

Plymouth Public Schools Teacher Growth & Development Plan



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TEACHER EVALUATION AND DEVELOPMENT COMMITTEE 2014-2015

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PURPOSE AND RATIONALE OF THE EVALUATION SYSTEM

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers. To support our teachers, we need to clearly define excellent practice and results; give accurate, useful information about teachers' strengths and development areas; and provide opportunities for growth and recognition. The purpose of the teacher evaluation is to fairly and accurately evaluate teacher performance and to help each teacher strengthen his/her practices to improve student learning.

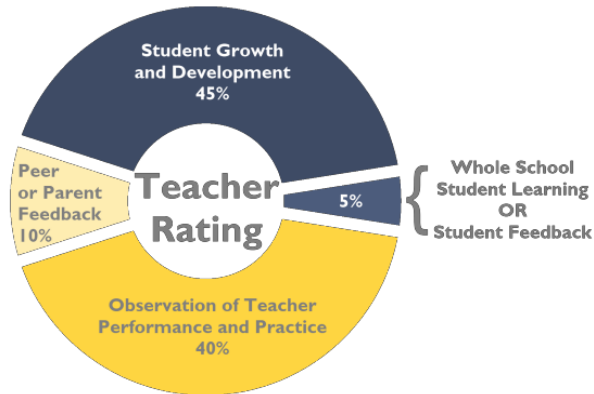
Core Design Principles

The Plymouth Public Schools evaluation model is based on the following principles:

- *Consider multiple, standards-based measures of performance*
- *Promote both professional judgment and consistency*
- *Foster dialogue about student learning*
- *Encourage aligned professional development, coaching and feedback to support teacher growth*

TEACHER EVALUATION AND SUPPORT SYSTEM OVERVIEW

The Plymouth Public Schools evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four categories, grouped in two major focus areas: Teacher Practice and Student Outcomes.



Teacher Practice Related Indicators (50%):

1. **Observation of teacher performance and practice (40%)** as defined by Plymouth Rubric for Effective Teaching
2. **Parent feedback (10%)** on teacher practice through parent surveys

-AND -

Student Outcomes Related Indicators (50%):

- (a) **Student growth and development (45%)** as determined by the teacher's student learning objectives (SLOs)
- (b) **Whole-school measures of student learning** as determined by school improvement plans or **student feedback (5%)** through student surveys

Scores from each of the four categories will be combined to produce the following summative performance* ratings:

Exemplary – Substantially exceeding indicators of performance

Proficient – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

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

Teacher Evaluation Process and Timeline

The annual evaluation process between a teacher and an evaluator is anchored by three performance conversations at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set development goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.



Goal-Setting and Planning:

Timeframe:

1. *Orientation on Process* – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and student learning objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation process.
2. *Teacher Reflection and Goal-Setting* – The teacher examines student data, prior year evaluation and survey results and the Plymouth teacher effectiveness rubric to draft a parent feedback goal, one student learning objectives (SLO), and a student feedback goal (if required) for the school year. The teacher should collaborate in grade-level or subject-matter teams to support the goal-setting process.

3. *Goal-Setting Conference* – The evaluator and teacher meet to discuss and mutually agree upon the teacher’s proposed goals, objectives, and up to 3 indicators from the Plymouth Teacher Effectiveness Rubric. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher’s practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.

Mid-Year Check-In:

1. *Reflection and Preparation* – The teacher and evaluator collect and reflect on evidence to date about the teacher’s practice and student learning in preparation for the check-in.
2. *Mid-Year Conference* – The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on teacher practice goals, student learning objectives (SLOs) and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas. The mid-year conference may also be utilized as a time to complete the review the practice (see page 13) in addition to the mid-year conference. When an evaluator and teacher meet for a mid-year conference they may discuss artifacts as a review of practice in addition to progress on practice/observation, SLOs and feedback goals.

End-of-Year Summative Review:

1. *Teacher Self-Assessment* – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.
2. *Scoring* – The evaluator reviews submitted evidence, self-assessments and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating. After all data are available, the evaluator may adjust the summative rating if the state test data change the student-related indicators significantly to change the final rating. Such revisions should take place as soon as state test data are available and before September 15.
3. *End-of-Year Conference and Summative Report* – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.

Complementary Observers

The primary evaluator for most teachers will be the school principal, assistant principal, or central office administrator who will be responsible for the overall evaluation process, including assigning summative ratings. The district may also decide to use complementary observers to assist the primary evaluator. Complementary evaluators must be certified teachers with administrative certification or certified teachers who have demonstrated teaching proficiency through the Plymouth evaluation model. Complementary evaluators *must* be fully trained as evaluators in order to be authorized to serve in this role.

Complementary evaluators may assist primary evaluators by conducting observations, collecting additional evidence, reviewing student learning objectives (SLOs) and providing additional feedback. A complementary evaluator will share his/her feedback with the primary evaluator as it is collected and shared with teachers.

Primary evaluators will have sole responsibility for assigning final summative ratings.

