mid-year conference.

For years in which the teacher does not receive a formal, in-class observation, the evaluator will conduct, at minimum, three informal observations. Informal observations will be a minimum of 15 minutes and will include a post-observation conference and written feedback within five school days of the informal observation.

Every year teachers will participate in, at minimum, one non-classroom review of practice. A review of practice may focus on the educator's participation in PLC, their reflection and learning from conducting classroom visitations, an analysis of their unit and lesson plans, analysis of assessment artifacts, and review of student work samples.

## 2. Student Learning Goals

Educators will identify the learning focus area for their students by November 15 using standardized and non-standardized data. By November 15 the educator will have completed in class performance assessments to ascertain specific student learning objectives and appropriate indicators of academic growth and development. Third and fourth year non-tenured educators will identify a minimum of one student learning objective, which must be measured by two measures of student performance, one of which must be standardized assessment (see pp 10-11 for description of standardized assessment requirements).

## 3. Professional Learning Focus Area

Educators will establish an individual professional learning focus area for both parent engagement and professional learning consistent with the goals of the School Improvement Plan. Each focus area will have an action plan that identifies learning activities, timelines, and evidence of achievement. This professional learning goal is to be discussed and agreed to by the supervisor in the goal-setting conference by November 15. The action plans should include a variety of sources of evidence of educator growth including, but not limited to: classroom observations, non-classroom observations or reviews of practice such as receiving feedback from supervisors about the educator's participation in PLC, classroom visitations, review of lesson plans, assessment artifacts, review of student work samples and evidence of work on parent engagement and other SIP goals. Each educator will create one professional learning plan and the supervisor may add focus areas if necessary.

## **Professional Growth Stage (Tenured Educators)**

### 1. Classroom Observations

Tenured teachers who received a summative performance evaluation designation of **below standard or developing** in the previous year will receive the number of observations appropriate to their individual development plan, but no fewer than four observations during the year. Two formal observations and one informal observation will occur by the mid-year conference. The formal observations will include a pre-conference, and all of the observations will include a post-conference within five school days and a written report within five school days after the post conference. One formal observation with a pre-conference and post conference will occur between the mid-year conference and May 15. Additional information observations may occur between the mid-year conference and May 15 as determined appropriate by the supervisor.

Tenured teachers who received a summative performance evaluation designation of **proficient or exemplary** in the previous year will receive at minimum one formal, in-class observation every three years. In the 2014-2015 year, one third of teachers in this category will receive the formal observation; in 2015-2016 a second third will receive the formal observation, and in 2016-2017 the final third of teachers will receive the formal observation. The cycle will continue every three years, assuming the teacher continues to be designated as proficient or exemplary each year. The formal observation will occur by the mid-year conference.

For years in which the teacher does not receive a formal, in-class observation, the evaluator will conduct, at minimum, **three informal observations for teachers who received a summative rating designation of proficient or exemplary the year prior.** Informal observations will be a minimum of 15 minutes and will include a post-observation conference and written feedback within five school days of the informal observation.

Every year teachers will participate in, at minimum, one non-classroom review of practice. A review of practice may focus on the educator's participation in PLC, their reflection and learning from conducting classroom visitations, an analysis of their unit and lesson plans, analysis of assessment artifacts, and review of student work samples.

## 2. Student Learning Goals

Educators will identify a focus area for student improvement by November 15 using standardized and non-standardized data. By November 15 the educator will have completed in class performance assessments to ascertain specific student learning objectives and appropriate indicators of academic growth and development. Educators in this phase must develop at least one student learning objective, which must be measured by two measures of student performance, one of which must be standardized assessment (see pp 10-11 for description of standardized assessment requirements).

## 3. Professional Learning Focus Areas

Educators will establish an individual professional learning plan that identifies learning activities for both parent engagement and professional learning. The focus areas will be directly link the goals of the School Improvement Plan to the educator's students' learning needs and their relationships with parents. This plan is to be discussed and agreed to by the supervisor in the goal-setting conference by November 15. The action plan for each focus area should include a variety of sources of evidence of educator growth including, but not limited to, classroom observations, non-classroom observations or reviews of practice such as receiving feedback from supervisors about the educator's participation in PLC, classroom visitations, review of lesson plans, assessment artifacts, evidence of work in the area of parent engagement, and review of student work samples. Other professional learning focus areas may be added by the supervisor when necessary.

## IMPROVEMENT AND REMEDIATION PLANS

If a tenured teacher's annual performance is rated as *developing* or *below standard*, it signals the need for the administrator to create an individual teacher Improvement and Remediation Plan.

The need for an Improvement and Remediation Plan can be triggered any time during the school year following at minimum: two formal observations have been completed and post observation conferences conducted as well as review of progress toward SLO(s) with at least two data points.

