
Fall 2018



**PROFESSIONAL LEARNING
AND
TEACHER EFFECTIVENESS AND PERFORMANCE EVALUATION**

The following document provides information relative to the policies and procedures associated with the revised teacher evaluation program for the Milford Public Schools. The plan is reviewed annually in consideration of both CSDE guidelines and district needs.

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Special thanks and recognition are awarded to the Instructional Framework Committee who, with ReVision Learning consultant Patrick Flynn, convened initially in the Summer of 2011 to develop our Instructional Framework, worked collaboratively throughout the 2011-2012 year to introduce the framework to their colleagues while refining and revising its indicators, and then convened again in the summer of 2012 to articulate what became the foundational pieces of the plan which follows. Their unwavering commitment to doing right by our students is as much a cornerstone of this plan, as is the Instructional Framework they developed.

Instructional Framework Committee, Summer 2011

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Lisa Milburn, Grade 2 Teacher, John F. Kennedy School
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Lauren Napier, Grade 6 Language Arts Teacher, Harborside Middle School
Shannon Pocevic, Grade 5 Teacher, Calf Pen Meadow School
Jennifer Ramey, Grade 3 Teacher, Pumpkin Delight School
Celine Sandor, Grade 5 Teacher, Meadowside School
Stacey Shanley, Grade 2 Teacher, Orange Avenue School
Audrey Sokol, Grade 1 Teacher, Live Oaks School
Annaliese Spaziano, Principal, The Academy
Russell Stilwell, Social Studies Teacher, The Academy
Robert Swan, Assistant Principal, Jonathan Law High School
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Carole Swift, Principal, Orange Avenue School
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Jamie Whitaker, District Reading Teacher
Catherine Williams, Principal, East Shore Middle School

Instructional Framework Committee, Summer 2012

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Lauren Napier, Grade 6 Language Arts Teacher, Harborside Middle School
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Celine Sandor, Grade 5 Teacher, Meadowside School
Stacey Shanley, Grade 2 Teacher, Orange Avenue School
Audrey Sokol, Grade 1 Teacher, Live Oaks School
Annaliese Spaziano, Principal, The Academy
Russell Stilwell, Social Studies Teacher, The Academy
Carole Swift, Principal, Orange Avenue School
Merrienne Vassallo, Grade 3 Teacher, Meadowside School
Catherine Williams, Principal, East Shore Middle School

Additional recognition is awarded to the subcommittees who came together with Gail Krois, Supervisor of District Improvement, to engage in conversations with district administration on the final publication of our initial plan.

Instructional Framework Committee, Fall 2014

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Genevieve Pellegrino, Grade 2 Teacher, Orange Avenue School
Shannon Pocevic, Grade 5 Teacher, Calf Pen Meadow School
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Carole Swift, Principal, Orange Avenue School
Lisa Uhlan, Health Teacher, West Shore Middle School
Catherine Williams, Principal, East Shore Middle School

Additional recognition is awarded to the subcommittee who came together with Shannan Carlson, Supervisor of District Improvement, to engage in conversation and pilot the collegial planning and reflection, professional growth opportunity.

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Additional recognition is awarded to the subcommittee who came together with Shannan Carlson, Supervisor of District Improvement, to engage in the development of our two additional professional growth opportunities: Learning Partners and Professional Inquiry.

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INTRODUCTION

“Without capable, high quality teachers in American classrooms, no educational reform effort can possibly succeed. Without high quality evaluation systems, we cannot know if we have high quality teachers.”

~Stronge, 2003

VISION AND PURPOSE OF MPS PROFESSIONAL LEARNING AND TEACHER EFFECTIVENESS AND PERFORMANCE EVALUATION PROCESS

The vision and purpose of the Milford Public Schools Professional Learning and Teacher Effectiveness and Performance Evaluation (PL/TEPE) system is to ensure that all our students have access to the highest quality teachers. Based on the research on teacher effectiveness and student success which asserts that the teacher is the primary factor in ensuring a student’s academic success, our plan focuses on improving and supporting all teachers’ performance and practices through a fair and equitable process.

Re-envisioning the way we develop and evaluate teachers will require a significant culture change in our schools, and then a change in mindset focusing first and foremost on the continuous growth and development of educators. Providing teachers with support through high-quality professional learning and evaluation practices coupled with teachers’ abilities to reflect upon instruction and professional practice will develop a strong educational system.

The MPS Instructional Framework is the cornerstone of the PL/TEPE system. The Instructional Framework was developed to establish a shared definition of effective instructional practices while providing a set of parameters that contribute to the improvement of individual and collective practice across five domains: Classroom Environment, Planning and Preparation, Instruction, Assessment and Professional Responsibilities. Within each domain are specific indicators that break down expected practices across a continuum of performance levels from highly effective to ineffective.

GOALS OF MPS PROFESSIONAL LEARNING AND TEACHER EFFECTIVENESS AND PERFORMANCE EVALUATION PROCESS

The primary goal of the PL/TEPE process is to strengthen individual and collective teacher practices in order to improve student growth. The specific objectives of the plan are:

1. Ensuring the learning and academic achievement for **ALL** students,
2. Promoting effective instructional practices through the adoption of a framework that identifies standards-based instructional practices across identified domains,
3. Facilitating communication and collaboration among teachers, administrators, and other members of the profession for the improvement of student achievement,
4. Providing feedback which motivates reflective practice and individualized professional learning and growth,
5. Engaging teachers in high quality collaborative and individual professional learning opportunities for improving student learning outcomes,
6. Establishing a procedure by which goals of the school system can be translated into performance objectives for individual teachers, and
7. Providing a continuous record of the teacher's performance.

The collaborative nature of the development process for the PL/TEPE plan demonstrates our collective belief in the power of and need for collaborative practice among professional educators for moving a district forward.

CONNECTIONS TO DISTRICT VISION AND MISSION

Our PL\TEPE plan will assure the attainment of both the mission and vision of our learning community. We know that in order for students to achieve at their highest level, we need effective teachers in every classroom providing the highest quality instructional practice at all times.



Our Vision

Milford Public Schools will be a progressive school district in which students are prepared to achieve at their highest level, surrounded by an engaged community that is proud of its educational system.

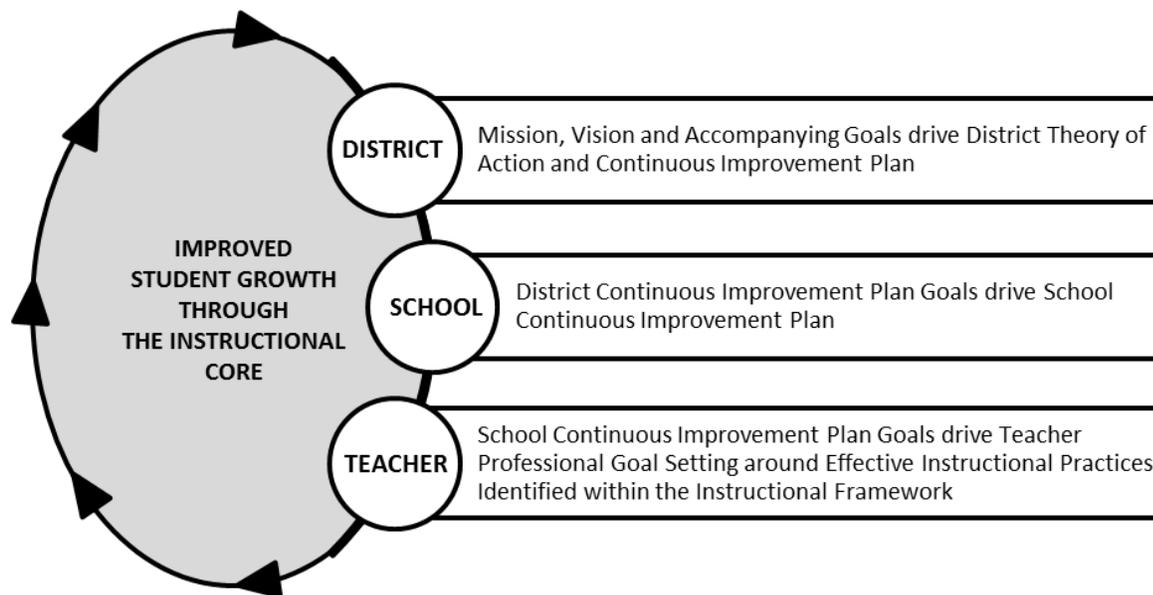
Our Mission

Students who graduate from the Milford Public Schools will:

- demonstrate mastery of reading, writing, and numeracy;
- comprehend, organize, and analyze information in order to independently solve problems and articulate solutions; and
- demonstrate the attributes of good citizenship and community/school engagement.

Strengthening individual and collective teacher practices with the goal of deepening student learning and increasing student achievement necessitates having an instructional framework as the cornerstone of our new PL/TEPE system. Our Instructional Framework enables us not only to share a common vocabulary on effective instructional practices, but also to identify where these specific practices fall along a continuum – from highly effective to ineffective.

Just as our PL/TEPE is necessary for the realization of our district mission and vision, it plays a crucial role in our district and school continuous improvement plans. Our continuous improvement plans, which address how we will obtain our district goals, cannot be realized without high quality instruction taking place in every class every day. Thus within our plan, we speak to the need to develop professional goals around instructional practices which directly support district and building goals.



Critically important to the growth of our district is the coherence that our PL/TEPE plan provides. By setting and making progress towards professional learning growth goals, grounded in school based goals, which stem from District goals, we are ensuring coherent focus on student learning.

PARTICIPATING TEACHERS AND ADMINISTRATORS

All certified personnel, tenured and non-tenured, below the rank of Superintendent with the exception of administrators in positions requiring administrative certification, are evaluated under the PL/TEPE plan outlined within this document.

Those evaluated under this plan include Tenured and Non-Tenured:

Classroom and Special Education Teachers
 Guidance Counselors (including Director of Guidance Departments)
 Media Specialists
 Literacy and Numeracy Coaches
 School Psychologists and Social Workers
 Speech and Language Pathologists
 Reading Teachers
 Teacher Leaders, including Teachers on Special Assignment, and Deans

Tenure is achieved after:

- a) Four successful years (40 months) of teaching in Milford, or
- b) Two successful years (20 months) of teaching in Milford if previously granted tenure in another district and employed in that district within the past five years.

Non-Tenured:

- a) any teacher who has not yet achieved tenure.

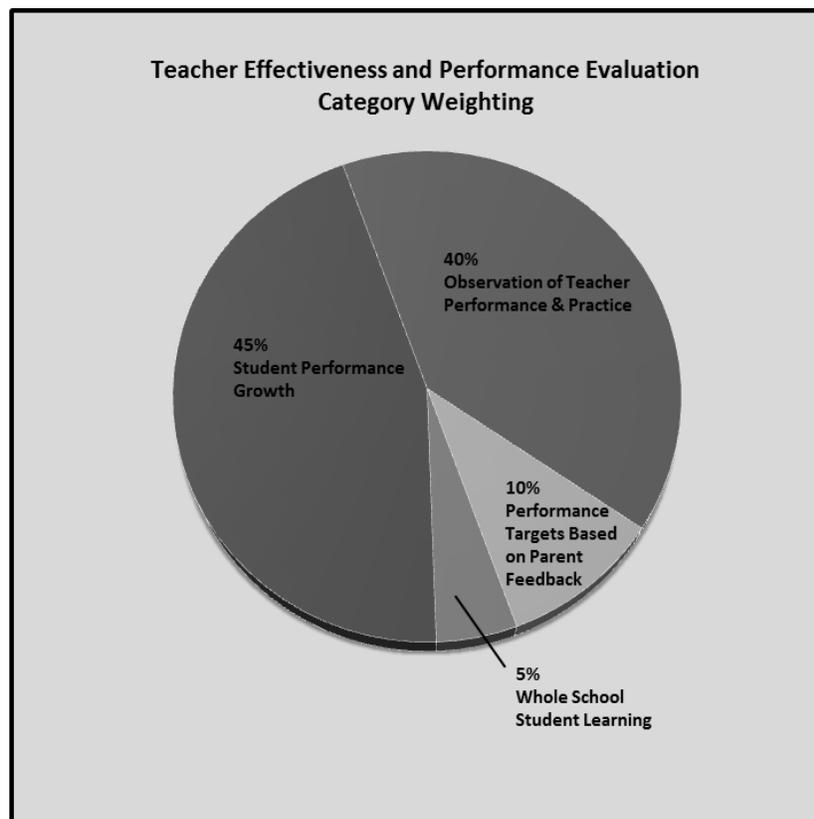
Within the plan evaluators may be building administrators—principals and assistant principals—or centrally assigned administrators. At the beginning of every year when the timelines for PL/TEPE plan are published, teachers will be informed who their primary evaluators will be. When more than one administrator is assigned to a teacher for evaluation purposes, each administrator will be responsible for reviewing documentation associated with the individual teacher’s Professional Learning Goals, Observation Feedback, Stakeholder goals, and PLC Summaries; the building administrator, however, is the primary evaluator who is ultimately responsible for developing the year end teacher evaluation and summative documentation.

All teachers will receive an annual orientation to the plan. In its first year of implementation, a substantial amount of professional learning time was dedicated throughout the year to support the new expectations. In subsequent years, the district worked with the building to provide informational sessions on any updates/revisions to the plan as well as to design and implement targeted professional learning based identified district, building and individual needs. This practice will continue. All new teachers and administrators will have additional training around the framework and goal setting process at their district orientation sessions. Furthermore, all building and district administrators will be required to participate in professional learning around all aspects of the PL/TEPE plan – including, but not limited to, effective observation practices that include opportunities to calibrate around the domain indicators on our Instructional Framework. Specific information on professional learning guidelines and expectations can be found in Section Four *Supporting Teachers through Professional Learning*.

TEACHER EFFECTIVENESS AND PERFORMANCE EVALUATION MODEL

OVERVIEW OF EVALUATION FRAMEWORK DESIGN

Our PL/TEPE process is aligned to state and national trends in evaluative practice including the Connecticut Performance Evaluation Advisory Council (PEAC) guidelines for teacher evaluation and System for Educator Evaluation and Development (SEED) model and consists of multiple measures to capture an accurate and comprehensive picture of teacher performance. Under the plan, all teachers will be evaluated across four categories.



Category 1: Teacher Performance and Practice (40%)

An evaluation of a teacher's core instructional practices and skills identified within our Instructional Framework based on observations of practice.

Category 2: Performance Targets Based on Parent Feedback (10%)

An evaluation of a teacher's growth towards performance targets set in response to annual parent feedback.

Category 3: Whole School Student Learning (5%)

A measurement of Student Learning based on identified school based student performance indicators.

Category 4: Student Performance Growth (45%)

An evaluation of teachers' contribution to student academic progress as measured on identified assessments.

Inherent within all categories are teacher and building based goals, professional learning supports and three anchor conferences.

Ratings from the four categories will be combined at the end of the year to produce a summative performance rating for each teacher. The performance levels, which are aligned to the domain indicators within our Instructional Framework, will be defined as:

- Highly Effective:** Substantially exceeding indicators of performance
- Effective:** Meeting indicators of performance
- Approaching Effective:** Meeting some indicators of performance, but not others
- Ineffective:** Not meeting indicators of performance

Further information regarding summative ratings can be found in Section Three *Teacher Effectiveness and Performance Evaluation Process*.

INSTRUCTIONAL FRAMEWORK

Our Instructional Framework defines a common understanding of effective instructional practices across five domains: Classroom Environment, Planning and Preparation, Instruction, Assessment and Professional Learning. Within each domain are specific indicators that break down expected practices across the continuum of practices:

Highly Effective: Substantially exceeding the indicators of performance

Effective: Meeting the indicators of performance

Approaching Effective: Meeting some indicators of performance; but not others

Ineffective: Not meeting indicators of performance

Our Instructional Framework document is central to our Teacher Effectiveness and Performance Evaluation plan – from goal setting to observation – as it captures and defines the practices we know are essential for improving student learning. Below are the domains and indicators within the Framework. The overview of practices associated with the four performance levels can be found in the complete document in the Essential Resources section.

