# East Lyme Public Schools Educator Evaluation and Development Plan



## 2018-2019

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MISSION STATEMENT FOR EAST LYME PUBLIC SCHOOLS

*East Lyme Public Schools (ELPS) will inspire, engage and educate each student to become a contributing citizen and a responsible, independent, and critical thinker.*

EDUCATOR EVALUATION AND DEVELOPMENT MODEL

## Introduction

This document outlines the East Lyme model for the evaluation and development of teachers which throughout this document will also include service providers. It is based on the Connecticut Guidelines for Educator Evaluation, developed by a diverse group of educators and based on best practice research from around the country. The East Lyme model reflects the unique population and needs of our district.

## Purpose and Rationale of the Evaluation System

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers. To support our teachers, we need to:

- clearly define excellent practice and results;
- give accurate, useful information about teachers' strengths and development areas; and
- provide opportunities for growth and recognition.

The purpose of the evaluation model is to fairly and accurately evaluate teacher performance and ensure student growth. In addition, the evaluation system is designed to help each teacher strengthen his/her practice in order to improve student learning.

# Core Design Principles

The design of this teacher evaluation model is based on the following State of Connecticut guidelines and principles:

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

    An evaluation system that uses multiple sources of information and evidence results in a fair, accurate, and comprehensive picture of a teacher's performance. This model defines four categories of teacher effectiveness: student learning (45%), teacher performance and practice (40%), school-wide student learning (5%) and stakeholder feedback (10%). These categories are grounded in research-based, national and state standards and locally-developed curriculum standards.

- *Promote both professional judgment and consistency*

    Assessing a teacher's professional practice requires evaluators to constantly use their professional judgment and take into account a teacher's body of work. The Rubric for Effective Teaching and The Rubric for Effective Service Delivery is used throughout the district. Synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, teachers' ratings should depend on their performance, not on their evaluators' biases. Accordingly, this model minimizes the variance between school leaders' evaluations of classroom practice and support fairness and consistency within and across schools. The trend is more important than a mathematical average when it comes to demonstrating growth; a holistic approach allows for that and promotes deep conversations around student performance between evaluator and teacher.

- *Foster dialogue about student learning*

    This model hinges on improving the professional conversation between and among teachers and administrators who are their evaluators. The dialogue in this plan promotes a balance among improving student learning, growth, and administrative support.

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

    Novice and veteran teachers alike deserve detailed, constructive feedback and professional learning, tailored to the individual needs of their classrooms and students. This plan promotes a shared language of excellence to which professional learning, coaching, and feedback can align to improve practice and ultimately advance student learning.

- *Ensure implementation of best practices*

    Implementation of this plan will encourage East Lyme Public Schools educators to enhance their instructional skills and strategies. The model aims to maintain high expectations and will be reviewed annually.

# EDUCATOR EVALUATION SYSTEM

## Evaluation and Support System Overview

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

**Teacher Performance and Practice (Category 1 & 2)**

**Teacher Practice-Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:

**Category 1:**

**Observation of teacher performance and practice (40%)** as defined in the Connecticut Framework for Teacher Evaluation and Support, which articulates four domains of educator practice.

**Category 2:**

**Stakeholder feedback (10%)** through peer feedback, through lesson plan review, peer conducted reviews of practice, peer observation and/or parent surveys.

**Student Growth and Development (Category 3 & 4)**

**Student Outcomes-Related Indicators:** An evaluation of a teacher's contribution to student academic progress, at the school and classroom level. This focus area includes an option for student feedback. This focus area is comprised of two categories:

