BLOOMFIELD BOARD OF EDUCATION - BOARD OF EDUCATION CURRICULUM MEETING

Board of Education Curriculum Meeting AT Tuesday, October 27, 2026

Bloomfield Board of Education 1133 Blue Hills Avenue Board Room, 1133 Blue Hills Avenue , Bloomfield, CT 06002

1. Establishment of a Quorum and Call to Order
   T. Mack-Mohammed
2. Consent Agenda
   A. Approval of Minutes - Curriculum Committee Meeting - September 22, 2026 2
      T. Mack-Mohammed
3. New Business
   A. Curriculum Phase 3 Update
      L. Lamenzo and N. Jones
   B. Educator Evaluation Plan Review 4
      E. Hilversum
4. Adjournment
   T. Mack-Mohammed

Board of Education – Curriculum Committee Special Meeting
Tuesday, September 22, 2026, 2026 at 6:30 P.M.
Bloomfield Board of Education, Board Room
1133 Blue Hills Avenue
Bloomfield, CT 06002

ATTENDANCE:	T. Mack-Mohammed, Chair	Present
	H. Frydman	Absent
	F. Bogle-Assegai	Absent
	K. Dunbar, Alternate	Present

ALSO PRESENT: L. Easmon T. Youngberg L. Lamenzo

1. **Establishment of a Quorum and Call to Order**
   T. Mack-Mohammed called the meeting to order at 7:20 p.m. The roll was called and a quorum was present.

2. **Consent Agenda**
   A. **Approval of Minutes – Curriculum Committee Meeting – May 26, 2026**
   A motion was made by K. Dunbar and seconded by T. Mack-Mohammed for the Curriculum Committee to approve the minutes from the May 26, 2026 meeting, as presented.

T. Mack-Mohammed	Aye
K. Dunbar	Aye

   The motion was passed unanimously 2-0-0.

3. **New Business**
   A. **2026 Next Generation Accountability Report**
   Lisa Lamenzo, Assistant Superintendent, reviewed the Next Generation Accountability Report indicators with the Curriculum Committee. She noted that the report was approximately 60% complete and that the state's full report card, including all indicators, was not expected to be finalized until around December.

   The committee discussed the scores and public perceptions of the district. It was suggested that a question-and-answer resource be made available to help clarify the information presented.

   Ms. Lamenzo highlighted the district's efforts to align departmental and district goals, emphasizing a collective commitment and sense of urgency to improve student performance. She stated that the district would continue to share data as it became available.

4. Adjournment

At 7:56 p.m., a motion was made by K. Dunbar and seconded by T. Mack-Mohammed to adjourn.

The motion passed unanimously 2-0-0.

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T. Mack-Mohammed, Chair

Bloomfield Public Schools

Teacher Evaluation Handbook

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Acknowledgment

In 2011, the Bloomfield Public Schools was the recipient of a School Improvement Grant from the Connecticut State Department of Education. Part of the grant included the agreement to create a revised Teacher Evaluation System (TES) aligned to student growth and district goals. The previous TES was drafted in 2001 and served the district for over a decade. In the fall of 2011, the district in collaboration with the Bloomfield Education Association and the Bloomfield Administrators Association created a work group focused on creating a useful and informative evaluation system.

The Bloomfield Public Schools Evaluation Work Group meets three times a year to review and revise the plan.

District Vision Statement

The Bloomfield Public Schools will be a high-performing district with a positive climate of inclusion, an expectation of competitive academic achievement, and a culture of meaningful parent and community engagement.

It is critical to the success of our mission that all segments of the community work together to achieve:

A supportive environment characterized by:

- Mutual respect
- Respect for the value of learning
- High motivation
- Disciplined behaviors
- Timely and adequate communication
- Student participation and involvement
- Parent participation and involvement
- Staff support and involvement
- Community support and involvement
- Positive attitudes

A rigorous program characterized by:

- Comprehensive balanced curriculum aligned with State Standards
- High expectations, achievement and performance
- Mastery of skills and concepts
- Effective instruction

Adequate resources characterized by:

- Appropriate funding
- Appropriate staffing
- Appropriate facilities, equipment, technology and materials
- Competent knowledgeable staff
- Efficient allocation of available resources
- Responsive leadership
- Effective utilization of staff expertise

Philosophy Statement

The purposes of the teacher evaluation program are to facilitate student learning by promoting and improving skillful teaching and to ensure that all members of the teaching staff perform at or above system standards. The teacher evaluation system is a cooperative effort between teachers and administrators to achieve the districts goals of academic excellence. All Bloomfield teachers are expected to demonstrate mastery of teaching standards and student growth.

It is expected that the system will provide appropriate assistance to help teachers maintain the district's standard of excellence as well as to encourage innovation and professional growth. The outcome of the evaluation process is that Bloomfield teachers will continuously strive to refine the skill and art of teaching in order to stimulate their professional growth and the growth of all students.

Goals of the Bloomfield Teacher Evaluation System

1. To improve student learning.

2. To provide a teacher evaluation/professional growth process that recognizes the importance of observations, feedback, goals, and provides support for both individual and collaborative evaluation and professional growth.

3. To provide an opportunity for the staff member and evaluator to collaboratively analyze the staff member's strengths and needs as they relate to the teaching/learning process and to use this knowledge, as a reflective practitioner, to develop plans for continuous professional growth.

4. To provide a means for the evaluator to determine the effectiveness of teacher performance. This includes making decisions and recommendations concerning continued employment, granting of tenure, granting of increment/salary increases and other personnel related responsibilities.

RESPONSIBILITIES

All Educators have a shared responsibility to

- To grow professionally;
- To share their knowledge with one another through various methods of data collection and collaborative work;
- To become reflective practitioners; and
- To contribute in a positive manner to the culture and climate of the total school community.

STAFF MEMBER RESPONSIBILITIES

The primary responsibility of the staff member shall be successful performance in meeting the foundational skills and competencies as delineated in the Connecticut Common Core of Teaching. The teacher must be knowledgeable about this evaluation criteria.

To improve student learning, the staff member will actively participate in the evaluation process by:

- Acknowledging the need for professional growth and self-improvement.
- Developing objectives and a professional growth plan that leads to more skillful teaching
- Engaging in reflection and self-evaluation
- Seeking assistance and advice whenever necessary.

