ENFIELD PUBLIC SCHOOLS

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Educator Professional Growth & Evaluation Plan

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The following document provides information relative to the policies and procedures associated with the revised educator evaluation program for the Enfield Public Schools. Procedures have been designed through the collective efforts of the Enfield Educator Evaluation Committee, which included educators, related service professionals, union representation, building administrators and central office curriculum staff. The committee was charged with developing a professional growth *Educator Performance, Practice, and Professional Growth Standards* for Enfield educators.

ACKNOWLEDGEMENTS

Special thanks and recognition to the Enfield Public School's Educator Evaluation Committee convened initially in April of 2013 to develop the *EPS Educator Professional Growth and Evaluation Standards* and policy manual.

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Introduction

Vision and Purpose of Educator Evaluation

The Enfield Public Schools Professional Growth and Evaluation Standards is a comprehensive approach that will ensure the attainment of the vision, mission, and goals of our unique learning community. We recognize that in order for our students to experience a high level of academic, emotional, and social growth, we need effective teachers in every classroom delivering the highest quality of instruction at all times.

Our most valuable asset is our staff. Every opportunity we offer to our students is connected to the faculty and staff that are working in each of our schools throughout the entire school year. For this reason, we strongly believe in the need for our new evaluation model. It will serve as the catalyst through which our teachers will grow professionally, meet the needs of their students, and develop an even greater appreciation for the impact they will have on students in the Enfield Public Schools.

In order for us to move forward, it is necessary that we set clear expectations for all teachers. To do so, we have identified five domains that we believe must be continuously demonstrated to successfully meet the needs of our diverse learning community:

> *Domain I   Professional Responsibilities*
> *Domain II   Learning Environment*
> *Domain III   Planning and Preparation*
> *Domain IV   Instruction*
> *Domain V   Assessment*

These domains are aligned with the Connecticut Common Core of Teaching, and reflect the most current research in the realms of teacher evaluation and professional growth.

Through the implementation of our new evaluation system, we will create opportunities for teachers and administrators to work collaboratively to improve the quality of teaching and learning in the Enfield Public Schools. A means of accomplishing this is through the expectation we have set for open and continuous dialogue that will include specific feedback as it relates to pedagogy and innovative instructional practices. For the vast majority, this means greater, more regular, and often spontaneous feedback that lets teachers know their work is important and their contribution to our overall mission is meaningful. We also have developed a model that incorporates self-evaluation as a means of recognizing the strengths and opportunities for growth that exist in our professional practices.

In addition to the collaboration, feedback, and self-evaluation, the professional growth of our staff plays an integral part in the development of our teachers. Teachers will be engaged in professional development opportunities that will refine their practice and instill a sense of pride in their work. Schools are learning communities for both our students and our teachers. We are very confident that this new model for teacher evaluation will grow our profession and improve the quality of instruction in the Enfield Public Schools.

Connections to District Vision, Mission, and Goals

Enfield Public Schools Mission Statement

We believe public education is an essential component of a free and democratic society. In a partnership of family, school, community, and local and state government, our mission is to enable all students to meet high standards, make productive choices in their personal lives, contribute to a diverse global society and act as responsible citizens. To accomplish this, we must seek the necessary resources to:

- Provide a safe, nurturing and academically challenging learning environment.

- Provide students and staff with opportunities to reach their full potential.

- Prepare students to become productive, lifelong learners.

- Instill in our students a curiosity and love for learning which embraces the arts and the world around them.

- Prepare students to become self-reliant, honest, respectful and responsible members of a diverse and global society.

- Improve student learning by holding staff accountable for providing the most effective learning environment and using the most effective teaching strategies.

Learning Principles

The Enfield learning principles reflect our district's beliefs and values and describe the non-negotiable conditions required in every learning environment that are a guaranteed right for every student. These conditions constitute effective teaching and learning and serve as guiding principles in which staff and students are held accountable. Students learn best when educators provide opportunities for them to:
- Contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning;
- Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback;
- Have choices, engage in exploration and practice, and demonstrate perseverance;
- Engage in authentic, real-world, and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways;
- Build upon prior knowledge, make connections, and transfer learning to new situations; and,
- Understand clearly defined learning objectives that represent big ideas and that educators model and structure to foster independence.

Overview of Educator Evaluation Process

Enfield Public Schools Educator Professional Growth Standards
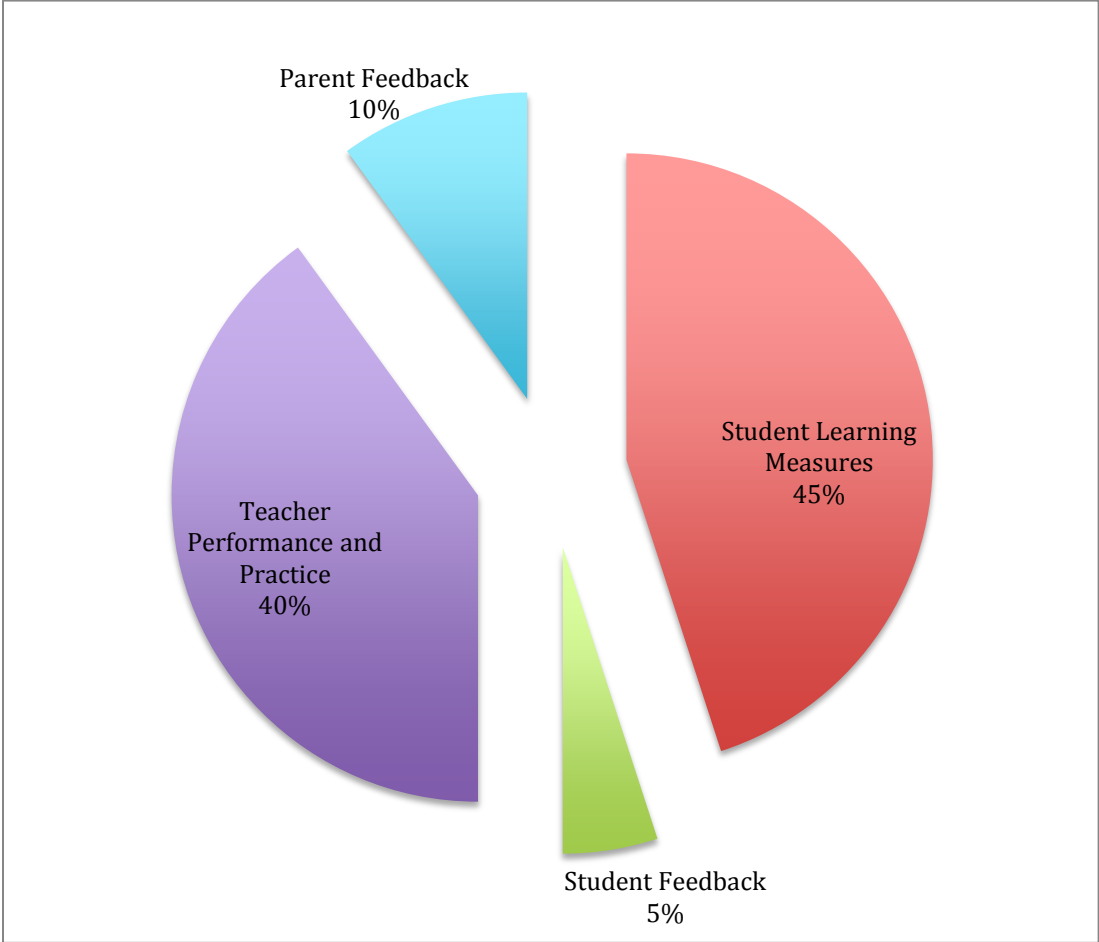
The *EPS Educator Professional Growth Standards* defines a common understanding of effective instructional practices across five Domains: Professional Responsibilities, Learning Environment, Planning and Preparation, Instruction, and Assessment. Within each domain are specific indicators that break down expected practices across four levels of performance and practice:
- Level 1 Below Standard Practice
- Level 2 Developing Practice
- Level 3 Effective Practice
- Level 4 Exemplary Practice

The *Educator Performance, Practice, and Professional Growth Standards* is the core document within the evaluation system and is used to help provide the context through which an educator's performance can be directly measured. The indicators of teaching practice outlined through the *EPS Educator Professional Growth Standards* have been developed by Enfield educators and represent the values and beliefs about teaching and learning of the educational community. Evaluation of educator performance will be measured through evidence collected relative to the performances identified in the *EPS Educator Professional Growth Standards* and educator growth across performance levels will be supported and ultimately expected in each given school year (see Figure 1. below). Parent feedback will also be collected on educator performance and will, in combination with educator performance ratings, constitute 50% of an educator's overall performance rating. This 50% [40% + 10%] is an educator's **"Practice Rating."**

Measurement of the outcomes for students is defined as an **"Outcome Rating"** and will be measured based on results associated with student achievement on a combination of state and local assessments and student feedback [Whole School Indicators (WSI)]. These two categories of performance evaluation will constitute the remaining 50% (45% + 5%) of an educators' overall rating. Processes and information relative to measurement of performance in these four main categories of performance evaluation have been outlined in the sections that follow.

Figure 1. Categories of Performance Evaluation

Parent Feedback
10%

Student Learning
Measures
45%

Teacher
Performance and
Practice
40%

Student Feedback
5%

Summary of Domains and Indicators

Domain	Indicators
1: Professional Responsibilities	A: Conducts self as professional in accordance with CT Code of Professional Responsibility for educators B: Prioritizes continuous professional growth to impact instruction and student learning C: Understands individual student needs and rights and complies with all legal requirements D: Communicates and collaborates with colleagues and families to develop and sustain a positive school climate in order to support student learning E: Understands district/school/classroom emergency policies and procedures
2: Learning Environment	A: Promotes a positive class climate that is responsive and respectful B: Promotes student engagement and shared responsibility for the learning process C: Sets clear social expectations for self and students D: Provides a structured student-centered learning environment that supports choices and options to enhance learning E: Establishes appropriate standards of behavior for students F: Promotes efficient routines and transitions to maximize learning time
3: Planning and Preparation	A: Demonstrates grade level and/or content area knowledge including literacy/numeracy B: Plans for levels of challenge and differentiation (assessing prior knowledge) (knowing student strengths/challenges) C: Clearly defines objectives for all students that are aligned with the curriculum and district learning standards D: Develops and organizes coherent units, lessons and tasks
4: Instruction	A: Communicates expectations to all students B: Uses purposeful instructional strategies C: Engages all students in learning tasks D: Uses high quality questions E: Engages all students in discourse F: Provides feedback to all students to improve their performance G: Monitors and adjusts instruction to enhance student learning
5: Assessment	A: Implements a variety of assessment methods B: Utilizes assessment to inform instructional practice C: Uses assessment to analyze student learning, inform instruction, and draw conclusions D: Communicates conclusions drawn from assessment results with colleagues E: Provides students and families with assessment criteria and descriptive, timely feedback

Figure 2.

Educator Evaluation Plan Snapshot

Days 1-15
- Complete Self Evaluation Form

By Oct. 15th
- Attend Goal Setting Meeting

By Oct. 15th
- Develop SLOs

Ongoing
- Gather Evidence

By Feb. 1st
- Attend Mid-Year Conference

By June 1st
- Complete Self Reflection

By June 1st
- Attend End of Year Conference

Components of Evaluation

Category 1 - Educator Practice 40%

Procedures for Observational Practice:
Forty percent (40%) of an educator's evaluation shall be based on observation and evidence collection related to educator practice and performance as articulated in the *Educator Professional Growth and Evaluation Standards*. The *Educator Professional Growth and Evaluation Standards* is a living document. It will be used as the collection form for observable practice and feedback. Educators are constantly striving to increase student performance by improving their craft. Educator observations conducted by a skilled evaluator can help direct an educator toward this goal.

Observations will evidence the quality of educator practice. It is the expectation that formal and informal observations throughout the course of the year will accurately display an educator's performance in multiple, but not all, domains along the *Educator Performance, Practice, and Professional Growth Standards*. Progress in all domains will be demonstrated by additional evidence accumulated by both the educator and the evaluator. A supervisor, based on various data collection approaches in multiple settings, will make assertions about educator performance in this category. Furthermore, the evidence collection approaches are differentiated based on an educator's years of experience and by levels of previous performance. Observations are defined as follows:

- Formal Classroom Observation: No less than 30 minutes. Formal observations can be announced or unannounced; announced formal observations require pre and post conferences. Unannounced formal observations require a post conference. Post-conference must be held in a timely manner.

- Reviews of Practice may include, but are not limited to, participation in data team meetings, mentoring colleagues, review of student work, lesson plan review, or other teaching artifacts.

- Informal Observation: A visit of no fewer than 10 minutes with verbal or written feedback given in a timely manner. Informal observations require no pre-conference; they will be unannounced.

Feedback will include the educator's areas of strength, suggestions for growth, and additional supports if needed (including but not limited to professional development, peer coaching, etc.).

Conferences
The annual evaluation process between an educator and evaluator is anchored in a minimum of three collaborative performance conversations that occur at the beginning, middle and end of the school year.
- The evaluator and educator must complete at least one beginning-of-year Goal-Setting Conference at which they set and mutually agree on the educator's goals and objectives for the year.

- The evaluator and educator must complete at least one mid-year conference at which they review progress on the educator's goals and objectives to date. The mid-year conference is an important point in the year for addressing concerns, reviewing results, and adjusting goals and objectives as needed. Evaluators can deliver mid-year formative information on categories of the evaluation *Educator Performance, Practice, and Professional Growth Standards* for which evidence has been gathered and analyzed. If needed, educators and evaluators can mutually agree to revise goals and/or objectives.

- It is expected that the end-of-year conference will occur by April 30 for non-tenured staff and any staff member on an assistance plan, and by June 15 for all tenured staff. During the end-of-year-conference, the educator will present his or her self-assessment and related documentation for discussion, and the evaluator will present his or her evaluation of the educator's performance. These conversations are collaborative and require reflection and preparation by both the evaluator and the educator in order to be productive and meaningful.

Educator Responsibilities:
- For formal observations, pre-observations can be conducted through a face-to-face meeting or electronic communication; both parties reserve the right to request a face-to-face pre-conference.
- At the post conference prepared to discuss your personal reflections on the lesson outcomes through the lens of the *EPS Educator Professional Growth Standards*, and
- Be prepared to discuss your personal reflections on lesson and provide evidence of student work, such as grades.

Administrator Responsibilities:
- For observations, fill out educator name, time, setting, and date of observation, and indicate formal or informal observation;
- For each indicator, collect evidence, and if not observed, state "not observed" or "not applicable;"
- Record evidence on observation forms in Appendix B;
- Use evidence to determine areas of strength and areas for growth. Write a capture statement for each area on the observation feedback portion of the *Educator Performance, Practice, and Professional Growth Standards*;
- For formal observations, schedule a time to meet with the educator to be held in a timely manner;
- Provide written feedback within a timely manner via the observation forms in Appendix B
- During the post-conference, the educator and the evaluator will discuss the Educator Performance, Practice and Professional Growth Standards rating in relation to each indicator.

Ensuring Fairness and Accuracy: Evaluator Calibration Training and Monitoring

All evaluators will be required to complete extensive training on the evaluation model. The district will provide all evaluators of teachers with training focused on the teacher evaluation systems including at least, but not limited to, training on conducting effective observations and providing high quality feedback. In addition, the district will provide

ongoing training and monitor implementation through their Administrative Council meetings and summer retreats. ReVision Learning Partnership, LLC, will facilitate these multi-session training sessions. They will begin with a workshop designed to familiarize administrators with the *Enfield Public Schools Educator Performance, Practice, and Professional Growth Standards* and to identify evidence aligned with each Domain. Training sessions two and three are devoted to identifying administrator growth needs in the area of supervision, evaluation, and coaching teachers. Sessions four and five are focused on calibration, where district administrators engage in activities to view instruction, dissect the observed teacher behaviors, and align them to the district framework. Through reviews of evidence collected on sample lessons, an understanding of the proficiency and inter-rater agreement that currently exists among administrators is established and targeted growth needs are recommended. In sessions six and seven, administrators will refine the coaching approaches they take with teachers to ensure improved instruction.

Throughout the school year, evaluators will regularly revisit observations to ensure proficiency, inter-rater reliability, and coherence from school to school within the district. On a yearly basis, the district will audit the teacher evaluation summative ratings.