**Category 3:**

**Student growth and development (45%)** as determined by the teacher's student learning objective (s) (SLOs).

**Category 4:**

**Whole-school measures of student learning (5%)** as determined by district and school improvement plans.

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

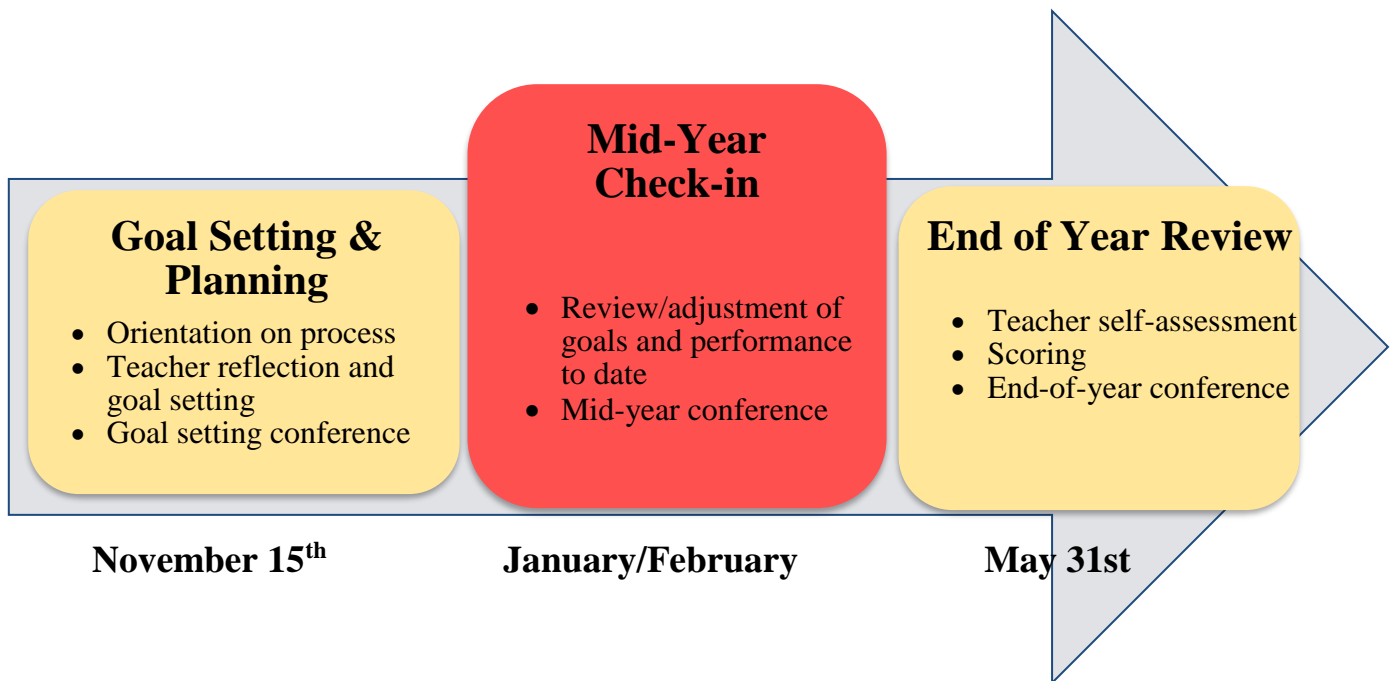**Exemplary/Distinguished-** Exceeding indicators of performance

**Proficient/Accomplished**– Meeting indicators of performance

**Developing** – Meeting some indicators of performance but not others

**Below Standard** – Not meeting indicators of performance

# Educator Evaluation Process and Timeline

The annual evaluation process between a teacher and an evaluator (principal or designee) is anchored by three conversations at the beginning, middle, and end of the year.  The purpose of these conversations is to mutually agree to expectations for the evaluation process. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.

**Goal Setting & Planning**
- Orientation on process
- Teacher reflection and goal setting
- Goal setting conference

**Mid-Year Check-in**
- Review/adjustment of goals and performance to date
- Mid-year conference

**End of Year Review**
- Teacher self-assessment
- Scoring
- End-of-year conference

**November 15th**          **January/February**          **May 31st**

Goal-Setting and Planning:
> Timeframe:  Target is October 15; must be completed by **November 15**

1. *Orientation on Process* – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it.  In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and student learning objective(s) (SLOs).

2. *Teacher Reflection and Goal-Setting* – The teacher examines current student data which can be quantitative and/or qualitative, prior year evaluation, survey results and the CCT rubric for Effective Teaching or the CCT rubric for Effective Service Provider to draft a proposed teacher performance and practice goal(s) and student learning objective(s) (SLOs) for the school year. To advance this effort, the teacher may collaborate in grade-level or subject-matter teams for the purpose of determining individual goals and objectives and to consider two year goal setting as an option.

3. *Goal- Setting Conference* – The evaluator and teacher meet to discuss and agree to the teacher's goals and objectives.  If mutual agreement is not met, the evaluator may request revisions to the proposed goals and objectives.  If mutual agreement is not possible after subsequent revisions, goals can be disputed through the dispute resolution process

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

1. *Review/Adjustment of goals and performance to date* – The teacher and evaluator will review evidence collected to date about the teacher's practice and student learning. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs and/or IAGDs to accommodate changes (e.g., student populations, assignment).

2. *Mid-Year Conference* – The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on teacher practice goals, student learning objective(s) (SLOs), parent feedback, and the teacher's performance to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on indicators of the evaluation framework for which evidence has been gathered and analyzed. They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her focus areas.

End-of-Year Summative Review:
Timeframe: Must be completed by **May 31**

1. *Teacher Self-Assessment* – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment should focus specifically, *but not necessarily exclusively*, on the areas for improvement established in the goal-setting conference. In addition, the teacher will reflect on Domain 4 with written documentation of any professional activities above and beyond the Teacher Performance and Practice Goal(s).

2. *Scoring* – The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating.

3. *End-of-Year Conference* – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before May 31.

## Evaluators

The evaluator for most teachers will be the school principal or assistant principal, who will be responsible for the overall evaluation process, including assigning summative ratings. In several cases, evaluators may include certified central office administrators, such as special education coordinators and other approved administrators.

Primary evaluators will have sole responsibility for assigning final summative ratings and must participate in professional development activities to improve their observation and evaluation skills.

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

All evaluators are required to complete initial training on the evaluation plan and must possess Connecticut (092 and/or 093) administrative certification and cannot be a member of the East Lyme Teachers' Association. East Lyme Public Schools will provide on-going recalibration and support to ensure that evaluators are proficient in conducting teacher evaluations. The East Lyme Public Schools' Conflict Resolution plan addresses issues of fairness and impartial adjudication of disagreements regarding the evaluation outcome.

