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2023-24
Teacher Evaluation Handbook

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PDEC VISION

As the PDEC, we aspire to support the development of a culture of learning for all in which teachers and administrators value a collective responsibility and commitment to collaboration and continuous learning through professional feedback to ensure VPS's achievement of the vision of a graduate.

PDEC MISSION

We will achieve this vision by ensuring the design, communication, ongoing support for, and formal review of, cycles of evaluative and non-evaluative feedback and an authentic, job-embedded professional learning system for teachers and administrators.

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INTRODUCTION

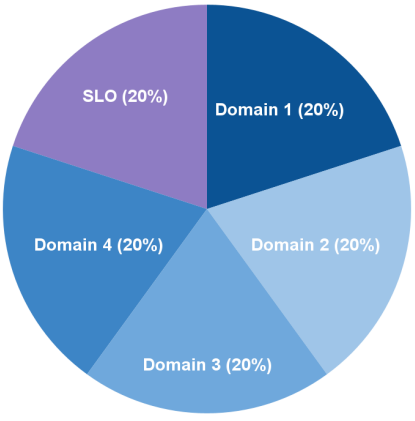
The goals of Vernon's Teacher Evaluation Plan are to develop a comprehensive view of teacher performance and encourage and support teacher growth. The plan encourages the exchange of accurate, useful information about strengths and development areas and promotes collaboration and shared ownership for professional learning. When evaluation is paired with effective, relevant and timely feedback and support, the evaluation process has the potential to help move teachers along the path to exemplary practice.

As provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by Sec. 51 of P.A, 12-116, the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated by each teacher. For the purposes of this document, the term "teacher" refers to any teacher serving in a position requiring teacher certification within a district, but not requiring a 092 certification. Furthermore, the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each administrator who serves in a role requiring a 092 certification, in accordance with the requirements of Connecticut General Statutes.

Teacher Evaluation Overview

TEACHER EVALUATION FRAMEWORK

All teachers will be evaluated based on the following indicators:



1. **Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This category is based on the **Observation of Teacher Performance and Practice** as defined within the Common Core of Teaching (CCT) Rubric for Effective Teaching, the CCT Student and Educator

Support Specialists (SESS) Rubric, or the VPS Instructional Coaching Rubric.

2. **Student Outcomes Related Indicators:** An evaluation of teachers' contributions to student academic progress at the school and classroom level. This area is based on **Student Growth and Development** as determined by the teacher's student learning objective (SLO) and associated indicators of academic growth (IAGDs).

PERFORMANCE LEVELS

	Effective		Ineffective	
Evaluation Phase	**Exemplary** Substantially exceeding indicators of performance	**Proficient** Meeting indicators of performance	**Developing** Meeting some indicators of performance but not others	**Below Standard** Not meeting indicators of performance
Phase 1	"Exemplary" rating in 3 or more areas, including SLO **and** "Proficient" rating in remaining areas	"Proficient" rating in 4 or more areas: must be rated "Proficient" in SLO and Domains 1&3	"Proficient rating in only 3 areas. Must be rated "Proficient" in Domains 1&3	"Proficient" rating in only 1-2 areas or "Developing" or "Below Standard" rating in Domain 1 or Domain 3
Phase 2	"Exemplary" rating in 3 or more areas, including SLO **and** "Proficient" rating in remaining areas	"Proficient" rating in all 5 areas	"Proficient" rating in only 3-4 areas	"Proficient rating on only 1-2 areas or "Below Standard" in any area

