

# **Bethel Board of Education Special Meeting**

Thursday, April 4, 2013 6:30 PM

Board of Education Conf. Room E, 1 School Street, PO Box 253, Bethel, CT  
06801

## **1. Call to Order**

1.A. Roll Call for Quorum

1.B. Pledge of Allegiance

## **2. Teacher Evaluation Plan**

## **3. Class of 2013 Graduation Date**

## **4. Personnel**

4.A. Resignations

## **5. Recommended Executive Session**

5.A. CT General Statutes 1-200(6)(c) Discussion  
concerning the appointment, employment,  
performance, evaluation, health or dismissal of a  
public officer or employee.

## **6. Adjourn**

# **Teacher Supervision and Evaluation Program**

**SEED Hybrid Plan in Accordance with PA 12—116**



**Information and Procedures Manual for  
Teachers, Specialists, and Administrators**

**2012-2013 and 2013-2014**

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# TABLE OF CONTENTS

<b><u>TEACHER EVALUATION AND DEVELOPMENT HYBRID MODEL</u></b> .....	4
<i>Introduction</i> .....	4
<i>Purpose and Rationale of Bethel’s Evaluation System</i> .....	5
<i>Bethel’s Core Principles</i> .....	7
<b><u>BETHEL’S TEACHER SUPERVISION AND EVALUATION PROGRAM</u></b> .....	10
<i>Bethel’s Evaluation and Support System Overview</i> .....	10-12
<i>Bethel’s Teacher Evaluation Process and Timeline</i> .....	12
<i>Ensuring Fairness and Accuracy: Bethel’s Administrator Training</i> .....	14
<b><u>TEACHER SUPPORT AND PROFESSIONAL DEVELOPMENT</u></b> .....	15
<i>Evaluation-Based Professional Learning</i> .....	15
<i>Intensive Assistance and Bethel’s Definitions of Effective and Ineffective Teaching</i> .....	15-17
<i>Bethel’s Career Development and Growth</i> .....	17
<b><u>TEACHER PROFESSIONAL PRACTICES INDICATORS</u></b> .....	18
<i>Teacher Performance and Practice (40%)</i> .....	19
<i>Bethel’s Teacher Competency Timelines</i> .....	19-21
<i>Bethel’s Teacher Observation Timelines</i> .....	21
<i>Teacher Professional Practices Goal-Setting (with Bethel Samples)</i> .....	25-30
<i>Parent Feedback Survey (10%)</i> .....	24
<i>Teacher Professional Practices Performance Levels</i> .....	30-32
<b><u>STUDENT LEARNING OUTCOMES</u></b> .....	32
<i>Student Academic Growth and Development (45%)</i> .....	32-33
<i>Whole-School Student Performance Index and/or Student Feedback (5%)</i> .....	36
<i>Student Learning Outcomes (SLOs with Bethel Samples)</i> .....	33-36
<b><u>TEACHERS’ SUMMATIVE EVALUATION AND PERFORMANCE LEVEL</u></b> .....	36
<i>Dispute-Resolution Process</i> .....	37
<i>Appendix A: Bethel’s Framework for Teaching</i> .....	
<i>Appendix B: Bethel’s Classroom Observation Report</i> .....	
<i>Appendix C: Bethel’s Professional Learning Plan Form (PLP) and COACH Form</i> .....	
<i>Appendix D: Bethel’s Intensive Assistance Template</i> .....	
<i>Appendix E: Bethel’s Template for Goal-Setting, Mid-Year Conferences, and End-of-Year Conferences</i> .....	
<i>Appendix F: Bethel’s Parent Survey</i> .....	
<i>Appendix G: Planning Conference Forms and Reflection Conference Forms</i> .....	
<i>Appendix F: Board of Education Approval Form and PowerPoint Presentation</i> .....	

# Bethel's Teacher Evaluation and Development Model

## I. Introduction

We are grateful to those who contributed so much of their time and talent to the initial creation and now the newest revision of Bethel's Teacher Supervision and Evaluation program.

### **Teacher Evaluation Task Force**

Christy Bibb, Third Grade Teacher  
Anne Bogart, Art Teacher  
Eileen Bomberger, Library-Media Specialist  
Catherine Emerick, Reading/Language Arts Teacher  
Ciro Franco, World Languages Teachers  
Suzanne Galante, Fifth Grade Teacher  
Dr. Kathleen Gombos, Principal of Johnson School  
Dr. Pauline Goolkasian, Special Education Supervisor  
Allannah Greco, Second Grade Teacher  
Dr. Janice Jordan, Associate Superintendent of Schools  
Kit Kechejian, Learning Initiatives Team—Science  
Elaine O'Keeffe, Special Education Teacher  
Kathi Rainville, Library-Media Specialist  
Alison Salerno, Mathematics Teacher  
Pamela Strout, Mathematics Department Chair  
Amy Weed, Learning Initiatives Team—Mathematics

### **Professional Development Council**

Jennifer Aponte, Kindergarten Teacher  
Maureen Berescik, Art Teacher  
Sharon Bly, Chemistry Teacher  
Michele Carpentier, Music Teacher  
Danna DeSimone, District Data Specialist  
Marjorie Dilworth, Special Education Teacher  
Jessica Galbraith, Social Studies Department Chair  
Betty Gore, Fourth Grade Teacher and Council Chair  
Christine Haddad, Library-Media Specialist  
Reine Issa, Mathematics Teacher  
Dr. Janice Jordan, Associate Superintendent of Schools  
Marie Jowdy, Mathematics Teacher  
Kit Kechejian, Learning Initiatives Team—Science  
Lynda Lozier, Learning Initiatives Team—Special Education  
Clint McLeod, Second Grade Teacher  
Marjorie Overmier, Art Teacher  
Michelle Pashaian, Reading Specialist  
Mariya Peterson, Mathematics Teacher  
Michelle Rutledge, Supervisor of Language Arts and District Assessments  
Alison Salerno, Mathematics Teacher  
Christina Ulreich, Learning Initiatives Team—Reading/Language Arts  
Amy Weed, Learning Initiatives Team—Mathematics

### **Building and District Administrators**

Dr. Kristen Brooks, Principal of Berry School  
Pamela Chapman, Assistant Principal, Bethel Middle School  
Dan DeBlois, Supervisor of Technology  
Elizabeth DiBiase, Special Education and Circle of Friends Supervisor  
Dr. Kathleen Gombos, Principal of Johnson School  
Dr. Pauline Goolkasian, Special Education Supervisor  
Dr. Janice Jordan, Associate Superintendent of Schools  
Brian Kirmil, Principal of Rockwell School  
Gary Lawlor, Associate Principal of Bethel High School  
Mari Lerz, Assistant Principal of Bethel High School  
Derek Muharem, Principal of Bethel Middle School  
Linda Pica, Director of Special Education and Pupil Personnel Services  
Michelle Rutledge, Supervisor of Language Arts and District Assessments  
Dr. Kevin Smith, Superintendent of Schools  
Christopher Troetti, Principal of Bethel High School  
Bryan Watson, Assistant Principal of Bethel Middle School

## **II. Purpose and Rationale for Bethel’s Teacher Supervision and Evaluation Program**

**The purpose of Bethel’s teacher supervision and evaluation program is to improve teaching and learning within the Bethel Public Schools, and to facilitate, in every way possible, a culture of continuous professional learning among our teachers.** Good teaching leads to strong student achievement; evidence of this exists in Bethel with its continuously improving student achievement occurring in spite of changing student demographics and major changes in teaching expectations. We believe student achievement continues to rise because teacher supervision, support, and evaluation are district priorities.

Eight years ago, administrators instituted the Teacher Supervision and Evaluation Task Force and worked with them to choose the Danielson *Framework for Teaching* to define what “good teaching” is in Bethel. That is why all current teachers and any newly hired teachers are presented with the Danielson book entitled *Enhancing Professional Practice: A Framework for Teaching* (2007) to study and use. This text, which enumerates the research-based competencies that describe every aspect of effective teaching, contains what we have adopted as Bethel’s definition of what effective teaching is (especially for Domains 2 and 3 of the *Framework*). The Teacher Supervision and Evaluation Task Force and all administrators and department chairs use *The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School* (2008) as well as *Implementing the Framework for Teaching in Enhancing Professional Practice* (2009) which provide anyone in a supervisory or teaching role with more research-based information and a deeper understanding of teacher supervision. Additionally, we have integrated Connecticut’s *Common Core of Teaching* (CCT) into parts of Bethel’s rubric

(Domains 1 and 4) to help teachers more fully understand what good planning entails and what professionalism should look like in their work.

All Bethel's teachers were presented this year with Bethel's special version of the *Framework for Teaching* (2013) which contains not only specific bullet points for each component and performance level, but also contains "characteristics" or critical attributes that further define each component. The "characteristics" are specific observable teacher *and* student behaviors that are evidence of a teacher's performance relative to a particular component of the *Framework*. Additionally, the 2013 revised Bethel rubric contains more precise language enabling teachers and observers to distinguish performance levels more clearly, and the rubric refers directly to the *Common Core Standards*, technology applications that enhance instruction, and to specific instructional strategies the district is helping teachers learn and apply, i.e. the gradual release of student responsibility model for instruction (Fisher and Frey 2008).

Bethel's Teacher Supervision and Evaluation program is differentiated for teachers and, therefore, is composed of **five** facets:

1. **Non-Tenured teachers Observation Cycle begins with a week-long District New Teacher Orientation** program combined with a **year-long School-Based Orientation**; most new teachers participate in TEAM Mentoring for two years; and all untenured teachers participate in the special observation, supervision, and evaluation cycle (two *or* four year track to tenure);
2. The **Observation Cycle** for tenured teachers;
3. The **Professional Learning Plan (PLP)** for tenured teachers focusing on action research and highly focused professional learning;
4. The new **COACH** Program (**C**olleagues **O**bserving, **A**ssisting, **C**ommunicating, and **H**elping) for tenured teachers working with their colleagues and focusing on developing skills in 2b, 3b, and 3c of the *Framework* by establishing strong classroom cultures for learning, building their questioning and grouping skills for instruction, and engaging all students in active learning;
5. **The Intensive Assistance Program (IAP)** for the tenured teacher who is struggling to meet the performance expectations we have for all certified personnel and who would benefit from more intensive and personalized support.

Tenured teachers usually alternate through the Observation Cycle, the Professional Learning Plan, and the COACH program if the administrator and teacher agree this facet is the best course of action for the teacher. However, all tenured teachers participate in the formal Observation Cycle every two or three years, and *all* teachers, no matter what facet of the supervision and

evaluation program they are on, know that their classes will be observed by administrators utilizing 15 to 20 minute Learning Walk protocols *every* year.

**Bethel chooses, as a lynchpin in its hybrid SEED program, *not* to deviate from this model because it has been very successful for our teachers and because we believe that teachers need and want differentiated supervision experiences which are respectful of their stage-of-career and/or unique needs.** In addition, *all* teachers, regardless of what facet of the supervision and evaluation plan they are participating in, must complete data-based Student Learning Objectives (SLOs) and Professional Practice Goals (PPGs). Every teacher must collect and analyze multiple sources of student learning data no matter which of Bethel’s supervision program facets they will be participating in for their Teacher Supervision and Evaluation program.

In addition to Bethel’s *Framework for Teaching* (2013) for all teachers, Bethel has also created, with the help of teacher-specialists, specific rubrics for the following: Library-Media Specialists; Reading Specialists; Learning Initiatives Team (Instructional Coaches); Special Education Teachers; School Psychologists; School Social Workers; and School Counselors.

