

# ***New Milford Public Schools***



***Revised September 2017***

***Teacher Evaluation Plan***

## Committee Members

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The New Milford Professional Growth and Development Committee worked over the past year to monitor and review State Policy and Legislative changes and to help clarify, strengthen and refine the process of teacher evaluation.

The committee met on a regular basis and was open to anyone in the district.

The committee worked many long and difficult hours and their work is appreciated.

Adakonis, Kerry (A)	Amodeo, Jennifer (T)	Beddows, Diana (T)	Bergner, Lauren (T)
Bilko, Anne (A)	Brenneke, Karen (T)	Bronn, Jeff (T)	Clyne, Michael (T)
Delmonico, Kathy (T)	DiCorpo, Alisha (A)	Duggan, Denise (T)	Hicks, Robyn (T)
Hores, Karen (T)	Huntington, Alison (T)	Kennison, Corby (T)	Mack, Justin (T)
Mosey, Lisa (T)	Mueller, Ann (T)	Murray, Susan (A)	Nocera, Anthony (T)
Olmsted, Tracy (T)	Olson, Laura (A)	Patella, Kim (T)	Pratt, Robert (A)
Roberts, Marney (T)	Scoralick, Linda (A)	Seewald, Jessica (T)	Singer, Jennifer (T)
Tuozzoli, Jennifer (T)	Williams, Connie (T)		

(T) = Member is on a teacher's contract, (A) = Member is on an Administrator's contract

## INTRODUCTION AND OVERVIEW

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### Introduction

New Milford's Teacher Evaluation Model has been developed in alignment with the Connecticut Guidelines for Educator Evaluation that were approved by the state in June 2012 and revised in 2014. Much of the plan has been adopted directly from SEED (Connecticut's System for Educator Evaluation and Development), thus drawing on the best practice and research embedded in this model. The System for Educator Evaluation and Development is divided into two main components. One based upon a Student Learning Objective/s and the other builds upon a teacher's ability to demonstrate proficiency in Connecticut's Common Core of Teaching.

### Purpose and Rationale of the Evaluation System

Current research has demonstrated that, after socio-economic factors, the classroom teacher is the most important component of a student's success. The purpose of this evaluation model is to fairly and accurately evaluate teacher performance and to help each teachers reflect and strengthen their practice to improve student learning.

Educators in New Milford are committed to ensuring that students achieve and develop the skills that will enable them to become lifelong learners and productive citizens in a global world. This is a shared responsibility among students, teachers, administrators, parents, the community, local boards of education, the state board of education, and local and state government. Effective teachers are among the most important school-level factor in student learning and effective leadership is an essential component of any successful school.

The model applies to all teachers holding and serving under CT teaching licenses, with appropriate adaptations and applications of the model for varying teaching and pupil personnel service assignments.

### Core Design Principles

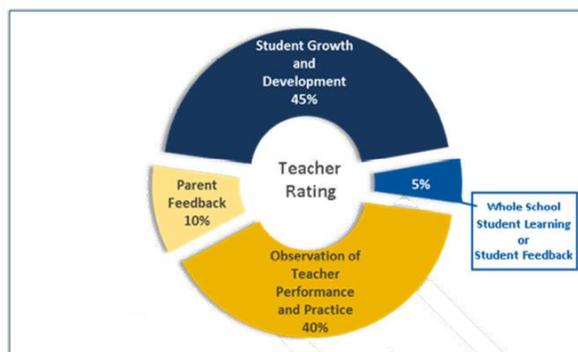
The New Milford evaluation plan incorporates the core design principles of the Connecticut SEED guidelines. The model is designed to

- *Consider multiple, standards-based measures of performance*
  - The evaluation process defines four categories that aggregate to examine teacher effectiveness: student learning (45%), teacher performance and practice (40%), parent feedback (10%) and school-wide student learning (5%).
- *Minimize the variance between school leaders' evaluations of teacher practice and support fairness and consistency within and across schools*
- *Foster dialogue about student learning.*
- *Encourage aligned professional development, coaching and feedback to support teacher*

growth.