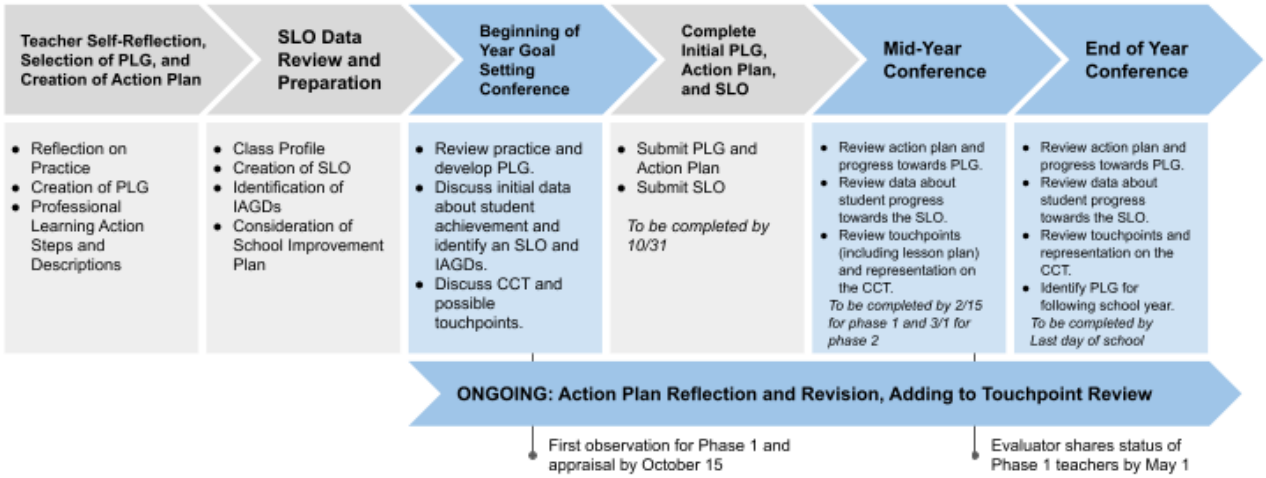
PROFESSIONAL LEARNING AND FEEDBACK

People learn and grow by honestly co-assessing current performance, setting clear goals for future performance and outlining the supports needed to further their practice. Each year, all teachers will be self-reflective, collaborate with colleagues and administrators, and continuously look to improve their practice. They will identify their area of growth utilizing researched based best practices and

determine their professional learning needs in mutual agreement with their evaluator. The identified needs in conjunction with analyses of best practices will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The process may also reveal areas of common need among teachers, which can then become a focus of school-wide professional learning opportunities.

PROCESS AND TIMELINE

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



TEACHER RESPONSIBILITIES

Each teacher is responsible for:

- At least one **Student Learning Outcome (SLO)** aligned to at least one academic standard (20%)
- One **Professional Learning Goal (PLG) with Action Plan (Non-Evaluative)**
    - **Phase 1:** Domain 1 CCT Classroom Environment, Student Engagement and Commitment to Learning
    - **Phase 2:** Domain 3 CCT Instruction for Active Learning / SESS Service Delivery

    - Teachers on appraisal: CCT domain determined by administrator
- **Touchpoint Review** (Each Domain is 20% for a total of 80%)
    - Include evidence pertaining to all CCT domains in order to provide a more complete picture of your professional practice to be used for evaluation. **One touchpoint must be a lesson plan completed on Perform to represent Domain 2**.

Use this one document (Template - PLG Action Plan and Touchpoints) to house the PLG Action Plan and the Touchpoint review. This document should be linked to TalentEd.

- To link this document in the Perform System, click on "my folder", then "evidence", scroll down and click on "add artifact". Please name your document by clicking on "title", select "URL" and paste the link.
- Finally, then "save artifacts". (Make sure to share this document and all related artifacts with your evaluator in the Google share settings).

Conferences

BEGINNING OF YEAR GOAL SETTING CONFERENCE

	Beginning of Year Conference	Mid-Year Conference	End of Year Conference
Phase 1 and Appraisal	by October 31	by February 15	by last day of school
Phase 2	by October 31	by March 1	by last day of school

- ☐ **Beginning of Year Pre-Conference** – Complete the Beginning of Year Conference form through Perform System
    - ☐ **Student Learning Objective (SLO)** - Teacher will prepare at least one SLO. The SLO should be based on prior year data, if applicable, as well as data from the current year.
    - ☐ **Professional Learning Goal (PLG) Action Plan** - Each teacher will identify one PLG and develop an Action Plan to support the attainment of this goal. For the PLG, the teacher will choose one CCT

indicator and one attribute from that indicator as the focus of their goal (see VPS Teacher Phase Chart).