MILFORD PUBLIC SCHOOL'S INSTRUCTIONAL FRAMEWORK	
DOMAINS	INDICATORS
Classroom Environment	<ul style="list-style-type: none"> A. Creates safe and orderly environment B. Organizes learning spaces to support efforts and progress C. Provides environment that supports choice and options to enhance learning D. Sets clear social expectations to create an environment of respect and rapport for all students E. Applies procedures consistently and with clarity in order to maximize time devoted to instruction and learning
Planning and Preparation	<ul style="list-style-type: none"> A. Utilizes district curriculum guides in planning and instruction B. Designs lessons with meaningful goals and objectives C. Differentiates appropriately for unique individual needs of students D. Includes strategies for teaching and supporting content area literacy skills, and when appropriate, numeracy skills E. Plans for student engagement and active learning

Instruction	<ul style="list-style-type: none"> A. Expectations are aligned to standards, are rigorous and relevant to curriculum, and support an optimal learning environment B. Uses a variety of evidence based instructional strategies and resources to engage students in learning C. Uses differentiated instruction and supplemental interventions to support the diverse needs of students D. Varies student and teacher roles to develop independence and interdependence with gradual release of responsibility E. Monitors and adjusts instructional strategies and pacing in response to student performance and engagement F. Uses questioning and discussion techniques to enhance student learning G. Provides meaningful, appropriate and specific feedback to students during instruction to improve performance
Assessment	<ul style="list-style-type: none"> A. Uses a variety of curriculum-aligned formative and summative assessments B. Provides students and families with assessment criteria and descriptive, timely feedback C. Utilizes rubrics and/or assessment tools for student self-assessment and reflection D. Reviews and interprets assessment data to monitor and adjust instruction to ensure student progress
Professional Responsibilities	<ul style="list-style-type: none"> A. Conducts self as a professional in accordance with CT Code of Responsibility for Educators B. Makes decisions based on student needs C. Understands individual student needs and legal rights and complies with the intervention, referral, and IEP process D. Demonstrates understanding of cultural, social, and economic diversity E. Collaborates with colleagues in a professional community F. Communicates with families G. Collaborates with colleagues in a professional community

REVIEW PROCESS

Our Professional Learning and Teacher Effectiveness Performance Evaluation Process is in full accordance to all Connecticut State Department of Education (CSDE) reform guidelines. Aggregates of summative performance ratings will be reported to the CSDE in accordance with all CSDE guidelines.

The Professional Learning and Teacher Evaluation committee, an outgrowth of the Instructional Framework Committee, will meet annually (or more if required) to not only review procedures teacher Evaluation but also to identify and help shape district and building professional learning. The committee will also review associated EForms and Processes within TalentED annually based on teacher and administrator feedback.

TEACHER EFFECTIVENESS AND PERFORMANCE EVALUATION PROCESS

OVERVIEW OF TEACHER EFFECTIVENESS AND PERFORMANCE EVALUATION PROCESS

The Teacher Effectiveness and Performance Evaluation process is anchored by three performance conferences placed at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations of the evaluation process, provide comprehensive feedback to a teacher on his/her performance, as well as to help teachers with the goal setting and reflection process. As discussed in upcoming sections, teachers are required to set student learning and professional growth goals which factor in to the Student Learning Outcomes category as well as being required to set performance targets related to Parent Feedback in the Performance Targets based on Parent Feedback category. These goals and performance targets must be collaboratively discussed and approved by an administrator during the Initial Goal Setting meeting. It is important that all goals be based on student needs and reflect an appropriate level of rigor. Specific details on goal setting are within the related categories.

Below is an overview of the sequence of conferences that are held throughout the year.

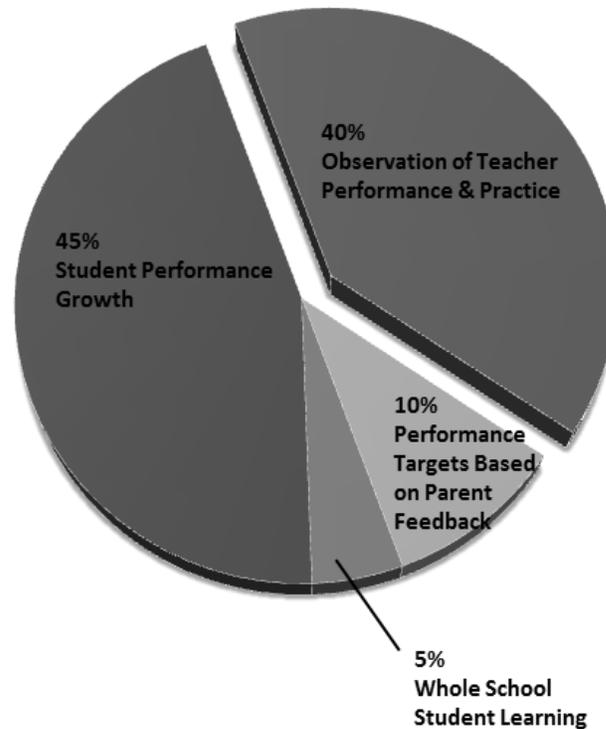
Initial Goal Setting	
Reflection and Preparation	<p>Teacher engages in the goal setting process which asks them to identify Student Learning Outcome goals, Performance Targets aligned to building/district based parent feedback goals and their related Professional Learning goals. Teacher documents and submits proposed goals in advance of the conference for their administrator to review.</p> <p>As part of the goal setting process, the teacher completes and reflects on the <i>Instructional Framework Self-Assessment</i> to identify areas for professional growth. Additionally the teacher joins a Professional Learning Committee (PLC) to collaborate with peers.</p>
Conference	<p>Teacher meets with their administrator to review and finalize their Student Learning Goals, Parent Feedback Performance Targets and related Professional Learning Goals.</p> <p>The administrator may request revisions to the proposed goals and objectives if they do not meet the approval criteria.</p>

Mid-Year Conference	
Reflection and Preparation	Teacher prepares for mid-year meeting by reflecting on progress towards Student Learning Goals, Parent Feedback Performance Targets, and related Professional Goals. Teacher documents and submits mid-year reflections in advance of the conference for their administrator to review.
Conference	Teacher meets with their administrator to reflect on observed practices, progress towards professional goals and performance targets, and participation in PLC process. Mid-Year adjustments are made to goals as necessary based on district provided criteria.
Year End Conference	
Reflection and Preparation	Teacher prepares for year end meeting by reflecting on Professional Learning Goals, Parent Feedback Performance Targets and related Professional Goals. Teacher documents and submits year end reflections along with relevant data in advance of the conference for their administrator to review.
Conference	Teacher meets with their administrator to reflect on observed practices, and to document with evidence progress towards goals and performance targets as well as to review participation in PLC. Administrator shares summative review and final rating for the year.

All three conferences (goal setting, mid-year and year-end) are required steps in our teacher evaluation process and must take place within the timelines communicated at the beginning of each year. Additional Materials related to each goal conference, including guiding questions, can be found on line on our district Professional Learning and Teacher Effectiveness and Performance Evaluation resource page.

The following sections detail the four different categories of the Teacher Effectiveness and Performance Evaluation and how they work together to create an accurate profile of a teacher's performance.

**CATEGORY ONE:
OBSERVATION OF TEACHER PERFORMANCE AND PRACTICE (40%)**



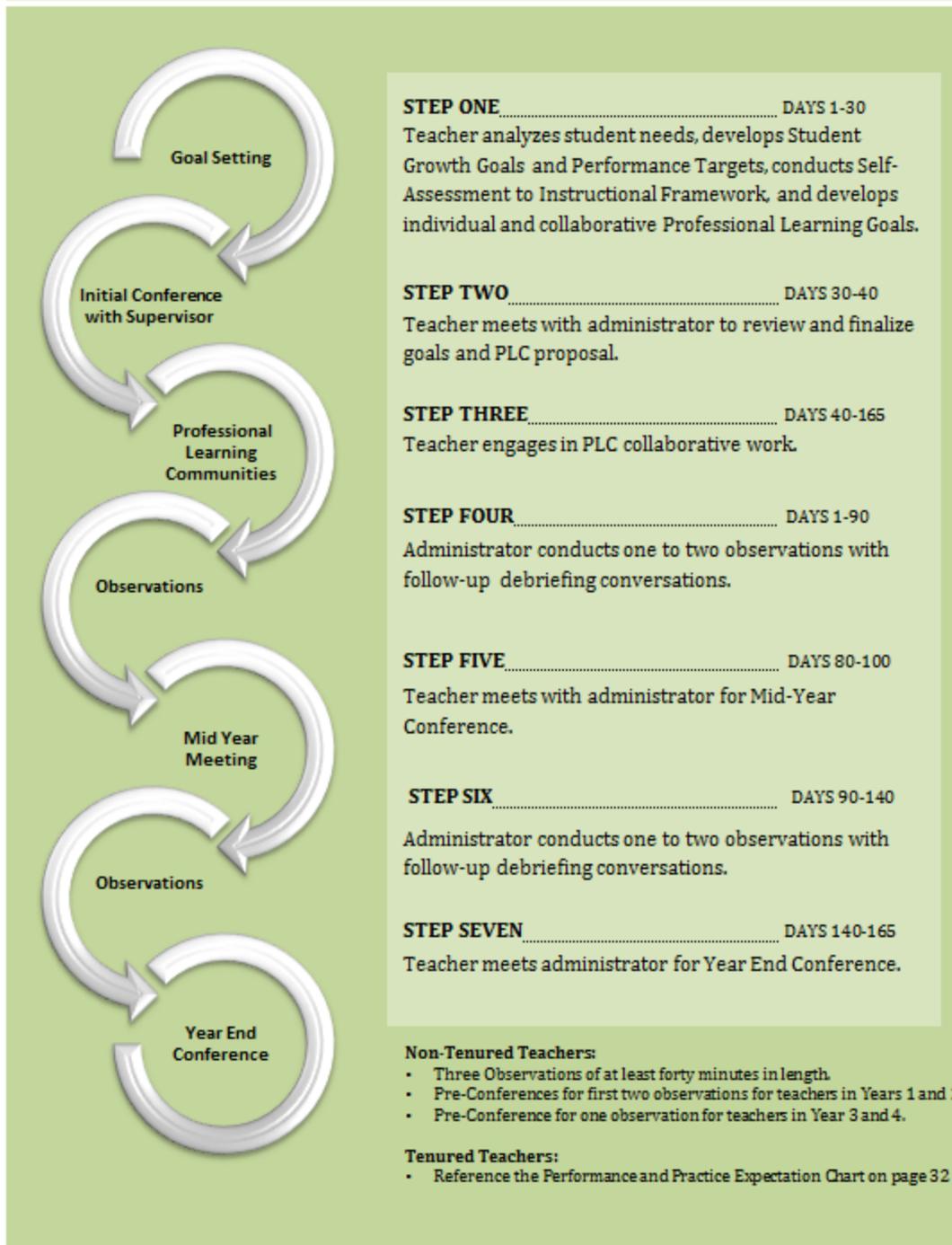
Research has shown that multiple snapshots of practice provide a more accurate picture of teacher performance than one or two observations per year. Since feedback is essential to teacher growth, our Teacher Observation and Practice process embeds multiple opportunities for feedback and dialogue around observed practices for all teachers.

The specific observation protocols employed by administrators vary depending on each teacher's tenure status. While all staff are initially observed a minimum of two times throughout the year, the duration of the observations along with whether they are announced or unannounced varies. Non-tenured staff are involved in three class length observations designed to capture a full picture of a teacher's ability to design and implement an effective lesson from initiation to closure, while tenured staff are observed minimum of two times in shorter observations which are designed to capture snapshots of a teacher's classroom instruction.

As can be seen in the processes outlined on the following page, the observations complement the goal setting and conference process throughout the year.

TEACHER OBSERVATION AND PRACTICE

Overview of Process for Staff



***All qualifying tenured teachers engage in a *Professional Growth Opportunity* in lieu of an unannounced observation. During the school year, qualifying teachers continue to participate in a three year observation cycle which includes a formal observation, informal observations, and/or professional growth opportunities to support ongoing professional learning.**

Non-Tenured Observations

Observations designed for non-tenured staff will be observations of complete lessons, from initiation to closure. Over the four years a teacher has non-tenured status, the observations will be a balance of formal (announced) and unannounced. When an observation is announced, staff are required to participate in pre-observation conferences where teachers and administrators come together to discuss expected outcomes for student growth within a particular lesson. These pre-conferences, which decrease over time, are specifically designed to help beginning teachers establish highly effective planning and preparation practices in line with our Instructional Framework. During the actual observation, the evaluating administrator will observe in the classroom focusing on the indicators in the Instructional Domain. Other domains, where applicable, can also be assessed. Following the lesson, the teacher will formally reflect on their lesson using the *Post-Observation Teacher Reflection Form*, which they will bring to their post-observation conference.

Non-Tenured Year 1 and 2 Teachers:

The first two of the three observations will be announced with required pre and post conferences.

Non-Tenured Year 3 and 4 Teachers:

The first of the three observations will be announced with required pre and post conferences.

For additional information on mid-year hires and observation cycles, please refer to the Overview of Observation Cycles in the Essential Materials section.

Tenured Observations

In the initial implementation year of this plan, tenured teachers were all observed a minimum of three times per year – one formal (announced) thirty minute observation and two unannounced twenty minute observations. There was no designated sequence for the three observations for a tenured teacher. For their Formal Observation, teachers are expected to participate in a pre-observation conference with the observing administrator where they will discuss expected outcomes for student growth in a particular lesson. Teachers and administrators should be guided in their conversation by the Planning and Preparation domain within the Instructional Framework. In both announced and unannounced observations, while the evaluating administrator will observe in the classroom focusing on the indicators within the Instructional Domain, other domains, where applicable, can also be assessed and commented upon. All qualifying tenured teachers will participate in an observation cycle which includes a formal observation, informal observations, and/or professional growth opportunities/review of practice to support ongoing professional growth. See chart on page 32.

Pre-Observation Conference

Pre-Observation Conferences must take place for all announced observations of tenured and non-tenured teachers. It is the expectation that a teacher brings their lesson plan to

the conference. The lesson plan must include addressed standards and student learning objectives as well as an overview of instructional strategies, differentiation and relevant assessments. The intent of the conference is for the teacher and administrator to review the teacher's learning plan through the lens of Domain 2 in the Instructional Framework: Planning and Preparation -- discussing ways in which the teacher can strengthen their lesson design to further improve and monitor student achievement.