Evaluation Timelines

Date	Non- Tenured Timeline	Tenured Timeline
October 9th -19th	Goal Setting Conferences	Goal Setting Conferences
October 26th	SMART Goals Completed. Goals signed off by Administrator.	SMART Goals Completed. Goals signed off by Administrator.
January 7th -18th	Midyear Review of Progress with conference.	Midyear Review of Progress with conference.
March 31st	8 mini observations completed. Reflection Due to Administrator.	
April 18th	Goal Reflections signed off by Administrator. Teacher must also electronically sign off.	
May 29th		8 mini observations completed. Reflection Due to administrator.
June 7th		Goal Reflections signed off by Administrator. Teacher must also electronically sign off.

Modifications for Leaves or Part Time Employment

FTE Modifications

The district will modify the number of observations for a teacher based on their Full Time Equivalence (FTE). For example, if a teacher is a .6 FTE then their observations will be calculated at # of required observations * .6.

Teachers who take leave and return before the end of the year will be reported as non-evaluated.

Leave Modifications

The district will modify the number of observations for a teacher who is out on approved leave. For example, if a teacher is on a six week leave then their observations will be calculated at # of required observations * # of days worked / 186.

Ongoing Reform and Evaluation

The Evaluation Workgroup, which is composed of elementary, middle, and high school teachers, building and central office administrators and a representative of the Bloomfield Teachers Association is a standing committee charged with the responsibility of overseeing the implementation and evaluation of the Evaluation Plan.

The committee will meet at least once a quarter during the 2013-2014 year to review progress and revise the plan. In June 2014, revisions to the plan will be brought to the Bloomfield Board of Education for approval.

Every three years, at a minimum, the plan will be formally evaluated to assure that the plan is meeting its stated purposes, goals, and objectives. Input will be sought, through a structured process, from all personnel being evaluated under the plan.

The Evaluation Workgroup will be responsible for recommending modifications to the plan to assure that it meets its stated purposes and the professional development needs of all certified personnel of the Bloomfield Public Schools.

Dispute and Conflict Resolution

All disputes arising from the evaluation process shall be referred to the Grievance Process as outlined in the contract between the Bloomfield Board of Education and the Bloomfield Education Association.

Training Component and Calibration

Evaluators and teachers will be trained in the facilitation of the new Teacher Evaluation Professional Development system through a series of workshops and seminars prior to the start of each school year. This will be part of the state-required 15 hours of training in the evaluation of teachers for the Superintendent of Schools and employees in positions requiring an intermediate administrator or supervisory certificate. All training material will be readily accessible on the district evaluation website.

The training component for all staff members takes place prior to the implementation of the plan and address understanding of the elements of the plan. This is accomplished in a 3-hour session, by school, during Professional Development week. A frequently asked question (FAQ) section is regularly updated on the district evaluation website. A confidential email (eval@blmfld.org) is established for 24/7 services to aid teachers in the evaluation process. The

district also employees a Teacher Evaluation Coordinator, a stipend position for a teacher that provides technical assistance to all teachers.

Evaluation system calibration is ongoing throughout the school year via professional development workshops and 1-on-1 meetings with central office. Administrators receive ongoing calibration professional development with all training documents and presentations readily accessible on the district evaluation website. A bank of exemplary lessons and goals are found in the library of documents for administrators to calibrate their use of the system. Additionally, administrators will work together viewing the same lessons to calibrate scoring and feedback.

Professional Development and Career Development

Building the skills and knowledge of all adults is the core of our Theory of Action. The Teacher Evaluation System utilized real time data to link Professional Development to Evaluation Level. The system provides the data to pinpoint both skill and knowledge competence, as well as the areas of need. With frequent mini-observations and immediate feedback, evaluators quickly identify areas for professional development for each staff member. After participating in targeted professional learning, teachers are held accountable for new learning through subsequent observations and feedback.

The digital system tracks all teacher Professional Development by school, tenure, content area, and certification. The Bloomfield Public Schools offers teachers numerous and varied opportunities for career growth in teacher-leadership aligned to the priorities of the District Accountability Plan and the Teacher Evaluation System. Teachers are encouraged to lead and engage in at least one or more areas to achieve professional growth as displayed in the table below:

PRIORITY GOAL/AREA	LEADERSHIP OPPORTUNITY
Holistic Accountability	Data Team Member, Chair
Rigorous Curriculum/Instruction/Assessment	Curriculum Design Team Member, Chair
Positive School Climate	School-based Climate Specialist
Parent and Community Engagement	Parent Compact Member, Lead
Teacher Evaluation System	TES Specialist/Coordinator

Data Collection and Analysis

Three constituent groups participate in Bloomfield Public School's Annual Climate and Satisfaction survey: Staff, Students and Families. Online survey response collection is facilitated by Panorama for all students, and the majority of staff. Panorama also manages the processing of paper surveys for families and some staff without email addresses. Survey questions address three areas: Academics, Climate and Safety, and Welcoming Schools. A copy of the survey and data by school can be found on the district website at www.blmfld.org

The survey is conducted within a 10 week timeline. Real time participation data is maintained on an online data dashboard, while comprehensive reports are released to school and central office leadership. A district report is provided to the Board of Education.

1. Data Collection Process and Timeline

   Process: Three constituent groups participate in the survey: Staff, Students and Families. Online electronic responses with Panorama for all students, and the majority of staff. Paper surveys printed and distributed to parents and staff without email addresses.

   Timeline: 10 Week window: *January-March*

2. Data Analysis Timeline

   - Participation data available online in a dashboard format 24/7, with real-time updates for electronic surveys and weekly updates for paper surveys.
   - District, and school summary and detailed response data available to Executive staff and school leaders by late April
   - Summary data presented to the Board of Education in summer.

3. Reporting Process / Information sharing with stakeholders

   - Currently, participation statistics are maintained on a data dashboard by Panorama and updated as surveys are submitted.
   - Online reports will be available in July for central leadership and building administrators.

