

Woodbridge

School District

Educator Evaluation and Professional Learning Plan

Revised April 2019

WOODBRIIDGE SCHOOL DISTRICT

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* The Woodbridge Teacher Evaluation and Development Plan will be reviewed annually.

TABLE OF CONTENTS

Mission, Vision and Beliefs of Beecher Road School/Woodbridge School District	3
Educator Evaluation and Professional Learning Plan	4
Overview of the Process	6
Orientation on process	8
Summary of Plan	10
Resolution of Difference	14
Confidentiality	15
Connecticut Framework For Educator Evaluation and Support	15
Observation Process	15
Teacher Performance and Practice Scoring	17
STUDENT OUTCOMES RELATED INDICATORS	19
Teacher Category	21
SLO Approval Criteria	23
Summative Educator Evaluation Rating Scoring	25
DEFINITION OF EFFECTIVENESS AND INEFFECTIVENESS	29
EVALUATOR TRAINING, MONITORING AND AUDITING	29
EVALUATION-BASED PROFESSIONAL LEARNING	29
Appendix	
Appendix A-Connecticut Common Core of Teaching	31
Appendix B-Connecticut Code of Professional Responsibility for Teachers	32
Appendix C-CCT Rubrics from SDE (will insert when received from SDE)	35

Mission, Vision and Beliefs of Beecher Road School/Woodbridge School District

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Mission Statement

Beecher Road School is a caring, creative community that models and inspires the joy of lifelong learning, embraces diversity, and celebrates the unique qualities of each person.

Vision Statement

To provide a dynamic educational environment that challenges and empowers students to persevere as innovators and collaborators in preparation for their role as responsible global citizens.

We believe that:

*All students can learn and it is the responsibility of our school system to provide the supports needed to reach high standards and success.

*Academic skills must meet the expectations of the CT Core Standards. The skills and attributes needed for success in the 21st century include critical thinking, collaboration, creativity, curiosity, problem solving, and citizenship.

* Meeting academic, artistic, behavioral, social, emotional, and physical needs is essential in educating the whole child.

*We have a responsibility to prepare our students for a rapidly changing world that includes the integration and use of technology.

*Our educational community will continue to grow and improve when all our staff members are expected and supported to learn.

*Our district has a responsibility to inform and engage the community as partners in education.

*Fiscal responsibility is a foundational tenet of our school system.

Educator Evaluation and Professional Learning Plan

Introduction

This document outlines a model for the evaluation and development of teachers in the Woodbridge School District. It is based on the Connecticut Guidelines for Educator Evaluation, Subsection (a) of Section 10-151b of the 2012 Supplemental to the Connecticut General Statutes (C.G.S.). The plan will serve as validation of teacher competencies and provide support to faculty in the attainment of state and district goals. The entire evaluation process should be viewed as a cooperative undertaking of professionals who are striving to achieve the stated purposes of the evaluation system, the most important of which are the improvement of instruction and enhancement of student learning. Educators will be supported and acknowledged for their growth, improvement and contributions.

The Plan is organized into three phases: the Induction Phase for first, second and third year teachers and experienced teachers in year one and year two in the district. The Continuous Professional Growth Phase for experienced teachers who received ratings of proficient or exemplary, and the Structured Assistance Phase for teachers who have received ratings of developing or below standard.

Purpose and Rationale of the Evaluation System

Research has proven that no school-level factor matters more to students' success than high-quality teachers. When teachers succeed, students succeed. To support teachers, Woodbridge clearly defines excellent practice; gives accurate, useful information about teachers' strengths and development areas; and provides opportunities for professionals to advance their practice. Collaboration between teachers and administrators is integral in creating a culture and learning climate in which all educators become reflective practitioners in order to improve student learning and encourage creativity and innovation.

Core Design Principles

The following principles guided the design of the teacher model:

- *Consider multiple, standards-based measures of performance*

An evaluation system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of a teacher's performance. The new model defines four categories of teacher effectiveness: student learning (45%), teacher performance and practice (40%), parent feedback (10%) and school-wide student learning or student feedback (5%). These categories are grounded in research-based standards: The Common Core State Standards (CCSS), The Connecticut Common Core of Teaching (CCT) (See Appendix A), The Connecticut Framework K-12 Curricular Goals and Standards, Connecticut Code of Professional Responsibility for Teachers (See Appendix B) and locally-developed curriculum standards.

- *Promote both professional judgment and consistency*

Assessing a teacher's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers interact with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, teachers' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between school leaders' evaluations of classroom practice and to support fairness and consistency within and across schools.

