East Hartford Public Schools

Professional Development and Educator Evaluation Plan
SY 2017-2018
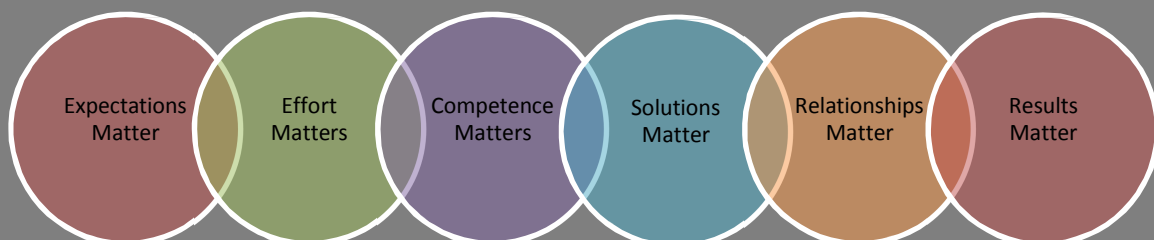
EHPS Vision

Schools that are the *Pride of our Community*

EHPS Mission

To deliver a high quality learning experience for **Every Child, Every Day.**

Every Child Every Day | EHPS

Expectations Matter

Effort Matters

Competence Matters

Solutions Matter
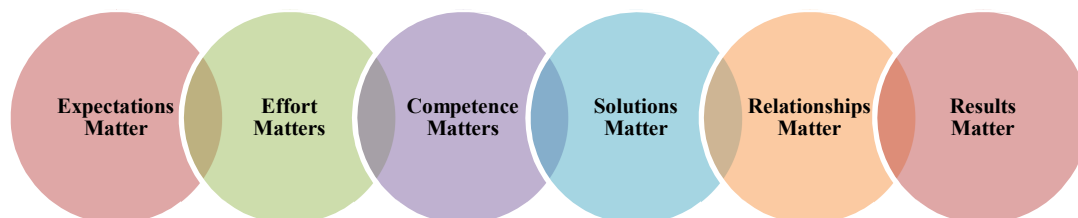
Relationships Matter

Results Matter

East Hartford Public Schools is committed to a policy of equal opportunity/affirmative action for all qualified persons. The district does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, disability (including, but not limited to, mental retardation, past or present history of mental disability, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. East Hartford Public Schools does not unlawfully discriminate in employment. Inquiries regarding the district's nondiscrimination policies should be directed to the Director of Human Resources, East Hartford Board of Education, 1110 Main Street, East Hartford, Connecticut 06108, 860-622-5129.

East Hartford Public Schools' Professional Development and Educator Evaluation (PD/TEval) Committee Members 2017-2018

Names	Title	Organization Represented
Nathan D. Quesnel	Superintendent	East Hartford Public Schools
Cynthia Ritchie	Assistant Superintendent, Elementary	East Hartford Public Schools
Anne Marie Mancini	Assistant Superintendent, Secondary	East Hartford Public Schools
Christopher T. Wethje	Director of Human Resources	East Hartford Public Schools
Sharon Bremner	Director of Pupil Personnel Services	East Hartford Public Schools
Marcia Huddy	Supervisor of PD, Program Improvement and G & T	East Hartford Public Schools
Matt Brodeur	Teacher, Science	East Hartford High School
Annie K. Irvine	Teacher, Grade 3 & EHEA President	Langford Elementary School and East Hartford Education Association (EHEA)
Lori Gosselin	Teacher, Special Education	Silver Lane School
Roberta Collins	Teacher, Music	East Hartford Middle School
Jennifer Hills-Papetti	Principal, Elementary	Pitkin Elementary School
Matt Ryan	Principal, Secondary	East Hartford High School
Nicole Beauchamp	Teacher, Mathematics	East Hartford High School
Cynthia Dee	Teacher, Health Occupation	East Hartford High School
Tracy Kane	Supervisor, Fine & Performing Arts	East Hartford Public Schools
Tracy Stefano	Supervisor, Health & PE	East Hartford Public Schools
Kristin Wilder	Instructional Coach	Pitkin Elementary School

The mission of East Hartford Public Schools is to deliver a high quality learning experience for Every Child, Every Day.

Expectations Matter | **Effort Matters** | **Competence Matters** | **Solutions Matter** | **Relationships Matter** | **Results Matter**

DISTRICT CORE BELIEFS: WE BELIEVE...

Expectations Matter:	We believe our expectations set the bar for performance throughout all district levels. We expect all children to reach their fullest potential as learners and achieve career or college readiness. We achieve our expectations through a commitment to goal setting, high level adult performance, relentless support and continual adherence to system wide accountability.
Effort Matters:	We believe that as leaders, our effort sets the tone, concept and work ethic of the district. We demonstrate effort through our daily actions, our willingness to solve problems and our relentless commitment to excellence.
Competence Matters:	We believe as leaders, our personal level of expertise is a relative concept that must continually grow and improve. We are committed to personal growth, to challenging our areas of current weakness and to emphasizing our current areas of comfort and strength. We model for our district what it means to be life-long, committed and growing learners.
Solutions Matter:	We believe as leaders, our approach to all challenges must be a solution based mindset. We demonstrate this approach by addressing all challenges with optimism, creativity and an insistence that a solution is available to us. We model this approach to our district by refusing to complain, by refusing to give up and by always being willing to take another look.
Relationships Matter:	We believe that the relationships we share with each other, within our departments and within the district make the difference in getting the results we want. We model strong relationships based on honesty, loyalty and a commitment to working together.
Results Matter:	We believe that our success as a team and our success as individuals are measured by tangible results. We demonstrate this belief by knowing our current level of performance, setting realistic goals and holding ourselves accountable on a regular basis to these goals.

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SECTION I: INTRODUCTION

East Hartford Public Schools believes that a quality educator is the single most influential school-related power in a student's life. In accordance with this belief, this professional development and evaluation plan centers on the core principles of accountability and support in the growth and development of all district staff.

This East Hartford Professional Development and Educator Evaluation Plan was developed in 2012-2013 through a year-long process of collaboration between and among educators from all levels, including building level administrators and central office administration, who focused on providing an avenue for professional growth and accountability that would lead to improved student achievement. Initially informed by the Connecticut System of Educator Evaluation and Development (SEED) and the Connecticut Guidelines for Educator Evaluation, the committee concentrated on developing a plan that is, first and foremost, fair, that celebrates great teaching, that provides system-wide accountability and that details systems for support as needed. After the first year of implementation, and in recognition that a plan of this magnitude continues to be refined and improved, the committee met to review and clarify important areas in response to deeper understanding of the process and acknowledgement of new flexibilities provided by the Connecticut State Department of Education (CSDE). It is the hope that this document will continue to serve as a guiding standard for all educators in the years to come. Understanding that a major goal of the educational process is to develop the capacity of the students to become successful, life-long learners, this plan focuses on the professional growth and development of educators as learners and implementers of educational strategies to support all students.

The East Hartford Professional Development and Educator Evaluation Plan contains several key elements designed to underscore and operationalize the concepts of accountable professional growth. Educator professional development and evaluation are two of the key elements in the development of an effective system that supports teaching and learning. In an effort to enhance a strong alignment between professional development and educator practice, the evaluation model described in this plan outlines the steps East Hartford Public Schools will take in collaboration with district educators to enact this system, including professional learning, evaluation of practice, assessment of student achievement, and educator support and improvement.

This evaluation plan was first implemented in East Hartford Public Schools during the 2013-2014 school year. Both the East Hartford Public Schools and the East Hartford Education Association (EHEA) collaboratively reserve the right to make adjustments, as needed, to improve the educator evaluation process. Any modifications to the evaluation model will be shared with East Hartford Board of Education. East Hartford Public Schools also reserves the right to make changes after reviewing the Connecticut State Department of Education (CSDE) updated revisions as released publicly for this purpose. As this document outlines an updated model for the evaluation and development of educators in East Hartford, East Hartford Public Schools acknowledges its use of Connecticut's SEED, developed by a diverse group of educators in June 2012 which focuses on best practice research from around the country and on previous iterations of East Hartford's Professional Development and Evaluation Plan.

