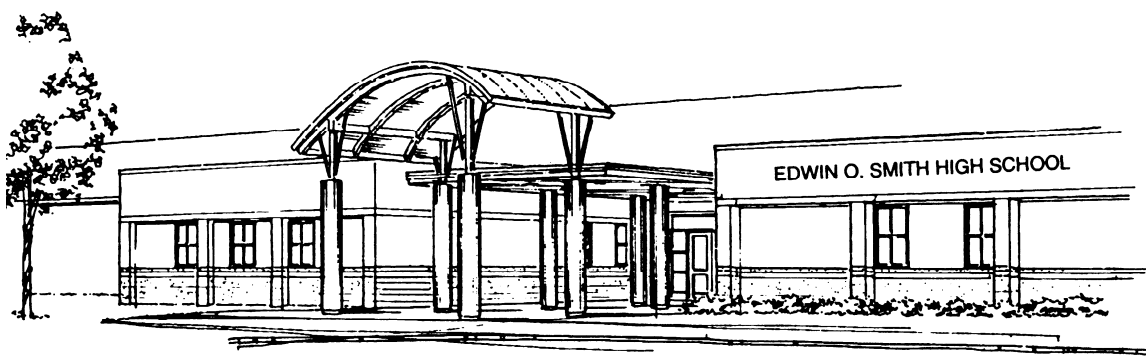


REGIONAL SCHOOL DISTRICT #19

EDWIN O. SMITH HIGH SCHOOL

Educator Evaluation and Professional Development Plan



October 2008

DRAFT

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Educator Evaluation and Professional Development Plan

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Educator Evaluation and Professional Development Plan Introduction

In accordance with state statutes and guidelines, the Regional School District #19 Educator Evaluation and Professional Development Plan was reviewed and endorsed by a committee consisting of representatives of the administrative and teaching staff, including representatives of the E.O. Smith Teachers' Association and the Regional School District #19 Administrators Association. All certified staff below the position of Superintendent will participate in the plan.

This plan was adopted by the Regional School District #19 Board of Education _____.

Committee Members

Susan Biren, Teacher

Louis DeLoreto, Principal

Joan Doiron, Teacher

Sheila Riffle, Assistant Principal

Catherine Rowe, Teacher

Shawn Santasiere, Teacher

Bruce Silva, Superintendent

Jenifer Stone, Teacher

[Julia Sherman](#), Department Head

Edwin O. Smith High School

Vision Statement

As a community of learners we expect our school to promote the academic and social skills necessary to enhance individual growth and constructive participation within a democratic society.

We expect our programs to: challenge and inspire, foster individual inquiry, recognize achievement, nurture integrity and mutual respect and link learning to the world in which we live.

We expect to reflect upon and respond to the changing needs of our school community.

Mission

The primary purpose of Edwin O. Smith High School is to provide comprehensive educational opportunities for all students. To this end, the professional and support staff provides a safe, challenging learning environment that responds to the changing needs of the school community. Our programs, services and activities work together to promote academic and social growth. By fostering academic excellence and addressing students' social, cultural, artistic, physical and vocational needs, the school encourages all students to develop the motivation and capacity for lifelong learning. Students are educated to adapt to a changing world, to grow as individuals, to value differences, and to become responsible members of society.

Expectations for Student Learning

As a professional and support staff, we expect our students to demonstrate progress towards the highest levels of academic performance. Our "Academic Expectations for Student Learning Performance Levels" are integral to our mission.

Academic Expectations

- Students will demonstrate critical thinking and problem solving skills.
- Students will develop effective skills in speaking and listening. Students will develop effective reading skills. Students will develop effective writing skills. Students will demonstrate the ability to use technology needed to participate in our changing society.
- Students will develop the ability to work cooperatively with others.

Social Expectations

- Students will demonstrate respect for themselves, others and school property.
- Students will demonstrate an understanding of and respect for individual difference.
- Students will demonstrate honesty, integrity, and personal responsibility.

Civic Expectations

- Students will demonstrate a knowledge of their civic rights, duties and responsibilities.

- Students will engage in civic activities connected to a variety of school programs, which provide experience in leadership, decision-making and community service.

District Student Performance Goals

All E.O. Smith High School Students will:

1. Meet established literacy performance standards by demonstrating high levels of communication skills in reading, writing, speaking, listening and by using technology;
2. Meet established mathematics performance standards by strengthening their understandings of basic mathematical concepts, relationships & operations and demonstrating the ability to apply them to practical problem solving;
3. Meet established science performance standards by demonstrating knowledge and understanding of natural laws and theories of the physical/life sciences through application of the scientific method to the investigation of natural phenomena.
4. Meet established social studies performance standards by demonstrating their understanding of human affairs through the acquired knowledge of U. S. history and government, world history and geography.
5. Develop personal skills and demonstrate competencies in the subject areas of fine arts, world languages, vocational arts and/or agriculture education.
6. Cultivate the habits of good citizenship, health and personal responsibility by demonstrating the cooperative life skills necessary to be productive and responsible citizens in our diverse and complex world.

Rationale for the Plan

The primary purpose of the Regional School District #19 Educator Evaluation and Professional Development Plan is to maximize the effectiveness of instruction leading to and evidenced by improved student learning. While the primary focus of the plan is to improve instruction, teacher evaluation requires teachers and administrators meet established performance expectations. This process must be continuous and constructive, and must take place in an atmosphere of mutual trust and respect. The process is a cooperative effort on the part of the evaluator and the teacher. It is designed to encourage productive dialogue between staff and supervisors and to promote professional growth and development.

To that end, our document is framed around the contents of three Connecticut State Department of Education publications, the district's Mission and Expectations for Student Learning.

The following resources have served as a foundation for this plan:

1. *Connecticut's Common Core of Learning (CCL)*, which clearly establishes high expectations for learning for all Connecticut's children.
2. *Connecticut's Common Core of Teaching (CCT)*, which clearly defines effective teaching practice throughout the career continuum of teachers from pre-service, through induction, as well as for the evaluation and continued professional development of experienced teachers.
3. *Connecticut's Framework, K-12 Curricular Goals and Standards*, which establishes student content and performance standards across all disciplines by grade.
4. E.O. Smith High School's Mission and Expectations for Student Learning.
5. Connecticut Standards for School Leaders
6. The Educational Leadership Self-Inventory (ELSI)

These documents serve as the foundation for teacher professional development and teacher evaluation, establishing a critical link between effective teaching, curriculum standards and student achievement.

Professional Development and Teacher Evaluation

Evaluation of the professional skills of the staff is key to helping teachers maximize their performance in the classroom. Hence, professional development is closely tied to teacher evaluation. The two go hand in hand to set a structure within which teachers examine their classroom performance and ability to meet the diverse and changing needs of their students.

After identifying areas of growth, teachers actively participate in a wide range of professional development activities designed to improve classroom performance.

The Regional School District #19's Educator Evaluation and Professional Development Plan is based on the belief that all children achieve and learn. The key to children's success is highly dependent on the quality of their classroom experience. Therefore, the primary purpose of this plan is to enhance the professional skills of teachers and administrators.

Objectives for Teacher Evaluation

1. To ensure student learning and academic achievement for all students.

2. To establish a procedure by which long-range goals of the school system can be translated into performance objectives for individual teachers.
3. To facilitate communication and cooperation among teachers, administrators, and other members of the profession.
4. To contribute to good morale by demonstrating just and equitable personnel practices.
5. To provide a continuous record of each teacher's performance.
6. To provide feedback that motivates personal and professional growth.
7. To provide focus for continuing education and professional development.
8. To offer assistance to teachers to improve the educational program.
9. To elicit suggestions from the teacher for the improvement of the educational program.