Observation Feedback Form

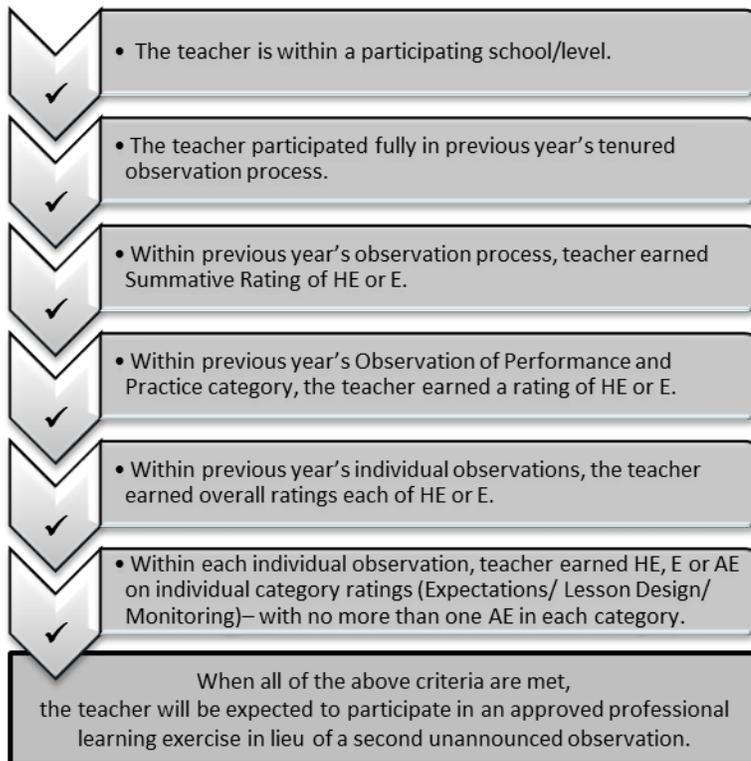
For both non-tenured and tenured observations, the administrator must debrief the observation with the teacher within forty-eight hours of the observation. During the meeting, the administrator will share feedback as well as the observed performance ratings. Within five days of the observation, the administrator will complete and forward to the teacher the *Observation Feedback Form*. The teacher will then have 10 days to review and electronically sign the *Observation Feedback Form*. The teacher's signature indicates receipt and review of the contents, not agreement with the contents. When signing, the teacher has the opportunity to reflect on the *Observation Feedback Form* in writing if they wish. Once the form is electronically signed and submitted; the teacher is no longer able to go back and add comments.

Professional Growth Opportunities

Professional Growth Opportunities are clearly defined opportunities for teachers to come together professionally around the development and implementation of best practices within their classrooms in furthering student achievement. The intent of including a professional learning exercise within the evaluation process is to give qualifying teachers a greater role in designing and engaging in professional learning that directly impacts their own professional growth.

In 2014-2015, elementary and middle school tenured teachers participated in a Professional Growth Opportunities in lieu of an unannounced observation. This expectation continued to be phased in over the 2015-2016 year including all levels, and eligibility was determined by a teacher's previous year's summative rating and individual observation ratings. At the beginning of each school year, teachers will be made aware of whether or not they qualify as well as what exercise they have to select from at that time. At this time, all qualifying teachers will have the opportunity to select from the following Professional Growth Opportunity: *Collegial Planning and Reflection, Learning Partners and Reflection, or Professional Inquiry and Reflection*. Approved professional learning exercises along with specific protocols for engaging in and reviewing the exercise will be developed, reviewed and communicated out annually by the district Professional Learning Committee in collaboration with Central Office Administration.

The following graphic outlines which teachers are required to participate in the professional growth opportunity:



Participating teachers will be expected to engage in a pre-approved Professional Growth Opportunities, reflect on the impact of their learning on their practice and meet with their primary supervisor to debrief the experience. Primary supervisors will be responsible for assigning a rating based on the teacher's authentic engagement in the professional learning exercise as defined within the protocols released each fall.

Walkthroughs and Instructional Rounds

There is an important distinction between the observations and practices that are part of the Teacher Effectiveness and Performance Evaluation plan and walkthroughs and instructional rounds that can happen throughout the regular course of a year. Walkthroughs and instructional rounds are conducted around general trends and identified problems of practice throughout a building or a department; they are not part of the individual teacher performance and practice evaluation.

Teacher Practice and Performance Weighting

Ratings on individual observations will be based on the observation expectations pulled from Domain 3 of the Instructional Framework: Instruction. Ratings on professional learning exercises will be based on the protocols for professional learning exercises established annually based on the professional learning expectations communicated within Domain 5 of Instructional Framework: Professional Responsibilities. At the end of the year, primary evaluators will review observation ratings and assign one of the following ratings to the Teacher Performance and Practice category: Highly Effective, Effective, Approaching Effective, Ineffective. These ratings will be tabulated as follows:

Teacher Performance and Practice Rating Scale		
Overall Rating	Rating Series	Tabulation
Highly Effective	HE,HE,HE HE,HE,E	4
Effective	HE,HE,AE HE,HE,I HE,E,E HE,AE,AE HE,E,AE HE,E,I E,E,E E,E,AE	3
Approaching Effective	HE,AE,I E,E,I E, AE, AE E, AE, I E,I,I AE, AE, AE AE, AE, I	2
Ineffective	AE,I,I I,I,I	1

In the case of more than three observations, the Overall Teacher Performance and Practice ratings should be calculated by averaging the ratings. In the case of an even split, more consideration should be given to the ratings of the most recent classroom observations.

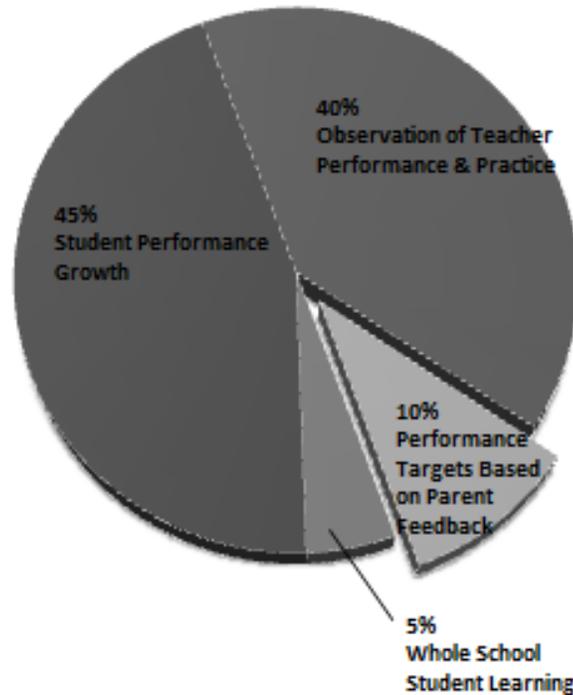
Teacher Performance and Practice Key Documents

The following forms, which are identified in the Essential Resources section, are utilized by teachers and administrators within the Teacher Practice and Performance Category:

- ✓ Teacher Pre-Observation Form
- ✓ Teacher Post Observation Form
- ✓ Administrator Observation Feedback
- ✓ Teacher Professional Growth Opportunity Reflection
- ✓ Administrator Professional Growth Opportunity Feedback

CATEGORY TWO:

PARENT FEEDBACK PERFORMANCE TARGETS (10%)



Input from our parents on teacher practice is highly valued as it gives us critical insight into our learning environment. Parent Survey data is used within this category to set and monitor school-wide improvement goals. As both the goals and associated data are focused on school-wide practices, individual teachers will then be asked to set performance targets in this category related to school-wide goals. It is important to note that the surveys utilized do not collect data on individual teachers; rather they collect and report on trends across buildings.

Survey Administration and Goal Setting

Parent Surveys will be administered every spring within the district. While the survey will be conducted electronically, parents will have the option of requesting and receiving a hard copy of the survey that they can complete and mail back to the district. The surveys used to capture parent feedback will be anonymous and demonstrate fairness, reliability, validity and usefulness. Both teachers and administrators will have input into the questions. Data will be collected and compiled on the district level. Data will be pulled out by school and responses will be reviewed by School Continuous Improvement Planning (SCIP) teams for trends and areas of need. This analysis will then be used to set

growth/improvement goals for school-wide practices. These goals should be tied directly into building School Continuous Improvement Planning work and be supported by professional growth opportunities throughout the year. Teachers will then be asked individually or collaboratively to set Performance Targets related to the school-wide goals. Within the Performance Target, there must be specific action steps and accompanying measures of success that can be monitored and adjusted as needed.

Overview of Summer School Continuous Improvement Work

As part of their summer SCIP work, Administrators and SCIP team members are expected to review and analyze their individual school Parent Feedback data reports in order to both look at their specific areas of growth as well as areas for further development. SCIP teams will determine one to three specific school-level parent goals for their building related to the identified areas for further development. The process is detailed below:

SCIP TEAM DATA ANALYSIS	GUIDING QUESTIONS FOR TEAM
<p>SCIP teams will be provided with data reports from the Parent Surveys including raw and favorable data for the current year survey and comparative growth over time data for questions common to previous years' surveys.</p> <p>SCIP teams will look specifically at the areas they identified as a focus for the past year.</p>	<p><i>Did you reach your growth targets you set last fall?</i></p> <p><i>If yes, what do you think contributed to growth this year?</i></p> <p><i>If not, was there positive growth, no growth, or a regression?</i></p> <p><i>What factors do you think are impacting parents' perceptions?</i></p> <p><i>Do you see similar trends in other areas?</i></p>
<p>SCIP teams will discuss the current and comparative data and identify areas of strength and areas for development.</p>	<p><i>What surprises us about the responses? What stands out?</i></p> <p><i>What are the areas that have the most favorable responses?</i></p> <p><i>What are the areas that do not have as favorable responses?</i></p> <p><i>What trends among the responses do we see?</i></p>
SCIP GOAL DEVELOPMENT	GOAL GUIDELINES
<p>SCIP teams will set one to three School-Level Parent Goals based on parent feedback for the upcoming year.</p> <p>The specific School-Level Goals along with a summary of the SCIP team's Data Analysis will be shared with all faculty in the fall. The specific School-Level Goals will be included in and monitored through the School's Continuous Improvement Plan.</p>	<p><i>The goals should be,</i></p> <ul style="list-style-type: none"> • <i>written as SMART Goals (Specific, Measurable, Attainable, Realistic, Timely),</i> • <i>consistent with best practices within school level, and</i> • <i>support the work that is critical to the success of other SCIP goals.</i>

During the Fall, administrators will review the School-Level Parent Goals with their faculties. Teachers will then be asked to set and monitor specific performance targets that will be mutually agreed upon with their administrators. As stated above, within the Performance Target, there must be specific action steps and accompanying measures of success that can be monitored and adjusted as needed.

Performance Targets on Parent Feedback Rating

The Feedback on Teacher Practice rating will reflect the degree to which a teacher successfully reached their performance targets based on provided data. Each component will then be applied to 10% of a teacher's total performance rating.

Performance Targets on Parent Feedback Rating Scale		
Overall Rating	Rating Descriptor	Tabulation
Highly Effective	Substantially exceeded the stated expectations of the performance target <i>(the goal was extended/adjusted in response to feedback)</i>	4
Effective	Met the stated expectations of the performance target	3
Approaching Effective	Partially met the stated expectations of the performance target	2
Ineffective	Did not meet the stated expectations of the performance target	1

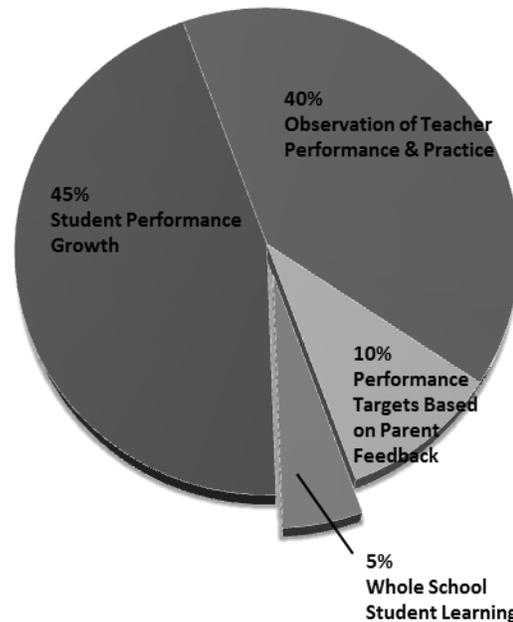
Performance Targets on Parent Feedback Key Documents

The following forms, which can be found in the Essential Resources section, are utilized by teachers and administrators within the Performance Targets on Parent Feedback Category:

✓ Professional Goal Form

Mid-Year and Year End Updates to the initial form will take place at specified times throughout the year.

**CATEGORY THREE:
WHOLE SCHOOL STUDENT LEARNING (5%)**



As part of a community of learners, teachers share a collective responsibility for working together to ensure the success of all students in their building. The 5% Whole School Student Learning category is therefore representative of the collective growth of all students and is applied equally to all teachers within a building. A teachers' indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the principals' evaluation rating at the schools under their Administrator Evaluation Plan. All teachers within a building will receive the same rating.

Teachers split between two or more buildings will be awarded a rating based on their allocated time in buildings.

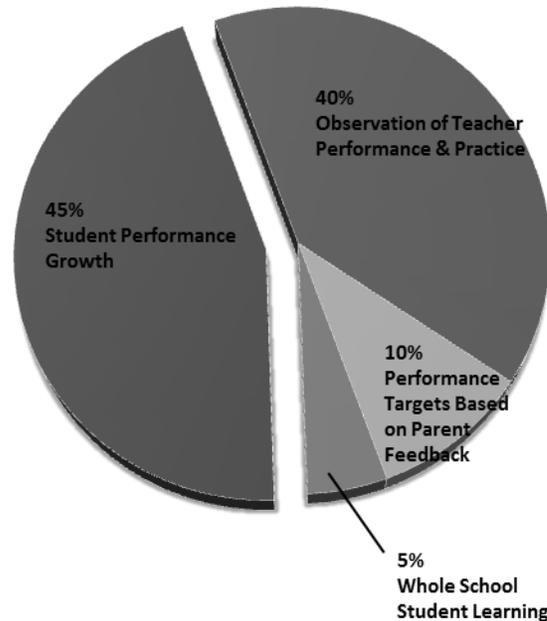
Please note: Our initial plan referenced the use of standardized assessments and building CSDE SPI (School Performance Indicator) within this category tabulation. As districts have been exempted by the CSDE from using CMT/CAPT/SBAC data, at this time the rating will come from internal assessments.

Whole School Targets Rating

At the end of the year, multiple student learning indicators will be reviewed and a final rating will be assigned for the Whole School Student Learning category: Highly Effective, Effective, Approaching Effective, Ineffective. These ratings are defined as follows:

Whole School Student Learning Rating Scale		
Overall Rating	Rating Descriptor	Tabulation
Highly Effective	All or most students met or substantially exceeded the targets contained in the indicators.	4
Effective	Most students met the targets contained in the indicators within a few points on either side of the targets.	3
Approaching Effective	Many students met the targets 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.	2
Ineffective	A few students met the targets but a substantial percentage of students did not. Little progress toward the goal was made.	1

**CATEGORY FOUR:
STUDENT PERFORMANCE GROWTH (45%)**

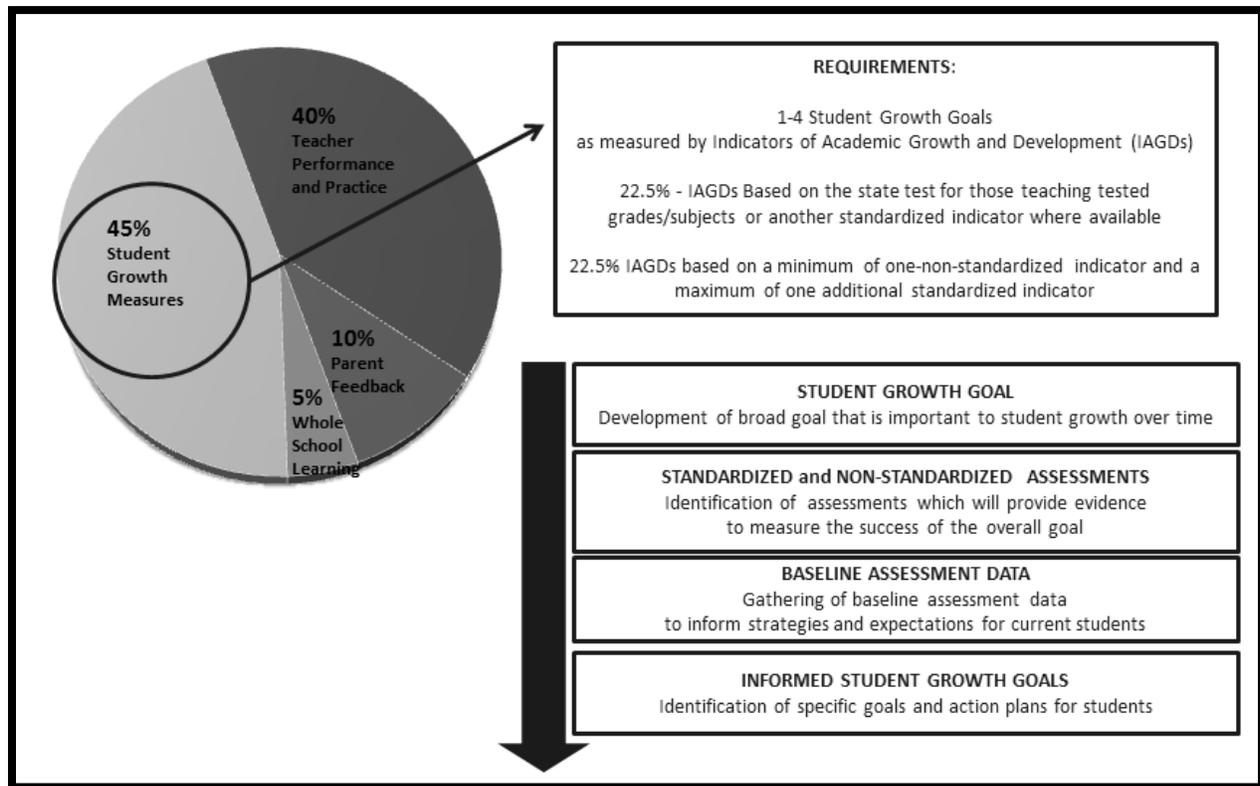


The Student Performance Growth Category captures the teacher’s impact on students by asking teachers to set and monitor specific student learning outcome goals. All goals within this process should be aligned to department, district and school student learning goals – and must be supported by a teacher’s participation within a Professional Learning Community.