Purpose and Rationale of the Evaluation System

The revised professional development and evaluation system is based on the belief that "when educators succeed, students succeed." Research has proven that no school-level factor matters more to students' success than high-quality educators. To support educators, it is important to define excellent practice and results clearly, give accurate, useful information about educators' strengths and development areas, and provide opportunities for growth and recognition. Therefore, educator evaluation and professional development are integrally linked. Recognizing educators as professionals and respecting the need for continued growth and development provides a basis for this model. The dual purpose of the new evaluation guidelines, the SEED model and East Hartford's model is to evaluate educator performance fairly and accurately and to help each educator strengthen his/her practice to improve student learning through a collaborative process.

Core Design Principles

The following principles guide the design of the East Hartford model:

- *Consider multiple, standards-based measures of performance*
  An evaluation system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of an educator's performance. The new model defines four categories of educator effectiveness:

  - Student learning (45%)
  - School-wide student learning (5%)
  - Educator performance and practice (40%)
  - Parent feedback (10%)

  These categories are grounded in research-based, national standards: the Common Core State Standards, as well as Connecticut's standards for educators: The Connecticut Common Core of Teaching (CCT); the Connecticut Framework K-12 Curricular Goals and Standards; Smarter Balanced Assessment Consortium's Connecticut state assessments; and locally-developed curriculum standards.

- *Promote both professional judgment and consistency*
  Assessing an educator's professional practice requires evaluators to use constant professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how educators interact with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, educators' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between school leaders' evaluations of classroom practice and support fairness and consistency within and across schools.

- *Ensure fairness and accuracy: evaluator training, monitoring and auditing*
  All evaluators are required to complete training on the evaluation model. To that end, East Hartford Public Schools will provide an orientation to the professional development plan and the evaluation process at the beginning of each school year. East Hartford Public Schools will also provide administrators with training opportunities and tools to support district administrators and evaluators in implementing the Professional Development and Educator Evaluation Plan across the schools. Evaluator orientation, support training and calibration

practice may be provided by a RESC, the CSDE, an outside consultant or the district to ensure that evaluators are trained in conducting educator evaluations with fairness and accuracy. The district will be required to submit the number of educators at each rating level for all educators on an annual basis. The CSDE may select districts at random annually to review evaluation evidence files for a minimum of two educators rated exemplary and two educators rated below standard.

- *Foster dialogue about student learning*
  This model hinges on improving the professional conversation between and among educators and administrators who are their evaluators. The dialogue in this new model occurs more frequently and focuses on what students are learning and what educators and their administrators can do to support teaching and learning.

- *Define effectiveness and ineffectiveness*
  Using multiple indicators serves to clarify the meaning of effectiveness or ineffectiveness in East Hartford Public Schools. This determination is made utilizing a pattern of observations and/or summative ratings derived from the multiple indicators outlined in the evaluation system. In addition, the East Hartford Professional Development and Educator Evaluation Plan provides educators with the support and opportunity for improvement when observed practice or summative rating is deemed *developing* or *below standard*.

- *Encourage aligned professional development, coaching and feedback to support teacher growth*
  Evaluation, alone, cannot hope to improve teaching practice and student learning. However, when paired with effective, relevant and timely feedback and/or support, the evaluation process has the potential to help move educators along the path to exemplary practice. Non-tenured and tenured educators alike deserve detailed, constructive feedback and professional development tailored to the individual needs of their classrooms and students. This new model promotes a shared language of excellence to which professional development, coaching and feedback can align to improve practice. The East Hartford Professional Development and Educator Evaluation Plan, in accordance with this principle, provides educators with support and opportunity for improvement when observed or summative practice as rated is deemed *developing* or *below standard*.

- *Provide opportunities for career development and growth*
  Rewarding exemplary performance, identified through the evaluation process, with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself and in building the capacity of all educators. East Hartford Public Schools encourages the development of educator leadership as a means of career development and professional growth opportunities. (See Appendix for more detailed information)

- *Allow for primary and complementary evaluators, as needed*
  The primary evaluator for all educators will be the administrator to whom they report and who will be responsible for the overall evaluation process, including assigning summative ratings. In East Hartford Public Schools, complementary evaluators must be certified administrators serving under the 092 certificate. Complementary evaluators may assist primary evaluators by

conducting observations, collecting additional evidence, reviewing student learning objectives (SLOs) and providing additional feedback. A complementary evaluator should share his/her feedback with the primary evaluator as it is collected and shared with educators. All evaluators must be fully trained as evaluators in order to be authorized to serve in either role.

- *Ensure feasibility of implementation*
  Enacting this model of professional development and evaluation is hard work. Educators will need to develop new skills and think differently about how they manage and prioritize their time and resources. This model aims to balance high expectations with flexibility for the time and capacity considerations required to implement this model effectively and with fidelity. East Hartford educators and administrators, working together, will enable the district to progress in its goal of promoting excellence in teaching and learning – leading to student growth and achievement. Furthermore, effective implementation of this professional development and evaluation system is connected to a strong alignment between and among the District Improvement Plan, the individual School Improvement Plans, Department Improvement Plans, where appropriate, educator goals and student outcomes.

SECTION II: MODEL OVERVIEW

The East Hartford Professional Development and Educator Evaluation Plan contains two key categories divided into four elements designed to support professional growth and educator practice. Understanding the complexity of the craft of teaching and learning, East Hartford Public Schools believes that the summative rating of an educator should reflect the myriad tasks and influences that the educator has related to student learning. Capturing this belief, the East Hartford Professional Development and Educator Evaluation Plan uses multiple indicators to assess educator effectiveness. These key categories and elements are identified and weighted as listed below:

Category I: Student Outcomes
- Student Growth and Development, which accounts for 45%, and
- Whole School Student Learning, which accounts for 5%.

Category II: Educator Practice
- Educator Performance and Practice, which accounts for 40%, and
- Parent Feedback, which accounts for 10%.

Category I: Student Outcomes

The Student Outcomes category captures the educator's impact on students. This category is measured through both the student growth and development and whole-school student learning elements. Every educator is in the profession to help children learn and grow, and educators already think carefully about what knowledge, skills and talents they are responsible for nurturing in their students each year. As a part of this evaluation process, educators will document those aspirations and anchor them in data.

Student Outcomes includes two elements:
- Student growth and development, which counts for 45%, and
- Whole-school student learning which counts for 5% of the total evaluation rating.

Element #1: Student Growth and Development (45%)

The development of Student Learning Objectives (SLOs) and their corresponding Indicators of Academic Growth and Development (IAGDs) that define how the SLO will be measured forms the heart of this first element of student outcomes related indicators.

Each educator's students, individually and as a group, are different from other educators' students, even in the same grade level or subject at the same school. For student growth and development to be measured for educator evaluation purposes, it is imperative to use a method that takes each educator's assignment, students and context into account. This goal-setting process, called **Student Learning Objectives (SLOs)** is the approach for measuring student growth during the school year.

The SLOs are broad goals for student learning based upon identified needs in the District Improvement Plan (DIP), School Improvement Plan (SIP) and/or department goals. They should each address a central purpose of the educator's assignment and pertain to a large proportion of his/her students. Each SLO should reflect high expectations for student learning - defined as ambitious, but attainable - and should be aligned to relevant state, national (e.g., common core), or district standards for the grade level or course. Depending on the educator's assignment, the SLO might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes).

The **Indicators of Academic Growth and Development (IAGDs)** provide the evidence of achievement of the SLOs. One half (22.5%) of the IAGDs used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. For the other half (22.5%) of the IAGDs, there may be a maximum of one additional standardized indicator and a minimum of one non-standardized indicator. (See definitions of standardized and non-standardized indicators on page 17.)

Element #2: Whole-School Student Learning (5%)

The whole-school student learning indicator will be used to determine this fourth element of the plan.

An educator's indicator rating for Whole School Student Learning shall be equal to the aggregate rating for multiple student learning indicators established for the principal's evaluation rating at that school. For most schools, this will be based on the School Performance Index (SPI), which correlates to the whole-school student learning indicator on an administrator's evaluation. (See **Appendix F** for more information.)