Implementation of Plan: Training of Teachers and Evaluators

Prior to implementation of the Plan, all certified staff members and evaluators will participate in training that addresses an understanding of their specific responsibilities, the elements of the plan, professional growth options, and *Connecticut's Common Core of Teaching*.

Certified staff and evaluators new to the district will be provided with training to ensure that they understand the elements and procedures of the Plan and the foundation documents. This training will take place as part of the orientation process.

The district will continue to provide the fiscal resources necessary to support the successful achievement of the Plan's goals.

Professional Development

The Regional School District #19 Professional Development Program provides a multifaceted approach to enhancing the abilities and skills of all teaching staff. It rests on the philosophical premise that there is no one route to teaching excellence, that staff should be involved in planning activities to help themselves grow professionally, and that educators have an obligation to help each other improve.

The Program recognizes that school personnel have specific learning needs and preferred learning styles, and that these differences in needs and styles require a variety of time and activity patterns. As a result, the school system provides many formats for staff to explore and learn new ideas and skills. These include courses and workshops, classroom projects, visitations, professional leaves, conference attendance, sabbaticals and independent projects.

Staff development opportunities at E.O. Smith High School are organized into two categories: mandatory and optional. The mandatory component includes in-service programs and workshops at both the department and school level. The optional components include visitations, conferences, graduate courses, sabbaticals and curriculum development opportunities.

Goals:

As an outgrowth of the E.O. Smith High School Mission and Expectations for Student Learning, the following goals have been adopted. Professional development programs are designed to:

- Provide effective support to teachers along the entire experience continuum.
- Improve student learning through teacher awareness of the school's mission and expectations for student learning, along with district, state and national educational standards.
- Increase knowledge of school-wide programming and initiatives.
- Provide opportunities for interdisciplinary and collegial collaboration among teachers.
- Increase awareness and authentic application of methods of effective assessment in instruction and school programming.
- Increase the knowledge and proficiency of teachers in the use of technology in educational applications.

Strategies:

The professional development programs will utilize the following strategies to achieve identified goals:

- Expand and update pedagogical database by using on-line technology.
- Foster opportunities for teachers to initiate interdisciplinary work.
- Provide training, opportunities and models for teachers to learn and use a variety of effective assessments of student performance.
- Provide training opportunities so that teachers may integrate technology effectively within classroom lessons and presentations.

Reference Data:

The Professional Development Plan is based on student-centered needs and achievement that maximize student growth. It is closely tied to the ongoing strategic planning process of Regional School District #19. The following sources of data are reviewed and analyzed annually:

- Strategic School Profiles
- State and Local Tests results (e.g. CMT, CAPT, SAT, ACT).
- P.B.I.S. Committee Data Reports
- Academic performance of students.
- Teacher action research team results
- Previous district professional development activities and participant evaluation results.
- Federal and state mandates.

Professional Development Committee Membership:

A professional development committee has been established to provide an effective process for administering professional development programs.

Committee responsibilities are to:

- Assist to help insure a linkage exists between student needs and professional development activities.
- Review and help coordinate the scheduling of all professional development activities.
- Assist to prepare information for the development of a professional development program budget.
- Assist with the dissemination of information on professional development activities to the faculty, staff, administration, regional school board and community as appropriate and required.
- Stay informed about those programs required by the State of Connecticut by Public Act 88-273 for purposes of providing professional development activities as they pertain to acquiring Continuing Education Units (CEUs) and acquisition of the professional educator certificate.
- Provide assistance and advice to implement, evaluate, and revise the Professional Development Plan, and involve other colleagues in those decision-making functions as appropriate.

The superintendent of schools, having the final accountability for the implementation of the professional development plan, is advised by the committee, and reports recommendations to the board of education.

Board of Education Support:

Regional School District #19 Board of Education has a strong commitment to the professional growth of all employees. The board will continue to be actively involved in supporting professional development through the following activities:

- Allocating time and resources to facilitate staff development activities.

- Staying informed of Professional Development Committee activities and school-wide programs.
- Reviewing those policies related to professional development and revise as necessary.
- Recognizing the accomplishments and contributions of professional staff members, ie. exemplary teachers.

Professional Development Activities:

The professional development process seeks to engage educators in activities that improve instruction and benefit student performance. Teachers and administrators work collaboratively to improve teaching and learning within the context of the school's Mission and Expectations for Student Learning.

Professional development may include participation in the following activities: workshop series, action research, study teams, curriculum development, teacher visitations, problem-solving groups, extended curriculum based learning, school-wide improvement initiatives and professional development activities which meet the criteria of enhancing the ability of educators to increase student learning.

The district provides a minimum of 18 hours per year of professional development activities by offering programs during the six non-contact days scheduled each year. Release time is also offered within the regular school day to those individuals who wish to attend conferences, workshops and seminars off-site.

The professional development committee encourages quality professional development activities by following the principles of good practice when planning, facilitating and evaluating district sponsored professional development programs:

- A clear and concise statement of the intended learning outcome(s) that addresses one or more of the stated objectives defines each professional development activity. The desired learning outcomes of district-sponsored activities are directly linked to teacher competencies as delineated in job descriptions and the effective teaching and learning practices supported by the district. The intended learning outcome for each activity determines the content, strategies, time and resources to be used.
- Staff members develop individualized growth plans that relate to their individual professional development objectives and extend their knowledge and skill base, cultivate new professional interests, and enhance school effectiveness.
- Professional development programming is sensitive to individual needs.
- Professional development activities are targeted toward an application of learning which provides opportunities for participants to learn, investigate, experiment, consult or evaluate practices which promote student learning.

- Information learned through professional development activities is reinforced through supervision, modeling, coaching, peer support and sharing as appropriate.
- Participants are given the opportunity to practice newly acquired skills and to receive feedback, assessing the extent of new learning and degree of this implementation.
- Staff members are awarded CEUs for participation in activities in accordance with Connecticut teacher certification regulations.
- A record of all CEU's earned in the District are maintained by the using the www.protraxx.com management program.

Evaluation and Revision of Professional Development Plan:

The Professional Development Plan will be reviewed annually and revised as necessary to ensure that it reflects the needs of the students and complies with state mandated guidelines. The Plan will be evaluated based upon:

- Its contribution to improving student achievement
- Participant satisfaction as it relates to professional growth and competence
- Organizational impact as determined by the school administration and superintendent
- Progress toward achieving identified goals for student achievement

Guiding Beliefs

The E.O. Smith High School and Regional School District #19 have a responsibility to insure the highest quality learning experience for all students. Since the educational experience depends largely on what teachers do as professionals, high priority has been given to an evaluation program designed to support all teachers.

The primary purpose of the Educator Evaluation and Professional Development Plan is the improvement of student learning. It is our belief that all students can achieve. A school environment in which a teacher can fully develop the art and science of teaching is essential. We believe this can best be done when teacher evaluation is seen as a continuing process through which professional performance is enhanced. Teachers take responsibility for understanding, developing and improving their own practice.