# SUPPORT AND DEVELOPMENT

Reflection, timely support, and relevant guidance in a collaborative environment improve teaching practice and student learning.

## Evaluation-Based Professional Learning

Every teacher will identify his/her professional learning needs in mutual agreement with his/her evaluator, and those needs will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for the individual teachers should be based on his/her strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be aligned with district and/or school-wide professional learning opportunities.

## Improvement Plan

If a tenured teacher's **summative** performance is rated as *developing*, the administrator and teacher need to collaboratively create an individual teacher performance improvement plan in consultation with the teacher's collective bargaining representative. The teacher and administrator will identify needs and the administrator will offer opportunities for support and/or resources that may be included in the improvement plan.

The administration may also assign an individual teacher to an improvement plan during the school year should the teacher's performance warrant said action. Whenever possible and appropriate, the teacher will be provided an opportunity to make the necessary improvements prior to placement on an improvement plan.

Improvement and remediation plans must include:

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

## Remediation Plans

If the steps delineated in the improvement plan are not fulfilled within the timeline, and a teacher's summative performance is rated as *below standard*, then a remediation plan is needed. (See Form E) The remediation plan is more prescriptive than an improvement plan and should be developed in consultation with the teacher, his/her ELTA representative, and the administrator.

## Career Development and Professional Growth

Opportunities for career development and professional growth are a critical feature in both building confidence in the evaluation system itself and in building the capacity of all teachers. Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is *developing* or *below standard*; leading Professional Learning Communities (PLCs); and focused professional learning based on goals for continuous growth and development.

# TEACHER PERFORMANCE AND PRACTICE

The Teacher Practice-Related Indicators evaluates the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. It is comprised of two categories:

Category #1 – Observation of Teacher Performance and Practice, which counts for 40%; and
Category # 2 - Stakeholder Feedback, which counts for 10%.

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

The Observation of Teacher Performance and Practice category of the plan is a comprehensive review of teaching practice. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback.

### Teacher Practice Framework

*The Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014* and *The Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2015*, represent the most important skills and knowledge that teachers and service providers need to successfully educate each and every one of their students. A supplemental resource, titled CT Evidence Guides, provides grade-level and content-specific samples for teachers and service providers to use to help them better understand how the rubrics might apply in their areas; it can be found at http://www.connecticutseed.org/?page_id=2567 .

*The Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014* is typically used by classroom teachers, library and media specialists, and special area teachers. *The Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2015* is typically used by school counselors, social workers, speech and language pathologists, and school psychologists. The following pages from SEED show "At a Glance" the domains for each rubric and the associated indicators:

# CCT Rubric for Effective Teaching 2014 – At a Glance

| Evidence Generally Collected Through In-Class Observations | Evidence Generally Collected Through Non-Classroom/Reviews of Practice |
|---|---|
| ▲ Domain 1: Classroom Environment, Student Engagement and Comitment to Learning | ▲ Domain 2: Planning for Active Learning |
| *Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:* | *Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:* |
| 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. | 2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students. |
| 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. | 2b. Planning instruction to cognitively engage students in the content. |
| 1c. Maximizing instructional time by effectively managing routines and transitions. | 2c. Selecting appropriate assessment strategies to monitor student progress. |
| ▲ Domain 3: Instruction for Active Learning | ▲ Domain 4: Professional Responsibilities and Teacher Leadership |
| *Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:* | *Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:* |
| 3a. Implementing instructional content for learning. | 4a. Engaging in continuous professional learning to impact instruction and student learning. |
| 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. | 4b. Collaborating to develop and sustain a professional learning environment to support student learning. |
| 3c. Assessing student learning, providing feedback to students and adjusting instruction. | 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning. |

# CCT Rubric for Effective Service Delivery 2015

## Evidence Generally Collected Through Observations

### Domain 1: Learning Environment, Engagement and

*Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:*

1a. Promoting a positive learning environment that is respectful and equitable.

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

1c. Maximizing service delivery by effectively managing routines and transition.

### Domain 3: Service Delivery

*Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:*

3a. Implementing service delivery for learning.

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

3c. Assessing learning, providing feedback and adjusting service delivery.

## Evidence Generally Collected Through Non-classroom/Reviews of Practice

### Domain 2: Planning for Active Learning

*Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:*

2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.

2b. Developing plans to actively engage learners in service delivery.

2c. Selecting appropriate assessment strategies to identify and plan learning targets.

### Domain 4: Professional Responsibilities and Leadership

*Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:*

4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.

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

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

## *Observation Process*

Observations support teachers' growth and development more effectively when they are combined with timely feedback and recommendations. Observations do not have to cover an entire lesson to be valid. Observations should be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, within five school days of an observation barring unusual circumstances.

The ELPS teacher evaluation plan consists of both formal and/or informal observations and reviews of practice as defined by the teacher categories below.