Table 1: Observation Schedule and Timeline

Teacher	Description	Formal	Informal
Years 1 and 2 teachers and any teacher in year 3 or 4 who has previously received a rating of Developing Practice (2) or Below Standard Practice (1)	All teachers in years one or two of service who have not attained tenure in Enfield or any CT District and all teachers in years 3 and 4 who have received a rating of 1 or 2	No fewer than one (1) announced formal observation by November 15 with written and/or verbal feedback No fewer than two (2) additional formal observations by April 15, one of which will be announced and one of which will be unannounced with written and/or verbal feedback Option: A videotape submission of a 30-minute lesson, if mutually agreed upon by teacher and evaluator, may be used in place of one of the announced formal observation	No fewer than one (1) unscheduled observation by January 15
Years 3 and 4 teachers with a previous rating of Exemplary Practice (4) or Effective Practice (3)	All teachers currently in years three and four in Enfield, and teachers who have transferred into Enfield after attaining tenure in another CT public school district	No fewer than one formal announced observation by November 15 with written and/or verbal feedback Option: A videotape submission of a 30-minute lesson, if mutually agreed upon by teacher and evaluator, may be used in place of the announced formal observation.	No fewer than two (2) additional unscheduled observations by April 15
Tenured Staff with a previous rating of Exemplary (4) or Effective Practice (3)	All teachers who have attained tenure and received a rating of Exemplary or Proficient Practice in the previous school year.	One formal observation by Jan. 15 which will be announced and will include written and/or verbal feedback Option: A videotape submission of a 30-minute lesson, if mutually agreed upon by teacher and evaluator, may be used in place of the announced formal observation.	No fewer than two (2) additional unscheduled observations by April 15
Tenured staff with a previous rating of Developing Practice (2) or Below Standard Practice (1)	Tenured staff with a previous rating of Developing Practice (2) or Below Standard Practice (1)	Based on Assistance Plan	Based on Assistance Plan

Self-Evaluation:

Enfield Public Schools believes that self-evaluation is designed to allow all teachers to examine their performance, pedagogic beliefs, and teaching practices in relation to performance expectations described in the domains and indicators on the *Educator Professional Growth and Evaluation Plan.* Regular and purposeful self-evaluation is critical to increasing teacher effectiveness and student achievement. Self-evaluation allows teachers to share their perspective on their professional and instructional practices. Self-evaluation lays substantial groundwork for goal setting, the focus of the annual evaluation, and professional learning plans.

At the beginning of the year, teachers will reflect on their student population, the needs of individual students, and how they will plan to accommodate these needs. They will also reflect upon how changes in their content area may affect planning, what their goals are for the year, and the resources they may need to accomplish these goals (see the Self-Evaluation Form in Appendix B).

Mid-year, teachers will reflect upon their student learning outcomes to date. They should review announced and unannounced observation forms as well as any on-going documentation relating to their students.

At the end of the year, teachers will reflect upon the completion of their goals, contributions to the learning community, and effectiveness of their teaching.

Phases/Timelines of the Process
The educator growth and evaluation process will begin the 2013-2014 school year. Table 2 (below) represents an outline of the overall process:

Table 2: Overview of the Evaluation Process

Action	Person	Document	Timeline
Self-Reflection	Teacher	EPS Self-Evaluation Form	By September 15
Collaborative goal meeting beginning-of-the-year conference	Supervisor/Teacher	EPS Self-Evaluation Form	By October 15
Self-Reflection	Teacher	EPS Self-Evaluation Form *Complete question 5a*	Ongoing until the mid-year conference
Collaborative goal meeting/mid-year conference	Supervisor/Teacher	EPS Self-Evaluation Form and EPS Evaluator Observation Form	By February 1
Self-Evaluation	Teacher	EPS Self-Evaluation Form *Complete question 5b*	Ongoing until end-of-the-year conference
Collaborative goal meeting/end-of-year conference	Supervisor/Teacher	EPS Self-Evaluation Form and EPS Evaluator Observation Form	No later than April 30 for non-tenured staff and June 15 for tenured staff.

Artifactual Evidence Collection

Artifactual evidence is an essential component to the evaluation process (see Appendix B). It allows for educators to showcase their strengths and successes in a variety of areas. Integrating multiple measures and authentic examples into the evaluation process will allow for maximum self-evaluation and educator growth. Educators are responsible for including evidence to support their individual SLOs and professional practice. Evidence will vary depending on content area, grade, and educator.

Recommendations:
- The evidence collection should be an on-going process – continue to add to it throughout the year;
- Remove any identifying information from student work samples, and
- Keep a copy of the completed Artifactual Evidence Form for your records prior to end-of-year conference.

Requirements:
Select one to two pieces of evidence per domain (Professional Responsibilities, Learning Environment, Planning and Preparation, Instruction, Assessment) to support your individual growth (see Appendix B).

The evidence should be clearly organized to indicate which of the 5 domains the artifact represents. This may be done in a digital or hard copy format. This information must be discussed at the mid-year and shared at the end-of-year conference. The Artifactual Evidence Form must be brought the end-of-year conference with domain, indicator, and evidence description completed (see Appendix B).

Categories 2 and 3: Whole School Learning Indicators
Surveys provide valuable feedback from key stakeholders in the school community. The results provide important information regarding the overall learning experience.

5% of an educator's evaluation will be based on student feedback.
10% of an educator's evaluation will be based on parent feedback

Requirements:
- Surveys must be fair, reliable, valid, and useful;
- Student surveys are created and administered in an age-appropriate manner;
- Surveys will be administered electronically;
- Surveys must be aligned with the CCT and CT Framework for Teaching;
- Survey results are confidential;
- Responses must be anonymous, and
- Results align with and influence Student Learning Goals (SLOs).

Protocols/Procedures:
- All surveys will be administered electronically and made available as a hard copy;
- For the secondary level, it is recommended that the survey be e-blasted to parents during this time period. Multiple reminders may be required to ensure a higher response rate;

- All student surveys must be administered during the school day;
- The Primary Student Feedback survey should be read to students to ensure understanding, and
- Allow 15 minutes for surveys to be completed.

Table 3: Survey Administration Timeline

Survey	Initial Administration	Re-administration
Student (Primary, Intermediate, and Secondary)	Mid-October to mid-November	Mid-March to mid-April
Parent survey	October November conferences or e-blast to parents	March conferences or e-blast to parents

Category 2 - Parent Feedback 10%

Ten percent (10%) of an educator's evaluation shall be based on parent feedback. Data will be used to support this process during year one. Each year new data will be collected and analyzed to support the establishment of school-wide goals to support improved practice.

Feedback from parents will be used to help determine the remaining 10% of the teacher performance and practice category.
The process for determining the parent feedback rating includes the following steps:
. (1) the school conducts a whole-school parent survey (meaning data is aggregated at the school level);
. (2) administrators and teachers determine several school-level parent goals based on the survey feedback;
. (3) the teacher writes and action plan to support one of the parent engagement goals;
. (4) evaluator and teacher set improvement targets and measure progress on growth targets; and
. (5) the evaluator determines a teacher's summative rating, based on four performance levels.

Focus on the indicators outlined in the EPS *Educator Performance, Practice, and Professional Growth Standards* will be taken into consideration to assist in the final rating of an educator's performance in this category, and the following scale (see Table 4 below) will be used:

Table 4: Parent Feedback

Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Level 4	Level 3	Level 2	Level 1
Exceeded Goal	Met Goal	Partially Met Goal	Did Not Meet Goal

Parent surveys will be anonymous. Parents may take the survey in the school building or at home during a specified time frame. A building designee or designees will be responsible for collecting and analyzing the results of the survey no later than two weeks after the administration. Within one month from the administration of the survey, the building principal will disseminate the information to the entire faculty. Each year a building level focus group comprised of faculty, students and parents will review and refine the surveys (see Appendix B) for the Parent Survey document).

Category 3 - Student Feedback (5%)

Five percent (5%) of an educator's evaluation shall be based on student feedback that will be collected utilizing district-generated surveys. Data will be used to support this process during year one, and each year new data will be collected and analyzed to support the establishment of school-wide goals to promote improved practice. The district will utilize various delivery models to ensure higher rates of return, fairness and reliability relative to student surveys.

Feedback from parents will be used to help determine the remaining 10% of the teacher performance and practice category.
The process for determining the parent feedback rating includes the following steps:
   . (1) the school conducts a whole-school parent survey (meaning data is aggregated at the school level);
   . (2) administrators and teachers determine several school-level parent goals based on the survey feedback;
   . (3) the teacher writes and action plan to support one of the parent engagement goals;
   . (4) evaluator and teacher set improvement targets and measure progress on growth targets; and
   . (5) the evaluator determines a teacher's summative rating, based on four performance levels.

Focus on the indicators outlined in the EPS *Educator Performance, Practice, and Professional Growth Standards* will be taken into consideration to assist in the final rating of an educator's performance in this category, and the following scale (see Table 4 below) will be used:

Table 5: Student Feedback Goal Attainment

Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Level 4	Level 3	Level 2	Level 1
Exceeded Goal	Met Goal	Partially Met Goal	Did Not Meet Goal

Category 4 - Student Learning 45%

Forty-five (45%) of an educator's evaluation shall be based on attainment of goals for student growth, using multiple indicators of academic growth and development to measure those goals.

- One half (or 22.5%) of the indicators of academic growth and development used as evidence of whether goals are met shall be based on the state test for those teaching tested grades and subjects, or based on another standardized indicator for other grades and subjects where available.
- For the other half (22.5%) of the indicators of academic growth and development, there may be:
  - A maximum of one additional standardized indicator, if there is mutual agreement.
  - A minimum of one non-standardized indicator.

SLO Goals
The process for assessing student growth using multiple indicators of academic growth and development for educator evaluation will be developed through mutual agreement by each educator and their evaluator at the beginning of the year. Examples of indicators that may be used to produce evidence of academic growth and development include but are not limited to:
- Standardized Indicators
  - Standardized assessments are characterized by the following attributes:
    - Administered and scored in a consistent – or "standard" – manner;
    - Aligned to a set of academic or performance "standards;"
    - Broadly administered (e.g. nation- or statewide);
    - Commercially produced;
    - Often administered only once a year.
  - Standardized assessments include, but are not limited to:
    - AP exams;
    - SAT-9;
    - DRA2 (administered more than once a year);
    - DIBELS (administered more than once a year);
    - Trade certification exams;
    - Standardized vocational ED exams;
    - Curriculum-based assessments taken from banks of state-wide or assessment consortium assessment item banks;
    - Gates-McGinnitie;
    - Preschool Assessment Framework;
    - Presidential Fitness Assessment
    - Brigance Screen
- Non-standardized Indicators
  - Non-standardized indicators include, but are not limited to:
    - Performances rated against a rubric (such as: music performance, dance performance);
    - Performance assessments or tasks rated against a rubric (such as: constructed projects, student oral work, and other written work);
    - Portfolios of student work rated against a rubric;

- Curriculum-based assessments, including those constructed by an educator or team of educators;
- Periodic assessments that document student growth over time (such as: formative assessments, diagnostic assessments, district benchmark assessments);
- Other indicators (such as: educator-developed tests, student written work, constructed project).

When selecting indicators used to gauge attainment of goals:
- Educators and their evaluators shall agree on a balance in the weighting of standardized and non-standardized indicators as previously described.
- The completed SLOs with associated indicators must meet three criteria:
  - deeply relevant to the educator's assignment and address a significant portion of his/ her students;
  - include specific, measurable evidence, be attainable but ambitious; and
  - represent a year's worth of growth (or semester's worth as appropriate). Indicators can address subgroups as appropriate.
- Educators are encouraged to collaborate on SLOs with grade level or subject partners. SLOs can also be the same for a group of educators, but quantitative targets can be different based on the specific students assigned to the educator.

Within the process, the following are descriptions of selecting indicators of academic growth and development:
- Fair to students - The indicator of academic growth and development is used in such a way as to provide students an opportunity to show that they have met or are making progress in meeting the learning objective. The use of the indicator of academic growth and development is as free as possible from bias and stereotype.
- Fair to educators - The use of an indicator of academic growth and development is fair when an educator has the professional resources and opportunity to show that his/her students have made growth and when the indicator is appropriate to the educator's content, assignment, and class composition.
- Reliable - Use of the indicator is consistent among those using the indicators and over time.
- Valid - The indicator measures what it is intended to measure.
- Useful - The indicator may be used to provide the educator with meaningful feedback about student knowledge, skills, perspective, and classroom experience that may be used to enhance student learning and provide opportunities for educator professional growth and development.

Educators will use **Figure 3** (below) to determine which SLO goals they will develop.

Figure 3: Determining SLO's
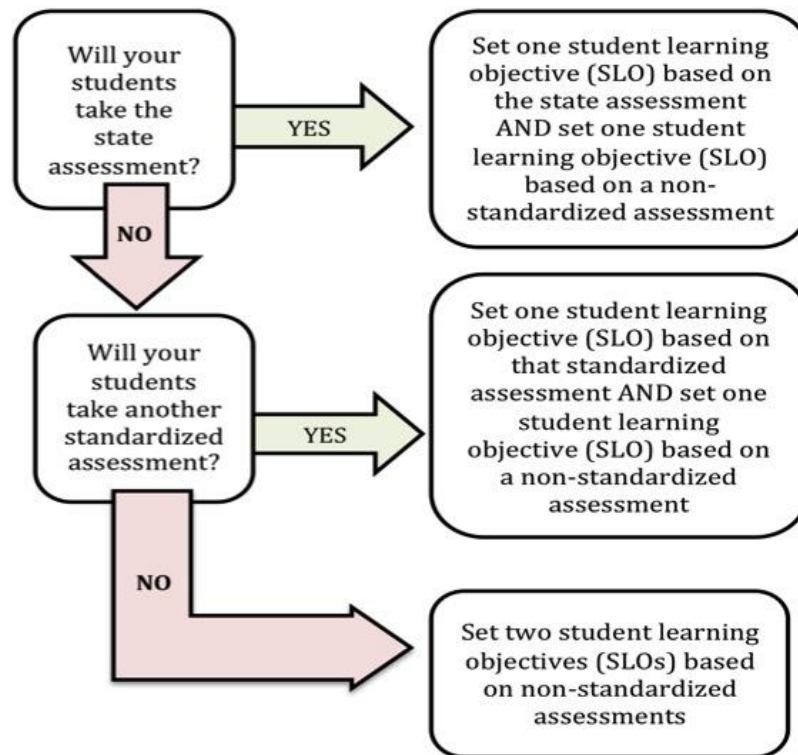
The Process For Assessing Student Growth (3 phases)

Phase 1: Beginning of Year Goal Setting Conference (occur by October 15)

Each educator, through mutual agreement with his/her evaluator, will select at least 2 but no more than 4 goals for student growth, the exact number based on a consideration of a reasonable number of goals/objectives taking into account teaching responsibilities and educator experience. Time will be allotted before the meeting to preview student data to inform educator goals. For each goal, each educator, through mutual agreement with his/her evaluator, will select Indicators of Academic Growth and Development (IAGD, and evidence of the IAGD based on the range of criteria used by the district. Examples of SLOs and IAGDs can be seen in Table 6 below.

Each goal will:
- o Take into account the academic track record and overall needs and strengths of the students, using baseline data when available;
- o Address the most important purposes of an educator's assignment through self-evaluation;
- o Be aligned with school, district, and state student achievement objectives;
- o Include a set of articulated action steps to meet each SLO. Action steps should

reflect each domain within the *EPS Educator Professional Growth Standards,* as well as the Whole School Indicator (WSI) survey data.

Table 6: Example SLO and IAGDs

Educator Assignment	Student Learning Objective (SLO)	Indicators of Academic Growth and Development (IAGD)
Eighth Grade Science	My students will master critical thinking concepts of science inquiry.	1. 78% of my students will attain at least a 4 on the CMT section concerning science inquiry. 2. 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.	1. 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 educators in our district.
Fourth Grade	My 22 students will demonstrate improvement in or mastery of Reading comprehension skills by June 2013.	1. 77% of my students assessed on the CMT will maintain proficiency, goal or advanced performance, or will gain a proficiency band on 4th grade CMT Reading in March 2013. 2. 23% of my student assessed on the MAS for Reading CMT will achieve the proficient or goal level on 4th grade CMT Reading MAS in March 2013.