## Teacher Evaluation and Support System Overview

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



### Teacher Practice (50%)

1. Observation of teacher performance and practice (40%) as defined in the Connecticut Common Core of Teaching Rubric for Effective Teaching. It is expected that all teachers work toward the instructional practices identified in the CCT and the specific domains as professional goals. While some may choose to identify specific indicators to focus on (goals), the Practice Rating will be based on an equal weighting of all of the teaching practices as outlined at the domain level of the CCT rubric. (For instructional areas where a State of Connecticut alternative rubric is available at the time of the goal setting conference, administrators will replace the CCT Rubric with the appropriate tool)
2. Parent feedback (10%) on teacher practice through parent (K-12) and student (7-12) surveys.

### Student Outcomes (50%)

1. Student growth and development as demonstrated through standardized and non-standardized measures (45%) Some examples are: Sample SLOs and IAGDs can be found at [http://www.connecticutseed.org/?page\\_id=997](http://www.connecticutseed.org/?page_id=997)
  - a. Each educator and evaluator must agree to a minimum of ONE Student Learning Objective (SLO) and at least TWO Growth Indicators (IAGD). More can be created if agreed upon in a collaborative manner.
  - b. In areas where a State Assessment is available and appropriate to a teacher's instructional assignment, that assessment must be used as one IAGD.
2. Whole-school measures of student learning as determined by an aggregate of administrator's student learning measures [SPI-School Performance Index] (5%) In the absence of an available SPI, all 45% of the student outcome rating will be determined by item #1 above.

## Ratings and Summation:

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

Exemplary – Substantially exceeding indicators of performance\*

Accomplished – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

\* Performance shall mean progress as defined by specified indicators, rated on progress over time with a holistic examination looking for patterns and trends and a preponderance of evidence taken collectively.

## Teacher Evaluation Process and Timeline

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

The same general structure will apply to teachers in all phases of the evaluation plan, even as the number of observations and meetings will differ.



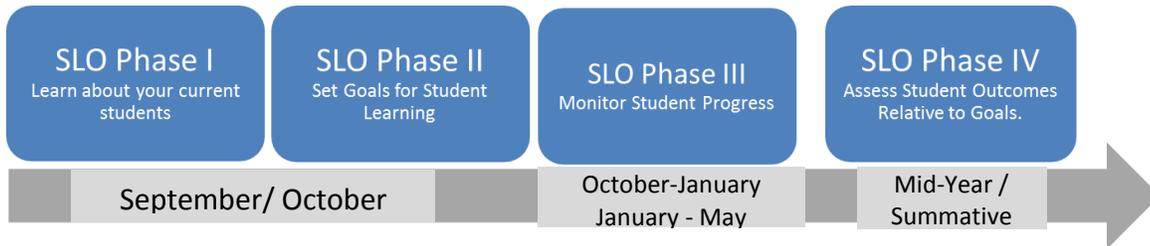
### Goal-Setting and Planning to be Completed by November 15

1. Orientation on Process– All teachers are provided with an up-to-date copy of the plan and changes are identified and reviewed prior to the start of the school year. Evaluators meet with teachers (individually or in groups) to discuss the process, roles and responsibilities embedded in the plan. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and student learning.

The evaluation process will be part of the new teacher orientation.

2. Teacher Reflection and Goal-Setting – The teacher examines student data, prior year evaluation and survey results, and the CCT Framework to draft a proposed performance and practice goal(s), a parent feedback goal and student learning objective/s (SLO/s) for the school year. Teachers may collaborate in grade-level or subject-matter teams to support the goal-setting process.

Process for setting SLOs:



\* While Outcome Assessments and Progress Monitoring specific to SLO growth is done formally, twice per year, it is understood that educators assess growth and reflect upon student learning on a continual basis and that instructional adjustments are made regularly.