MINI OBSERVATION RUBRICS

Overview

According to Marzano (2007), the teacher is the "one factor that surfaced as the single most influential components of an effective school." The purpose of this evaluation tool is to identify the knowledge and skills that define effective teaching. This set of rubrics is designed to measure the level of performance, which contribute to student achievement within a classroom environment conducive to learning.

The following sets of rubrics are divided into four domains:

1. Classroom Environment, Student Engagement and Commitment to Learning
2. Planning for Active Learning
3. Instruction for Active Learning
4. Professional Responsibilities and Teacher Leadership

The four domains are defined by the measurable indicators, which, in sum, contribute to the expectations of each domain for all teachers.

Each domain is based on a four-point scale to assess the overall impact on a specific or group of lessons observed over time through a set of mini-observations. The rubric numerical key represents gradations of performance:

- **4= Exceeded:**
  The teacher demonstrates consistent exemplary knowledge and skill in all domains of practice.
- **3=Met:**
  The teacher demonstrates strong knowledge and skill in a majority of domains and indicators.
- **2= Partially Met:**
  The teacher demonstrates some or inconsistent attempts at each domain and indicators.
- **1=Did not Meet Expectations:**
  The teacher demonstrates few or none of the skills required in each indicator.
- **N/O= Not Observed**

The scoring is based on a preponderance of evidence from the mini-observation system within each indicator and across all domains. **Observation score based on total points/possible points earned.**

Mini Observation Process

- Administrator *conducts* 8 mini-observations for each teacher at varying class times per teacher (i.e. opening, middle, closure).
- Administrator observes the teacher for 10 minutes using the T-Eval app or website on their mobile device.
- Administrator presses submit on their mobile device, sending a copy of the evaluation to the Administrative Assistant and the teacher unless a technical glitch has occurred.
- Administrative Assistant schedules a post-observation conference no later than 72 hours after the observation. *If the administrator is out of the district for this period of time, the face-to-face feedback must be completed within two school days of the return to district.*
- Principals will also have the opportunity to send the teacher an outlook invitation for their post-observation while still in the classroom.
- Scores of a "2" or a "1" will be accompanied by a pop-up screen, where evaluators must submit feedback. The pop-ups will generate on the bottom of the evaluation.

Mini Observation Guidelines

- At least one observation will include a review of practice (non-traditional teaching time) Example: Data Team, Concert
- Unless agreed upon; a maximum of one observation should be conducted in a work week.
- An observation should not occur until after the previous post-observation meeting has been held.
- Non-tenured classroom teachers must have a minimum of 6 classroom observations and tenured classroom teachers must have a minimum of 4 classroom observations.
- All observations should be conducted by the teachers' immediate supervisor unless the teacher and Human Resources has been notified in writing.
- Observations will not be conducted during confidential sessions with students.
- All observations will be sent electronically to the teacher immediately following an observation, unless a technical difficulty prevents submission.
- Observation cut-off dates are March 31st (non-tenured) and May 29th (tenured).
- Teachers in year one or two will have a pre-conference before the first two mini observations.

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

1c. Maximizing instructional time by effectively managing routines and transitions. 1 Domain

OVERVIEW

Domain 1 will be broken into seven subsections. The following are statements of expectation for each section:

- **Rapport and positive social interaction**
- **Respect for student diversity**
- **Environment supportive of intellectual risk –taking**
- **High expectations for student learning**
- **Communicating, reinforcing, and maintaining appropriate standards of behavior**
- **Promoting social competence and responsible behavior**
- **Routines and transitions appropriate to needs of students**

	4 Exceeds	3 Met	2 Partially Met	1 Did Not Meet Expectations
Rapport and positive social interaction	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.
Respect for student diversity	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.
Environment supportive of intellectual risk – taking	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.	Creates a learning environment in which most students are willing to take intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment that discourages students from taking intellectual risks.
High expectations for student learning	Creates opportunities for students to set high goals and take responsibility for their own learning.	Establishes and consistently reinforces high expectations for learning for all students.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes low expectations for student learning.
Communicating, reinforcing, and maintaining appropriate standards of behavior	Student behavior is completely appropriate. OR Teacher seamlessly responds to misbehavior without any loss of instructional time.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.
Promoting social competence and responsible behavior	Students take an active role in maintaining high standards of behaviors. OR Students are encouraged to independently use proactive strategies5 and social skills and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.
Routines and transitions appropriate to needs of students	Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.	Establishes routines and transitions resulting in maximized instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.

Domain 2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.

2b. Planning instruction to cognitively engage students in the content.

2c. Selecting appropriate assessment strategies to monitor student progress

OVERVIEW

This domain will be broken into eight subsections. The following are statements of expectation for each section:

- **Content of lesson plan is aligned with standards**
- **Content of lesson appropriate to sequence of lessons and appropriate level of challenge**
- **Use of data to determine students' prior knowledge and differentiation based on students' learning needs.**
- **Literacy strategies**
- **Strategies, tasks and questions cognitively engage students**
- **Instructional resources and flexible groupings support cognitive engagement and new learning**
- **Criteria for student success**
- **Ongoing assessment of student learning**

	4 Exceeds	3 Met	2 Partially Met	1 Did Not Meet Expectations
Content of lesson plan is aligned with standards	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards.
Content of lesson appropriate to sequence of lessons and appropriate level of challenge	Plans to challenges students to extend their learning to make interdisciplinary connections.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Does not appropriately sequence content of the lesson plan.
Use of data to determine students' prior knowledge and differentiation based on students' learning needs.	Plans for students to identify their own learning needs based on their own individual data.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.
Literacy strategies	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.	Plans instruction that integrates literacy strategies and academic vocabulary.	Plans instruction that includes some opportunities or students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.
Strategies, tasks and questions cognitively engage students	Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse11 or inquiry-based learning12 and/or application to other situations.	Plans primarily teacher-directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Plans instructional tasks that limit opportunities for students' cognitive engagement.
Instructional resources and flexible groupings support cognitive engagement and new learning	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning	Selects or designs resources and/or groupings hat minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.
Criteria for student success	Plans to include students in developing criteria for monitoring their own success.	Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.
Ongoing assessment of student learning	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans assessment strategies hat are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.

Domain 3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

3a. Implementing instructional content for learning.

3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

3c. Assessing student learning, providing feedback to students and adjusting instruction.