Figure 3: Overview of SLO Goal Setting
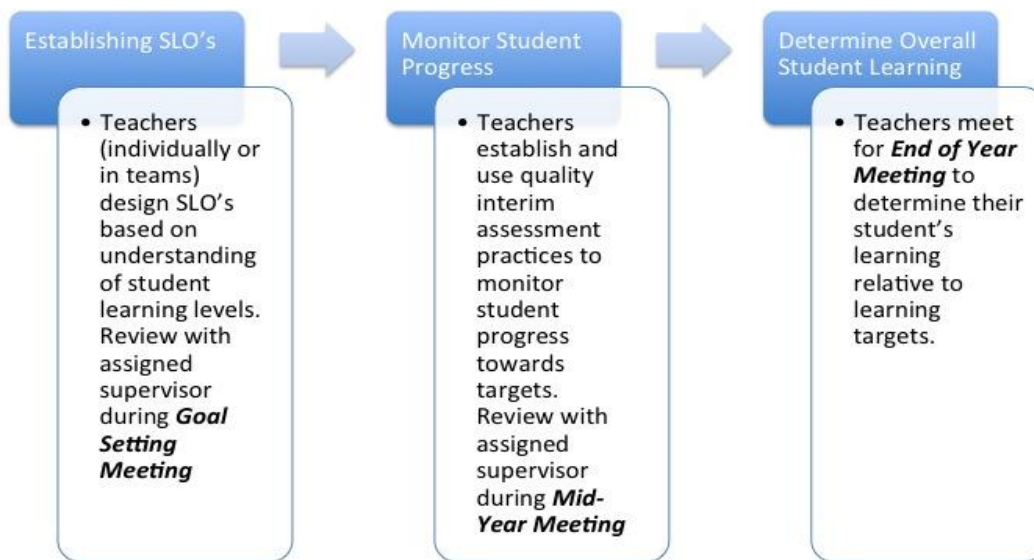
Phase 2: Mid-Year Check in Conference (Jan-Feb)

Evaluators and educators will review progress toward the goals/objectives at least once during the school year, which is to be considered the midpoint of the school year, using available information, such as agreed-upon indicators. Both the educator and the evaluator will provide some evidence at the mid-year conference.

- Examples of educators' evidence could be student work, samples of rubrics, plans, assessment questions, pre- and post-assessment data (See Appendix B).
- Examples of evaluator evidence can include observation notes/forms.

This review may result in revisions to the strategies or the approach being used and/or educators and evaluators may mutually agree on mid-year adjustment of student learning goals to accommodate changes (e.g., student populations, assignment).

Phase 3: End-of-Year Summative Review Conference (April 30 for non-tenured teachers, June 15 for tenured). Assessment of goals and needs for the future.

The educator shall collect evidence of student progress toward meeting the student learning goals/objectives. 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 evaluator, and the educator and evaluator will discuss the extent to which the students met the learning goals/objectives. Evidence for the end-of-year conference includes the following:

- self-assessment narrative

- *EPS Educator Professional Growth Standards* Self-Evaluation Form (see Appendix B)
- student assessment data (SLO)
- evidence from educator and evaluator
- proposed needs for the following year (material support, building support, professional development.)

Following the conference, the evaluator will rate the extent of student progress toward meeting the student learning goals/objectives, based on criteria for 4 levels of performance. If state test data may have a significant impact on a final rating, a final rating may be revised before September 15 when state test data are available.

Reflective questions for goal setting and assessing goal attainment:
- What information will I use to gauge my progress towards my goals?
- What does acceptable progress look like?
- What will I have and review at the mid-year mark?
- Are there any professional development opportunities that might be especially appropriate for my professional growth needs in this academic year?
- What in-building support (material, time, or coaching) do I need to achieve progress?

Table 7. SLO/IAGD Goal Attainment

Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Level 4 Exceeded SLO/IAGD	**Level 3 Met SLO/IAGD**	**Level 2 Partially Met SLO/IAGD**	**Level 1 Did Not Meet SLO/IAGD**
90-100% or most students met or substantially exceeded the target(s).	70-89% of the students met the target(s) within a few points on either side of the target.	50-69% of students met the target, but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress was made toward the goal.	49% or fewer students met the target, but a substantial percentage did not. Little progress toward the goal was made.

D. Aggregate and Summative Scoring

An educator's summative rating will include a combination of the performance ratings associated with the four categories of the evaluation model. Evidence relative to an ***educator's performance and practice*** will be combined with scores related to an educator's efforts associated with ***parent feedback*** goals to determine an overall ***Practice Rating***. This will be combined with performance relative to ***student learning measures*** designed at the beginning of the year through SLOs which will be combined with student scores related to an educator's efforts associated with ***student feedback*** goals to determine an overall ***Outcomes Rating.***

Determining Summative Rating
Step 1: Calculate educator performance level score on the *Educator Performance, Practice, and Professional Growth Standards.*

Table 8. Educator Performance, Practice, and Professional Growth Standards Scoring

Domain	Score	Weighting	Points (Score x Weight)
1. Professional Responsibilities		20%	
2. Learning Environment Planning		20%	
3. Planning & Preparation		20%	
4. Instruction		20%	
5. Assessment		20%	
		Total Score	

Table 9. Educator Performance, Practice, and Professional Growth Standards Scoring EXAMPLE

Domain	Score	Weighting	Score x Weight %
1. Professional Responsibilities	2.8	20%	.56
2. Learning Environment	2.9	20%	.58
3. Planning & Preparation	3.1	20%	.62
4. Instruction	2.2	20%	.44
5. Assessment	3.0	20%	.60
Total Score			2.8 (Developing Practice)

Step 2: Determine final Practice Rating

Table 10: Calculating the Practice Rating

Components	Score	Weighting	Points (Score x Weight)
Educator Performance, Practice and Professional Growth Standards Score		**40**	
Parent Feedback		**10**	
Total Score			

Table 11: Calculating the Practice Rating EXAMPLE

Components	Score	Weighting	Points (Score x Weight)
Educator Performance, Practice and Professional Growth Standards Score	**2.8**	**40**	**112**
Parent Feedback	**2.5**	**10**	**25**
Total Score			**137 (Level 3 Proficient)**

Step 3: Determine the Performance Level for the Practice Rating by using the rating table below.

Table 12: Practice Rating Table

Point Range	Performance Level Rating	
175-200	**Level 4**	
127-174	**Level 3**	
81-126	**Level 2**	
50-80	**Level 1**	
Final Educator Performance and Practice		

Step 4: Determine the final Outcomes Rating.

Table 13: Calculating the Outcomes Rating

Component	Score	Weighting	Points (Score x Weight)
Student growth and development (SLOs)		45	
Student Feedback		5	
Total Score			

Table 14: Calculating the Outcomes Rating EXAMPLE

Component	Score	Weighting	Points (Score x Weight)
Student growth and development (SLOs)	2.7	45	121.5
Student Feedback	3.0	5	15
Total Score			136.5 (Level 3 Proficient)

Step 5: Determine the Performance Level for the Outcomes Rating by using the rating table below.

Table 15: Outcomes Rating Table

Point Range	Performance Level Rating
175-200	Level 4
127-174	Level 3
81-126	Level 2
50-80	Level 1
Final Educator Performance and Practice	

Step 6: Using the *Summative Performance Rating Matrix* **(Table 16)** below, determine the final performance rating for an educator based on his or her combined scores. To use the table, identify the educator's rating for each category and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. Note the Matrix uses the state reporting language, which corresponds to the EPS Professional Growth Standards as follows:

State Reporting Language	EPS Language
Exemplary	Exemplary Practice
Proficient	Effective Practice
Developing	Developing Practice
Below Standard	Below Standard Practice

Table 16: Summative Performance Rating Matrix					
		Practice Rating			
		Exemplary (175-200 points)	**Proficient** (127-174 points)	**Developing** (81-126 points)	**Below Standard** (50-80 points)
Outcomes Rating	**Exemplary** (175-200 points)	**Exemplary** (175-200 points)	**Exemplary** (175-200 points)	**Proficient** (127-174 points)	**Gather Further Information**
	Proficient (127-174 points)	**Exemplary** (175-200 points)	**Proficient** (127-174 points)	**Developing** (127-174 points)	**Below Standard** (50-80 points)
	Developing (81-126 points)	**Proficient** (127-174 points)	**Developing** (81-126 points)	**Developing** (81-126 points)	**Below Standard**
	Below Standard (50-80 points)	**Gather Further Information**	**Below Standard** (50-80 points)	**Below Standard** (50-80 points)	**Below Standard** (50-80 points)

Definition of Effectiveness and Ineffectiveness

Enfield defines effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation and support system. Enfield uses the following patterns:

Novice teachers (teachers in years 1 through 4) shall generally be deemed effective if said educator receives at least two sequential proficient ratings, one of which must be earned in the fourth year of a novice teacher's career. A below standard 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 ratings in years three and four. Upon receiving all student achievement data, 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 ratings or one below standard rating at any time. Refer to pages 33-34 of this handbook for a detailed description of summative ratings and definitions of effectiveness.

Data Management System:

TalentEd is the district's web-based performance management software. All forms associated with the *EPS Evaluation Plan* will be accessed electronically by educators and evaluators via the district's TalentEd website.

Orientation to the Teacher Evaluation Process

Beginning in the 2013-2014 school year, all secondary teachers will be evaluated under the new teacher evaluation system in Enfield.

In the first year of the new system, all teachers will attend, on August 28, 2013, a morning orientation program that will include an overview of the *Educator Performance, Practice, and Professional Growth Standards*, the district instructional framework, and the overall teacher evaluation system. In addition, all secondary teachers will attend an afternoon session orientation and introduction to the district talent management data system (to be determined). At the end of the year one of implementation at the secondary level, all elementary teachers will attend an orientation program that will include an overview of the *EPS Educator Professional Growth Standards*, the district instructional framework, the overall teacher evaluation system, and the district talent management data system.

The district will also support teachers by scheduling ongoing professional development time devoted to goal setting (SLO/IAGD for secondary; data review for elementary teachers) and the talent management data system.

Rollout for new teachers for each subsequent year will take place during the annual new teacher orientation/TEAM orientation.

Developing and Supporting Educators through Professional Learning

New Teacher Induction

In addition to the programs offered to all professional staff, educators new to Enfield are provided with a new educator support program. The program is designed to help new educators become increasingly effective, while introducing them to the culture of teaching and learning expectations in Enfield. The new educator program is a comprehensive program designed to help new staff become reflective members of the learning community. It begins with an initial induction before school begins, of the *EPS Educator Professional Growth Standards* of

professional development through systematic learning opportunities over a two-year period and differentiated supports based on an educator's assignment, as well as an educator's prior experience and preparation.

There are three components to the new educator support program that work together to increase educator effectiveness in promoting student achievement:

1. **Component One: New Educator Induction in August**
   The new educator induction is an introduction to the Enfield culture, beliefs, and expectations.

2. **Component Two: Individualized Mentoring/Coaching**
   All new educators are provided support by building principals, reading and math specialists, and grade level colleagues. In addition, all educators participating in the Connecticut State Department of Education TEAM (Teacher Education and Mentoring) program are provided formal mentors to support professional growth in accordance with the Connecticut State Department of Education (CSDE) guidelines.

   All new educators to the district who enter with prior experience and are not a part of the TEAM process will also receive a one-year informal mentor to support their transition to the district.

3. **Component Three: Ongoing Professional Development Opportunities**
   New educators are invited to attend seminars on a variety of topics. Developed based on the need of new educators and their students, the seminars offered to new educators are hosted by the district and provide opportunities for learning and discourse.

Career Development and Growth Plans

In Enfield all educators must be models of ongoing learners. To that end goal setting, assessment, reflection and adjustment are cyclical practices that help determine professional development needs in a growth model.

As a result, Enfield believes that professional learning improves the learning of all students when:
1. Adults are organized into professional learning communities whose goals are aligned to school and district strategic plans and provides educators with the knowledge and skill to collaborate (Learning Communities – Standard 1)
2. Skillful school and district leaders guide continuous instructional improvement (Leadership – Standard 2)
3. Resources are required to support adult learning and collaboration (Resources – Standard 3)

4. Disaggregated student data is used determine adult learning priorities, monitor progress, and help sustain continuous improvement data (Data-Driven – Standard 4)
5. Educators apply research to decision-making, uses learning strategies appropriate to the intended goal and applies knowledge about human learning and change (Learning Design – Standard 5)
6. Educators understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement (Equity)
7. Educators' content knowledge is deepened and provides them with research-based instructional strategies to assist students in meeting rigorous academic standards. This knowledge prepares them to use various types of classroom assessments appropriately (Quality Teaching)
8. Educators are provided with knowledge and skills to involve families and other stakeholders appropriately (Family Involvement).

Professional Learning

A natural outgrowth of the Enfield's Educator Evaluation Plan is the development of a district-wide professional learning committee. This committee is comprised of a sub-set of members from the Teacher Evaluation/Professional Development Committee to help guide the development and implementation of multiple learning opportunities for professionals. Effective professional learning requires human, fiscal, material, technology, and time resources to achieve growth. How these resources are prioritized to align with identified professional learning needs affects access to, quality of, and effectiveness of educator learning experiences.

 The district -level of the Teacher Evaluation/Professional Learning committee will work in collaboration with school leadership at the building level to enhance learning opportunities for all educators. Professional development opportunities—both team and individual—would be reviewed and approved by evaluators as a part of the beginning-of-the-year conference. As professional reflection occurs and adjustments are needed, additional professional development options to address a team or individual needs could be discussed and considered with the evaluator.   Examples of such opportunities include, but are not limited to differentiated career pathways based on teacher ratings and targeted professional development based on areas of need.

Enfield's professional learning opportunities include but are not limited to the following:

1. **District-wide professional development time** – Annual time provided to all professionals to collaborate and develop effective teaching and learning practices. In the initial phases of the implementation of Enfield's Teacher Evaluation Plan, an emphasis will be placed on supporting the development of student learning objectives (SLOs) that reflect the shift to emphasis on growth.

2. **PLC time** – Enfield values the collaborative learning between professionals. As a result, grade level and departments are provided with a regularly scheduled professional learning time for collaboration. Professional development opportunities that develop as a result of the continuous improvement cycle used in these meetings is encouraged.

3. **Coaching –** Educators are encouraged to collaborate with instructional coaches who are available to meet with individuals or teams to engage in collaborative job-embedded discourse, and resources and provide support and assistance for all aspects of learning.

4. **Action research** – Individuals or teams engage in an inquiry process conducted for the purpose of problem solving through the improvements of instructional practices. Those involved in action research follow a series of specific steps beginning with identifying a problem and ending with adopting a course of action.

5. **Educator-led book clubs**- Educators choose research-based books aligned with professional goals to share with colleagues and discuss.

6. **Online opportunities**- Online resources and professional development opportunities will be available on the Enfield Curriculum website making learning available to staff that can either be self-directed or supported with various after school offerings/workshops.

7. **Educator-led blogs**- Individuals or teams of educators can create educational blogs. The blogs will be an open forum to colleagues offering an on-going opportunity for professional dialogue on a variety of topics.

8. **Grade level and subject-area workshops based professional learning programs** – Occasionally grade-level and subject-area workshops will be held during the day to support the specific needs of grade levels and subject areas.

9. **Leading professional development opportunities** – Professional development opportunities will be offered at the individual school level and district level for educators. Professionals may volunteer to attend these collaborative learning opportunities. Professional development opportunities will be offered in response to educators expressed needs (e.g. new curricula, instructional methods, technology implementations, etc.) as well as well as district initiatives.

10. **Creation of exemplar professional videos**- Individuals or teams may create professional videos of exemplar teaching practices. Educators will videotape and edit their colleagues engaged in best practices for the purpose of professional development for the district. Educators will design a facilitator's guide to promote collegial conversation.

11. **Mentoring** – Tenured teachers who are identified as a master teacher, who are rated *Effective Practice* (3) or *Exemplary Practice* (4), and meet the qualifications specified may apply to become a TEAM mentor for beginning teachers, to guide a student teacher or support a colleague in need of assistance. In addition, teachers may serve as mentors to colleagues to assist in the development of teacher improvement and remediation plans for peers whose performance is rated less than *Effective Practice*.

12. **Peer Sharing/Coaching** - Colleagues pursue goals for improving student performance and professional growth by engaging in an educator-directed process of pre-observation conferencing, classroom visits revolving around objective data gathering and post-conferencing with feedback and dialogue.

Educator Assistance Process

The Enfield Public School system believes that teachers who are in need of assistance to reach a rating of Effective Practice (3) should be provided with professional development and support. The process of supporting those teachers should be collaborative including the teacher, the evaluator, and other staff involved directly with that support. The purpose of this assistance plan is to provide the teacher with the opportunity and the assistance to improve performance.

An assistance plan, both structured and intensive:
1. Clearly identifies the area(s) of concern,
2. Clearly expresses the evaluator's expectations for improved performance,
3. Outlines a plan for improvement which identifies appropriate resources and helps to assist the teacher to improve performance,
4. Provides a monitoring system which includes a specific minimum number of observations and conferences, and
5. Provides a reasonable and specific time period in which improvement will be made and a review completed. Structured Support Plans are designed to assist an educator in meeting stated goals over a 90 day period. Intensive Assistance Plans are designed to support the educator to achieve the stated goals within a 45 day period.

At the end of the period specified in the support plan the primary evaluator will provide the teacher with a formal written assessment, which contains:
1. A record of the assistance which has been provided,
2. A record of the observations/data and/or conferences conducted held to monitor performance,
3. An assessment of performance in the area(s) of concern or deficiency as of the date of the report, and
4. A statement that any areas of concern or deficiency have been resolved or a recommendation for further administrative action which, depending upon the seriousness of the concerns or deficiencies shall include, as appropriate, one of the following:

      a. An extension of the terms and limits of the assistance plan,

      b. Revision of the assistance plan to include other suggestions for improvement and additional help and an extension of the time limits,

      c. Staff member moves from structured to intensive support

      d. Other administrative actions up to and including recommendation for termination of employment.