NOTE: If the whole-school student learning indicator rating is not available when the summative rating is calculated, or if the educator is not assigned to a building, then the student growth and development score will be weighted 50% and the whole-school student learning indicator will be weighted 0% . For an educator who is assigned to multiple buildings, the SPI of the predominant assignment may be used. (See Summative Educator Evaluation Scoring).

Category II: Educator Practice

The Educator Practice category of the educator evaluation model measures the educator's knowledge of a complex set of skills and competencies and how these are applied in an educator's practice. It is comprised of two elements:

- Educator Performance and Practice, which counts for 40%, and
- Parent Feedback, which counts for 10%.

Element #3: Educator Performance and Practice (40%)

The Educator Performance and Practice element of the model is a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. It comprises 40% of the summative rating. As described in the Evaluation Process Steps section following, educators develop one to three practice and performance goals that are aligned to the appropriate Connecticut CCT determined by the educator's assignment. These become a personalized focus area for each educator. They could also provide a focus for observations and for feedback conversations. Following observations, evaluators provide educators with specific feedback to identify educator development needs and tailor support to those needs.

Element #4: Parent Feedback (10%)

Parent engagement in the education of their children is a critical factor in student success. East Hartford Public Schools seeks to enlist parents as partners in the educational process. Feedback from parents will be used to help determine the remaining 10% of the Educator Practice category of the evaluation plan.

Parent surveys are conducted at the school level annually. The purpose of aggregating data at the school level is to ensure adequate response rates from parents. Surveys are shared with School Governance Councils to elicit feedback and suggestions for questions and focus areas. Surveys are confidential and survey responses are not tied to parents' names. The parent survey is administered every spring and trends are analyzed from year-to-year. In order to ensure fairness, reliability, validity and usefulness, the district will select the CSDE- recommended survey or professionally developed survey from an approved vendor. **Appendix D** contains information on the parent survey that will be used to collect parent feedback.

SECTION III: EDUCATOR EVALUATION PROCESS

Educator Evaluation Process Timeline

The annual evaluation process between an educator and an evaluator is anchored by three performance conversations at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each educator on his/her performance, set development goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the educator and the evaluator in order to be productive and meaningful.

Planning & Goal Setting	Mid-Year Check-in	End-of-Year Review
Orientation on Process Educator Reflection and Goal-Setting Goal-Setting Conference	Reflection and Preparation Mid-Year Conference	Educator Self-Assessment and Scoring End-of-Year Conference
September/October	January/February	April/May

Planning and Goal-Setting:
Timeframe: must be completed by **October 15**

1. *Orientation* – To begin the evaluation process, evaluators meet with educators, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in educator practice goals and student learning objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation process. For an educator hired after the start of the school year, the evaluator will provide an orientation to this process within a reasonable period of time.

2. *Educator Reflection and Goal Development* – The educator examines student data, prior year evaluation and survey results and the appropriate CCT Domains to draft a proposed performance and practice goal(s), a parent feedback goal and student learning objectives (SLOs). A whole-school student learning indicator rounds out the evaluation process for the school year. The educator may collaborate in grade-level or subject-matter teams to support the goal-setting process. Educators should refer to the appropriate rubrics, including the Service Providers' area rubrics if applicable, to select their areas of focus in alignment with their roles and responsibilities. **(See Appendices B-D)**.

3. *Goal-Setting Conference* – The educator and the evaluator meet to discuss the educator's proposed goals and objectives in order to arrive at mutual agreement about them. The educator collects evidence about his/her practice and the evaluator collects evidence about the educator's practice to support the review. All educators must receive a summative rating. Therefore, educators who leave mid-year on a leave of absence, including a maternity leave, or mid-year hires will work with their evaluator to develop goals accordingly. Note that while observations

may occur at any time, the required minimum formal observations will not occur until after such time as the goal setting conference between the educator and the evaluator has occurred. Further, the required minimum informal observations and/or reviews of practice that count toward the final summative rating will not occur until after September 15th of each school year.

Mid-Year Check-In:
Timeframe: must be completed **by February 15**

1. *Reflection and Preparation* – The educator and the evaluator collect and reflect on evidence to date about the educator's practice and student learning in preparation for the check-in.

2. *Mid-Year Conference* – The educator and the evaluator complete at least one mid-year check-in conference during which they review progress on educator practice goals, student learning objectives (SLOs), IAGDs, parent feedback goals and performance on each to date. The mid-year conference is an important point for reviewing results for the first half of the year, for addressing concerns, and for planning for the rest of the year. If needed, educators and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs/IAGDs to accommodate changes (e.g., student populations, assignment). They should also discuss actions that the educator can take and supports the evaluator can provide to promote educator growth.

3. *Mid-Year Progress Report* – For non-tenured educators, evaluators will select and date the statement that reflects the educator's potential contract renewal status based on evidence to date. This progress report must be submitted to Human Resources by **February 15th**.

End-of-Year Summative Review:
Timeframe: April and May; Summative review meeting with educator and evaluator must be completed **by June 1st**- documents must be submitted to Human Resources **by June 15th**.

1. *Educator Self-Assessment* – The educator reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment should focus specifically on the areas for development established in the goal-setting conference.

2. *Scoring* – The evaluator reviews submitted evidence, self-assessments and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating which shall not be subject to change even if the state test data becomes available later. More detail on summative ratings is available in Section III.

3. *End-of-Year Conference* – The educator and the evaluator meet to discuss all e v i d e n c e collected to date and to discuss category ratings as described above by **June 1st**. Following the conference, the evaluator assigns a summative rating, generates a summary report of the evaluation and submits it to Human Resources by **June 15th**. The Connecticut State Department of Education Educator Evaluation Guidelines state: "If state test data may have a significant impact on a final rating, a final rating may be revised before **September 15th**." It is not required to revise a final rating. Such ratings will not be revised in East Hartford.

Educator Evaluation Process Steps

The annual educator evaluation process consists of multiple steps designed to set clear guidelines and clear expectations for supporting and assessing teaching and learning. This section is designed to walk the educator and evaluator through each step and thereby serves as a process guide.

Goal Setting Process/Conference

Setting ambitious, yet attainable, goals is a cornerstone process in the professional development and evaluation plan. As with all quality goals, these goals should be based on relevant data, include specific measures and be actionable for staff. The goal-setting conference for identifying the overall Student Learning Objectives (SLOs) and aligned Indicators of Academic Growth and Development (IAGD), as well as goals for educator practice, shall include the steps listed below, which will apply to ALL certified educators, including those in non-classroom positions. (For those educators in non-classroom positions, refer to **Appendix C** for guidance in setting SLOs and IAGDs related to a specific role.) The following table provides a quick reference guide to the category, the minimum number required and brief descriptions for each step in the process. Following the table, each step is described in more detail.

Table of Requirements for Educator Performance and Goal Setting			
Category	**Number**	**Descriptor**	**Page Reference**
SLO	1 – 4	An approach for determining student growth targets as measured through IAGDs	*See pages 16-18 & Appendix C*
IAGD	*At least 1 per SLO; At least 2 if only 1 SLO*	The specific evidence, with a quantitative target, that demonstrates if the SLO was met	*See pages 16-18 & Appendix C*
Practice and Performanc	*1-3*	An approach for selecting areas of focus from the practice and performance domains	*See page 19 & Appendix A*
Parent Feedback	*1*	An approach for setting an improvement target related to identified areas of need as indicated by parent feedback	*See page 19*

1. Prior to the meeting, the educator examines available and applicable student data, prior year evaluation and survey results, his/her primary role and responsibilities and the appropriate Educator or Service Providers CCT Domains to draft proposed goals in alignment to District Improvement Plan (DIP), School Improvement Plan (SIP) and department goals.

2. Recognizing the importance of alignment among district, school, department and educator goals, the educator and evaluator will hold a goal setting meeting that will consist of a professional and respectful collaboration regarding district, school and individual growth goals. Such SLOs must be set in alignment with the DIP, SIP and department goals as developed through mutual agreement with the educator and evaluator.