OVERVIEW

The Delivery of Instruction Section will be broken into eleven subsections. The following are statements of expectation for each section:

- **Instructional purpose**
- **Content accuracy**
- **Content progression and level of challenge**
- **Literacy strategies**
- **Strategies, tasks and questions**
- **Instructional resources and flexible groupings**
- **Student responsibility and independence**
- **Criteria for student success**
- **Ongoing assessment of student learning**
- **Feedback to students**
- **Instructional adjustments**

	4 Exceeds	3 Met	2 Partially Met	1 Did Not Meet Expectations
Instructional purpose	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Does not clearly communicate learning expectations to students.
Content accuracy	Invites students to explain the content to their classmates.	Makes no content errors.	Makes minor content errors.	Makes multiple content errors.
Content progression and level of challenge	Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students	Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.	Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.
Literacy strategies	Provides opportunities for students to independently select literacy strategies that support their learning.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary.
Strategies, tasks and questions	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem solving strategies.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.

Instructional resources and flexible groupings	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Uses resources and/or groupings that minimally engage students cognitively and support new learning.	Uses resources and/or groupings that do not cognitively engage students or support new learning.
Student responsibility and independence	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.
Criteria for student success	Integrates student input in generating specific criteria for assignments.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.
Ongoing assessment of student learning	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.
Feedback to students	Encourages peer feedback that is specific and focuses on advancing student learning.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.
Instructional adjustments	Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.	Adjusts instruction as necessary in response to individual and group performance.	Makes some attempts to adjust instruction that is primarily in response to whole-group performance.	Makes no attempts to adjust instruction.
Instructional purpose	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Does not clearly communicate learning expectations to students.

Domain 4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

4a. Engaging in continuous professional learning to impact instruction and student learning.

4b. Collaborating to develop and sustain a professional learning environment to support student learning.

4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

OVERVIEW

The Domain 4 section will be broken into nine subsections. The following are statements of expectation for each section:

- **Teacher self-evaluation/ reflection and impact on student learning**
- **Response to feedback**
- **Professional learning**
- **Collaboration with colleagues**
- **Contribution to professional learning environment**
- **Ethical use of technology**
- **Positive school climate**
- **Family and community engagement**
- **Culturally responsive communications**

	4 Exceeds	3 Met	2 Partially Met	1 Did Not Meet Expectations
Teacher self-evaluation/ reflection and impact on student learning	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and impact on student learning, identifies areas for improvement, and takes action to improve professional practice.	Insufficiently reflects on/ analyzes practice and impact on student learning.
Response to feedback	Proactively seeks feedback in order to improve a range of professional practices.	Reluctantly accepts feedback and recommendations for improving practice, but changes in practice are limited.	Willingly accepts feedback and makes changes in practice based on feedback.	Unwillingly accepts feedback and recommendations for improving practice.
Professional learning	Takes a lead in and/or initiates opportunities for professional learning with colleagues.	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Attends required professional learning opportunities but resists participating.
Collaboration with colleagues	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and instructional practices that support professional growth and student learning.	Participates minimally with colleagues to analyze data and uses results to make minor adjustments to instructional practices.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning.	Attends required meetings to review data but does not use data to adjust instructional practices.
Contribution to professional learning environment	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.	Acts in accordance with ethical codes of conduct and professional standards.	Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	Disregards ethical codes of conduct and professional standards.
Ethical use of technology	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.

Positive school climate	Leads efforts within and outside the school to improve and strengthen the school climate	Participates in schoolwide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Does not contribute to a positive school climate.
Family and community engagement	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; and seeks input from families and communities to support student growth and development.	Communicates with families about student academic or behavioral performance through required reports and conferences; and makes some attempts to build relationships through additional communications.	Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance; and develops positive relationships with families to promote student success.	Limits communication with families about student academic or behavioral performance to required reports and conferences.
Culturally responsive communications	Leads efforts to enhance culturally-responsive communications with families and the community	Generally communicates with families and the community in a culturally-responsive manner.	Consistently communicates with families and the community in a culturally-responsive manner.	Sometimes demonstrates lack of respect for cultural differences when communicating with students and families OR demonstrates bias and/or negativity in the community.

Professional Assistance

A. Focused Support:

Teacher receives the following score: "did not meet expectations" in the same category for 3 consecutive observations. This is short term support to address a specific weakness in the early stages.

B. Special Assistance:

Teacher gets below a 65 on end of the year evaluation. This teacher is having difficulty consistently demonstrating proficiency.

C. Intensive Assistance:

A teacher who does not meet expectations of the special assistance plan. This plan is to build a staff member's capacity.

Professional Assistance Expectations:

- Evaluations must be spread out over the year to see growth and development. A minimum of once a month is required. If an area of weakness is identified every two weeks will then be required. In order to place a teacher on professional assistance this schedule must have been followed.
- An improvement objective will be formed.
- A neutral evaluator will be chosen as co-evaluator
- A timeline for improvement will be established (45-60 days recommended)
- Only the part of the rubric in question will be observed
- Strategies and interventions along with who will provide the support will be established.
- Co-evaluators do separate evaluations and share at follow-up meeting
- Number of days on assistance will be mutually agreed upon by PAT.
- Additional observations must score between 2-4 to move out of assistance phase.
- Specific written feedback will be given to teacher
- Feedback meetings with the team will be held 24 hours after observation to be scheduled ahead of time
- Observations will be 20-30 minutes in length and scheduled ahead of time
- Assistance plans should be developed in consultation with the teachers and his/her exclusive bargaining representative
- This plan will follow the guidelines which can be changed if mutually agreed upon by all parties
- All forms will be on the TEVAL site and are available in the Appendix

SMART Goal Guidelines

- Goals are aligned to the School Accountability Plan and established between the Teacher and the Administrator per mutual agreement in accordance with the designated timelines.
- Staff members will develop two goals regardless of content area: One in Literacy and one in Numeracy in their content area.
- Each goal is worth 22.5% of the total evaluation.
- Staff members write specific objectives based on individual classes and students as measured by assessments in or out of the classroom.
- SMART goals will be based on a teacher's discipline and student growth as measured by an assessment appropriate for the teacher's discipline.
- Student Learning Objectives (SLO) are developed specific to the needs of students assigned to support district and school targets
- Use CCSS and Creative Curriculum to support your Student Learning Objectives.
- A midyear conference will be held between January 17th -31st to review and/or revise goals if needed.