Essential Elements of the Plan

The ultimate goal of professional development and evaluation is to provide a learning environment in which educators reflect upon their instructional practice in order to improve student learning. Requirements for an effective Educator Evaluation and Professional Development Plan include five essential elements:

1. Strengthening the Professional Learning Community Through Collaborative Work
 - Educators have a responsibility to grow professionally and to share their knowledge with one another. Therefore, the plan should provide opportunities for frequent focused discussions regarding student work and student learning results. Through recurrent communication and mutual support, in small and large group settings, teachers and administrators can play significant roles as staff developers for one another.
 - The structure of professional development and teacher evaluation needs to vary dependent upon educators' needs and performance. Learning communities differ based upon their members': (1) teaching experience, (2) different abilities to analyze instructional issues, (3) degree of flexibility and adaptability, (4) teaching situation, (5) work conditions, and (6) personal life experiences. Differences are also evident as educators learn and implement new practices and progress through the different stages of professional development: acquisition of knowledge and skills, application and practice, implementation and management, refinement, and assessment of impact on student learning. All of these differences contribute to rich learning environments in which educators can use their strengths and varied experiences to help one another grow professionally and have a positive, sustained impact on classroom practice.
2. Targeted, Measurable Student Learning Goals and Objectives
 - Student learning goals drive all successful school improvement efforts and describe the overall result toward which the school's effort will be directed. When staff members widely agree upon school goals and internalize them as their own, then the likelihood of achieving these goals is extremely high. When selecting student-learning goals, it is important to focus on one or two comprehensive goals rather than diluting the focus and attempting to achieve too many goals at once.
 - Following goal selection, individuals and teams formulate written performance objectives that directly connect with the achievement of the school goal(s). Objectives describe what students will know and be able to do and the actions that will be taken to achieve the objectives. The school improvement plan and educators' objectives include: (1) a central focus on increasing student learning; (2) a timeline and action plan which outlines objectives, step-by-step actions, and clear lines of responsibility needed to achieve the student learning goal(s); (3) the training and resources necessary to pursue the goal(s) (either within or outside the school environment); (4) data collection (including what to collect and how to collect it) to demonstrate progress toward the goal; and (5) indicators of progress. In addition to school-based student learning goals, this plan is intended to incorporate goals and objectives specific to an individual educator's needs.
3. Regular Collection and Analysis of Student Performance Data to Determine School and Instructional Improvement

- Continuous improvement through the regular collection, analysis, and interpretation of student work and subsequent adjustments to instruction, when indicated, is at the heart of improving student learning. In order to adjust instruction based upon student learning needs, educators should possess a repertoire of teaching strategies. The content, purposes of instruction, and needs of students drive the selection and implementation of those teaching strategies. Many factors affect student learning. But, teaching and learning are the areas over which we have the most control. Thus, the greatest likelihood for school improvement rests in these areas.
- Performance data on student achievement should focus on group achievement, identifying and addressing patterns of success and failure within a school, grade, department, or classroom. Multiple data sources can help to identify learning patterns and increase accuracy. Educators should determine the kind of data they think will most accurately reflect teacher and student performance, e.g., students' work, observations, projects, experiments, standardized tests and assessments, teacher-made tests, performances/presentations, teacher and student portfolios, interviews, videotapes, and audio tapes. Educators (and students when appropriate) determine the specific assessment criteria for all student work in order to establish benchmarks and define the performance standard. Successful school improvement efforts cannot wait for nor depend solely upon the results of final examinations or annual standardized tests to adjust teaching techniques or materials; school improvement requires ongoing analysis and adjustment.

4. School Accountability for Continuous Improvement

- Teachers work collaboratively with administrators to provide multiple sources of evidence that describe and document the impact of their activities or interventions on student learning results. The evidence-based system, focused on student learning results, drives future professional development efforts.
- Educators are held accountable for the success of their school. By aggregating the student learning data provided by individuals and departments, educators can determine the degree to which students met the school-wide learning goal(s). These results allow schools to look at their progress. The student learning results also provide a feedback loop that suggests the next steps that the school needs to take toward improving student learning.

5 Time for Collaborative Inquiry and Learning

- Time for educators to work together is necessary in order to support a school environment that fosters educators' professional growth. When professional development time is built into the daily, weekly, and yearlong job of teaching, educational practice and student learning improves. When educators have regular opportunities for collaborative inquiry and learning, then they can reflect on student work, share the knowledge and expertise across the profession, and plan for continuous improvement. Teachers are encouraged to conduct formal and informal collaboration, when they deem such activities appropriate. In the recent past some professional development activities have been

conducted to provide teachers with skills and strategies to enhance their collaborative activities. Further training and opportunities for collaborative activities will occur as the Professional Development Committee identifies such needs.

Goal Setting

The goal setting process is crucial to increased student performance. By defining the outcomes for student learning, goals provide focus for the work of teachers.

Goal Priorities

Goals should be established in accordance with their potential impact on student learning and be directly related to school improvement plans, district goals, curriculum frameworks and standards. The following priorities should be used as guidelines in determining the appropriateness of goals. However, there are instances when any one of the four types of goals may be relevant and appropriate:

1. Teaching Goals – goals built around teacher behaviors that are directly related to student outcomes. These goals would generally parallel language contained in the *Connecticut Competency Instrument (CCI)* or *Connecticut's Common Core of Teaching (CCT)*.
2. Learner Goals – goals that relate directly to solving a specific learning activity or improving some particular student deficit. These goals generally would parallel language in various curriculum frameworks or learner goals.
3. Program Goals – goals that relate to curriculum areas, articulation activities, materials selection, etc. These goals would generally parallel language contained in the CCT section on content and standards.
4. Organization or Administrative Goals- goals that deal with specific job performance as delineated in position job descriptions or department, school or district goals.

Number of Goals

The number of goals established between the staff member and the supervisor is less important than the form and substance of the goals. In most cases, the number would range between one and three, with the number being determined by the relevancy of each and the time and resources required to obtain each goal.

Monitoring Instructional Effectiveness

Several techniques can be employed to formatively collect data about classroom instruction and/or progress made by a staff member toward achieving mutually agreed upon goals and/or performance objectives.

Formal Classroom Observations:

Observing the teacher in the classroom is one basic and important way of determining teacher effectiveness. Formal observations will be made throughout the school year with either the teacher or evaluator initiating the formal observation process. Non-tenured staff will participate in a minimum of three formal classroom observations each year. Tenured staff will participate in a minimum of at least one formal classroom observation every three years. Additional observations may be mutually agreed upon between the supervisor and the staff member as appropriate.

Informal Classroom Observations:

Brief, pre-arranged or unannounced visits may occur at any time and with unlimited frequency throughout the school year to monitor implementation of curriculum and to observe instruction. Informal observations may be at the initiation of the staff member or the evaluator, as appropriate. In general, informal observations do not last as long as formal classroom observations, do not require pre and post conferences, and are not written up for transmittal to the staff member's personnel file.

Artifact Collection:

Formal or informal observations are an important supervisory technique that should continue to dominate our data collection regarding classrooms. They reinforce the emphasis on the verbal aspect of teaching since most observations are conducted while the teacher is involved in direct forms of instruction. In order to obtain information that reflects the more comprehensive view of teaching, artifact collection can be an important appraisal supplement to the formal observation process. Artifacts include all instructional materials teachers use to facilitate student learning, including such things as commercial textbooks, workbooks, maps, lesson plans, unit planning materials, tests, quizzes, study guides, audio-visual aides

Student Evaluation:

This is an optional technique that can prove extremely valuable. Great insight can be gained related to instructional effectiveness and effective classroom procedures by asking students for their reactions and perceptions to questions aimed at producing descriptive information about the classroom and the instruction in that classroom. The purpose of any such appraisal is to obtain descriptive data about instruction and not to rate the teacher. The teacher and his or her evaluator will mutually review such information in order to determine the level of instructional effectiveness in the classroom. Any written information, forms or notes used or made in employing this technique as a data source shall be shared between the teacher and his/her evaluator. The results of this appraisal technique would not be included as part of the teacher's summative evaluation report unless both the teacher and the evaluator mutually agree to do so.