Regardless of level, the driving focus in goal setting is student learning. The key question a teacher starts by asking, “What measurable student learning outcome am I hoping to achieve?” The question that follows is, “What do I need to do or know in order to accomplish the student learning outcome?” And then finally, “How will I know they are on their way to success?” The response helps to define the support and learning a teacher will need to attain their goals. Thus, the process leads to improvement in practice through the formulation of annual goals, professional learning strategies for achieving those goals, and methods of assessing progress toward goal attainment.

The following graphic illustrates the interconnectedness of goals within the process. In most cases the development of the student growth goal and the accompanying measurements will be identified by building and district administrators in alignment with district goals set to common standards. Teachers will then look at their students in their

current classes to set at least three specific growth goals – Indicators of Academic Growth and Development (IAGDs) -- for the year. Department and grade level resources will be available every year to help teachers and administrators through the goal setting process.



As teachers develop student growth goals for their specific students, they must be SMART Goals -- Specific-Measurable-Achievable-Relevant-Timely. They must be substantive, target increased student performance and reflect a clear link to district and school goals. Additionally they must be accompanied by a proposal for Professional Learning Community work and contain a timeline for implementation.

Goal Writing Approval Criteria:

All Goals must ...

1. Be clearly articulated in SMART goal format, Specific-Measurable-Achievable-Relevant-Timely
2. Be appropriately rigorous,
3. Be based on identified need(s) as related to student learning articulated in district and building continuous improvement plans,
4. Include a proposal for Professional Learning, including Professional Learning Community (PLC) work, and
5. Contain a timeline of implementation for the procedures.

Teachers will engage in ongoing reflection independently and with their administrator as they set, implement, and evaluate progress on their goal. All IAGDs must be mutually agreed-upon by the teacher and their evaluator along with an agreement on the balance of weighting standardized and non-standardized indicators for the 45%.

As part of their work in accomplishing their goals for students, teachers will be asked to set professional practice goals which are related to their own professional learning. A self-assessment against the Instructional Framework will be an important step in the identification of the professional practice goals. When appropriate, professional practice goals and related professional learning targets can be set collaboratively among teachers.

Once teachers have completed their proposal for their professional goals, they will submit their goals to their administrator in advance of their goal setting meeting. Even if they are working in a collaborative group around a similar goal, this initial meeting is an independent conversation between themselves and their evaluator. Once the administrator has approved their goal, the teacher can begin engaging in the approved professional learning activities. Professional learning activities should include a blend of collaborative PLC time as well as independent learning activities. The professional learning in which a teacher engages is centrally important to helping them achieve their goal.

Within the Student Performance Growth Category are two components: Standardized Assessment Indicators and District Assessment Indicators. Together these two indicators capture a teacher's impact on students over the course of a year's instruction. Knowing that 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 growth over time into context not simply a district or state benchmark end point.

Following state guidelines, indicators of academic growth and development in both standardized and district components must be fair, reliable, valid and useful to the greatest extent possible. These terms are defined by the CSDE 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 appropriately rigorous.
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 provides the teacher with meaningful feedback about student knowledge, skills, perspective and classroom experience and is used to enhance student learning and/or provide opportunities for teacher professional growth and development.

In accordance with CSDE guidelines, the process for assessing student growth using multiple indicators of academic growth and development must be developed through mutual agreement by each teacher and their evaluator at the beginning of the year (or mid-year for semester/trimester courses).

CSDE Guidelines on Standardized and Non-Standardized IAGDs

One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall be based on the state test or another standardized indicator for grades and subjects that are not tested.

For the other half (22.5%) of the indicators of academic growth and development, there will be a maximum of one additional standardized indicator and a minimum of one non-standardized indicator:

<p>Standardized Indicators</p> <p>Maximum of 1</p>	<p>Standardized assessments are characterized by the following attributes:</p> <ol style="list-style-type: none"> 1. Administered and scored in a consistent or “standard” manner 2. Aligned to a set of academic or performance “standards” 3. Broadly administered (e.g. National or statewide) 4. Commercially produced 5. Often administered only once a year
<p>Non-Standardized Indicators</p> <p>Minimum of 1</p>	<p>Non-Standardized Indicators include but are not limited to:</p> <ol style="list-style-type: none"> 1. Performance assessments or tasks rated against a rubric (such as constructed projects, student oral work, and other written work) 2. Portfolios of student work rated against a rubric 3. Curriculum-based assessments, including those constructed by a teacher or team of teachers 4. Periodic assessments that document student growth over time (such as: formative assessments, diagnostic assessments, district benchmark assessments) 5. Other indicators (such as: teacher developed tests, student written work, constructed project)

Please note, in accordance with CSDE: For the 2017-2018 academic year, the required use of state test data is pending, per federal approval.

In response to the changing expectations for the use of assessments by the CSDE, teachers will be expected to utilize common assessments in measuring their SLOs. Specific expectations regarding assessments will be communicated to teachers each fall.

PLC Collaborative Work

All teachers are expected to engage in a collaborative Professional Learning Community (PLC) in support of their professional goals. A PLC is a small collaborative work group grounded in:

- shared goals for improving student learning,
- looking at student/teacher work protocols,
- collective inquiry into best practices,
- reflective practices, and
- an ongoing commitment to the continuous improvement process.

Professional Learning Communities may be developed within or across buildings. Teachers who find they are working independently on a goal should join a Critical Friends PLC where they can process and reflect on their learning with colleagues.

For PLC time related to the Teacher Practice and Performance process, all teachers must submit an overview of the work, including learning goals, meeting overviews and concluding outcomes and reflections. Their reflection of their PLC work will be shared with their primary administrator at Mid-Year and Year End Conferences.

A minimum of five designated times will be allotted to PLC groups throughout the year.

Additional information regarding PLCs, including focus areas and critical friends groups, can be found in the Section Four: Supporting Teachers through Professional Learning section of this manual.

Student Learning Outcomes Ratings

At the end of the year, primary evaluators will review teacher provided data/evidence and year end reflections and assign one of the following ratings to each IAGD (Indicator of Academic Growth and Development): Highly Effective (4), Effective (3), Approaching Effective (2), Ineffective (1). These ratings are defined as follows:

Student Performance Growth (IAGDs) Rating Scale		
Overall Rating	Rating Descriptor	Tabulation
Highly Effective	All or most students met the targets contained in the indicators with the majority of these students substantially exceeding the target.	4
Effective	Most students met the targets contained in the indicators within a few points on either side of the targets.	3
Approaching Effective	Many students met the targets 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.	2
Ineffective	A few students met the targets but a substantial percentage of students did not. Little progress toward the goal was made.	1

Once individual ratings for each of the IAGDs are assigned they will be averaged for an overall rating for the category.

Due to the changes in testing this year and our district's current exemption from using CMT/CAPT/SBAC data, this category rating will now come from the district assessments identified within the teacher's initial goal setting form.

Student Learning Outcomes Key Documents

The following forms, which can be found in the Essential Resources section, are utilized by teachers and administrators within the Student Learning Outcomes Category:

- ✓ Professional Goal Form
Mid-Year and Year End Updates to the initial form will take place at specified times throughout the year
- ✓ PLC Summary

SUMMATIVE PERFORMANCE LEVELS

Summative teacher evaluation rating will be based on the six components grouped in three major categories: Teacher Performance and Practice, Feedback on Teacher Practice and Student Performance Growth. Ratings will be separately tabulated in two areas which are then applied to a matrix to determine a final performance level. Area One combines Teacher Performance and Growth and Parent Feedback on Practice. Area Two combines Student Development and Growth and Student Feedback on Practice. Based on the weighting system, which is described on the following pages, every educator will receive one of four performance ratings consistent with our performance levels in our Instructional Framework:

- Highly Effective:** Substantially exceeding indicators of performance
- Effective:** Meeting indicators of performance
- Approaching Effective:** Meeting some indicators of performance, but not others
- Ineffective:** Not meeting indicators of performance

The procedure for determining the summative ratings from the overall component ratings is based on the steps outlined below and is consistent with the current CSDE Evaluation guidelines. Any changes will be in response to further revisions to the state guidelines and will be presented to the staff and administration at the beginning of the academic year.

Determining Summative Rating	
Step One:	Calculate Teacher Performance and Practice/Performance Targets Score
Step Two:	Assign Teacher Performance and Practice/Performance Targets Performance Level
Step Three:	Calculate Student Performance and Growth/Whole School Student Learning Score
Step Four:	Assign Student Performance and Growth/Whole School Student Learning Performance Level
Step Five:	Utilize Step Two and Step Four identified performance Levels to identify summative Performance Level

Step One:

Calculate Teacher Performance and Practice/Performance Targets Score

Calculate a teacher's Teacher Performance and Practice / Performance Targets score by combining the Observation rating (40%) with Performance Target rating (10%).

Teacher Performance and Practice/Performance Targets Worksheet			
Category	Score 1-4	Weight	Points Score x weight
Observation of Teacher Performance and Practice		40	
Performance Targets based on Parent Feedback		10	
Total Score for Teacher Performance and Practice/ Performance Targets			

Step Two:**Assign Teacher Performance and Practice/Performance Targets Performance Level**

Transfer the Teacher Performance and Practice / Performance Targets on Teacher Practice Score to a Performance Level using the chart below:

Teacher Performance and Practice/ Performance Targets Performance Level	
Indicator Points	Indicator Rating
163-200	Highly Effective
125-162	Effective
88-124	Approaching Effective
50-87	Ineffective
Performance Level for Teacher Performance and Practice/ Parent Feedback	

Step Three:**Calculate Student Growth Measures/Whole School Student Learning**

Calculate a teacher's Student Growth Measures/Whole School Student Learning score by combining the Student Growth Measures rating (45%) with the Whole School Student Learning rating (5%).

Student Growth Measures/Whole School Student Learning Worksheet			
Category	Score 1-4	Weight	Points Score x weight
Student Growth Measures		45	
Whole School Student Learning		5	
Total Score for Student Growth Measures/Whole School Student Learning			

Step Four:**Student Growth Measures/Whole School Student Learning Performance Level**

Transfer the Student Growth Measures/Whole School Student Learning Performance Score to a Performance level using the following chart:

Student Growth Measures/Whole School Student Learning Performance Level	
Indicator Points	Indicator Rating
163-200	Highly Effective
125-162	Effective
88-124	Approaching Effective
50-87	Ineffective

Performance Level for Student Growth Measures/Whole School Student Learning	
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Step Five:**Use Summative Matrix to determine Summative Rating**

The following matrix can then be used to identify a Summative Rating for a teacher. To utilize the table, identify the teacher's rating for each category and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. If the two categories are highly discrepant (e.g., a rating of Highly Effective (4) for Teacher Practice and a rating of Ineffective (1) for Student Related Indicators, then the evaluator should examine the data and gather additional information in order to make a summative rating.

SUMMATIVE PERFORMANCE RATING					
Teacher Practice Related Indicators					
<i>(Teacher Performance and Practice + Performance Targets)</i>					
		Highly Effective	Effective	Approaching Effective	Ineffective
Student Practice Related Indicators <small>(Student Growth Measures + Whole School Student Learning)</small>	Highly Effective	Highly Effective	Highly Effective	Effective	Gather Further Information
	Effective	Highly Effective	Effective	Effective	Approaching Effective
	Approaching Effective	Effective	Effective	Approaching Effective	Approaching Effective
	Ineffective	Gather Further Information	Approaching Effective	Approaching Effective	Ineffective

Each teacher's performance level will be reported to the teacher and then communicated to the CSDE in accordance with CSDE teacher evaluation regulations. The district performance level ratings will be translated to the required CSDE performance ratings as seen below.

MPS Performance Ratings	CSDE Performance Ratings
Highly Effective	Exemplary
Effective	Proficient
Approaching Effective	Developing
Ineffective	Below Standard

Please note: When the Whole School Learning Indicator is not available at the time of the year end conference, the Student Growth measures will be weighted at 50%. When the Whole School Student Learning performance level is available, summatives will be

recalculated and any changes in the summative rating that occur at that time will be directly communicated to individual teachers affected.

Impact of Summative Rating on Subsequent Evaluation Process

Both a teacher's summative rating and individual observation ratings from their previous year may impact their Performance and Practice Expectations for the following year.

Please see the grid below for a detailed explanation of expectations:

	Non-Tenured Year 1 & 2	Non-Tenured Year 3 & 4	Tenured Highly Effective/Effective	Tenured Highly Effective/ Effective	Tenured Approaching Effective/ Ineffective
Evaluation Process	<p>Non-Tenured</p> <p>Teachers who require: Four successful years (40 months) of teaching in Milford, or</p> <p>Two successful years (20 months) of teaching in Milford if previously granted tenure in another district and employed in that district within the past five years.</p>	<p>Non-Tenured</p> <p>Teachers who require: Four successful years (40 months) of teaching in Milford, or</p> <p>Two successful years (20 months) of teaching in Milford if previously granted tenure in another district and employed in that district within the past five years.</p>	<p>Tenured Teachers:</p> <p>Teachers who receive an overall rating of Effective or Highly Effective.</p>	<p>Tenured Teachers:</p> <p>Teachers who receive an overall rating of Effective or Highly Effective.</p> <p>Teachers who do not meet Professional Growth Opportunity Requirements.</p>	<p>Tenured Teachers:</p> <p>Teachers who receive an overall rating of Approaching Effective or Ineffective.</p>
Performance and Practice Expectations	<p>At least three in-class 45 minute observations:</p> <p>-Two announced with pre and post conference.</p> <p>-One unannounced with post conference.</p>	<p>At least three in-class 45 minute observations:</p> <p>-One announced with pre and post conference.</p> <p>-Two unannounced with post conference.</p>	<p>3 Year Cycle:</p> <p><u>Year 1</u> – Minimum: --One announced 30 minute (with pre and post conference), --One unannounced (with post conference), and -- One Professional Growth Opportunity.</p> <p><u>Year 2</u> – Minimum: --One unannounced (with post conference) and --One Professional Growth Opportunity.</p> <p><u>Year 3</u> – Minimum: --One unannounced (with post conference), and</p>	<p>At least three observations:</p> <p>-One announced (with pre and post conference) and</p> <p>-Two unannounced 20 minute (with post conference).</p>	<p>At least three observations:</p> <p>-Two announced with pre and post conference and</p> <p>-One unannounced 20 minute with post conference.</p> <p>Beginning in 2015-2016, any teacher who received a summative rating of AE or I for the previous year will be placed on an assistance plan in the fall so that they can be appropriately supported in their professional growth.</p>

			-- One Professional Growth Opportunity.		
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Definition of Successful and Unsuccessful Performance based on Summative Ratings

Teacher success will be based upon a pattern of summative teacher ratings collected over time. Teachers with two consecutive summative ratings of Effective and Highly Effective will be deemed as successful within the new evaluation and support system. Beginning in the second year of the new evaluation and support system, any tenured teacher having a summative rating of Approaching Effective or Ineffective will be placed on an assistance plan. Teachers will be deemed unsuccessful if they have not made expected growth through the assistance plan process or if they receive a second consecutive rating summative rating of Approaching Effective or Ineffective.