## *Types of Observations*

- o **Formal**: Scheduled observations that last at least 30 minutes and include a pre-conference, observation, post-observation conference, with both written and verbal feedback.
- o **Informal**: Observations that last at least 10 minutes and are followed by written and/or verbal feedback.
- o **Review of Practice**: A non-classroom observation that includes but is not limited to: mid-year conference that includes but is not limited to extra time for the review of practice, observation of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans, PPT meetings, SRBI meetings or other teaching artifacts.

| Teacher Category | Guideline Requirements |
|---|---|
| ● First and Second Year Teachers<br>● Those New to the District until tenured in East Lyme | At least three formal observations.<br>Informal observations and reviews of practice may occur throughout the year. |
| Proficient/Accomplished and Exemplary/Distinguished | At least three informal observations and/or reviews of practice with one formal observation every three years. |
| Developing | At least one formal observation and two informal observations and/or reviews of practice each year. |
| Below Standard | At least three formal in class observations, two of which include a pre-conference and all of which will include a post-conference.<br>Informal observations and/or reviews of practice may occur throughout the year. |

Pre-Conferences and Post-Conferences
Pre-conferences provide opportunities to give context for the lesson and information about the students to be observed and for setting expectations for the observation process.

Post-conferences provide a forum for reflecting on the observation in relation to the *The Connecticut Common Core of Teaching (CCT) Rubrics*. Post conferences may also generate action steps that will lead to the improvement of the teacher's instructional practice.

A post-conference will include an opportunity for the teacher to share his/her self-assessment of the lesson observed. They may include objective evidence that supports the teacher's instruction, areas for improvement and focus for future observations. Written and/or verbal feedback from the evaluator will occur within five school days of the observation (barring unusual circumstances).

Classroom observations provide the most evidence for domains 1 and 3 of *The Connecticut Common Core of Teaching (CCT) Rubrics*, but both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Non-Classroom Reviews of Practice
The evaluation plan aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of *The Connecticut Common Core of Teaching (CCT) Rubrics*.  Interactions with teachers relevant to their instructional practice and professional conduct contributes to their performance evaluations.  These interactions may include, but are not limited to:  reviews of lesson/unit plans, assessments, PPT meetings, SRBI meetings, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers, individual or group feedback about informal observations, and attendance records from professional development or school-based activities/events.

Feedback
The goal of feedback is to help teachers grow as educators and become more effective.  With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive.

## *Teacher Performance and Practice Scoring*

Formal Observations
Evaluators are not required to provide an overall rating for each observation, but they should provide ratings and evidence for the CCT Rubric indicator(s) that were observed.  During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., the teacher asks:  Which events precipitated the fall of Rome?) and not judgmental (e.g., the teacher asks good questions). Evidence may be collected through video or tape recording if the teacher and evaluator mutually decide to use one or both of those methods. Once the evidence has been recorded, the evaluator will align the evidence with the appropriate indicator(s) on the rubric about which performance level the evidence supports. After the post conference meeting, if both parties agree on the outcome of the formal observation, the video/audio evidence, if used, will be destroyed.

Curriculum alignment and monitoring is an important aspect of a teacher's performance. At the conferences, teachers and their evaluators may discuss the teacher's implementation of curriculum, use of resources, participation in professional learning opportunities, and collaborations which assist the teacher in implementing the curriculum, and the strengths and weaknesses of the approved curriculum.

Informal Observations
An informal observation gives the evaluator the opportunity to get and/or maintain the "big picture" of a teacher's performance in the classroom or a service provider's performance in their particular setting to determine whether or not the practice is, generally, proficient, or if the evaluator sees changes that would warrant doing a formal observation for deeper analysis.  Informal observations may have an agreed focus (e.g. questioning techniques or oral feedback given to students) or may be used as "another set of eyes" wherein the evaluator can informally observe something specific that the teacher/service provider is working on to help that person refine their practice.  As such, informal observations could be announced or unannounced.

The purpose of the informal observation is to maintain a general picture of practice. Evaluators capture evidence of indicators and domains observed and provide written feedback related to these. Not all indicators will be observed during an informal observation and a rating of proficient or exemplary can be given based on observing only one indicator on the CCT rubric that relates to the "agreed upon area of focus." Anything that would indicate a rating of developing or below standard could trigger the need for a formal observation.

<u>Summative Observation of Teacher Performance and Practice Rating</u>

At the end of the year, primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. The evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) to determine the indicator rating for each domain.

At the end of the year, the teacher will review his/her goals and will reflect on the impact of teaching practices and professional learning experiences. In addition the teacher will highlight the professional activities they engaged in throughout the year and will document in Domain 4.

## Category #2: Stakeholder Feedback (10%)

Feedback from stakeholders will be used to help determine the remaining 10% of the Teacher Practice-Related Indicators focus area of the ELPS plan. Samples of methods for acquiring feedback could include:
- Peer feedback
- Lesson plan review
- Peer conducted reviews of practice
- Peer observation
- Parent and student surveys

An annual and anonymous stakeholder survey will be conducted at the whole-school level. After district and school data teams review the results, areas will be identified through improvement plans. Teachers, with mutual agreement with their evaluator, should choose the focus of the peer review of practice and how data will be collected over time (ie. choose one of the domains on the CCT to focus on either Domain 2: Planning for Active Learning or Domain 4: Professional Responsibilities and Teacher Leadership). Growth and progress will be addressed at the mid-year and end-of-the-year conference in relation to the individual teacher performance and practice goal. The teacher's individual progress will be part of their holistic evaluation.