Ensuring Fairness and Accuracy: Evaluator Training and Monitoring

All evaluators are required to complete extensive training on the evaluation model. The district will provide training opportunities and tools throughout the year to support district administrators and evaluators in implementing the model across their schools. The district will adapt and build on these tools to provide comprehensive training and support to their schools and to ensure evaluators are proficient in conducting teacher evaluations.

Professional Growth and Improvement Plans

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance and outlining the supports they need to close the gap. Throughout the process of implementing the Plymouth teacher evaluation model, all teachers will identify their professional learning needs in mutual agreement with their evaluator. The identified needs will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process as well as school-wide professional learning areas.

This model was developed to provide individualized support to all teachers based on professional growth goals and school improvement planning. Plymouth Public Schools will provide opportunities for career development and professional growth for all teachers. Some examples of such opportunities for such teachers may include, but are not limited to: teacher collaboration,

data teams, observation of peers, mentoring, instructional coaching, and partnering teachers so that Proficient and Exemplary teachers can support the development of teacher improvement.

As part of this plan, if an observation of a teacher's performance is rated as *developing* or *below standard* at any time during the course of the school year, based on the Plymouth Rubric for Effective Teaching, it signals the need for the administrator to work collaboratively with the teacher to create a more targeted improvement plan. Teachers always have the option to include union representation. A targeted improvement plan for any teacher receiving a below standard or developing rating will include:

- revised professional growth goals and strategies, if needed;
- resources, support and other strategies to be provided to address documented areas for growth;
- a timeline for implementing such resources, support, and strategies, in the course of the same school year as the plan is issued; and
- additional indicators of success for attainment of professional growth goals including a summative rating of Proficient or better at the conclusion of the improvement plan
- additional student data sources to monitor student progress toward SLOs, if needed.

Additional supports offered may be, but are not limited to:

1. Active participation of another administrator mutually selected by the teacher and evaluator
2. Increased formal and/or informal observations
3. Professional visits to other classrooms
4. Peer coaching (may be a teaching colleague, department coordinator, team leader, or grade level coordinator)

Intensive Assistance

If a teacher is not meeting the goals of an updated improvement plan, he or she will receive intensive assistance to ensure his/her performance meets Plymouth's professional standards based on the this model. As part of intensive assistance, the following steps will be taken to ensure that the teacher is aware of the concern that the teacher may fall into the below standard or developing rating at the end of the year.

- A. Written notification by the administrator that the teacher is being considered for intensive assistance.
- B. Collaboration with the teacher and his/her exclusive bargaining representative to determine if they continue to implement their current plan or develop a more rigorous growth plan (meeting the same requirements for improvement plans as listed above).
- C. At the conclusion of this meeting, the teacher will be notified verbally and in writing if he/she is on intensive assistance with a revised improvement plan or is continuing to implement current improvement plan.

Overall teacher effectiveness shall be determined by end-of-year summative ratings (see below).

Definition of Effectiveness and Ineffectiveness

Teachers shall generally be deemed effective if said educator receives summative *Proficient* ratings. A summative *below standard* rating will indicate ineffectiveness. See chart below for guidelines on teacher effectiveness.

Superintendents shall offer a contract to any educator he/she deems effective or progressing toward effective at the end of year.

Effective	Non-Effective
Proficient or Above	Below standard at any time Developing for two sequential years Developing in three non-sequential years

Dispute-Resolution Process

The right of appeal is inherent in the evaluation process and is available to every participant at any point in the evaluation process. The appeal procedure is designed to facilitate the resolution of conflicts generated by the evaluation process. A panel, composed of the superintendent designee, teacher union representation and a mutually agreed upon neutral 3rd person shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback in performance and practices or final summative rating. The right of appeal is inherent in the evaluation process and is available to every participant at any point in the evaluation process. The appeal procedure is designed to facilitate the resolution of conflicts generated by the evaluation process. The Appeals Committee members may not work in the same school as the party filing the dispute, and may not include either of the parties involved in the dispute. Resolutions must be topic-specific and timely. All steps will be taken to resolve the issue at the appeals committee. Should the process established not result in a unanimous resolution of a given issue, the determination regarding that issue shall be made by the superintendent whose decision is binding.

To initiate an appeal, either party must submit Appeal Worksheet I to the Appeal Committee within 5 school days of the dispute arising. Within three (3) school days of receipt of the appeal, the Appeal Committee will send copies of the appeal to the other party. Using Appeal Worksheet II, the Appeal Committee will schedule a joint meeting of the parties involved within seven (7) school days of the original receipt of the appeal (see Appendix A).

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

1. At the hearing, the parties will present their concerns, talking with each other only through the superintendent.

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

Appeal Committee Composition and Guidelines

1. The evaluator of the educator initiating the appeal cannot sit on the Appeal Committee to which the person brings his/her appeal.
2. Whenever possible, members of the Appeal 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.
3. Appeal Committee members shall not discuss appeals or appeal hearings with those not on the Appeal Committee.
4. Appeal hearing timelines may be extended by mutual agreement of both parties involved as well as their respective bargaining associations.