A copy of any written report will be given to the teacher; one will be kept by the evaluator, and one will be forwarded to Central Office for inclusion in the Personnel files. The teacher has the right to review the written report before it is filed and may submit written comments to be filed alongside the form. The teacher may have bargaining unit representation at all conferences if desired and requested. The Superintendent may assign other evaluators to assist in this process.

I. Tenured Teachers

A. If rated Below Standard Practice (1) at summative meeting, tenured teachers will be placed on the intensive support plan for the following school year and:

B. If the tenured teacher has not progressed from the Below Standard Practice (1) to Developing Practice rating after year-1 of the plan, he or she will be deemed ineffective and may be recommended for termination.

C. If rated Developing Practice (2) at summative meeting tenured teachers will be placed on the structured support plan for the following year.

      a. If the tenured teacher remains at Developing Practice (2) after the structured support period ends, that teacher will be moved to the intensive support plan for the following year. After the year on intensive support that teacher must show growth to Effective Practice (3) or Exemplary Practice (4) or he or she may be recommended for termination.

      b. If the tenured teacher has shown growth to Effective Practice (3) or Exemplary Practice (4) after the structured support year, he or she will be moved off teacher assistance.

II. Non-tenured teachers:

A. In order to receive tenure, non-tenured teachers must meet a rating of Effective Practice (3) or Exemplary Practice (4) for at least two years, including the year in which he or she will be recommended for tenure.

B. Non-tenured teachers that are rated Developing Practice (2) at summative meeting may be placed on the structured support plan for the following year or may be recommended for termination.

C. Non-tenured teachers rated Below Standard Practice (1) at any time may be placed on intensive support from the district or may be recommended for termination.

Description of Educator Assistance Plans

Plan Type: Structured Support Plan
Purpose: To provide assistance to a professional staff member.
Participant:
- Phase 1: Beginning in the 2014-2015 school year, any tenured or non-tenured secondary teacher who has been rated Developing Practice (2).
- Phase 2: Beginning in the 2015-2016 school year, any tenured or non-tenured elementary teacher who has been rated Developing Practice (2) OR any tenured secondary teacher who was been rated Developing Practice.

Process:
1. Evaluator and teacher meet to define specific areas for improvement within the same timeframe as the initial goal setting conference for all teachers. Reasons are provided in writing on the referral and action plan forms.
2. Teacher and evaluator may request a tenured peer teacher in good standing (rated Effective Practice or Exemplary Practice) to assist with following the plan.
3. Evaluator and teacher develop an improvement plan.
4. The teacher, evaluator, and any requested advocates per plan will meet within the contracted workday to monitor the improvement plan.
5. If a teacher successfully completes the structured support, it will be documented in the formal written assessment.
6. If concerns are not resolved, a participant has the right to appeal their concerns through the Dispute Resolution Process.
7. Evidence regarding progress on plan will be collected by the teacher and the evaluator.
8. The number of observations to be conducted during the support plan will be determined by primary evaluator.

Plan Type: Intensive Support Plan
Purpose: To provide assistance to a professional staff member.

Participant:
- Phase 1: Beginning in the 2014-2015 school year, any tenured secondary teacher who has been rated Below Standard Practice (1).

- Phase 2: Beginning in the 2015-2016 school year, any tenured elementary teacher who has been rated Below Standard Practice (1) OR any tenured secondary teacher who has been rated Developing Practice for two consecutive years and who has completed a Structured Support Plan.

Process:
1. The primary evaluator will present a written statement of the specific concerns regarding a teacher and what has been done to date to the Superintendent or his/her designee.

2. After the evaluator's discussion and review with the Superintendent or his/her designee, an Intensive Support Plan may be initiated, which will be coordinated by the evaluator.
3. Intensive support begins with a notice to the teacher that a meeting will be held in the evaluator's office to discuss the teacher's performance.
4. All evaluators involved with the teacher will be in attendance at this meeting, and it will be suggested that the teacher may invite a member of the Enfield Teachers' Association to attend, as well.
5. The evaluator will present the concerns as noted in the written statement (see #1 above), and prescribe a plan of action that includes the following:
   a. Identification of what needs to be accomplished
   b. Strategies for resolution of the problem
   c. Indicators of success
   d. A timeline for meeting minimum performance expectations.
6. Evidence regarding progress and/or limited progress of plan will be collected and documented by the teacher and the evaluator.
7. If a teacher successfully completes the Intensive Support Plan, it will be documented in the formal written assessment.
8. If the strategies for resolution are not accomplished within a forty-five day period, the teacher will be informed that his/her performance continues to be Below Standard Practice. In this case, all records, including the records of the Structured and Intensive Support Plans, will be used to begin the process of termination.

Educator Evaluation Appeal Procedure

The right to appeal a summative rating is inherent in the evaluation process and is available to every participant. The appeal procedure is designed to facilitate the resolution of conflicts generated by the evaluation process.

To initiate an appeal, either party must submit Appeal Worksheet I to both of the Appeal Committee Co- Chairpersons.

Within three (3) school days of receipt of the appeal, the Appeal Committee Co- Chairpersons will send copies of the appeal to the other party. Using Appeal Worksheet II, the Appeal Committee Co-Chairpersons will schedule a joint meeting of the parties involved within seven (7) school days of the original receipt of the appeal.

When an appeal is brought to the Appeal Committee Co-Chairpersons, the following will occur:

1. A Hearing Committee, consisting of six (6) members chosen from the larger Appeal Committee, including both of the co-chairpersons, will meet with both parties simultaneously. The Hearing Committee will consist of 3 teachers and 3 administrators. See Appendix for the composition of the Appeal Committee and guidelines and the Appeal Committee application. The Appeal Committee co-chair chosen to chair the hearing may not do so if the hearing originates from his or her school.
2. At the hearing, the parties will present their concerns, talking with each other only through the committee chair.

3. At the hearing, when the committee is satisfied that they have sufficient information; they will recess to formulate a resolution. The Hearing Committee must come to a resolution.
4. When the Hearing Committee has reached consensus, the chairperson will prepare the written resolution on Appeal Worksheet III, which will be delivered to both parties by the committee chair within three (3) school days.

Appeal Committee Composition and Guidelines

1. Anyone interested in serving as an Appeal Committee member must submit an application to the head of his/her respective bargaining unit in September of the school year in which the person would serve on the Committee.
2. The Co-chairpersons of the Appeal will be an executive member of the Enfield Teachers' Association and the Enfield School Administrators' Association.
3. The Co-chairpersons will be responsible for appointing members of the district's Hearing Committee.
4. Appeal Committee members shall be educators and administrators who received ratings of proficient or higher on their own evaluations of the year preceding their appointment to the Committee.
5. Training in hearing processes or dispute resolution shall be provided by the district to all Appeal Committee members in the school year during which they have been appointed to the committee.
6. In the first year of implementation, one-third (1/3) of the Appeal Committee members shall be appointed to one (1) year terms; one-third (1/3) shall be appointed to two (2) year terms; and one-third (1/3) shall be appointed to three (3) year terms. In subsequent years, all terms shall be three (3) years in duration. Members may be appointed to the Committee for additional terms as long as their own evaluation ratings remain at the proficient level or higher.
7. Teacher applications shall be submitted to the Enfield Teachers' Association's executive committee; administrator applications shall be submitted to the head of the Enfield School Administrators' Association or, in the absence thereof, the superintendent or his/her designee.

Hearing Committee Composition and Guidelines

1. The Hearing Committee shall consist of six (6) members: three (3) teachers to be appointed by the Enfield Teachers' Association (LEA); and three (3) administrators to be appointed by the Enfield Administrators' Association. All Hearing Committee members shall be chosen from among the pool of Appeal Committee members.
2. The evaluator of the educator initiating the appeal cannot sit on the Hearing Committee to which the person brings his/her appeal. Administrators may sit on other Hearing Committees.
3. Whenever possible, members of the Hearing Committee should include teachers or administrators who teach or supervise the same grade level(s) or subject area(s) as the person initiating the hearing.
4. Appeal Committee members shall be selected on a rotating basis to serve on a Hearing Committee as set forth by the co-chairpersons.
5. Hearing Committee members shall be granted release time to hear appeals that occur during the scheduled school day. If an appeal hearing is scheduled outside work hours (as determined by the Collective Bargaining Agreement for the committee members' respective associations), Hearing Committee members shall be compensated at the curriculum writing hourly rate.
6. Hearing Committee members shall not discuss appeals or appeal hearings with those not on the Hearing Committee.
7. Appeal hearing timelines may be extended by mutual agreement of both parties involved as well as their respective bargaining associations.

Procedures for Conducting an Appeal Hearing

1. Co-chairs will convene meeting.
2. Co-chairs will introduce all participants (if necessary).
3. Co-chairs will explain purpose of appeal (facilitate resolution of conflict and guarantees to the rights of due process in resolving conflicts).
4. Co-chairs will review procedures to be followed.
5. Co-chairs will conduct the meeting. All statements or requests to question must be addressed to the chair.
6. The initiator of the appeal will cite the relevant area, section, process, or procedure within the evaluation program and state the nature of the Appeal.
7. The initiator of the appeal will present his/her position(s).
8. The co-chairs or members of the hearing committee will address any clarifying questions to the initiator of the appeal.
9. The primary evaluator in the appeal procedure will present his/her position(s).
10. The chair or members of the hearing committee will address any clarifying questions to the primary evaluator.
11. The chair will allow each party to make a concluding statement.
12. The committee will recess to formulate a resolution.
13. A written document outlining the resolution will be delivered to both parties within five (5) school days of the appeal hearing.

Both parties involved in the hearing may be accompanied by the respective Enfield Teachers' Association representatives of their choice.

Resolutions to Appeals

1. If the Hearing Committee determines that the evaluation is accurate and requires no further review, then:
   a. Teacher will be placed in the proper level of assistance for the upcoming school year (Structured or Intensive)
   b. Superintendent will be notified of the outcome of the appeal process
2. If the decision of the Hearing Committee has determined that the evaluation is not accurate and the score should be altered, then:
   a. If applicable, teacher will be placed in the proper level of assistance for the upcoming school year (Structured, Intensive, Professional Phase)
   b. If there is enough evidence to change the outcome measure, then the new score will be reflected in the appealed plan
   c. Superintendent will be notified of the outcome of the appeal process
3. If the decision of the Hearing Committee has determined that the evaluation merits further observations, then:
   a. Due to time constraints, the teacher's appealed evaluation may remain for the current school year with no further observations being completed. This score will be contingent upon the outcome of future observations as completed by the primary evaluator and third party validator.
   b. A third party validator may be assigned by the Deputy Superintendent to participate in all formal observations and goal setting conferences with the primary evaluator for the upcoming school year.
      i. Teacher's granted their appeal will be the first to be scheduled for formal observations in the following school year. This will provide the opportunity for early intervention.
   c. Superintendent will be notified of the outcome of the appeal process

Appendix A:

Enfield Educators' Performance, Practice, and Professional Growth Standards

Educator Performance, Practice, and Professional Growth Standards

Overview of Domains and Indicators

Domain	Indicators
1: Professional Responsibilities	A: Conducts self as professional in accordance with CT Code of Professional Responsibility for educators B: Prioritizes continuous professional growth to impact instruction and student learning C: Understands individual student needs and rights and complies with all legal requirements D: Communicates and collaborates with colleagues and families to develop and sustain a positive school climate in order to support student learning E: Understands district/school/classroom emergency policies and procedures
2: Learning Environment	A: Promotes a positive class climate that is responsive and respectful B: Teacher promotes student engagement and shared responsibility for the learning process C: Sets clear social expectations for self and students D: Provides a structured student-centered learning environment that supports choices and options to enhance learning E: Establishes appropriate standards of behavior for students F: Promotes efficient routines and transitions to maximize learning time
3: Planning and Preparation	A: Demonstrates grade level and/or content area knowledge including literacy/numeracy B: Plans for levels of challenge and differentiation (assessing prior knowledge) (knowing student strengths/challenges) C: Clearly defines objectives for all students that are aligned with the curriculum and district learning standards D: Develops and organizes coherent units, lessons, and tasks
4: Instruction	A: Communicates expectations to all students B: Uses purposeful instructional strategies C: Engages all students in learning tasks D: Uses high quality questions E: Engages all students in discourse F: Provides feedback to all students to improve their performance G: Monitors and adjusts instruction to enhance student learning
5: Assessment	A: Implements a variety of assessment methods B: Utilizes assessment to inform instructional practice C: Uses assessment to analyze student learning, inform instruction, and draw conclusions D: Communicates conclusions drawn from assessment results with colleagues E: Provides students and families with assessment criteria and descriptive, timely feedback

Domain 1: Professional Responsibilities				
Performance Levels	**4**	**3**	**2**	**1**
	Exemplary Practice	**Effective Practice**	**Developing Practice**	**Below Standard Practice**
Indicators				
A. Conducts self as professional in accordance with CT Code of Professional Responsibility for educators	*In addition to characteristics of effective practice:* Teacher is responsible for demonstrating the highest ideals of professionalism evidenced by his/her commitment to students, the profession, the community and families.	Teacher consistently ensures the highest ethical standards. Teacher consistently models respect for all members of the school community.	Teacher occasionally ensures the highest ethical standards. Teacher occasionally models respect for all members of the school community.	Teacher rarely ensures the highest ethical standards. Teacher rarely models respect for all members of the school community.
B. Prioritizes continuous professional growth to impact instruction and student learning	*In addition to characteristics of effective practice:* Teacher actively seeks outs professional learning opportunities. Teacher shares learning and resources with their colleagues.	Teacher consistently participates actively in professional learning opportunities. Teacher consistently utilizes supervisor feedback. Teacher consistently applies professional learning to improve instruction, engage students, and self-evaluate his/her own practices.	Teacher occasionally participates *actively* in professional learning opportunities. Teacher occasionally utilizes supervisor feedback. Teacher occasionally applies professional learning to improve instruction, engages students, and self-evaluates his/her own practices.	Teacher rarely participates *actively* in professional learning opportunities. Teacher rarely accepts or applies supervisor feedback. Teacher rarely applies professional learning to improve instruction, engages students, and self-evaluates his/her own practices.
C. Understands individual student needs	*In addition to characteristics of effective practice:* Teacher actively pursues resources to enhance	Teacher consistently maintains the confidentiality of information concerning	Teacher occasionally maintains the confidentiality of information concerning	Teacher rarely maintains the confidentiality of information concerning students and dispenses

and rights and complies with all legal requirements	individual student learning and/or contributes ideas towards the IEP, 504 or other accommodation plans	students and dispenses such information only when prescribed or directed by federal or state law or professional practice. Teacher consistently reads and reviews a student's IEP, 504 plan, or other accommodation plans and modifies and accommodates as necessary.	students and dispenses such information only when prescribed or directed by federal or state law or professional practice. Teacher occasionally reads and reviews a student's IEP/504 plan, or other accommodation plan and modifies and accommodates as necessary.	such information only when prescribed or directed by federal or state law or professional practice. Teacher rarely reads and reviews a student's IEP/504 plan, or other accommodation plan and modifies and accommodates as necessary.
D. Communicates and collaborates with colleagues and families to develop and sustain a positive school climate in order to support student learning	*In addition to characteristics of effective practice:* Teacher facilitates or actively participates in school-wide activities to address bias, negative, or disrespectful attitudes or practices in the school community. Teacher communicates with families on positive student progress as well as negative. Teacher communicates with families in alternative ways on a regular basis such as webpages, newsletters, blogs etc.	Teacher consistently utilizes a variety of communication methods to inform and involve families of the educational program. Teacher consistently develops collaborative relationships and makes a contribution to the professional community. Teacher consistently challenges and rejects biased, negative, or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.	Teacher occasionally utilizes methods of communication to inform families of the educational program. Teacher occasionally develops collaborative relationships and makes a contribution to the professional community. Teacher occasionally challenges and rejects biased, negative, or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.	Teacher rarely utilizes methods of communication to inform families of the educational process. Teacher rarely develops collaborative relationships and makes a contribution to the professional community. Teacher rarely challenges and rejects biased, negative, or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.
E. Understands district/school/cl assroom	Teacher and students have a clear understanding of district/school/classroom emergency policies and	This box is left blank intentionally	This box is left blank intentionally	Teacher and students are unaware of district/school/ classroom emergency

emergency policies and procedures	procedures			policies and procedures
	Procedures are clearly posted in the classroom			Procedures are not posted in the classroom
	Teachers and students model appropriate emergency protocols			