Annual Goal Setting Form Literacy

Name_____ School DROP DOWN

Assignment_____ Date _____

SMART goal for 20 -20___

Teacher SMART goals in literacy will be written using specific objectives based on individual classes and students as measured by assessments in or out of the classroom.

Goals are aligned to the School Accountability Plan and established between the Teacher and the Administrator per mutual agreement in accordance with the designated timelines.

District Literacy Target for 2016-2017:

School Literacy Target for 2016-2017:

SPECIFIC SLO (Student Learning Objectives): What is your focus or objective for improving student performance in literacy for your class?

Measureable/IAGD (Indicator of Academic Growth and Development): How will you establish a baseline and show student growth? What data will you collect to document progress?

Attainable: What strategies or actions will help you to improve student performance in this area?

Relevant: How does your SLO align with school and district improvement efforts?

Time Bound: When do you expect to reach your goal?

☐ Goal approved by evaluator

☐ Goal approved with revisions

Teacher signature _____
Date _____
Administrator signature _____
Date to meet again if not approved _____

Annual Goal Setting Form Numeracy

Name_____ School DROP DOWN

Assignment_____ Date _____

SMART goal for 20 -20___

Teacher SMART goals in numeracy will be written using specific objectives based on individual classes and students as measured by assessments in or out of the classroom.

Goals are aligned to the School Accountability Plan and established between the Teacher and the Administrator per mutual agreement in accordance with the designated timelines.

District Numeracy Target for 2016-2017:

School Numeracy Target for 2016-2017:

SPECIFIC SLO (Student Learning Objectives): What is your focus or objective for improving student performance in numeracy for your class?

Measureable/IAGD (Indicator of Academic Growth and Development): How will you establish a baseline and show student growth? What data will you collect to document progress?

Attainable: What strategies or actions will help you to improve student performance in this area?

Relevant: How does your SLO align with school and district improvement efforts?

Time Bound: When do you expect to reach your goal?

☐ Goal approved by evaluator

☐ Goal approved with revisions

Teacher signature _____
Date _____
Administrator signature _____
Date to meet again if not approved _____

Annual CLIMATE SURVEY Goal Setting Form

Name_____ School ***DROP DOWN***

Assignment_____ Date _____

CLIMATE SURVEY goal for 20 -20___

The CLIMATE SURVEY goal is based on District School Climate Survey and aligned to the School Accountability Plan. Data collection and analysis for this goal in accordance with the previously stated guidelines.

This goal is worth 10% of the total evaluation.

Enter CLIMATE SURVEY goal:

Specific: What is your focus or objective for improving climate in your school?

Measureable: How will you establish a baseline and show growth? What data will you collect to document progress?

Attainable: What strategies or actions will help you to improve climate in this area?

Relevant: How does your goal align with school and district improvement efforts?

Time Bound: When do you expect to reach your goal? What are the benchmarks or checks along the way to indicate that you are making progress?

☐ CLIMATE SURVEY goal approved by evaluator

☐ CLIMATE SURVEY goal approved with revisions

Teacher signature _____
Date _____
Administrator signature _____
Date to meet again if not approved _____

Annual STUDENT FEEDBACK Goal Setting Form

Name_____ School ***DROP DOWN***

Assignment_____ Date _____

STUDENT FEEDBACK goal for 20 -20___

The STUDENT FEEDBACK goal is teacher designed based on action research and small group analysis. The teacher will develop a classroom level survey through the use of paper, digital, or video. This survey will be approved by mutual agreement between the teacher and the administrator.

This goal is worth 5% of the total evaluation.

Enter STUDENT FEEDBACK goal here:

Specific: What is your focus or objective for improving student feedback in your classroom?

Measureable: How will you establish a baseline and show growth? What data will you collect to document progress?

Attainable: What strategies or actions will help you to improve feedback in this area?

Relevant: How does your goal align with school and district improvement efforts?

Time Bound: When do you expect to reach your goal? What are the benchmarks or checks along the way to indicate that you are making progress?

☐ STUDENT FEEDBACK goal approved by evaluator

☐ STUDENT FEEDBACK goal approved with revisions

Teacher signature _____
Date _____
Administrator signature _____
Date to meet again _____

End of Year Self-Reflection Form (SMART GOALS)

Name_____ School ***DROP DOWN***

Assignment_____ Date _____

Please complete this self-reflection form in advance of your end-of-year reflection meeting with your evaluator. If a meeting is requested you should come prepared to discuss the following areas:

I. Revisit LITERACY SMART Goal

Literacy SMART goal: (22.5 % of Evaluation)

II. Assessing progress towards goal

Did you make progress towards your goals? (Please attach data, student work, observational or anecdotal evidence to explain your assessment)

III. Reflection

Where did you make the greatest gains or the most satisfying personal growth? Are there any events or accomplishments you want to highlight or celebrate?

☐ Teacher requests a conference to review this data with Administrator.

☐ Administrator requests a conference to review this data with teacher

End of Year Self-Reflection Form (SMART GOALS)

Name_____ School ***DROP DOWN***

Assignment_____ Date _____

Please complete this self-reflection form in advance of your end-of-year reflection meeting with your evaluator. If a meeting is requested you should come prepared to discuss the following areas:

I. Revisit NUMERACY SMART Goal

Literacy SMART goal: (22.5 % of Evaluation)

II. Assessing progress towards goal

Did you make progress towards your goals? (Please attach data, student work, observational or anecdotal evidence to explain your assessment)

III. Reflection

Where did you make the greatest gains or the most satisfying personal growth? Are there any events or accomplishments you want to highlight or celebrate?

☐ Teacher requests a conference to review this data with Administrator.

☐ Administrator requests a conference to review this data with teacher

Smart Goal Rating

Goals are worth a total of 45% of the total Evaluation System.

4= Exceeds:

The teacher demonstrates consistent exemplary knowledge in all domains of practice.

3= Met:

The teacher demonstrates strong knowledge and skill in a majority of indicators.