   In addition, the educator and evaluator will mutually agree on the data set, group of students/sub-group or caseloads that will be used to measure student learning growth. If mutual agreement cannot be reached, the goals will be mediated through the Dispute Resolution Process.

3. The educator and evaluator should identify the assessment, data or product to be used as the IAGD for measuring growth; the timeline for instruction and measurement; how the baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator will need to support the areas targeted. Professional development opportunities include, but are not limited to the following:

- Observation or Mentoring of Peers (within building or across district)
- Professional Learning Communities
- Professional Reading/Literature
- Educator-led workshops
- Data-Team Meetings related to goal
- Book Clubs
- Supplemental Support
- Webinars/online tutorials
- Professional conferences
- Documentation of student progress toward goals (lesson planning, data disaggregation and analysis, portfolio work)

Setting SLOs and IAGDs

The development of Student Learning Objectives (SLOs) and their corresponding Indicators of Academic Growth and Development (IAGDs) will support educators in using a planning cycle to set, monitor and assess student growth and development. To create their SLOs, educators will follow these four steps:

Step 1: Select Student Learning Objectives (SLOs)

A **Student Learning Objective (SLO)** is a goal for student learning based on the baseline data and targets for improvement identified through analysis of student need. Each educator will write 1- 4 SLOs. It is highly recommended that teachers consider more than one SLO to provide multiple opportunities to demonstrate growth. Educators whose students take a standardized assessment will create one SLO based on standardized indicators, which must include state assessment data, if applicable, and one SLO based on a minimum of one non-standardized indicator and a maximum of one additional standardized indicator. All other educators will develop their SLOs based on non-standardized indicators. If an educator opts to write only one SLO, that SLO must have at least two IAGDs – a standardized indicator and a non-standardized indicator as described previously. For educators in state-tested grades/subjects, the Educator Evaluation Guidelines require that 22.5% of an educator's rating must come from state assessment data as well as district interim assessments. Other standardized assessment data may be used to input a rating for the educator while waiting for state test data if unavailable prior to the June 15th deadline for submission to the Human Resources office. According to the Educator Evaluation Guidelines, if test results may have a significant impact on a final rating, a final rating may be revised before September 15th, however, it is not required by the guidelines to revise the rating, and such revisions will not occur in East Hartford Public Schools.

Educators are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Educators with similar assignments may have identical SLOs although they will be individually accountable for their own students' results. See **Appendix C** for sample SLOs and links to further guidance by content area and role for the development of SLOs and IAGDs.

Step 2: Select Indicators of Academic Growth and Development (IAGDs)

An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. An IAGD should be fair, reliable, valid and useful, as defined in the Connecticut Educator Guidelines. Each SLO must include at least one indicator. It is strongly recommended that educators consider multiple SLOs and/or IAGDs to provide multiple measurements for demonstrating attainment of the SLO.

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing and/or ELL students. It is through the examination of student data that educators will determine what level of performance to target for which students. (See **Template for Setting SMART Goals** in **Appendix C**).

Since indicator targets are calibrated for the educator's particular students, educators with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all 2nd grade educators might use the same reading assessment in their IAGD, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade educators.

Taken together, an SLO's indicators (IAGDs), if achieved, would provide evidence that the objective was met. For purposes of setting IAGDs, the Educator Guidelines provide the following definitions of standardized and non-standardized measurements:

Standardized assessments (measurement)** are characterized by the following attributes:

- Administered and scored in a consistent – or "standard" – manner;
- Aligned to a set of academic or performance "standards, such as those developed state-wide or through assessment consortia;
- Broadly-administered (nation- or statewide, district, school or department-wide); and
- Often administered only once a year, such as AP or SAT-9 exams, Trade Certification exams and Standardized Vocational ED exams, although some standardized assessments are administered two or three times per year, such as DRA2, STAR, DIBELS.

Non-standardized Indicators (measurement)** include, but are not limited to the following**:**
- Performances rated against a rubric (such as a music performance)
- Performance assessments or tasks rated against a rubric (such as constructed projects, student oral or written work)
- Portfolios of student work rated against a rubric
- Curriculum-based assessments, including those constructed by a teacher or team of teachers
- Periodic assessments that document student growth over time (such as formative assessments, diagnostic assessments, district benchmark assessments)
- Other indicators (such as teacher-developed tests, student written work/constructed project, dipsticks, progress monitoring and district pre-/post- assessments)

Step 3: Provide Additional Information

During the goal-setting process, educators and evaluators may document the following:

- the rationale for the objective, including relevant standards;
- any important technical information about the indicator evidence (like timing or scoring plans);
- the baseline data that was used to set each IAGD;
- interim assessments the educator plans to use to gauge students' progress toward the SLO during the school year (optional); and
- any training or support the educator thinks would help improve the likelihood of meeting the SLO (optional).

Step 4: Submit SLOs to Evaluator
While educators and evaluators confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO proposals.

The evaluator will examine each SLO relative to three criteria. If they do not meet one or more criteria, the evaluator will provide written comments and discuss his/her feedback with the educator during the fall Goal-Setting Conference. SLOs that do not meet the criteria must be revised and resubmitted to the evaluator within five student school days. The SLO criteria are indicated in the chart below:

SLO Criteria		
Priority of Content	**Quality of Indicators**	**Rigor of Objective/Indicators**
Objective is deeply relevant to educator's assignment and addresses a large proportion of his/her 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 educator.	Objective and indicator(s) are ambitious, but attainable.

Once SLOs are formally approved, educators should monitor their students' progress toward the objectives. They can, for example, examine student work products, administer interim assessments, and track students' accomplishments and struggles. Educators can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress.

If an educator's assignment changes or if his/her student population shifts significantly, the SLOs and the corresponding IAGD, if appropriate, can be adjusted during the Mid-Year Conference between the educator and the evaluator(s).

At the end of the school year, the educator should collect the evidence required by the indicators and submit it to his/her evaluator. Along with the evidence, educators will complete and submit a self-assessment which asks educators to reflect on the SLO outcomes by stating their overall assessment of whether the SLO was met and a concise summary of evidence for each IAGD.

Educator Performance and Practice Goal-Setting
As previously mentioned in the model overview, educators develop one to three practice and performance goals that are aligned to the Connecticut CCT. These goals provide a focus for the

observations and for the feedback conversations. Educators should refer to the appropriate rubric, including Service Providers' rubrics, to assist in determining areas for concentration.

At the start of the year, each educator will work with his or her evaluator to develop practice and performance goal(s). These goals will be set, along with SLOs and IAGDs, at the goal-setting conference described above. All goals should have a clear link to student achievement and should move the educators toward *proficient* or *exemplary* on the Connecticut CCT. Furthermore, these goals should be designed to support district and school goals. Schools may decide to create a school-wide goal aligned to a particular component that all educators will include as one of their goals. Although performance and practice goals are not explicitly rated as part of the Educator Performance and Practice category, progress on goals will be reflected in the scoring of Educator Performance and Practice evidence that includes all educator domains.

Setting a Parent Feedback Goal
As previously indicated, parent surveys will be conducted at the whole-school, meaning parent feed-back will be aggregated at the school level to ensure adequate response rates from parents. The parent survey is administered annually and trends are analyzed from year-to-year.

1. Determining School-Level Parent Goals
   Educators and evaluators should review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals based on the survey results. The school level goals identified in the SIP should inform this process.

2. Selecting a Parent Engagement Goal and Improvement Targets
   After school-level goals have been set, educators will determine through consultation and mutual agreement with their evaluators, **one** related goal they would like to pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-educator conferences, etc.

   Educators will also set improvement targets related to the goal they select. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents which might be sending bi-weekly updates to parents or developing a new website for their class. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are aligned and attainable.