CATEGORY #1: TEACHER PERFORMANCE AND PRACTICE

The Plymouth Rubric for Effective Teaching represents the most important skills and knowledge that teachers need to successfully educate each and every one of their students and is aligned with the six domains of CT Common Core of Teaching and includes Common Core State Standards throughout the domains. (Domain 1, Content and Essential Skills is **not** included in the rubric since it is expected to be demonstrated at the pre-service level and is also embedded in the other domains — planning, instruction and assessment.) The rubric will be used to evaluate and provide feedback on teacher performance and practice. Specialized rubrics, using a 4-point scoring scale, will be used for support service specialists, such as social workers and speech pathologists.

Observation Schedule

Teachers in their first two years of service in the Plymouth Public Schools, teachers who have not yet completed their TEAM modules, and teachers who received a rating of developing or below standard in the prior year shall be evaluated with at least 3 formal in-class observations (at least 2 with pre and post observation forms) plus one review of practice.

Teachers in their third year of service or beyond in the Plymouth Public Schools who have successfully completed their TEAM modules and received a rating of proficient or exemplary in the prior year shall be evaluated with a minimum of one formal in-class observation no less frequent than once every three years, and three informal in class observations in all other years, and shall complete one review of practice every year. Teachers with proficient or exemplary designations may receive an additional formal in class observation or review of practice in a given year if there is a concern about teacher practice; and may choose to complete one formal in class observation in place of three informal in class observations in any given year.

For non-classroom teachers, the above frequency of observations shall apply in the same ways, except that the observations need not be in the classroom (they shall instead be conducted in appropriate settings).

Formal observations—All observations will include a preconference to be held no more than one week prior to the observation. Prior to the preconference, the teacher will complete the pre- observation form. All formal observations will be followed by a post conference that takes place within five school days, but no more than one calendar week, after the observation.

Informal observations—All informal observations will last no longer than 20 minutes. Feedback given to the teacher will be more general and indicate whether or not the evaluator will conduct a follow up formal observation. Each informal observation will lead to verbal and/or written feedback given to the teacher within 5 school days, but no more than one calendar week, after the observation.

Observation Pre-Conferences and Post-Conferences

Pre-conferences are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. A pre-conference can be held with a group of teachers, where appropriate (see Appendix B for forms).

Post-conferences provide a forum for reflecting on the observation using the Plymouth Rubric for Effective Teaching and for generating action steps that will lead to the teacher's improvement. A good post-conference:

- begins with an opportunity for the teacher to share his/her self-assessment of the lesson observed;
- cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made, and where future observations may focus;
- involves written and/or verbal feedback from the evaluator; and
- occurs within five days of the informal observation and within 5 days of the formal observation.

Non-Classroom Reviews of Practice

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

Feedback

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

- specific evidence and ratings, where appropriate, on observed components of the Plymouth Rubric for Effective Teaching;
- prioritized commendations and recommendations for development actions;
- next steps and supports the teacher can pursue to improve his/her practice; and
- a timeframe for follow up.

The teacher will receive scores on each mutually agreed upon indicator but may also receive feedback on any indicator.

Teacher Performance and Practice Scoring

Individual Observations

During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., the teacher asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., the teacher asks good questions). Once the evidence has been recorded, the evaluator can align the evidence with the appropriate component(s) on the rubric and then make a judgment about which performance level the evidence support. Evidence for each mutually agreed upon indicator does not need to be collected for every observation.

Summative Observation of Teacher Performance and Practice Rating

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and interactions. Evaluators then analyze the consistency, trends and significance of the evidence to determine a rating for each of the indicators. Mutually agreed upon indicators will be measured. The evaluator holistically reviews evidence collected through observations and reviews of practice and uses professional judgment to determine indicator ratings. Some questions to consider while analyzing the evidence include:

- **Consistency:** What rating have I seen relatively uniform, homogenous evidence for throughout the semester/year? Does the evidence paint a clear, unambiguous picture of the teacher's performance in this area?
- **Trends:** Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?
- **Significance:** Are some data more valid than others? (Do I have notes or ratings from "meatier" lessons or interactions where I was able to better assess this aspect of performance?)

Primary evaluators then determine a final teacher performance and practice rating and discuss this rating with the teacher during the End-of-Year Conference. This process can also be followed in advance of the Mid-Year Conference to discuss formative progress related to the Teacher Performance and Practice rating.

CATEGORY #2: PARENT FEEDBACK (10%)

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicator. The process for using parent feedback is as follows:

1. Administration of a Whole-School Parent Survey

Anonymous parent surveys that show evidence of fairness, reliability, validity and usefulness will be conducted every spring at the whole-school level.

2. Determining School-Level Parent Goals

Principals and teachers will review the parent survey results at the beginning of the school year to identify areas of need and set 2-3 general parent engagement goals based on the survey results.

3. Selecting a Parent Engagement Goal and Improvement Targets

After these school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators **one** related parent goal they would like to pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc.

Teachers will also set improvement targets related to the goal they select. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class. Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback category. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are aligned and attainable (see Appendix B for forms).