3. Goal-Setting Conference – The evaluator and teacher meet to discuss the teacher’s proposed goals and objectives in order to arrive at mutual agreement about them. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria (See SMART goals, p. 9).
1. **Adjusting an SLO**: At any time over the course of the year, the SLO can be revisited as conditions change, as new information becomes available, or the indicators identified at the beginning of the year prove to not be appropriate indicators for success. The re-visitation can be suggested by the teacher or administration as needed.

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

1. Reflection and Preparation – The teacher and evaluator collect and reflect on evidence to date about the teacher’s practice and student learning in preparation for the mid-year check-in conference. All information should be uploaded to the evaluation management system at least two school days prior to the scheduled meeting date.
2. Mid-Year Conference – The evaluator and teacher engage in a mid-year conference during which they review progress on teacher practice goals, student learning objective/s (SLO/s) and performance. Evaluators can deliver formative information on components of the evaluation framework. The conference is an important opportunity to make mutually agreeable adjustments to SLO/’s, strategies, support and approaches as warranted.
3. Review of Practice/Non-Classroom Observation –At least once per year, all teachers, regardless of the evaluation phase will participate in a review of practice. The review is defined as: Observations of data team or other meetings, observations of coaching/mentoring other teachers, student work or other teaching artifacts. This is an observation or review of information that is not direct instruction of students. Feedback will be provided in writing.

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

4. Teacher Self-Assessment – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. The teacher submits the self-reflection to the evaluator through the evaluation management system at least two school days prior to the scheduled meeting date.

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

End-of-Year Conference – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation by June 1<sup>st</sup> each year. All formal observations should occur no less than two weeks prior to the June 1<sup>st</sup> deadline.

### **Evaluation-Based Professional Learning**

Each educator will identify professional growth needs with his/her evaluator based on student achievement data, past performance data, school and district needs, and stakeholder feedback. Upon the mutual agreement on goals and targets, the educator and evaluator will plan for strategies and support to meet the goals and targets.

Educators who share goals and targets can collaborate in shared professional development.

### **Primary Evaluators**

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

### **Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing**

All evaluators will be trained in the evaluation model. The model is complex and important. Both initial and ongoing training should reflect this.

The training will include:

- full orientation to the plan components
- skill development in those areas that are new to teacher evaluation
- skill practice in those areas that are transferable from other evaluation experiences including but not limited to; conferencing/feedback, goal setting, and observation management, strategies, proficiency and calibration.
- The Connecticut State Department of Education (CSDE) has offered and is continuing to develop training in teacher evaluation methods that are aligned with the New Milford model. The district may pursue this or other training sources to deliver the initial and ongoing training.

- New administrators and administrators new to the district after the original training has concluded will receive appropriate training in the New Milford model prior to evaluating teachers.
- The district will incorporate proficiency exercises and checks in its training plans. Evaluators who are not able to demonstrate an acceptable standard of proficiency will be paired and coached with proficient evaluators until such time as they are able to meet the standard.

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

### **Improvement and Remediation Plans**

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

Improvement and remediation plans must:

- Identify resources, support and other strategies to be provided to address documented deficiencies;
- Indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and
- Include indicators of success including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.

**\*Plan template located in Appendix A\***

### **Career Development and Growth**

Teachers who are rated as exemplary through the evaluation process should have opportunities for career development and professional growth. Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities and other district committees; differentiated career pathways; and focused professional development based on goals for continuous growth and development. Specific opportunities will be developed over the 2014-15 school year.

Teacher Performance and PRACTICE (40%)

The Teacher Performance and Practice category is a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and tailor support to those needs.

### **Observation Process**

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

Observations in and of themselves aren't useful to teachers – it's the feedback based on observations that helps teachers to reach their full potential.