- *Foster dialogue about student learning*

This model hinges on improving the professional conversation between and among teachers and administrators who are their evaluators. The dialogue in the model occurs more frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.

- *Encourage aligned professional development, coaching and feedback to support teacher growth*

Novice and veteran teachers alike benefit from and are provided detailed, constructive feedback and professional development, tailored to the individual needs of the students. Woodbridge Educator Evaluation Plan promotes a shared language of excellence to which professional development, coaching and feedback can align to improve practice.

Overview of the Process

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

1. **Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:
 - (a) **Observation of teacher performance and practice (40%)** which is defined in the Common Core of Teaching Rubrics
 - (b) **Parent Feedback (10%)** on teacher practice through surveys

2. **Student Outcomes Related Indicators:** An evaluation of the teacher's contribution to student academic progress, at the school and classroom levels in alignment with district goals. There is also an option in this focus area include student feedback. This focus area is comprised of two categories:
 - (a) **Student growth and development (45%)** as determined the teacher's student learning objective (SLO)
 - (b) **Whole-school measures of student learning** as determined by aggregate student learning indicators or **student feedback (5%)** through student surveys

Scores from each of the four categories will be combined to produce a summative performance rating of Exemplary, Proficient, Developing or Below Standard. The performance levels are defined as:

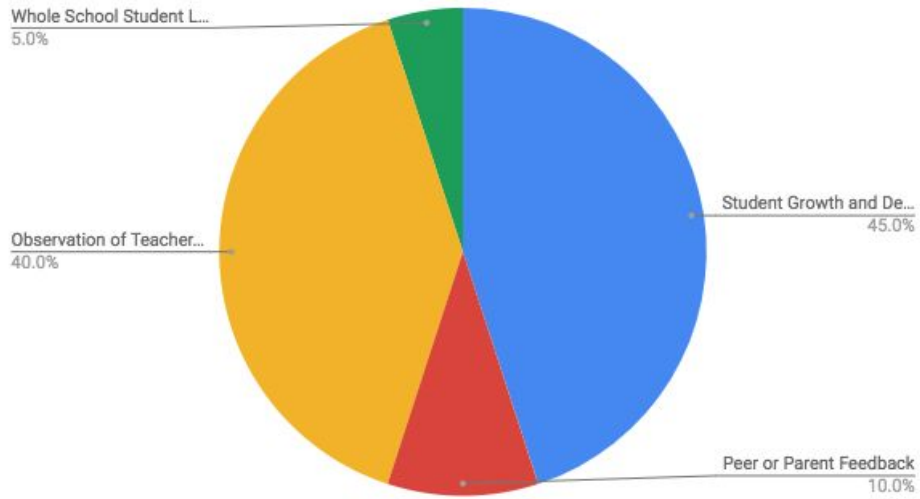
Exemplary - Substantially exceeding indicators of performance