4. Measuring Progress on Growth Targets

There are two ways a teacher can measure and demonstrate progress on their growth targets. A teacher can (1) measure how successfully they implement a strategy to address an area of need (like the examples in the previous section), and/or (2) they can collect evidence directly from parents to measure parent-level indicators they generate. For example, a teacher could conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

5. Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

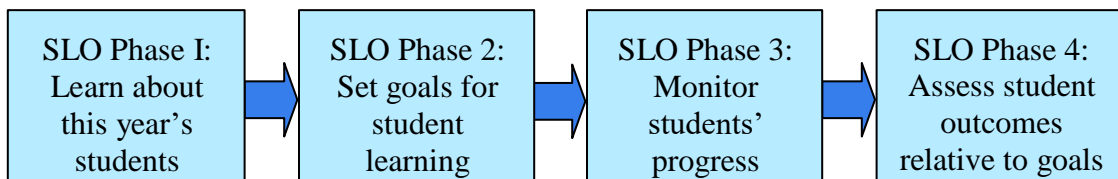
Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

CATEGORY #3: STUDENT GROWTH AND DEVELOPMENT (45%)

Overview of Student Learning Objectives (SLOs)

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account. Student Learning Objectives (SLOs) will be used to measure student growth during the school year.

SLOs are carefully planned, long-term academic goals. They are set at the beginning of the year and describe broad goals for student learning and expected student outcomes within a given interval of instruction. Adjustments or modifications to SLOs/indicators of progress can be discussed during the Mid-Year Check-in Conference. Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Teachers with similar assignments may have identical SLOs although they will be individually accountable for their own students' results.



Phase I: Data Collection

Once teachers know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the teacher is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources teachers can tap to understand both individual student and group strengths and challenges.

Phase 2: SLO and Indicator of Progress Setting/ Student Growth Component –

Each teacher, through mutual agreement with his/her evaluator, will select 1 SLO for student growth with multiple indicators of progress. For any teacher whose primary responsibility is not the direct instruction of students, the mutually agreed upon SLO and indicators shall be based on the role of the teacher.

Teachers should develop at least two indicators of progress for the SLO using multiple assessments, including at least one standardized (if available) and one non-standardized.

22.5% of the SLO score will be made up of a standardized test score if there are interim assessments for such test; such interim assessments shall be included in the 22.5% for those teaching the tested grades and subjects. This ensures that the SLO shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time. Those without an available standardized indicator will select, through mutual agreement, an additional non-standardized indicator.

For the other half (22.5%) of SLO score, there may be: a. A maximum of one additional standardized indicator, and b. A minimum of one non-standardized indicator.

All indicators will also be mutually agreed upon.

Standardized Indicators	Non-standardized Indicators
<p>Characterized by the following attributes:</p> <ul style="list-style-type: none"> ● 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. <p>Examples:</p> <ul style="list-style-type: none"> ● AP exams ● DRA (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. 	<p>Examples:</p> <ul style="list-style-type: none"> ● 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 a teacher or team of teachers; ● Periodic assessments that document student growth over time (such as: formative assessments, diagnostic assessments, district benchmark assessments); ● Other indicators (such as: teacher developed tests, student written work, constructed project).

Within the process, the following are descriptions of selecting indicators of progress. These terms are defined as follows:

1. 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.
2. Fair to teachers – The use of an indicator of academic growth and development is fair when a teacher has the professional resources and opportunity to show that his/her students have made growth and when the indicator is appropriate to the teacher's content, assignment and class composition.
3. Reliable – Use of the indicator is consistent among those using the indicators and over time.
4. Valid – The indicator measures what it is intended to measure.
5. Useful – The indicator may be used to provide the teacher with the meaningful feedback about student knowledge, skills, perspective and classroom experience that may be used to enhance student learning and provide opportunities for teacher professional growth and development.

Four Steps in Creating an SLO

Step 1: Decide on the Student Learning Objectives (SLOs)

SLOs are carefully planned, long-term academic goals. They are set at the beginning of the year and describe broad goals for student learning and expected student outcomes within a given interval of instruction. Adjustments or modifications to SLOs can be discussed during the Mid-Year Check-in Conference. Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Teachers with similar assignments may have identical SLOs although they will be individually accountable for their own students' results.

SLOs should each address a central purpose of the teacher's assignment and it should pertain to a mutually-agreed upon cross-section of his/her students. The SLO should reflect high expectations for student learning, at least a year's worth of growth (or a semester's worth for shorter courses), and should be aligned to relevant state, national (e.g., common core), or district standards for the grade level or course. Depending on the teacher's assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes). All evidence will be examined holistically to determine student growth over time.

The following are examples of SLOs based on student data:

Teacher Category	Student Learning Objective
8th Grade Science	My students (representative sample) will master critical concepts of science inquiry.
High School Visual Arts	All of my students chosen (representative sample) will demonstrate proficiency in applying the five principles of drawing.