Bethel’s Teacher Evaluation program states that ALL tenured **teachers and specialists must demonstrate that they are “Proficient” in all the specific domain competencies relevant to their professional roles.** This is Bethel’s definition of an “effective” teacher.

**Bethel Board of Education’s vision statement asserts unequivocally that we want our teaching workforce to be the best in the Connecticut.** The vision statement cites six major goals the Board of Education set for our school system, and goal #2 reads as follows:

**Assure that every teacher is fully-prepared to improve every child’s achievement, to assist any student who needs intervention, and to inspire every student to be the best they can be.**

The only ways this vision can be accomplished are through *excellent hiring practices, professional development programming of the highest quality, and through systematic, thorough, and effective supervision and evaluation of all teachers and all specialists.*

### **III. Bethel’s Core Design Principles**

Bethel’s teacher supervision and evaluation program has embedded within it the following core design principles **which it piloted in the 2012-13 school year** so that Bethel would be **ready for full implementation in 2013-14:**

- a. Bethel believes that the complex nature of teaching should be examined using **multiple measures of student learning data**, and that these measures must be standards-based. The most important component of the examination of student learning data lies in the teacher's and administrator's collaborative reflections on the data and the plans the teacher puts in place to address each student's learning strengths and weaknesses. Teacher and administrator discourse about student learning data and what it tells us about teaching and learning are part of Bethel's supervision of teachers now and have been so for at least the past eight years. Currently, we are using the following standards-based measures of student learning to examine student growth over time:
- Connecticut Mastery Test (CMT)* and the *Connecticut Academic Performance Test (CAPT)* for the next two years, and changing to *SMARTER Balanced Assessments* beginning in the spring of 2015;
  - NWEA—Northwest Evaluation Association reading and mathematics assessments given three times a year in grades 2 through 11 with language assessed two times;
  - District Benchmark Assessments in mathematics, reading, and writing in K-12;
  - Department-Developed Assessments for Non-Tested areas such as music, art, physical education, world languages, social studies, science, and applied studies;
  - TRAILS—*Tool for Real-Time Assessment of Information Literacy Skills*;
  - School Performance Indices;
  - District Performance Indices;
  - Teacher-developed assessments—both formative and summative;
  - Teacher-developed student surveys.
- b. Bethel believes that the complex nature of teaching should be examined using **multiple measures of teacher performance practices data**, and that these measures must also be standards-based. Currently, we are using the following standards-based measures of teacher performance practices to examine student growth over time:
- The Framework for Teaching* by Charlotte Danielson—Domains 2 and 3 using teacher observations and peer observations;
  - Bethel's *Framework for Teaching* (adaptation from the *Framework* and from the *CCT* of Domains 1 and 4 with special components included);
  - Teacher Self-Assessment of Professional Practices using Bethel's *Framework for Teaching* followed by discourse/comparison with Administrator;
  - Administrator identification of Performance Levels of Teacher's Professional Practices using the Bethel's *Framework for Teaching* followed by discourse/comparison with the Teacher;
  - Parent surveys of school climate and school satisfaction by *Panorama* education surveys;
  - Teacher survey completion of Professional Development needs and analysis by the Professional Development Council;

- Teacher Self-Reflection and Analysis, as a major component of each teacher’s summative evaluation, on their students’ growth and on their own growth in professional practices through the process of supervision yearly.
- c. Bethel believes that it has **diminished the impact of administrator bias and improved our skills as evaluators of instruction** by doing the following:
  - Requiring all administrators to complete the *Teachscape* training in the Spring of 2013 (on-line training on Charlotte Danielson’s *Framework for Teaching 2013*);
  - Requiring all administrators to conduct Learning Walks in small groups using the McKay Protocol with consultant Candi McKay, author of *You Don’t Have to Be Bad to Get Better* (Corwin 2013), a former member of the Danielson Group;
  - Giving continuous feedback to administrators on their observation reports and teacher goal conferences from the Superintendent of Schools and the Associate Superintendent;
  - Conducting formal observations of teachers with small groups or pairs of administrators to calibrate data collected during the observations.
- d. Bethel believes that effective teacher supervision is steeped in **honest, collegial, and evidence-based professional conversations** about teaching and learning. **The professional relationship between the supervising administrator and the teacher is pivotal to the steady improvement of teaching and learning.**
  - Teachers and administrators participate in initial goal-setting conferences, mid-year conferences, and summative conferences each year that focus on the specific student learning goals, the professional practice goals, as well as the professional development needs of teachers given the teacher’s student achievement over time and the observation data collected in formal observations and Learning Walks.
  - Bethel continuously builds the administrators’ capacity to build evidence-based conferencing skills with teachers through the weekly Administrative Council meetings in which each administrator participates. These meetings are weekly administrator professional development experiences.
- e. Bethel has for a very long time **developed its Professional Development programs based on the documented learning needs of teachers (using student learning and observational/professional practices data).**
  - For years, teachers have been encouraged to specifically identify what professional learning they need to do their work better. This information is collected within the summative evaluations of all staff members.
  - The Professional Development Council uses Learning Forward’s *Standards for Professional Learning* (2011) to create the highest quality programs for teachers, and they continue to refine how we evaluate these programs.

- The PD Council members also use specific Professional Learning Community data to target professional development programming for teachers.
  - Administrators help the PD Council, through the work of their *school-based* Professional Development Committees, to be sure that what is offered to the staff has consistent teacher input and meets Learning Forward’s and Bethel’s standards for quality professional development offerings.
  - During March 2013, all Bethel teachers and administrators participated in a Professional Development survey to give the PD Council even more specific data about what teachers believe they need to be successful in their work, and the PD Council analyzed this survey data and is now developing next year’s programming in response to the needs articulated in the survey.
  - Bethel is in the process creating virtual communities of practice targeted to address specific professional development needs. We are building digital pathways for teachers to connect with other teachers within the district and around the state and world who are working to solve a similar problem of practice. We want to build more opportunities for this kind of personalized and readily-accessible professional learning, and we are working with consultants to make this happen.
- f. **In preparation for the implementation of PA 12—116, Bethel piloted the changes to its Teacher Supervision and Evaluation program during the 2012-2013 school year so that we could get on-going teacher and administrator feedback, and so that we could improve the changes we were making and support our teachers and administrators in understanding and implementing the changes that are mandated for next year. All teachers participated in goal-setting, mid-year, and (soon) summative review conferences. All teachers, even those in the “non-tested” areas, wrote at least two SLOs and identified at least one Professional Practice goal for this year. All teachers and administrators have been collecting data from multiple sources to reflect upon and use to improve instruction next year. (Examples can be found in the body of this document.)**

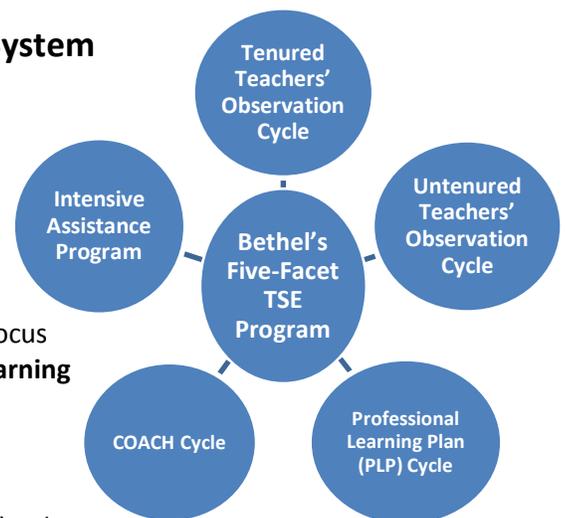
## IV. Bethel’s Teacher Supervision and Evaluation System

### Evaluation and Support System Overview

The supervision and evaluation of Bethel’s teachers has always and will continue to use multiple measures to assure that an accurate and comprehensive assessment of a teacher’s work happens. All teachers will be evaluated in the prescribed four categories which are grouped into two major focus areas: **Teacher Professional Practices** and **Student Learning Outcomes**.

#### 1. **Teacher Professional Practices**—50% of evaluation

- a. **Developing teachers’ professional practices** (40%) takes

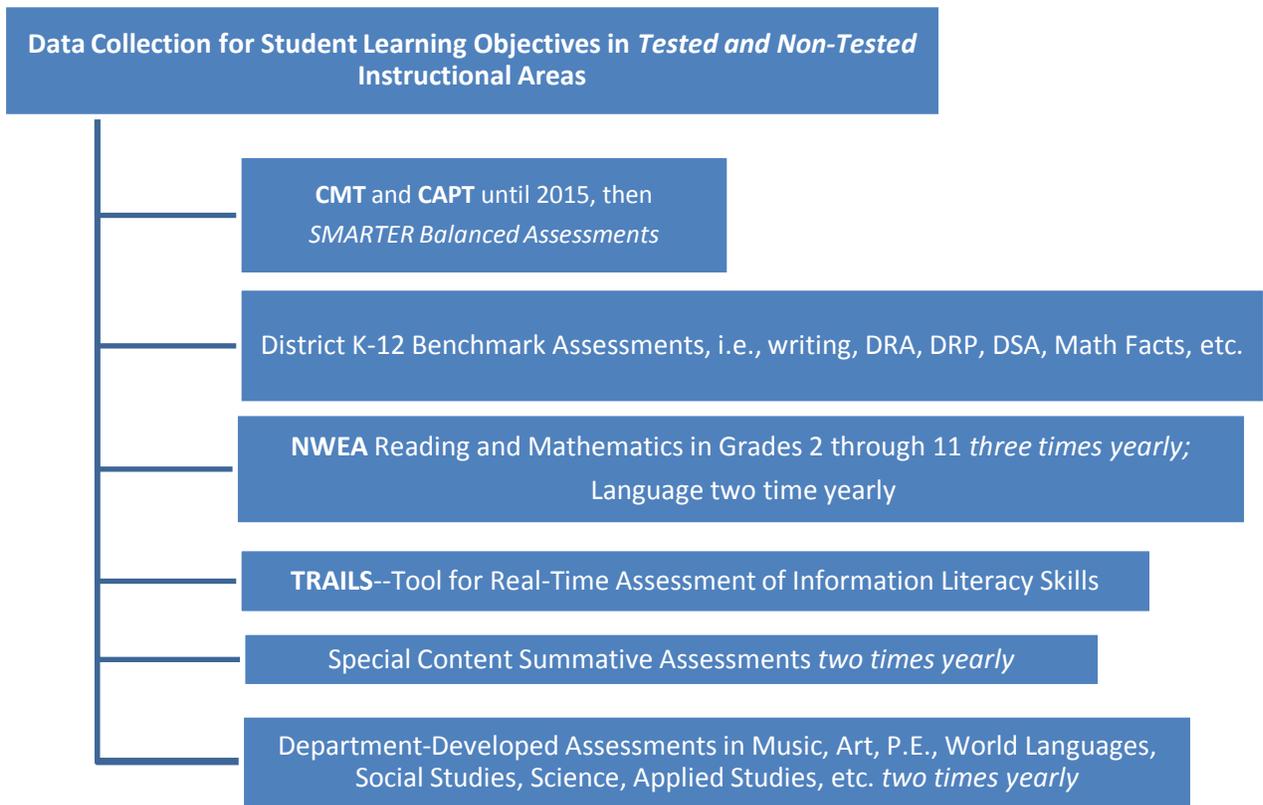


place within the five facets of Bethel’s Teacher Supervision and Evaluation program—Untenured Teachers’ Observation Cycle, Tenured Teachers’ Observation Cycle, Professional Learning Plan Cycle, COACH Cycle, and Intensive Assistance Program.