Insert 'Annual Teacher Evaluation Process ' Table on this page

Summary of Teacher Evaluation Procedures

Educator Evaluation and Professional Development Plans must provide for different evaluation tracks and stages of teacher development, based on teacher experience and needs. This plan includes two tracks for evaluation, designated as tenured and non-tenured. The non-tenured evaluation track includes the Induction Stage and the Guided Growth Stage. The tenured evaluation track includes the Professional Growth Stage and Supervised Assistance Stage.

All beginning teachers participate in the Induction Stage. This stage provides support from a mentor, frequent observations and feedback, and participation in the Beginning Educator Support and Training Program (BEST). Non-tenured teachers who have completed two years of teaching and completed the Best Program are then assigned to the Guided Growth Stage of the teacher evaluation plan. Non-tenured teachers may also be placed in the Supervised Assistance Stage should they have difficulty demonstrating principles of effective teaching as defined by *Connecticut's Common Core of Teaching (CCT)*.

Teachers who have successfully completed four years of teaching and achieved tenure in the district are then moved to the tenured track-Professional Growth Stage for evaluation. This stage includes teachers who have consistently demonstrated effective teaching and instructional abilities as outlined in *Connecticut's Common Core of Teaching (CCT)*. These teachers set objectives related to the school's or the district's student learning goals and generally work collaboratively to carry out some kind of action research.

Tenured educators who are having difficulty demonstrating principles of effective teaching as defined by *Connecticut's Common Core of Teaching (CCT)* are assigned to the Supervised Assistance Stage. This stage provides teacher participants with an individualized support and evaluation plan based on their individual strengths and weaknesses. A schedule of frequent observations and feedback is provided within a framework of support and accountability.

Non-Tenured Evaluation Track (Induction & Guided Growth Stages)

The non-tenured evaluation track consists of two stages (Induction and Guided Growth) and is designed for all non-tenured certified staff participating in the Beginning Educator Support and Training (BEST) program and for certified staff who have completed the BEST program but who have not yet attained tenure in the district. Experienced staff hired by the district will initially be placed in this track until they achieve tenure in Regional School District #19.

Induction Stage

Newly hired staff possessing the initial educator certificate and participating in the BEST Program are assigned to the Induction Stage until they successfully complete the requirements of the BEST program (usually two years).

New teachers need support over time which includes (1) a strong mentoring program; (2) training and supervision in order to acquire and refine the basic teaching skills; (3) opportunities to discuss the effect of teaching practice upon student achievement via multiple data sources such as student work, artifact collections (e.g., worksheets, study guides, tests, performance assessments), observations (peer and administrator), videotape analysis, teacher journal writing, and teacher portfolios, and (4) required staff development on district curriculum, programs, and teaching techniques previously adopted.

Although classroom observations do not provide adequate or comprehensive information about student learning, the need remains to directly observe beginning teachers in order to certify that they have mastered the principles of effective instruction.

The basis for a teacher's evaluation when he/she is on the Induction Stage of the Non-Tenured Evaluation Track is:

1. Teacher's performance as delineated in the teacher job description
2. The teacher's classroom performance as specified in the *Connecticut's Common Core of Teaching*.

The evaluator assesses the teacher's performance through a variety of means, which may include but are not limited to:

- formal observations – one or more
- teacher-generated reports/documents
- grade book reviews
- teacher's adherence to district and school policies
- announced visits
- lesson plan reviews
- individual diagnostic reports
- student/parent feedback

The evaluation of teachers in this stage includes:

- An orientation by the immediate supervisor at the beginning of the school year that focuses on the components/requirements of the Guided Growth Stage.
- The development of a mutually agreed upon professional goals by September 15th by the evaluator and teacher related to the CCT/BEST. (Form: N/T1)
- One formal observation by the evaluator, including pre and post conference, by December 23rd. Teachers will submit a pre-observation report prior to observation. (Form: N/T2)
- A minimum of two observations of demonstration lessons of tenured teachers, conducted by the beginning teacher. The evaluator and teacher will mutually plan the observations (date, time, individual to be observed).

- A minimum of two observations by immediate supervisor, including pre and post conferences by October 15th and February 28th. Teachers will submit a pre-observation report prior to each observation (Form: N/T2)
- The teacher will bring a completed Post Observation Reflections Form (Form: N/T2) to each of the conferences. An observation report will be completed by the evaluator (Form N/T2) and placed in the teacher's personnel file.
- Teacher will submit the End of the Year Reflections form (N/T1) to immediate supervisor by March 1.
- A Summative Evaluation Conference with immediate supervisor and evaluator, report (Form: N/T3) by March 1.
- For teachers in Year 2 of BEST Program: Review of BEST portfolio by mentor and evaluator (as "critical friends") at least two weeks prior to submitting it to the State Department of Education.
- Role of the BEST Mentor for Year 2: The BEST mentor will establish the contact with the BEST mentee and initiate a program for assistance and review for the portfolio.
- Alternate Route to Certification (ARC) will receive assistance with their portfolio in the same manner as Year 2 BEST teachers.

Evaluation Timelines

Activity:	Form:	Timeframe:
Orientation to Evaluation Cycle	None	
Development of Professional Growth Plan	N/T1	By Sept. 15th
Observation #1 (immediate supervisor)	N/T2	By Oct. 31st
Observation #2 (evaluator)	N/T2	Nov. 1st – Dec. 23rd
Observation #3 (immediate supervisor)	N/T2	Jan. 2nd – Feb. 28 th
End of the Year Reflections & Summary	N/T2	By Mar 1st
Summative Evaluation Report & Conference	N/T3	By Mar. 1 st

Guided Growth Stage

Certified staff who have completed the BEST program but who have not yet attained tenure and previously tenured teachers new to E.O. Smith are assigned to the Guided Growth Stage of the Non-Tenured Evaluation Track (usually two years).

This Track is designed for certified teachers who are not beginning teachers, but have not attained tenure at Regional School District #19.

The purpose of the Guided Growth Stage is:

1. To collect data to assist in making a decision about tenure.
2. To confirm a teacher's capability to grow as an educator.
3. To build on a teacher's strengths and address any areas of weakness.
4. To provide sufficient support so that a teacher can perform to his/her potential.
5. To ensure quality instruction for students.
6. To determine contract renewal.

The basis for a teacher's evaluation when he/she is on the Guided Growth Stage of the Non-tenured Evaluation Track is:

1. Teacher's performance as delineated in the teacher job description.
2. The teacher's classroom performance as specified in the *Connecticut's Common Core of Teaching* and the Teacher Job Description.

The evaluation of teachers in this stage includes:

- An orientation by the immediate supervisor to focus upon the components/requirements of the Guided Growth Stage (observations, forms, development of professional goals).
- The development of mutually agreed upon professional goals by September 15th by the immediate supervisor and teacher. At least one goal must reflect an area of focus related to a student learning outcome and one goal must be related to a school/district goal. (Form: N/T1)
- Informal observations, on-going conferencing and collaboration, and peer or mentor support.
- A minimum of one observation by immediate supervisor, including pre and post conference by October 23rd. Teachers will submit a pre-observation report prior to observation (Form: N/T2)
- A minimum of one observation by immediate supervisor, including pre and post conference by December 23rd. Teachers will submit a pre-observation report prior to observation (Form: N/T2)
- A minimum of one observation of demonstration lesson of tenured teacher, conducted by the beginning teacher. The immediate supervisor and teacher will mutually plan the observation (date, time, individual to be observed).
- A minimum of one formal observation by immediate supervisor, including pre and post conferences by February 28th. Teachers will submit a pre-observation worksheet (Form: N/T2) prior to each observation conference.