The Improvement and Remediation Plan (see **Form 12**) will be developed in consultation with the teacher and a representative from the EWEA. 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.

When a teacher and supervisor cannot agree on any aspect of the Improvement and Remediation Plan the Dispute Resolution Process will be initiated.

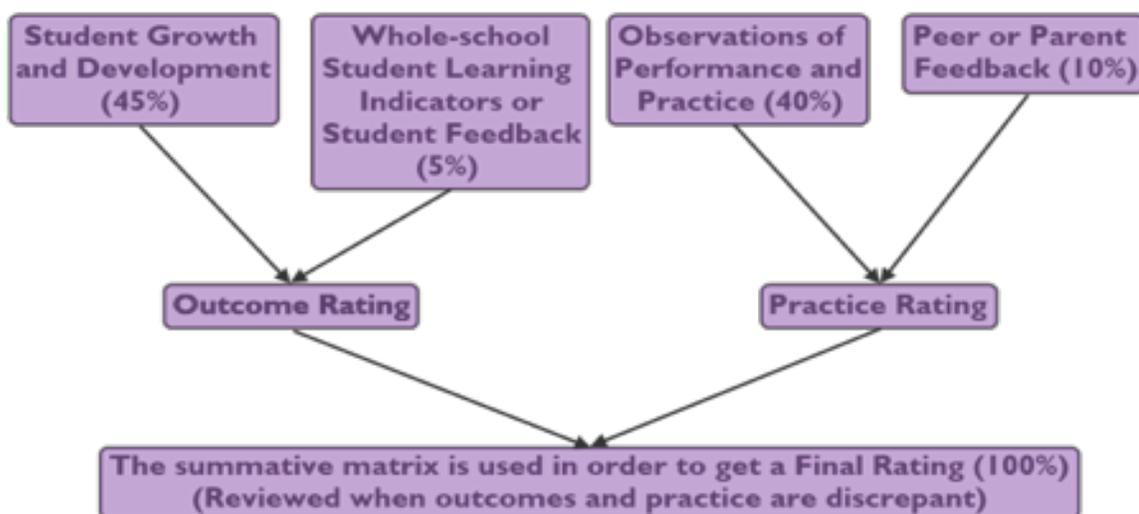
## SUMMATIVE RATING

All educators will receive an annual evaluation that designates their overall performance at one of four levels:

- 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

To achieve this final evaluation, two categories of performance will be combined to derive the final assessment. The categories are:

1. **Outcomes** which consist of ratings of an educator's performance on indicators of student growth and development (SLO) and rating equal to the aggregate rating for multiple student learning indicators established for the administrator's evaluation rating (pending USDOE approval).
2. **Practice** which consists of ratings about observations of teacher performance and practice, and indicators of parent engagement. The summative process will combine all scores using a matrix to determine the final summative rating:



### OUTCOMES RATING

The Outcomes Rating is a combination of two metrics. The first is a determination of the individual educator's impact on student learning accounting for 45% of a final rating. The second is a rating based on aggregate student learning ratings. Pending the US Department of Educator's

approval of Connecticut's request for flexibility on the use of student test data in 2013-2014, this rating on the educator's evaluation will be equal to the aggregate rating for multiple student learning indicators established for the administrator's evaluation rating. (CSDE, Oct 2013).

### **Determining an educator's impact on student learning.**

Before the final day of school, the summative review conference will be held in which the educator hears the overall rating for the year, which will be supplied to the State. To prepare for this conference, the teacher will present student performance data for each SLO that includes a clear representation of student progress over the year beginning with baseline data, interim assessments, and end-of-year data. Other student performance artifacts, as identified in each SLO, will also be categorized and analyzed. This collection of evidence for each SLO will be submitted to the supervisor three days prior to the summative review conference.

*Evaluators will assign one of four ratings to each SLO, defined as follows:*

<b>Exceeds (4)</b>	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
<b>Mets (3)</b>	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
<b>Partially Mets (2)</b>	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.
<b>Did not Meet (1)</b>	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 the evaluator can consider the results as a body of evidence regarding the accomplishment of the objective and score the SLOs holistically.

The final student growth and development rating for a teacher is the rating for their one, required SLO or, if the educator has more than one SLO, the average of their SLO scores. For example, if one SLO was Partially Met (2 points), and the other SLO was Met (3 points), the student growth and development rating would be 2.5  $[(2+3)/2]$ .

If there is disagreement on the ratings of any SLO, professional learning focus, or any other aspect of the Summative Rating, the Dispute Resolution Process can be initiated.