- b. **Parent Surveys (10%) were conducted by the district for the first time in March 2013**, and these provide feedback about several critical professional practices. The surveys will be conducted yearly by **Panorama Education Surveys** on school climate, school satisfaction, and teacher/school communication with parents—including staff responsiveness and efficacy. These are analyzed by teachers and administrators in their summative evaluations. (Actual surveys are found in the Index of this document.)

2. **Student Learning Outcomes**—50% of evaluation

- a. **Student Learning Objectives (SLOs)** are set by teachers and administrators every year, and they are based on multiple sources of student learning data collected over time (45%). As stated earlier in this document, the data for Student Learning Objectives comes from several sources:



- b. **School Performance and District Performance Indices** (5%) provide administrators and teachers with interesting data for examining the progress their school and district are making in student achievement—especially in closing student achievement gaps. This data are closely examined with faculty at each school as a whole, as well as with individual teachers and with all administrators.
- 3. The Teacher Evaluation Task Force established, after much consideration, that one of the following four summative performance levels would be determined by the teacher and administrator based on multiple sources of data from the **Teacher Professional Practice Indicators** and the **Student Learning Objectives**:
  - a. **Distinguished**—Exceeding indicators of performance
  - b. **Proficient**—Meeting indicators of performance and Bethel’s definition of “good teaching”
  - c. **Developing**—Meeting some indicators, but not others
  - d. **Below Standard**—Not meeting indicators of performance

## Teacher Evaluation Process and Timeline

Bethel implemented a comprehensive evaluation calendar which mirrored the SEED calendar during the 2012-2013 school year, and in 2013-2014, Bethel will continue to implement this calendar:

1. **Orientations** to the new Teacher Supervision and Evaluation program
  - a. New Teacher Orientation (August 19 through 21) for all newly hired Bethel teachers given by the Superintendent, Associate Superintendent, and building principals
  - b. Orientation to Teacher Evaluation Program changes for all Bethel teachers on the first professional development day on August 26
2. **Goal-Setting and Planning Conferences** for all teachers must be completed by **November 15**.
  - a. Teachers and administrators will come prepared to the conference ready to build together a plan based on their analysis of student learning data for the teacher’s current students.
  - b. Teachers and administrators will be ready to **develop a minimum of two Student Learning Objectives (SLOs)** collaboratively based on what the student learning data reveal about the students’ learning needs. The teacher may also choose to work with his/her Professional Learning Community to develop a “PLC-group SLO” for a particular course or grade level based on the data.
  - c. Teachers and administrators will be ready to collaboratively **develop up to two Professional Practices goals** based on needs indicated by the teacher and observed by the administrator, and taking into account the teacher’s summative evaluation from the previous year.

- d. Teachers and administrators will **identify specific professional learning needs** that should be addressed during the 2013-2014 school year by the teacher. The teacher and administrator will make these needs known to the building-based PD committee and the District Professional Development Council so that teachers' learning needs always drive the PD programming within Bethel.



3. **Mid-Year Check-In Conferences** for all teachers must be completed by **February 15**.
- Teachers and administrators will come prepared to the mid-year check-in conference to **review the teachers' progress on their Student Learning Objectives (SLOs)** based on their review of current student learning data, and to make any necessary adjustments to the SLOs.
  - Teachers and administrators will **review the Professional Practice goals** and the teacher's performance relative to these goals. This is the time for the teacher and administrator to develop any changes in the Professional Practice goals based on observation data or changes in assignment/class make-up. It is also a time to add/delete/update the Professional Practice goals based on the unique needs of the teacher if these are mutually agreed upon by the teacher and administrator.
  - It is also a time for both parties to **assess the teacher's consistent performance in Domain 4 (Professionalism)** on Bethel's *Framework for Teaching*.
  - Teachers and administrators will be prepared to **examine the teacher's specific progress on his/her professional learning needs** for the year. If any additional support systems need to be put into place for the teacher, this should be done in order to promote positive changes in the teacher's professional skills.
4. **End-of-Year Summative Conference** will be completed by **June 15**.
- Teacher will **complete a comprehensive self-assessment** as outlined by the Teacher Evaluation Task Force. It will include the following:
    - Teacher identifies his/her performance levels for Domains 1, 2, and 3, and discusses with the administrator;
    - Teacher provides a detailed analysis and reflection on his/her **student learning data using multiple sources** as highlighted on page 10;
    - Teacher provides a detailed analysis and reflection on his/her achievement of the **Professional Practices goals** set by the teacher and administrator;

4. Teacher and administrator analyze the **Parent Survey feedback** and discern how the school and the individual teacher plan to address the data;
  5. Teacher reflects on his/her achievement of the **Student Learning Objectives (SLOs)** set by the teacher and administrator;
  6. Teacher completes **technology skills self-assessment** using ISTE's National Educational Technology Standards--Teacher instrument;
  7. Teacher provides list of **awards/recognitions** received and lists any special projects completed this year;
  8. District provides a list of **professional learning** experiences that the teacher participated in this year to be included, and teacher updates/corrects any errors, if necessary;
  9. Teacher enumerates his/her **Professional Learning priority** for next year.
- b. The teacher and the administrator **will review multiple sources of data**, including all student learning data, parent survey data, any student survey data the teacher has generated, all classroom observation data, data from the action research completed as part of the Professional Learning Plan (PLP), if applicable, or new learning and data gained from participation in the COACH program, if applicable.

The teacher and the administrator will review all the evidence at their disposal, and they will generate together category and focus area summative performance levels in order to achieve a final summative performance level. If the CMT/CAPT data change the outcomes of the Student Learning Objectives (SLOs) appreciably, the teacher and administrator will adjust the final performance level to reflect the changes in the state test data by **September 15**.

- c. The administrator, after reviewing and thoroughly discussing all the evidence collected throughout the school year with the teacher, will write a **Summative Report** that includes the teacher's comprehensive self-assessment, the administrator's comments and recommendations to the teacher for next year, and the summative performance level (with explanation) established in collaboration with the teacher. This report is to be completed and signed by **June 15**.

### **Ensuring Fairness and Accuracy**

**The primary evaluators for Bethel teachers will be the school and district administrators who are responsible for the entire evaluation process**, including establishing summative performance levels with teachers. We will not use complementary evaluators except for the assistance of department chairs who may conduct one of the required observations for their untenured department members during their first and second years of service.

During the 2012-13 school year, all of Bethel’s administrators completed *Teachscape* on-line certification training for Charlotte Danielson’s *Framework for Teaching*. Additionally, the administrators participated in special training for the past six years with former Danielson Group consultant Candi McKay, the author of *You Don’t Have to Be Bad to Get Better* (Corwin Press, 2013). This year, we had three separate training sessions with her, and we conducted an administrative study group of her text. These training sessions focused on doing Learning Walks in all school buildings in small groups, and then calibrating our assessment of the instruction we observed. In addition to these measures, Bethel’s administrators meet weekly to continue their professional learning on important educational issues—especially teacher supervision and evaluation.

Bethel has provided many hours of professional development for its administrators over the years. During the 2012-13 school year, all administrators have done the following together in order to ensure fairness and accuracy in their teaching:

- Completed *Teachscape* – 40 hours of instruction and assessment (supervising administrators’ average time)
- Participated in Learning Walks with former Danielson consultant, Candi McKay, author of *You Don’t Have to Be Bad to Get Better* (Corwin, 2013) – 41.5 hours
- Administrative Council readings and book discussions to improve administrators’ professional practice – 21 hours

Books discussed:                    *Digital Learning for All* by J. Costa (2012)  
    *Thinking Fast and Slow* by D. Kahneman (2011)  
    *Getting Smart: How Digital Learning is Changing the World* by T. Vander Ark (2012)  
    *You Don’t Have to Be Bad to Get Better* by C. McKay (2013)

## V. Teacher Support and Development

### Evaluation-Based Professional Learning

In Bethel, teachers are actively engaged every year in identifying and addressing their professional learning needs with their administrators. An important part of the teachers’ summative evaluations asks for teachers, with their administrators, to identify the professional learning they seek next to improve their practice. The teachers also participate in Professional Learning Communities at every grade level where the needs of the grade level/course are closely scrutinized using student learning data and student work.

In addition, teachers’ voices are represented by building-based professional development committees that meet with administrators and plan for teachers’ needs. There are twenty teachers and specialists on the district **Professional Development Council** who are also members of their building-based PD committees along with other teachers from each school. The Council completes a survey of the entire teaching and administrative staff each year to assist in their planning for professional development programs at the district and building levels.

Bethel has four full days for professional development. In addition, there are a variety of professional learning hours on specific early-dismissal days: Johnson School—2 hours; Bethel

Middle School—4 hours; and Bethel High School—6 hours. Much of the early dismissal extra time is used to further examine student learning data in Professional Learning Communities. There are also regularly scheduled, on-site professional development activities given by the Learning Initiatives Team (instructional coaches) or by other specialists and school leaders based on the needs identified by administrators and teachers.

### **Bethel’s Intensive Assistance Program**

If a tenured teacher’s performance demonstrates a predominant pattern of “Developing” or “Below Standard” performance levels on specific components in the *Framework*, or if the teacher’s student achievement data have not improved or lag significantly below the average student achievement found in that teacher’s PLC, Bethel may use its **Intensive Assistance Program** to support the teacher in improving the specific instructional skills that will raise student achievement and strengthen the teacher’s instructional practices. The Intensive Assistance improvement plan is developed by the Associate Superintendent with the teacher, the Bethel Education Association representative, and the administrator who directly supervises the teacher. **The purpose of the Intensive Assistance Program is to improve the teacher’s professional learning practices and student learning data within a specified time line articulated in the plan.** If the teacher’s performance does not improve by the end of the timeline, despite the implementation of targeted supports that are part of the Intensive Assistance plan, the teacher may be deemed “ineffective” and be subject to dismissal.

All Intensive Assistance (IA) plans use Bethel’s prescribed IA form (see index) and include all of the following *components*:

- a. Clearly delineated goals for the teacher that specify exactly what the teacher must demonstrate at the conclusion of the Intensive Assistance plan in order to be considered “effective;”
- b. Clearly identified, targeted supports for the teacher which may include specialized professional development, collegial and administrative assistance, increased supervisory observations and meetings, and/or special resources and strategies aligned to the improvement outcomes;
- c. Reasonable timeline for implementing the supports and strategies, resources, and improvements.

### **Bethel’s Definition of “Effective” and “Ineffective” Teachers**

Bethel’s Teacher Evaluation Task Force defines an “effective teacher” as meeting the “Proficient” standard on **all** domains and components of Bethel’s *Framework for Teaching*. **Tenured teachers** are deemed “ineffective,” and are thus subject to dismissal, if they receive at least two sequential “Developing” performance levels as their summative rating **or** one “Below Standard” performance level at any time as their summative rating.

Bethel does not believe that teacher evaluation is “formulaic,” and administrators will always review each teacher’s case very carefully, taking into consideration any special circumstances before deciding to proceed with termination due to a “Below Standard” performance level or a classification as “ineffective.” However, Bethel makes it very clear that effective tenured teachers must continue to maintain “Proficient” performance levels and must continue to improve their students’ learning data throughout their careers. Bethel also realizes that some tenured teachers who change assignments may receive “Developing” performance

levels during the first year of an assignment change, but Bethel expects that after the first year, teachers who have changed assignments will be deemed “Proficient” in all areas of the *Framework*.

**Untenured teachers** are expected to achieve “Proficient” performance levels in *all* of the components of Bethel’s *Framework for Teaching* by year two if they were tenured previously in another district **or** by the end of year three if they are novices to the profession. A “Below Standard” summative performance level is not acceptable at any time for a Bethel teacher. Bethel does, however, realize that some novice teachers may receive a “Developing” Performance Level in years one and two, but Bethel expects “Proficient” summative performance levels in years three and four of an untenured teacher’s employment.