Observation Process
The East Hartford Professional Development and Educator Evaluation Plan reflects the belief that multiple snapshots of practice provide a more accurate picture of teacher performance. For this evaluation plan, observations are categorized into separate distinctions of practice. These observations provide an evaluator and educator with various levels of observational analysis, feedback and ability to gather a preponderance of evidence toward a summative performance rating

Observation Definitions
Observations are categorized by length, purpose and relationship to the evaluation process. The following list defines the observation types used by East Hartford evaluators:

- **Classroom Visits:** Classroom visits by an evaluator are most likely unannounced and are not followed up by written feedback. Classroom visits provide an evaluator with an opportunity to be a visible presence within the school and develop a general sense for daily practice. Classroom visits vary in length and frequency and may be followed up by oral or written coaching feedback from the evaluator.

* Please note that while feedback from a classroom visit may not be used to develop a summative rating, a classroom visit may evolve into an informal observation if the evaluator stays for the required minimum of 20 minutes and follows up with written feedback as described below.

- **Informal Observations/Reviews of Practice:** Informal observations are unannounced performance evaluations that will provide the educator with appropriate commendations or recommendations regarding practice. These commendations/recommendations should be influenced by the evaluation rubric. Informal evaluations are at least 20 minutes in length and may include a post-conference (always if requested by the educator). They are followed by written feedback that includes a holistic rating based on the domains observed within 5 student school days.

  Non-classroom observations or reviews of practice include, but are not limited to observation of data team meetings, observations of coaching/mentoring of other educators, review of lesson plans or other teaching artifacts as provided by an educator. For Service Providers, examples of non-classroom observations may include, but are not limited to observing Service Provider staff working with small groups of students, working with adults, providing professional development, working with families, participation in team meetings or participation in Planning and Placement Team meetings. Reviews of practice may be followed up by oral or written feedback from the evaluator, but written feedback will be required if the review of practice serves as a formal or informal observation or is a factor in the educator's summative rating.

- **Formal Observations**: Formal observations are announced performance evaluations that are guided by the evaluation rubric. Formal observations must last at least 30 minutes, include a pre-conference (that will be scheduled with 3 student school days' advance notice to the educator), and be followed by a post-observation conference (that will be scheduled and conducted within 10 student school days following the formal observation), which includes both written and oral feedback. A pre-conference can be held with a group of educators, where appropriate. Educators are required to provide the pre-conference form to the evaluators at least one day before the scheduled pre-observation conference. The educator may request written feedback and rating prior to the post-observation conference to inform the discussion.

Observation Frequency/Assignment

An evaluator reserves the right to conduct any type of observation at any point to observe educator performance, but no more than one formal or informal observation should be conducted for the same educator on the same day. For certain subject areas and for reviews of practice, informal and/or formal observations may occur outside of the traditional classroom setting. Because some Service Providers do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations for rating practice and performance at the beginning of the year. In order to inform the on-going conversation between educator and evaluator and provide sufficient time for both educator and evaluator to determine professional growth or support needs, at least one of the indicated observations must occur prior to the February 15th mid-year

check-in report deadline.   The following table documents the minimum requirements for educator observations based on seniority or rating.

Educator Category	Minimum Requirements	
	Formal	Informal
Non Tenured Educator: Year 1 & 2	3 formal observations	No minimum required
Non Tenured Educator: Year 3 & 4 rated proficient or exemplary	2 formal observations	1 informal observations
Fast Track Educator: an educator entering East Hartford Public Schools from another district where tenure was previously achieved.	3 formal observations	No minimum required
Tenured Educator rated *Below Standard* or *Developing*	3 formal observations	No minimum required
Tenured Educator rated *Proficient* or *Exemplary*	1 formal observation	1 review of practice/informal observation

** Please note: For educators entering the district outside the start of the school year or leaving/returning from a leave of absence, all efforts will be made to maintain the frequency of observations. The number of observations may be adjusted, if necessary, based on the start date of the educator through a discussion with the educator, evaluator, Assistant Superintendent and Director of Human Resources.

Post-Conferences

Post-conferences provide a forum for reflecting on the observation against the Connecticut CCT Domains and for generating action steps that will lead to the educator's improvement. Following a formal observation, a post conference will be scheduled and conducted within 10 student school days following the formal observation. A good post-conference:

- begins with an opportunity for the educator to share his/her self-assessment of the lesson observed;
- cites objective evidence to paint a clear picture for both the educator and the evaluator about the educator's successes, what improvements will be made, and where future observations may focus;
- involves written and oral feedback from the evaluator; and
- occurs in a timely fashion.

Classroom observations provide the most evidence for certain domains of the Connecticut CCT, but both pre-and post-observation conferences provide the opportunity for discussion of all domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Feedback

The goal of feedback is to help educators grow as educators and become more effective with each of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback must be provided within 5 student school days of any observation that serves as part of the summative evaluation scoring process (and prior to a post conference) and should include the following as appropriate to the type of observation:

- specific evidence and ratings, where appropriate, on observed components of the Connecticut CCT;
- prioritized commendations and recommendations for development actions;

- next steps and supports the educator can pursue to improve his/her practice; and
- a timeframe for follow up.

Signature Flow

The evaluation process provides an opportunity for evaluators and educators to review professional goals and professional growth in educator practice. In order for the process to occur in a smooth and timely fashion, educator signatures on appropriate forms must be submitted within 10 student school days of its review on any formal, informal or review of practice observation form. Signature only indicates awareness of the contents of the form. It does not signify agreement. If a teacher chooses, he/she may submit a written, electronic response to his/her evaluator, within 10 school days. In the case of error or other needed change, forms can be re-opened at the request of the evaluator for corrections to be made.

Educator Evaluation Scoring Process

Understanding the complexity of the craft of teaching and learning, East Hartford Public Schools believes that the summative rating of an educator should reflect the myriad tasks and influences that the educator has related to student learning. Capturing this belief, the East Hartford Professional Development and Educator Evaluation Plan uses two key categories aggregated into four elements that provide the measures to assess educator effectiveness and determine an educator's summative rating:

- Student Growth and Development, which accounts for 45%
- Whole School Student Learning, which accounts for 5%
- Educator Performance and Practice, which accounts for 40%
- Parent Feedback, which accounts for 10%

SLO/IAGD Scoring (45%)

At the end of the school year, the educator should collect the evidence required by their indicators and submit it to their evaluator. Along with the evidence, educators will complete and submit a self-assessment, which asks educators to reflect on the SLO/IAGD outcomes by stating their overall assessment of whether the SLO was met and a concise summary of evidence for each IAGD.

Evaluators will review the evidence and the educator's self-assessment and assign one of four ratings to each SLO: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point). These ratings are defined in the chart below:

Exceeded (4)	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
Met (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
Partially Met (2)	Many students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress toward the goal was made.
Did Not Meet (1)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

For SLOs with more than one indicator, the evaluator may score each indicator separately and then, average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the student learning objective and score the SLO holistically.

The final student growth and development rating for an educator is the average of their SLO scores. For example, if one SLO was Partially Met, for 2 points, and the other SLO was Met, for 3 points, the student growth and development rating would be 2.5 [(2+3)/2]. The individual SLO ratings and the student growth and development rating will be shared and discussed with educators during the End-of-Year Conference.

**NOTE: For SLOs that include an indicator based on state standardized tests, results may not be available in time to score the SLO prior to the June 15th deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if state tests are the basis for all indicators, then the educator's student growth and development rating will be based only on the results of the SLO(s) based on non-standardized indicators.

Whole School Student Learning Indicator Scoring (5%)
The whole-school student learning indicator will be used to determine the scoring of this fourth category of the plan. An educator's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the principal's evaluation rating at that school. For most schools, this will be based on the School Performance Index (SPI) **(See Appendix F)**.

**NOTE: If the whole-school student learning indicator rating is not available when the summative rating is calculated, or if the educator is not assigned to a building, then the student growth and development score will be weighted 50% and the whole-school student learning indicator will be weighted 0% . For an educator who is assigned to multiple buildings, the SPI of the predominant (60% or higher) assignment may be used. (See Summative Educator Evaluation Scoring)

Educator Performance and Practice Scoring (40%)
The heart of the Educator Practice Category is determined through both the rating of individual performances and the development of a summative, year-end rating informed by a preponderance of the evidence collected throughout the year. The scoring process is delineated below:

Individual Observation Ratings
Throughout the year, evaluators are required to provide an overall rating for each formal and informal observation. During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the educator and students said and did in the classroom. Evidence-based notes are factual (e.g., the educator asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., the educator asks good questions). Once the evidence has been recorded, the evaluator can align the evidence with the appropriate component(s) on the rubric and then make a judgment about which performance level the evidence supports. This judgment, including suggestions and/or supports for next steps is presented to the educator as part of the post-observation conference.