- ☐ **Beginning of Year Conference –**
  - ☐ **SLO -** The teacher and the administrator will mutually agree upon the SLO.
  - ☐ **PLG Action Plan** - The teacher and administrator will look at the draft action plan and add additional information as needed. The action plan must include a minimum of three steps.
  - ☐ See Preparing for your Beginning of Year Conference checklist
  - ☐ See Beginning of Year Conference Agenda

- ☐ **Beginning of Year Post-Conference-**
  - ☐ **SLO** - Teacher will finalize and submit their SLO through Perform System.
  - ☐ **PLG** - Teachers will make any needed adjustments to their beginning action plans and submit through the Perform System.
    - ☐ Please remember the PLG Action Plan should be updated throughout the year as additional learning opportunities arise or adjustments are made.

PLG Sample:
Refer to page one of the sample PLG Action Plan if necessary.

MID-YEAR CONFERENCE

	Beginning of Year Conference	Mid-Year Conference	End of Year Conference
Phase 1 and Appraisal	by October 31	by February 15	by last day of school
Phase 2	by October 31	by March 1	by last day of school

- **Mid-Year Pre-Conference** – Complete the Mid-Year Conference form on Perform
  - **SLO -** The teacher will analyze the data and answer the mid-year reflection question in the Perform System. Prepare to discuss at the Mid-Year Conference.
  - **Professional Learning Goal (PLG) -** The teacher will ensure the PLG Action Plan is up to date and all data is uploaded into the System. Prepare to discuss at the Mid-Year Conference. The teacher alone or together with their administrator should evaluate and update the Action Plan as needed throughout the year.
  - **Touchpoint Review -** The teacher will upload a minimum of three touchpoints to page two of the Template - PLG Action Plan and Touchpoints. **In order to represent domain 2, one touchpoint must be the a lesson plan completed on Perform (see lesson plan sample).** Prepare to discuss at the Mid-Year Conference.

- **Mid-Year Conference** – The evaluator and teacher will review evidence related to teacher practice and progress towards the SLO and PLG. 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 may deliver mid-year formative information on indicators of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used, elements of the PLG Action Plan, and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and support the evaluator can provide to promote teacher growth in his/her focus area. **Evaluators will inform those teachers who may potentially be rated as "ineffective" at the end of the year; a secondary observer will be assigned at this time.**
- See Mid-Year Conference Agenda
- **Post-Conference Mid-Year** – Evaluators will complete and share the Mid-Year Conference form in the Perform System.

END OF YEAR CONFERENCE AND SUMMATIVE REVIEW

	Beginning of Year Conference	Mid-Year Conference	End of Year Conference
Phase 1 and Appraisal	by October 31	by February 15	by last day of school
Phase 2	by October 31	by March 1	by last day of school

*Notification of non-renewal will be communicated no later than **May 1.**

- **Pre-Conference** – Complete the End of Year Conference form on Perform
  - **SLO -** Gather SLO data into presentable format and reflect on student progress. Prepare to discuss at the End of Year Conference.
  - **PLG -** Ensure the Action Plan is complete and up to date with all actions taken towards the PLG throughout the year. Prepare to discuss at the End of Year Conference.

    - **Touchpoint Review** - The teacher will describe and link a minimum of six touchpoints (in addition to the 3 meetings already included!) to their copy of the Template - PLG Action Plan and Touchpoints document. Prepare to discuss at the End of Year Conference.
- **Rating** – The evaluator reviews the submitted touchpoints and SLO data to generate ratings in the four domains of the CCT Rubric (20% each domain) and the teacher SLO (20%). The ratings for each area will determine the overall rating of "effective" or "ineffective" as defined in the chart.
- **End of Year Conference** – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss the component ratings. Following the conference, the evaluator assigns an overall rating, based on the four CCT domains and the SLO, and generates a summary report of the evaluation before the end of the school year.
    - See End of Year Conference Agenda

Summative Evaluation

TOUCHPOINT REVIEW

See sample Touchpoint Review chart

In order to collect a broad set of data about teacher practice and therefore construct a more accurate and complete picture of teacher performance and growth, teachers and evaluators will review a minimum of **nine touchpoints** as part of the VPS evaluation system. The three types of touchpoints are **observation**, **artifact review**, and **collegial conversation**. These touchpoints are selected by the teacher with the goal of demonstrating their performance level on **all** domains of the CCT.