- A post observation reflection form should be completed by the teacher and submitted to evaluator prior to the conference. (Form: N/T2)
- Teacher will submit the End of the Year Reflections form (N/T1) to immediate supervisor by March 1.
- Summative Evaluator Conference with immediate supervisor and evaluator. Report by March 1 (Form: N/T3).

Guided Growth Stage **Evaluation Timelines**

Activity:	Form:	Timeframe:
Orientation to Evaluation Cycle	None	
Development of Professional Growth Plan	N/T1	By Sept. 15th
Observation #1 (immediate supervisor)	N/T2	By Oct. 31st
Observation #2 (evaluator)	N/T2	Nov. 1st – Dec. 23rd
Observation #3 (immediate supervisor)	N/T2	Jan. 2nd – Feb. 28 th
End of the Year Reflections & Summary	N/T2	By Mar. 1st
Summative Evaluation Report & Conference	N/T3	By Mar. 1 st
Tenure Recommendation Form (principal)	N4	By Mar. 1 st (4 th Year Only)

Professional Growth Stage

The Professional Growth Stage is intended for the majority of staff who are tenured and consistently meeting expectations. The major focus for teachers assigned to the professional growth track is goal setting and participation in professional activities that will help them advance their instructional skills and competencies.

Teachers who have mastered the basic teaching competencies generally are not well served by administrator observations that focus on implementation of a generic set of teaching skills.

However, experienced teachers do benefit from observation by an administrator or a peer that is focused upon specific purpose, such as mastery of a new teaching skill. A supervisor's time with experienced teachers is often better spent serving as a cognitive coach and working with teams of teachers to carefully define student learning goals and develop teaching and assessment strategies for addressing those goals. This insures that the focus of teacher supervision and evaluation is on improving student learning results and that the supervisor shares in the responsibility for achieving the student learning goals.

The purpose of the Professional Growth Stage is to:

1. facilitate professional awareness and growth.
2. encourage exploration and experimentation of new teaching ideas and skills.
3. encourage reflection and self-evaluation.
4. maintain focus on student centered learning outcomes.

The basis for a teacher's evaluation when he/she is on the Professional Growth Stage is:

1. Teacher's performance as delineated in the teacher job description.
2. The teacher's classroom performance as specified in *Connecticut's Common Core of Teaching*.
3. Review of Professional Growth Plan and the progress demonstrated.

Professional Growth Stage Options

Tenured teachers will first work with their immediate supervisors to set mutually agreed upon goal(s). These goals will address student learning and personal professional development. All goals will be aligned with district and/or school goals. All goals must fall within four category types that include "Teaching Goals," "Learner Goals," "Program Goals," or "Organization/Administrative" Goals. Please see 'Goal Priorities' section of this document for more details on page 15.

Having established their goal(s), tenured teachers will be able to choose from a variety of Professional Growth Options to achieve them. All options contain a self-reflective piece. Most options include an element in which teachers gather and interpret data from student work. Some options may be used by groups or individuals. For the group options, teacher/s will choose the teachers with whom they will work:

The following are possible Goal activities:

Mentor/Cooperating Teacher - Serve as a BEST-trained mentor and/or cooperating teacher. (Limit of 2 consecutive years) Participants agree to observe and provide feedback to the beginning and student teacher, and to develop a written reflection at the end of each year for review with another colleague and with their supervisor.

Weekly Reflective Journal - Teachers will reflect upon what was and was not effective in their teaching and record their thoughts each week in a journal which could be shared with other teachers or their administrator. Teachers could choose to use the journal as a basis for self-evaluation of his/her goal. Classroom videotaping may be included as part of the journal.

Preparing and Presenting a Staff Development Program - A teacher with interest and expertise in an area of instruction that relates to a district goal would develop and present a program on the topic to staff. The presentation should include what participants will know or be

able to do as a result of participating in the program, why it is important to learn it and how it relates to student learning.

Work Toward National Board Certification - Teachers will develop an extensive portfolio demonstrating the majority of the criteria in the Common Core of Teaching with significant emphasis on providing evidence of effective analysis of student learning and student growth over time.

Teacher Leadership - Teachers will develop leadership skills through one of the following activities: chairing the Curriculum Management Team or another school wide committee. Teachers will write a reflective summary at the end of each year for review with another colleague and with their evaluator.

Piloting a New Text/Program - A teacher will keep a reflective log and complete a rating scale on the implementation of a new program or text that is part of a district curriculum revision initiative.

Action research - Working individually or in a small group, teachers will develop a hypothesis and a research project to test that hypothesis in order to learn new strategies, experiment with these strategies, analyze the resulting student work from these strategies, and to problem solve. Focus will be on content that supports a teacher's goal or supports the implementation of a district goal.

Peer Coaching or Consultative Support - Teachers agree to observe each other's classes a specified number of times during the school year. The purpose is to provide and receive feedback pertaining to their goal. Teachers may choose to work with one or more peers. Teachers may be working on similar or different goals. Peers will act as "critical friends" throughout the process and provide feedback. Alternatively, teachers may request support from district/school consultants to provide professional feedback and support.

Exploration of Student Work - Exploring student work does not mean evaluating and grading. It calls for a deeper look into the work of students. The very idea of exploration is to search in order to discover. In exploring student work, teachers are searching for evidence of learning. The process requires careful and open observation, reflection and collaboration. Exploration of student work with peers often initiates exciting conversation about teaching and learning. The procedures for the process offer guidelines to keep discussions focused and useful to teachers.

Classroom Portfolio-- The teacher would maintain a file of classroom work in one of two formats:

- A. Teacher Planning - includes each lesson plan, handout, quiz, test and exam in a given semester. The analysis might include the congruency between what is taught and how it is tested, the relationship between the instructional strategies used and student achievement, an analysis of the students' thinking and the depth of their learning, and/or evidence of growth over time.

- B. Student Work - A detailed representation of work over a significant period of time to demonstrate various aspects of district performance standards with significant emphasis on providing evidence of effective analysis of student learning and student growth over time.

Further Education – Teachers may engage in further education as a Professional Growth Stage activity provided their further study is on a graduate level and is part of a degree or certificate program such as a 6th Year or administrative credentialing program. A second masters degree is acceptable provided it is part of an approved plan of study and it represents further study beyond the requirements established by the state regarding graduate education beyond the bachelors degree. Such graduate study must be related to education or be in an academic area approved by the district.

Other - Teachers may suggest other activities not delineated in the above list. Such activities must meet the guidelines established for student learning and personal professional development as well as be agreed to by the department head and approved by the administrative evaluator.

Formal Observation – The teacher may request a formal observation for professional feedback.

The evaluation of teachers in this stage includes:

- Goal setting conference and completion of Professional Growth Plan (Form: N/T1) with immediate supervisor by September 15th.
- A minimum of one formal observation, including pre and post conference, once during three-year cycle. Teachers will submit a pre-observation worksheet (Form: N/T2) prior to the observation conference.
- Additional formal or informal observations may be conducted at the discretion of the evaluator and/or the immediate supervisor during the three-year cycle.
- A post observation reflection form should be completed by the teacher and submitted to evaluator prior to the conference. (Form: N/T2)
- Summative Evaluation Conference with immediate supervisor and evaluator, report submitted by May 20th (Form: N/T3).