Step 2: Select Indicators of Student Progress

An **Indicator of Student Progress** is the specific evidence, with quantitative targets, that will demonstrate whether the objective was met. They are unique to the teacher's particular students; teachers with similar assignments may use the same evidence for their SLOs, but it is unlikely they would have identical indicators of student progress. For example, all 2nd grade teachers in a district might set the same SLO and use the same reading assessment to measure their SLOs, but individualized goals would likely vary among 2nd grade teachers. Additionally, individual teachers may establish multiple differentiated targets for students achieving at various performance levels. *Taken together, an SLO and indicators of student progress provide the evidence that the objective was met.*

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

Taken together, an SLO's indicators, if achieved, would provide evidence that the objective was met. Here are some examples of indicators that might be applied to the previous SLO examples:

Sample SLO- INDICATOR OF STUDENT PROGRESS(s)

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development (<i>at least one is required</i>)
8th Grade Science	My students (representative sample) will master critical concepts of science inquiry.	1. My students will design an experiment that incorporates the key principles of science inquiry. 90% of my representative sample will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry.
High School Visual Arts	My students (representative sample) will demonstrate proficiency in applying the five principles of drawing.	1. 85% of students from my representative sample will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts teachers in our district.

Step 3: Provide Additional Information

During the goal-setting process, teachers and evaluators will document the following:

- the rationale for the objective, including relevant standards;
- any important technical information about the indicator evidence (like timing or scoring plans);
- the baseline data that was used to set each INDICATOR OF STUDENT PROGRESS;
- interim assessments the teacher plans to use to gauge students’ progress toward the SLO during the school year (optional); and
- any training or support the teacher thinks would help improve the likelihood of meeting the SLO (optional).

Step 4: Submit SLOs to Evaluator for Approval

SLOs are proposals until the evaluator approves them. While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO proposals (see Appendix B for forms).

The evaluator will examine the SLO relative to three criteria described below. The SLO must meet all three criteria to be approved.

SLO Approval Criteria

Priority of Content	Quality of Indicators	Rigor of Objective/Indicators
Objective is deeply relevant to teacher’s assignment and addresses a representative sample proportion of his/her students.	Indicators provide specific, measurable evidence. The indicators provide evidence about students’ progress over the school year or semester during which they are with the teacher.	Objective and indicator(s) are attainable but ambitious and taken together, represent at least a year’s worth of growth for students (or appropriate growth for a shorter interval of instruction).

Phase 3: Monitor Student Progress

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

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

Phase 4: Assess Student Outcomes

At the end of the school year, the teacher should collect the evidence required by their indicators and submit it to their evaluator. Along with the evidence, teachers will reflect on the SLO outcomes by briefly responding to a set of questions. (see Appendix B)

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

Exceeded (4)	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
Met (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
Partially Met (2)	Many students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
Did Not Meet (1)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

For the SLO, the evaluator will look at results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically. The SLO rating will be shared and discussed with teachers during the End-of-Year Conference.

Category #4: Whole-School Student Learning Indicator and/or Student Feedback (5%)

Elementary Schools: Whole-School Student Learning Indicator

A teacher's indicator ratings shall be represented by the aggregate rating for multiple student learning indicators established for the administrator's evaluation rating.

Secondary Schools:

Schools will use feedback from students, collected through whole-school or teacher-level surveys, to comprise this category of a teacher's evaluation rating. All surveys will be anonymous and demonstrate fairness, reliability, validity, and usefulness.

Research, including the Gates Foundation's *Measures of Effective Teaching* study, has shown that student surveys can be valid and reliable indicators of teacher performance and that student feedback about a teacher is correlated with student performance in that class. Additionally, student surveys provide teachers with actionable information they can use to improve their practice – feedback that teachers would not necessarily receive elsewhere in the evaluation process.

Notes: 1. Special education students who would not be able to respond to the survey, even with accommodations, should not be surveyed. 2. Surveys should not be used to evaluate a teacher if fewer than 15 students would be surveyed or if fewer than 13 students ultimately complete the survey.

When student surveys are not appropriate for a particular teacher, the 5% should be absorbed into the SLO rating.

Survey Administration

Student surveys must be administered in a way that allows students to feel comfortable providing feedback without fear of retribution. Surveys should be confidential, and survey responses must not be tied to students' names.

Fall Baseline and Feedback Survey

Teachers will conduct two student feedback surveys each year. The first, administered in the fall should be used as a baseline for that year's targets. The second, administered in the spring, will be used to calculate the teacher's summative rating and provide valuable feedback that will help teachers achieve their goals and grow professionally.

Establishing Goals

Teachers and their evaluators should use their judgment in setting goals for the student feedback category. In setting a goal, a teacher must decide what he/she wants the goal to focus on. A goal will usually refer to a specific survey question (e.g., "My teacher makes lessons interesting."). However, some survey instruments group questions into categories or topics, such as "Classroom Control" or "Communicating Course Content," and a goal may also refer to a category rather than an individual question (see Appendix B for forms).

Teachers will measure performance in terms of the percentage of students who responded favorably to the question. For example a performance on a goal would be measured as the percentage of students who responded “Agree” or “Strongly Agree” to the corresponding question. A teacher must set a numeric performance target based on growth or on maintaining performance that is already high. Since growth becomes harder as performance increases, if current performance exceeds 70% of students responding favorably to a question, it is recommended that teachers set maintenance of high performance targets (rather than growth targets).