**NOTE:** For SLOs that include performance on state or national standardized tests, results may not be available prior to the end of school deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on the basis of student performance based on standardized or other non-standardized assessment data. Or, if state or national 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 state or national 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 (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15.

#### **Determining the School -wide Student Learning Score**

Teachers and administrators will share the annual rate of school improvement. A teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the principal's evaluation rating. Five percent of a teacher's final rating is based on this measure.

<b>Aggregate score for administrator</b>	<b>Score for the educator</b>
<b>Exemplary</b> Met all 3 objectives and substantially exceeded at least 2 targets	4 points
<b>Proficient</b> Met 2 objectives and made at least substantial progress on the 3rd	3 points

<p><b>Developing</b> Met 1 objective and made substantial progress on at least 1 other</p>	2 points
<p><b>Below Standard</b> Met 0 objectives OR Met 1 objective and did not make substantial progress on either of the other 2</p>	1 point

## **PRACTICE RATING**

### **Observation of Teacher Performance and Practice Rating**

Prior to the summative review conference the supervisor will calculate the educator's ratings in each of the CCT rubric 2014 standards. Based on data collected over all classroom and non-classroom observations, examination of teacher made and student generated artifacts regarding the educator's professional learning goal, and a new self-assessment using the CCT 2014 (**Form 7**), a determination on a scale of 1 to 4 will be made for each subsection of each standard. Then the average score for each standard will be calculated.

The district will establish a process for training, calibration and demonstration of proficiency. All evaluators will be trained in the observation and evaluation of teaching. The district will utilize a consultant to provide training for all evaluators related to best practices in observation, provision of feedback, and making data based instructional decisions. All evaluators will receive the training on an on-going basis. In addition, instructional coaches will provide training in elements of core instruction to all administrators, ensuring consistent expectations. The training sessions will include: observations of instruction, use of videotaped instruction, and feedback from instructional coaches following observations. All evaluators, working in pairs or small groups, will conduct quarterly observations of live and videotaped instruction using a consistent rubric. Following the observation, calibration of observations will occur to ensure consistency in expectations. This calibration will occur for evaluators within and across buildings.

East Windsor Schools use equal weights for each of the CCT 2014 standards unless modified at the Goal Setting or Mid-Year Review Conference.

<b>CCT Standard</b>	<b>Educator's Rating (1 to 4)</b>	<b>Weighting</b>	<b>Weighted Score</b>
<b>Domain 1: Classroom Environment</b>		.10	
<b>Domain 2: Planning for Active Learning</b>		.10	
<b>Domain 3: Instruction for Active Learning</b>		.10	
<b>Domain 4: Professional Responsibilities</b>		.10	
		<b>Total Score</b>	

### **Indicator of Parent Engagement**

To reinforce the importance of faculty cooperation in providing a guaranteed curriculum to the East Windsor community, all educators will share the goal for their school. Parents will be invited to participate in a survey every spring designed by the district; with incoming kindergarten parents receiving the survey both fall and spring to establish baseline data. This rating will be reported on a scale of 1 (low) to 4 (high) derived from an analysis of both annual performance and yearly growth on key indicators as identified by the district. Parent surveys will be conducted at the school level, as opposed to teacher level; therefore data will be aggregated at the school level. Surveys will be confidential and responses will not be tied to parents' names. The rating will account for 10% of the final summative rating.

Whole school parent engagement goals will become part of each School Improvement Plan, as well as, the District Improvement Plan if the district sets district wide-goals for parent engagement. The survey will be administered every year and will be analyzed by principals and teachers to identify current level of parental confidence/satisfaction and the degree of growth over time the school (or district) has made in targeted areas identified. The evaluation guidelines state that surveys must demonstrate properties of fairness, reliability, validity and usefulness. General parent engagement goals will be established based on analysis of responses. Teachers

will determine one parent engagement related goal, directly related to the school-wide parent engagement goal, through consultation and agreement with their evaluator.

Educators will provide evidence of their contribution to the SIP by demonstrating activities they engage in to achieve their Professional Learning Focus. A direct connection needs to be made about how educators individually contributed to the progress of the parent engagement goal(s) identified by the SIP that became part of their Professional Learning Focus Area. There are two ways a teacher can measure and demonstrate progress on the parent engagement work. Teachers may adopt the school-wide parent engagement goal as written by the school administrators based on survey results. The teacher's summative rating will be based on school-wide achievement of the school-wide parent engagement goal, as determined following the spring survey. Teachers who adopt the goal as written by the administrator will share the rating on the four-point rubric (see below). A teacher may also choose to write an individual goal directly related to the school-wide parent engagement goal. The teacher developing an individual goal may establish a measurable goal and the rating for the summative conference will be based on the four-point rubric (see below) based on their individual achievement of their individual goal. If a teacher does not write an objective, measurable goal then the rating of their achievement of their parent engagement goal will be based on a two-point rubric, with the rating either being (1) below standard OR (3) proficient. A teacher can (1) measure how successfully they implement a strategy to address an area of need identified in the SIP (i.e., a parent newsletter, regular telephone calls, updated parent website), and/or (2) they can collect evidence directly from parents to measure parent-level indicators they generate related to the goals in the SIP (i.e., number of parents attending parent conferences, parent volunteer hours, parent contributions of time and resources).