Evaluation Timelines

Activity:	Form:	Timeframe:
Finalize Professional Growth Plan	N/T1	By Sept. 1st
Observation #1	N/T2	within 3 year cycle
End of the Year Reflections & Summary	N/T2	By May 20th
Summative Evaluation Report & Conference	N/T3	By May 20th (once per cycle)

Supervised Assistance Stage

It is important to understand that the intent of the evaluation process is to improve student learning. When a teacher is having difficulty consistently demonstrating competence as described in *Connecticut's Common Core of Teaching (CCT)* and/or the district's teacher job description, he/she may be assigned to the Supervised Assistance Stage.

The purpose of this stage of evaluation is to provide additional support and guidance to teachers with identified weaknesses in order to improve performance. Teachers assigned to Supervised Assistance will work cooperatively with their department chairs and evaluators to develop and implement an individualized remediation plan designed to assist teachers in meeting competence requirements. The evaluator is to offer reasonable assistance so teachers can improve their performance in the areas that were considered unsatisfactory. This assistance may include, but is not limited to, positive suggestions, resource materials, or referral to other individuals or peer coaching.

The evaluator will advise teachers that assignment to the Supervised Assistance Stage, while designed to improve their performance, does carry the possibility of termination of employment if unsuccessful.

In order to provide teachers with positive support, all persons involved in the Supervised Assistance Stage evaluation will maintain the highest level of professional confidentiality.

Criteria for Placement: Teachers may be placed in the Supervised Assistance Stage for one or both of the following reasons:

1. Failure to consistently meet teaching responsibilities as defined by the *Connecticut Common Core of Teaching (CCT)*.

And/Or

2. Failure to meet consistently position related requirements as delineated in the district's teacher job description.

Step 1- Notification

If evaluators have concerns about teachers' performance and feels they needs greater support to be successful, evaluators will notify teachers that they are being placed on the Supervised Assistance Stage. Evaluators will inform teachers of such placement at a meeting with the specific teacher, the department's chairperson and an EOSHSTA representative if requested by the teacher.

This notification can occur at any point in the school year and will be both verbal and written (Form: SA1). The notification will clearly and specifically describe the areas of concern that have prompted the evaluator to put the teacher on supervised assistance and the evaluator will also indicate the specific Common Core of Teaching (CCT) or job description areas in need of improvement.

The evaluator will advise the teacher that failure to successfully complete the supervised assistance track may result in termination of employment. A copy of the notification form will be provided to the superintendent of schools and placed in the teacher's personnel file.

Initial placement on this cycle will be for 90 school days.

Step 2 - Action Planning

Once notified, the teacher, department chair and the evaluator will develop a plan of action (Form SA1, page 2) to address the specific skill deficiencies within 30 days of the notification meeting. This plan will identify the support and resources necessary to assist the teacher in improving performance in the areas cited in the written/verbal notice of Step 1. This plan will include:

- Evidence of need: specific areas in which performance needs improvement.
- Expected levels of performance that the teacher must achieve to demonstrate that he/she is competent in the area(s) that were considered unsatisfactory.
- Timetable of observations, at least every 15 days (both formal and informal).
- Date of mid-cycle interim conference (after 45 school days of cycle) (Form SA3).
- A timeline for meeting minimum performance expectations (allowing the teacher adequate opportunity to improve)
- Strategies for resolution of the problem/need.
- Type of assistance to be provided to the teacher.

Step 3 - Evaluation

Some improvement shall be immediately observable.

Evidence of progress will be documented in writing through one or more of the following:

- Pre and post-observation report forms (Form: N2)
- Lesson plans
- Analysis of student work
- Analysis of assessment tools
- Other data or observable practices

At the conclusion of the 90-school day supervised assistance track phase, the evaluator will review progress made by completing a Supervised Assistance Summary Evaluation Report (Form: SA3) and make one of the following recommendations to the superintendent of schools:

1. Problem/need resolved: The teacher is removed from the Supervised Assistance and returned to the Professional Growth Stage, Guided Growth Stage or Induction Stage as recommended by the evaluator.
2. A teacher is making progress but has not yet addressed all concerns/needs: The teacher remains in Supervised Assistance Stage another additional 90 school days. Teachers may get an additional two 90-day extensions as long as improvement is evident. Each extension will begin with an update and/or revision of the mutually developed action plan.
3. A teacher is not making progress and is demonstrating an inability or unwillingness to improve: The termination process may be initiated in conjunction with Connecticut General Statutes 10-151b.
4. A teacher placed in the Supervised Assistance Stage may receive one or more summative evaluations during the course of one year.
5. A teacher placed in Supervised Assistance may initiate the Appeals Process should there be disagreement regarding the assessment and evaluation of that teacher's performance.

TENURE PROCESS

Each non-tenured teacher in the district will be provided annually with information regarding his/her individual progress toward obtaining tenure. When measuring progress, the principal will conduct a review of all supervisory records by the teacher's immediate supervisor and assistant principals. During the fourth year of teaching, the principal will forward the "Tenure Progress Report" (Form: N4) to the superintendent by February 1st for each non-tenured teacher.

When teachers achieve tenure, the teacher will be officially notified by the superintendent's office. A copy of this notification will also be placed in teachers' personnel file.

New teachers to the district will be given ample opportunity and support to demonstrate their professional skills and competencies. Only non-tenured teachers demonstrating excellent professional competencies will be permitted to achieve tenure in Regional School District #19.

If it is decided that a new teacher is not going to be allowed to obtain tenure in the district, the teacher will receive a non-renewal notice from the superintendent of schools prior to April 1 of that school year.

Once a non-tenured teacher achieves tenure s/he will be placed on the Professional Growth Stage of the evaluation cycle.

APPEALS PROCESS

The purpose of the appeals process is to secure at the lowest possible administrative level, equitable solutions or disagreements, which from time to time may arise, related to the evaluation process. The right of appeal is a necessary component of the evaluation process and is available to every participant at any point during the evaluation process.

The appeals process may be used to resolve disputes at the following times:

- When there is disagreement on mutually developed objectives.
- When there is disagreement on placement in the Supervised Assistance Stage.
- When either party feels that the procedures have not be properly followed.
- When there is a failure to reach mutual agreement in those specific areas where mutual agreement is required.
- When either party feels that adequate data has been gathered to support fair and accurate decisions

The evaluator's judgment shall not be the focus of an appeal. The appeal process shall be conducted in accordance with the law governing confidentiality.

Most disagreements are expected to be resolved informally between the two parties. If agreement cannot be reached, a request for an appeal can be directed to the superintendent of schools.

Time Limits:

1. Since it is important that appeals be processed as rapidly as possible, the number of days shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean school days. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. If an evaluatee does not initiate the appeals procedure within ten days of acknowledged receipt of evaluation materials, the evaluatee shall be considered to have waived the right of appeal.
4. Failure of the evaluatee at any level to appeal to the next level within the specified time shall be deemed to be acceptance of the decision rendered at that level.

Procedures:

1. Within three days of initiating the appeal, the evaluatee will meet and discuss the matter with the evaluator with the object of resolving the matter informally. The two parties have the option of choosing a facilitator who will review the areas of difference and suggest compromises or resolutions.
2. If there has been no resolution, within three days, each party will appoint one member from the professional staff to serve on an Appeals Committee. The two appointees will then jointly appoint a third member from the professional staff to serve on the committee.