Non-Tenured teachers shall be deemed successful if they receive at least two sequential effective/highly effective summative ratings. An Ineffective or Approaching Effective rating shall only be permitted in the first year of a novice teacher's career. There should be a trajectory of growth and development as evidenced by a subsequent rating of Effective or Highly Effective. Consequently, Non-Tenured teachers shall be deemed unsuccessful if they receive two Approaching Effective or Ineffective ratings. Non-renewal of non-tenured staff may occur for reasons captured and not captured in the teacher evaluation system.

(Please note: Successful correlates to the CSDE term *Effectiveness* and unsuccessful correlates to the CSDE term *Ineffectiveness*)

Career Development and Professional Growth

In addition to the professional growth opportunities open to all teachers, teachers consistently deemed successful will have opportunities for career development and professional growth designed to further build their capacity and skills. One such opportunity is the phasing in of Professional Growth Opportunities that encourage and support collaboration, beginning with Collaborative Planning and Reflection. Over time, additional opportunities will be open to qualifying teachers including peer learning walks, inquiry research, and coaching cycles. Other opportunities will include eligibility for leadership roles such as curriculum and department leaders, team leaders, plc facilitators, mentors and cooperating teachers.

Dispute Resolution Process and/or Change of Evaluator Request

In such cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan, the issue in dispute may be referred for resolution. The Superintendent and the Milford Education Association President (or his or her designee) shall each select one representative to listen to and provide an agreed upon decision. The teacher and evaluator must provide specific related data sources. In the event that a decision is not reached, the issue shall be resolved by the superintendent whose decision shall be binding.

The following is the procedure for a dispute resolution or a change of evaluator request:

1. The teacher and evaluator should attempt to resolve any disputes at the lowest level, e.g., at the building level.
2. If a resolution is not achieved at the lowest level, either the teacher or evaluator may initiate:
 - a. a dispute resolution process; or
 - b. a change of evaluator request
 by formally submitting a request to the Superintendent. This request should be made within twenty (20) school days of the dispute.
3. After reviewing the formal request, the Superintendent's designee (typically the Assistant Superintendent) with the Milford Education Association President (or his or her designee) will hold separate meetings with the teacher and the evaluator.
4. Meeting procedure:
 - a. Dispute resolution: Each party will provide evidence and specific related data sources at these meetings.
 - b. Change of evaluator: The teacher will provide reasons for the change in evaluator. The evaluator(s) provide his/her input into the issue.

5. The Superintendent's designee and Milford Education Association President (or his or her designee) will listen to both parties, review the provided data sources and/or evidence and for:
 - a. a dispute resolution: determine a mutual resolution; or
 - b. a change of evaluator: determine if a change to the evaluator is warranted.
 A written decision will be rendered and forwarded to the Superintendent, the teacher and the evaluator within 48 hours of the last scheduled meeting.
6. If the Superintendent's designee and the Milford Education Association President (or his or her designee) cannot come to a mutual resolution for the dispute resolution or change of evaluator the issue will then be forwarded to the Superintendent.
7. The Superintendent will hold a meeting with the Superintendent's designee and the, Milford Education Association President (or his or her designee), who will provide an overview of the arguments, evidence, and data presented by the teacher and evaluator. The Superintendent will make a decision within 48 hours, which shall be final and binding. A written account of this decision will be forwarded to all parties.

Rev. 5/10/18 v-3

Summative Performance Level Key Documents

The following form, which can be found in the Essential Resources section, is utilized by administrators at the end of the school year to communicate feedback on a teacher's performance throughout the year: Teacher Summative Performance Profile

MANAGEMENT SYSTEM: TalentED

The Teacher Effectiveness and Performance Evaluation process and forms will be managed through TalentED Perform, a cloud based performance management system that,

- promotes a consistent framework for staff evaluations,
- dramatically reduces paperwork and simplifies record keeping for teachers and administrators,
- reviews Employee Performance against district objectives and standards, and
- easily documents employee performance to stay compliant with legal and state regulations.

Directions for the use of TalentED will be posted for all staff and reviewed with new teachers. Additionally, our management system will be reviewed and assessed annually for continued use in accordance with CSDE guidelines.

IMPORTANT NOTE: TalentEd can be accessed at
<https://milford.cloud.talentedk12.com/perform/Login.aspx>

SUPPORTING TEACHERS THROUGH PROFESSIONAL LEARNING

The goal of all professional learning opportunities in Milford is increased student learning. To this end, we believe that all professional learning opportunities need to be marked by significant content, effective facilitators, and differentiated strategies designed to develop and support a community of professionals focused on increasing student performance through effective practices. Furthermore, as evident in our Teacher Effectiveness and Performance Plan, we believe that all educators must be models of ongoing learners, where goal setting, assessment, reflection and adjustment are cyclical practices.

PROFESSIONAL LEARNING

Our commitment to high quality professional learning opportunities necessitates that all professional learning be designed and implemented according to *Learning Forward's* National Standards for Professional Learning (see below):

STANDARDS FOR PROFESSIONAL LEARNING			
<i>Professional learning that increases educator effectiveness and results for all students ...</i>	LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.	OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

***Standards for Professional Learning** (Learning Forward, 2012) can be found online through the Learning Forward website: <http://www.learningforward.org>*

All professional learning programs are designed around the instructional core—the interdependent relationship between effective instruction, student learning, and curriculum. Program delivery is designed and implemented according to research based professional learning strategies and content is based on identified learning needs of students as well as self-identified and observed instructional needs of educators. Needs often arise as a result of the implementation of national, state, and district curriculum and assessment practices. Most often these national, state and district influences are articulated in district, school, and/or discipline Continuous Improvement Plans. Currently at the forefront of our continuous improvement plans are the instructional and assessment shifts predicated by the National Common Core of State Standards and the accompanying Smarter Balanced Assessment Consortium efforts designed to create college and career ready students – these will be stronger drivers of professional learning in upcoming years.

In accordance with CSDE Professional Learning Guidelines, the district will offer annually at least 15 hours of professional learning designed to improve instructional practice through effective, ongoing, job-embedded, learning experiences that target student and school needs.

Within our district, the Instructional Framework is a powerful tool in designing and implementing professional learning as it speaks not only to skills that need to be developed by our teachers but also to skills and practices that should be modeled by facilitators to maximize learning opportunities for our adult learners.

Professional Learning Committees

In accordance with CSDE guidelines, we have in place district and school based Professional Learning Committees. They are not stand alone committees, rather established committees that are responsible for professional learning within their established expectations. The district committee is an outgrowth of the Professional Learning/Teacher Effectiveness and Performance Evaluation and the building based committees are outgrowths of the School Continuous Improvement Planning teams.

The School Level Professional Learning Committees must be facilitated by the school principal and their SCIP team. Their responsibilities include:

- identifying areas of building professional learning needs based on teachers' professional learning goals and Teacher Feedback Practice growth targets,
- helping to design, and if appropriate facilitate, building professional learning programs,
- analyzing professional learning programming to provide feedback so they can continuously “Plan, Do, Monitor, Adjust” for maximum program effectiveness,
- communicating feedback on programs and additional professional learning needs to District Professional Learning Committee through Supervisor for District Improvement,
- reviewing, as needed, individual teacher professional learning requests and communicating expectations for sharing of professional learning with staff, and
- making recommendations to the district Professional Learning and Teacher Effectiveness and Performance Evaluation practices.

On all levels, teams should meet monthly to plan and monitor professional learning. Around building professional learning days, teams should meet more frequently as needed. Smaller professional learning groups may be convened as well around specific professional learning needs.

- For Elementary Schools, participants must include: School SCIP Team, including but not limited to building principal, literacy and numeracy coaches, as well as special education, regular education and specialist staff members.

- For Middle and High Schools, participants must include: School SCIP Team, including but not limited to building principal and curriculum leaders/department heads, as well as special education, regular education and specialist staff members.

The District Level Professional Learning Committee must be facilitated by the Supervisor for District Improvement and representatives of the Professional Learning/Teacher Effectiveness and Performance Evaluation committee. Their responsibilities include:

- identifying areas of district professional learning needs based on District and School Continuous Improvement Plan implementation and monitoring,
- designing and assessing district professional learning programs based on identified areas of needs,
- designing and assessing professional learning programs related to PL/TEPE process and related teacher feedback, and
- making recommendations to the district Professional Learning and Teacher Effectiveness and Performance Evaluation practices.

PROFESSIONAL LEARNING OPPORTUNITIES

While the individual and collaborative professional learning related to the goal setting process within the Teacher Effectiveness and Performance Evaluation plan is perhaps the most critical component of a teacher's professional learning as it is individualized to a teacher's assessment against the Instructional Framework, there are other valuable opportunities for professional learning within the district.

Our system provides a variety of formats of professional learning experiences in order to support, nurture, and extend Milford's professional learning community. These experiences, which can be tied to individual, building or district goals, can be found within individual schools, within the district and within the larger educational community outside the district.

DISTRICT WIDE PROFESSIONAL LEARNING TIME

Milford currently has several district-wide professional learning days as well as six extended Wednesday professional learning sessions which may be apportioned as school-based programs or by district grade-level and/or discipline programs. For building-based programs, school based leadership teams will work with administration to plan the

programs. The type of programs planned will be determined by an analysis of district, building and staff goals as related to increased student achievement articulated in School Continuous Improvement plans. For district-based days, the Supervisor for District Improvement will work with Central Office and Building Based administrators and Professional Learning Committees to plan the program. The type of programs planned will be determined by an analysis of curriculum and grade level needs as related to increased student achievement as articulated in the District Continuous Improvement Plan. All employees must participate in these contractual day professional learning programs, unless they have previously submitted and been approved for alternate plans. In that case, their assignment should be clearly delineated in their plan.

GRADE LEVEL AND SUBJECT AREA BASED PROFESSIONAL LEARNING PROGRAMS

Occasionally grade level and subject area workshops are held during the day to support the specific needs of grade levels and subject areas. Invited teachers are expected to attend these sessions.

AFTER SCHOOL PROFESSIONAL LEARNING PROGRAMS

Throughout the year, the district will provide various after school professional learning activities to staff. Staff may volunteer to attend these programs which will support educators in new curricula, instructional methods, and technology integration. These programs are often offered in response to educators expressed needs as well as to district initiatives.

INSTITUTES

Institutes, which may be held both during the summer and the school year, are offered to educators in specific teaching areas. During an institute, educators will come together for a minimum of three days to explore a specific student learning area. The result of the institute is traditionally a project which educators can bring back to their schools to improve their students' learning experiences. Support and follow-up is a necessary component to the institutes.

TEACHER INDUCTION PROGRAM

Milford provides a new teacher induction program that is designed to help new teachers become increasingly effective at promoting student learning and achievement, while reducing the intensity of their transition into teaching in Milford.

PROFESSIONAL LEARNING COMMUNITIES

Educators can participate in Professional Learning Communities (PLCs) as part of their professional learning experiences. Professional learning communities offer an opportunity for educators interested in exploring a similar topic related to improving student learning to collaborate in an inquiry based environment. More information on PLCs follows this section.

All professional learning programs must be formally submitted for approval through the Supervisor of District Improvement. Approval of programs is contingent on a number of factors. Most importantly the program must have clearly articulated goals and objectives related to improving the instructional core. The structure and content of the program must reflect Learning Forward's Standards for Professional Learning and be aligned with District and School Continuous Improvement Plans. Furthermore the program must work within the confines of our district and school based calendars. Once approval for a program is granted, the program will be set up within, Thrive, our professional learning management program. Teachers must be notified of expectations for attendance and participation in a timely manner. Additionally all programs must be evaluated for effectiveness. When possible, these evaluations should be conducted through Thrive so that data can be gathered and analyzed most efficiently.

In addition to in-district professional learning programs, teachers can request to attend professional learning programs sponsored by other districts or professional learning sponsors. If the request to attend a program is during a school day, teachers must receive approval from their building administrator as well as the Supervisor of District Improvement. Approval of a request is based on a consideration of the impact of the teacher's learning on student achievement, the connection between the teacher's request and the teacher's professional growth goal(s) as well as how the teacher is going to share his or her learning with the greater school and/or district community. Consideration should also take into account the amount of time a teacher is out of the classroom as well as other programs that might be pulling staff on the same day. Buildings are limited in the number of days they can grant to teachers. The number of days and any available funding is released to administrators every fall based on budget allocations.

TEACHER INDUCTION PROGRAM

In addition to the programs offered to all professional staff, staff members new to Milford are provided with a specific new teacher support program. The program is designed to help new teachers become increasingly effective at promoting student learning and achievement, while reducing the intensity of their transition into teaching in Milford. To this end, the new teacher program is a comprehensive program in which teachers become active members of reflective learning communities. It begins with an initial training period before school begins, offers a continuum of professional development through systematic training over a period of three years, and differentiates support based on a teacher's assignment, as well as a teacher's prior experience and training.

There are three components to the New Teacher Support Program which work together to increase teacher effectiveness in promoting student achievement: The New Teacher Institute which takes place in August before the start of the academic year, the individualized mentoring and coaching opportunities, and the ongoing professional development in the form of seminars and study groups.

Component One: New Teacher Institute in August

The New Teacher Institute is a comprehensive program in which teachers become active members of a reflective learning community as they participate in workshops designed to introduce them to Milford Public Schools, its belief system and expectations, and programs and resources. Specific time will be dedicated in the Institute to helping new teachers develop an understanding of the district Instructional Framework and the Professional Learning and Teacher Effectiveness and Performance Evaluation plan.

Component Two: Individualized Mentoring / Coaching

All new teachers are provided support by building principals, subject area supervisors, literacy and numeracy specialists, teacher and curriculum leaders, as well as by the Supervisor of District Improvement. In addition, all teachers participating in the CSDE's TEAM (Teacher Education and Mentoring) program are provided mentors and professional learning opportunities in accordance with the CSDE guidelines.

Component Three: Ongoing Professional Development – Seminars and Study Groups

New teachers may also be invited to attend ongoing seminars and study groups on a variety of topics. Depending on the needs of the new teachers and their students, the seminars and study groups offered to the new teachers will be hosted by the district, individual schools, and/or subject area departments.

As described in the preceding sections, the Teacher Effectiveness and Performance Evaluation Process is also designed to further the professional learning of our new teachers. The process for non-tenured teachers is specifically designed to give new staff members the opportunity to develop the most effective practices for increasing student performance.

PROFESSIONAL LEARNING COMMUNITIES

“The most promising strategy for sustained, substantive school improvement is developing the ability of school personnel to function as professional learning communities.”

~Dufour and Eaker, 1998

Educators are encouraged to collaborate around improving student learning in small professional learning communities. As previously stated, Professional Learning Communities are grounded in

- shared goals for improving student learning,
- looking at student/teacher work protocols,
- collective inquiry into best practices,
- reflective practices, and
- an ongoing commitment to the continuous improvement process.

Professional Learning Communities may be developed within or across buildings and may be designed and facilitated by administrators or teachers.