Evidence provided by the teacher in support of their performance toward parent engagement goals will be measured using a scale of: (4) Exemplary – Exceeds the goal; (3) Proficient – Met the goal; (2) Developing – Partially met the goal; and (1) Below Standard – Did not meet the goal. To limit the number of surveys parents received, the district approved parent feedback

survey will be administered twice per year. No other parent surveys should be used to gather evidence for this component.

### **SUMMATIVE TEACHER EVALUATION SCORING**

The individual summative teacher evaluation rating will be based on the four categories of performance, grouped in two major areas using the following table:

<b>Category</b>	<b>Major Component</b>	<b>Weight</b>	<b>Complementary Component</b>	<b>Weight</b>
Outcomes	Multiple Student Learning Indicators	45%	Whole School Student Learning as indicated by aggregate rating from administrator's evaluation rating	5%
Practice	Observations of Practice and Performance	40%	Parent Feedback	10%

The final rating for each educator will be determined using the following steps:

1) Calculate a Practice rating by combining the observation of teacher performance and practice score and the parent feedback score using the following chart:

<b>Combine Practice Score between</b>	<b>Rating</b>
50 to 45	4 - Exemplary
44 to 38	3 - Proficient
37 to 28	2 - Developing
below 27	1 - Below Standard

2) Calculate a Student Outcomes rating by combining the student growth and development score and whole-school student learning indicator using the following chart:

<b>Combined Score</b>	<b>Outcomes Rating</b>
50 to 45	4 - Exemplary
44 to 38	3 - Proficient
37 to 28	2 - Developing
below 27	1 - Below Standard

3) Use the Summative Matrix to determine the Final Summative Rating

Identify the rating for Practice and Outcomes and follow the respective column and row to the center of the table. The point of intersection indicates the final summative rating that will be reported to the State. This matrix balances outcomes with practice to indicate the district's commitment to improving student achievement and improving teacher performance.

For example, if the Practice rating is *proficient* and the Outcomes rating is *proficient*. The summative rating is therefore *proficient*. If the two focus areas are highly discrepant (e.g., a rating of *exemplary* for Practice and a rating of *below standard* for Outcomes, then the evaluator

should examine the data and gather additional information in order to make a summative rating. If the two categories are still highly discrepant (e.g., a rating of 4 for practice and a rating of 1 for outcomes), then the Assistant Superintendent will examine the data and gather additional information if necessary to make a final rating.

		<i>Teacher Practice Related Indicators Rating</i>			
		4	3	2	1
<i>Student Outcomes Related Indicators Rating</i>	4	Rate Exemplary	Rate Exemplary	Rate Proficient	<i>Gather further information</i>
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	<i>Gather further information</i>	Rate Developing	Rate Developing	Rate Below Standard

**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

**Determinations of Effectiveness**

Novice teachers shall generally be deemed effective if said educator receives at least two sequential *proficient* annual summative ratings, one of which must be earned in the fourth year of a novice teacher’s career. A *below standard* annual summative rating shall only be permitted in the first year of a novice teacher’s career, assuming a pattern of growth of *developing* in year two and two sequential *proficient* annual summative ratings in years three and four. Superintendents

shall offer a contract to any educator he/she deems effective at the end of year four. This shall be accomplished through the specific issuance to that effect.

A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential *developing* annual summative ratings or one *below standard* annual summative rating at any time.

### **Evaluation Based Professional Learning**

The East Windsor Public Schools shall provide professional learning opportunities for teachers based on individual or groups of individuals' needs that are identified through the evaluation process. Learning opportunities must be clearly linked to specific outcomes of the evaluation process.

### **Opportunities for Professional Growth**

Teachers whose performance is proficient or exemplary will have opportunities for professional growth. Those opportunities may include but not be limited to: serving as Professional Learning Community Leaders, serving as content team leaders (middle school), being trained as a TEAM mentor, being prioritized as members on curriculum revision committees, providing professional development, and serving as a support for teachers in need of assistance or remediation.

## **Dispute Resolution**

Tenured teachers who cannot reach a mutual agreement with their supervisors on any element of the Educator Evaluation can submit their concerns to the Assistant Superintendent who will institute the Dispute Resolution process.