### **Provisions for Career Development and Growth**

Bethel Schools have many career development and professional growth opportunities for teachers who seek them. First, we have 121 trained TEAM mentors and potential Cooperating Teachers who serve novice staff members very effectively every year. Next, we have many district committees—such as the Professional Development Council, the Teacher Evaluation Task Force, and the Common Core Council where teachers contribute to some of the most important aspects of their profession at the district level. We also provide many other leadership opportunities for teachers at the building level such as their SRBI Committees, Principal Advisory Committees, and PBIS Committees.

The District Leadership Cadre is another avenue for teachers, by invitation from the Superintendent, to learn more about formal leadership and take on the task of contributing to their schools and district in ways that go beyond their normal job descriptions. Additionally, Bethel strongly encourages its teachers to continue their graduate education (over 86% have advanced degrees) and to develop their capacity in every way possible. As a result, most of our teachers take advantage of the special beyond-district professional development opportunities where the district generously supports their attendance, and the district supports teachers’ use of approved on-line professional learning opportunities. Many Bethel teachers present at conferences or write for professional blogs and journals, addressing common problems of practice. Exceptional teachers serve as department chairs, data team leaders, curriculum leaders, PLC leaders, and many more of these kinds of important and impactful leadership opportunities.

Teachers in Bethel have contributed in many ways as peers supporting struggling fellow teachers. For example, we have many exemplary teachers who assist their peers working on Intensive Assistance Plans, by providing modeling lessons and helping with lesson planning and assessment. In addition, this year, we developed **COACH—Colleagues Observing Assisting Communicating and Helping**—a special program where trained peers work with colleagues to strengthen their mutual understanding of 2b (establishing a culture for learning), 3b (questioning), and 3c (student engagement) on the *Framework for Teaching*. Teachers observe each other, plan together, and give feedback referencing the latest research being done to build teachers’ capacity in these areas. The COACH program is now one of the five facets of Bethel’s Teacher Supervision and Evaluation program because we believe that peer support and feedback are highly effective professional growth opportunities for *both* teachers involved.

Additionally, the Tech Champion program provides tech-savvy teachers with leadership opportunities focused on helping fellow teachers embed technology into their teaching and learning. Finally, we have an exceptionally effective instructional coaches program called the Learning Initiatives Team which is comprised of teachers who are coaching peers in mathematics, reading/language arts, science, and special education topics.

## VI: Teacher Professional Practices Indicators

The Teacher Professional Practices Indicators evaluate the teacher's knowledge of and ability to demonstrate the research-based skills and competencies documented in a number of researchers' work, most notably, Charlotte Danielson. Bethel uses a special *Framework for Teaching (2013)* (see index) which is a combination of Danielson's work and the *Common Core of Teaching (CCT)* with unique additions highlighting the use of technology to improve student learning and the teachers' understanding and demonstration of the special initiatives Bethel is working to implement. In addition, data from the Parent Survey conducted for all the schools in March 2013 will be examined for what the survey reveals about such important instructional topics as teacher/administrator responsiveness to parent concerns, teacher/administrator ability to **build a culture for learning** in classrooms and schools, grading, and school safety concerns.

**"A 'culture for learning' refers to the atmosphere in the classroom that reflects the importance of the work undertaken by both students and the teacher."**

**(*Enhancing Professional Practice*, Danielson 2007)**

### Teacher Performance and Practice

#### Untenured (Probationary) Teachers

**Bethel uses the *Framework for Teaching (2013)* which measures teaching practice against a standards-based rubric over multiple observations.** Probationary (untenured) teachers must complete forty months of probationary service before receiving tenure. During that time, they work closely with TEAM-trained mentors and with their supervising administrators to increase their knowledge and skills as teachers. Teachers who were tenured in another public school district in Connecticut, but are new to Bethel, must complete twenty months of probationary service before receiving tenure in Bethel. All untenured teachers must complete TEAM's five modules successfully, and must meet Bethel's standard of performance as described below:

**Untenured teachers** are expected to achieve "Proficient" performance levels in *all* of the components of Bethel's *Framework for Teaching* by year two if they were tenured previously in another district **or** by the end of year three if they are novices to the profession. A "*Below Standard*" summative performance level is not acceptable at any time for a Bethel teacher. Bethel does, however, realize that some novice teachers may receive a "Developing" performance level in years one

and two, but Bethel expects “Proficient” summative Performance Levels in years three and four of an untenured teacher’s employment.

**Competency Timeline for Probationary Teachers** – Bethel’s Teacher Evaluation Task Force developed this competency timeline to recognize that teachers, novices especially, need time to develop their skills and polish their craft.

### **Year One Probationary Teachers’ Competencies**

**“Proficient” performance level in the following:**

- 1a**—Demonstrating knowledge of content and pedagogy and ensuring that content instruction is at an appropriate level of challenge
- 2a**—Creating an environment of respect and rapport
- 2b**—Establishing a culture for learning
- 3a**—Communicating with students
- 4b**—Collaborating with colleagues to develop and sustain continuous improvement, and actively participating in a Professional Learning Community
- 4d**—Demonstrating professional behavior at all times

**“Developing” performance level in the following:**

- 1c**—Setting instructional outcomes that support literacy skills and numeracy skills as well as *College and Career Readiness Standards* and the *Common Core Standards* in every content area
- 1b**—Developing and organizing coherent and relevant units of instruction, lessons, and learning activities
- 2c**—Managing classroom procedures
- 2d**—Managing student behavior
- 3c**—Engaging students in learning
- 3e**—Demonstrating flexibility and responsiveness

### **Year Two Probationary Teachers’ Competencies**

**“Proficient” performance level in the following:**

- 1d**—Designing or selecting appropriate assessment strategies to monitor student progress
- 2e**—Organizing physical space
- 3e**—Demonstrating flexibility and responsiveness



**“Developing” performance level in the following:**

- 3b**—Uses questioning and discussion techniques

- 3d**—Using assessment in instruction
- 4a**—Engaging in continuous professional growth to impact instruction
- 4c**—Communicating and collaborating with families about their students and the instructional program

<p><b><u>Year Three Probationary Teachers’ Competencies &amp; Year One Formerly Tenured Teachers</u></b></p>
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**“Proficient” performance level in the following:**

- 1a**—Demonstrating knowledge of content and pedagogy and ensuring that content instruction is at an appropriate level of challenge
- 1b**—Developing and organizing coherent and relevant units of instruction, lessons, and learning activities
- 1c**—Setting instructional outcomes that support literacy skills and numeracy skills as well as *College and Career Readiness Standards* and the *Common Core Standards* in every content area
- 1d**—Designing or selecting appropriate assessment strategies to monitor student progress
- 2a**—Creating an environment of respect and rapport
- 2b**—Establishing a culture for learning
- 2c**—Managing classroom procedures
- 2d**—Managing student behavior
- 2e**—Organizing physical space
- 3a**—Communicating with students
- 3b**—Uses questioning and discussion techniques
- 3c**—Engaging students in learning
- 3d**—Using assessment in instruction
- 3e**—Demonstrating flexibility and responsiveness
- 4a**—Engaging in continuous professional growth to impact instruction
- 4b**—Collaborating with colleagues to develop and sustain continuous improvement, and actively participating in a Professional Learning Community
- 4c**—Communicating and collaborating with families about their students and the instructional program
- 4d**—Demonstrating professional behavior at all times

<p><b><u>Year Four Probationary Teachers &amp; Year Two Formerly Tenured Teachers</u></b></p>
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Bethel expects that **all** teachers who are eligible for tenure after forty months (or those who are eligible after twenty months because they were previously tenured in Connecticut) to demonstrate **proficient** performance levels on **all** components and domains of the *Framework for Teaching*.

## Competency Timelines for Specialists

**Speech/Language Pathologists, School Social Workers, School Psychologists, and School Counselors** must complete a year-long supervised internship before they are certified. For this reason, the Teacher Evaluation Task Force determined that these professionals must demonstrate **proficient** performance levels on **all** components and domains on the special *Framework* designed for their positions after twenty months (Year Two) of service. (See the index for competency timelines for all probationary specialists.)

**Special Educators, Reading Specialists, Learning Initiatives Team teachers, and Teacher-Librarians** also have special rubrics, but they are expected to demonstrate **proficient** performance levels on **all** components and domains according to the same timeline as the regular classroom teacher.

## Observation Timeline for Untenured Teachers

**Observations of untenured teachers** follow the schedule below, and untenured teachers should expect their three formal observations to be full-class in length with scheduled **Planning Conferences** and **Reflection Conferences** in addition to the observations (see index for forms):

- September through December**—Two Formal Observations Must Be Completed
- January through March**—One Formal Observation Must be Completed
- Any Time**—Learning Walks and Unannounced Observations (Two Must Be Completed)
- Any Time**—Special Meetings with Supervising Administrator(s)
- April 30**—Final Decision for Renewal of Untenured Teacher
- June 15**—Summative Evaluation Deadline

## Observation Timeline for Tenured Teachers on the Observation Cycle

**Tenured teachers on the Observation Cycle** can expect two full-class formal observations with scheduled Planning Conferences and Reflection Conferences to be scheduled using this timeline.

- September through December**—One Formal Observation Must be Completed
- January through April**—One Formal Observation Must be Completed
- Any Time**—Learning Walks and Unannounced Observations (One Must Be Completed)
- Any Time**—Special Meetings with Supervising Administrator(s)
- June 15**—Summative Evaluation Deadline



Teachers should expect a written **Classroom Observation Report** for every formal observation from their supervising administrator and a brief write-up for any Learning Walk. Every formal observation will also involve a **Planning Conference** to discuss 1) how the teacher is planning the lesson using the *Common Core Standards*, 2) how the teacher is using state and district curriculum standards to plan for instruction, and 3) how the teacher plans to assess the efficacy of the instruction while the lesson is going on and after the lesson. At the Planning Conference, teachers will identify the particular component(s) for which they want feedback from the supervising administrator.

Following an observation, teachers should also prepare a **Reflection Conference Report** in which they provide their self-analysis of the lesson and any student learning data they have which will demonstrate how effectively students understood what was taught during that observation. The teacher and administrator will meet after the observation to discuss the draft Classroom Observation Report and to share evidence of student learning. **The emphasis in Bethel is on providing excellent and accurate feedback to teachers to help them improve instruction, and to engage in professional dialogue about what both parties saw and heard during the lesson.** Teachers will also receive the appropriate performance level(s) on the component(s) they asked for feedback on, as well as feedback on other components the administrator may highlight during the observation.

As indicated earlier in this document, *all* Bethel teachers, no matter what facet of Bethel's teacher evaluation plan they are on (Observation Cycle, Professional Learning Plan, or COACH) should expect unannounced observations.



## Bethel' Framework for Teaching (2013)

### Domain 1: Planning for Active Learning

- 1a: Ensuring that content is at an appropriate level of challenge and meets all students' learning needs
- 1b: Developing and organizing coherent and relevant units, lessons, and learning tasks
- 1c: Supporting literacy skills and numeracy skills across the curriculum, as well as *College and Career Readiness Standards* and the *Common Core Standards*
- 1d: Designing and/or selecting appropriate assessment strategies to monitor student progress

### Domain 2: The Classroom Environment

- 2a: Creating an environment of respect and rapport
- 2b: Establishing a culture for learning
- 2c: Managing classroom procedures
- 2d: Managing student behavior
- 2e: Organizing physical space

### Domain 4: Professional Responsibilities and Teacher Leadership

- 4a: Engaging in continuous professional growth to impact instruction
- 4b: Collaborating with colleagues to develop and sustain continuous improvement, and actively participating in a Professional Learning Community
- 4c: Communicating, collaborating with, and engaging appropriately with families about their students and the instructional program
- 4d: Demonstrating professional behavior at all times

### Domain 3: Instruction

- 3a: Communicating with students
- 3b: Using questioning and discussion techniques
- 3c: Engaging students in learning
- 3d: Using assessment in instruction
- 3e: Demonstrating flexibility and responsiveness

Bethel's *Framework for Teaching* (2013) was finalized with help from many sources. It is based primarily on Danielson's domains 2 and 3; however, we used wording from the *Common Core of Teaching* and adapted it to our major initiatives in Bethel and our particular needs here. See the index for the full *Framework for Teaching*.