# STUDENT GROWTH AND DEVELOPMENT

## Student Outcome-Related Indicators Overview

The Student Outcome-Related Indicators portion of the plan captures the teacher's impact on student growth.

Student Outcome Indicators includes two categories:
- Category 3 - Student growth and development, which counts for 45%; and
- Category 4 - Whole-school student learning which counts for 5% of the total evaluation rating.
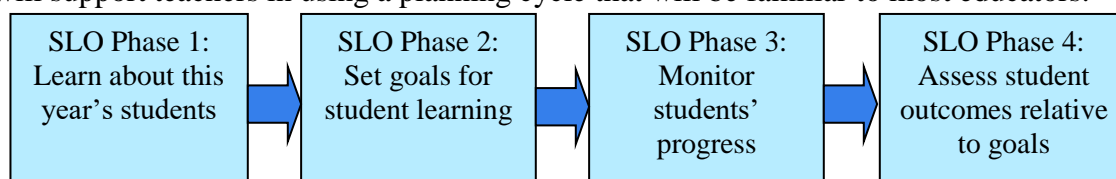
These categories will be described in detail below.

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

### *Overview of Student Learning Objectives (SLOs)*
For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account.

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

| SLO Phase 1: Learn about this year's students | → | SLO Phase 2: Set goals for student learning | → | SLO Phase 3: Monitor students' progress | → | SLO Phase 4: Assess student outcomes relative to goals |
|---|---|---|---|---|---|---|

## The four SLO phases are described in detail below:

| SLO Phase 1: Learn about this year's students |
|---|

This first phase is learning about your students before the start of the school year and in its first few weeks.  Once teachers know their responsibilities and/or rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the teacher is teaching.  End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources teachers can tap to understand both individual student and group strengths and challenges. Teachers should not be limited to quantitative data/evidence. This information will be critical for goal setting in the next phase.

Each teacher will write at least one, or up to three, SLOs. One of the SLOs will have at least two indicators of Academic Growth and Development (IAGD).

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

Step 1:  Decide on the Student Learning Objectives
The objectives will be broad goals for student learning. They should each address a central purpose of the teacher's assignment and should pertain to a large proportion of his/her students. Each SLO should reflect high expectations for student learning (a year/semester worth of growth as mutually defined in the goal-setting meeting) and should be aligned to relevant state, national (e.g., Common Core State Standards CCSS), or district standards for the grade level or course. Depending on the teacher's assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes).

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

Step 2:  Select Indicators of Academic Growth and Development (IAGDs)
An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence that will demonstrate whether the objective was met. One of the SLOs must include at least two indicators (IAGDs). One of the indicators will be qualitative (non-standardized) and the other quantitative (standardized). An effective evaluation system uses both qualitative and quantitative data, examined holistically.

**Qualitative data**
- Uses descriptors of work as targets for growth
- Compares performance to a continuum of performance
- Continuum can easily be adjusted based on student needs
- Can be used with different formats for student work
- Data usually gathered at several points in the year
- Analysis of student work allows teacher to see specific nuances of growth

**Quantitative data**
- Uses numerical values as targets for growth
- Compares performance to a fixed scale
- Same scale applies to all students in the same way
- Same format used for all students
- Data usually gathered as pre- and post-assessment (test)

**Student growth through a holistic approach could include:**
- Use of student work & assessments
- Use of common quality work rubric focuses on skills across grade levels & content areas
- Focus on how work 'looks' when skills are applied
- Uses a variety of types of work that focus on same skills
- Levels of proficiency described through words, not numerical score
- Allows for work to fall 'in between' two levels of a rubric
- All work ultimately examined collectively to determine the 'big picture'
- 'Big picture' looks for growth in student performance over time

Step 3:  Provide Additional Information
During the goal-setting process, teachers will document the following:
- The rationale for the objective, including relevant standards;
- The baseline data or information that was used to set each IAGD;
- How progress towards the SLO will be monitored during the school year:
- Any training or support the teacher thinks they would need in relation to SLO/IAGD.

Step 4:  Submit SLOs and IAGDs to Evaluator
SLOs are proposals until the evaluator and teacher agree upon them.  While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO proposals. If mutual agreement becomes impossible, the issue may go through the dispute resolution process.

The evaluator will examine each SLO relative to three criteria described below.  SLOs must meet all three criteria to be approved.  If they do not meet one or more criteria, the evaluator will provide feedback to the teacher during the fall Goal-Setting Conference.  SLOs that are not approved must be revised and resubmitted to the evaluator within ten days.

**SLO/IAGD Approval Criteria**

| Priority of Content | Quality of Indicators | Rigor of Objective/Indicators |
|---|---|---|
| Objective is relevant to teacher's assignment | Indicators provide specific evidence about students' progress over the time period during which they are with the teacher. | Objective and indicator(s) are attainable, ambitious and represent at least a year's worth of growth for students or appropriate growth given the class population or for a shorter interval of instruction. |

## Artifacts Guidelines
Artifacts are evidence to support the evaluation process. Evaluators and teachers should discuss and determine which artifacts are most useful to the process, limiting the artifacts to only those necessary. Artifacts collection should not be overly burdensome to the teacher or evaluator. Artifacts may be included to support the indicators of the teacher evaluation rubric not directly observed by the evaluator.