Touchpoints

Touchpoints will vary depending on content area, grade, and educator. Some items may be applicable to more than one domain, and some items may be more appropriate for one grade level or subject than another. **Touchpoints must reflect each of the four domains on the CCT rubric.** Examples include, but are not limited to the following:

TYPES OF TOUCHPOINTS

Required Touchpoints:

- Self-evaluation documents submitted into the TalentED Perform System.
- Student Learning Objective (SLO) assessment data (benchmarks, standardized, summative, formative, rubrics).
- Lesson plan (see lesson plan sample)

Observations	Artifacts Review	Collegial Conversations
Observations of... • Classroom observation • Team meetings • Case reviews • Coaching/mentoring other educators • Collaboration with colleagues • Crisis response • Consultations with parents • Other facilitated meetings (504/PPT's) • Participation in professional development • Facilitation of professional development sessions • Collaborative curriculum writing sessions • Planning meetings • Data team meetings • Professional Learning Community meetings	• Lesson/unit plans • Student assessments • Student work • Student data • Call logs or notes from parent-teacher meetings • Attendance records from professional learning or school-based activities/events along with a teacher's reflection on his/her implementation of the new learning.	• Goal Setting Meetings • Self-reflection conversations • Mid-Year Meetings • End of Year Meetings • Conversations about teaching and learning with primary and/or secondary evaluators

Evidence Collection Recommendations

- Evidence collection should be an ongoing process to supplement observations and collegial dialogue between an educator and his/her evaluator throughout the year.
- The educator should remove any identifying information from student work samples for student data privacy purposes.

The above outlined structures and practice applies to educators across all roles and responsibilities (e.g., school psychologist, guidance counselors, and speech and language pathologists) however, evidence is collected to present a more complete picture of educator practice in alignment with The Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery.

SUPPORT AND DEVELOPMENT

Improvement and Remediation Plans

If a teacher's performance is rated as "ineffective" it signals the need for focused support and development. Improvement and remediation plans will be developed in consultation with the teacher and his/her exclusive bargaining representative and be differentiated by the level of identified need and/or stage of development. Improvement and remediation plans must:

- identify resources, support and other strategies to be provided by the board of education or its designee to address documented deficiencies;
- indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and
- include indicators of success including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.

Plans can be developed at any time and are required for any teacher placed into the appraisal cycle.

TEACHER PRACTICE RELATED INDICATORS

Teacher Performance and Practice

The Teacher Performance and Practice component is a comprehensive review of teaching practice conducted through multiple observations, which are evaluated against a standards-based rubric. Following observations, evaluators provide teachers with specific feedback to identify strong practice, to identify teacher development needs and to tailor support to meet those needs.

Teacher Practice Framework- CCT Rubric for Effective Teaching

The 2014 CCT Rubric for Effective Teaching is available on the SEED website and represents the most important skills and knowledge that teachers need to successfully educate each and every one of their students. The CCT Rubric for Effective Teaching is organized into four domains (domains 1-4), each with 3 indicators.

The Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2017 is available on the SEED website and parallels the revised CCT Rubric for Effective Teaching 2014 and illustrates the common threads of practice among all educators in the service of children. Specifically, School Psychologists, Speech and Language Pathologists, School Social Workers and Comprehensive School Counselors may find this rubric most appropriate. However, that does not exclude other educators who may serve a caseload of students, staff and/or families from considering this rubric as a tool for observation of their performance and practice.

The VPS Instructional Coaching Rubric is organized into four domains that mirror the CCT Rubric for Effective Teaching.

OBSERVATION PROCESS

Primary and Secondary Observers

The primary 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. Vernon Public Schools may also decide to use secondary observers to assist the primary evaluator. Secondary observers are certified administrators and are fully trained as evaluators in order to be authorized to serve in this role. Secondary observers are also required for teachers in an appraisal cycle or who may be placed in an appraisal cycle.