## Parent Survey Data

In addition to the feedback teachers receive on their observations, Bethel also conducts a survey of all parents to give them the opportunity to provide teachers and administrators with feedback about their responsiveness to students, etc. The parent survey for 2013 was available to parents on-line from late February through March, and the rate of return at each school is given below.

### Spring 2013 Survey Response Rate Dashboard

	<i>Parents</i>	
<b><u>Total</u></b>	<b><u>815</u></b>	
Berry School	148/509	<b>29%</b>
Rockwell School	110/398	<b>28%</b>
Johnson School	156/442	<b>35%</b>
Bethel Middle School	181/681	<b>27%</b>
Bethel High School	220/959	<b>23%</b>

Bethel Public Schools contracted with Panorama Education Surveys to conduct the parent survey. Of the 3000 students who attend our schools, we had 815 surveys returned by parents after one month—a 27% return rate. Parents had the opportunity to respond for each of their children who attend our schools. See the actual parent surveys in the index of this document. Teachers and administrators will analyze the survey data in their summative reflections and develop an improvement goal(s) as soon as the data are available.

In Bethel, we also actively encourage our teachers to conduct their own student and parent surveys and to use the data as evidence of their effectiveness. Many teachers conduct student surveys on a regular basis about courses they teach or about special projects, and they use the data from the surveys to improve instruction and classroom environment.

### Parent Survey Feedback

Teachers and administrators will carefully review the district's Parent Survey (see the index for the actual surveys) completed this year and disaggregated by school. It is expected that teachers, with their administrators, will do the following with the survey data:

1. Identify the specific parent concern(s) from the survey that will be addressed in both the school-based goal(s) and the individual teacher's contribution to the goal(s);
2. Develop a *school-based* improvement goal which addresses the specific concern(s) in the school's parent feedback data;
3. Discern specifically how the individual teacher will contribute to the *school-based* improvement goal(s) in concrete ways, and be sure that this information is part of the teacher's summative reflection.



## Teacher Professional Practices Goal-Setting

In Bethel, teachers are asked to develop up to two Professional Practices goals each year with the intention of moving from Proficient to Distinguished on the *Framework for Teaching*. In the COACH program, teachers (both COACH and teacher being coached) can choose among 2b, 3b, or 3c on the *Framework* to focus their attention for that year. Teachers on the Observation Cycle or the Professional Learning Plan will decide with their supervising administrators on which specific Professional Practices they should direct their attention. Teachers who are on an Intensive Assistance Plan will address their attention to the specific Professional Practices stated in their IA plan.



Professional Practices Goals are written in the **SMART format**: **S**pecific and **S**trategic; **M**easurable; **A**ligned and **A**ttainable; **R**esults-Oriented, and **T**ime-Bound.

**Examples of effective Professional Practices Goals** (using actual Bethel teachers' goals from the 2012-13 pilot year) are given below:

### Sample #1: Professional Practice Objectives (40%)

Professional Practice Goals	Strategies to Achieve Goal	Professional Support Required
By June 2013, I will earn a Performance Level of "Distinguished" in the Danielson <i>Framework for Teaching</i> (2011) <b>component 3b</b> for my understanding and ability to demonstrate the critical attributes associated with these components. In addition, I will COACH a volunteer colleague to more deeply understand and more effectively demonstrate "Proficient" and/or "Distinguished" characteristics when using questioning/prompts and discussion strategies (3b).	I will design opportunities for effective inquiry and peer collaboration.	<i>Academic Conversations</i> by Jeff Zwiers & Marie Crawford  DOK Matrices & information from Karen Hess  <i>Comprehension &amp; Collaboration: Inquiry Circles in Action</i> by Harvey Daniels & Stephanie Harvey
	I will conduct peer observations.	Observation protocols from colleagues
	I will coach a colleague in this area.	COACH workshops & readings  <i>Coaching Conversations</i> by Linda M. Gross Cheliotos & Marceta A. Reilly  Coaching protocol from Pam Rosa

C. Ulreich 2012



**Sample #2: Professional Practice Objectives (40%)**

<i>Professional Practice Goals</i>	<i>Strategies to Achieve Goal</i>	<i>Professional Support Required</i>
By June of 2013, I will develop and improve my teaching skills and practices, to demonstrate attributes of "Proficient and/or Distinguished" on <b>Component 3C: Engaging Students in Learning.</b>	Create a kid-friendly survey to collect information on students' interest, learning styles, and preferred learning tools (i.e. i-pad, Smartboard, videos, texts, etc.)	Research different types of student surveys or survey questions.
	Use a variety of technology related tools (i.e. i-pads, Smartboard, i-touches, flip cams) in various academic subjects and settings (whole group, small group, partnerships) to increase student engagement and learning.	Use technological resources available in media center.  Research online websites, programs, and apps for appropriate and meaningful activities, lessons, or games.
	Incorporating an assortment of activities and tools into my lessons to engage all the learning styles, including visual supports, auditory components, hands-on activities, and opportunities for movement.	Discussions with team members about ideas, materials, or tools at grade level meetings or common planning.  Collaboration with other staff members (speech personnel, special education teachers, LITs, reading teachers, etc.)  Research techniques or ideas online or through teacher resource books (i.e. <i>Creating Strategic Readers</i> by Valerie Ellery).

K. Ryter 2012



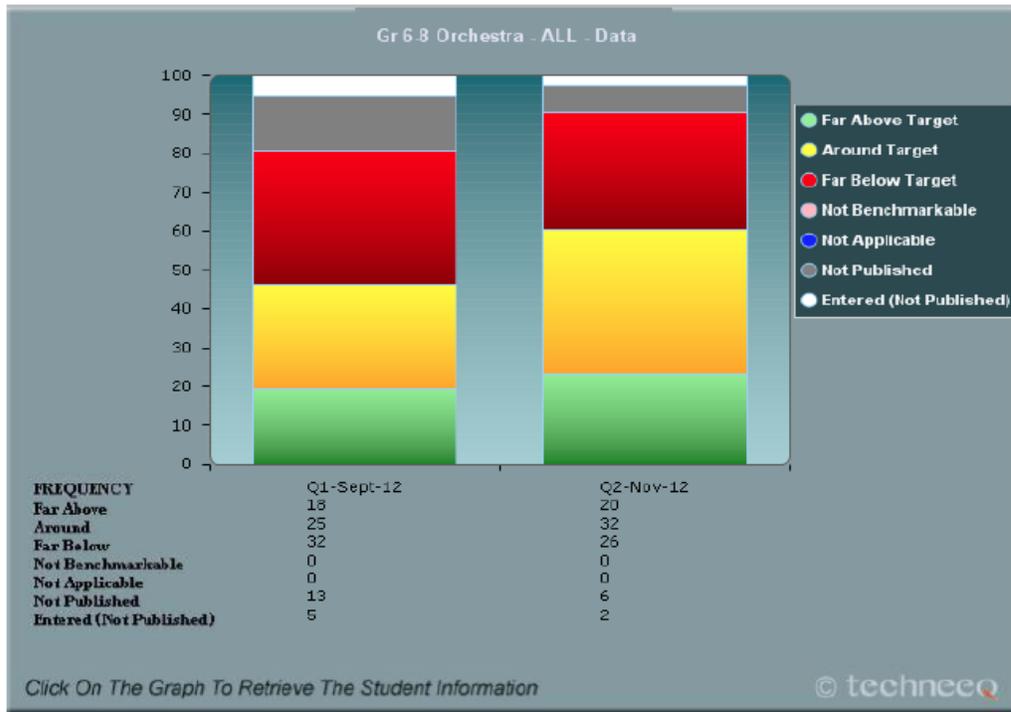
**Sample #3: An example from the "non-tested areas" is below with the teacher's mid-year update attached: (R. Baumer 2013)**

**Professional Practice Objectives (40%)**

Professional Practice Goals	Strategies to Achieve Goal	Professional Support Required
My goal is to improve differentiated instruction in my classes. During the 2012-13 academic year, I will design a formative assessment directed at a specific skill each marking period. Based on the results, I will develop lessons that meet the differentiated needs of my students. By June, 2013, 100% of students will show growth as measured by a comparison of pre and post tests, lesson plans, anecdotal observations, and student feedback.	Using The Blended Classroom Model	No
	Using New Technology Tools	No
	Cooperative learning Strategies	No
	Pre-Test Analysis	No
	Student Surveys	No
	Teacher Observation and Professional Development	Allowed peer observation days, in and out of district

**Mid-Year Update:**

I have designed an assessment of music theory skills, more specifically, student ability to identify the letter names of notes on the staff and the corresponding fingerings. Please see the table below indicating student growth according to music theory skills assesmmt, administered in Q1 and Q2.



**Sample #4: Professional Practices Goal from R. Flynn on Bethel's Professional Learning Plan (October 2013):**

**Professional Learning Plan (PLP)**

**Name:** Robert Flynn  
**School:** C of F    BS    RS    JS    **BMS**    BHS  
**Position:** Reading and Language Arts teacher/Grade Seven  
**Administrator:** Ms. Pam Chapman

**Dates of Professional Learning Goal Conferences:** 10/17/12

- 1. What is your SMART Professional Learning Plan goal?**  
*By May 2013, under the coaching of Cathy Emerick, I will earn a Performance Level of "Proficient" and/or "Distinguished" in component 3b, Using Questioning and Discussion Strategies of the Danielson Framework for Teaching (2011) for my understanding and ability to demonstrate the critical attributes associated with this component.*
- 2. Which of the four teaching domains and what specific components of teaching will this SMART Professional Learning goal address?**  
*This goal will address **Domain 3: Instruction – b. Using Questioning and Discussion Techniques.***
- 3. What is motivating you to work toward achieving this particular Professional Learning Plan goal at this time?**  
*I have noticed that many of my questioning and discussion strategies have not helped students explore their thinking or understanding of a given text. I would like to learn how to improve my skills in these areas, but also to provide students with the tools to be able to do on their own.*
- 4. What is the intended impact of this SMART Professional Learning Plan goal on your students' learning?**  
*I would like my students to be able to better explain their thinking, to more deeply explore a text, and to be able to initiate effective questioning and discussion techniques with classmates.*
- 5. What process will you use to complete your Professional Learning Plan goals?**  
*Observations of my coach, coach observing me, meeting with Reading and Language Arts advisors (Yvette Cain and Danielle Troetti), teaching lessons on how to ask questions, videotaping my own lessons, and conducting Socratic Seminars will all be used to develop questioning and discussion strategies.*
- 6. What is the evidence you will collect that will help you document and measure the progress you have made toward the completion of your SMART Professional Learning Plan goal?**  
*Throughout this process, I will be using a grade seven-designed Socratic Seminar rubric to document student progress. My coach, Cathy Emerick, will also be observing my instruction and making notes on both my progress and my students' progress. Finally, regular video taping of my lessons will point out areas of strength and improvement.*

**Sample #5: Professional Practices Goal from L. Zafrin on Bethel's COACH Program (November 2012):**

**Professional Learning Plan (PLP) for COACH Participants**

**Name:** Lauren Zafrin  
**School:** C of F    BS    RS    **JS**    BMS    BHS  
**Position:** **COACH**  
**Administrator:** Dr. Kathy Gombos

**Date of First Professional Learning Goal Conference:** 11/7/12

1. What is your SMART Professional Learning Plan goal?

My professional learning plan goal is to earn a Performance Level of “Distinguished” in the Danielson *Framework for Teaching* (2011) component **2b, Culture for Learning**, specifically in student pride in work by June 2013. I will focus on my ability to understand and demonstrate the critical attributes associated with this component. In addition to my own professional learning goal, I will also serve as a COACH volunteer for my colleague Danielle Westervelt-Crane. As a COACH I will gain a deeper understanding of each component and the associated critical attributes. I will also COACH Danielle in more deeply understanding and more effectively demonstrating “Proficient” and/or “Distinguished” critical attributes when:

- 1) Establishing a culture for learning (2b); and/or
- 2) Using questioning/prompts and discussion strategies (3b); and/or
- 3) Engaging students in learning (3c).