In order to make its recommendation, the committee will have access to the evaluator, evaluatee and all pertinent documents. The evaluator and evaluatee may send additional information and/or documentation to the superintendent as appropriate.

3. A hearing will be held within five days of the establishment of the Appeals Committee. The panel will then render a written decision to all parties within three days of the hearing.
4. If the staff member or evaluator is not satisfied with the Appeal's Committee's decision, the matter may be appealed at the next level to the superintendent of schools. The superintendent will meet with both parties within five days of receipt of the request. If a resolution of the disagreement is still not possible at this time, the superintendent will render a binding decision with five school days.
5. Regardless of the level of appeal, the staff member has the right to submit a written rebuttal that will be placed in his/her personnel file. The teacher shall be entitled to Association representation at all levels of the process.

Guidelines For Issuance Of Continuing Education Units Required For Certification

To ensure that all students at E.O. Smith High School have competent, high quality teachers, we will provide meaningful learning experiences that enable our educators to continuously raise expectations for student achievement and for their teaching. Therefore, the central focus of all Continuing Education Units (CEUs) will be the improvement of student learning.

Regional School District #19's CEU guidelines strengthen the connection between the investment in ongoing teacher professional development and improved student learning. They also build on and strengthen the high school's unwavering commitment to equity and excellence in education. The following principles have guided the design of these guidelines:

- Student learning is directly affected by teacher competence.
- Teacher competence is enhanced by ongoing professional development and learning.
- Teachers, like students, must be continual learners.

The new Connecticut Guidelines for Issuance of Continuing Education Units reflect current statutory requirements related to professional development, CEUs and the continuation of Professional Educator Certificates.

The guidelines require that all professional development for which CEUs are issued, focus on improving student learning.

The content of the new guidelines have been developed in conjunction with the following:

1. *Connecticut's Common Core of Learning (CCL), (Appendix reference)*
2. *The Connecticut Framework: K-12 Curricular Goals and Standards, (Location reference)*
3. *Connecticut's Common Core of Teaching (CCT), (Appendix reference)*
4. *Connecticut Guidelines for Teacher Evaluation and Professional Development, (Location reference).*

These provide a common framework as the focus for professional development, while establishing a critical link between effective teaching and increased learning.

Non-Tenured Track Induction Stage Evaluation Timelines

Activity:	Form:	Timeframe:
Orientation to Evaluation Cycle	None	
Development of Professional Growth Plan	N/T1	By Sept. 15th
Observation #1 (immediate supervisor)	N/T2	By Oct. 31st
Observation #2 (evaluator)	N/T2	Nov. 1st – Dec. 23rd
Observation #3 (immediate supervisor)	N/T2	Jan. 2nd – Feb. 28 th
End of the Year Reflections & Summary	N/T2	By Mar 1st
Summative Evaluation Report & Conference	N/T3	By Mar. 1 st

Non-Tenured Track Guided Growth Stage Evaluation Timelines

Activity:	Form:	Timeframe:
Orientation to Evaluation Cycle	None	
Development of Professional Growth Plan	N/T1	By Sept. 15th
Observation #1 (immediate supervisor)	N/T2	By Oct. 31st
Observation #2 (evaluator)	N/T2	Nov. 1st – Dec. 23rd
Observation #3 (immediate supervisor)	N/T2	Jan. 2nd – Feb. 28 th
End of the Year Reflections & Summary	N/T2	By Mar. 1st
Summative Evaluation Report & Conference	N/T3	By Mar. 1 st
Tenure Progress Report (principal)	N4	By Mar. 1 st (4 th Yr. Only)

Tenured Professional Growth Track Evaluation Timelines

Activity:	Form:	Timeframe:
Finalize Professional Growth Plan	N/T1	By Sept. 1st
Observation #1	N/T2	within 3 year cycle
End of the Year Reflections & Summary	N/T2	By May 20th
Summative Evaluation Report & Conference	N/T3	By May 20th

References

The following documents referenced in this plan are available for review at the E.O. Smith High School Library Media Center and offices of the Principal and Superintendent of schools at 1235 Storrs Road, Storrs, CT 06268.

CCT Performance Table: A Career Continuum. Connecticut State Department of Education, 2002

CEU Procedures Manual (1999-2004), Connecticut State Board of Education, 2001

Connecticut Common Core of Learning (CCL), Connecticut State Department of Education, 1998

Connecticut Common Core of Teaching (CCT), Connecticut State Department of Education, 1999

Connecticut Code of Professional Responsibility for School Administrators, Section 10-145d-400b of the Regulations of Connecticut State Agencies

Connecticut Code of Professional Responsibility for Teachers, Section 10-145d-400a of the Regulations of Connecticut State Agencies

E.O. Smith High School Teacher Job Descriptions, 2002

Approved: July 2, 2002

Revised:

Professional Growth Worksheet

Please use a separate form for each goal

Name:	Department:
	Non Tenured Stage: <input type="checkbox"/> Yr 1 <input type="checkbox"/> Yr 2 <input type="checkbox"/> Yr 3 <input type="checkbox"/> Yr 4 Tenured Stage: <input type="checkbox"/> Yr 1 <input type="checkbox"/> Yr 2 <input type="checkbox"/> Yr 3

The professional growth plan goal details specific objectives and areas of inquiry focusing on student learning. Teacher's professional growth plan is tied to district and/or school goals and may exceed an academic year in length. The following will constitute the focus of the professional growth plan:

What is your goal? Goal Type - Check one of the following: (See pg.15) <input type="checkbox"/> Teaching Goal <input type="checkbox"/> Learner Goal <input type="checkbox"/> Program Goal <input type="checkbox"/> Organizational	Rationale and/or connection to state, district, department goals:
Plan of action: How will the goal be reached? 	Assessment: How will the goal be measured?

Teacher's Signature

Chairperson's Signature

Date

Date

End of the Year Reflections

<p><u>Goal:</u></p>	<p>Evidence of attainment:</p>
<p><u>Professional Reflection</u> What did I do? What did I learn? What will I do differently?</p>	<p>Student Reflection Benefits to student? Benefits to student learning? What will students do differently?</p>

Classroom Observation Form

To be completed by Teacher and Evaluator
Includes Pre-Observation, Post-Observation and Observation Report

Teacher:	Class/Subject:	Date:	Period:
-----------------	-----------------------	--------------	----------------

Pre-Observation Plan Completed by Teacher

Lesson Title:

Objective(s): (Please describe what students will achieve as a result of this lesson – *must be measurable*)

Goal(s): (What is the overall learning outcome you expect your students to achieve as a result of this lesson?)

Connection to Current Unit:

Classroom Dynamics: (The following are special dynamics to be considered in the lesson)

Initiation: (Please describe your opening activity)

Lesson Activities: (Please number)

Closure: (Please describe your closing activity)

Extension of the Lesson: (Please include formal and informal assessments)

Connection with department/school-wide academic expectations:

<p>Post Observation Reflections</p>
--

<p>Completed by Teacher</p>

What I think went well:

What, if anything, would you do differently if teaching this lesson again?

Did anything occur during this lesson that was not typical or anticipated? If so, did it have an effect on the outcome? Please explain.

What evidence of student learning do you have in this lesson? Please include formal and informal assessment information.

As a result of this lesson/activity briefly describe the next lesson for this class.