Secondary observers may assist primary evaluators by conducting observations, including pre- and post-conferences, collecting additional evidence, reviewing student learning objectives (SLOs), (PLGs), and providing additional feedback. A secondary observer will share his/her feedback with the primary evaluator as it is collected and shared with teachers.

Primary evaluators will have sole responsibility for assigning final summative ratings. Both primary evaluators and secondary observers must demonstrate proficiency in conducting standards-based observations.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete training on the evaluation model. VPS will provide opportunities throughout the year to support district administrators and evaluators through ongoing training to ensure that evaluators are effective in conducting teacher evaluations.

At the request of a district or employee, the CSDE or a third-party entity approved by the CSDE will audit the evaluation components that are combined to determine an individual's summative rating in the event that such components are significantly dissimilar (i.e., include both exemplary and below standard ratings) ratings in different components. In these cases, the CSDE or a third-party entity will determine a final summative rating.

Pre-Conferences and Post-Conferences for Formal Observations:

Pre-conferences are valuable for giving context for the lesson, providing information about the students to be observed and setting expectations for the observation process. Pre-conferences are optional for observations except where noted in the requirements described in the table above. Teachers will complete the appropriate electronic forms.

Please note: reviewing lesson plans in a pre-conference, prior to a scheduled observation, generally provides evidence for the planning domain and is considered a part of the formal observation process. It does not serve as a separate observation.

Post-conferences provide a forum for reflecting on the observation against the applicable rubric and for planning towards teacher improvement. A post-conference:

- begins with an opportunity for the teacher to share his/her reflections on the lesson;
- cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made and where future observations may focus;
- focuses on growth of the teacher;
- involves written and/or verbal feedback from the evaluator;
- occurs within five business days; and
- allows for teachers to respond in writing

Classroom observations will focus only on evidence for domains 1 and 3 of the applicable rubric.

OBSERVATIONS OF PRACTICE

Classroom Teachers and Support Specialists

See VPS Teacher Phase Chart

Formal: Observations that last at least 30 minutes and are followed by a post-observation conference, which includes written and verbal feedback within five business days.
Informal: Observations that last at least 10 minutes and are followed by written and/or verbal feedback.

All observations must be followed by feedback, either verbal, written or both, within a timely manner. Feedback will be shared within five business days. Teachers who receive an End-of-Year Performance Evaluation Summary Rating of below standard or developing shall receive a number of observations appropriate to their individual development plan with no fewer than two in-class formal observations. One of the two observations must include a pre-conference, and all of the observations must include a post-conference with timely written and verbal feedback.

Teacher Performance and Practice Scoring
Evaluators are not required to provide an overall rating for each observation, but they will provide ratings and evidence for the Rubric indicators that were observed, specifically Domains 1 & 3. During observations, evaluators should take evidence-based notes, capturing specific instances of what the teacher and students said and did in the classroom. Once the evidence has been recorded, the evaluator can align the evidence with the appropriate indicator(s) on the Rubrics and then make a determination about which performance level the evidence supports. Ratings on observed indicators will be recorded.

Summative Observation of Teacher Performance and Practice Rating
Primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. Within the Vernon model, each domain of the CCT Rubric for Effective Teaching carries equal weight in the final rating. Refer to Teacher Evaluation Framework.

The summative Teacher Performance and Practice domain ratings will be shared and discussed with teachers during the End-of-Year Conference.

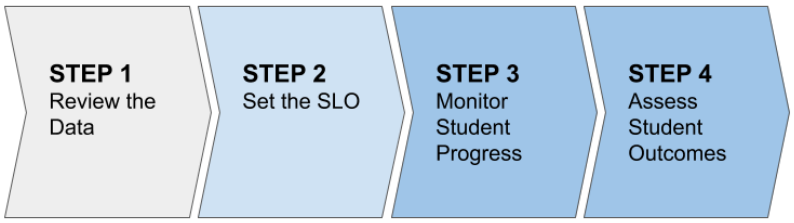
STUDENT LEARNING OBJECTIVE (SLO)

See SLO sample list

Student Growth and Development
Student Learning Objective (SLO) captures a teacher's impact on student learning and is part of the teacher's final summative rating. The inclusion of student outcomes indicators acknowledges that teachers are committed to the learning and growth of their students and carefully consider what knowledge, skills and talents they are responsible for developing in their students each year. As a part of the evaluation and support process, teachers document their goals of student learning and anchor them in data.