### **A. DISPUTE RESOLUTION PROCESS**

## 1. SETTING OF GOALS, TEAM MAKEUP, TIMELINES, ETC AND SUMMATIVE EVALUATIONS

If the educator(s) and the evaluator cannot come to agreement on a focus area, goal, student learning objective, timeline for accomplishment of goal(s), or any portion of the Summative Conference, the teacher will inform the Assistant Superintendent of the dispute in writing within 5 school days of receiving the written report from the evaluation meeting. The Assistant Superintendent will establish a sub-committee of at least three, including the Assistant Superintendent, a certified staff member from the same building in which the teacher works, and one other member of the Professional Development and Evaluation Committee, who will be from a building other than that of the disputing teacher, resolves the issue(s). The teacher will be provided the date of the sub-committee meeting within 3 school days of the dispute being received. The sub-committee will meet within 5 school days of the dispute whenever possible.

If the educator disagrees with the finding of the sub-committee, he or she may request a meeting with the superintendent and administrator to resolve the disagreement. All decisions of the superintendent are final.

The educator may choose to bypass the subcommittee and proceed directly to a meeting with the superintendent and administrator to resolve the disagreement. All decisions of the superintendent are final.

## **B. SUPERVISED ASSISTANCE STAGE**

Timelines and objectives are established as part of the supervised assistance plan (**Form 12**). All educator(s) placed on supervised assistance must satisfy the requirements and must meet with the superintendent.

At the conclusion of the supervised assistance plan, any educator disagreements may be stated on **FORM 12**.

**FORMS**

- Form 3: Professional Learning Focus Areas**
- Form 4: Student Learning Objective**
- Form 5: Mid-Year Educator Self-Assessment**
- Form 6: Mid-Year Conference Report**
- Form 7: Educator Summative Reflection**
- Form 8: Summative Conference Report**
- Form 10: Pre-Conference**
- Form 11: Post-Conference**
- Form 12: Supervised Assistance Plan**

#### **APPENDICES**

- Appendix A: Common Core of Teaching**
- Appendix B: Writing instructions for SLOs**
- Appendix C: Benchmark Meeting Notes**
- Appendix D: Tracking Log and Notes**

### **Form 3: Professional Learning Focus Area**

Due: November 15

Teacher's name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Use this form to establish both the Professional Learning Focus and Parent Engagement (if applicable) Areas:

**1. Professional Learning Focus**

Based on a review of my self-assessment and the learning needs of my students, my Professional Learning Focus is:

Rationale for this focus area:

Action Steps for this focus area (include both activities and timeline):

Action Steps

Time Line

Evidence

**2. Parent Engagement Focus (if applicable)**

Based on a review of the parent engagement data, a School Improvement Plan Goal(s) will be established. Using the parent engagement goal(s), my specific professional learning focus area is:

Rationale for this focus area:

Action Steps for this focus area (include both activities and timeline):

- Activities
  
- Time Line
  
- Evidence

## Form 4: Student Learning Objective

Due: November 15

Teacher's name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Refer to Appendix B for instructions on writing Student Learning Objectives.

Complete one form for each SLO, if applicable.

1. Student Learning Objective:

2. Baseline Data (Include standardized data or non-standardized data and the performance assessment rubric):

2. Strategies to Achieve the SLO:

- Strategies
  
- Time Line
  
- Evidence

3. Interim Assessments:

- Assessments
  
- Timeline

5. Professional Learning Support:

What professional learning and/or other type of support would help you to achieve this SLO?

## Form 5: Mid-Year Reflection

Teacher's name: \_\_\_\_\_ Date: \_\_\_\_\_

### 1. Student Learning Objective(s):

Impact to Date

- Comparative student data. Provide baseline and any interim assessments conducted to date
- Professional Actions related to improving student learning implemented to date

### 2. Parent Engagement/Professional Learning Focus Areas:

- Evidence of effort to improve parent engagement
- Evidence of effort to participate in professional learning

### 3. Mid-Year Adjustments:

What was accomplished? What was not?

Revised Action Plan for next part of the year:

4. Support:

What professional learning and/or other type of support would help you to achieve success?

## Form 6: Mid-Year Conference Report

Teacher's name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

### 1. Student Learning Objectives:

Describe the teacher's progress to date for each student learning objective:

### 2. Parent Engagement:

Summarize teacher's progress to date to achieve their parent engagement focus area(s) and any support to be provided for the remainder of the year:

### 3. Professional Learning:

Summarize teacher's progress to date in implementing their action plan for professional learning and any support to be provided for the remainder of the year:

### 4. Modifications:

Summarize any modifications to any action plan for the remainder of the year:

### 5. Feedback:

Summarize feedback provided to the teacher during the mid-year conference:

## Form 7: Educator Summative Reflection

Teacher's name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

### 1. Student Learning Objective:

- Describe the results and provide evidence for each SLO:
  
  
  
  
  
  
  
  
  
  
- Provide your overall assessment of whether this objective was met:  
.
  