Finally, where feasible, a teacher may optionally decide to focus a goal on a particular subgroup of students. (Surveys may ask students for demographic information, such as grade level, gender and race.) For example, if a teacher’s fall survey shows that boys give much lower scores than girls in response to the survey question “My teacher cares about me,” the teacher might set a growth goal for how the teacher’s male students respond to that question.

The following are examples of effective goals:

- The percentage of students who “Agree” or “Strongly Agree” with “My teacher believes I can do well” will increase from 50% to 60%.
- The percentage of students who “Agree” or “Strongly Agree” with “My teacher makes what we’re learning interesting” will remain at 75%.

Arriving at a Student Feedback Summative Rating:

In most cases, summative ratings should reflect the degree to which a teacher makes growth on feedback measures, using data from the prior school year or the fall of the current year as a baseline for setting growth targets. For teachers with high ratings already, summative ratings should reflect the degree to which ratings remain high.

This is accomplished in the following steps, undertaken by the teacher being evaluated through mutual agreement with the evaluator:

1. Review survey results from prior period (previous school year or fall survey).
2. Set **one** measurable goal for growth or performance (see above).
3. Later in the school year, administer surveys to students.
4. Aggregate data and determine whether the teacher achieved the goal.
5. Assign a summative rating, using the following scale to be discussed and finalized with their evaluator during the End-of-Year Conference.

Exemplary	Proficient/Accomplished	Developing	Below Standard
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

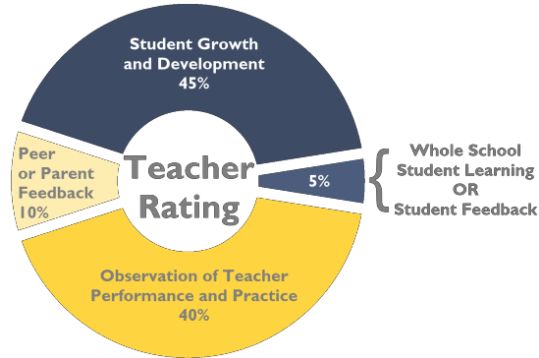
Option 3: Whole-School Student Learning Indicator and Student Feedback

As previously mentioned, districts can use whole-school student learning indicators for certain teachers and feedback from students for others depending on grade level.

SUMMATIVE TEACHER EVALUATION SCORING

Summative Scoring

The individual summative teacher evaluation rating will be based on the four categories of performance.



Simply multiply each category by the weights.
For example:

	Score	Weight	Total
SLO	3	.45	1.35
Whole School Learning or Student Feedback	2	.05	.1
Observation of Teacher Practice	3	.40	1.2
Parent Feedback	4	.10	.4
Total			3.15
Rating			Proficient

The points are translated to a rating using the rating table below.

Teacher Summative Points	Teacher Summative Rating
1-1.49	Below Standard (1)
1.5- 2.49	Developing (2)
2.5 – 3.49	Proficient (3)
3.5 – 4.0	Exemplary (4)

Adjustment of Summative Rating: Summative ratings must be completed for all teachers by June 30 of a given school year. If state standardized test data is used, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator may recalculate the teacher’s summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year.