Proficient - Meeting indicators of performance

Developing - Meeting some indicators of performance but not others

Below Standard: Not meeting indicators of performance

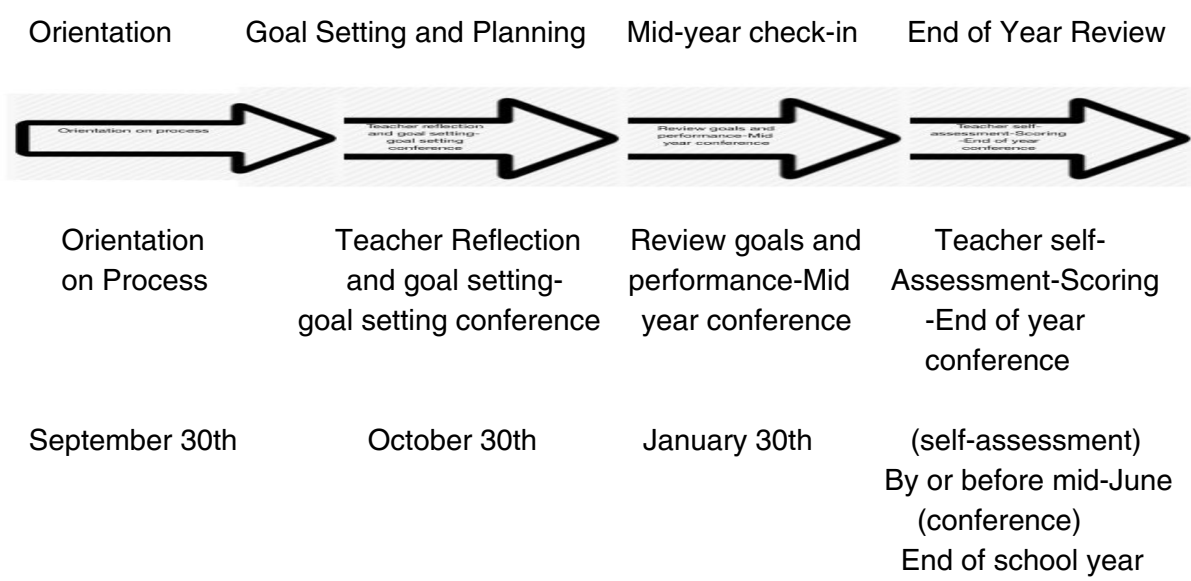
Points scored



Teacher Rating

Teacher Evaluation Process and Timeline

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



Goal-Setting and Planning

Timeframe: September 30th (Orientation); October 30th (Reflection and Goal Setting)

1. **Orientation on Process** – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in the teacher practice goal and student learning objective (SLO), and they will commit to set time aside for the types of collaboration required by the evaluation process.
2. **Teacher Reflection and Goal-Setting** – The teacher examines student data, prior year evaluation and survey results to draft one proposed student learning objective (SLO) goal as measured by multiple Indicators of Academic Growth and Development (IAGDs). The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process. The teacher will develop one performance and practice/professional learning goal to focus evidence collection in observations.
3. **Goal-Setting Conference** – The evaluator and teacher meet to discuss the teacher’s proposed goals in order to arrive at mutual agreement. The evaluator collects evidence about the teacher’s practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.

Mid-Year Check-In

Timeframe: January 30th

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

End-of-Year Summative Review

Timeframe: By or before mid-June(Self- Assessment) and End of School Year(End-of Year Conference)

1. **Teacher Self-Assessment** – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self- assessment may focus specifically on the areas for development established in the goal- setting conference.
2. **Scoring** – The evaluator reviews submitted evidence, self-assessments and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating.
3. **End-of-Year Conference** – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation and before the end of the school year. The CCT Rubrics for Effective Teaching and or The Professional Code of Responsibility may be referenced for the meeting.

Overview of Differentiated Plans and Categories for Teachers

Group A1 and A2 Teachers/Support Specialists: Group A1 and A2 consist of Teachers/Support Specialists who are in the 1st, 2nd, 3rd and 4th year, non-tenured, and/or new to Woodbridge, year 1 - year 2. The emphasis is on support, supervision, feedback, reflection, and continuous improvement.

Group B1 Experienced Teachers/Support Specialists: This group includes tenured proficient/exemplary Woodbridge Teachers/Support Specialists. The emphasis is on support, supervision, feedback, reflection, and continuous improvement.

Groups B2/B3/Experienced Teachers/Support Specialist: This group includes Professional exemplary and experienced Teachers/Support Specialists. The emphasis is on self-directed professional growth (via the professional focus), support, supervision, feedback, reflection, and continuous improvement.

Summary of Plan

According to the provision of the plan, all teachers participate in the annual evaluation process. The design of each teacher's plan reflects individual needs, years of experience, and evaluator approval. An outline of the core elements of the plan is provided below. Detailed explanations of the plan's expectations and options follow.

Required of all Teachers Annually

- Orientation with Administrator by September 30th
- Goal-Setting: Teachers submit one proposed goal; a Student Learning Objective (SLO) with multiple Indicators of Academic Growth and Development - IAGD (student growth and development 45%) with performance measures linked to student learning or Professional Focus Goal approval by October 30th
- Teachers will provide evidence of supporting the achievement of the whole school parent feedback goal
- Mid-year conference goal update with evaluator by January 30th
- Self-reflection submitted to evaluator by Mid-June
- End of year goal conference
- Formal and informal observations
- Preliminary summative assessment with conference by end of school year to be finalized in September following reporting of state standardized assessment.
- An administrator or teacher may request a formal observation following at least one formal and/or two informal observation.
- A teacher may request a formal observation at any time.