The New Milford teacher evaluation model provides for the following type and schedule of observations:

#### Observation Types and Definitions:

- Each teacher should be observed between 3 and 7 times per year through formal, informal observations, and reviews of practice. Evidence will be collected throughout the year and contribute to the summative rating; the number and nature of the observations vary according to the growth needs of the teacher and the observation phase they are on. Non-tenured staff will participate in 3 formal in-class observations, 2 announced and 1 unannounced (the unannounced observation must follow one formal observation) until they are rated as Proficient or Exemplary for two consecutive years. (Non-tenured staff refers to educators new to New Milford in their first forty months of teaching, or their first twenty months in the district for those that have received tenure in another school district prior to joining the New Milford Schools)
- Formal: An in-class observation (announced or unannounced) lasting at least 30 minutes that is followed by a post conference and written feedback. Two formal observations, each year, for 1st and 2nd year teachers, those new to NMPS, and those rated below standard or developing must include a pre-conference. Evidence collected will be tagged and the observation will be rated. For teachers with classroom assignments the observation will be in class, during instruction. For other teachers, observations will take place in settings appropriate to their assignment.
- Informal: Non-scheduled in-class observations, that are unannounced or reviews of practice that last at least 10 minutes and are followed by written feedback. These will be scripted, tagged and will be rated in the evaluation management system based on the evaluation phase. A post conference may be scheduled at the request of either the evaluator or the teacher.
- Review of Practice: Observations of data team, PPT or other meetings, observations of coaching/mentoring other teachers, student work or other teaching artifacts. This is an observation or review of information or educator role that is not the direct instruction of students. These may be scripted and tagged but will not be rated in the evaluation management system. Feedback will be provided in writing.
  - \* All observations should be followed by feedback, verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox, or data management system) or both, ideally within two days of an observation.
  - \* In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, the district is emphasizing frequent informal observations.
  - \* Administrators can use their discretion to decide the right number of observations for each teacher based on school and staff needs, providing that the prescribed guidelines are met.

Phase	Evaluation Components
<p style="text-align: center;"><u>For All Evaluation Phases</u></p> <ul style="list-style-type: none"> <li>• <u>Teachers will also have 1 or more SLOs, a Whole School Indicator, Parent Feedback, and will culminate in an Annual Performance Rating.</u></li> <li>• <u>The number and type of observations described below represent the minimum for a teacher. Additionally observations may be added through mutual agreement of the evaluator and teacher any time after the first formal observation.</u></li> </ul>	
1 <sup>st</sup> and 2 <sup>nd</sup> Year Teachers	<p>3 formal observations, 2 announced and 1 unannounced (unannounced must follow one formal observation)</p> <p>*It is recommended that 1<sup>st</sup> and 2<sup>nd</sup> year teachers align their performance and practice focus areas to the TEAM modules that they will be completing that school year.</p>
Teachers New to NMPS (first twenty months in district)	<p>3 formal observations, 2 announced and 1 unannounced (unannounced must follow one formal observation)</p>
Teachers Rated Accomplished or Exemplary (for at least 2 consecutive years in NMPS)	<p>1 Formal Observation (unannounced) 1 Informal Observation 1 Review of Practice</p>
Teachers Rated Below Standard or Developing/ Improvement Plan	<p>3 formal observations, 2 announced and 1 unannounced (unannounced must follow one formal observation)</p> <p>2 Informal Observations (with post conferences)</p> <p>*All work will link to professional growth and development plan(s) for teachers rated below standard or developing.</p>

## Conferences

Pre-conferences - The purposes of pre-conferences are to provide a context for the lesson and information about the students to be observed and for setting expectations for the observation process. Pre-conferences are optional for observations except formal observations. A pre-conference can be held with a group of teachers, where appropriate.

Post-conferences - Provide a forum for reflecting on the observation against the CCT Rubric for Effective Teaching and for generating action steps that will lead to the teacher's improvement.

Effective post-conferences include:

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

Classroom observations provide the most evidence for domains 1 and 3 of the Teacher Evaluation and Support rubric, but both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

### **Non-Classroom Reviews of Practice**

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

### **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 any formative ratings
- commendations and recommendations
- next steps and supports to improve practice
- a timeframe for follow up.