DATA MANAGEMENT GUIDANCE

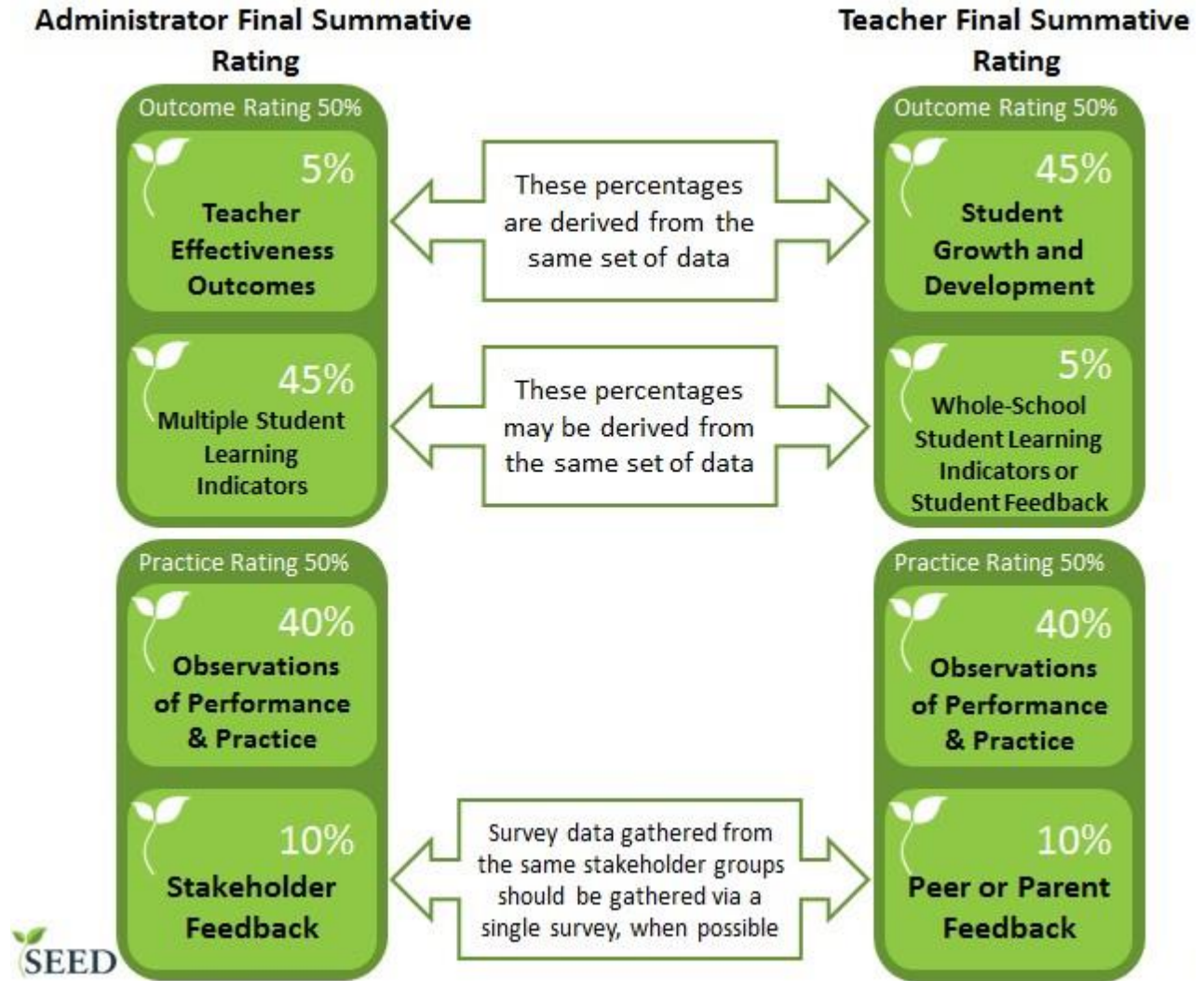
On or before September 15, 2014 and each year thereafter, the Educator Development Committee shall review and report the user experience and efficiency of the district's data management systems/platforms being used by teachers and administrators to manage evaluation plans. Changes to the plan must be submitted to the state department of education and approved by the board of education.

Data Management will:

1. Limit entry only to artifacts, information and data that is specifically identified in a teacher or administrator's evaluation plan as an indicator to be used for evaluating such educators, and to optional artifacts as mutually agreed upon by teacher/administrator and evaluator;
2. Streamline educator evaluation data collection and reporting by teachers and administrators;
3. Prohibit the State Department of Education from accessing identifiable student data in the educator evaluation data management systems/platforms, except as needed to conduct the audits managed by C.G.S. 10-151b© and 10-151i, and ensure that third-party organizations keep all identifiable student data confidential;
4. Prohibit the sharing or transference of individual teacher data from one district to another or to any other entity without the teacher or administrator's consent, as prohibited by law;
5. Limit the access of teacher or administrator data to only the primary evaluator, superintendent or his/her designee, and to other designated professionals directly involved with evaluation and professional development processes. Consistent with Connecticut General Statutes, this provision does not affect the State Department of Education's data collection authority;
6. Include a process for logging the names of authorized individuals who access a teacher or administrator's evaluation information.

ALIGNMENT TO ADMINISTRATOR EVALUATION

The Plymouth Public Schools recognize that student learning is a shared responsibility between teachers, administrators and district leaders. The following graphic illustrates the areas of common accountability that connect teacher and administrator evaluation.



Appendix A – Appeals Process Worksheets

APPEALS PROCESS WORKSHEET #1
EDUCATOR EVALUATION APPEALS PROCESS
DESCRIPTION OF DISPUTE

Educator Names: _____

Assignment: _____ Building: _____

Date: _____

A conflict exists between _____ and _____
With regard to the following issues(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 Appeal Committee)

(Date received)

APPEALS PROCESS WORKSHEET #II

EDUCATOR EVALUATION APPEALS PROCESS
NOTIFICATION OF APPEAL HEARING

To: _____

From: _____, Appeal Hearing committee

Date: _____

Re: Appeal - Procedure

This will acknowledge receipt of the Description of Dispute.

The Committee chosen to hear this appeal is:

1. _____
2. _____
3. _____

The hearing of the appeal is scheduled as follows:

Day: _____

Date: _____ Time: _____

Location: _____ Room#: _____

APPEALS PROCESS WORKSHEET #III
EDUCATOR EVALUATION APPEALS PROCESS
NOTIFICATION OF RESOLUTION

To: _____

(Disputants in Appeal Process)

From: _____

(Appeal Committee)

Date: _____

In response to your appeal of _____, regarding _____

the following resolution has been formulated:

Appendix B – Goal Setting, Conferencing, and Lesson Planning and Reflection Forms

Parent Feedback Form

Directions: Create 1 goal based on school-wide goal from parent survey data.

Section A: SMART Goal Setting

SMART = Specific, Measurable, Attainable, Relevant, Time Specific

1. What is your SMART goal based upon the school-wide parent goals?
2. How will you achieve this goal? What learning supports do you need to achieve this goal?
3. How will you gauge your progress toward this goal?