Teacher/Support Specialist Category	Observation Requirements completed by May 30th	SLO/Goal or Professional focus	Feedback	Whole School Indicator
Non-Tenured Teachers: A1 <ul style="list-style-type: none"> • Year one, two, three and four. • Teacher assigned a mentor by September 15th. • 1 SLO with IAGD 	Formal observations: focused, site-based observations (at least 3 per year), with pre- and post- conference, with timely written and verbal feedback up to three. Informal observations and feedback by evaluator inclusive of at least one Review of Practice	Teacher/Support Specialists: SLO and IAGD's	Parent Feedback Goal Provide evidence to support District Goal	The teacher will receive the score as indicated by the Accountability Report
New to Woodbridge: A2 <ul style="list-style-type: none"> • Year one and two • 1 SLO with IAGD 	Formal observations: focused, site-based observations (at least 3 per year), with pre- and post- conference, with timely written and verbal feedback up to three. Informal observations and feedback by evaluator inclusive of at least one Review of Practice	Teacher/Support Specialists: SLO and IAGD's	Parent Feedback Goal Provide evidence to support District Goal	The teacher will receive the score as indicated by the Accountability Report
Experienced Teachers & Support Specialists: B1 <ul style="list-style-type: none"> • Continuous growth phase 	One formal in-class observation (with pre- and post-conference) with timely and written/verbal feedback and three informal observations to include at least one review of practice annually with written feedback. This may be accompanied by verbal feedback.	Teacher/Support Specialists: SLO and IAGD's	Parent Feedback Goal Provide evidence to support District Goal	The teacher will receive the score as indicated by the Accountability Report
Experienced Teachers: B2 & B3 <ul style="list-style-type: none"> • Continuous growth phase 	Three informal observations to include at least one review of practice with written feedback. This may be accompanied by verbal feedback.	Professional focus replaces: SLO and IAGD's	Parent Feedback Goal Provide evidence to support District Goal	The teacher will receive the score as indicated by the Accountability Report

<p>Structured Assistance:</p> <ul style="list-style-type: none"> Teachers who have received ratings of Developing or below (Standard) 	<p>A minimum of three in class formal, at least two of the three must include pre-conference, and all must include post-conference with timely written and verbal feedback. Up to five informal observations at least two may be review of practice. All with written feedback. These may be accompanied by verbal feedback.</p>	<p>Written implementation plan:</p> <ul style="list-style-type: none"> Statement of deficiency or concern Expectations for performance improvement Peer/mentor support as needed Timeline for improvement and assessment 	<p>Parent Feedback Goal</p> <p>Provide evidence to support District Goal</p>	<p>The teacher will receive the score as indicated by the Accountability Report</p>
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Structured Assistance Phase For Developing/Below Standard Overview of the Phase

The Structured Assistance phase is intended to assist the developing/below standard educator who is having difficulty consistently demonstrating effectiveness.

Staff members assigned to the Structured Assistance Phase will work cooperatively with their supervisors to develop and implement an individualized remediation plan designed to assist the staff member in meeting expectations.

The Structured Assistance Phase will include sufficient opportunities for the staff member to obtain assistance from peers and supervisors and/or participate in special training that is purposefully designed to improve specific areas of performance concerns.

The staff member shall be advised by the supervisor to discuss placement in the Structured Assistance Phase with a representative of the Woodbridge Education Association (WEA). The staff member has a right to WEA representation in all subsequent meetings.

- Who: Teachers who received ratings of developing or below standard
- Support: Supervisor and other district professionals
- Focus: The Structured Assistance Plan should be based on the identified Performance deficiencies and aligned with the CCT and the Connecticut Code of Professional Responsibilities for Teachers. The plan should focus on the improvement of student learning.

The plan is designed by the teacher in consultation with and approved by their supervisor. The plan should meet the needs of the individual teacher, the school and the district.

Resolution of Difference

Dispute-Resolution Process

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

Notice of Concern

The granting of tenure in the Woodbridge School District indicates that a staff member has demonstrated competence as defined by the standards of the Connecticut Common Core of Teaching and the Connecticut Code of Professional Responsibility for Teachers. The district recognizes that circumstances may arise which result in a tenured staff member performing unsatisfactorily in one or more areas. At any point during the school year, if a supervisor determines that a tenured staff member's performance is less than satisfactory in one or more areas, these concerns will be promptly discussed with that staff member, and may result in an addendum of action steps related to the area of concern to the teacher's professional growth plan. The addendum will include:

- ❖ Expectations of outcome
- ❖ Methods of support
- ❖ Timeline (suggested 30- 45 working days)

Failure to successfully address the concern(s) will result in placement in the Structured Assistance Phase.

Confidentiality

All evaluative reports are strictly confidential. The evaluator and the teacher will sign one copy of the evaluation report, which will be placed in his/her personnel file.