### **Teacher Performance and Practice Goal-Setting**

Teachers develop practice and performance goals that are aligned to the CCT Rubric for Effective Teaching. These goals provide a focus for the observations and feedback conversations. These goals are not discretely rated but rather contribute to the overall evidence of performance and practice.

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

Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies;) and that all teachers adopt as their goal-

Goal(s) or Focus area(s) should be SMART: S=Specific and Strategic M=Measurable A=Aligned and Attainable R=Results-Oriented T=Time-Bound

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

## **Teacher Performance and Practice Scoring**

### Individual Observations

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

### **Summative Rating for Teacher Performance and Practice**

At the end of the year, primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

- 1) Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine component ratings for each of the components.

<u>Ratings</u>
Exemplary = 4
Accomplished = 3
Developing = 2
Below Standard = 1

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

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

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

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

## Stakeholder Feedback-10%

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Stakeholder Feedback comprises 10% of teacher evaluation.

The New Milford Public Schools will use surveys in order to gather feedback from parents and, at appropriate grade levels, students. The surveys will be used to help teachers and administrators identify the areas of their practice that could be improved.

In schools with School Governance Councils, the council will have the opportunity to assist in the development of the survey.

### Requirements for the administration of surveys:

1. They must be anonymous and demonstrate fairness, reliability, validity and usefulness.
2. They must be administered in the spring semester
3. The surveys will be administered by the district's central office to all schools simultaneously

### Survey Analysis

Principals, administrative teams and school leadership committees, will analyze the results of the surveys so as to identify areas of needed improvement. These areas should align with school improvement goals.

### Teacher Stakeholder Feedback Guide

<b>Topic</b>	<b>Description</b>
<i>Designation of Stakeholders</i>	Students and Parents
<i>Tool for Gathering Stakeholder Feedback</i>	Student and Parent Surveys
<i>Utilization of Stakeholder Feedback</i>	The principal and administrative team will select areas from the survey results that show need for improvement. Each teacher will select one of the areas as a focus for improvement.
<i>Standard for Demonstrating Improvement</i>	Implementation of relevant improvement strategies
<i>Rating of Stakeholder Feedback</i>	<u>Exemplary</u> =Evidence of successful implementation of

<i>Category</i>	<p>an ambitious set of improvement strategies.</p> <p><u>Accomplished</u>=Evidence of successful implementation of a reasonable set of improvement strategies.</p> <p><u>Developing</u>=Evidence of substantial implementation of the intended improvement strategies.</p> <p><u>Below Standard</u>=Evidence that shows no or only partial implementation of improvement strategies.</p>
<i>Timeline of Key Events</i>	<p><u>Spring</u>-Administration of parent surveys</p> <p>Review and identification of possible improvement goals based on stakeholder feedback</p> <p><u>Fall</u>-Selection of goal and outlining of improvement strategies in goal setting conference with evaluator.</p> <p><u>Mid-year</u>- At scheduled mid-year conference meeting with evaluator, discuss progress in implementing strategies and any revisions that are in order.</p> <p><u>Spring</u>- Add evidence of strategy implementation to self-assessment document.</p> <p><u>Prior to June 1</u>- Final conference with evaluator followed by rating assignment by evaluator.</p>

Student Growth and Development (45%)

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

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

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

### **Impacting Student Growth and Development Through SLOs**

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

Step 2: Set objective/s for student learning (SLO/s) and determine measurement indicators (IAGDs)

Step 3: Develop and implement strategies to meet targets

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

Step 5: Assess student learning through pre-determined indicators

### **SLO Requirements**

Each teacher can write one SLO with two IAGDs, or a teacher can write two SLOs with at least one IAGD each.