Summative Observation of Educator Performance and Practice Rating
At the end of the year, primary evaluators must determine a final educator performance and practice rating and discuss this rating with educators during the End-of-Year Conference. The final educator performance and practice rating will be calculated by the evaluator as described with examples below:
1. Evaluator reviews evidence collected through observations and reviews of practice (e.g., team meetings, conferences) and uses professional judgment to determine component ratings for each of the Connecticut CCT domain components.

By the end of the year, evaluators should have collected a variety of evidence on educator practice from the year's observations and interactions. Evaluators then analyze the consistency, trends, and significance of the evidence to determine a rating for each of the components. Some questions to consider while analyzing the evidence include the following:

Consistency: What rating have I seen relatively uniform, homogenous evidence for throughout the semester? Does the evidence paint a clear, unambiguous picture of the educator's performance in this area?

Trends: Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?

Significance: Is some data more valid than others? (Do I have notes or ratings from "meatier" lessons or interactions where I was able to better assess this aspect of performance?)

Once a rating has been determined, it is then translated to a 1-4 score. *Below Standard* = 1 and *Exemplary* = 4. See example below for Domain 1:

Domain 1	Rating	Evaluator's Score
1a	*Developing*	2
1b	*Proficient*	3
1c	*Proficient*	3

2. Evaluator (or technology) averages components within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0. See sample below calculated using four domains:

Domain	Averaged Score
1	3.0
2	2.7
3	2.3
4	3.0

3. Evaluator (or technology) applies domain weights to domain scores to calculate an overall Observation of Educator Performance and Practice rating of 1.0-4.0

Each of the domain ratings is equally weighed and summed to form one overall rating. Strong instruction and a positive classroom environment are major factors in improving student outcomes.

Steps 2 and 3 can be performed by district administrators and/or using tools/technology that can calculate the averages for the evaluator.

The summative Educator Performance and Practice category rating and the component ratings will be shared and discussed with educators during the End-of-Year Conference. This process can also be followed in advance of the Mid-Year Conference to discuss progress toward Educator Performance and Practice goals/outcomes.

Parent Feedback Scoring (10%)

The Parent Feedback rating should reflect the degree to which an educator successfully reaches his/her parent goal and improvement targets. There are two ways an educator can measure and demonstrate progress on their growth targets. Educators can (1) measure how successfully they implement a strategy to address an area of need and/or (2) they can collect evidence directly from parents to measure parent-level indicators they generate. This parent feedback rating shall be based on four performance levels. Rating calculations are accomplished through a review of evidence provided by the educator and application of the following scale:

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

Summative Scoring

The individual summative educator evaluation rating will be based on the four elements of performance, grouped into the two major focus categories resulting in two measures of performance identified as Student Outcomes Related Indicators and Educator Practice Related Indicators.

Every educator will receive one of four performance ratings, as defined below, as a summative rating:

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 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. The rating will be determined using the following steps:

1. Calculate an Educator Practice Related Indicators score by combining the observation of educator performance and practice score and the parent feedback score

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

3. Use Summative Matrix to determine Summative Rating

Each step is illustrated below:

1. Calculate an Educator Practice Related Indicators rating by combining the observation of educator performance and practice score and the parent feedback score.

   The observation of educator performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Multiply these weights by the category

scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below.

Category	Score (1-4)	Weight	Points (score x weight)
Observation of Educator Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
TOTAL EDUCATOR PRACTICE RELATED INDICATORS POINTS			**142**

Rating Table

Educator Practice Indicators Points	Educator Practice Indicators Rating
50-80	Below Standard
81-124	Developing
125-174	Proficient
175-200	Exemplary

2. Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning indicator score.
The student growth and development category counts for 45% of the total rating, and the whole-school student learning indicator category counts for 5% of the total rating. Multiply these weights by the category scores to get the focus area points. The points are then translated to a rating using the rating table below.

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

Rating Table

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Below Standard
81-124	Developing
125-174	Proficient
175-200	Exemplary

3. Use the Summative Matrix to determine Summative Rating as shown on the chart and described below:

Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example provided, the

Educator Practice Related Indicators rating is *proficient* and the Student Outcomes Related Indicators rating is *proficient*. The summative rating is therefore *proficient*. If the two focus areas are highly discrepant (e.g., a rating of *exemplary* for Educator Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to make a summative rating. Such information gathering may require looking at reviews of practice, student data, determining if significant changes may have occurred in student population, or other such pieces of information impacting student growth and development. If, after such review, a revision in the educator's SLOs or IAGDs becomes necessary, the educator and evaluator shall meet to determine such changes incorporating the Assistant Superintendent and/or Director of Human Resources in such meeting as appropriate. A summative rating must be given for all educators. The Summative Rating Matrix is shown below.

Summative Rating Matrix

		Educator Practice Related Indicators Rating *(Educator Performance and Practice 40% and Parent Feedback 10%)*			
		Exemplary	**Proficient**	**Developing**	**Below Standard**
Student Outcomes Related Indicators Rating *(Student Growth and Development (SLO) 45% and Whole School Student Learning 5%)*	**Exemplary**	**Exemplary**	**Proficient**	*Gather Further information*	**Below Standard**
	Proficient	**Exemplary**	**Proficient**	**Developing**	**Below Standard**
	Developing	**Proficient**	*Gather Further information*	**Developing**	**Below Standard**
	Below Standard	*Gather Further information*	*Gather Further information*	**Below Standard**	**Below Standard**

Adjustment of Summative Rating Summative ratings must be completed for all educators and submitted to Human Resources by June 15[h] of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available as noted above. An educator's rating will not be amended positively or negatively as a result of late standardized test data, nor will a revised rating be reflected in the evaluation in the educator's personnel file although the state Educator Evaluation Guidelines indicate that the ratings may be revised prior to September 15th if the state assessment data may have a significant impact on the final rating.

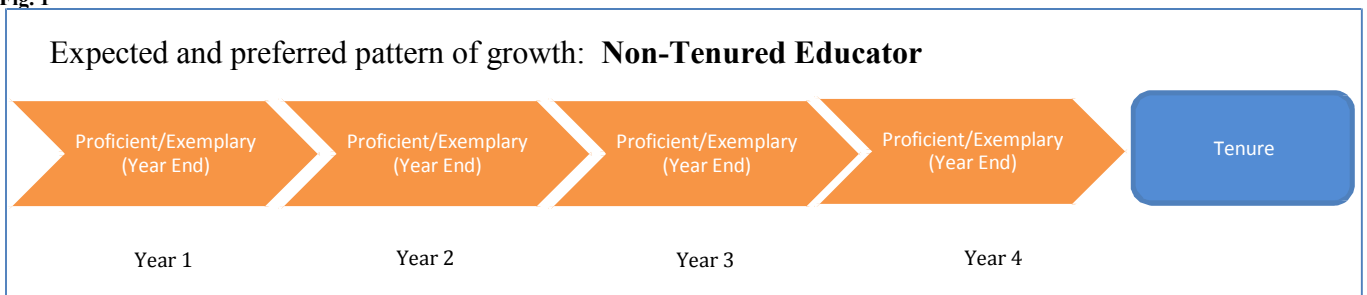# Educator Effectiveness and Ineffectiveness Determination Process

Categorical and summative scoring processes guide evaluators in determining the effectiveness and ineffectiveness of educators. The following details and figures offer several examples/scenarios that reflect the defined process to determine effectiveness and ineffectiveness during the year and over the course of multiple years, as appropriate, for non-tenured and tenured educators.