2. What Teacher Performance and Practice Goal have you set for this year? You must enumerate a specific Teacher Performance and Practice goal using the *Framework for Teaching (2012)* domains, components and elements.

My SMART Professional Learning Plan goal will focus on the following Domains:

- Domain 2—Establishing a Culture for Learning
  - o Conveying to students that, with hard work, they can be successful
  - o Communicating a passion for learning and for the importance of content
  - o Fostering high expectations for learning and achievement for all students
  - o Celebrating students’ pride in their work
  - o Helping students maintain high levels of effort and perseverance in spite of occasional setbacks
  - o Promoting students’ recognition of the efforts and accomplishments of their peers

I am a member of the COACH program, a pilot cycle in Bethel’s Teacher Evaluation Program. I am motivated to work collaboratively in the COACH program with Danielle to monitor the level of students’ pride in their work. I am highly interested in what factors affect students’ willingness to devote time and energy in school assignments and tasks. I am motivated to increase the students’ level of pride in their accomplishments.

<b>Professional Practice Goals</b>	<b>Strategies to Achieve Goal</b>	<b>Professional Support Required</b>
By June of 2013, I will demonstrate attributes from the “Distinguished” column on Component 2b, Culture for Learning specifically in element 3, student pride in work.	I will develop students’ ability to take pride in their work by implementing high quality engaging activities, differentiating work groups, creating independent tasks and assignments as appropriate, and integrating technology and blended learning. I will also promote independence from teacher and some dependence on each other by holding students responsible for self and peer reflection, and engaging students in questioning of each other.	<ol style="list-style-type: none"> <li>1. Observation of my students’ revisions of work and peer conferences, and coaching from peers and administrators;</li> <li>2. Conducting peer observations through the COACH program.</li> <li>3. Participation in Professional Development using the resources with <i>Academic Conversations, Coaching Conversations, and Enhancing Professional Practice: A Framework for Teaching</i>.</li> </ol>

I anticipate that my students’ learning will improve because of my involvement with the COACH program. I believe my students’ learning will improve because I will be focused on collecting and analyzing data that directly correlates with the Domain of Danielson that I have chosen. My learning will be impacted because I will be reading research on students taking pride in their work. I will also be working with Danielle to

develop and use specific strategies, which we believe will increase the level of student pride in their accomplishments. I will track the following data to show how improving my expertise in components 2b, 3b, and 3c will improve students' learning:

- a.) I will ask a fellow COACH and/or my administrator to track the effectiveness of my use of 2b skills and strategies when teaching using the McKay Protocol.
- b.) I will collect specific student learning data and/or student work samples over time that will demonstrate students' improved learning, related to the components in 2b. This learning data will include a Teacher Reflection tool, a student assignment revision checklist, and a peer review worksheet. These tools will be used with student work including student response journals.
- c.) I will survey my students' perceptions of their increased learning, related to the components in 2b.

## Teacher Professional Practices Performance Levels

### Individual Classroom Observations and Learning Walks

Supervising administrators do not provide an overall rating for each classroom observation or Learning Walk, but they do identify performance levels and provide specific evidence for those *Framework for Teaching* components that were observed during the lesson. During all classroom observations (and often during Learning Walks), supervising administrators take evidence-based, scripted notes, capturing what teachers and students said and did during the lesson. The administrators then align the notes with the appropriate component(s) on the rubric, and make judgments about which performance levels the evidence supports. Teachers also reflect on the lesson, gather evidence of what students learned, and complete the Reflection Conference form and share it with the administrator. The Reflection Conference then takes place within a week of the observation when the teacher and administrator discuss the lesson in detail, talk specifically about the Professional Practices which were observed, and examine any student learning data relevant for assessing the efficacy of the lesson. Teachers receive a written classroom observation within a week following the Reflection Conference which summarizes observational and student learning evidence. They also receive the administrators' actual notes taken during the observation.

### Summative Teacher Professional Practice Performance Levels

In May of the school year, **teachers prepare an extensive self-reflection** on their teaching, and they provide specific evidence of how their teaching has improved over the year. As stated earlier in this document, Bethel's teachers prepare carefully for their End-of-Year Conferences by including the following items in their self-reflections—all of which become part of their summative evaluation document:

1. Teacher identifies his/her **performance levels for Domains 1, 2, and 3**, and discusses these extensively with the administrator;
2. Teacher provides a detailed analysis and reflection on his/her **student learning data using multiple sources** as highlighted on page 11;
3. Teacher provides a detailed analysis and reflection on his/her achievement of the **Professional Practices goals** set by the teacher and administrator;

4. Teacher and administrator analyze the **Parent Survey feedback** data and discern how the school and the individual teacher plan to address the data;
5. Teacher reflects on his/her students' achievement of the **Student Learning Objectives (SLOs)** set by the teacher and administrator; the
6. Teacher completes the **technology skills self-assessment** using ISTE's National Educational Technology Standards--Teacher instrument;
7. Teacher provides **list of awards and recognitions** received and lists any special projects completed this year;
8. District provides a **list of professional learning experiences** the teacher participated in this year, and teacher makes any needed corrections/additions;
9. Teacher enumerates his/her **Professional Learning priority** for next year.

Bethel has asked all of its teachers to examine Domains 1, 2, and 3 carefully and to self-evaluate where they believe they stand on all of the components of the *Framework for Teaching*. We do not believe it is prudent or even possible to evaluate all teachers yearly on all of the components on the *Framework*, but it is very prudent and potentially very helpful to have teachers reflect on their work and then justify their performance levels to their supervising administrators at the End-of-Year Conference.

The supervising administrator also prepares for the teacher's End-of-Year conference by carefully reading the teacher's self-reflection document and by examining all relevant student learning data from *RTI Studio* and other sources. The administrator additionally prepares by reviewing all evidence collected through classroom observations, Learning Walks, and participation in other professional meetings such as Professional Learning Communities, SRBI data team meetings, etc.

**The administrator must *holistically review* all the evidence collected throughout the school year, looking specifically for consistency in the teacher's performance, for improvement trends in Professional Practices (or lack of improvement), and for the significance of the teacher's performance in those Professional Practices goal(s) the teacher and administrator identified for improvement this year.**

On page 6 of this document, Bethel's Core Principles regarding teacher supervision and evaluation state clearly that it is through

1.) on-going conversation and analysis of teaching and learning by teacher and administrator,

2.) supervision that is always evidence-based,

3.) continuous collection and analysis of actual student work as well as students' learning data,

4.) rigorous and on-going conferencing and observation skill-building for administrators, and

5.) professional relationships built on trust over time

that the administrator and teacher come to understand and evaluate the teacher's Professional Practice skills accurately. Please note that Bethel's departure from the SEED program's use of scoring algorithms as part of this process is one of the major reasons that Bethel developed this HYBRID plan for which we seek approval.

The administrator, after a thorough analysis, will be prepared to present, discuss, and justify the Teacher Performance and Practice summative holistic performance level during the End-of-Year Conference with the teacher. It is expected that the teacher and administrator will concur about the Teacher Performance and Practice summative performance level if both parties approach this task with open minds, a collaborative spirit, and strong evidence found in the observations and the student learning data.

## VII. Student Outcomes Indicators

The student academic growth and behavioral development comprise 45% of the teacher's summative evaluation, 5% of which includes the *whole-school* student learning indicator or the School Performance Index (SPI). (Teachers may also choose to use student survey data in lieu of or in addition to the SPI.)



In preparation for the Goal-Setting Conference with the supervising administrator, teachers will access testing data from *RTI Studio*, relevant student records, in-class pre-assessments of students' skills, or *NWEA* for as much student learning history as needed to create clear understandings of their students' needs. All Bethel teachers, including all teachers in the "non-tested areas," must collect and analyze student learning data (and/or behavioral data)

that are relevant to their work with the students in their care.

This year in Bethel, "tested" area teachers used *NWEA* data and many other data sources, including District Benchmark data and *RTI Studio* historical data on the *CMT* and *CAPT*, to help them develop an accurate picture of their students' needs and progress to date. Teachers in the "non-tested" areas developed student assessments for their courses and administered them two or three times this year as part of Bethel's pilot. Bethel will continue to work with teachers in "non-tested" areas—physical education, art, music, science, social studies, applied studies, library-media—to refine their student assessments ensuring that they will give the teachers and administrators a clearer understanding of students' progress over time. Bethel will continue to store *all* student assessment information in our district's data management system which is *RTI Studio*.

All teachers, no matter what content or specialty area, are expected to develop a minimum of two Student Learning Objectives (SLOs), and to collect and analyze student learning data as evidence. In preparation for the End-of-Year Conference and for the self-reflection portion of their summative document, teachers should be prepared to reflect on and provide specific evidence within their self-reflection document on their SLOs:

1. Teacher describes students' assessment results and provides evidence for each indicator (IAGD).
2. Teacher provides an overall assessment of whether the SLO(s) was achieved.
3. Teacher describes what s/he believes impacted or caused these results.
4. Teacher describes what s/he learned and how his/her work can be replicated or revised next year.