Connecticut Framework For Educator Evaluation and Support

TEACHER PRACTICE RELATED INDICATORS

Category #1: Teacher Performance and Practice (40%)

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

Observation Process

Pre-conferences and Post-conferences

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

Post-conferences provide a forum for reflecting on the observation against the CCT rubrics and for generating action steps that will lead to the teacher's improvement. A good post-conference:

- begins with an opportunity for the teacher to share his/her self-assessment of the lesson observed;
- cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made, and where future observations may focus;
- involves written and verbal feedback from the evaluator in a timely manner

Non-Classroom Reviews of Practice/Ongoing Evidence Collection

Because the evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the CCT rubrics all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers, attendance records from professional development or school-based activities/events, punctuality, timely submission of required information and attention to due dates. These reviews of practice may also apply to promoting a collegial and collaborative working environment between staff, students, and families. Throughout the school year qualitative and quantitative evidence may be collected from ongoing conversation and to share at mid-year/end-of-year conferences.

Informal Observations

Non-scheduled observations that last at least 15 minutes and are followed by timely written feedback may be accompanied by verbal feedback.

Feedback

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

- specific evidence and ratings, where appropriate, on observed components of the CCT rubrics;
- prioritized commendations and recommendations for development actions;
- next steps and supports, when appropriate that the teacher can pursue to improve his/her practice;
- a timeframe for follow up as necessary.

Written feedback may include the evaluation tool, an email correspondence, a comprehensive write-up, and/or a note in educator's mailbox.

Verbal Feedback may include a brief face-to-face conversation or a more formal post-conference.

Teacher Performance and Practice Scoring

Individual Observations

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

Informal ratings may occur across the school year to help the evaluator determine final summative ratings for Educator Performance and practice.

Summative Observation of Teacher Performance and Practice

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

- 1) Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine component ratings for each of the six domains of teacher performance.
- 2) Average indicators within each domain based on evidence collected.
- 3) Evaluator averages domain scores to calculate an overall rating.

Category #2: Parent Feedback (10%)

Feedback from parents will be used to help determine the remaining 10%.

The process described below focuses on:

- (1) conducting a whole-school parent survey (meaning data is aggregated at the school level);
- (2) determining school-level parent goal(s) based on the survey feedback;
- (3) identifying one related parent engagement goal and setting improvement targets;
- (4) measuring progress on growth targets; and
- (5) determining a teacher's summative rating. This parent feedback rating shall be based on four performance levels.

1. Administration of a Whole-School Parent Survey

Parent surveys should be conducted at the whole-school level as opposed to the teacher- level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

Surveys should be confidential and survey responses should not be tied to parents' names. The parent survey should be administered every spring and trends analyzed from year-to-year.

NOTE: CSDE recognizes that in the first year of implementation, baseline parent feedback may not be available.

2. Determining School-Level Parent Goals

Administrators and teachers, if possible, should review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals based on the survey results. Ideally, this goal-setting process would occur between the principal and teachers (possibly during faculty meetings) in August or September so agreement could be reached on 1-2 improvement goals for the entire school.

3. Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets.

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

STUDENT OUTCOMES RELATED INDICATORS

Category #3: Student Growth and Development (45%)

Overview of Student Learning Objectives (SLOs)

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account. Connecticut, like many other states and localities around the nation, has selected a goal- setting process called **Student Learning Objectives (SLOs)** as the approach for measuring student growth during the school year.

SLOs will support teachers in using a planning cycle that will be familiar to most educators:

SLO Phase 1: Learn about this year's students	SLO Phase 2: Set goals for student learning	SLO Phase 3: Monitor students' progress	SLO Phase 4: Assess student outcomes relative to goals
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While this process should feel generally familiar, we will ask teachers to set more specific and measurable targets than they may have done in the past, and to develop them through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with supervisors. The four SLO phases are described in detail below:

SLO Phase 1: Learn about this year's students

This first phase is the discovery phase, just before the start of the school year and in its first few weeks. Once teachers know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the teacher is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources teachers can tap to understand both individual student and group strengths and challenges. This information will be critical for goal setting in the next phase.

Each teacher will write one Broad SLO based on non- standardized/standardized data (when available). The SLO will be supported by multiple IAGD's. This SLO will count for 45% of the final rating.

One half (or 22.5%) of the IAGDs used as evidence of whether goals/objectives are met shall not be determined by a single, isolated test score, but shall be determined through the comparison of data across assessments administered over time. These should be based on a standardized measures. The other 22.5% shall also be measured across time against a performance standard or rubric.

To create their SLOs, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objectives

The objectives will be broad goals for student learning. They should each address a central purpose of the teacher's assignment and it should pertain to a large proportion of his/her students. The SLOs reflect high-expectations for student learning – at least should reflect high expectations for student a year's worth of growth (or a semester's worth for shorter courses) - and should be aligned to relevant state, national (e.g., common core), or district standards for the grade level or course. Depending on the teacher's assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes.)