*** Please note that these figures and descriptions are meant to be examples, and as such, may not describe all of the possible nuances in specific, individual situations.*

Non-Tenured Educators

Non-tenured educators shall generally be deemed effective, and therefore, eligible for tenure, if said educator receives at least two sequential summative ratings of proficient or exemplary, which should be earned in the third and fourth year of a non-tenured educator's career. See Fig. 1 below.

Fig. 1

Expected and preferred pattern of growth: **Non-Tenured Educator**

Proficient/Exemplary (Year End)	Proficient/Exemplary (Year End)	Proficient/Exemplary (Year End)	Proficient/Exemplary (Year End)	Tenure
Year 1	Year 2	Year 3	Year 4	

A *below standard* summative rating may be permitted, but only in the first year of a non-tenured educator's career, assuming a pattern of growth of at least *developing* in year two and two sequential *proficient* ratings in years three and four. The Superintendent may offer a contract to any educator he/she deems effective at the end of year four. See Fig. 2 below.

Fig.2

Potential permitted pattern of growth: **Non-Tenured Educator**

Below Standard or Developing (Year End)	Developing (Year End)	Proficient Rating (Year End)	Proficient Rating (Year End)	Potential Tenure
Year 1	Year 2	Year 3	Year 4	
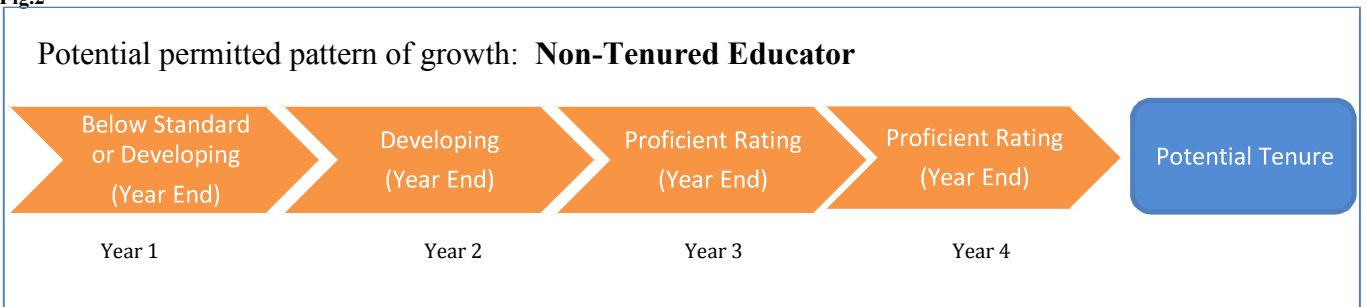
***Please note: A non-tenured educator is not guaranteed a continued position with a below standard rating even in the first year. The Superintendent may choose not to renew a non-tenured educator's contract at any point in time if said educator receives a rating of developing or below standard. This clause would be enacted based on the determination that the said educator does not possess the potential for excellence.*

In the case of a "fast-track" non-tenured, but formerly tenured educator, defined as an educator entering East Hartford Public Schools from another district at which tenure was previously achieved and who was employed by a district within the previous five years, the Superintendent may non-renew the educator should it be <u>anticipated</u> that either a *below standard* or *developing* summative rating will be assigned in the first year of service based on observed performance - based on the determination that said educator does not possess the potential for excellence. See Fig. 3.
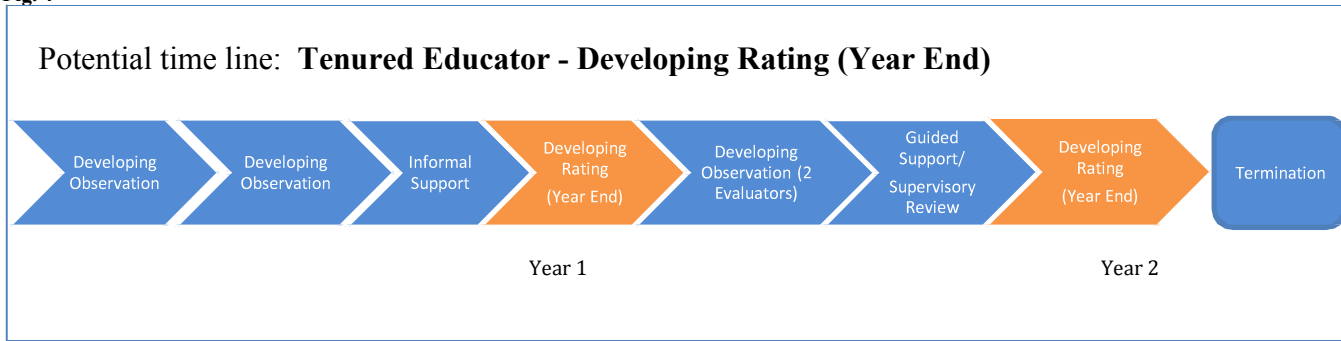
Fig. 3

Potential time line: **Non-Tenured Fast Track Educator**

Below Standard or Developing Observation → Informal Support → Below Standard or Developing Observation → Informal Support → Anticipated Below Standard or Developing Rating (Year end) → Potential Non-Renewal
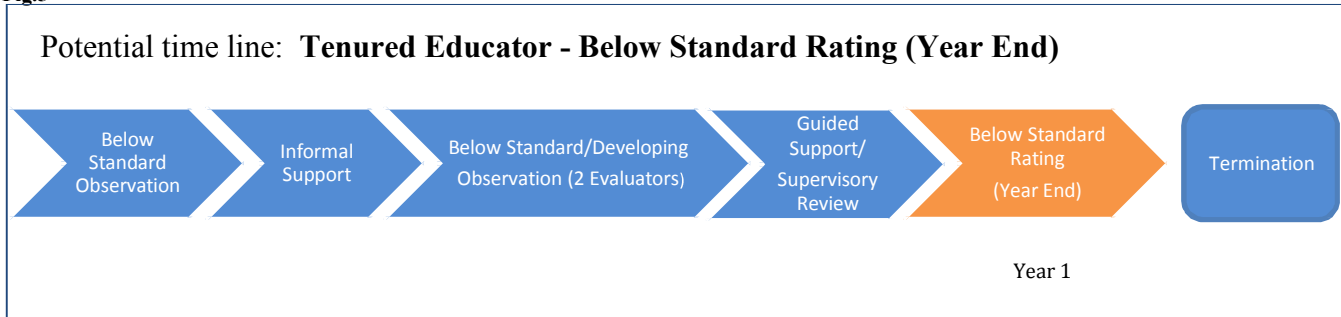
Year 1
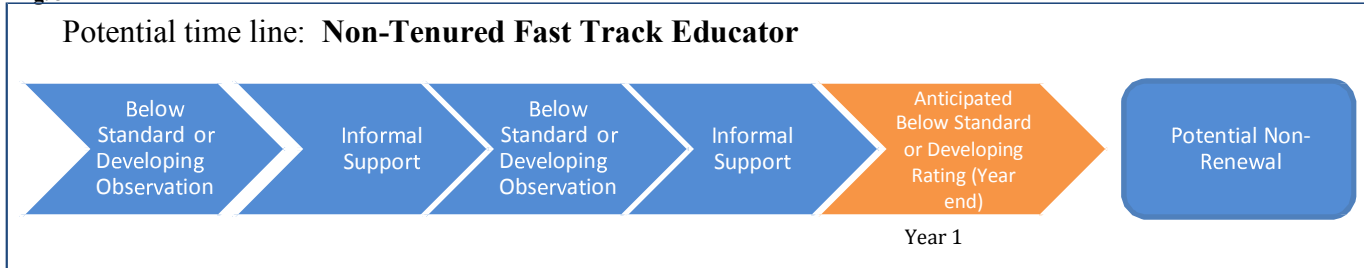
Tenured Educators

A tenured educator shall generally be deemed effective if said educator maintains a summative rating of *proficient* or *exemplary*. A tenured educator shall generally be deemed ineffective if said educator receives two sequential *developing* or *below standard* ratings. Immediately after, Informal Support will be put into place, followed by Guided Support and Supervisory Review, if deemed necessary. At the end of the support phase process, a recommendation for continued employment or termination will be made to the Superintendent. See Fig. 4 below.