Examples of artifacts agreed upon by the evaluator and teacher may include but are not limited to: district assessments, data charts, content area rubrics, student self-assessments, standardized tests, behavior plans and logs, Professional Learning Community (PLC) or team agendas and minutes, writing samples, parent communication, student work, Criteria for Rating Qualitative Measures of Student Growth Rubric, record of professional development and committee attendance.

An SLO and its accompanying IAGD(s), if achieved, would provide evidence that the objective was met. The following Quality Student Work Rubric is used for qualitative targets. The rubric may be modified for different subjects or circumstances.

# Criteria for Rating Qualitative Measures of Student Growth Rubric

**Quality Student Work Rubric**

All Elements might not be used for every piece of student work

| Element | Below Basic | Basic | Proficient | Advanced |
|---|---|---|---|---|
| Content | Main idea is not clear and/or details concerning the content or learning objective are not related to the topic or are nonexistent. | Main idea is clear. Student provides the minimal amount of content required by assignment, explaining the concept(s) in his or her own words (comprehension level ala Bloom). Content used is accurate as it relates to the learning objective. | Main idea is clear. Student provides details about the topic that show s/he can apply and analyze the concepts accurately, using the details to support his/her topic or thesis (application & analysis levels ala Bloom). | Main idea is clear. Student provides details about the topic that exceed what is required by the assignment or learning objective to make connections among relevant concepts (synthesis and/or evaluation level ala Bloom). The student provides more than one perspective. |
| Organization and Clarity | The lack of organization distorts or obscures the main idea. The format is inappropriate for the learning objective. The order is illogical. The student does not make a point related to the learning objective. | Poorly organized, although the format may be appropriate for the learning objective. The order is confusing in places. The student has difficulty in addressing his/her point. | Generally well organized, with a few minor problems and presented in a format appropriate for the learning objective. The student makes his/her point. | Well-organized and presented in a format appropriate for the learning objective. The order is logical and the student clearly and succinctly gets his/her point across. |
| Vocabulary appropriate to subject area | Awkward phrasing and inappropriate vocabulary are used and hinder the understanding of the student work. | Weak phrasing and Inadequate vocabulary are used, and detract from the student work. | Phrasing and appropriate vocabulary are used and contribute to the clarity of the student work. | Skilled phrasing and appropriate vocabulary enhance the student work and contribute to clarity of the student work. |
| Spelling and Grammar | Numerous errors in grammar, spelling, and punctuation seriously distort meaning and hinder communication. | Several errors in grammar, spelling, and punctuation hamper meaning or hinder communication. | Occasional errors in grammar, spelling, and punctuation do not distort meaning nor hinder communication. | No mechanical errors; spelling and punctuation are correct. |

## Criteria for Rating Qualitative Measures of Student Growth Rubric (continued)

| Element | Below Basic | Basic | Proficient | Advanced |
|---------|-------------|-------|------------|----------|
| Calculations | No calculations or calculations are inaccurate. | Many calculations are inaccurate. | Calculations may contain few errors. | All calculations are done completely and accurately. |
| Research or sources | Necessary documentation is missing. No sources are used. | Errors in documentation occur. Few sources are used and evidence is not accurately stated. | Documentation is correct. Students provide accurate and appropriate evidence from most sources. | Students provide multiple sources and document each correctly. Students provide accurate and appropriate evidence from all sources. |
| Presentation | None, or one example, strategy, or illustration is used. Examples, strategies, or illustrations that relate to content are not shown. | The examples, strategies, or illustrations used relate to the learning objective. | Examples, strategies, or illustrations are used and demonstrate the student's ability to apply skills and/or concepts to the learning objective. | Examples, strategies, or illustrations enhance student work and demonstrates the student's ability to make connections beyond the learning objective. |
| Analysis, synthesis or evaluation | The student recalls and states given information but cannot explain it in his/her own words. | The student restates the information in his/her own words and may attempt to apply some of the information to a situation. | The student compares and contrasts information and evaluates the information with accuracy. | The student thoroughly analyzes and synthesizes information and evaluates material with insight and accuracy. |
| Problem Solving | Has a vague understanding of the problem, uses a strategy or approach that does not match the problem, and the solution is inaccurate. | Has difficulty defining the problem, uses only one strategy for solving the problem and the solution is not clear. | Defines the problem, selects multiple approaches for solving the problem of which not all apply. The solution is correct, but is not clearly explained. | Clearly defines the problem, selects multiple approaches for solving the problem, and the solution and all relevant work is correct. |
| Effort | Does not fulfill the minimum requirements of the assignment nor provide evidence of thoughtful input. | Fulfills the minimum requirements of the assignment but does not show evidence of thoughtful input. | Fulfills the minimum requirements of the assignment and demonstrates some thoughtful input. | Exceeds the minimum requirements of the assignment and demonstrates thoughtful input. |

<table>
<tr><td align="center">SLO Phase 3:<br>Monitor students' progress</td></tr>
</table>

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

The SLOs and/ or IAGDs can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

<table>
<tr><td align="center">SLO Phase 4:<br>Assess student outcomes relative to SLOs</td></tr>
</table>

At the end of the school year, the teacher presents the evidence required by their indicators and submits it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment which asks teachers to reflect on the SLO outcomes by responding to the following four statements:
1. Describe the results and provide evidence for each indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned, and how you will use that going forward.