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

Teacher Category

SLO Phase 2:
Set goals for student
learning

Step 2: Select Indicators of Academic Growth and Development (IAGDs)

An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. The SLO must include multiple indicators of academic growth and development and address a significantly proportionate amount of their total student population.

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

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

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

Sample SLO-Standardized IAGD(s)

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development (multiple)
4th Grade	My 22 students will demonstrate improvement in or mastery of reading comprehension and fluency skills by June	1. All 17 or 100% of assessed students will make one years growth based on baseline assessment data. 2. All students currently below benchmark for fluency will increase reading rate to achieve benchmark.

Step 3: Provide Additional Information

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

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

Step 4: Submit SLOs to Evaluator for Approval

SLOs are proposals until the evaluator approves them. While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO proposals. Mutually agreed upon SLOs shall be written to align with district goals.

The evaluator will examine the SLO relative to three criteria described below. SLOs must meet all three criteria to be approved. If they do not meet one or more criteria, the evaluator will provide written comments and discuss their feedback with the teacher during the fall

Goal-Setting Conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ten days.

SLO Approval Criteria

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

**SLO Phase 3:
Monitor students'
progress**

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

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

**SLO Phase 4:
Assess student
outcomes relative to
goals**

At the end of the school year, the teacher should collect the evidence required by their indicators and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment which asks teachers to reflect on the SLO outcomes by responding to statements that address the topics below:

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

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

Exceeded (4)	All or most students met or substantially exceeded the target(s) contained in the indicator(s). 91-100%
Met (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s). 81-90%
Partially Met (2)	Many students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made. 61-80%
Did not Meet (1)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made. 60% or Below

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

Whole-School Student Learning Indicator

For districts that include the whole-school student learning indicator in teacher evaluations, a teacher’s indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the principal’s evaluation rating at that school. For most schools, this will be based on the school performance index (SPI), which correlates to the whole-school student learning on a principal’s evaluation.

Summative Educator Evaluation Rating Scoring

The rating will be determined using the following steps:

1) Calculate a Teacher Practice Related Indicators score by combining the observation of teacher performance and practice score and the parent feedback score 2) Calculate a Student Outcomes Related Indicators score by combining the student growth and development score and whole-school student learning indicator or student feedback score 3) Use Summative Matrix to determine Summative Rating

Preponderance of Evidence

The Preponderance of Evidence Rubric will be used to evaluate the substance, quality, consistency, complexity, and applicability of the evidence collected by the teachers/support specialist and his/her evaluator. The teachers/support specialist, primary evaluator, and will submit evidence for the summative evaluation. A holistic score of 4,3,2, or 1 will be assigned to Teacher/Support Specialist Practices and to Student Outcomes. Teachers/support specialists who aspire to receive a 4 Exemplary, need to submit a minimum of one piece of evidence for each domains applicable; however, more pieces of evidence may be submitted. The primary evaluator will use the Preponderance of Evidence Rubric to determine the holistic score for the Teacher Practices and Student Outcomes. See below for details regarding Preponderance of Evidence Rubric.

Preponderance of Evidence Rubric

Pieces of evidence are carefully assessed using the Preponderance of Evidence Rubric that addresses the substantial, quality, consistency, complexity, and applicability for the domains and indicators. Evidence across the domains are scored holistically.

Score	Categories	Descriptions
4	Exemplary: Exceeding in all domains and most indicators	Substantial, demonstrating quality, consistency, complexity, and applicability across domains and indicators.
3	Accomplished: Meeting all domains and most indicators	Quality, consistency, complexity, and applicability across domains.
2	Developing: Meeting at least two domains and some indicators	Limited, inappropriate, or relevant quantity, quality, consistency, complexity, and/or applicability across domains and indicators.
1	Below Standard: Not meeting domains or indicators	Minimal or missing quantity, quality, consistency, complexity, and applicability across domains and/or indicators.

Each step is illustrated below:

1) Calculate a Teacher Practice Related Indicators rating by combining the observation of teacher performance and practice score and the parent feedback score.

The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Simply multiply these weights by the category scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below.

Category	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
Total Teacher Practice Related Indicators Points			142

Teachers Practice Indicator Points	Teacher Practice Indicator Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

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

The student growth and development category counts for 45% of the total rating and the whole-school student learning indicator or student feedback category counts for 5% of the total rating. Simply multiply these weights by the category scores to get the focus area points. The points are then translated to a rating using the rating table below.