Domain 2: Learning Environment				
Performance Levels	**4**	**3**	**2**	**1**
	Exemplary Practice	**Effective Practice**	**Developing Practice**	**Below Standard Practice**
Indicators				
A. Promotes a positive class climate that is responsive and respectful	*In addition to the characteristics of effective practices* Teacher supports students in becoming role models for treating others with respect. Teacher is able to model this as an exemplar of practice.	Teacher consistently promotes high academic and behavioral expectations for all students. Teacher creates and sustains a classroom environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels. Teacher consistently establishes a positive rapport with students and builds a trusting, supportive relationship.	Teacher occasionally promotes academic and behavioral expectations for students. Teacher creates a classroom environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels. Teacher occasionally establishes a positive rapport with students or builds a trusting, supportive relationship.	Teacher rarely promotes academic and behavioral expectations for students. Teacher rarely creates a classroom environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels. Teacher rarely establishes a positive rapport with students or builds a trusting, supportive relationship.
B. Promotes student engagement and shared responsibility for the learning process	*In addition to the characteristics of effective practice* Teacher consistently uses and supports appropriate strategies to assist students as they reflect on and evaluate	Teacher consistently provides students with strategies and opportunities to set and monitor their own learning goals. Teacher consistently uses appropriate strategies	Teacher occasionally provides students with strategies and opportunities to set and monitor their own learning goals. Teacher occasionally uses appropriate	Teacher rarely provides students with strategies and opportunities to set and monitor their own learning goals. Teacher rarely uses appropriate strategies and supports to engage or re-

	their own learning process and progress. Teacher is able to model this as an exemplar of practice.	and supports to engage or re-engage students in learning activities. Teacher consistently fosters a welcoming environment where students engage in positive student/student and student/teacher discourse.	strategies and supports to engage or re-engage students in learning activities. Teacher occasionally fosters a welcoming environment where students engage in positive student/student and student/teacher discourse.	engage students in learning activities. Teacher rarely fosters a welcoming environment where students engage in positive student/student and student/teacher discourse.
C. Sets clear social expectations for self and students	*In addition to the characteristics of effective practices* Teacher provides evidence of explicit instruction, modeling, and reinforcement of social skills. Teacher is able to model this as an exemplar of practice.	Teacher consistently demonstrates evidence of explicit instruction, modeling, and reinforcement of social skills.	Teacher occasionally demonstrates evidence of explicit instruction, modeling, and reinforcement of social skills.	Teacher rarely demonstrates evidence of explicit instruction, modeling, and reinforcement of social skills.
D. Provides a structured student-centered learning environment that supports choices and options to enhance learning	*In addition to the characteristics of effective practices* Teacher creates an environment promotes and rewards student persistence to complete learning objectives Teacher is able to model this as an exemplar of practice.	Teacher consistently shows evidence of on-going student participation in classroom decision-making and goal-setting. Teacher consistently provides opportunities for student participation in inquiry, self-monitoring, and self-evaluation.	Teacher occasionally shows evidence of on-going student participation in classroom decision-making and goal-setting. Teacher occasionally provides opportunities for student participation in inquiry, self-monitoring, and self-evaluation.	Teacher rarely shows evidence of on-going student participation in classroom decision-making and goal-setting. Teacher rarely provides opportunities for student participation in inquiry, self-monitoring, and self-evaluation.

E. Establishes appropriate standards of behavior for students	*In addition to the characteristics of effective practices* Teacher promotes appropriate student behavior that will support a productive learning environment. Teacher promotes student use of: - self-regulation - conflict-resolution - problem-solving in support of social skills and ethical and responsible behavior. Teacher is able to model this as an exemplar of practice.	Teacher consistently establishes clear behavior expectations and consequences for the students. Teacher consistently and actively monitors and establishes behavior that supports the learning environment.	Teacher occasionally establishes clear behavior expectations and consequences for the students. Teacher occasionally monitors actively and establishes behavior that supports the learning environment.	Teacher rarely establishes clear behavior expectations and consequences for the students. Teacher rarely monitors actively and establishes behavior that supports the learning environment.
F. Promotes efficient routines and transitions to maximize learning time	*In addition to the characteristics of effective practices* Teacher promotes an environment in which students seamlessly demonstrate independence, efficient routines, and transitions. Teacher is able to model this as an exemplar of practice.	Teacher consistently provides classroom routines and procedures that are clear and evident. Teacher consistently displays classroom routines and procedures that help to maximize instructional time.	Teacher occasionally provides classroom routines and procedures that are clear and evident. Teacher occasionally displays classroom routines and procedures that help to maximize instructional time.	Teacher rarely provides classroom routines and procedures that are clear and evident. Teacher rarely displays classroom routines and procedures that help to maximize instructional time.

Domain 3: Planning and Preparation				
Performance Levels	4	3	2	1
	Exemplary Practice	**Effective Practice**	**Developing Practice**	**Below Standard Practice**
Indicators				
A. Demonstrates grade level and/or content area knowledge including literacy/numeracy	*In addition to the characteristics of effective practice:* Teacher plans for ongoing opportunities for students to build and apply conceptual understanding of literacy and/or numeracy skills across curricular areas and to the world around them. Teacher is able to model this as an exemplar of practice.	Teacher consistently plans for instruction that reflects knowledge of the grade level and/or content area and effective strategies for the discipline. Teacher consistently plans for instruction that includes strategies and resources to support literacy and/or numeracy within the content area.	Teacher occasionally plans for instruction that reflects knowledge of the grade level and/or content area and effective strategies for the discipline. Teacher occasionally plans for instruction that includes strategies and resources to support literacy and/or numeracy within the content area.	Teacher rarely plans for instruction that reflects knowledge of the grade level and/or content area and effective strategies for the discipline. Teacher rarely plans for instruction that includes strategies and resources to support literacy and/or numeracy within the content area.
B. Plans for levels of challenge and differentiation (assessing prior knowledge) (knowing student strengths/challenges)	*In addition to the characteristics of effective practice:* Teacher actively compiles ongoing information of development, backgrounds, and skills from a variety of sources. Teacher consistently plans to incorporate multiple strategies that	Teacher consistently uses previous data, background knowledge, student interests, and student needs to plan for instruction. Teacher consistently plans for differentiation that includes the use of flexible grouping and/or targeted levels of instruction, resources and	Teacher occasionally uses previous data, background knowledge, student interests, and student needs to plan for instruction. Teacher develops plans based on the collective learning needs/strengths of the students. Teacher occasionally	Teacher rarely uses previous data, background knowledge, student interests, and student needs to plan for instruction. Teacher rarely develops plans based on the learning needs/strengths of students. Teacher rarely plans to incorporate strategies that appropriately challenge

	accommodate all levels of learning and learning styles. Teacher is able to model this as an exemplar of practice.	assignments. Teacher consistently plans to incorporate strategies that appropriately challenge students.	plans to incorporate strategies that appropriately challenge students.	students.
C. Clearly defines objectives for all students that are aligned with the curriculum and district learning standards	*In addition to the characteristics of effective practice:* Teacher consistently incorporates opportunities for higher order thinking and discourse in the planning process. Teacher is able to model this as an exemplar of practice.	Teacher consistently establishes clear student objectives, written in the form of student learning with measurable outcomes (i.e. *the student will be able to).* Teacher consistently designs student objectives that reflect high expectations and rigor as defined by the district learning standards and/or the EPS curriculum.	Teacher occasionally establishes clear student objectives, written in the form of student learning with measurable outcomes. Teacher occasionally designs student objectives that reflect high expectations and rigor as defined by the CCSS and/or the EPS curriculum.	Teacher rarely establishes clear student objectives, written in the form of student learning with measurable outcomes. Teacher rarely designs student objectives that reflect high expectations and rigor as defined by the CCSS and/or the EPS curriculum.
D. Develops and organizes coherent units, lessons, and tasks	*In addition to the characteristics of effective practice:* Teacher extends instructional outcomes and experiences to authentic contexts beyond the school community. Teacher is able to model this as an exemplar of practice.	Teacher consistently develops plans for student learning that are based on prior learning, sequential, logical and are based on student objectives.	Teacher occasionally develops plans for student learning that are based on prior learning, sequential, logical and are based on student objectives.	Teacher rarely develops plans for student learning that are based on prior learning, sequential, logical and are based on student objectives.

Domain 4: Instruction				
Performance Levels	**4**	**3**	**2**	**1**
	Exemplary Practice	**Effective Practice**	**Developing Practice**	**Below Standard Practice**
Indicators				
A. Communicates expectations to all students	*In addition to the characteristics of effective practice:* Teacher anticipates and plans for possible student misunderstandings. Teacher language is well-chosen academic vocabulary that enriches the lesson. Teacher is able to model this as an exemplar of practice.	Teacher clearly and consistently communicates the purpose of the lesson, the learning expectations, directions, and procedures to students Teacher presents information in a variety of formats (verbal, written, visual and electronic communication)	Teacher occasionally communicates the purpose of the lesson, the learning expectations, directions, and procedures to students Teacher presents information in a limited number of formats	Teacher rarely communicates the purpose of the lesson, the learning expectations, directions, and procedures to students Teacher presents information in a singular format
B. Uses purposeful instructional strategies	*In addition to the characteristics of effective practice:* Teacher varies and scaffolds explicit strategies based on specific data on student learning. Strategies used consistently engage students to transfer critical thinking and problem-solving strategies to new	Teacher consistently uses instructional strategies that address a variety of learning styles. Teacher consistently selects instructional materials and strategies that are suitable for the instructional purpose	Teacher occasionally uses instructional strategies that address a variety of learning styles. Teacher occasionally selects materials and strategies that are suitable for the instructional purpose	Teacher's instruction lacks variety and rarely meets the needs of learners. Teacher rarely selects instructional materials and strategies that are suitable for the instructional purpose

	or different content, applications, or contexts. Teacher is able to model this as an exemplar of practice.		
C. Engages all students in learning tasks	*In addition to the characteristics of effective practice:* Strategies used consistently engage students to transfer critical thinking and problem-solving strategies to new or different content, applications, or contexts. Teacher is able to model this as an exemplar of practice.	Teacher consistently creates learning opportunities that are relevant and rigorous. Teacher's instruction consistently provides opportunities for the development of higher ordered thinking skills.	Teacher occasionally creates learning opportunities that are relevant and rigorous. Teacher's instruction provides occasional opportunities for analyzing, evaluating, and creating higher ordered thinking skills.	Teacher rarely creates learning opportunities that are relevant and rigorous. Teacher's instruction rarely provides opportunity to develop and apply critical-thinking and problem-solving skills.
D. Uses high quality questions	*In addition to the characteristics of effective practice:* Teacher questions are of uniformly high quality and require students to make interdisciplinary connections Teacher is able to model this as an exemplar of practice.	Teacher consistently engages students with an appropriate variety of open-ended questions that are cognitively challenging, and allows for appropriate think time Teacher consistently provides opportunities for students to create and answer questions	Teacher occasionally engages students with an appropriate variety of open-ended questions that are challenging, and allows for appropriate think time Teacher occasionally provides opportunities for students to create and answer questions	Teacher rarely engages students in meaningful discussion and primarily provides teacher-directed information to students Teacher rarely provides opportunities for students to create and answer questions
E. Engages all students in discourse	*In addition to the characteristics of effective practice:*	Teacher consistently creates a genuine discussion among students and uses	Teacher occasionally creates a genuine discussion among students and use	Teacher rarely creates a discussion among students or use techniques to promote meaningful

	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. Students monitor discussion to ensure all voices are represented in the dialogue. Teacher is able to model this as an exemplar of practice.	techniques to promote meaningful student-to-student dialogue	techniques to promote meaningful student-to-student dialogue	student-to- student dialogue. Discourse is teacher-directed
F. Provides feedback to all students to improve their performance	*In addition to the characteristics of effective practice:* Feedback is consistently of high quality and requires students to extend their thinking Students regularly incorporate feedback to improve their work. Teacher is able to model this as an exemplar of practice.	Teacher consistently provides accurate, timely, and specific feedback to students about the quality of their work and strategies for improvement.	Teacher occasionally provides timely and specific feedback to students about the quality of their work and strategies for improvement.	Teacher rarely provides timely and specific feedback to students about the quality of their work and strategies for improvement.
G. Monitors and adjusts instruction to enhance student learning	*In addition to the characteristics of effective practice:* Teacher consistently solicits proof of learning during and between lessons in order to make	Teacher consistently monitors for understanding and adjusts instruction accordingly.	Teacher occasionally monitors for understanding and adjusts instruction accordingly.	Teacher rarely monitors for understanding to inform instruction.

	adjustments to instructional methods for individual students and the whole group. Teacher is able to model this as an exemplar of practice.			

Domain 5: Assessment				
Performance Levels	**4**	**3**	**2**	**1**
	Exemplary Practice	**Effective Practice**	**Developing Practice**	**Below Standard Practice**
Indicators				
A. Implements a variety of assessment methods	*In addition to characteristics of effective practice:* Teacher embeds a comprehensive system of assessment. Teacher is able to model this as an exemplar of practice.	Teacher consistently designs and administers a variety of formative and summative assessments, including common assessments. Teacher consistently measures student learning, growth, and progress toward achieving district learning standards and performance skills with a variety of assessments.	Teacher occasionally designs and administers some formative and summative assessments to measure student learning. Teacher occasionally measures student progress toward achieving district learning standards and performance skills with a variety of assessments.	Teacher rarely designs and administers a variety of formative and summative assessments. Teacher rarely measures student progress.
B. Utilizes assessment to inform instructional practice	*In addition to characteristics of effective practice:* Teacher implements a comprehensive system of assessment Teacher is able to model this as an exemplar of practice.	Teacher consistently organizes and analyzes results from a variety of assessments to measure progress toward intended outcomes. Teacher uses assessment results to adjust and/or implement appropriate differentiated instruction, interventions, and enrichment for students.	Teacher occasionally organizes and analyzes some assessment results but does not apply this to practice. Teacher occasionally differentiates, adjusts practice, and modifies future instruction based on assessment data analysis.	Teacher rarely makes adjustments to practice based on formative and summative assessments.
C. Uses assessment results to analyze student learning, inform instruction, and draw	*In addition to characteristics of effective practice:*	Teacher consistently draws appropriate conclusions from a thorough analysis of a variety of assessment	Teacher occasionally draws appropriate conclusions from a limited analysis of student	Teacher rarely draws appropriate conclusions from student assessment data beyond completing

conclusions	Teacher creates opportunities for students to monitor and evaluate their progress. Teacher is able to model this as an exemplar of practice.	data to inform instruction and improve student learning.	assessment data to inform student grading and promotion decisions.	minimal requirements such as report cards.
D. Communicates conclusions drawn from assessment results with colleagues	*In addition to characteristics of effective practice:* Teachers implement a schedule and plan for communicating conclusions and seeking feedback from colleagues. Teacher is able to model this as an exemplar of practice.	Teacher consistently communicates with appropriate colleagues (e.g., general education, special education, ELL staff, guidance staff, administration, and data team members) regarding conclusions about student progress. Teacher seeks feedback from colleagues about instructional or assessment practices that will improve teaching and learning.	Teacher occasionally communicates with colleagues regarding conclusions. Teacher occasionally seeks feedback from colleagues about instructional or assessment practices that will improve teaching and learning.	Teacher rarely communicates conclusions about student progress. Teacher rarely seeks feedback regarding assessment practices that will improve teaching and learning.
E. Provides students and families with assessment criteria and descriptive, timely feedback	*In addition to characteristics of effective practice:* Teacher exhibits all of the characteristics of effective practice in a timely and proactive manner with an established feedback loop. Teacher is able to model this as an exemplar of practice.	Teacher consistently communicates criteria to students prior to each assessment and consistently provides students with descriptive and timely feedback. Teacher consistently engages students and families in improving student performance.	Teacher occasionally communicates criteria to students prior to each assessment and occasionally provides students with descriptive and timely feedback. Teacher occasionally communicates strategies to improve student performance.	Teacher rarely communicates criteria to students prior to each assessment. Teacher rarely provides feedback on student performance except through grades or report of task completion or provides inaccurate feedback that does not lead to improved student performance.

Appendix B: Forms

ENFIELD PUBLIC SCHOOLS

Form A: Pre-Observation Conference Form

Teacher: _____   **School:** _____
Evaluator: _____   **Grade/Course/Subject:** _____
Date of Observation: _____

Completing this form: For each scheduled formal observation, teachers are to bring this completed form to their pre-observation conference.