Overview of Student Learning Objective (SLO)
Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation and support purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account. SLOs should reflect high expectations for learning or improvement and aim for mastery of content or skill development. SLOs are measured by **Indicators of Academic Growth and Development (IAGDs)** which include specific targets for student mastery or progress.

Developing SLOs is a process rather than a single event. The purpose is to craft Student Learning Objectives that serve as a reference point throughout the year as teachers document their students' progress toward achieving the IAGD targets. Teachers may develop them through consultation with colleagues in the same grade level or teaching the same subject. The final determination of SLOs and IAGDs is made through mutual agreement between the teacher and his/her evaluator.



STEP 1: Review the Data
This first phase is the discovery phase which begins with reviewing district initiatives, and key priorities, school/district improvement plans and the building administrator's goals. Once teachers know their class rosters, they should examine multiple sources of data, including standardized assessments when available, about their students' performance to identify an area(s) of need. Documenting the "baseline" data, or where students are at the beginning of the year, is a key aspect of this step. It allows the teacher to identify where students are with respect to the grade level or content area the teacher is teaching.

It is important that the teacher understands both the individual student and group strengths and challenges. This information serves as the foundation for setting the ambitious yet realistic goals in the next phase.

STEP 2: Set 1 SLO
Based on a review of district and building data, teachers will develop at least one SLO which addresses identified needs. Each SLO will have at least two IAGDs citing goals for specific groups of students.

STEP 3: Monitor Student Progress
Once the SLO is approved, teachers should monitor students' progress towards the objectives. Teachers can, for example: examine student work, administer interim assessments and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time and they can keep their evaluator apprised of progress. Progress towards SLO/IAGDs and action steps for achieving progress should be referenced in feedback conversations throughout the year and specifically during the midyear conference.

If a teacher's assignment changes, or if his/her student population shifts significantly, the SLO can be adjusted during the midyear conference between the evaluator and the teacher.

STEP 4: Assess Student Outcomes Relative to the SLO

At the end of the school year, the teacher should reflect on the collected evidence related to their IAGDs and include it in their end of year form on TalentEd. Based on the current year's PLG, teachers will determine a possible area of focus for the following school year.

Evaluators will review the evidence and the teacher's end of year reflection and assign one of four ratings to the SLO: Exceeded (Exemplary), Met (Proficient), Partially Met (Developing) or Did Not Meet (Below Standard). These ratings are defined as follows:

Exemplary (4)	All or most students met or substantially exceeded the target(s) contained in the indicator(s) and/or all or most students showed significant growth over time (e.g., more than one year's growth).
Proficient (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s) and/or showed significant growth over time (e.g., one year's growth).
Developing (2)	Many students met the target(s), but a notable percentage missed the target by more than a few points and/or many students did not show appropriate growth over time (e.g., less than one year's growth. However, taken as a whole, some progress towards the goal was made.)
Below Standard (1)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal or growth was made by a majority of the students.

Since the SLO will have more than one IAGD, the evaluator will look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically. Results for IAGDs will be based on the students who were evaluated on the pre-assessment in the fall or start of the relevant term.
In some cases data may not be available for the EOY conference in order to create a final rating, especially for non-tenured teachers. In these cases the evaluator will use the data available up to the time of the EOY conference to determine the SLO rating. Ratings on SLOs can be adjusted after the EOY conference through June 30th. Adjusted ratings can impact Teacher Status in the subsequent school year, e.g. Appraisal.

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

END OF YEAR TEACHER EVALUATION RATING

Every educator will receive one of four performance ratings for each of the **five areas** (4 domains and 1 SLO):

Exemplary – Substantially exceeding indicators of performance
Proficient – Meeting indicators of performance
Developing – Meeting some indicators of performance but not others
Below Standard – Not meeting indicators of performance

The final ratings in each area will then be used to determine if a teacher is effective or ineffective.