Category	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLO's)	3.5	45	158
Whole School Student Learning Indicator or Student Feedback	3	5	15
Total Teacher Practice Related Indicators Points			173

Teachers Practice Indicator Points	Teacher Practice Indicator Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

Determine a Summative Rating by totaling all points received

Determine a Summative Rating by totaling all points received					
		Teacher Practice Related Indicators Ratings			
		4	3	2	1
Student Outcomes Related Indicators Rating	4	Rate Exemplary	Rate Exemplary	Rate Proficient	Gather further information
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	Gather further information	Rate Developing	Rate Developing	Rate Below Standard

A score of 4.0, 3.5, 3.0, 2.5, 2.0, 1.5, or 1.0 will be assigned to Teacher/Support Specialist. See chart for details.

Summative Rating	Descriptors
Exemplary 3.50-4.0	An overall holistic rating of a 4 (Exemplary) equates to earning two 4s or earning a 3 and a 4 on Teacher Practices and Student Outcomes.
Proficient 2.5-3.0	An overall holistic rating of a 3 (Accomplished) equates to earning two 3s or earning a 3 and a 2 on Teacher Practices and Student Outcomes.
Developing 1.5-2.0	An overall holistic rating of a 2 (Developing) equates to earning two 2s or earning a 2 and a 1 on Teacher Practices and Student Outcomes.
Below Standard 0-1.0	An overall holistic rating of a 1 (Below Standards) equates to earning two 1s or earning a 3 and a 4 on Teacher Practices and Student Outcomes.

Summative Rating Summative ratings must be completed for all teachers by the end of a given school year. If for any reason standardized assessment information impacts a summative rating the evaluator may recalculate the teacher's summative rating when the data is available and submit the adjusted rating no later than September 15 or thirty days after data becomes available to the evaluator. These adjustments should inform goal setting in the new school year.

DEFINITION OF EFFECTIVENESS AND INEFFECTIVENESS

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

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

EVALUATOR TRAINING, MONITORING AND AUDITING

The district will provide comprehensive training and support to district administrators and evaluators in implementing the revised educator evaluation plan. Training from the RESCs, identified by the CSDE in providing support to member districts, and other resources will be employed to ensure the proficiency of evaluators in conducting teacher evaluations.

EVALUATION-BASED PROFESSIONAL LEARNING

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Utilizing the Woodbridge School District's Professional Learning Plan, every teacher will be identifying their professional learning needs in mutual agreement between the teacher and his/her evaluator. This will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. Professional learning opportunities may be provided for teachers based on their individual strengths and weaknesses identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities in alignment with the district vision and goals.

CAREER DEVELOPMENT AND GROWTH

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself and in building the capacity of all teachers.

Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

Appendix A

Teacher Practice Framework: Connecticut Common Core of Teaching (CCT)

The Structure of the CCT: The CCT contains teaching standards which describe two levels of effective knowledge, skills and qualities:

1. The six domains and 46 indicators that identify the foundational skills and competencies that pertain to all teachers, regardless of the subject matter, field or age group they teach; and
2. The discipline-specific professional teaching standards that further define and expand the definition of effective teaching within a particular subject matter or field.

Domains of Teacher Performance

Domain 1: Content and Essential Skills: Teachers understand and apply essential skills, central concepts and tools of inquiry in their subject matter or field.

Domain 2: Classroom Environment, Student Engagement and Commitment to Learning: Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community.

Domain 3: Planning for Active Learning: Teachers plan instruction in order to engage students in rigorous and relevant learning and to improve their curiosity about the world at large.

Domain 4: Instruction for Active Learning: Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

Domain 5: Assessment for Learning: Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction.

Domain 6: Professional Responsibilities and Teacher Leadership: Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.

Rubrics are currently being developed by the CSDE that will use **four performance levels with the following labels:**

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
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Appendix B

Connecticut Code of Professional Responsibility for Educators

Regulations of Connecticut State Agencies

Section 10-145d-400a

(a) PREAMBLE

The Code of Professional Responsibility for Educators is a set of principles which the education profession expects its members to honor and follow. These principles set forth, on behalf of the education profession and the public it serves, standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications. The Code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession.

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the educator accepts both the public trust and the responsibilities to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include the commitment to the students, the profession, the community and the family.

Consistent with applicable law, the Code of Professional Responsibility for Educators shall serve as a basis for decisions on issues pertaining to certification and employment. The Code shall apply to all educators holding, applying or completing preparation for a certificate, authorization or permit or other credential from the State Board of Education. For the purposes of this section, "educator" includes superintendents, administrators, teachers, special services professionals, coaches, substitute teachers and paraprofessionals.