1. What is the topic of your lesson and to which part of the curriculum does it relate? (Domain 3A. D)

2. How does this lesson fit in the sequence of learning for this class? (Domain 3A, D)

3. Identify the specific needs and accommodations that you will put in place to address the multiple learning needs of your students. (Domain 3 B, C)

4. What are your learning objectives/outcomes for this lesson? How does the lesson align with local, state and national standards. (Domain 3A, B)

5. How will you promote student engagement to achieve the learning goals. What teaching strategies do you plan to use? Describe the student participation in the learning activities. (Domain 4 B, C, D, E)

6. How will you support student learning during instruction for different individuals or groups of students? (Domain 4 D, E, F, G)

7. How and when will you assess student learning? What evidence will you use to determine achievement of the lesson objectives? (Domain 5 A, B, C)

8.   What specific aspect of your instruction (Domain 2-5) would you like feedback on, if any?

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Form B: Observation of Practice

Teacher:_____   School:_____
Evaluator:_____   Grade/Subject: _____
Time/Length of Observation:_____   Type of Observation: _____
Date of Observation: _____

Using the *Observation of Practice Form*, observers will cite evidence of teacher actions aligned to indicators and assign a performance level for each indicator. If an indicator is not seen during the classroom observation, the observer does not enter information for that indicator.

Domain 1: Professional Responsibilities		
Indicators	**Evidence**	**Performance Level Observed**
A: Conducts self as professional in accordance with CT Code of Professional Responsibility for educators		
B: Prioritizes continuous professional growth to impact instruction and student learning		
C: Understands individual student needs and rights and complies with all legal requirements		
D: Communicates and collaborates with colleagues and families to develop and sustain a positive school climate in order to support student learning		
E: Understands district/school/classroom emergency policies and procedures		

Domain 2: Learning Environment		
Indicators	**Evidence**	**Performance Level Observed**
A: Promotes a positive class climate that is responsive and respectful		
B: Teacher promotes student engagement and shared responsibility for the learning process		
C: Sets clear social expectations for self and students		
D: Provides a structured student-centered learning environment that supports choices and options to enhance learning		
E: Establishes appropriate standards of behavior for students		
F: Promotes efficient routines and transitions to maximize learning time		
Domain 3: Planning and Preparation		
Indicators	**Evidence**	**Performance Level Observed**
A: Demonstrates grade level and/or content area knowledge including literacy/numeracy		
B: Plans for levels of challenge and differentiation (assessing prior knowledge) (knowing student strengths/challenges)		
C: Clearly defines objectives for all students that are aligned with the curriculum and district learning standards		
D: Develops and organizes coherent units, lessons, and tasks		
Domain 4: Instruction		
Indicators	**Evidence**	**Performance Level Observed**
A: Communicates expectations to all students		
B: Uses purposeful instructional strategies		
C: Engages all students in learning tasks		
D: Uses technology and digital resources to enhance learning for all students		

Indicators	Evidence	Performance Level Observed
E: Uses high quality questions		
F: Engages all students in discourse		
G: Provides feedback to all students to improve their performance		
H: Monitors and adjusts instruction to enhance student learning		
Domain 5: Assessment		
Indicators	**Evidence**	**Performance Level Observed**
A: Implements a variety of assessment methods		
B: Utilizes assessment to inform instructional practice		
C: Uses assessment to analyze student learning, inform instruction, and draw conclusions		
D: Communicates conclusions drawn from assessment results with colleagues		
E: Provides students and families with assessment criteria and descriptive, timely feedback		

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Form C: Post-Observation Reflection Form

Teacher: _____   **School:** _____
Evaluator: _____   **Grade/Course/Subject:** _____
Date of Observation: _____

Completing this form: For each scheduled formal observation, teachers are to submit this form prior to their post-observation conference. Teachers are encouraged to bring artifacts of learning to the post-conference. Evaluators may require educators to submit supplemental documents.

1. What evidence do you have that demonstrates student learning?

2. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning? '

3. When you assessed student learning, how did you adjust your instruction, if necessary? Explain.

4. Describe to what extent the students were productively engaged in the lesson. What aspects of your lesson were most effective? What aspects were not?

5. If you had the opportunity to teach this lesson again to this same group of students, what would you do differently and why?

6. How will this lesson inform future instruction?

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Form D: Teacher Self-Evaluation Form
**(Form A is optional as questions 1-4 are embedded in the SLO and PLP Goal
Documents Form B and C)**

(#1-4 to be completed by the teacher at the beginning of the year; #5a to be completed mid-year;
#5b to be completed end-of-year)

At the beginning of each school year, teachers self-reflect by reviewing the Federal and State
Standards and the Enfield Public Schools Focus Areas and Indicators Rubric in consideration of the
needs of the incoming student population, changes in curriculum, and professional
growth/development needs.

**Self-evaluation bridges the goal-setting from previous year's evaluation to a new school year
context.**

1. How will my professional growth plan for this year reflect the specific needs for my
   incoming students? (As evidenced by Student Learning Outcomes (SLO), Individualized
   Education Programs (IEP), 504 plans, RTI plans, ELL, other special needs, etc.)

2. How will the curriculum (and/or changes or developments in the curriculum) affect my
   planning, teaching, or assessments in my content area?

3. How has any recent professional learning informed my understanding of teaching and
   learning for this year? Are there any professional development strategies or opportunities
   that might be especially appropriate for my professional growth needs in this academic
   year?

4. What factors are likely to influence or play a role in my teaching and professional
   performance this year?

5. A. ***To be completed Mid-Year:***
   Based on my self-reflection, what adjustments does my professional growth plan require
   from now until the end of the year?

5. B. ***To be completed End-of-Year:***
   Based on my self-reflection, what adjustments does my professional growth plan require for
   the next academic year?

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Form E: Artifactual Evidence Form

Educator Name: **Grade/Subject:**
School: **School Year:**

The artifactual evidence is an essential component of the evaluation process. It allows for educators to showcase their strengths and successes in a variety of areas. Integrating multiple measures and authentic examples into the evaluation process will allow for maximum self-reflection and educator growth. Educators are responsible for including as much evidence as possible to support their individual goals. Evidence will vary depending on content area, grade and Educator.

Requirements:
- One to two pieces of evidence per focus area.
- Indicator should be apparent on each piece of evidence.
- Evidence must be presented at end-year conference.

Domain	Indicator	Evidence Description	Educator Comments (Optional)	
Professional Responsibilities				
Learning Environment				
Planning and Preparation				
Instruction				
Assessment				

Evaluator Comments:

Artifactual Evidence (continued)

The following is a list of suggested artifactual evidence. Keep in mind that some items may be applicable to more than one domain, and some items may be more appropriate for one grade level or subject than another. Examples include, but are not limited to the following:

Required:
- Self-evaluation documents
- Student Learning Objective (SLO) assessment data (benchmarks, standardized, summative, formative, rubrics)

Suggested:
- Classroom design/seating arrangements
- Copy of syllabus/classroom expectations or classroom contract
- Examples of positive learning environment in action (procedures, photos, videos)
- Photographs of displays used for instruction (bulletin boards, posters)
- Examples of parent communication (newsletters, parent communication logs)
- Strategies for instruction
- Plan book (lesson plans, unit plans, mini-lessons)
- Grade book (Teacher Access Center or hardcopy grading books)
- Common Planning Time, Interdisciplinary Teams, or Department Meeting minutes/notes
- Differentiated instruction (intervention logs, intervention data, student groupings)
- Projects/Activities
- Re-teaching/reinforcement opportunities
- Enrichment activities
- Workshop model/centers/stations
- Student Performance data in graph format
- Examples of performance tasks
- Exit slips
- Student work samples with copies of teacher feedback
- Anecdotal notes on student progress, school improvement, or professional growth
- Contributions to school community
- Attendance at school and student functions
- Collaboration/Co-planning/Co-teaching
- Interaction with students' families/community during and outside of school
- Participation in school activities/clubs/committees
- Participation in Professional Development opportunities (internal and external)
- Examples of peer feedback
- Participation in intervention/referral process (SAT, PPT, 504)
- Video clips
- Educator websites
- Blog
- Action Research
- Online sites/programs

Form F: Summative Evaluation Form

Teacher Name:

School/Program:

Grade/Subject:

Overall Performance Level Rating from previous school year:

Assistance for Professional Growth:

Year of Teaching:

Student Outcome Goal A: 22.5%
Goal A - Goals/Student Learning Objective (SLO)
Write a Goal focused on improving student learning.

Goal A - Indicators of Academic Growth and Development (IAGD)
Identify specific learning targets for student mastery or progress.

Goal A - Action Plan:
What strategies and methods are you going to use to achieve your goals/target(s)?

Goal A - Professional Growth:
What learning experiences and activities are needed to support this goal and/or target(s)?

Goal A - Evaluator's Comments or Conference:

Student Outcome Goal B: 22.5%
Goal B - Goals/Student Learning Objective (SLO)
Write a Goal focused on improving student learning.

Goal B - Indicators of Academic Growth and Development (IAGD)
Identify specific learning targets for student mastery or progress.

Goal B - Action Plan:
What strategies and methods are you going to use to achieve your goals/target(s)?

Goal B - Professional Growth:
What learning experiences and activities are needed to support this goal and/or target(s)?

Goal B - Evaluator's Comments or Conference:

Teacher Performance and Practice Goal C: 40%

Goal C - Goals
Write a professional growth goal focused on improving your professional practice.

Goal C - Action Plan:
What specific actions will you take to achieve your goal?

Goal C - Professional Growth:
What learning experiences and activities are needed to support this goal and/or target(s)?

Goal C - Evaluator's Comments or Conference:

Parent Feedback Goal D: 10%

Goal D - Goals
Write a Goal focused on improving parent survey results.

Goal D - Action Plan:
What strategies and methods are you going to use to achieve your goals/target(s)? Identify performance targets related to the goal.

Goal D - Professional Growth:
What learning experiences and activities are needed to support this goal and/or target(s)?

Goal D - Evaluator's Comments or Conference:

Whole School Learning or Student Feedback Goal E: 5%

Goal E - Goals
Write a Goal focused on improving parent survey results.

Goal E - Action Plan:
What strategies and methods are you going to use to achieve your goals/target(s)? Identify performance targets related to the goal.

Goal E - Professional Growth:
What learning experiences and activities are needed to support this goal and/or target(s)?

Goal E - Evaluator's Comments or Conference:

ENFIELD PUBLIC SCHOOLS

Form G: Notice of Change of Evaluation Status

Educator Assistance Plan

Teacher: _____   School: _____

Subject: _____   Date: _____

Grade: _____   Evaluator: _____

Status: Tenured or Non-Tenured (circle one)

Please be informed that you are being placed in the: (circle one)

Structured Support Plan   Intensive Support Plan

for failure to achieve minimum performance standards in the following areas: (circle applicable)

Professional Rights and Responsibilities   Learning Environment

Planning and Preparation   Instruction   Assessment

It is necessary at this time to focus on the above stated performance standards and dismiss the emphasis on the cooperatively developed objectives. It should be noted that the implications of this action may have a bearing on increment status or retention of position. It is suggested that you invite a representative of the Enfield Teacher's Association to this meeting.

Evaluator Signature: _____

Educator Signature: _____

cc: Educator
        Evaluator
        Supervisor/Department Chairperson
        Building File
        Central Offic3

ENFIELD PUBLIC SCHOOLS

Form H: Educator Assistance Program
Final Evaluation Report and Recommendation

Teacher's Name: _____   School: _____

Subject: _____   Date: _____

Grade: _____   Evaluator: _____

Status: Tenured or Non-tenured (circle one)

Structured Assistance Program or Intensive Assistance Program

I.   Evaluator's comments regarding areas of concern:

II.   Evaluator's Recommendations:

If teacher is in the Structured Assistance Program, the following options exist:

☐   Professional Phase
☐   Remain Structured Support Program
☐   Intensive Assistance Program

If teacher is in the Intensive Assistance Program, the following options exist:

☐   Professional Phase
☐   Structured Support Program
☐   Progressive Discipline/Termination Phase

Evaluator Signature: _____

Educator Signature: _____

cc: Educator
        Evaluator
        Supervisor/Department Chairperson
        Building File
        Central Office

ENFIELD PUBLIC SCHOOLS

Form I: Educator Assistance Action Plan

Teacher:_____ School: _____ Date Initiated: _____

Evaluator:_____ Grade/Subject: _____

Contract Status: ____ Tenure ____ Non-tenured **Current rating:** ____ Developing Practice ____ Below Standard Practice

Domain	Objective(s) based on indicators	Action Steps	Resources	Intended Outcomes	Timeline	Actual Outcomes*

*It is the teacher's responsibility to provide artifacts and/or evidence to support achievement of intended outcomes.

Comments toward progress:

Teacher Signatureure:_____ Date:_____

Primary Evaluator Signature:_____ Date:_____

ENFIELD PUBLIC SCHOOLS

Form J: Appeal Committee Membership Application Form

Name: _____

Position: _____   School: _____

Years of experience: _____   Certification held (code): _____

Please explain the reason(s) you feel you would make a good candidate for the Appeal Committee.

Please give a detailed description of three qualities you possess that would make you an excellent candidate for this type of position.

Please explain how you think your appointment to the Appeal Committee is beneficial to the school and/or district in which you work.

I acknowledge that, if I am selected to serve on the Appeal Committee, I must maintain objectivity and discretion during the appeal process and hearing. I am willing to commit to the time, training and effort necessary to serve on the Appeal Committee for the designated term.

Signature _____ Date _____

ENFIELD PUBLIC SCHOOLS

Form K: Educator Evaluation Appeals Process Description of Dispute Form

Educator Name: _____

Assignment: _____ Building: _____

Date: _____   A conflict exists between
_____ and _____ with regard to the following issue(s):

(Please cite specific area, section, process, or procedure with the evaluation program that is under appeal. Please be as explicit as possible.)

_____   _____   (Signature of Appeal Initiator)
(Date)

_____   _____ (Signature of Co-Chairperson)
(Date received)

ENFIELD PUBLIC SCHOOLS

Form L: Educator Evaluation Appeal Process Notification of Appeal Hearing Form

To: _____

From: _____, Appeal Hearing Co-Chairperson

Date: _____

Re: Appeal – Procedure

This will acknowledge receipt of the Description of Dispute. The Committee chosen to hear this appeal is:

1. _____, Chairperson

2. _____

3. _____

4. _____

5. _____

6. _____

The hearing of the appeal is scheduled as follows:

Day: _____

Date: _____ Time: _____

Location: _____ Room #: _____

ENFIELD PUBLIC SCHOOLS

Form M: Educator Evaluation Appeal Process Notification of Resolution Form

To: _____

_____
(Disputants in Appeal Process)

From: _____
(Appeal Committee Co-Chairperson)

Date: _____

In response to your appeal of _____, regarding _____

_____

_____, the

following resolution has been formulated:

ENFIELD PUBLIC SCHOOLS

Student Survey: Grades Pre-K-2

Teacher: _____ School Year: _____

Directions: The teacher is asked to read the following statements carefully, and then request that the children respond to the statements by circling or coloring the face that shows whether they agree with that sentence. The face with the smile means "yes," the face with a straight mouth means "sometimes," and a face with an upside down mouth means "no."

	Yes	**Sometimes**	**No**
Example: I ride the bus to school.	☺	😐	☹
1. My teacher shows me how to do new things.	☺	😐	☹
2. My teacher asks me if I need help.	☺	😐	☹
3. I know what I am supposed to do.	☺	😐	☹
4. My teacher gives me help when I need it.	☺	😐	☹
5. I learn new things in my class.	☺	😐	☹
6. My teacher gives me a chance to think before answering questions.	☺	😐	☹
7. I feel important in my class.	☺	😐	☹

ENFIELD PUBLIC SCHOOLS

Student Survey Grades 3-5

Teacher: _____ School Year: _____

Directions: Read the following statements carefully, then respond to the statements by placing an X beneath the response "YES," "SOMETIMES," or NO" that best describes whether you agree with that statement.

	YES	SOMETIMES	NO
EXAMPLE: I like listening to music.			
1. My teacher listens to me.			
2. My teacher gives me help when I need it.			
3. My teacher shows me how to do new things.			
4. I know what I am supposed to do in class.			
5. I am able to do the work in class.			
6. I learn new things in my class.			
7. I feel safe in this class.			
8. My teacher uses many ways to teach.			
9. My teacher(s) are available and offer extra help.			
10. My teacher makes sure the students are well behaved.			
11. My teacher makes sure class time is used for teaching and learning.			
12. My teacher explains why I get things wrong on my work.			
13. My teacher shows respect to all students.			
14. My teacher is fair.			

Comments:

_____

_____

_____

_____

_____

_____

ENFIELD PUBLIC SCHOOLS

Student Survey: Grades 6-12

School Name: _____ Grade Level: _____

Directions: Listed below are several statements about your teachers as a whole. Circle your response to each statement in the center column. If you wish to comment, please write your comments in the space provided.