  
  
  
  
  
  
  
  
  
- Describe what you did that produced these results:
  
  
  
  
  
  
  
  
  
  
- Describe what you learned and how you will use that going forward:

### 2. Parent Engagement:

- Describe the results and provide evidence for each parent engagement focus area:

- Provide your overall assessment of whether this focus area was achieved:
  
  
  
  
  
  
  
  
  
  
- Describe what you did that produced these results:
  
  
  
  
  
  
  
  
  
  
- Describe what you learned and how you will use that going forward:

3. Professional Learning (Be sure to include an updated CCT self-assessment (Form 2))

- Describe the results and provide evidence for each professional learning focus area:
  
  
  
  
  
  
  
  
  
  
- Provide your overall assessment of whether this focus area was achieved:
  
  
  
  
  
  
  
  
  
  
- Describe what you did that produced these results:

- Describe what you learned and how you will use that going forward:

4. Ideas for future student learning goals and professional focus areas:

### Form 8: Summative Conference Report

Teacher's name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

#### 1. Student Learning Objectives:

Provide the rating for each SLO for the year:

SLO	Exceeded (4)	Met (3)	Partially Met (2)	Did Not Meet (1)


Overall rating for Student Learning Objective \_\_\_\_\_

*Comments/Feedback:*

**2. Whole School Indicator of Student Learning**

Aggregate rating for multiple student learning indicators is \_\_\_\_\_.

Corresponding rubric score

Exemplary (4)	Proficient (3)	Developing (2)	Below Basic (1)

*Comments/Feedback:*

**3. Professional Performance and Practice Score**

<b>CCT Domain</b>	<b>Below Basic (1)</b>	<b>Developing (2)</b>	<b>Proficient (3)</b>	<b>Exemplary (4)</b>
Planning for Active Learning				
Learning Environment				

Instruction for Active Learning				
Professional Responsibilities				

Overall rating for Professional Performance and Practice is \_\_\_\_\_

*Comments/Feedback:*

**4. Parent Engagement:**

Based on the results of this year's parent survey the school shares the following score \_\_\_\_\_

*Comments/Feedback:*

**Summative Rating**

5. Based on the scores for professional performance and practice and parent engagement the

**Practice Rating** is

Below Basic (1)	Developing (2)	Proficient (3)	Exemplary (4)

6. Based on the ratings for outcomes and practice and whole school indicators, the **Outcome Rating is**

Below Basic (1)	Developing (2)	Proficient (3)	Exemplary (4)

*Comments/Feedback:*

*Final Summative Rating:*

Some questions evaluators will consider as they analyze the evidence for the final rating include:

**Consistency:** What rating have I seen relatively consistent evidence for throughout the semester/year? Does the evidence paint a clear, unambiguous picture of the teacher’s performance in her/his focus area?

**Trends:** Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?

**Significance:** Are some data more valid than others? (Do I have notes or ratings from “meatier” lessons or interactions where I was able to better assess this educator’s performance?)

## Form 10: Pre-Conference

Teacher's name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

1. Lesson or Professional Activity Objectives: What will students know and be able to do as a result of this lesson?

2. Outline any research-based teaching strategies and/or learning activities that you have planned, any assessments/approaches you plan to monitor student learning and understanding. If this is a review of practice, on which areas would you like the observer to focus ?

3. List any teacher performance and practice focus areas you plan on addressing during this lesson or practice session

## Form 11: Post-Observation Conference

Teacher's name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Comments and feedback should be based on CCT domains and focus on the teacher's professional learning focus area(s).

1. Pre-observation conference notes:

2. Post-observation conference notes:

3. Teacher Comments (optional):

**Form 12: SUPERVISED ASSISTANCE PLAN**

Name of Educator: \_\_\_\_\_ School/Program: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_

Meeting Date: \_\_\_\_\_

- Identification of the problem/incident/situation or area in need of improvement:
  
- Specific expected outcome (indicators of success):
  
- Remediation Plan: (strategies for resolution of the problem/need):
  
- Teacher Responsibilities:
  
- Assistance district will provide:
  
- Timeline for achieving specific expected outcome:

**FORM 12**  
**Page 2 of 2**

Educator's Comments:

This "Supervised Assistance Plan" has been worked out and agreed to by the educator and his/her evaluator.