While teachers always have the option of creating and joining PLCs, being a part of a PLC related to their goal setting and evaluation process is a requirement of the Teacher Effectiveness and Performance Evaluation process.

The following models are examples of opportunities open to teachers participating in Professional Learning Communities
Action Research : Individuals or teams engage in an inquiry process conducted for the purpose of problem solving through the improvement of instructional practices. Those involved in action research follow a series of specific steps beginning with identifying a problem and ending with adopting a course of action.
Curriculum Development: Individuals or teams design or revise curriculum according to district guidelines.
Peer Coaching: Two colleagues pursue goals for improving student performance and professional growth by engaging in a teacher-directed process of pre-observation conferencing, classroom visits revolving around objective data gathering, and post-conferencing with feedback and dialogue.
Professional Learning Leadership: Individuals or teams design and implement professional development activities for their colleagues.

<p>Project Design: Individuals or teams design and implement comprehensive projects to advance their knowledge and development with the goal of improving student learning.</p>
<p>Clinical Supervision: Clinical Supervision in speech, social work, guidance or psychology with a licensed, experienced practitioner or college or university professor.</p>
<p>Critical Friends Group: Individuals working independently on goals, come together as a group where they can share out and receive reflective feedback on their professional growth strategies and progress towards goals.</p>

It is an expectation that all teachers within PLCs engage in both *Looking at Teacher Work* and *Looking at Student Work* protocols as part of the commitment to improving instructional practices.

IMPORTANT NOTE:

Detailed information on PLC development and processes as well as specific protocols on Looking at Teacher and Student Work can be found online through our Professional Learning page on Backstreets, our internal SharePoint site for online collaboration and district resources. (Backstreets: www.backstreets.milforded.org)

PROFESSIONAL LEARNING ROLES AND RESPONSIBILITIES

All Professional Staff

In relation to professional learning, each professional should view the success of all students as the ultimate goal of professional learning. As such, all professionals are responsible for being active learners. The continuing growth of educators in knowledge and skills in content areas and in the processes of teaching is requisite to ensure the success of student learning. Moreover, professional educators have a responsible role in assessing their professional learning needs and in the planning, implementation and evaluation of professional learning activities. Specifically, their responsibilities as related to professional learning include,

- developing their own professional learning goals in accordance with the guidelines of their evaluation plan,
- actively engaging in all conferences and discussions with their evaluators—including, but not limited to, those related to goal setting and observed practice feedback--regarding their own professional growth and instructional practices,

- actively and professionally engaging in all professional learning sessions, including PLC, district, building and department programs,
- completing with reflective thought evaluations related to the effectiveness of professional learning programs, and
- adhering to the expectations for all educators as set out in the CSDE Code of Professional Responsibility.

Building Based Administrators

As the instructional leaders for buildings, building administrators play an important role in professional learning. As such, in addition to the responsibilities of all professional staff, principals and other building administrators' responsibilities include,

- using research-based best practices of professional learning to identify, plan, run, and assess building based experiences,
- utilizing the teacher evaluation process to help identify professional learning needs and to ensure application of new learning in the classroom,
- collaborating with staff members to develop individual professional learning plans, fostering a positive attitude toward continued learning by creating and supporting a community of learners,
- modeling a commitment to learning by being actively involved in their own continued learning,
- encouraging all faculty members to grow as reflective practitioners by participating in professional learning activities with their faculty,
- encouraging a collegial spirit of openness and sharing among faculty members,
- informing teachers about professional learning opportunities, and
- organizing and facilitating professional learning programs within their buildings aligned with their School Continuous Improvement Plan, with the input of a building based professional learning team.

District Based Administrators

As specialists in their fields, district administrators also have an important role in professional learning programs. In addition to the responsibilities of all professional staff, district based administrators' responsibilities include:

- using research-based best practices of professional learning to identify, plan, run, and assess district based experiences,
- utilizing the teacher evaluation process to help identify professional learning needs and to ensure application of new learning in the classroom,
- collaborating with staff members to develop individual professional learning plans, fostering a positive attitude toward continued learning by creating and supporting a community of learners,

- modeling a commitment to learning by being actively involved in their own continued learning,
- encouraging all department members to grow as reflective practitioners through departmental professional learning activities and collegial dialogues,
- assessing their department's professional learning needs and then planning and organizing programs which meet these needs,
- being a resource to administrators and teachers on professional learning activities involving their specific subject area, and
- working together as a collaborative team to help develop programs in support of District and School improvement plans.

Supervisor of District Improvement

The Supervisor of District Improvement provides professional learning leadership for the district. The Supervisor of District Improvement's responsibilities in addition to those of all professional staff, include:

- using research-based best practices of professional learning to identify, plan, run, and assess building and district based experiences assessing the professional learning needs of the district,
- coordinating professional learning activities for district-wide in-service days, and assisting building administrators in planning and arranging building-based professional learning activities,
- assisting instructional supervisors and teacher leaders in planning and arranging content-based professional learning activities,
- reviewing and approving staff requests for professional learning leaves and reimbursement,
- ensuring that opportunities for professional learning are designed with the probability that they will positively affect student learning,
- coordinating the planning and arranging of summer professional development programs,
- coordinating the three components of the Teacher Induction Program,
- monitoring staff learning programs through the review and assessment of professional development evaluations and verification of completion forms,
- administering and overseeing the professional development budget,
- facilitating the district Professional Learning committee work.

Superintendent and Assistant Superintendent

The Superintendent and Assistant Superintendent have a crucial role in the oversight of all aspects of the Professional Learning and Teacher Effectiveness and Performance

Evaluation Plan. In addition to supervising the building and central office administrators, their responsibilities related to professional learning include:

- using research-based best practices of professional learning to identify, plan, run, and assess building and district based experiences,
- working collaboratively with building and central office administrators to ensure that the professional learning needs of the district are being met,
- helping to develop the capacity of administrators in developing and initiating effective professional learning programs,
- assuring that all professional learning is aligned to the building and district continuous improvement plans,
- monitoring the integrity of the teacher evaluation process, and
- designing professional learning programs for administrators in the areas of leadership and teacher evaluation, including but not limited to the development of effective feedback practices and calibration of observed practices against our Instructional Framework.

TEACHER ASSISTANCE PROCESS

The Milford Teacher Evaluation Plan expects that a teacher will work to resolve any performance issues. In most cases, when a teacher is made aware of unsatisfactory performance, the certified staff member will work promptly to resolve performance issues. It is expected that under most circumstances, a teacher will take the opportunity to resolve performance issues.

When a teacher receives a summative rating of Approaching Effective or Ineffective or is unsuccessful in resolving other significant performance issues, a teacher will be placed in structured or intensive assistance.

Structured assistance is designed to provide short term (not to exceed 45 school days) support to solve a weakness relative to job description, skills, or standards. Intensive assistance is designed to provide further assistance to a teacher when the structured assistance was not successful or when the deficit is job-threatening. In addition to the unsuccessful practice as defined by our teacher evaluation system, such situations could include but are not limited to the following:

- a teacher not consistently following the Connecticut Common Core of Teaching;
- a teacher not consistently following the district curriculum;
- a teacher not consistently meeting the standards of his/her job description;
- a teacher who demonstrates significant weaknesses in classroom management;
- a teacher not following, in whole or in part, the Connecticut Code of Professional Responsibility for Teachers.

A building administrator may request of the Assistant Superintendent that another evaluator be assigned to assist in this process.

Details of structured assistance and intensive assistance are provided below.

STRUCTURED ASSISTANCE

Purpose: To provide short term support to a teacher to resolve a weakness relative to job description or competencies which can be resolved in 45 days or less.

Participant: A tenured teacher identified by evaluator as needing to improve relative to competencies and/or job description.

Process: 1. Evaluator meets with teacher and explains why the evaluator is placing teacher on structured assistance. Reasons are provided in writing.

2. Evaluator develops plan which if followed will probably lead to improvement in areas identified. The plan must include specific areas of improvement, the support and assistance that the school system will provide, the level of improvement required and method of assessment. Evaluator should review draft plan with teacher and his/her MEA representation and discuss and consider teacher suggestions for modifications if they will increase the probability of meeting the desired outcomes.
3. The time period for structured assistance should be as short as can mutually be agreed.
4. If a teacher successfully completes structured assistance: successful completion should be documented on the summary evaluation form.
5. If a teacher does not reach the level of improvement in the time period agreed: structured assistance can be extended with revised goals or the evaluator will initiate intensive assistance.
6. Structured assistance is designed to be completed in less than 45 school days.

INTENSIVE ASSISTANCE

Purpose: To provide intensive assistance to a professional staff member.

Participant: A professional staff member who was unsuccessful with structured assistance or who is not meeting performance expectations.

Process:

1. Evaluator meets with professional staff member to define specific areas for improvement. Reasons are provided in writing.
2. Evaluator develops plan which if followed will probably lead to improvement in areas identified. The plan must include specific areas of improvement, the support and assistance that the school system will provide, the level of improvement required and method of assessment. Evaluator should review draft plan with teacher his/her MEA representation and discuss and consider teacher suggestions for modifications if they will increase the probability of meeting the desired outcomes.
3. The time period for intensive assistance may vary from 45 to 180 days.
4. If a teacher successfully completes intensive assistance: successful completion should be documented on summary evaluation form.
5. If concerns are not resolved, the case is referred to the Superintendent to determine further action.

An Assistance Plan, both structured and intensive:

1. Clearly identifies the area(s) of concern,
2. Clearly expresses the evaluator's expectations for improved performance,
3. Outlines a plan for improvement which identifies appropriate resources and help to assist the teacher to improve performance,
4. Provides a monitoring system which includes a specific minimum number of observations and/or conferences, and
5. Provides a reasonable and specific time period in which improvement will be made and a review completed.

The purpose of this program is to provide the teacher with the opportunity and the assistance to improve performance. It is therefore necessary that the teacher be given a reasonable period to make the improvements sought. However, this period cannot be open-ended. At the end of the period specified by the evaluator in the plan, the evaluator will provide the teacher with a formal written assessment which contains:

1. a record of the assistance which has been provided,
2. a record of the observations/data and/or conferences conducted or held to monitor performance,
3. an assessment of performance in the areas(s) of concern or deficiency as of the date of the report, and
4. a statement that any areas of concern or deficiency have been resolved or a recommendation for further administrative action which, depending upon the seriousness of the concerns or deficiencies shall include, as appropriate, one of the following:
 - a. an extension of the terms and time limits of the existing assistance plan,
 - b. revision of the assistance plan to include other suggestions for improvement and additional help and an extension of the time limits,
 - c. staff member moves from structured to intensive assistance, and
 - d. other administrative actions up to and including recommendation for termination of employment.

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

APPEAL PROCESS

The right of appeal is available to every participant at any point in the assistance process. The appeal procedure is designed to facilitate the resolution of conflicts generated by the evaluation process when resources available at the building level are not sufficient. An appeal will be considered if it relates to process or procedure; an appeal will not be considered if it relates only to the content or substance of the evaluation. Appeals will be heard by the Superintendent or the Superintendent's designee.

To initiate an appeal, either party, evaluator or evaluatee, must submit an Appeal Request form to the Superintendent within ten (10) school days after the individual knew or should have known of the act or condition on which the appeal is based. Within five (5) days of receipt, copies will be sent to the other party. The Superintendent or the Superintendent's designee shall schedule a joint meeting of the parties involved within ten (10) school days of receipt of appeal request. In accordance with the CSDE requirements, the process includes the Superintendent as the final decision maker when a resolution cannot be reached.

The procedure for conducting an appeal hearing is as follows:

- A. The meeting is convened by the Superintendent, or the Superintendent's designee, who will serve as the Appeal Chairperson.
- B. The participants are introduced by the Chairperson who explains the purpose of appeal.
- C. The appeal procedures are reviewed by the Chairperson and then adhered to by the participants:
 1. Chairperson will conduct the meeting. All statements or requests to question must be addressed to Chairperson.
 2. The initiator of the appeal will cite the relevant area, section, process, or procedure within the evaluation program and state the nature of the appeal.
 3. The initiator of the appeal will present his/her position(s).
 4. The Chairperson will address any clarifying questions to the initiator.
 5. The second party in the appeal procedure will present his/her position.
 6. The Chairperson will address any clarifying questions to the second party.
 7. The Chairperson will allow each party to make a concluding statement.
 8. The Chairperson will recess to formulate a recommendation.
 9. Following the recess, the Chairperson will use that recommendation in an attempt to facilitate immediate resolution of the issue(s).
 10. The Appeal Hearing Summary, complete with a written recommendation for resolution will be delivered to both parties within five (5) school days of the appeal hearing.

PL/TEPE PROFESSIONAL LEARNING

As part of the implementation plan for our Professional Learning and Teacher Effectiveness and Performance Evaluation plan, teachers participated in professional learning related to the expectations of the new processes as well as in the Instructional Framework document. Beginning in the Fall of 2011, teachers were introduced to the domains of the Instructional Framework through monthly faculty meetings. Beginning in the Fall of 2012, teachers were introduced to the components of the new plan with an emphasis on the pieces being piloted during the 2012-2013 year. Throughout the 2012-2013 year, administrators conducted a series of sessions focused on professional learning and teacher evaluation at faculty meetings, including, but not limited to: an overview of the new plan, goal setting practices, professional learning community development and protocols, and mid-year and year end conference expectations. During this time, at least six Wednesdays were devoted to PLC work. During the subsequent 2013-2014 year, teachers were introduced to the new components of the plan as well as how all the categories come together in a summative rating. Throughout the year, sessions were focused on the design of appropriate goals and performance targets as well as mid-year and year end conference expectations. Professional learning continues around the domains of the Instructional Framework as well as the approved Professional Growth Opportunities. Looking ahead, differentiation of professional learning will be supported based on individual needs and additional Professional Growth Opportunities will be developed. All teachers will continue to participate in an annual orientation to the plan, including but not limited to any changes. Additionally all new hires will be given an in-depth introduction to our plan at our annual New Teacher Academy.

Resources for teachers around the PL/TEPE plan can be found online at our district Google site through the District Improvement Page. These resources include materials for developing goals, specific PLC protocols, and articles aligned to the domains of the Instructional Framework, as well as district presentations and newsletters.

PL/TEPE ADMINISTRATOR PROFESSIONAL LEARNING

As part of the implementation plan for our new teacher evaluation plan, all administrators have had extensive training in our new observation and feedback practices beginning in the fall of 2011. Administrators have participated in monthly professional learning meetings as well as a series of observation calibration exercises. Professional learning has included developing common understandings around the new plan, practice opportunities for goal and observation meetings, shared development of written feedback, critical friends groups and in depth analyses of the Instructional Framework. In addition, all administrators have

shared observations during the 2012-2013 and 2013-2014 years in order to further calibrate and develop their own skills. Furthermore, written feedback has been reviewed by the Assistant Superintendent and Superintendent for alignment of administrator feedback to identified best practices. Looking ahead, professional learning included the evolving PL/TEPE process with continued focus on helping teachers to develop and measure appropriate student growth goals. All new administrators engaged in a targeted program of professional learning around all aspects of the teacher evaluation process. All district administrators will have a minimum of 15 hours of training in teacher evaluation over a five year period to support the educator evaluation process.

In addition to the administrator professional learning related to the implementation and support of our new Teacher Evaluation plan, administrators are involved in professional learning related to the Leadership Performance Expectations within the Administrator Evaluation Plan.