	All of my teachers	Most of my teachers	Some of my teachers	None of my teachers
1. Give clear instructions				
2. Treat everyone fairly				
3. Available for help outside of class time				
4. Clearly state the objectives for the lesson				
5. Return assignments in a reasonable amount of time				
6. Relate lessons to other subjects and/or to the real world				

7. Respect different opinions				
8. Encourage all students to learn				
9. Use a variety of activities in class				
10. Communicate in a way I understand				
11. Manage the classroom with minimum disruptions				
12. Show respect to all students				
13. Enforce disciplinary rules fairly				
14. Make sure class time is used for learning				

Comments:

_____
_____
_____
_____.

ENFIELD PUBLIC SCHOOLS

Parent Survey

Enfield Public Schools has developed a survey to provide feedback which will be used by teachers, administrators, and support staff to improve our schools. The school system values parental input and appreciates your time and efforts in completing this survey.

	Check One
1. School routines, assemblies and activities are communicated to me in a timely manner.	o Yes o Sometimes o No o N/A
2. The school is interested in parents' ideas and opinions.	o Yes o Sometimes o No o N/A
3. School staff consistently addresses and follows through on issues involving my child.	o Yes o Sometimes o No o N/A
4. Adults at this school treat students with respect.	o Yes o Sometimes o No o N/A
5. The school has high academic expectations for my child.	o Yes o Sometimes o No o N/A
6. The school clearly communicates its expectations for my child's learning to my child and me.	o Yes o Sometimes o No o N/A
7. The school respects and values the diversity of the parents/families in the community.	o Yes o Sometimes o No o N/A
8. The school returns my phone calls and emails in a timely manner.	o Yes o Sometimes o No o N/A
9. I feel welcome to participate in my school's PTO activities and meetings.	o Yes o Sometimes o No o N/A
10. My child's teacher(s) contacts me to say good things about my child.	o Yes o Sometimes

	○ No ○ N/A
11. My child's teacher(s) gives me specific information about how my child is doing in meeting expectations, and what s/he needs to do to meet grade level proficiency.	○ Yes ○ Sometimes ○ No ○ N/A
12. The school is doing a good job of creating a climate that helps prevent bullying.	○ Yes ○ Sometimes ○ No ○ N/A
13. The school environment supports and encourages learning.	○ Yes ○ Sometimes ○ No ○ N/A
14. The teachers at this school care about my child.	○ Yes ○ Sometimes ○ No ○ N/A
15. The school offers me ways to be involved in my child's education.	○ Yes ○ Sometimes ○ No ○ N/A
16. I feel welcome at this school.	○ Yes ○ Sometimes ○ No ○ N/A
17. I know how my child is doing in school before I get my child's report card.	○ Yes ○ Sometimes ○ No ○ N/A
18. I talk with my child's teacher(s) about what I can do to help my child learn.	○ Yes ○ Sometimes ○ No ○ N/A
19. My child is learning a lot in school this year.	○ Yes ○ Sometimes ○ No ○ N/A
20. My child is safe at this school.	○ Yes ○ Sometimes ○ No ○ N/A
21. If I have a question or concern I know who to contact at this school.	○ Yes ○ Sometimes ○ No ○ N/A

22. My child feels safe on the school bus.	o Yes o Sometimes o No o N/A
23. I am satisfied with the bus service to school.	o Yes o Sometimes o No o N/A
24. The use of the Home School Messenger phone system has been helpful in keeping me informed.	o Yes o Sometimes o No o N/A
25. Having access to school and district information via social media (e.g., Facebook, Twitter) is important to me.	o Yes o Sometimes o No o N/A

Additional Comments:

_____
_____
_____
_____
_____
_____

Appendix C: State Law, CSDE Guidelines & CCT Alignment

The *EPS Educator Performance, Practice, and Professional Growth Evaluation Plan* was developed in accordance with CT SB 458 and based upon the guidelines set forth by the Connecticut Performance Evaluation Advisory Council (PEAC).

- Connecticut SB 458 can be accessed at the following website: *www.cga.**ct**.gov/2012/TOB/S/2012SB-00**458**-R00-**SB**.htm*
- The State guidelines can be accessed at the following website: http://www.connecticutseed.org/?page_id=475

The *EPS Educator Performance, Practice, and Professional Growth Standards Evaluation Plan* is also aligned to the Connecticut Common Core of Teaching (CCT).

- The CCT can be accessed at the following website: http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320862
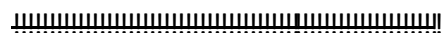
Appendix D: CSDE PEAC Guidelines

CSDE Guidelines/Core Requirements

In accordance with the PEAC established guidelines, CSDE has generated the following rubric to assist districts in the creation of aligned plans. The Rubric that follows was used in design and review of the BPS Teacher Professional Growth and Evaluation Manual

| District Name/Evaluation Point-of-Contact:_____ |
| Reviewer: _____ |
| Date of Review:_____ |

Evaluation Process				
Indicators:	**Does Not Meet**	**Partially Meets**	**Meets**	**Exceeds**[1]
Timeline	No mention of a timeline for the evaluation process.	Vague and/or confusing mention of a timeline.	Clear timeline provided for the full cycle of the evaluation process, including general timing of each step throughout the year. Orientation shall not occur later than November 15 of a given school year. All steps must conclude by the end of the school year.	Detailed timeline, including specific month/day deadline by when each stage of the process will be completed.
Orientation	There is no mention of an opportunity provided for teacher to learn about the evaluation process.	Teacher will be provided with some information regarding the evaluation process, but information is incomplete or inadequate time is set aside. Does not apply to all teachers.	Orientation is specifically addressed as a required step. All teachers are provided with adequate and appropriate information/materials on the evaluation process, and there is opportunity to meet and review these materials.	The proposal goes into greater detail on how this information will be conveyed, including, but not limited to key messaging and sample materials/resources for the evaluator to incorporate.
Goal-Setting Conference	The goal-setting conference is not mentioned or addressed.	There is mention of a goal-setting conference, but there is little to no detail regarding what will be discussed during this meeting and/or specific	The goal-setting conference is specifically addressed as a required step. It will take place at the start of the school year. It is evident that this conference will result in an agreement between the evaluator and educator on	There is clear guidance on gathering extensive evidence and data in preparation for this meeting, including examples of what is most

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[1]‖Assumes all conditions of "Meets" rating‖

		meeting outcomes. Does not apply to all teachers.	specific student learning targets and professional development focus areas based on evidence collected by the teacher about his/her practice. The principal/designee collects evidence about teacher practice to support the review.	relevant to gather/review. There may also be reference to where this information can be found. Includes guidance on developing a comprehensive multi-year professional growth plan and/or systems for monitoring progress.
Mid-Year Check-In	The mid-year check-in is not mentioned or addressed.	There is mention of a mid-year check-in but there is little to no detail regarding what will be discussed during this meeting and/or specific meeting outcomes. Does not apply to all teachers.	The Mid-Year Check-In is specifically addressed as a required step. Opportunity is provided for evaluators and teachers to review progress toward the goals/objectives at least once during the school year, using available information, including agreed upon indicators. This review allows for revisions to the strategies or approach being used and a mutually agreed upon adjustment of student learning goals.	Includes ongoing guidance on developing a comprehensive multi-year professional growth plan and/or systems for monitoring progress.
End-of-Year Conference	The end-of-year conference is not mentioned or addressed.	There is mention of an end-of-year review, but there is little to no detail regarding what will be discussed during this meeting and/or specific meeting outcomes. And/or there is no mention of the teacher	Both the teacher self-assessment and the end-of-year summative review are addressed as required steps. Opportunity is provided for both a teacher self-reflection and a final summative discussion between the teacher and evaluator. The teacher will collect evidence of student progress toward meeting the student learning goals/objectives and submit to evaluator. The teacher and evaluator have opportunity to discuss the extent to which	Includes an opportunity to reflect on the overall professional growth trajectory during the course of the year and to look ahead to professional learning needs for the future.

		self-assessment. Does not apply to all teachers.	students met the learning goals/objectives. Following the conference, the evaluator rates the teacher based on criteria for 4 levels of performance. Note: If state test data may have a significant impact on a final rating, it should be noted that a final rating may be revised before September 15th when state test data are available.	
4-Level Matrix Rating System	No mention of a rating system as applied to the summative review.	Rating system is provided but it does not fully align to the guidelines (as outlined under the "Meets" rating).	Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance evaluation designators: **Exemplary, Proficient, Developing,** and **Below Standard.** Determination of summative rating aligns with guidelines, including: 1. Rating in each of four categories 2. Determination of an "outcomes" rating composed of the indicators of student growth and development rating (45%) and the whole-school student learning indicator and/or student feedback rating (5%). 3. Determination of a "practice" rating composed of the performance and practice rating (40%) and the peer or parent feedback rating (10%). 4. Combine outcomes rating and practice rating into a final rating	Matrix rating system is accompanied by a comprehensive key for use of the rating system.
Feedback on Evaluation Process:				

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

Category 1- 45% Student Outcomes/Achievement Attainment of goals and/or objectives for student growth using **multiple indicators** of academic growth and development to measure the goals/objectives				
Indicators:	**Does Not Meet**	**Partially Meets**	**Meets**	**Exceeds**
Goal-Setting Process	No mention of what will be discussed/accomplished during the goal-setting process as applicable to student growth and development.	Some mention of what will be discussed during the goal-setting process, but a targeted goal of 1 to 4 objectives is not clear and/or there is no reference to Indicators of Academic Growth and Development (IAGDs).	During the goal-setting meeting, **at least 1, but no more than 4 goals**/objectives for student growth are determined and Indicators of Academic Growth and Development (IAGDs) are established for each goal. It is evident that the process allows for all IAGDs to be mutually agreed-upon by the teacher and their evaluator and an agreement on the balance of weighting standardized and non-standardized indicators for the 45% component.	
Indicators of Academic Growth and Development (IAGDs)	There is no reference to IAGDs.	IAGDs are referenced, however, it is unclear or confusing what can be used as an IAGD. The standardized IAGD(s) account for less than 22.5% of the final summative rating in any instance where they are available.	One half (or 22.5%) of the IAGDs used as evidence of whether goals/objectives are met are based on the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available (e.g. CMT, CAPT, etc.).	A comprehensive list of examples of what can be used as a standardized/non-standardized IAGD is provided within the proposal and as part of the orientation for teachers.

			May also include a maximum of one additional standardized indicator, if there is mutual agreement. A **minimum of 1 non-standardized** indicator is used in rating 22.5% of IAGDs (e.g. performances rated against a rubric, portfolios rated against a rubric, etc.). These IAGDs are fair, reliable, valid, and useful to the greatest extent possible as described in the Guidelines.	
Feedback for Category 1:				
Category 2- 40% Teacher Performance and Practice Observation of teacher practice and performance				
Indicators:	**Does Not Meet**	**Partially Meets**	**Meets**	**Exceeds**
Observation Protocol	No mention of the observation requirement.	Mention of the observation requirement, however the number of observations is inconsistent with the guidelines (by grouping of teachers, formal vs. informal, etc). There is no mention of	Observation model is standards-based and involves multiple in-class visits throughout the year, including a combination of formal, informal, announced, and unannounced observations.	Full explanation on how observations should be conducted, rated and debriefed. Rationale provided for why a particular framework was selected.

		expectations for feedback. Observation model is not standards-based.	Constructive oral and written feedback of observations is provided in a useful and timely manner. Minimum criteria: Year 1 and 2 teachers receive at least 3 formal in-class observations. Two of 3 include pre-conference and all include a post-conference. Teachers who receive a performance rating of below standard or developing receive a number of observation appropriate to their individual plan, but no fewer than 3 formal in-class observations. Two of the 3 must include a pre-conference and all include a post-conference. Teachers who receive a performance rating of proficient or exemplary receive a combination of at least 3 formal observations of practice, 1 of which must be formal in-class; to be agreed upon by teacher and evaluator. Examples of non-classroom observations or	Goes beyond the minimum criteria for differentiating observations based on experience, prior ratings, needs, and goals.

			reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans or other teaching artifacts. All evaluators are expected to provide timely written and verbal feedback for all observations.	
Rubric	No mention of a rubric or process for reviewing observations.	Mention of a rubric and general guidelines, but actual rubric is not included, is unclear and/or does not include 4 performance levels.	Observations will be rated using a rubric across 4 performance levels. Rubric should be included.	Full rationale for why a certain rubric was selected and how it will be used throughout the evaluation process.
Norming/Calibration	No mention of an opportunity for training and calibrating evaluators on the observation model.	Minimal mention of training and calibration, but no clear plan articulated.	District states that it will provide all evaluators with training in observation and evaluation and how to provide quality feedback. There is a mechanism in place for assessing individual evaluator proficiency on an on-going basis. There should also be a plan in place for those who do not demonstrate proficiency within a specified period of time.	District clearly outlines how it will provide all evaluators with training in observation and evaluation and how to provide quality feedback. As well, district defines mechanism for assessing evaluator proficiency on an ongoing basis.

Feedback for Category 2:				
Category 3- 10% Parent OR Peer Feedback Parent or peer feedback including surveys *Select which one applies to this proposal:* ☐ ‼**Parent Feedback** *OR* ☐ ‼**Peer Feedback**				
Indicators:	**Does Not Meet**	**Partially Meets**	**Meets**	**Exceeds**
General survey Protocol (*as applicable***) and Final Ratings System**	Neither Parent or Peer Feedback is addressed within the proposal.	Parent and/or Peer Feedback is referenced, but it is unclear which feedback is being incorporated into the final summative evaluation and/or how it will be captured and reviewed.	Survey used to capture Parent or Peer Feedback is anonymous and demonstrates fairness, reliability, validity and usefulness. Provision is included for school governance council to assist in the development of whole-school surveys to align with school improvement goals. Clear explanation of how the parent or peer feedback will be captured, reviewed and summarized. For parent surveys, ratings are based on one of two options:	Innovative use of approaches such as focus groups, interviews, or teachers' own surveys may be used to collect information from students.

| | | | – a. Evidence from teacher developed student level indicators of improvement in areas of need as identified by the school level survey results; or

– b. Evidence of teacher's implementation of strategies to address areas of need as identified by the survey results.

The parent or peer feedback rating is across four performance levels. | |
|---|---|---|---|---|

Feedback for Category 3:				

Category 4- 5% Whole-School Student Learning OR Student Feedback
Whole-school student learning indicators or student feedback

Select which one applies to this proposal:

☐ **‼Whole-School Student Learning *OR***

☐ **‼Student Feedback‼**

Indicators:	Does Not Meet	Partially Meets	Meets	Exceeds
(as applicable) **Selection of Whole-School Learning Indicators**	Neither Whole-School Student Learning indicator and/or Student Feedback are addressed in the proposal.	Whole-School Student Learning indicator and/or Student Feedback are referenced, but it is unclear which feedback is being	For districts using the Whole-School Student Learning indicator, ratings are represented by the aggregate rating for multiple student	Full explanation of rationale for how Whole-School Student Learning Indicator was selected/why?

AND/OR *(as applicable)* **Student Survey Protocol**		incorporated into the final summative evaluation and/or how it will be captured and reviewed.	learning indicators established for the administrator's evaluation rating. Survey is anonymous, and demonstrates fairness, reliability, validity and usefulness. Provision is included for school governance council to assist in the development of whole-school surveys to align with school improvement goals. Surveys use age and grade-level appropriate language and administration protocol must be administered to each student Results from surveys addressed by teachers align with student learning goals. For whole-school student surveys, ratings are based on one of two options: – a. Evidence from teacher developed student level indicators of improvement in areas of need as identified by	Innovative use of approaches such as focus groups, interviews, or teachers' own surveys may be used to collect information from students.

			the school level survey results; or – b. Evidence of teacher's implementation of strategies to address areas of need as identified by the survey results. Either the Whole-School Student Learning Indicator OR the student feedback rating shall be among 4 performance levels.	

Feedback for Category 4:

Other Required Items:

Indicators	Does Not Meet	Partially Meets	Meets	Exceeds
Definition of Effectiveness and Ineffectiveness	There is no definition of effectiveness and ineffectiveness provided.	Definitions of effectiveness and ineffectiveness are provided, but are unclear, inconsistent and/or do not utilize a pattern of summative ratings derived from the new evaluation system.	District defines effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system.	
Evaluation-Based Professional Learning	There is no mention of evaluation-based professional learning.	There is vague or incomplete mention of evaluation-based professional learning.	District articulates how they plan to provide professional learning opportunities for teachers, based on the individual or group of individuals' needs that are	

			identified through the evaluation process. Learning opportunities are clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observations of professional practice, and/or the results of stakeholder feedback.	
Career Development and Professional Growth	There is no mention of career development and professional growth.	There is vague or incomplete mention of career development and professional growth and/or it is not linked to the evaluation process.	District provides opportunities for career development and professional growth based on performance identified through the evaluation process. Examples include, but are not limited to: observation of peers, mentoring/coaching early-career teachers, leading Professional Learning Communities for their peers, differentiated career pathways.	
Individual Teacher Improvement and Remediation Plans	There is no mention of individual teacher improvement and remediation plans.	There is vague or incomplete mention of individual teacher improvement and remediation plans.	District demonstrates that it will create plans of individual teacher improvement and remediation for teachers whose performance is developing or below standard, designed in consultation with such teacher and his/her exclusive	

Connecticut Educator Evaluation and Support- Teacher Evaluation Core Requirements Rubric

Feedback on Other Core Requirements:

Final Summary:

Section	Overall rating	Comments
Evaluation Process:		
Category 1- Student Outcomes:		
Category 2- Teacher Performance and Practice:		
Category 3- Parent or Peer Feedback:		
Category 4- Whole-School Student Learning or Student Feedback:		
Other:		

!