(b) RESPONSIBILITY TO THE STUDENT:

(1) The professional educator, in full recognition of his or her obligation to the student, shall:

- (A) Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;
- (B) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of content area matter;
- (C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability,

religion, or sexual orientation;

- (D) Foster in students the full understanding, application and preservation of democratic principles and processes;

- (E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
- (F) Assist students in the formulation of worthy, positive goals;
- (G) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problem solving, and necessary learning skills to acquire the knowledge needed to achieve their full potential;
- (H) Remain steadfast in guaranteeing equal opportunity for quality education for all students;
- (I) Maintain the confidentiality of information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice;
- (J) Create an emotionally and physically safe and healthy learning environment for all students; and
- (K) Apply discipline promptly, impartially, appropriately and with compassion.

(c) RESPONSIBILITY OF THE PROFESSION:

(1) The professional educator, in full recognition of his or her obligation to the profession, shall:

- (A) Conduct himself or herself as a professional realizing that his or her actions reflect directly upon the status and substance of the profession;
- (B) Uphold the professional educator's right to serve effectively;
- (C) Uphold the principle of academic freedom;
- (D) Strive to exercise the highest level of professional judgment;
- (E) Engage in professional learning to promote and implement research-based best educational practices;
- (F) Assume responsibility for his or her professional development;
- (G) Encourage the participation of educators in the process of educational decision-making;
- (H) Promote the employment of only qualified and fully certificated, authorized or permitted educators;
- (I) Encourage promising, qualified and competent individuals to enter the profession;
- (J) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;
- (K) Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract;
- (L) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;
- (M) Promote and maintain ongoing communication among all stakeholders; and

(N) Provide effective leadership to ensure continuous focus on student achievement.

(d) RESPONSIBILITY TO THE COMMUNITY

(1) The professional educator, in full recognition of the public trust vested in the profession, shall:

- (A) Be cognizant of the influence of educators upon the community-at-large; obey local, state and national laws;
- (B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
- (C) Promote the principles and ideals of democratic citizenship; and (D) Endeavor to secure equal educational opportunities for all students.

(e) RESPONSIBILITY TO THE STUDENT'S FAMILY

(1) The professional educator in full recognition of the public trust vested in the profession, shall:

- (A) Respect the dignity of each family, its culture, customs, and beliefs;
- (B) Promote, respond, and maintain appropriate communications with the family, staff and administration;
- (C) Consider the family's concerns and perspectives on issues involving its children; and
- (D) Encourage participation of the family in the educational process.

UNPROFESSIONAL CONDUCT*

(f) The professional educator, in full recognition of his or her obligation to the student, shall not:

- (A) Abuse his or her position as a professional with students for private advantage;
- (B) Discriminate against students;
- (C) Sexually or physically harass or abuse students;
- (D) Emotionally abuse students; or
- (E) Engage in any misconduct which would put students at risk; and

(g) The professional educator, in full recognition of his or her obligation to the profession, shall not:

- (A) Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;
- (B) Accept any gratuity, gift or favor that would impair or influence professional

decisions or actions;

(C) Misrepresent his, her or another's professional qualifications or competencies;

(D) Sexually, physically or emotionally harass or abuse district employees;

(E) Misuse district funds and/or district property; or

(F) Engage in any misconduct which would impair his or her ability to serve effectively in the profession; and

(h) The professional educator, in full recognition of the public trust vested in the profession, shall not:

(A) Exploit the educational institution for personal gain;

(B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or

(C) Knowingly misrepresent facts or make false statements.

* Unprofessional conduct is not limited to the descriptors listed above. When in doubt regarding whether a specific course of action constitutes professional or unprofessional conduct please seek advice from your school district or preparation institution.

(i) Code revision

This Code shall be reviewed for potential revision concurrently with the revision of the Regulations Concerning State Educator Certificates, Permits and Authorizations, by the Connecticut Advisory Councils for Administrator and Teacher Professional Standards. As a part of such reviews, a process shall be established to receive input and comment from all interested parties.

Stefan Pryor Commissioner of Education

Nancy L. Pugliese Chief, Bureau of Educator Standards and Certification

Appendix C

Type this in to your search bar to access the CCT Rubrics

[CCT Rubrics for Effective Teaching May 2017](https://portal.ct.gov/-/media/SDE/Evaluation-and-Support/CCTRubricForEffectiveTeaching2017.pdf?la=en)

Or type in this link:

<https://portal.ct.gov/-/media/SDE/Evaluation-and-Support/CCTRubricForEffectiveTeaching2017.pdf?la=en>