Teachers whose students take a State Assessment will create an SLO based on the tested area they teach within. State assessment data may be used to inform goal setting but may not be used as a measure of goal attainment. Other standardized tests may be used by teachers whose students take standardized assessments to develop the standardized SLO with two IAGDs; or two SLOs with one IAGD each, one SLO being a standardized measure while the other is non-standardized measure. In determining the final Summative Rating, the Standardized IAGDs (if available) will be weighted at 22.5% and the Non-Standard IAGD will be weighted at 22.5%. In the event there are no Standardized assessments available, the Non-Standard assessments will count as 45%.

All other teachers will develop their one SLO (with two IAGDs) or two SLOs (with at least one IAGD each), based on available standard or non-standardized indicators.

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

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

### **Guidance for Developing SLOs and Selecting IAGDs**

The Student Learning Objectives (SLOs) should be broad goals for student learning. SLOs should address a central purpose of the teacher’s assignment and should pertain to an agreed upon, broad sample of students that represent the general population of students. An 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 or district standards for the grade level or course. Depending on the teacher’s assignment, the objective might aim for content mastery or it might aim for skill development

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

An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. An SLO must include at least two indicators. If a teacher chooses to write two SLOs, only one indicator will be needed for each.

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing students or ELL students. It is through the first step of the process of student data that teachers will determine what level of performance to target for which students.

Since indicator targets are calibrated for the teacher’s particular students, teachers with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all 2nd grade teachers in a district might use the same reading assessment as their IAGD, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade teachers.

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

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

While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLO/s, ultimately, the evaluator must formally approve all SLO proposals. The evaluator will examine SLOs relative to three criteria described below. An SLO must meet all three criteria to be approved. If it doesn't meet one or more criteria, the evaluator will provide written comments and discuss their feedback with the teacher. An SLO that is not mutually agreed upon must be revised and resubmitted to the evaluator.

### SLO Approval Criteria

Priority of Content	Quality of Indicators	Rigor of Objective/Indicator
Objective is relevant to teacher's assignment and addresses an agreed upon, broad sample of students that represent the general population of students in a teacher's course load.	Indicators provide specific, measurable evidence. The indicators provide evidence about students' progress over the school year or semester during which they are with the teacher.	Objective and indicator(s) are attainable but ambitious and taken together, represent at least a year's worth of growth for students (or appropriate growth for a shorter interval of instruction).

### **Implementing Instruction and Monitoring Students' Progress**

Once an SLO is approved, teachers should implement instruction and monitor students' progress towards the objectives. They can, for example, examine student work, 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(s) can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

### **Assessing and Reflecting on Results**

In preparation for the end of the year conference, the teacher should collect the evidence required by their indicators and submit it to the evaluator. Along with the evidence, teachers will complete and submit a self-assessment which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

1. Describe the results and provide evidence for each indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that going forward.

## Assigning a Rating for Student Growth and Development

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

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

For SLOs with more than one indicator, the evaluator may score each indicator separately, and then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically. As this process is one that is focused on student growth and teacher development, the option to score holistically can work in several directions. In some instances a teacher who set a rigorous stretch goal may only partially meet it based on evidence, but circumstances may have been a factor that allows the administrator to score the SLO as met. In other instances, it may be the case that the SLO metrics are exceeded, but upon further analysis either the targets were too low or the assessment chosen wasn't appropriate, the administrator may determine that the goal was met, but not exceeded. It is recommended that these changes are discussed and made during the mid-term conference, but in cases where it is not apparent or appropriate; the holistic option is available in an effort to make the process one that truly represents student and teacher growth.

The final student growth and development rating for a teacher is the average of their two SLO scores or the total of the two IAGD scores for teachers who have opted to write just one SLO. For example, if one SLO was Partially Met, for 2 points, and the other SLO was Met, for 3 points, the student growth and development rating would be 2.5  $[(2+3)/2]$ . The individual SLO ratings and the student growth and development rating will be shared and discussed with teachers during the End-of-Year Conference.