ESSENTIAL MATERIALS

PLEASE SEE THE FOLLOWING PAGES FOR:

Milford Public Schools Instructional Framework.....	53
PL/TEPE EForms	56
Glossary of Terms.....	57
CSDE Resource Documents.....	58
Observation Cycles.....	59
Timeline Overview.....	60

ADDITIONAL RESOURCES CAN BE FOUND AT:

Backstreets: District Improvement/Teacher Evaluation

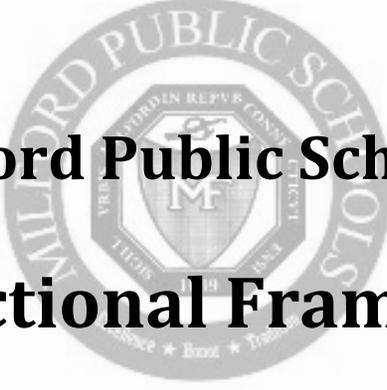
<https://backstreets.milforded.org/parsons/InstructionalDiv/districtimprov/pltepe/SitePages/Home.aspx>

Site includes directions for accessing and utilizing TalentED (see below), district resources for Instructional Framework domain, district powerpoints related to the plan, and supporting documentation for goal development and plc protocols.

TalentED Perform: Performance Evaluation Management System

<https://milford.cloud.talentedk12.com/perform/Login.aspx>

Site manages goal setting, plc and documentation forms as well as observation feedback and performance reviews.



Milford Public Schools

Instructional Framework

August 2017

Our Milford Public Schools’ Instructional Framework defines a common understanding of effective instructional practices across five domains: Classroom Environment, Planning and Preparation, Instruction, Assessment and Professional Responsibilities. Within each domain are specific indicators that break down expected practices across a continuum of performance levels from highly effective to ineffective.

- | | |
|------------------------|--|
| Highly Effective: | Substantially exceeding the indicator of performance |
| Effective: | Meeting the indicator of performance |
| Approaching Effective: | Meeting some indicators of performance, but not others |
| Ineffective: | Not meeting indicators of performance |

The Framework was developed through the collective efforts of the MPS Instructional Framework Committee, which included over forty teachers and eight building and central office administrators. After its initial development in the summer of 2011, subcommittees have met over subsequent summers to review and edit the single framework for teaching and learning that is found within the following pages.

LEARNING PRINCIPLES

1. The outcome of all learning is the powerful use and application of knowledge in a variety of contexts.
2. Accomplishments are defined by clearly communicated appropriate standards that guide work, achievement, and plans for future growth.
3. To reflect upon and improve performance, learners need regular and timely feedback on progress as it relates to standards.
4. When the right learning conditions exist, learners are capable of excellence.
 - a. Learners need to understand the value of what they are learning and how it relates to past and future learning.
 - b. Learning is an active and reflective process in which learners are engaged in higher order thinking.
 - c. Learners' diverse needs are met through appropriate instructional strategies and materials.
 - d. Motivation is essential to inspire learning.
 - e. A supportive environment is necessary for learning.

SUMMARY OF DOMAINS AND INDICATORS

DOMAINS	INDICATORS
Classroom Environment	A. Creates safe and orderly environment B. Organizes learning spaces to support efforts and progress C. Provides environment that supports choice and options to enhance learning D. Sets clear social expectations to create an environment of respect and rapport for all students E. Applies procedures consistently and with clarity in order to maximize time devoted to instruction and learning
Planning and Preparation	A. Utilizes district curriculum guides in planning and instruction B. Designs lessons with meaningful goals and objectives C. Differentiates appropriately for individual needs of students D. Includes strategies for teaching and supporting content area literacy skills, and when appropriate, numeracy skills E. Plans for student engagement and active learning
Instruction	A. Expectations are aligned to standards, are rigorous and relevant to curriculum, and support an optimal learning environment B. Uses a variety of evidence based instructional strategies and resources to engage students in learning C. Uses differentiated instruction and supplemental interventions to support the diverse needs of students D. Varies student and teacher roles to develop independence and interdependence with gradual release of responsibility E. Monitors and adjusts instructional strategies and pacing in response to student performance and engagement F. Uses questioning and discussion techniques to enhance student learning G. Provides meaningful, appropriate and specific feedback to students during instruction to improve performance
Assessment	A. Uses a variety of curriculum-aligned formative and summative assessments B. Provides students and families with assessment criteria and descriptive, timely feedback C. Utilizes rubrics and/or assessment tools for student self-assessment and reflection D. Reviews and interprets assessment data to monitor and adjust instruction to ensure student progress

**Professional
Responsibilities**

- A. Conducts self as a professional in accordance with CT Code of Responsibility for Educators
- B. Makes decisions based on student needs
- C. Understands individual student needs and legal rights and complies with the intervention, referral, and IEP process
- D. Demonstrates understanding of cultural, social, and economic diversity
- E. Communicates with families
- F. Engages in Professional Learning
- G. Collaborates with colleagues in a professional community

DOMAIN 1: CLASSROOM ENVIRONMENT				
INDICATOR	HIGHLY EFFECTIVE	Performance Levels		
		EFFECTIVE	APPROACHING EFFECTIVE	INEFFECTIVE
A. Creates safe and orderly environment	<i>In addition to characteristics of effective:</i> Teacher establishes an environment where students independently monitor and promote established expectations and consequences for behavior that supports the classroom environment.	Expectations and consequences for behavior are clearly established. Teacher actively monitors and promotes behavior that supports the classroom environment.	Routines and expectations for behavior are established but inconsistently reinforced. There is some evidence that student behaviors may interfere with learning. Consequences are appropriate but inconsistently applied.	Routines and expectations for behavior are not evident. Student behavior interferes with the learning, safety, or well-being of others. Consequences may be inappropriate and/or inconsistent.
B. Organizes learning spaces to support individual student efforts and progress	<i>In addition to characteristics of effective:</i> Teacher establishes an environment where students independently access and utilize clearly identified materials and resources.	Students have access to and utilize classroom materials and resources. The physical arrangement and organization of the classroom supports the learning of all students.	Students have inconsistent access to classroom materials and resources. The physical arrangement and organization of the classroom may interfere with student learning.	Students have little or no access to classroom materials and resources. The physical arrangement and organization of the classroom interferes with student learning.
C. Provides environment that supports choices and options to enhance learning	<i>In addition to characteristics of effective:</i> Teacher establishes an environment where students initiate and actively participate in inquiry, risk taking, self-monitoring, and self-evaluation.	There is evidence of ongoing student participation in classroom decision-making and goal setting. Opportunities for participation in inquiry, self-monitoring and self-evaluation are provided. The classroom demonstrates a community in which productivity, risk-taking and learning are evident.	There are occasional opportunities for students to participate in classroom decision-making and goal setting. Students inconsistently participate in inquiry, self-evaluation, or self-monitoring. The classroom demonstrates inconsistent evidence of productivity, risk-taking, and learning.	There is a lack of opportunity for students to participate in classroom decision-making and goal setting. Students do not participate in inquiry, self-evaluation, or self-monitoring. The classroom demonstrates little indication of productivity, risk-taking, and learning.
D. Sets clear social expectations to create an environment of respect and rapport for all students	<i>In addition to characteristics of effective:</i> Teacher establishes an environment where students demonstrate respect and sensitivity to all cultures and levels of development.	Instruction, modeling, and reinforcement of social skills are evident. Respect and sensitivity of students' cultures and levels of development is evident.	Some evidence of teaching and modeling of social skills. Respect and sensitivity of students' cultures and levels of development is not consistently evident.	Little or no evidence of teaching or modeling of social skills. Little indication of respect and sensitivity to students' cultures and levels of development.
E. Applies procedures consistently and with clarity in order to maximize time devoted to instruction and learning	<i>In addition to characteristics of effective:</i> Teacher establishes an environment where students contribute to the smooth operation of routines and procedures to maximize instructional time.	Classroom routines and procedures are clear, evident, and consistently applied to maximize instructional time.	Classroom routines and procedures exist but are inconsistently applied, impacting instructional time.	Classroom routines and procedures are unclear and/or not applied, resulting in a loss of instructional time.

DOMAIN 2: PLANNING AND PREPARATION				
INDICATOR	Performance Levels			
	HIGHLY EFFECTIVE	EFFECTIVE	APPROACHING EFFECTIVE	INEFFECTIVE
A. Utilizes district curriculum guides in planning and instruction	<i>In addition to characteristics of effective:</i> Teacher plans for potential student misconceptions, ambiguities or challenges and considers multiple ways to address these for students.	Teacher uses curriculum guides to set learning goals for students. The planning process reflects an understanding of the correlation between the curriculum and student performance.	Teacher uses curriculum guides to set learning goals for students. The planning process reflects little evidence of correlation with student performance.	Teacher's use of curriculum guides is not evident and/or is not used in correlation with student performance.
B. Designs lessons with meaningful goals, objectives, and cross-curricular connections	<i>In addition to characteristics of effective:</i> Teacher plans to challenge students in ways that will enrich their individual learning, creating opportunities for students to make real world and cross curricular connections as well as to take ownership of their learning.	Teacher designs lesson around measurable goals which reflect rigorous learning and curriculum standards. The planning process incorporates opportunities for higher-order thinking and/or discourse, and makes connections within and among content areas.	Teacher designs lessons around goals loosely aligned to curriculum standards. The planning process inconsistently incorporates opportunities for higher-order thinking or discourse, and connections within and among content areas are not incorporated.	Teacher designs lessons with no goals and/or alignment to standards. The planning process rarely incorporates opportunities for discourse or connections within and among content areas.
C. Differentiates appropriately for individual needs of students	<i>In addition to characteristics of effective:</i> Teacher plans to have students reflect on their own personal learning, and/or use their own individual data and performance as a basis for personal reflection and evaluation.	Teacher plans to incorporate strategies that appropriately challenge students. The teacher uses previous data, background knowledge, student interests and needs within the planning process. There is evidence of planning for differentiation that includes the use of flexible grouping and targeted levels of assignments.	Teacher plans to incorporate few strategies that appropriately challenge students. The teacher takes into account the students' general learning needs throughout the planning process.	Teacher rarely plans for differentiated instruction.
D. Includes strategies for teaching and supporting content area literacy and/or numeracy skills	<i>In addition to characteristics of effective:</i> Teacher designs opportunities for students to independently select literacy and/or numeracy strategies that will support their learning.	Teacher plans to include the use of strategies and resources that help to build students' conceptual understanding of literacy and/or numeracy skills across curricular areas and to the world around them.	Teacher plans for including the use of literacy and numeracy strategies is limited to literal comprehension, structure of writing and/or procedural problem solving.	Teacher rarely plans for teaching content area literacy or numeracy skills.
E. Plans for student engagement and active learning	<i>In addition to characteristics of effective:</i> Teacher plans to release responsibility to students in order to extend student learning beyond the established learning expectations.	Teacher plans for a balance of instructional strategies and incorporates a student-centered approach that includes opportunities for creativity, critical thinking, and problem solving.	Teacher inconsistently plans for a balance of instructional strategies and inconsistently incorporates a student-centered approach that includes opportunities for creativity, critical thinking, and/or problem solving.	Teacher's plans are primarily teacher centered with few opportunities for student engagement and active learning.

DOMAIN 3: INSTRUCTION				
INDICATOR	Performance Levels			
	HIGHLY EFFECTIVE	EFFECTIVE	APPROACHING EFFECTIVE	INEFFECTIVE
Expectations for Learning				
A. Expectations are aligned to standards, are rigorous and relevant to curriculum, and support an optimal learning environment	<i>In addition to characteristics of effective:</i> Students demonstrate how their learning is connected across content areas and real-life experiences	Expectations for learning and tasks are rigorous, aligned with CCSS and/or other appropriate content standards and support student needs Expectations for learning include opportunities for students to reinforce and develop literacy skills through the content area Students demonstrate expectations for learning as well as knowledge of behavior expectations and procedures through their learning behaviors and actions	Expectations for learning and tasks have limited alignment with CCSS and/or other appropriate content standards and lack opportunity for deeper thinking Expectations provide for limited opportunities for students to engage in literacy through the content area Students demonstrate limited understanding of learning expectations and/or knowledge of behavior expectations and procedures through learning behaviors and actions	Expectations for learning and/or tasks are unclear and/or lack alignment to CCSS or other appropriate content standards Expectations for learning provide no opportunities for students to engage in literacy through the content area Students have no understanding of learning, behavior expectations and procedures
Lesson Design and Implementation				
B. Uses a variety of evidence based instructional strategies and resources to engage students in learning	<i>In addition to characteristics of effective:</i> Students take ownership and are self-directed while achieving the lesson objective	Instructional strategies and resources are varied and scaffolded to support student needs Students are engaged in critical-thinking and problem-solving that support transfer of knowledge to new content, contexts and real-world applications	Instructional strategies offer few opportunities for analyzing or creating new learning Students are engaged in limited critical-thinking and problem-solving strategies	Instructional strategies are not responsive to student learning needs and/or engage students in lower level skills
C. Uses differentiated instruction and supplemental interventions to support the diverse needs of students	<i>In addition to characteristics of effective:</i> Students generate learning experiences to support their learning aligned to their readiness level	Instruction is individualized and responsive to academic and behavioral needs to support and enrich learning Students access learning through the use of flexible grouping, targeted levels of assignments and/or modified content/materials	Instruction is based on general classroom learning needs with little consideration for individual academic and behavioral supports Differentiation includes some varied learning tasks and/or instructional strategies such as extra time and re-teaching	Instruction is delivered in whole group arrangements with no consideration for individual academic and behavioral supports Differentiation is limited to providing more time and/or lowering expectations for performance or achievement
D. Varies student and teacher roles to develop independence and interdependence with gradual release of responsibility	<i>In addition to characteristics of effective:</i> Students take responsibility to work independently and collaboratively to analyze, question and develop new learning	Students collaborate to discuss, problem solve and apply skills and concepts	Presentation/clarification of content and questions and discourse are teacher directed with limited opportunity for the students to take responsibility for their own learning	Presentation/clarification of content and questioning and discourse are teacher directed with no opportunity for the students to take responsibility for their own learning

Domain 3 Instruction continued on next page

DOMAIN 3: INSTRUCTION CONTINUED				
INDICATOR	Performance Levels			
	HIGHLY EFFECTIVE	EFFECTIVE	APPROACHING EFFECTIVE	INEFFECTIVE
Monitoring Learning				
E. Monitors and adjusts instructional strategies and pacing in response to student performance and engagement	<i>In addition to characteristics of effective:</i> Students independently monitor and self or peer assess to help set and achieve individual learning goals	Monitoring focuses on the progress of individuals and groups of students to evaluate the achievement of lesson purpose/objective Adjusting content, strategies or assessments during and between lesson is targeted to group and individual needs	Monitoring focuses on whole class development of skills related to student achievement of lesson purpose/objective Adjusting during and between lessons emphasizes whole group achievement and focuses primarily on providing more time or re-teaching of content or process	Monitoring focuses on student task completion and/or behavior rather than student achievement of lesson purpose/objective Adjusting is not based on monitoring of students achievement of learning objectives
F. Uses questioning and discussion techniques to enhance student learning	<i>In addition to characteristics of effective:</i> Students engage in purposeful and authentic discourse and generate questions to guide discussion	Students pose and respond to varying levels of questioning as they engage in discourse connected to lesson objectives	Questioning and discussions result in some opportunity for discourse	Questioning and discussions are limited to recall and basic comprehension and/or are not connected to the lesson objective
G. Provides meaningful, appropriate and specific feedback to students during instruction to improve performance	<i>In addition to characteristics of effective:</i> Students utilize and/or provide peer feedback that leads to further understanding and extends thinking and learning	Provides specific and accurate feedback that reinforces effective practices and advances learning	Provides general or limited feedback that helps some students improve their learning	Provides limited or inaccurate feedback that does not help students improve their learning

DOMAIN 4: ASSESSMENT				
INDICATOR	Performance Levels			
	HIGHLY EFFECTIVE	EFFECTIVE	APPROACHING EFFECTIVE	INEFFECTIVE
A. Uses a variety of curriculum-aligned formative and summative assessments and results to monitor and adjust instruction to ensure students' progress	<i>In addition to characteristics of effective:</i> Teacher asks students to independently monitor and self-assess, helping themselves or their peers to improve their learning.	Teacher makes use of results from ongoing pre/post, formative and summative assessments to evaluate student learning and to inform planning and instruction. Alternative ways to demonstrate learning are often available.	Teacher inconsistently uses formative and summative assessments to inform instruction. Alternative ways to demonstrate learning are seldom available.	Teacher does not use formative or summative assessments to report performance or inform instruction. Alternative ways to demonstrate learning are not available.
B. Provides students and families with assessment criteria and descriptive, timely feedback	<i>In addition to characteristics of effective:</i> Teacher encourages peer feedback that is timely, specific and meaningful.	Teacher communicates criteria to students prior to each assessment and provides students with meaningful and timely feedback to address strengths and opportunities for growth.	Teacher inconsistently communicates criteria to students prior to each assessment and seldom provides students with meaningful feedback to address strengths and opportunities for growth.	Criteria for assessments are unclear and communicated poorly prior to assessment, and feedback is not meaningful or it is only a symbol or numerical grade.
C. Utilizes rubrics and/or assessment tools for student self-assessment and reflection	<i>In addition to characteristics of effective:</i> Teacher allows opportunities for student input in generating specific criteria for assignments.	Rubrics and/or student self-assessments are aligned with the instructional outcomes, with criteria and standards that often show evidence of student contribution, and responsibility for their development and their learning. Students evaluate their own work or the work of their peers.	Rubrics and/or student self-assessments are somewhat aligned with the instructional outcomes, with unclear criteria and standards that may show evidence of student contribution. Students evaluate their own work or the work of their peers on an infrequent basis.	Minimal use of rubrics and/or student self-assessments which may be/are based on criteria or standards which are poorly aligned with the instructional outcomes, or are inappropriate for many students.
D. Reviews and interprets assessment data to monitor and adjust instruction to ensure students' progress	<i>In addition to characteristics of effective:</i> Teacher participates in data analysis and reflection to monitor and adjust instruction to promote student achievement beyond the classroom.	Teacher collects, analyzes and communicates authentic data with colleagues and collaborates with colleagues to improve instructional or assessment strategies to promote student achievement.	Teacher collects and communicates required data with colleagues and uses little to no data to inform instruction.	Teacher rarely participates in the collection and sharing of data and uses little to no data to inform instruction.