Educator's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's/Supervisor's Signature: \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ 1. Problem(s) and/or need(s) resolved, staff member removed from this phase, or  
 \_\_\_\_\_ 2. Educator will be:

Recommended for Contract Renewal  
 Recommended for Non-renewal  
 Recommended for Contract Renewal without increment

Signature of Evaluator: \_\_\_\_\_

Date \_\_\_\_\_

**TEACHER ACKNOWLEDGEMENT:**

I acknowledge that the information contained in this Performance Review was discussed and reviewed with me by my supervisor or appropriate designee. By signing, I indicate that I have been advised of my performance status. My

**APPENDIX B**  
**Instructions for writing SLOs**

SLOs support teachers in using a planning cycle based on the inquiry approach of Supervision for Learning.

East Windsor expects educators to set specific and measureable targets for students. As part of the evaluation, educators have developed learning goals for students through review of data and mutual agreement with supervisors.

Each teacher will write at minimum two SLOs but no more than four. Teachers whose students take the state standardized assessment will create a minimum of one SLO based on standardized indicators and one SLO based on non-standardized indicators. All other teachers will develop their two SLOs, one of which must be based on the district's standardized assessment (STAR) and the other based on non-standardized indicators. One additional SLO may be developed by the educator or assigned by the supervisor.

To create their SLOs, teachers will follow a two step process:

Step 1: Decide on the Student Learning Objectives

The objectives will be broad goals for student learning. They should each address a central purpose of the teacher's assignment and it 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.

Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Teachers with similar assignments may have identical SLOs although they will be individually accountable for their own students' results as based on their classroom performance assessments.

The following are examples of SLOs based on non-standardized data:

8 <sup>th</sup> Grade Science	My students will master critical concepts of science inquiry.
High School Visual Arts	All of my students will demonstrate proficiency in applying the five principles of drawing.

#### Step 2: Create indicators

For each Student Learning Objective at least one specific indicator of academic growth and development will be created in a SMART goal format. Each indicator will 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 under the same Student Learning Objective. It is through this preparation time that teachers will determine what level of performance to target for which students.

Since indicators are identified for the teacher’s particular students, teachers with similar assignments may use the same assessment (standardized and non-standardized data), but they would be unlikely to have identical indicators. For example, all 2<sup>nd</sup> grade teachers might use the same reading assessment as one of the measures of student performance, but the performance target would likely vary among 2<sup>nd</sup> grade teachers.

An indicator, if achieved, would provide evidence that the Student Learning Objective was met.

Here are some examples of indicators that might be applied to the previous SLO examples:

<b>Sample SLO-Standardized Assessment</b>	<b>Student Learning Objective</b>	<b>Indicators (<i>at least one is required</i>)</b>
8 <sup>th</sup> Grade Science	My students will master critical concepts of science inquiry measured on CMT.	1. 100% of my students will score at the proficient level on my classroom rubric assessing critical concepts of science.

4 <sup>th</sup> Grade	My 22 students will demonstrate improvement in or mastery of reading comprehension skills by June 2013 as measured by CMT.	1. All students will improve reading comprehension of non-fiction texts by 20% as measured by data from guided reading, reading conferences and readers notebook entries evaluated monthly.
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<b>Sample SLO-Non-Standardized Assessment</b>	<b>Student Learning Objective</b>	<b>Indicator (<i>at least one is required</i>)</b>
8 <sup>th</sup> Grade Science	My students will master critical concepts of science inquiry as measured by classroom rubric.	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 the key elements of science inquiry.

High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing as assessed on monthly summative assignments.	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.
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**Criteria for Approval of SLOs**

**Priority of Content**

Objective is highly relevant to teacher’s assignment and addresses a clear proportion of his/her students.

**Quality of Indicators**

Indicators provide specific, measurable evidence. The indicators provide evidence about students’ progress over the school year or semester.

**Rigor of objective/  
Indicators**

Objective and indicator(s) are attainable but ambitious and taken together, represent growth for all students

Once SLOs and the associated indicators are approved at the Goal Setting Conference, educators should monitor students’ progress towards the objectives. They can, for example, examine student work products; administer interim assessments and track students’ accomplishments and struggles. Educators are encouraged to share their interim findings with colleagues, and they should 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 educator.

At the end of the school year, the educator will collect the evidence required by each indicator and SLO and submit it to their evaluator.