## Whole-School Student Learning Indicator (5%)

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The whole school student learning indicator shall be equal to the aggregate rating for multiple student learning indicators established for the principal's evaluation rating at that school. For most schools, this will be based on the aggregate rating for multiple student learning indicators established for the evaluator and whole-school student learning indicators on a principal's evaluation.

The following chart defines the rating for various levels of attainment of the aggregate rating for multiple student learning indicators established for the evaluator:

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

## SUMMATIVE TEACHER EVALUATION SCORING

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

**The categories are paired into the divisions of Teacher Practice and Student Outcomes.**

**Teacher Practice** = *Observation of Teacher Practice and Stakeholder Feedback.*

**Student Outcomes**=*Student Growth and Development and Whole School Learning.*

### How to Calculate the Summative Rating

- 1) Calculate a Teacher Practice Rating by combining the observation of teacher practice rating and the parent feedback rating.
- 2) Calculate a Student Outcomes rating by combining the student growth and development rating and whole-school student learning rating.
- 3) Apply the ratings calculated in steps one and two to the Summative Matrix to determine the summative rating.

Each step is illustrated below:

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

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

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

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

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

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

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

Category	Score (1-4)	Weight	Points
Student Growth (SLOs)		45	
Whole School Learning Indicator		5	
		<b>TOTAL TEACHER OUTCOME INDICATORS</b>	

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

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

STEP 3: Use the Summative Matrix to determine the Summative Rating.

Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating.

<i>Summative Rating Matrix</i>		<i>Practice Related Indicators Rating</i>			
		4	3	2	1
4	4	Exemplary	Exemplary	Accomplished	<i>Gather further information</i>
	3	Accomplished	Accomplished	Accomplished	<i>Gather further information</i>
	2	Accomplished	Developing	Developing	Below Standard
	1	<i>Gather further information</i>	Below Standard	Below Standard	Below Standard

### Summative Evaluation

Summative ratings must be completed for all teachers by June 1 of a given school year. Should standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by

standardized test data, the evaluator may recalculate the teacher's summative rating when the data is available and submit the adjusted rating no later than 30 days after the release of the agreed upon standardized test data. These adjustments should inform goal setting in the new school year.

### **Definitions of Effectiveness and Ineffectiveness**

New Milford has defined ineffective as two years with a summative rating of developing or below standard.

New Milford has defined effective as teachers receiving ratings at or above proficient.

### **Dispute-Resolution Process**

A panel composed of the superintendent or designee, teacher union president and a neutral third person shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the Superintendent

Support and Resources:

[http://www.connecticutseed.org/wp-content/uploads/2014/05/SEED\\_Handbook\\_2014.pdf](http://www.connecticutseed.org/wp-content/uploads/2014/05/SEED_Handbook_2014.pdf)

<http://www.connecticutseed.org/>

<http://www.cea.org>



**New Milford Public Schools  
Professional Growth & Development Plan**

**Phase 1: Documenting Areas for Professional Growth & Development**  
*To be completed by the evaluator.*

**Teacher Name:**

**Evaluator Name:**

**Date:**

**Grade Level/Subject Area:**

**Indicator(s):** *In this section the evaluator should identify one specific indicator from the CCT as the basis of the Professional Growth and Development Plan.*

**Current Climate:** *In this section the evaluator should describe both the teacher's practice and student performance at the current time. Be sure to cite specific examples and evidence that relate to the indicators identified above.*

**Date of Next Meeting:**

*The purpose of the next meeting will be to draft a complete Professional Growth and Development plan to assist the teacher in improving in the areas outlined above. Both the teacher and evaluator should come to this meeting prepared with specific actions/activities that they believe will help the teacher improve.*

**Signatures:**

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**New Milford Public Schools  
Professional Growth & Development Plan**

**Phase 2: Professional Growth & Development Plan**  
*To be completed collaboratively by the evaluator and teacher.*

*Please note that administrator sign off on this plan indicates that he/she will work with the teacher to support the plan. It is not a guarantee that requested resources can be provided.*