DOMAIN 5: PROFESSIONAL RESPONSIBILITIES				
INDICATOR	<i>Performance Levels</i>			
	HIGHLY EFFECTIVE	EFFECTIVE	APPROACHING EFFECTIVE	INEFFECTIVE
A. Conducts self as a professional in accordance with CT Code of Responsibility for Educators	<i>In addition to characteristics of effective:</i> Teacher works to foster the highest ethical standards within the larger school community.	Teacher conducts self as a professional in accordance with CT Code of Responsibility for Educators. Teacher is proactive in ensuring the highest ethical standards.		Teacher does not conduct self as a professional in accordance with the CT Code of Responsibility for Educators. Teacher fails to comply with school and district regulations.
B. Makes decisions based on student needs	<i>In addition to characteristics of effective:</i> Teacher advocates for and promotes decisions for positive student outcomes.	Teacher's actions and decisions are made with positive student outcomes in mind.	Teacher's actions and decisions are occasionally made with positive student outcomes in mind.	Teacher's actions and decisions are self-serving and/or made without student outcomes in mind.
C. Understands individual student needs and legal rights and complies with the intervention, referral, and IEP process	<i>In addition to characteristics of effective:</i> Teacher actively pursues resources to enhance individual student learning and/or contributes ideas towards the plan.	Teacher demonstrates a comprehensive understanding of and respect for individual student needs through consistent implementation of all documented accommodations, interventions and/or instructional plans.	Teacher's understanding of individual student needs is evident, but inconsistently implements documented accommodations, interventions and/or instructional plans.	Teacher has a limited understanding of individual student interventions and/or does not implement all documented accommodations.
D. Demonstrates understanding of cultural, social and economic diversity	<i>In addition to characteristics of effective:</i> Teacher takes the lead in enhancing and/or initiates communication and awareness of the cultural, social and economic diversity of all school community members through ongoing communications, interactions and instruction.	Teacher demonstrates an awareness of and respect for the cultural, social and economic diversity of all school community members through communications, interactions and instruction.	Teacher inconsistently demonstrates an awareness of and respect for the cultural, social and economic diversity of all school community members through communications, interactions and instruction.	Teacher demonstrates little or no awareness of and/or respect for the cultural, social and economic diversity of all school community members through communications, interactions and instruction.
E. Communicates with families	<i>In addition to characteristics of effective:</i> Teacher shares with colleagues effective ways to communicate with families and engage them in opportunities to support their children's learning and/or provides opportunities for families to be involved within their children's education beyond their classroom.	Teacher employs a variety of proactive communication methods to inform and involve families in the educational programs as well as to reach out to families of students with individual learning and achievement needs. Teacher seeks and actively uses feedback from families and communities to support student growth and development.	Teacher makes inconsistent efforts to inform and involve families in the educational program.	Teacher makes little or no attempt to inform and involve families in the educational program.
F. Engages in Professional Learning	<i>In addition to characteristics of effective:</i> Teacher actively pursues, engages in and shares various professional learning opportunities in addition to mandatory district offerings and/or facilitates productive professional learning for peers.	Teacher actively participates in building and district professional learning, reflects on new learning individually and collaboratively and applies learning to improve instructional practice. Teacher additionally utilizes supervisor feedback to improve instructional practice.	Teacher inconsistently attends, applies and/or shares professional development learning. Teacher occasionally utilizes supervisor feedback.	The teacher does not attend and/or apply professional development learning, or makes little effort to share knowledge with colleagues. Teacher may not accept and/or apply feedback from supervisors.

<p>G. Collaborates with colleagues in Professional Learning Communities</p>	<p><i>In addition to characteristics of effective:</i> Teacher takes a lead in gathering, synthesizing and evaluating data with colleagues to adapt planning and instructional practices that support professional growth and student learning.</p>	<p>Teacher actively participates in collegial inquiry, discourse and reflection that focuses on improving student learning opportunities through the review of student data and work samples as well as teacher lesson design.</p>	<p>Teacher inconsistently participates in the professional community and/or there is limited evidence of active collaboration and reflective practice.</p>	<p>Teacher rarely participates in the professional community and/or there is little or no evidence of active collaboration and reflective practice.</p>
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ASSOCIATED EFORMS

PL/TEPE Forms Associated with Goal Setting, PLCs and Performance Targets

- ✓ IF Self-Assessment
- ✓ Professional Goal Setting (with Mid-Year and Year End Updates)
- ✓ PLC Summary
- ✓ Summative Teacher Performance Profile

PL/TEPE Forms Associated with Observations

- ✓ Reflection Questions Pre-Observations
- ✓ Reflection Questions Post-Observations
- ✓ Observation Feedback Form

PL/TEPE Forms Associated with Professional Learning Practices

- ✓ Reflection Questions
- ✓ Feedback Form

PL/TEPE Forms Associated with Professional Learning Programs

- ✓ Professional Learning Proposals

PL/TEPE Forms Associated with Structured and Intensive Assistance

- ✓ Assistance Referral
- ✓ Assistance Action Plan
- ✓ Assistance Summary
- ✓ Appeal Request
- ✓ Appeal Summary

Please note:

The current documents are housed within our TalentEd management system.

GLOSSARY OF TERMS

District and School Continuous Improvement Plans (DCIP/SCIP) define the scope and sequence of the work a district or school must accomplish in order to achieve specified student learning goals. School Continuous Improvement Plans should support District Improvement Plans by identifying what needs to happen in a particular school to meet District goals. Similarly, teacher goals should support School Continuous Improvement Plans by identifying what needs to happen in individual classrooms to meet School Goals. *Pages 3, 20, 34,35,42*

Instructional Core is a term used to describe the relationship between the teacher and the student in the presence of content. *Page 34*

Instructional Framework is a district developed tool for identifying effective instructional practices across five domains: Classroom Environment, Planning and Preparation, Instruction, Assessment, and Professional Responsibilities. *Pages 1-4, 7-8, 51-58*

A **Tenured Teacher** is a teacher who has achieved tenure after a) Four successful years (40 months) of teaching in Milford, or b) Two successful years (20 months) of teaching in Milford if previously granted tenure in another district and employed in that district within the past five years. A **Non-Tenured Teacher** is any teacher who has not yet achieved Tenure. *Pages 3-4, 12-17*

Observations are reviews of teacher practices following which a teacher is given feedback against the Instruction domain of the Instructional Framework. A **Formal Observation** is an announced observation which is preceded by a conference framed by the Planning and Preparation Domain. *Pages 4, 12-17*

Professional Growth Opportunities are clearly defined opportunities for teachers to come together professionally around the development and implementation of best practices within their classrooms in furthering student achievement. *Pages 14-17, 35*

A **Professional Learning Community** (PLC) is a collaborative work group grounded in common goals for student learning. Participating in a PLC is required for teachers as part of the Teacher Effectiveness and Performance Evaluation process. *Pages 10-11, 24, 26, 39-40*

A **SMART Goal** is set by teachers in support of the goals articulated in their School's Continuous Improvement Plan. SMART goals must be Specific, Measurable, Achievable, Relevant and Timely. *Pages 23*

Summative Performance Level is the performance level—Highly Effective, Effective, Approaching Effective, Ineffective--assigned to a teacher based on his/her ratings across three components of the Teacher Effectiveness and Performance Evaluation plan: Teacher Performance and Practice, Feedback on Teacher Practice, and Student Development and Growth. *Pages 6, 28-32*

CONNECTICUT STATE DEPARTMENT OF EDUCATION REFERENCE DOCUMENTS

Performance Evaluation Advisory Council (PEAC) was convened to work in collaboration with the Connecticut State Department of Education to propose the new guidelines for Educator Evaluation. The guidelines were adopted in June 2012 and became the basis for the SEED plan.

http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/adopted_peac_guidelines.pdf

System for Educator Evaluation and Development (SEED) is the Connecticut State Department of Education's Pilot Model for Administrator and Teacher Evaluation. The Pilot Plan was released in August 2012 with the expectation that all districts meet or exceed the expectations of the model by the 2013-2014 academic year.

www.connecticutseed.com

EVALUATION PROCESS CYCLES

Please refer to the following tables to determine a teacher's evaluation process:

Teachers in traditional four year tenure track rotation:	
Previous Year	Current Year
N/A (new hire)	Non-Tenured Year 1
Non-Tenured Year 1*	Non-Tenured Year 2
Non-Tenured Year 2	Non-Tenured Year 3
Non-Tenured Year 3	Non-Tenured Year 4
Non-Tenured Year 4	Tenured

Teachers in two year tenure track rotation:	
Previous Year	Current Year
N/A (new hire)	Non-Tenured Year 1 (2)
Non-Tenured Year 1(2) *	Non-Tenured Year 2(2)
Non-Tenured Year 2 (2)	Tenured

**If hired after 11/1/17, reassign first year process*

Please refer to the following table to determine a teacher's Performance and Practice expectations:

	Non-Tenured Year 1 & 2	Non-Tenured Year 3 & 4	Tenured Highly Effective/Effective	Tenured Highly Effective/ Effective	Tenured Approaching Effective/ Ineffective
Evaluation Process	<p>Non-Tenured</p> <p>Teachers who require: Four successful years (40 months) of teaching in Milford, or</p> <p>Two successful years (20 months) of teaching in Milford if previously granted tenure in another district and employed in that district within the past five years.</p>	<p>Non-Tenured</p> <p>Teachers who require: Four successful years (40 months) of teaching in Milford, or</p> <p>Two successful years (20 months) of teaching in Milford if previously granted tenure in another district and employed in that district within the past five years.</p>	<p>Tenured Teachers:</p> <p>Teachers who receive an overall rating of Effective or Highly Effective.</p>	<p>Tenured Teachers:</p> <p>Teachers who receive an overall rating of Effective or Highly Effective.</p> <p>Teachers who do not meet Professional Growth Opportunity Requirements.</p>	<p>Tenured Teachers:</p> <p>Teachers who receive an overall rating of Approaching Effective or Ineffective.</p>
Performance and Practice Expectations	<p>At least three in-class 45 minute observations:</p> <p>-Two announced with pre and post conference.</p> <p>-One unannounced with post conference.</p>	<p>At least three in-class 45 minute observations:</p> <p>-One announced with pre and post conference.</p> <p>-Two unannounced with post conference.</p>	<p>3 Year Cycle:</p> <p><u>Year 1</u> – Minimum: --One announced 30 minute (with pre and post conference), --One unannounced (with post conference), and -- One Professional Growth Opportunity.</p> <p><u>Year 2</u> – Minimum: --One unannounced (with post conference) and --One Professional Growth Opportunity.</p> <p><u>Year 3</u> – Minimum: --One unannounced (with post conference), and -- One Professional Growth Opportunity.</p>	<p>At least three observations:</p> <p>-One announced (with pre and post conference) and</p> <p>-Two unannounced 20 minute (with post conference).</p>	<p>At least three observations:</p> <p>-Two announced with pre and post conference and</p> <p>-One unannounced 20 minute with post conference.</p> <p>Beginning in 2015-2016, any teacher who received a summative rating of AE or I for the previous year will be placed on an assistance plan in the fall so that they can be appropriately supported in their professional growth.</p>

PL/TEPE TIMELINE OVERVIEW

	ASSOCIATED DATES *	ASSOCIATED DOCUMENTS and EFORM(s)
PL/TEPE: Teachers are introduced to the year's PL/TEPE Process.	August	Current PL/TEPE Plan
Observations: Observations associated with PL/TEPE begin.	September - April	T: Lesson Plan required Announced Observation A: Observation Feedback Form
Professional Learning Community: Teacher meets with PLC to finalize PLC plan around goals. Throughout the course of the year, teacher participates in at least seven meetings around PLC work.	September – June	T: PLC Summary
Goal Setting: Teacher submits Professional Goals (Student Learning Outcomes and Practice Goals) Parent Feedback Performance Targets, and PLC Summary to Administrator for review and approval.	August – Mid October	T: Professional Goal Setting Form T: Instructional Framework Self-Assessment T: Parent Feedback Performance Target
Goal Setting Meeting: Teacher meets with Administrator to review and finalize Professional Goals and PLC Proposals.	Mid October – Mid November	T: Professional Goal Setting Form
Observations: Teacher is observed at least once.	September – November	T: Lesson Plan required Announced Observation A: Observation Feedback Form
Observations: Non-Tenured Teacher is observed at least twice.	September– November	T: Lesson Plan required Announced Observation A: Observation Feedback Form
Observations: Tenured Teacher is observed.	September – January	T: Lesson Plan required Announced Observation A: Observation Feedback Form
Mid-Year Self-Reflection: Teacher prepares for mid-year meeting by completing Mid-Year Updates on Professional Goal Form, PLC Summary and Parent Feedback Performance Target Form. Mid-Year Meeting: Teacher meets with Administrator to reflect on observed practices, progress towards professional learning goal, and performance targets as well as their participation in their PLC.	January - February	T: Professional Goal Mid-Year Form T: PLC Form T: Parent Feedback Performance Target
Observations: **Teacher is observed at least three times.	September– April	T: Lesson Plan required Announced Observation A: Observation Feedback Form
Year End Meeting: Teacher prepares for Year End meeting by completing Professional Goal Form, PLC Summary, and Parent Feedback Performance Target Form. Administrator reviews all documentation and meets with Teacher to reflect on observed practices, progress towards professional learning goal, and performance targets and participation in PLC.	May - June	T: Professional Goal Setting Form T: Parent Feedback Performance Target T: PLC Summary A: Summative Performance Profile

* SPECIFIC DATES TO BE ADDED ANNUALLY TO ALIGN WITH DISTRICT AND ASSESSMENT CALENDARS

**Dates and number of observations may slightly differ according to cycle, if applicable.