2= Partially Met:

The teacher demonstrates some or inconsistent attempts at some indicators.

1=Mandatory Professional Assistance:

The teacher demonstrates few or none of the skills required in each indicator.

A comment is expected to be provided with each goal rating.

Literacy Goal Rating (22.5% of Total Evaluation):

COMMENT TEXT BOX

Numeracy Goal Rating (22.5% of Total Evaluation):

COMMENT TEXT BOX

End of Year Self-Reflection Form (CLIMATE SURVEY GOAL)

Name_____ School ***DROP DOWN***

Assignment_____ Date _____

Please complete this self-reflection form in advance of your end-of-year reflection meeting with your evaluator. If a meeting is requested you should come prepared to discuss the following areas:

I. Revisit CLIMATE SURVEY goal

Enter CLIMATE SURVEY goal:

II. Assessing progress towards goal

Did you make progress towards your goals? (Please attach data, student work, observation or anecdotal evidence to explain your assessment)

TEXT BOX…. (No more than 250 Words)

III. Reflection

Where did you make the greatest gains or the most satisfying personal growth? Are there any events or accomplishments you want to highlight or celebrate?

TEXT BOX…. (No more than 250 words)

☐ Teacher requests a conference to review this data with Administrator.

☐ Administrator requests a conference to review this data with teacher

CLIMATE SURVEY Goal Rating

CLIMATE SURVEY Goal is worth a total of 10% of the total Evaluation System.

4= Exceeds:

The teacher demonstrates mastery of the indicator.

3=Met:

The teacher demonstrates strong knowledge and skill in a majority of indicators.

2= Partially Met:

The teacher demonstrates some or inconsistent attempts at indicators.

1=Mandatory Professional Assistance:

The teacher demonstrates few or none of the skills required in indicator.

A comment is expected to be provided with the rating.

Climate Survey Goal Rating (10% of Evaluation) :

COMMENT TEXT BOX

End of Year Self-Reflection Form (STUDENT FEEDBACK GOAL)

Name_____ School ***DROP DOWN***

Assignment_____ Date _____

Please complete this self-reflection form in advance of your end-of-year reflection meeting with your evaluator. If a meeting is requested you should come prepared to discuss the following areas:

I. Revisit STUDENT FEEDBACK goal

Enter STUDENT FEEDBACK goal:

II. Assessing progress towards goal

Did you make progress towards your goals? (Please attach data, student testimonial, observation or anecdotal evidence to explain your assessment)

TEXT BOX…. (No more than 250 Words)

III. Reflection

Where did you make the greatest gains or the most satisfying personal growth? Are there any events or accomplishments you want to highlight or celebrate?

TEXT BOX…. (No more than 250 words)

☐ Teacher requests a conference to review this data with Administrator.

☐ Administrator requests a conference to review this data with teacher

STUDENT FEEDBACK Goal Rating

STUDENT FEEDBACK Goal is worth a total of 5% of the total Evaluation System.

4= Exceeds:

The teacher demonstrates mastery of the indicator.

3=Met:

The teacher demonstrates strong knowledge and skill in a majority of indicators.

2= Partially Met:

The teacher demonstrates some or inconsistent attempts at indicators.

1=Mandatory Professional Assistance:

The teacher demonstrates few or none of the skills required in indicator.

A comment is expected to be provided with the rating.

STUDENT FEEDBACK Goal Rating (5% of Evaluation) :

COMMENT TEXT BOX

Final Evaluation

Cumulative OBSERVATION Rating

There are 8 mini-observations worth 40% of the total Evaluation System. Each observation is worth 5% of the Annual Evaluation.

Observation #1: _____

Observation #2: _____

Observation #3: _____

Observation #4: _____

Observation #5: _____

Observation #6: _____

Observation #7: _____

Observation #8: _____

Total OBSERVATION Rating: _____

Cumulative SMART GOAL Rating

There are two SMART Goals worth 45% of the total Evaluation System.

Literacy Goal: (22.5% of Total Evaluation):

Numeracy Goal: (22.5% of Total Evaluation):

Total SMART GOAL Rating: _____

Cumulative CLIMATE GOAL Rating

The Climate Goal is worth 10% of the Annual Evaluation:

Climate Goal (10% of Total Evaluation):

Total CLIMATE GOAL Rating: _____

Cumulative STUDENT FEEDBACK GOAL Rating

The Student Feedback Goal is worth 5% of the Annual Evaluation:

Student Feedback Goal (5% of Total Evaluation):

Total STUDENT FEEDBACK GOAL Rating: _____

Overall Rating

(OBSERVATION) + (SMART GOAL) + (CLIMATE GOAL) + (STUDENT FEEDBACK GOAL)

Rating Scale

86-100 = Exceeds

71-85 = Met

60-70 = Partially Met

59 or below = Mandatory Professional Assistance

NON-TENURED

Candidate for non -renewal

TENURED

Year 1 in this category placed on Mandatory Assistance Plan.

Year 2 in this category is candidate for non-renewal.

Renewal

Contract renewed: ____Yes _____Yes, with Assistance Plan* _____No*

*Evaluator may attach notes or other documentation

Teacher signature _____
Date _____
Evaluator signature _____

Definition of an Effective and Ineffective Teacher

Effectiveness and ineffectiveness will be determined utilizing a pattern of summative ratings derived from the TES based on the following table below:

Category	Final Evaluation Score
Exceeds	**86-100**
Met	**71-85**
Partially Met	**60-70**
Mandatory Professional Assistance	**59 or Below**

Year 1 and 2 (non-tenured/beginning) teachers are automatic candidates for non-renewal. Beginning teachers shall generally be deemed effective if said educator receives at least two sequential *proficient* ratings. A teacher (regardless of tenure) can only spend one year in the "Attempted/Needs Improvement." Ineffective teaching is defined as two consecutive years in the "Attempted/Needs Improvement" which qualifies the teacher as an automatic candidate for non-renewal.

Notification of Status Change

Staff Member:_____Date:_____

Evaluator:_____

As of_____you will be in the_____Phase of the Evaluation Process. This change is being make to address weakness in these areas of your performance.