☐ **Approved- meets guidelines**
☐ **Not Approved- does not meet guidelines, must be resubmitted for review by: _____**

Appendix E: CCT Alignment

CCT Alignment

CCT Domain	Code	Teacher Performance	District Focus Area(s)/Indicator(s)
Domain 1	1.1	Demonstrating proficiency in reading, writing, and mathematics skills;	3A
Domain 1	1.2	Demonstrating discipline-specific knowledge and skills as described in the relevant national and state professional teaching standards;	1A, 3C
Domain 1	1.3	Using developmentally appropriate verbal, non-verbal and technological communications;	1D
Domain 1	1.4	Using technological and digital resources to promote learning, collaboration with colleagues and communication within a learning community;	4D
Domain 1	1.5	Demonstrating understanding of how to use content area literacy skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting; and	3A, 3C
Domain 1	1.6	Demonstrating understanding of how to use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations.	3A, 3C
Domain 2	2.1	Creating a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels;	2A, 2F
Domain 2	2.2	Promoting engagement in and shared responsibility for the learning process and providing opportunities for students to initiate their own questions and inquiries;	2B, 2D
Domain 2	2.3	Providing explicit instruction about social skills to develop students' social competence an responsible and ethical behavior by using a Educator Performance, Practice and Professional Growth Standards of proactive strategies hat may be individualized to student needs;	2A, 2C

CCT Domain	Code	Teacher Performance	District Focus Area(s)/Indicator(s)
Domain 2	2.4	Fostering appropriate standards of behavior that support a productive learning environment for all students; and	2A, 2C, 2E,
Domain 2	2.5	Maximizing the amount of time spent on learning by effectively managing routines and transitions.	2F
Domain 3	3.1	Determining students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs;	3B, 5B
Domain 3	3.2	Developing and organizing coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline;	3D
Domain 3	3.3	Promoting the development and application of skills with conceptual understanding, and anticipating students' content misconceptions;	3B
Domain 3	3.4	Selecting appropriate assessment strategies to monitor ongoing student progress;	5C
Domain 3	3.5	Selecting or designing instructional strategies, resources and flexible groupings that provide opportunity for students to think critically and creatively, and solve problems;	2D, 4B
Domain 3	3.6	Integrating learning activities that make real-world, career or global connections, and promote interdisciplinary connections whenever possible;	3D
Domain 3	3.7	Designing or selecting academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone;	1C, 2D, 3B, 4B
Domain 3	3.8	Designing strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse and/or inquiry-based learning; and	3A
Domain 3	3.9	Including strategies for teaching and supporting content area literacy skills and, when appropriate, numeracy skills.	3A
Domain 4	4.1	Using a variety of evidence-based strategies to enable students to apply and construct new learning;	3D, 4B

CCT Domain	Code	Teacher Performance	District Focus Area(s)/Indicator(s)
Domain 4	4.2	Using technological and digital resources strategically to promote learning;	4D
Domain 4	4.3	Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning;	2B, 2D, 4E, 4F
Domain 4	4.4	Varying the student and teacher roles in ways that develop independence and interdependence with the gradual release of responsibility to students;	2B, 2D, 4C
Domain 4	4.5	Using differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents;	1C, 3B
Domain 4	4.6	Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks; and	4H
Domain 4	4.7	Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance.	4G
Domain 5	5.1	Understanding the different purposes and types of assessment that capture the complexity of student learning across the hierarchy of cognitive skills12;	5A, 5B, 5C
Domain 5	5.2	Using and/or designing a variety of formative and summative assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn;	5A, 5B, 5C
Domain 5	5.3	Using a comprehensive set of data that provides depth and breadth of understanding of student achievement at a particular point in time and over time;	5B
Domain 5	5.4	Collaborating with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress;	5D
Domain 5	5.5	Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning;	4G, 5E
Domain 5	5.6	Supporting students' progress by communicating academic and behavioral performance expectations and results with students, their families and other educators;	5E

CCT Domain	Code	Teacher Performance	District Focus Area(s)/Indicator(s)
Domain 5	5.7	Understanding the role that lack of opportunity to learn, lack of effective instruction, and assessment bias can play in the overrepresentation in special education of students with cultural, ethnic, gender and linguistic differences; and	1C
Domain 5	5.8	Using academic, behavioral and health data to select and/or design interventions, and assist in the development of individualized education programs for students with disabilities.	1C
Domain 6	6.1	Continually engaging in reflection, self-evaluation and professional development to enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning;	1B
Domain 6	6.2	Seeking professional development opportunities to enhance skills related to teaching and meeting the needs of all students;	1A, 1B
Domain 6	6.3	Collaborating with colleagues, administrators, students and their families to develop and sustain a positive school climate;	1D
Domain 6	6.4	Collaborating with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures to support continuous school and district improvement;	1D
Domain 6	6.5	Guiding and coaching paraprofessionals and collaborating with colleagues, administrators, and special services staff to monitor the impact of instructional or behavioral support and interventions;	4D, 4H
Domain 6	6.6	Proactively communicating in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning;	1D
Domain 6	6.7	Understanding the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process;	1C

CCT Domain	Code	Teacher Performance	District Focus Area(s)/Indicator(s)
Domain 6	6.8	Understanding how one's race, gender and culture affect professional interactions with students, families and colleagues;	1A, 1C, 1D
Domain 6	6.9	Using communication technology in a professional and ethical manner;	1A, 1D
Domain 6	6.10	Collaborating with colleagues, administrators, and families in the development of individualized student success plans to address goal setting, personal and academic development, post secondary and career exploration, and/or capstone projects; and	1D
Domain 6	6.11	Conducting themselves as professionals in accordance with the Connecticut's Code of Professional Responsibility for Educators.	1A

Appendix F: Glossary of Terms

Term	Definition
Administrator/Leader/ Primary Evaluator	Those individuals in positions requiring an administrative certification, including, but not limited to principals.
Artifacts	Any item, work sample, or piece of evidence, which supports or exemplifies teacher methods, practices or success (see Appendix B pg. 66 for examples).
Assessments	May be created by the educator or externally produced and include, but are not limited to, observation, functional behavior assessment, performance assessment of application of learning.
Assessment Criteria	Includes but are not limited to screening, instructional planning, monitoring student progress, diagnostics, and program/curriculum evaluation.
Authentic Assessment	A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.
Beginning-of-Year Conference	The annual evaluation process between an educator and evaluator is anchored in a minimum of three performance conversations that occur at the beginning, middle, and end of the school year. The evaluator and educator must complete at least one Beginning-of-Year Conference at which they set the educator's goals and objectives for the year.
Below Standard Practice	Not meeting indicators of performance.
Complementary Evaluator	Complementary evaluators may assists primary evaluators by conducting observations, reviewing SLOs and teacher goals, and providing additional feedback. A complementary evaluator will share his or her feedback with the primary evaluator. Primary evaluators will have sole responsibility for assigning final ratings.
Consistently	Constantly adhering to the same principles.
Developing Practice	Meeting some indicators of performance but not others
Discourse	The purposeful interaction between and among educators and students, in which ideas and multiple perspectives are represented, communicated, and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and educator thinking/reasoning), or dialogue through technological or digital resources.
Educator	All individuals in positions that require certification, including, but not limited to classroom educators.
Effective Practice	Meeting indicators of performance.
End-of-Year Conference (EYC)	The annual evaluation process between an educator and evaluator (administrator or designee) is anchored in a minimum of three performance conversations that occur at the beginning, middle and end of the school year. It is expected that the End-of-Year Conference (EYC) will occur by May 31. During the End-of -Year Conference (EYC), the Educator will present his or her self-assessment and related documentation for discussion, and the evaluator will present his or her

	evaluation of the Educator's performance. These conversations are collaborative and require reflection and preparation by both the evaluator and the Educator in order to be productive and meaningful.
Evidence	See artifact examples on pg. 66.
Exemplary Practice	Substantially exceeding indicators of performance.
Descriptive Feedback	Includes both verbal and written feedback that captures and explains students' strengths and weaknesses, including suggestions for improvement when needed.
Focus Area	Refers to the five areas to be assessed through educator observation. These include: • Learning Environment • Planning for Active Learning • Instruction for Active Learning • Assessment for Learning • Professional Practice & Responsibility
Formal Classroom Observation	Length to include a complete lesson or focus area and/or class period; includes pre- and post-conferencing (new educators may choose to have their mentors at the post-conference); verbal feedback is to be provided within five school days, with written feedback to follow within ten school days.
Formal Observation (Not in Class)	Length to include a mutually agreed-upon portion of a professional meeting, such as PLC, department, mentoring, lesson plan review; includes pre-conference, which may be held with a group; post-conference may be individual or group; verbal feedback is to be provided in a timely manner.
Formative Assessment	Designed and scored by an individual Educator, grade level or department team to assess student understanding of a particular standards or objectives in order to inform instruction or guide educators to adjust or differentiate instruction to meet the learner's needs.
Frequently	Often, many times.
Health Data	Any information provided by parents or school nurse regarding health concerns such as medical, physical, visual, auditory, mental/emotional, medications, etc. that might impact student learning.
IAGD	An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with quantitative targets, that will demonstrate whether a Student Learning Objective (SLO) was met. Each SLO must include at least one IAGD. Each IAGD must 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.
Indicator	Refers to the specific expectations within each focus area.
Individualized Feedback	Feedback that addresses a specific student's work with commendations and recommendations. Feedback should include areas of educator strength, suggestions for growth, additional support needed (including but not limited to professional development, peer coaching, etc.).
Informal Observation	Length of observation at the discretion of the evaluator; no pre-conference; unannounced; verbal feedback is optional; written

	feedback (see Observation of Practice Form on pg. 60) left with the educator with opportunity for written educator response; opportunity for post-conference as requested by administrator and/or educator.
Ineffective Practice	Not meeting indicators of performance.
Intervention	Any additional or alternative method attempted to improve student understanding, learning, or growth.
Inquiry-Based Learning	Occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem, which has relevance to their world. The educator's role in inquiry-based learning is one of facilitator or resource, rather than dispenser of knowledge.
Learning Expectations	Objectives that apply to a specific content area, unit, or lesson.
Learning Environment	Any environment where instruction and learning occur.
Mid-Year Conference (MYC)	The annual evaluation process between an educator and evaluator is anchored in a minimum of three performance conversations that occur at the beginning, middle, and end of the school year. The evaluator and Educator must complete at least one Mid-Year Conference (MYC) at which they review progress on the educator's goals and objectives to date. The MYC is an important point in the year for addressing concerns, reviewing results, and adjusting goals and objectives as needed. Evaluators can deliver mid-year formative information on categories of the evaluation *Educator Performance, Practice and Professional Growth Standards* for which evidence has been gathered and analyzed. If needed, educators and evaluators can mutually agree to revise goals and/or objectives.
Multiple Sets of Data	Any sets of results educators collect to analyze student growth – can include but not limited to benchmark assessments, formative assessments, summative assessments, standardized test results, curriculum based measures, etc.
Occasionally	At times; from time to time; now and then.
Post-Conference	A post-conference follows a formal observation or review of practice and may or may not follow an informal observation or review of practice. Post-conferences provide a forum for reflecting on the observation/review of practice against the *Educator Performance, Practice and Professional Growth Standards* and for generating action steps that will lead to the educator's improvement.
Rarely	Infrequently; seldom
Referral Process	The process through which a student of concern is considered for evaluation: a) Educator documents concerns. b) Educator brings concerns to intervention team. c) Interventions are implemented. d) Student progress is reviewed. e) If lack of progress, student is referred for evaluation.
Rigor/Rigorous Learning	Rigorous learning stretches students beyond their "comfort zone," focusing on integrating knowledge in various disciplines and the world

	at large. Rigor in this context does not refer to difficulty of a course or content. Rigor is motivated by relevance. When learning is rigorous, students make connections between that learning and studies in other areas, as well as connections to real life applications.
Routines and Transitions	Routines are non-instructional organizational activities such as attendance, or distribution of materials in preparation for instruction. Transitions are non-instructional activities such as moving from one classroom activity, grouping, task or context to another.
SLO	A Student Learning Objective (SLO) is an academic goal that educators/administrators and evaluators set for groups of students. Educator SLOs contain three component parts: broad goals for student learning that address a central purpose, a rationale that explains why this is an important area of improvement, and at least one Indicators of IAGD, which is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met.
SPI	SPI is the School Performance Index and indicates overall student performance in a school based on Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT) results.
SMART Goal	At the start of the school year, each educator will work with his or her evaluator to develop his or her practice and performance goal(s) and SLOs through mutual agreement. All goals should have a clear link to student achievement and school/district priorities. • Goals should be SMART: S=Specific and Strategic M=Measurable A=Aligned and Attainable R=Results-Oriented T=Time-Bound
Standardized Assessment	A standardized assessment has all of the following features: • Administered and scored in a consistent or standard manner • Aligned to a set of academic standards • Broadly administered (e.g., nation or statewide) • Commercially produced • Often administered only once per year, although standardized assessments are administered two or three times per year
Student Growth	A positive change in student achievement between at least two points in time as determined by the school district, taking into consideration the unique abilities and/or disabilities of each student, including English language learners.
Summative Assessment	Identify the learner's achievement or progress made at a certain point in time against predetermined criteria.

Appendix G: Frequently Asked Questions

Teacher Evaluation: Frequently Asked Questions

1. Why are we making a new plan?
    a. Last year the CT state legislature passed a law requiring a teacher evaluation that included certain details like use of student data. Our current plan did not include all of the factors spelled out in the state law so we had the choice to make a plan according to their guidelines or adopt the state's sample plan. We chose to make our own to better align with our district philosophy and needs.
2. What if I don't teach a state tested subject or grade?
    a. If your students do not take a standardized state test in your area, then your outcomes ratings will be based on two separate student learning outcomes (SLO) one of which must be a standardized measure in your subject area(s.)
3. What if I teach in a collaborative classroom? Will my demographics affect my score?
    a. Your SLO is based on the goal you set for your students with your evaluator during your initial objectives setting meeting. Your goals will be based upon the prior knowledge of the particular set of students who's scores will be used for your SLO.
4. What happens if my evaluator and I disagree?
    a. Disputes between teachers and evaluators can be resolved through an appeals process involving an independent board.
5. What will these indicators look like in practice in my classroom?
    a. Examples of good practice will be established and update regularly.
6. How will this document be used for intervention specialists and other certified support staff?
    a. A separate Educator Performance, Practice and Professional Growth Standards exists for certain certified specialists (psychologists, social workers, PT and OT.)
7. Will feedback be provided to evaluators?
    a. Staff will have the opportunity to address concerns and provide feedback to evaluators through surveys.
8. How will all indicators be assessed and documented in my evaluation?
    a. While every focus area will be rated during every observation, but not all indicators will be assessed through direct classroom observations. Evidence for some indicators can be provided from other sources (documented parent contact, student work examples…)
9. Do all or some professional conversations (between teachers, teacher to student, teacher to parent) need to be formally documented to provide evidence? What is acceptable evidence for some of these indicators?
    a. Evidence can be collected by evaluators at PLC meetings or other outside the classroom interactions. Teachers will want to document their communication practices for evidence to be provided at conference with evaluators.
10. Can we define strategic terms for reference? (What is the difference between "formal" and "Informal." etc.)

a. An appendix in the manual will define target vocabulary used in the Educator Performance, Practice and Professional Growth Standards and policies.

11. Will we be told what indicators are being addressed in observations?

a. Indicators up for review will be discussed in pre and post conferences and will most often be linked to the objectives set by the teacher with the evaluator.

12. Will the SLOs be based on the performance of all of my students, a subset of my students, or only students that take a state test?

a. If any of your students take a state test an SLO goal for their performance is required. In the case of multiple sections of more than one prep a target group will be selected but must be made up of a majority of the students who are being assessed.

13. How will this logistically be implemented with the given time constraints? What if the infrastructure of my building does not provide ample opportunity to meet indicators such as technology availability and time for interdisciplinary planning?