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

| | |
|---|---|
| **Exceeded (4)** | All or most students met or exceeded the target(s) contained in the indicator(s). |
| **Met (3)** | Most students met the target(s) contained in the indicators |
| **Partially Met (2)** | Some students met the target(s) contained in the indicators. Some progress toward the goal was made. |
| **Did Not Meet (1)** | A few students met the target(s) but most did not. Little progress toward the goal was made. |

The evaluator looks at the results as a body of evidence provided by and in consultation with the teacher regarding the accomplishment of the objective and scores the SLO holistically.

The final student growth and development rating for a teacher with more than one SLO will be the average of their SLO scores. The individual SLO ratings and the student growth and development rating will be shared and discussed with teachers during the End-of-Year Conference.

Appraising SLO Attainment: The teacher is responsible for assembling and presenting the evidence of learning that indicates the degree of SLO attainment. The administrator will appraise SLO attainment by: 1) considering the degree to which the presented evidence is persuasive; and 2) the degree to which the teacher has maximized learning given the classroom circumstances in place. Administrators will gauge the degree of goal attainment in keeping with the four summative performance tiers. Specifically:

## THE EXEMPLARY/DISTINGUISHED TEACHER
- Performs extensive data analyses that looks at data in meaningful and insightful ways to establish a baseline, sets student learning objectives, determines actions steps, and assesses progress towards meeting the performance targets.
- Defines clear, relevant, data-informed student learning objectives that meaningfully challenge students.
- Constructs and fully engages in action steps throughout the school year that are informed by data and deepens the teacher's craft knowledge and instructional judgment.
- Presents compelling evidence that all performance targets have been substantially attained and a self-reflection that is especially candid and insightful.

## THE PROFICIENT/ACCOMPLISHED TEACHER
- Defines clear, relevant, data-informed student learning objectives that meaningfully challenge students.
- Constructs and completes action steps that are informed by data and deepens the teacher's craft knowledge and instructional judgment.
- Presents persuasive evidence that all performance targets have been substantially attained and a self-reflection that is thorough and thoughtful.

## THE DEVELOPING TEACHER
- Requires structured support to define learning objectives that reflect some understanding of how to analyze evidence of student learning and establish a performance baseline. The objectives are relevant to school learning goals and are consistent with curricular standards.
- Responds to structured support aimed at deepening craft knowledge and instructional judgment.
- Presents evidence of some degree of target attainment.

## THE BELOW STANDARD TEACHER
- Struggles in the use of evidence to establish a performance baseline despite intensive assistance.
- Struggles to define clear, relevant, data-informed student learning objectives despite intensive assistance.
- Is unable to site compelling evidence of student learning.

## Category #4:  Whole-School Student Learning Indicator (5%)

Whole-School Student Learning Indicator will be determined by district and school improvement plans. Individual teachers do not need to create a goal to address this category.

## SUMMATIVE TEACHER EVALUATION SCORING

### *Summative Scoring*
The individual summative teacher evaluation rating will be based on the four parts of performance, grouped in two major focus areas: Student Outcomes-Related Indicators and Teacher Practice-Related Indicators.

Every educator will receive a performance rating:

> **Exemplary/Distinguished-** Exceeding indicators of performance

> **Proficient/Accomplished** – Meeting indicators of performance

> **Developing** – Meeting some but not all indicators of performance

> **Below Standard** – Not meeting indicators of performance

The value of a holistic approach becomes especially clear when you look collectively at student growth over time and teacher performance over time.  This is what encourages teachers and evaluators to examine and discuss the connections between the student work and what the teacher did to promote and support growth.  When based on evidence and sound professional decisions, evaluation becomes a growth process, rather than one focused on compliance.

The rating will be determined using the following steps:

1) Calculate a Teacher Practice-Related Indicators score by combining the observation of teacher performance and practice score (40%) and the stakeholder feedback score (10%).
2) Calculate a Student Outcomes-Related Indicators score by combining the student growth and development score (45%) and whole-school student learning indicator (5%).
3) Use Summative Matrix to determine Summative Rating.

Each step is illustrated below:

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

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

The points are then translated to a rating using the rating table below.

| Category | Score (1-4) | Weight | Points (score x weight) |
|---|---|---|---|
| Observation of Teacher Performance and Practice | 2.9 | 40 | 116 |
| Stakeholder Feedback | 3 | 10 | 30 |
| **TOTAL TEACHER PRACTICE-RELATED INDICATORS POINTS** | | | **146** |

**Rating Table**

| Teacher Practice Indicators Points | Teacher Practice Indicators Rating |
|---|---|
| 50-80 | Below Standard |
| 81-126 | Developing |
| 127-174 | Proficient/Accomplished |
| 175-200 | Exemplary/Distinguished |

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

The student growth and development category counts for 45% of the total rating, and the whole-school student learning indicator counts for 5% of the total rating. Simply multiply these weights by the category scores to get the focus area points.