**Teacher Name:**

**Evaluator Name:**

**Goal:** *In this section the teacher and evaluator should agree on and write a specific goal. This goal should address both what the teacher needs to learn to improve instructional practice as well as the anticipated positive impact on students. It is recommended that this goal look at the specific attributes that make up the indicator(s) identified in Phase 1. Measurable growth must be achievable within eight to ten weeks.*

**Action Plan**

**Activities to be Completed:** *In this section the teacher and evaluator will document the specific learning activities and resources that will be used to support achievement of the goal. Remember, measureable growth must be achievable within eight to ten weeks. All activities should include a written reflection from the teacher.*

<b>Description of Activity</b>	<b>Due Date</b>
<b><i>Example:</i></b> <i>Read chapters 1 and 2 in "Teach Like a Champion" then write a one page narrative about what you learned, how you will implement it in your classroom, and what you believe the impact will be on students.</i>	<b><i>Example:</i></b> <i>September 15, 2017</i>
Will the teacher be required to complete readings? <input type="checkbox"/> Yes <input type="checkbox"/> No  If yes, please list details below:	
Will the teacher be required to view any instructional videos? <input type="checkbox"/> Yes <input type="checkbox"/> No  If yes, please list details below:	



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Professional Growth & Development Plan**

<p>Will the teacher be required to complete observations of colleagues?  <input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>If yes, please list details below:</p>	
<p>Will the teacher be required to complete academic conversations with colleagues?  <input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>If yes, please list details below:</p>	
<p>Will the teacher be required to submit lesson plans?  <input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>If yes, who should lesson plans be submitted to?  <i>Lesson plans should be submitted via email.</i></p>	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Bi-weekly <input type="checkbox"/> Other
<p>Does the teacher currently have collegial support?    <input type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>Was collegial support offered?    <input type="checkbox"/> Yes    <input type="checkbox"/> No          Will collegial support be accepted?    <input type="checkbox"/> Yes    <input type="checkbox"/> No          If yes, name of staff member.          If no, please explain why collegial support will not be offered or accepted.</p>	
<p>Use this space to document information regarding any additional classroom visits to take place within the time frame for the action plan.</p> <p><input type="checkbox"/> Learning Walks:  <input type="checkbox"/> Informal Observation(s):  <input type="checkbox"/> Formal Observation(s):</p>	
<p>Use this space to list any other learning activities that the teacher will complete as part of this plan.</p>	



**New Milford Public Schools  
Professional Growth & Development Plan**

**Meeting Dates:** *In this section, list the dates and times of all follow up meetings that will take place between the teacher and evaluator during this plan. The purpose of these meetings is for the teacher and evaluator to have scheduled touch points to discuss the learning that is taking place, how the teacher's practice is improving, and what impact the teacher is seeing on student learning. It is suggested that meetings be scheduled at least twice per month for a duration of 20 minutes.*

**Measures of Student Growth:** *In this section, document the specific ways that student growth will be measured.*

**Anticipated Completion Date:**

**Signatures:**

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*Please note that administrator sign off on this plan indicates that he/she will work with the teacher to support the plan. It is not a guarantee that requested resources can be provided.*



**New Milford Public Schools  
Professional Growth & Development Plan**

**Phase 3: Wrap Up**

*To be completed by both the evaluator and teacher.*

**Teacher Name:**

**Evaluator Name:**

**Date of Initial Meeting:**

**Date of Final Meeting:**

**Indicators:**

**Current Climate:**

**Goal:**

**Final Summary:** *The final summary should be tied to specifics in the CCT and cite specific evidence that the plan was successfully completed or to address the need for another plan to be implemented.*

**Signatures:**

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**New Milford Public Schools  
Professional Growth & Development Plan**

**Meeting Log Summary**

*To be completed by the evaluator. Both the evaluator and teacher should review/initial before the end of each meeting.*

**Teacher Name:**

**Evaluator Name:**

Date/Time	Focus	Teacher Initials	Evaluator Initials