Below are **SLO samples from Bethel teachers** this year as we piloted our Teacher Supervision and Evaluation Program:

**Sample #1: SLO by M. Pashaian Nov. 11, 2012**

<i>Student Learning Goal</i>	<i>Indicator of Academic Growth and Progress</i>	<i>Assessments to Consider</i>
By the end of May 2013, my first grade students will have shown significant improvement in reading their accuracy.	1. By May 2013, at least 80% of my students who are on Tier II or Tier III interventions will meet the end of year <b>DRA benchmark</b> . (Level 18) Currently there are no students at benchmark for this time of year.	<i>Standard Measurements i.e. DRA</i>
	2. By May 2013, at least 85% of grade one students will meet the end of year <b>DRA benchmark</b> . (Level 18) There are 90% of students at beginning of year benchmark, which is an independent 3. There are many levels for the students to pass in order to reach level 18. Also, to read independently at an 18, the students must be able to decode the text in the time allotted and understand author's message. They are not expected to do this at the beginning of the year. The students must increase eight DRA levels in order to reach level 18.	
	3. By May 2013, at least 90% of Tier II and III students will meet the end of year <b>sight word benchmark</b> . (123 for grade 1)	<i>Non-Standard Measurements: Sight Word Assessment Running Records</i>

**Sample #2: SLO by D. Troetti Nov. 2012**

<i>Student Learning Goal</i>	<i>Indicator of Academic Growth and Progress</i>	<i>Assessments to Consider</i>
By June 2013, students' reading comprehension will improve.	The percentage of students scoring at or above goal on the NWEA Reading Assessment will increase as follows at each grade level by June 2013: Grade 6 will increase from 73% to 88%, Grade 7 will increase from 72% to 87%, and Grade 8 will increase from 79% to 94% at or above goal.	<i>Measurements NWEA, Reading Assessment</i>
	By June 2013, 90% of students in XXX's classes will achieve a score of proficient or above on a rubric (to be created) measuring student questioning skills.	<i>Non-Standard Measurements: Rubric Scores</i>

Student Learning	Indicator of Academic Growth and Progress
I seek to improve 100% of my students' capacity to work collaboratively in groups while solving real-world mathematical problems.	1. 90% or better of my students will demonstrate proficiency or better on the <b>district benchmark (25A) mathematical applications (word problems)</b> which will be assessed utilizing the CSDE (0-3) rubric. <b>(Standardized Measurement)</b>
	2. 90% or more of my students will demonstrate <b>mastery of collaboration and group problem solving skills and strategies</b> as measured on teacher-developed assessments and performance assessments. <b>(Non-Standardized Measurements)</b>

### Student Learning Objectives (SLOs)

#### Teacher Guidelines

Bethel teachers will set a minimum of two SLOs after analyzing their current student learning data at the beginning of the school year. **Teachers whose students take a standardized assessment each year will create one SLO based on standardized indicators and one SLO based on a non-standardized indicator. All other teachers will develop their two SLOs based on non-standardized indicators.**



The SLOs must address the central purposes of the teacher's assignment, and the SLOs should pertain to a majority proportion of the teacher's students unless the teacher is targeting a specialized group, such as students with severe reading disabilities or students who are English Language Learners. The SLOs should *always* reflect high expectations for student achievement, addressing behavioral improvement, content mastery, or skill mastery. Bethel teachers are encouraged to work with their PLC colleagues to collaborate on the

creation of SLOs that will have the greatest impact on students' achievement in their courses or grade levels.

#### Indicators of Academic Growth and Development (IAGD)

IAGDs are the specific evidence, with quantitative and/or qualitative targets, that will demonstrate that the SLOs have been achieved. Each SLO must include at least one indicator (IAGD). Each indicator should make clear the following:

- What specific evidence will be collected and analyzed?
- What level of performance is targeted for students?

- What percentage of students is projected to achieve the targeted performance level?
- What sub-group (such as ELL students or minority students), *if any*, is being targeted?

Teachers and administrators should be sure to document the rationale for the goal, including any relevant state, district, and/or *Common Core* standards, as well as the baseline data that were used to set each IAGD. The teacher and administrator will discuss the teacher's SLOs and make any additions/changes collaboratively.

**The SLOs written by the teacher must also meet these three criteria for approval by the administrator:**

- Priority of Content—the SLOs are directly relevant to the teacher's assignment **and** address the majority or a significant group of students within the teacher's assignment
- Quality of Indicators—the IAGDs provide qualitative and/or quantitative evidence about students' progress over the school year (or semester)
- Rigor of SLOs and IAGDs—the SLOs and IAGDs are attainable, yet rigorous, and represent a year's worth of growth for students (or appropriate growth for a shorter interval of instruction)

The supervising administrator will review all the student learning evidence collected over the course of the school year on the teacher's students. The supervising administrator will review the teacher's self-assessment portion of the summative evaluation, looking especially at the analysis the teacher provides for the changes in the student learning data. Then the administrator will meet with the teacher, and they will use the following criteria to determine together the extent to which the teacher met his/her Student Learning Outcomes targets:

- **Exceeded**—All or most students met or substantially exceeded the target(s) contained in the indicator(s).
- **Met**—Most students met the target(s) contained in the indicators.
- **Partially Met**—Many students met the target(s), but some did not; however, taken as a whole, significant progress toward the goal(s) was made
- **Did Not Meet**—Few students met the

Bethel's Core Principles, seen on page 6, articulate clearly that it is through on-going discussion of actual student work as well as the examination of student learning data that the administrator and teacher develop a deeper and more accurate understanding of *how* and *why* students are progressing over time. The discussion of SLOs and SPIs is an authentic catalyst for all professional educators to examine their practices very closely and seek continuous improvement of student learning outcomes.

Bethel's departure from the SEED program's use of scoring algorithms as part of this process is one of the major reasons that Bethel developed this HYBRID plan for which we seek approval.

target(s), but a substantial number of students did not; little progress toward the goal(s) was made.

The teacher and the supervising administrator will determine the extent to which the teacher met his/her Student Learning Outcomes targets for *each* SLO, and then determine together how effectively the teacher met the SLO targets *in toto*. If an SLO includes a standardized indicator not available by Bethel's June 15 deadline, the supervising administrator and teacher will use other indicators which are available for the summative document. The determination for how well the teacher's students met the target can be amended by September 15 by the teacher and administrator if this situation arises.

#### Whole School Learning Data or Student Feedback Indicators

Bethel teachers will reflect, in their summative self-reflection document, on the School Performance Index (SPI) with their supervising administrator and colleagues, identifying areas where the teacher believes he/she contributed to the School Performance Index or could contribute in the future to continuously improve it over time. If a teacher chooses to use student feedback indicators, they need to develop student surveys, establish baseline data, administer the survey at least twice over the course of the year, and analyze them as part of their summative self-reflection. Teachers may also use a combination of the SPI and student survey data to include in their self-reflection document.

### VIII. Teachers' Summative Evaluations

**Bethel worked very hard this year to develop and pilot a SEED Hybrid Plan that would comply with the spirit as well as the details of PA 12—116. However, after much discussion among administrators, and with the help and support of our teachers, we cannot justify rating our teachers in the ways prescribed in the SEED manual. Rating teachers using algorithms, however thoughtfully developed, is antithetical to what we believe about how educational professionals should be supervised and supported in their growth over time.**

**Given our Core Design Principles, articulated on pages 7 through 10, we developed a teacher supervision and evaluation plan that we believe complies with the true purpose of PA 12—116 as explained by Governor Dannel Malloy during his 2012 "education tours," which is to continuously improve Connecticut's teachers' and administrators' skills as educators and thus improve Connecticut's student achievement. Bethel's plan, which was piloted this year with great success, includes these essential components:**

- Professional Practices goals, parent survey feedback, and multiple teacher observations/Learning Walks using research-based rubrics to measure the growth of teachers' and specialists' professional practices and skills;**
- Student Learning Outcomes (SLOs), based on multiple sources of student learning data collected and analyzed over the course of school year, in all "tested" and "untested" areas of instruction, using standardized and non-standardized assessments;**

- Goal-Setting Conferences, Mid-Year Conferences, and End-of-Year Conferences where teachers and administrators develop goals and track students' learning data and teachers' professional growth;
- 50-50 weighting of teacher summative evaluations based on 50% Student Learning Outcomes (and the SPI data) and 50% Professional Practices Outcomes (and the Parent Survey Feedback);
- Evidence-based Professional Development programs that use student achievement data and survey data to identify and provide for teachers' greatest PD needs;
- Diminishment or elimination of administrator error/bias, and augmentation of administrator observations/Learning Walks and conferencing skills through extensive Professional Development.

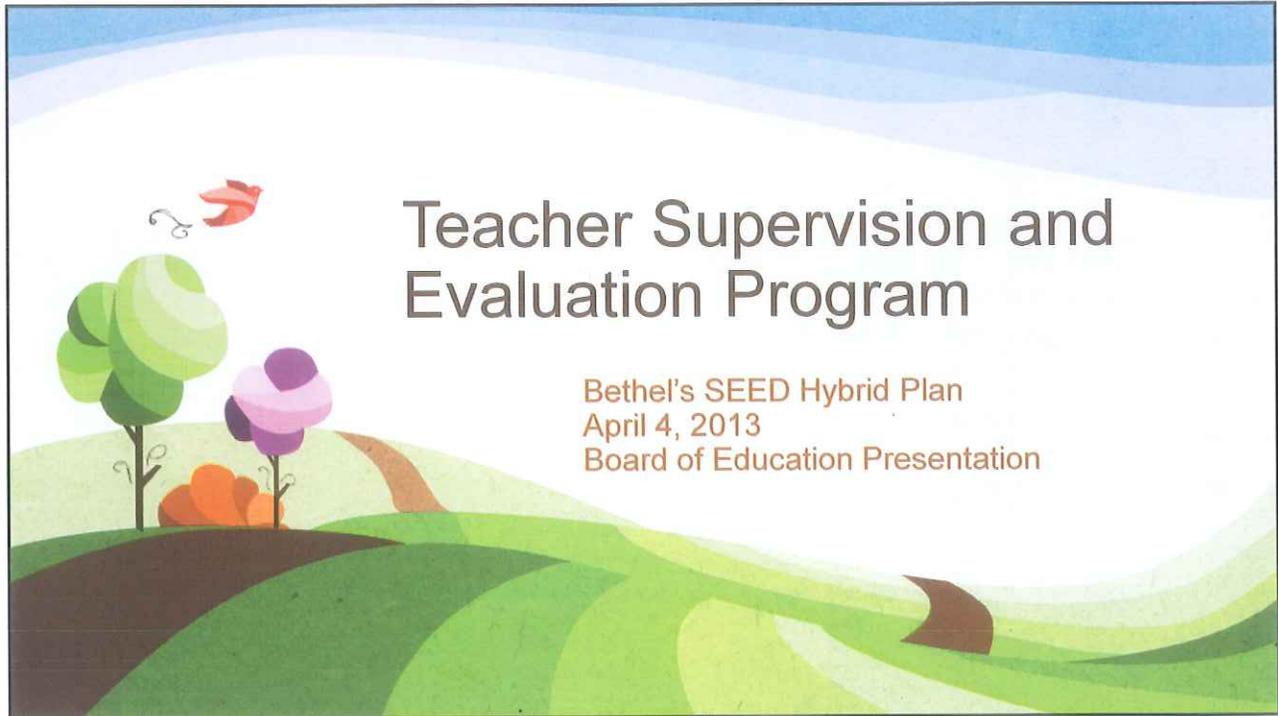
Bethel will establish a summative performance level for each teacher that is based on a *holistic assessment* of the teacher's Student Outcomes Indicators and the Teacher Practice Indicators. Every Bethel teacher will receive one of the four performance levels at the end of the school year which will be reported to the Superintendent:

- Distinguished – Substantially exceeding indicators of performance
- Proficient – Meeting indicators of performance and Bethel's definition of "good teaching"
- Developing – Meeting most indicators of performance, but not others
- Below Standard – Not meeting indicators of performance

Bethel teachers and administrators, working collaboratively, will arrive at the summative performance level after completing the Teacher Supervision and Evaluation process described on pages 12 through 37 of this document. Briefly summarized, the administrator and teacher will examine all observation/Learning Walk data, parent feedback data for the school and district, multiple sources of student learning data referenced in the teacher's SLOs, and the SPI data. The teacher will carefully reflect on all this data as described, and the administrator and teacher will determine the Student Outcomes Performance Level and the Professional Practices Performance Level using the process detailed in this document. The administrator will then work with the teacher to establish the Summative Performance Level, and will provide the teacher with summary comments and specific recommendations for next year.