Section B: Mid-Year Reflection

1. What evidence is there that you are on track toward achieving this goal?
2. Do you need to adjust your action plan? If so, how so?

Section C: End-of-Year Reflection

1. To what degree did you meet your goal? Describe results and bring evidence to end-of-year conference.
2. What have you learned and how will you use that going forward?

**Student Learning Objective (SLO) and
Indicators of Academic Growth and Development (INDICATOR OF STUDENT PROGRESS)
Form (Teacher)**

SECTION A: GOAL SETTING

1. Student Learning Objective: What will you teach in the SLO? What is the expectation for student improvement related to school improvement goals?

2. Standards and Learning Content: What are the CCSS and CT state standards connected to the learning content?

3. Baseline Data: What data were reviewed for this SLO? How does the data support the SLO?

4. SMART Goal/Indicators of Progress

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

5. Student Population: Who are you going to include in this objective? Why is this target group/student selected?

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

SECTION B: MID-YEAR REFLECTION

1. What evidence is there that students are on track toward achieving this goal?

2. Do you need to adjust your action plan? If so, why? For example, are there significant changes in the make-up of your students that will affect your SLO?

SECTION C: END-OF-YEAR REFLECTION

1. To what degree did students meet the SLO target outcome? Describe results and attach evidence.

2. What have you learned and how will you use that going forward?

Student Feedback Goal (Secondary Teachers Only)

Directions: For secondary level only – create 1 goal based on fall (recommended) or previous spring student surveys.

Section A: SMART Goal Setting

SMART = Specific, Measurable, Attainable, Relevant, Time Specific

1. What is your SMART goal based upon the school-wide parent goals?
2. How will you achieve this goal? What learning supports do you need to achieve this goal?
3. How will you gauge your progress toward this goal?

SECTION B: MID-YEAR REFLECTION

1. What evidence is there that you are on track toward achieving this goal?
2. Do you need to adjust your action plan? If so, how so?

SECTION C: END-OF-YEAR REFLECTION

1. To what degree did you meet your goal? Describe results and bring evidence to end-of-year conference.
2. What have you learned and how will you use that going forward?

Conferencing Form (Evaluator)

SECTION A: GOAL SETTING CONFERENCE		
	Yes	No
Quality of SLOs and SMART Goals: <ul style="list-style-type: none"> • Are they SMART: Specific, Measurable, Attainable, but Ambitious, Relevant, Time Specific? • Does the SLO address a representative sampling of students? 		
Discussion/Artifact Review Notes:		
What are the mutually agreed upon indicators that you will focus on during observations? (May change throughout the course of the year based on feedback.)		

SECTION B: MID-YEAR CONFERENCE
What evidence is there that the teacher is on track toward achieving the SLO? Does the teacher need to adjust his/her action plan? If so, how so?
What evidence is there that the teacher is on track toward achieving the parent feedback goal? Does the teacher need to adjust his/her action plan? If so, how so?
What evidence is there that the teacher is on track toward achieving the student feedback goal? Does the teacher need to adjust his/her action plan? If so, how so? (if applicable)
Practice/Observation Review Notes:

SECTION C: END OF YEAR CONFERENCE
Discussion/Artifact Review Notes:

Pre-Observation Conference Questions

(to be completed by the teacher prior to the pre-observation meeting)

Teacher _____

School _____

Evaluator _____

Date _____

Intended Learning

1. What are the intended objectives for this lesson and how do they relate to the curriculum and standards?

2. How does this lesson fit into the context of a larger unit? What prior learning came before this lesson and what will come next?

3. How did you prepare to teach this lesson? What information and data did you utilize when planning?

4. What misconceptions, misunderstandings, or challenges do you anticipate?

Assessment

5. How will students demonstrate their learning in relation to the intended objectives? What data or evidence will you collect throughout the lesson?

6. What will it look like if students are successful during this lesson and how will the students know if they have been successful?

Instructional Strategies

7. Provide a brief sequence of the lesson including an approximate time frame and the instructional groupings for each lesson segment.

8. What instructional strategies will you use to actively engage students during this lesson and promote critical thinking?

9. What resources and materials will you utilize during this lesson and how did you select them?

10. How will you differentiate for students?

Reflection

11. Is there anything you would like me to know about the class before observing?

12. Is there anything in particular that you would like me to focus on during this lesson?

Post-Observation Reflection

(to be completed by the teacher prior to the post-observation meeting)

Teacher _____

School _____

Evaluator _____

Date _____

Intended Learning/Assessment

1. To what extent did students achieve the intended objectives? What evidence or student work do you have that provides you with sufficient information about student learning/progress towards the learning objective (s). (Bring student work or assessments from the lesson to the post-observation conference.)

Instructional Strategies

2. As you think about your lesson and how it progressed, which of your instructional strategies were most effective in helping students learn? What evidence supports your conclusions?

3. Describe how in the lesson you differentiated instruction (planned or unplanned) and how this impacted the performance of the targeted students.

Reflection

4. If you made changes or adjustments during your lesson, what were they, and what led you to make them?

5. What have you learned from this lesson that will affect your planning for future lessons? If you were to teach this lesson again, would you do anything differently? Why or why not?