Adjustment of Summative Rating

Summative ratings must be provided for all teachers by June 30th of a given school year and reported to the CSDE per state guidelines. Should state standardized test data not yet be available at the time of calculating a summative rating, a rating must be completed based on evidence that is available.

When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator should recalculate the teacher's summative rating when the data is available and submit the adjusted rating no later than September 15th. These adjustments should inform goal setting in the new school year.

Dispute-Resolution Process

The local or regional board of education shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. When such agreement cannot be reached, the issue in dispute will be referred for resolution to a subcommittee of the PDEC. The superintendent and the respective collective bargaining unit for the district will each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. In the event that the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding.

CT State Board of Education-Adopted Revisions: Guidelines for Educator Evaluation May 7, 2014 Dispute-Resolution Process (3) In accordance with the requirement in the 1999 Connecticut Guidelines for Teacher Evaluation and Professional Development, in establishing or amending the local teacher evaluation plan, the local or regional board of education shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. As an illustrative example of such a process (which serves as an option and not a requirement for districts), when such agreement cannot be reached, the issue in dispute may be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). In this example, the superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding. This provision is to be utilized in accordance with the specified processes and parameters regarding goals/objectives, evaluation period, feedback, and professional development contained in this document entitled “Connecticut Guidelines for Educator Evaluation.” Should the process established as required by the document entitled “Connecticut Guidelines for Educator Evaluation,” dated June 2012 not result in resolution of a given issue, the determination regarding that issue shall be made by the superintendent. An example will be provided within the State model. Rating System 2.1: 4-Level Matrix Rating System (1)Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance evaluation designators:

Exemplary, Proficient, Developing and Below Standard. (a)The performance levels shall be defined as follows:

- Exemplary – Substantially exceeding indicators of performance
- Proficient – Meeting indicators of performance
- Developing – Meeting some indicators of performance but not others
- Below standard – Not meeting indicators of performance

Connecticut State Department of Education, Bureau of Educator Effectiveness and Professional Learning P.O. Box 2219, Hartford, Connecticut 06145 | HOTLINE 860-713-6868 | sde.seed@ct.gov 83 The term "performance" in the above shall mean "progress as defined by specified indicators." Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence.

Overall Rating:

Overall Rating of "Effective" or "Ineffective". Domain "ratings" are the aggregate of that domain and not the ratings on individual indicators.

"Areas" refers to the four domains of the CCT Rubrics and SLOs (5 total areas)

	Effective		**Ineffective**	
Evaluation Phase	**Exemplary**	**Proficient**	**Developing**	**Below Standard**
Phase 1	"Exemplary" rating in 3 or more areas, including SLO **and** "Proficient" rating in remaining areas	"Proficient" rating in 4 or more areas: must be rated "Proficient" in SLO and Domains 1&3	"Proficient rating in only 3 areas. Must be rated "Proficient" in Domains 1&3	"Proficient" rating in only 1-2 areas or "Developing" or "Below Standard" rating in Domain 1 or Domain 3
Phase 2	"Exemplary" rating in 3 or more areas, including SLO **and** "Proficient" rating in remaining areas	"Proficient" rating in all 5 areas	"Proficient" rating in only 3-4 areas	"Proficient rating on only 1-2 areas or "Below Standard" in any area

Non-tenured teachers deemed "Ineffective" at the End of Year Summative Meeting (by May 1) shall be subject to non-renewal.

Newly hired teachers who previously obtained tenure in another Connecticut district will be placed into Phase 1 for the first year with the ability to move to Phase 2 the following year after achieving a proficient or higher rating.

Tenured teachers deemed “Ineffective” at the End of Year Summative Meeting (by the last day of school) shall be placed on the Appraisal Cycle for the following year. Appraisal cycle requires at least one secondary observer and a support plan. Any teacher with an “Ineffective” rating at the end of the Appraisal Cycle will be subject to termination.