Classroom Management Assessment Practices Delivery of Instruction Planning

To date, the following intervention strategies have been recommended by the administration:

1._____
_____

2._____
_____

3._____
_____

The strategies listed above have been discussed in detail and reviewed with you on previous occasions. However, the weaknesses persist. A plan will be developed to address these concerns and monitored for the duration of the Assistance Phase.

The staff member shall sign in the space provided below. The staff member's signature indicates only that she/he has read this document.

Staff Member:_____Date:_____

Evaluator:_____Date:_____

_____Phase Timeline

Staff Member_____School Year_____

Team Member(s)_____ _____ _____

_____

Meeting 1_____Phase is Reviewed with the Staff Member Date:_____
Staff Member Signature_____

_____

Meeting 2 Formal Observation/Conference or Meeting
Team Member_____
Staff Member_____
Date:_____

_____

Meeting 3 Formal Observation/Conference or Meeting
Team Member_____
Staff Member_____
Date:_____

_____

Meeting 4 Formal Observation/Conference or Meeting
(if necessary)
Team Member_____
Staff Member_____
Date:_____

_____

Meeting 5 Formal Observation/Conference or Meeting
(if necessary)
Team Member_____
Staff Member_____
Date:_____

_____

Meeting 6 (if necessary) – A written recommendation of a status decision and a copy of the assistance phase packet will be forwarded to the superintendent at the conclusion of the final meeting.

Prime Evaluator:_____Date:_____

Support Evaluator:_____Date:_____

Support Evaluator:_____Date: _____

Staff Member:_____Date:_____

(Staff Member's Signature indicates that the staff member has reviewed this document.)

_____Phase Plan

Staff Member:_____

School:_____

Grade/Subject:_____

Specific Measureable/Observable Objectives for Improvement:

1._____
_____
_____

2._____
_____
_____

3._____
_____
_____

Prime Evaluator:_____ Date:_____

Support Evaluator:_____ Date:_____

Support Evaluator:_____ Date:_____

_____Phase Team Action Plan

Date of commencement of activities_____

Date of end of Plan_____

Plan Review Dates:

_____ _____ _____ _____

_____Team Action Plan Form

Specific Action Steps	Person(s) Responsible	Target Completion Date	Method of Assessment	Evaluation Outcome

Evaluator:_____Date:_____

Evaluator:_____Date:_____

Evaluator:_____Date:_____

Evaluator:_____Date:_____

Meeting Log

Staff Member:_____Date of Meeting:_____

Persons Present:_____

Summary of Meeting:

Recommendations:

Staff Member's Signature:_____

Administrator's Signature:_____

Teacher Evaluation
Annual Presentation
2026-2027

Education is the Cornerstone of our Community.

Bloomfield Public Schools

Teacher Evaluation Philosophy Statement

The purposes of the teacher evaluation program are to facilitate student learning by promoting and improving skillful teaching and to ensure that all members of the teaching staff perform at or above system standards. The teacher evaluation system is a cooperative effort between teachers and administrators to achieve the districts goals of academic excellence. All Bloomfield teachers are expected to demonstrate mastery of teaching standards and student growth.