#### Dispute-Resolution Process

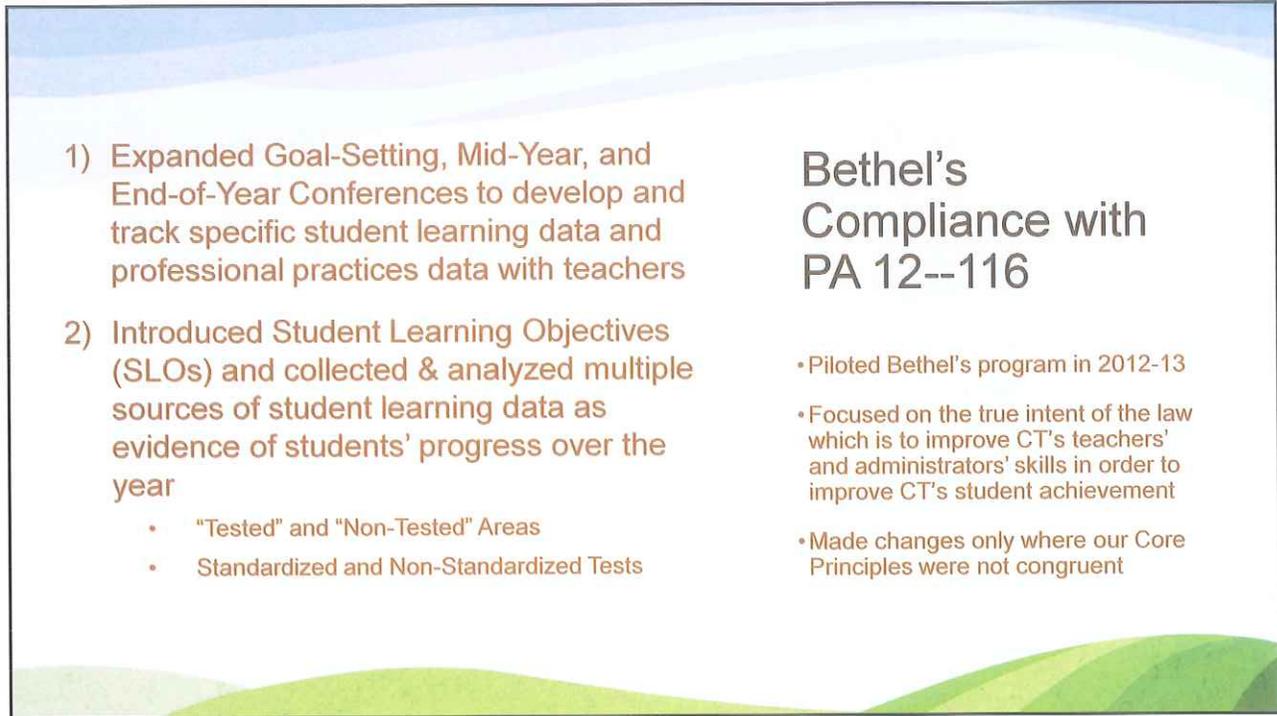
Teachers and supervising administrators who cannot come to agreement on the Student Outcomes Performance Level or the Professional Practices Performance Level, or cannot come to an agreement about the teacher's Summative Performance Level, will meet before the close of the school year with the special subcommittee of the Teacher Supervision and Evaluation Committee—comprised of two elementary and two secondary teachers—to present their topic-specific concern(s). This subcommittee will hear the concern(s) and make recommendations to the teacher and supervising administrator. If this subcommittee's recommendations do not settle the dispute, the teacher and supervising administrator may present the dispute to the Superintendent of Schools who will make the final determination.



**“Assure that every teacher is fully-prepared to improve every child’s achievement, to assist every child who needs intervention, and to inspire every student to be the best they can be.”**

Bethel Board of Education  
Goal #2

**“PROFICIENT” STANDARD  
ON FRAMEWORK**



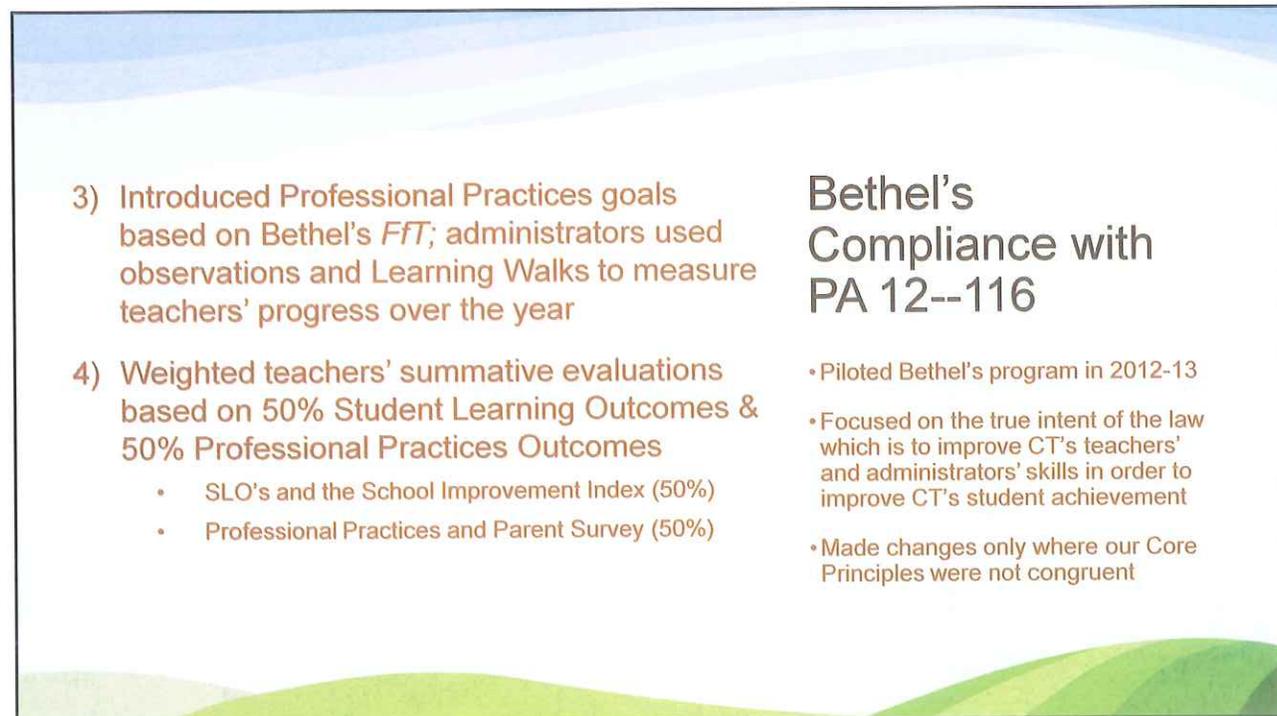
1) Expanded Goal-Setting, Mid-Year, and End-of-Year Conferences to develop and track specific student learning data and professional practices data with teachers

2) Introduced Student Learning Objectives (SLOs) and collected & analyzed multiple sources of student learning data as evidence of students' progress over the year

- "Tested" and "Non-Tested" Areas
- Standardized and Non-Standardized Tests

## Bethel's Compliance with PA 12--116

- Piloted Bethel's program in 2012-13
- Focused on the true intent of the law which is to improve CT's teachers' and administrators' skills in order to improve CT's student achievement
- Made changes only where our Core Principles were not congruent



3) Introduced Professional Practices goals based on Bethel's *FFT*; administrators used observations and Learning Walks to measure teachers' progress over the year

4) Weighted teachers' summative evaluations based on 50% Student Learning Outcomes & 50% Professional Practices Outcomes

- SLO's and the School Improvement Index (50%)
- Professional Practices and Parent Survey (50%)

## Bethel's Compliance with PA 12--116

- Piloted Bethel's program in 2012-13
- Focused on the true intent of the law which is to improve CT's teachers' and administrators' skills in order to improve CT's student achievement
- Made changes only where our Core Principles were not congruent

5) **Established Evidenced-Based Professional Learning Programs**

- Student learning data
- Teacher survey data
- Administrator input from observations

6) **Addressed any administrator bias and error by further refining administrators' skills**

- Friday Meetings
- Professional Reading
- Professional Development on Observation and Conferencing
- Learning Walks with Consultant

## Bethel's Compliance with PA 12--116

- Piloted Bethel's program in 2012-13
- Focused on the true intent of the law which is to improve CT's teachers' and administrators' skills in order to improve CT's student achievement
- Made changes only where our Core Principles were not congruent

## Bethel's Departures from PA 12—116 and SEED

- **Bethel Differentiates Its Supervision and Evaluation of Teachers**
  - We Established Competency Timelines for Teachers pp. 18-19
  - We Provide Five Facets of Supervision to Meet the Needs of All Teachers at Whatever Stage of their Careers

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graph TD
    A((Bethel's Five-Facet TSE Program)) --- B((Tenured Teachers' Observation Cycle))
    A --- C((Untenured Teachers' Observation Cycle))
    A --- D((Professional Learning Plan (PLP) Cycle))
    A --- E((COACH Cycle))
    A --- F((Intensive Assistance Program))
    
```

## Bethel's Departures from PA 12—116 and SEED

- Bethel's Core Principles for Teacher Evaluation Do Not Include the Use of Algorithms and Matrices to "Rate" Teachers
  - "The purpose of Bethel's teacher supervision and evaluation program is to improve teaching and learning within the Bethel Public Schools, and to facilitate, in every way possible, a culture of continuous professional learning among our teachers."
  - #1 Use multiple measures of student learning data (p. 7)
  - #2 Use multiple measures of teacher performance practices data (p. 7)
  - #3 Diminish administrator error and bias (p. 8)
  - #4 Provide feedback in evidenced-based, honest, collegial, and professional conversations about student learning and professional practices
  - #5 Provide professional development based on documented learning needs of teachers
  - #6 Pilot any program changes and get feedback from teachers and administrators

## Bethel's Departures from PA 12—116 and SEED

- Bethel's Timeline for Teacher Observations Differs (p. 20)
- Bethel's Program Emphasizes the Following:
  - On-going professional conversations about teaching, learning between administrator and teacher
  - Evidence-based observations using research-based rubrics
  - Evidence-based analysis of actual student work and student learning data
  - Rigorous conferencing about strengths and weaknesses
  - Professional relationships built on trust over time

## Bethel's Departures from PA 12—116 and SEED

- Bethel's teachers and administrators examine all data *holistically* and look for the following:
  - Consistency in the teacher's performance when measured against the rubric
  - Improvement in teacher's professional practices over time
  - Improvement in students' learning data over time
  - Quality of teacher's understanding and reflections on his/her student learning data and professional practices—and what the teacher plans to do about these



# Bethel High School

DAVID W. DEAKIN EDUCATIONAL PARK  
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Christopher M. Troetti  
Principal

Gary M. Lawlor  
Associate Principal

Mari Lerz  
Assistant Principal

Dr. Smith,

The Bethel High School Administration recommends that the graduation ceremony be held on Wednesday, June 19, 2013 at Western Connecticut State University's O'Neil Center.

Respectfully submitted,

Christopher Troetti

Gary Lawlor

Mari Lerz

## CERTIFIED STAFF RESIGNATIONS

### 2012-2013 SCHOOL YEAR

<b>NAME</b>	<b>RESIGNATION DATE</b>	<b>HIRE DATE</b>	<b>REASON</b>	<b>LOCATION</b>	<b>ASSIGNMENT</b>
Jayne McGovern	3/29/2013	8/11/2006	Resignation	High School	Athletic Director
Board Meeting:	April 4, 2013				

## CERTIFIED STAFF RESIGNATIONS

### 2013-2014 SCHOOL YEAR

<b>NAME</b>	<b>RESIGNATION DATE</b>	<b>HIRE DATE</b>	<b>REASON</b>	<b>LOCATION</b>	<b>ASSIGNMENT</b>
Anthony Brian Kirmil	7/1/2013	8/28/1995	Retiring	Rockwell School	Principal
Melissa Clark	6/30/2013	4/28/2003	Resignation	High School	English Teacher
Board Meeting:	April 4, 2013				