Observation Report Completed by Evaluator

Evaluator's Comments: (Evaluator will focus his/her comments on the following aspects of the Connecticut Common Core of Teaching - CCT)

- I. Teacher Knowledge (Students, Content, Pedagogy)**
- II. Teacher Application of Knowledge (Planning, Instructing, Assessing, Adjusting)**

Commendations:

Recommendations:

Evaluator's Signature

Date

Teacher's Signature

Date

Summative Evaluation Report

Completed by Evaluator

School Year: _____

Teacher: _____ Department: _____

Evaluation Stage: (check one)

Induction Stage: Year 1 _____ Year 2 _____ Guided Growth _____ Year 3 _____ Year 4 _____

Professional Growth: Year 1 _____ Year 2 _____ Year 3 _____

Evaluator: _____ Date: _____

Teacher’s evaluator will provide reflective summative comments on each of the three strands of *Connecticut Common Core of Teaching*. This should include areas of strengths, areas in need of further development/improvement.

Refer to the complete text of the Connecticut Common Core of Teaching Foundational Skills and Competencies found in the appendix of the Teacher Evaluation document.

Key

U – Unsatisfactory
 D – Developing
 P – Proficient
 E – Exemplary

Strand I – Teacher knowledge:

Students

- | | U | D | P | E |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Teacher understands how students learn and develop. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Teacher understands how students differ in their approaches to learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Content

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 3. Teacher is proficient in reading, writing and mathematics. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Teacher understands the central concepts and skills, tool of inquiry and structures of the discipline(s) taught. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Pedagogy

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 5. Teacher knows how to deliver and design instruction. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Teacher recognizes the need to vary their instruction. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Strand II – Teacher Application of Knowledge

Planning

- | | U | D | P | E |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Teacher plans instruction based on knowledge of subject matter, students, the curriculum and the community. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Teacher selects and/or creates learning tasks that make subject matter meaningful to the students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Instructing

3. Teacher establishes and maintains appropriate standards of behavior and create a positive learning environment that shows a commitment to students and their successes.
4. Teacher creates instructional opportunities that support students' academic, social and personal development.
5. Teacher uses effective verbal, nonverbal and media communications techniques which foster individual and collaborative inquiry.
6. Teacher employs a variety of instructional strategies that enable students to think critically, solve problems and demonstrate skills.

Assessing and Adjusting

5. Teacher uses various assessment techniques to evaluate student learning and modify instruction as appropriate.

Strand III – Teacher Demonstration of Professional Responsibility:

Professional and Ethical Practice**U D P E**

1. Teacher conducts themselves as professionals in accordance with the Code of Professional Responsibility for Teachers (Section 10-145d-400a of the Connecticut Certification Regulations).
2. Teacher shares responsibility for student achievement and well being.

Reflection and Continuous Learning

3. Teacher continually engages in self-reflection of the effects of his/her choices and actions on students and the school community.
4. Teacher seeks out opportunities to grow professionally.

Leadership and Collaboration**U D P E**

1. Teacher serves as leader in the school community.
2. Teacher demonstrates a commitment to their students and a passion for improving their profession.

Evaluator's Comments:

Areas of strength:

Areas for further development/improvement if indicated:

Teacher's Comments: (optional)

Evaluator's Recommendation:

Recommended for continuation of employment for following school year Yes No
Evaluation Cycle for next school year:

- Induction Cycle
- Guided Growth Cycle
- Tenured Phase – Professional Growth
- Tenured Phase – Supervised Assistance

Evaluator's Signature: _____ Date: _____

Teacher Acknowledgement:

I acknowledge that the information contained in this Summative Evaluation Report was discussed and reviewed with me by my evaluator. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged by my evaluator to put my comments, if any, in writing.

Teacher's Signature: _____ Date: _____

Teacher's Comments: (optional)

Copies distributed to: Teacher, Evaluator, Principal, & Personnel File

Tenure Progress Report

Completed by Principal

Teacher's name: _____

Date of Hire: _____ Date for Tenure Eligibility: _____

Date of Evaluation Summary Conference: _____

The task of approving teacher for tenure or recommending that a contract be renewed is a legal obligation as well as an educational responsibility of major consequence. To receive a recommendation for renewal of contract or tenure a person must:

- Demonstrate Excellent performance
- Demonstrate potential for Excellent performance

I. Tenure

___ The above named teacher is making satisfactory progress toward being granted tenure.

___ The above named teacher is not making satisfactory progress toward being granted tenure.

II. Comments

Summary of any plans of action and any other pertinent comments.

Teacher's Signature and Date

Principal's Signature and Date

Principal's Signature and Date

Teacher acknowledges that the information contained in this Evaluation Summary for Tenure was discussed and reviewed with him/her by his/her Supervisor(s).

Supervised Assistance Notification Form

Teacher: _____ School Year: _____
 Assignment: _____ School: _____
 Evaluator: _____ Date: _____

The purpose of the Supervised Assistance Stage is to provide additional support and guidance to teachers with identified weaknesses in order to improve performance. Teacher and evaluator will work toward the successful achievement of this goal. However, failure to improve performance may result in termination of employment.

This is a formal written notice that there are specific concerns with your performance. A copy of this form will be given to the Superintendent. The original will be filed in the evaluator’s files until the completion of the Supervised Assistance Stage. At the completion of the stage, this form will be attached to the Summary Report (Form:SA2) and placed in the teacher’s personnel file. Within five (5) school days, this form must be signed and returned to the evaluator. During this time, you may attach a statement to this form.

Concerns and reasons for placement on the Supervised Assistance Stage:

CCT Focus for Goal Setting:

List specific areas for improvement (cite Common Core of Teaching)

Signature of Teacher*	Date	Signature of Evaluator	Date
<i>*Signifying that he/she has seen this form, but does not necessarily agree with it.</i>			

Action Plan/Time Frame (on reverse side of form) to be completed collaboratively by teacher and evaluator within one week of formal notification.

File: Superintendent, personnel file

Mid-cycle Evaluation Form

Teacher: _____ Date: _____

Date of Interim Conference: _____

CCT Area of Focus: _____

I. Completed by Teacher (before mid-cycle conference):

A. What evidence of improved performance (in specified areas) do you have thus far?

B. Reflect on that evidence as it relates to your expected level of performance (as specified on action plan):

C. Do you need to develop additional strategies to resolve the identified need?

D. Type of assistance received:

E. Do you require additional assistance? _____
If yes, please specify:

II. Completed by Evaluator (after mid-cycle conference):

F. What evidence of improved performance (in specified area(s)) have you observed?

G. Does performance meet expected levels as specified on action plan?

_____ Yes _____ No
Explanation:

H. Recommended strategies for resolution of problem/need:

III. Teacher Comments (optional):

Signature of Teacher* Date _____
Signature of Evaluator Date

**Signifying that he/she has seen this document, but does not necessarily agree with it.*

II. Summary (Completed by Evaluator)

D. Administrator's Evaluation Comments:

E. Evaluator's Recommendation to Superintendent of Schools:

↑ Teacher has successfully met goals. Problems have been resolved. Remove from Intensive Evaluation Phase Reason for removal:

↑ Progress is being made: Remain on Supervised Assistance Evaluation Cycle for additional 90 days (Extension # __) 90 day period dates: start: _____ end: _____
Reason for extension:

↑ Progress is not being made and the teacher is demonstrating an inability/unwillingness to improve. Termination is recommended. Reason:

F. Teacher's Response (optional):

Teacher Signature*

Date

Evaluator Signature

Date

*(*Signifies that he/she has seen this form, but does not necessarily agree with it)*