Appendices

VPS TEACHER PHASE CHART

Phase 1

- Non-tenured new teachers, years 1 and 2
- Previously tenured teachers new to the district, year 1
- Teacher on appraisal

Phase 2

- Previously tenured teachers new to the district with a proficient or higher rating in the previous year, currently in year 2.
- Non-tenured teachers with a proficient or higher rating in the previous year, years 3 and 4.
- Tenured teachers receiving proficient or higher rating in the previous year.

	PLG CCT Focus	Total Number of Touchpoints Required	Domain 2: Lesson Plan	Formal Observation	Informal Observation
Phase 1	**Domain 1 or determined by administrator**	**6 Touchpoints***	**At least one submitted lesson plan with reflection**	**A minimum of 1** At least one announced pre and post conference.	**A minimum of 1**
Phase 2	**Domain 1,2,3,4**	**5 Touchpoints***	**At least one submitted lesson plan with reflection**	**A minimum of 1 with actional feedback in Talent Ed**	

For example, a Phase 1 teacher would have a minimum of 1 formal observation, 1 informal observation, 1 lesson plan, BOY Conference, MOY Conference, EOY Conference for a total of 6 touhcpoints.

PLANNING FOR YOUR BEGINNING OF YEAR CONFERENCE

- ☐ Draft at least one SLO - The SLO should be based on prior year data, if applicable, as well as data from the current year. Bring relevant data to your conference.
- ☐ Draft one Professional Learning Goal (PLG) - The teacher will choose one CCT indicator and one attribute from that indicator as the focus of their goal (see VPS Teacher Phase Chart).
- ☐ Complete draft of your PLG Action Plan in your copy of the Template - PLG Action Plan and Touchpoints document.
- ☐ Complete Beginning of Year Conference form on TalentEd.

BEGINNING OF YEAR GOAL SETTING CONFERENCE AGENDA

Professional Learning Goal (PLG)

Review practice and collaboratively develop PLG.

Discuss:

- The focus of the PLG
- How the new learning that occurs will affect student learning
- Collaborating with colleagues in order to make progress
- Action steps and ideas going forward

Student Learning Objective (SLO)

Discuss initial data about student achievement and identify an SLO and IAGDs.

- What assessments have been conducted that indicate student performance levels?
- How have students achieved overall? Student subgroups?
- What is the SLO? How will it focus on growth for all students?
- How will the IAGDs measure progress towards the SLO?
- When will assessments be conducted? When will there be an opportunity to reflect on progress?

Touchpoint Review

Discuss CCT and possible touchpoints.

- In order to best represent all four domains, what touchpoints might be included on the Touchpoint Review document as the year progresses?

MID-YEAR CONFERENCE AGENDA

Professional Learning Goal (PLG)

Collaboratively review practice and discuss progress towards PLG.
Guiding questions for teacher and evaluator:

- What action steps have been helpful in progressing towards your PLG?
- What new learning has occurred and how has it impacted instruction?
- What action steps could be added or modified going forward?
- What other resources are available?
- Does the focus of the PLG need to shift or change? If so, how?

Student Learning Objective (SLO)

Review data about student progress towards the SLO.

- What assessments have been conducted that indicate student performance levels?
- How have students achieved overall? Student subgroups?
- How has instruction impacted student learning?
- Evaluate the progress towards the SLO.
- Does the SLO need to be modified or changed? If so, how?

Touchpoint Review

Review touchpoints and representation on the CCT.

- How does the lesson plan represent the elements of effective instruction?
- How do the touchpoints and artifacts included on the touchpoint review document so far reflect teacher performance in the different domains of the CCT?
- What domains of the CCT are less represented?

END OF YEAR CONFERENCE AGENDA

Professional Learning Goal (PLG)

Review action plan and progress towards PLG.

- What action steps have been helpful in progressing towards your PLG?
- What new learning has occurred and how has it impacted instruction?
- Has the PLG been met?

Student Learning Objective (SLO)

Review data about student progress towards the SLO.

- What assessments have been conducted that indicate student performance levels?
- How have students achieved overall? Student subgroups?
- How has instruction impacted student learning?
- Has the SLO been met?

Touchpoint Review

Review touchpoints and representation on the CCT.

- How do the touchpoints and artifacts included on the Action Plan and Touchpoints reflect teacher performance in EACH of the different domains of the CCT?