The points are then translated to a rating using the rating table below.

| Category | Score (1-4) | Weight | Points (score x weight) |
|---|---|---|---|
| Student Growth and Development (SLOs) | 3.5 | 45 | 158 |
| Whole School Student Learning Indicator | 3 | 5 | 15 |
| **TOTAL STUDENT OUTCOMES-RELATED INDICATORS POINTS** | | | **173** |

**Rating Table**

| Student Outcomes Related Indicators Points | Student Outcomes Related Indicators Rating |
|---|---|
| 50-80 | Below Standard |
| 81-126 | Developing |
| 127-174 | Proficient/Accomplished |
| 175-200 | Exemplary/Distinguished |

3) Use the Summative Matrix to determine Summative Rating

   Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice-Related Indicators rating is *proficient/accomplished* and the Student Outcomes-Related Indicators rating is *proficient/accomplished*. The summative rating is therefore *proficient/accomplished*. If the two focus areas are highly discrepant (e.g., a rating of *exemplary/distinguished* for Teacher Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

A rating of exemplary/distinguished or proficient/accomplished must be earned in the year immediately preceding the year in which a determination of tenure is made.

### *Summative Rating Matrix*

| Summative Rating Matrix | | Teacher Practice Rating | | | |
|---|---|---|---|---|---|
| | | **Exemplary/ Distinguished** | **Proficient/ Accomplished** | **Developing** | **Below Standard** |
| ***Student Rating*** | **Exemplary/ Distinguished** | Exemplary | Exemplary | Proficient | *Additional Information Needed* |
| | **Proficient/ Accomplished** | Exemplary | Proficient | Proficient | Developing |
| | **Developing** | Proficient | Proficient | Developing | Developing |
| | **Below Standard** | *Additional Information Needed* | Developing | Developing | Below Standard |

## Defining Effective and Ineffective Teaching

Teachers will be categorized as "Effective" or "Ineffective" based on a pattern of summative ratings.
"Effective" teachers generally are teachers who receive a summative rating of "proficient/accomplished" on the teacher evaluation rubric.

Novice teachers shall generally be deemed "effective" when said educator receives at least two sequential annual ratings of "proficient/accomplished" on the teacher evaluation rubric. In addition, a rating of "proficient/accomplished" must be earned in the year immediately preceding the year in which a determination of tenure is made. A rating of " proficient/accomplished" or "exemplary/distinguished" in no way guarantees that a novice teacher will be offered a contract by the district for another year.

East Lyme defines tenured teachers as "Effective" if they receive at least two consecutive summative ratings of "proficient/accomplished" or higher and defines "Ineffective" as two or more consecutive ratings of "developing" or "below standard".

## Dispute-Resolution Process

**Purpose**:  This process provides a method of impartial adjudication for:
- Disagreements regarding mutual goal setting
- The evaluation period
- Evaluator feedback on performance and/or practice
- Final summative report and/or rating
- Interpretation of the supervision/evaluation document

It also provides a means for teachers to request a change in evaluator

**Procedure:**  All possible efforts should be made by the teacher and evaluator to resolve disagreements informally. If the disagreement is about the evaluator's judgment regarding the level of performance and/or practice of any competency, the teacher has the option to request that additional data be collected by the evaluator and that the evaluator reconsider the original judgment.    If both parties cannot come to an agreement, the Conflict Resolution Process is to be initiated.

It is important that conflicts are resolved as expediently as possible.  The number of days indicated at each level should be considered as a maximum, and every effort should be made to expedite the process.  The time limits specified may be extended by mutual agreement.

**Level One - Evaluator:**
If a sincere effort has been made between the teacher and evaluator to settle the disagreement on an informal basis and the disagreement has not been resolved, the teacher shall present written notification to his/her supervisor that the Conflict Resolution Procedure is being implemented.  This notification should specify the nature of the disagreement and the results of previous discussions.  The Conflict Resolution Form is available for this purpose.

If the matter is not resolved within three (3) school days, the evaluator shall make a statement on the Conflict Resolution Form for use on Level Two.

**Level Two - Principal:**
If the principal is the evaluator, this level will be bypassed and the Conflict Resolution Form will be sent directly to Level Three.

The principal shall confer with the evaluator and teacher.  The principal shall attempt to resolve the matter as quickly as possible by meeting with the teacher and evaluator within a period not to exceed three (3) school days.  The teacher may request a change in evaluator.   If the disagreement is not resolved to the teacher's satisfaction, the principal shall make a statement on the Conflict Resolution Form for use on Level Three.

**Level Three - Superintendent of Schools:**
If the teacher is not satisfied with the decision at Level Two, or if no decision has been rendered according to the plan, the teacher may request in writing a review of concerns, documentation or process. This request shall be sent to the Office of the Superintendent and the President of the ELTA within 10 school days of the Level 2 meeting. The Superintendent and the President of the ELTA will meet with the teacher requesting review and the evaluator within 15 school days of the written request of the teacher. The Superintendent and the ELTA president will attempt to resolve the conflict by discussing options with the evaluator and the teacher. This process must be resolved by June 30th of the academic year the process was initiated.

If a resolution is not achieved through this process, the Superintendent of Schools shall make the final decision. An evaluation is not subject to the grievance procedure in the Collective Bargaining Agreement.