Bloomfield Public Schools

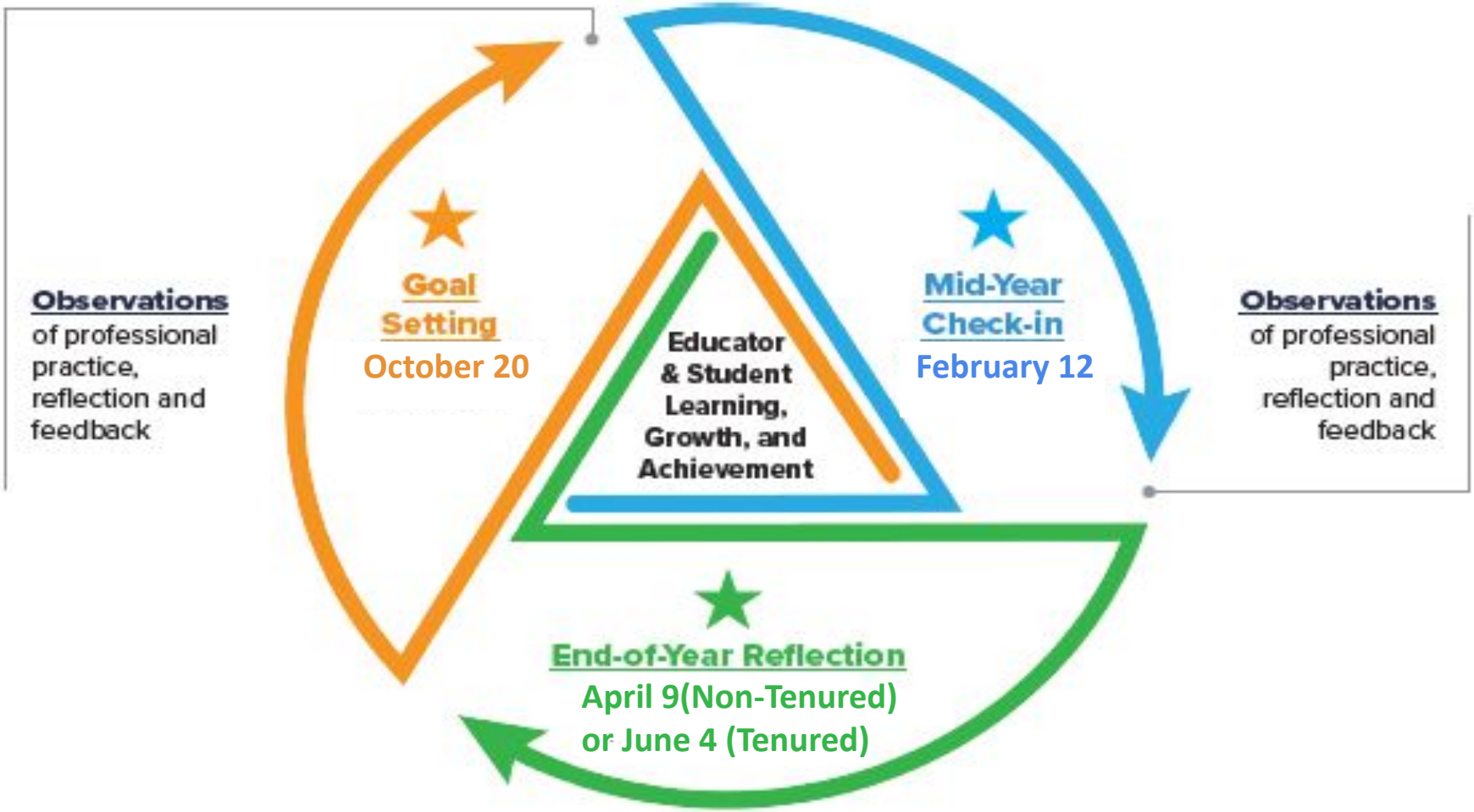
Goals

1. To improve student learning.
2. To provide a teacher evaluation/professional growth document that recognizes the importance of observations, feedback, goals, and provides support for both individual and collaborative evaluation and professional growth.
3. To provide an opportunity for the staff member and evaluator to collaboratively analyze the staff member's strengths and needs as they relate to the teaching/learning process and to use this knowledge, as a reflective practitioner, to develop plans for continuous professional growth.
4. To provide a means for the evaluator to determine the effectiveness of teacher performance. This includes making decisions and recommendations concerning continued employment, granting of tenure, granting of increment/salary increases and other personnel related responsibilities.

Bloomfield Public Schools

Cycles of Continuous Improvement

2026-2027 School Year



Bloomfield Public Schools

Goal Setting
Completed by October 20

Beginning of the Year Goal(s) and Planning
- Self reflect
- Review evidence

Goal(s), Rationale, Alignment, and Professional Learning Plan
- Draft goal(s), rationale, alignment, professional learning plan

Goal Setting Conference
- Mutually agree on 1-, 2-, or 3-year goal(s)
- Determine individual or group goal(s)
- Mutually agree on professional learning needs and support

Mid-year Check-in
Completed by February 12

Mid-Year Check-in: Reflection, Adjustments, and Next Steps
- Review & discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on organization health, educator and student learning, growth and achievement

Mid-Year Conference
- Discuss evidence, reflection, and feedback from evaluator
- Adjust and revise as needed

End-of-Year Reflection
Completed by April 9 (Non-Tenured) or June 4 (Tenured)

End-of-Year Reflection and Feedback Process
- Self-reflection: Review & discuss professional learning, evidence of impact on organizational health, educator and student learning, growth and achievement

End-of-Year Conference / Summative Feedback and Growth Criteria
- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

Bloomfield Public Schools

Professional Goal Guidelines

- Goals are aligned to the School Accountability Plan and established between the Teacher and the assigned evaluator per **mutual agreement** in accordance with the designated timelines. A professional growth goal **must have at least two associated measures of accomplishment.** Measures of accomplishment (or indicators of educator growth) are ways the teacher can demonstrate progress toward their goal and may include, but not be limited to, a sample of lesson plans, a sample of student artifacts, newly developed performance assessments, and educator and/or student self-reflections. SAMPLES HERE
- Teachers with an initial educator certificate are required to set one professional growth goal each year, and, if required to complete TEAM, are encouraged to align their goal with one of the TEAM modules. Teachers may also set collaborative goals if this is mutually agreed to.
- Experienced teachers with provisional or professional certification are permitted to set one professional growth goal that spans from 1 to 3 years in duration. This goal may be collaborative and may be adjusted as needed each year.
- Staff members write specific objectives based on individual classes and students as measured by assessments in or out of the classroom.
- Goals will be based on a teacher's discipline and student growth as measured by an assessment appropriate for the teacher's discipline.
- Use CCSS and Creative Curriculum to support your Student Learning Objectives.
- A midyear conference will be held in February, to review and/or revise goals if needed.

Bloomfield Public Schools

Mid-Year and End of Year Reflections

Mid-Year Review

The Mid-Year Review is a formative check-in between the educator and evaluator.

- It provides an opportunity to discuss the progress the educator has made toward professional learning goal attainment through the action plan.
- Action step progress notes serve as documentation that will be the basis of the check-in.
- Educators will complete the action step progress notes throughout the cycle, reflect on the impact of action steps, and consider revising the action plan as needed.

End-of-Year Summative Review

The End-of-Year Review is a summative analysis of professional learning that has occurred throughout the year related to the educator's goals. Educators and Evaluators will again discuss progress the educator has made toward professional learning goal attainment. Educators will reflect on the impact and effectiveness of the goal plan using the measures described in the goal setting process e.g. both formative and summative student assessment data, artifacts. etc. The analysis may be documented in bullet points with references to student performance. The end-of-year reflection provides an opportunity for educators to summarize how their conclusions and questions will, in turn, inform draft action plans for the next growth cycle and perhaps develop a goal focus in the following school year.

Observations and Goals

- Recommended 3 observations (tenured) or 4 observations (non-tenured) / Maximum of 8 observations unless required by a Professional Assistance Plan
  - conversation with Human Resources required for excess observations.
- There will be a praise point and growth point for each observation
- The Whole-School Student Learning Indicators/Teacher Effectiveness Outcomes and Stakeholder Feedback Goal are not part of the evaluation process, but will be tied into the district climate survey.
- There is ONE Professional Growth Goal and you will need a minimum of two learning indicators. (more info on this on the next slide)

Bloomfield Public Schools

Observation Scoring Scale

Mini Observations will use the same CCT rubrics we have used in the past with the same categories but no scores. There will be feedback given from the evaluator with a Praise Point and Growth Point.

CCT Rubric Domains
Domain 1: Classroom Environment, Student Engagement and Commitment to Learning
Domain 2: Planning for Active Learning
Domain 3: Instruction for Active Learning
Domain 4: Professional Responsibilities and Teacher Leadership

Category	Criteria
Exceeded	The teacher demonstrates consistent exemplary knowledge and skill in all four domains of practice.
Met	The teacher demonstrates strong knowledge and skill in at least three domains and in a majority of indicators.
Partially Met	The teacher demonstrates some or inconsistent attempts at each domain and some indicators within each domain.
Did Not Meet Expectations	The teacher demonstrates few or none of the skills required in each indicator.
Not Observed	

Questions

Jennifer Neal

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