**APPENDIX C**  
**Benchmark Meeting Notes**

**Goal Setting Conference —By November 15<sup>th</sup>**

<i>Discussion Points</i>	<i>Steps for Educator...</i>	<i>Steps for Administrator</i>
<p>◇ Review Professional Learning Goal:</p> <p>What is the expected impact on student learning as a result of achieving this goal?</p> <p>How will achievement of this goal be measured?</p> <p>◇ Review Student Learning Objectives</p> <p>How does it relate to standardized student performance data?</p> <p>Does the nonstandardized assessment measure the skill targeted in the SLO?</p> <p>How does achievement of the SLO impact the Student Performance Objectives from the School Improvement Plan?</p>	<p>◇ Send Completed Professional Learning Goal to administrator 3 days before Goal Setting Conference</p> <p>◇ Send completed Student Learning Goals to administrator 3 days before Goal Setting Conference</p> <p>◇ Establish data collection procedures to measure SLO</p>	<p>◇ Review probable methods for assessing educators achievement of SLO and Professional Learning Goal</p> <p>◇ Provide guidance and/or recommendations for changes to SLOs and Professional Learning Goals</p> <p>◇ Ensure educator has training needed included in Professional Development Plan</p> <p>◇ Compile PD plans and review with ILT and Assistant Superintendent to ensure PD opportunities are provided</p> <p>◇ Schedule and conduct observations needed by February 15</p>

**Mid-year Conference—Between January and February 15<sup>th</sup>**

<i>Discussion Points</i>	<i>Steps for Educator</i>	<i>Steps for Administrator</i>
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<ul style="list-style-type: none"> <li>◇ Review student performance data related to all SLOs</li> <li>◇ Present other evidence of achievement of SLOs</li> <li>◇ Discuss professional development to date and its impact on student performance</li> <li>◇ Consider any changes to PD Plan</li> <li>◇ Consider any changes to SLOs</li> </ul>	<ul style="list-style-type: none"> <li>◇ Submit Form 5 to administrator 3 days before mid-year conference</li> <li>◇ Compile data related to SLOs</li> <li>◇ Gather any evidence that PD has impacted student performance</li> <li>◇ Propose changes to SLO with evidence, if appropriate</li> <li>◇ Propose changes to Professional Learning Goal with evidence, if appropriate</li> <li>◇ Request any additional/different PD if needed</li> </ul>	<ul style="list-style-type: none"> <li>◇ Review student performance data related to all SLOs</li> <li>◇ Review Self-Assessment prior to conference</li> <li>◇ Provide feedback/guidance regarding analysis of data</li> <li>◇ Provide feedback/guidance regarding link between PD and student performance</li> <li>◇ Approve or redirect requests for changes to SLO or Professional Learning Goal</li> <li>◇ Update plan for PD as needed</li> <li>◇ Schedule and conduct outstanding observations</li> <li>◇ Complete Mid-Year Conference Report within two weeks of conference</li> </ul>
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**Summative Conference by Last Day of School**

<i>Discussion Points</i>	<i>Steps for Educator</i>	<i>Steps for Administrator</i>
<ul style="list-style-type: none"> <li>◇ Review results of the End of Year Self-Assessment</li> <li>◇ Review standardized and nonstandardized assessment data to measure SLOs</li> <li>◇ Review implementation of Professional Development plan</li> <li>◇ Consider link between PD and student performance</li> <li>◇ Review process for determining final summative rating</li> </ul>	<ul style="list-style-type: none"> <li>◇ Complete the End of Year Self-Assessment and send to administrator 3 days before conference</li> <li>◇ Compile and summarize data related to SLOs (Form 9) and send to administrator 3 days before conference</li> <li>◇ Gather evidence to support impact of PD (Form 10) and SLO on School Improvement Plan goals and send to administrator 3 days before conference</li> </ul>	<ul style="list-style-type: none"> <li>◇ Review educator Self-Assessments</li> <li>◇ Review standardized and nonstandardized assessment data related to SLOs</li> <li>◇ Schedule and conduct outstanding observations</li> <li>◇ Review final summative rating process with educator</li> <li>◇ Complete Summative Review Conference Notes within two weeks of conference</li> </ul>

**APPENDIX D**

**Tracking Log and Notes**

Teacher Name \_\_\_\_\_ Academic Year: \_\_\_\_\_

<i>Phase</i>	<i>Indicator (Focus)</i>	<i>Meeting/ submission Date</i>	<i>Notes</i>
<b>Student Learning Focus</b>	<b>Probable Student Learning Need</b>		
<b>Goal-Setting Conference</b>	<b>Performance Task Assessment and Rubric</b>		
	<b>Data Analysis</b>		
	<b>Student Learning Objective</b>		
	<b>Professional Learning Goal</b>		
<b>Mid-Year Review</b>	<b>Student Learning Data</b>		
<b>Summative Review</b>	<b>Student Learning Data Analysis</b>		

	<b>Evidence of progress toward SLO's</b>		
	<b>Evidence of progress toward professional learning goal</b>		
	<b>Self-Assessment</b>		
	<b>Final Rating for the Year</b>		