Fig. 4

Potential time line: **Tenured Educator - Developing Rating (Year End)**

Developing Observation → Developing Observation → Informal Support → Developing Rating (Year End) → Developing Observation (2 Evaluators) → Guided Support/ Supervisory Review → Developing Rating (Year End) → Termination

Year 1   Year 2

A tenured educator shall also generally be deemed ineffective if said educator receives at least two sequential *below standard* observation ratings throughout the year or a final *below standard* year end rating. After the first *below standard* observation rating, informal support will be provided. At the culmination of this process that includes informal support, Guided Support and Supervisory Review, a recommendation for termination will be made to the Superintendent. See Fig. 5 below.

Fig.5

Potential time line: **Tenured Educator - Below Standard Rating (Year End)**

Below Standard Observation → Informal Support → Below Standard/Developing Observation (2 Evaluators) → Guided Support/ Supervisory Review → Below Standard Rating (Year End) → Termination

Year 1

*Please note that two evaluators must evaluate an educator through either formal or informal observations to ensure calibration of the developing or below standard observation. Also note that the situations above ending in termination presume that the said educator has not made adequate progress after the provision of informal and/or formal support.

SECTION IV: IMPROVEMENT AND REMEDIATION PLANS

The East Hartford Professional Development and Educator Evaluation Plan provides tenured educators with the support and opportunity for improvement when observed or summative practice is deemed *developing* or *below standard*. If, after the provision of informal support, a tenured educator has not been rated *proficient* as described previously, formal support will be provided.

Informal Support

If an educator's observational performance is rated by either formal or informal observations as *developing* or *below standard*, this performance may signal the need for the administrator and educator to implement an informal support process. Informal support may be provided to both non-tenured and tenured educators, as appropriate, but must be provided to a tenured educator prior to placing the educator on Guided Support. The informal support plan should be developed in collaboration with the educator. Support may include the following:

- resources, support and other strategies to be provided to address documented, observed deficiencies, and
- a timeline for implementing such resources, support and other strategies.

Guided Support

The Guided Support Phase of the East Hartford Evaluation Plan is designed for tenured educators who have not demonstrated proficiency in implementing the district's curriculum and standards, instructional practices, assessment procedures, classroom management strategies, and /or professional goals. This phase will focus on those specific areas where the educator has not demonstrated proficiency, recognizing that for the educator to be successful in meeting the expectations of the district, strong support must be provided.

***Please note that if an observed educator performance identifies significant or severe concerns pertaining to student safety or educator ethical deficiencies, the said educator will move directly to guided support or disciplinary action leading to termination.*

For an educator to move to Guided Support, the following conditions must be met:

- A pattern (more than one) of observations, formal and/or informal, reveals the educator's observational performance as either *developing* or *below standard.* One of these evaluations must be conducted by a complementary evaluator to ensure calibration on the performance evaluation.
- Evidence of informal support, based on identified deficiencies, provided by the evaluator as described above.

Once an educator is placed in this Guided Support Phase, an assistance plan will be developed to address the specific areas of concern. Educators who enter this phase will need to demonstrate measurable progress in meeting the goals defined and outlined in the assistance plan within a specified period of time. Additionally, educators must receive an overall rating of *proficient* in observed performance in order to return to the regular evaluation plan process.

Due to the serious implications of the Guided Support process, the East Hartford Education Association (EHEA) will be invited to participate in the Guided Support meetings. All phases of the

Guided Support process will be monitored by the Assistant Superintendent and the Director of Human Resources. The Guided Support process will be limited to implementation of a single cycle. The Superintendent of Schools will be informed of all Guided Support procedures. The evaluator will provide bi-weekly written reports, which include copies of all formal observation reports, to the Superintendent as part of this process.

The Assistant Superintendent of Schools will participate in the conference to establish the Action Plan and will receive copies of all documents and summaries of all conferences. The following procedures and timetables will be regarded as district guidelines:

Guided Support Phase Timetable	Procedure
At any time during the evaluation cycle following a pattern of *developing* or *below standard* observations and evidence of informal support	Evaluator will document that the educator is having ongoing, serious difficulty in meeting expectations in implementing the district's curriculum and standards, instructional practices, assessment procedures, classroom management strategies or professional responsibilities. The evaluator will provide documentation of support provided in response to each area of concern.
	A Guided Support team, consisting of the educator, the evaluator, an EHEA representative and the Assistant Superintendent will meet at the initial meeting, to review the Guided Support implementation plan. Appropriate documentation will be reviewed and an action plan with a timeline of 60 days will be developed. This plan will include, but not be limited to, assistance from other sources, such as a principal, department head, curriculum supervisor, or peer mentor. Peer observation or professional development, including workshops, may also be warranted. A clearly defined improvement plan will be developed which will also identify specific areas of support. The pattern of observations identified below will serve to monitor the educator's progress as the support plan is implemented.
	The Assistant Superintendent and the Director of Human Resources will monitor the process.
By the 10th school day	The evaluator will conduct a formal observation with a pre- and post-conference using the appropriate documents.
By the 30th school day	The evaluator will conduct a 2nd formal observation with a pre- and post-conference using the appropriate documents.
By the 45th school day	The evaluator will conduct a 3rd formal observation with a pre- and post-conference using the appropriate documents.
By the 60th school day	The Guided Support team will meet to address compliance with the action plan and to determine if appropriate progress has been made. If the educator has not addressed the area(s) of deficiency or demonstrated the needed improvement, a determination must be made for placement on Supervisory Review.

Educators must receive an overall rating of *proficient* in observed performance during the Guided Support timeline in order to return to the regular evaluation plan cycle. When the timeline has expired, the evaluator will complete a final evaluation report which includes a recommendation to return the educator to the general evaluation plan as identified by the rating on the charts above or to place the tenured educator on the Supervisory Review Phase of the Educator Evaluation Plan. A copy of the final report, including copies of observation reports, will be sent to the Superintendent of Schools.

Supervisory Review

Based on evidence gathered during the Guided Support Phase of the Educator Evaluation Plan, an evaluator may determine that there has been insufficient improvement in an educator's performance following the additional assistance given to help the educator meet the expectations of the district. The evaluator will notify the Superintendent of Schools that the educator is being recommended for Supervisory Review. Placement on Supervisory Review will be determined by the Superintendent.

Because of the serious implications of the Supervisory Review process, the East Hartford Education Association may participate in the Supervisory Review meetings. All phases of the Supervisory Review process will be monitored by the Assistant Superintendent and the Director of Human Resources. The Superintendent of Schools will be informed of all Supervisory Review procedures. The evaluator will provide bi-weekly written reports, which include copies of all formal observation reports, to the Superintendent as part of this process.

The following procedures and timetables will be regarded as district guidelines:

Supervisory Review Timetable	Procedure
At time of placement	The evaluator will hold an initial placement conference with the educator to complete the steps identified below: 1. Identify specific area(s) of concern 2. Identify improvement necessary to be returned to evaluation cycle 3. Review and define timelines A summary of this meeting will be sent to the Superintendent of Schools, Assistant Superintendent and the Director of Human Resources. The pattern of observations identified below will serve to monitor the educator's progress as the support plan is implemented. The Assistant Superintendent and the Director of Human Resources will monitor this process.
By the 10th school day following placement:	Evaluator will conduct at least one formal observation with a pre-and post-conference and review the progress toward resolving specific area(s) of concern.
By the 20th school day following placement:	Evaluator will conduct at least a second formal observation with a pre-and post-conference and review the progress toward resolving specific area(s) of concern.
By the 30th school day following placement:	Evaluator will conduct at least a third formal observation with a pre-and post-conference and review the progress toward

	resolving specific area(s) of concern.
By the 40th school day following placement	Evaluator will conduct at least a fourth formal observation with a pre-and post-conference and review the progress toward resolving specific area(s) of concern.
By the 50th school day following placement	Evaluator will conduct at least a fifth formal observation with a pre-and post-conference and review the progress toward resolving specific area(s) of concern.
Prior to the 60th school day following placement:	Evaluator will submit a summary report to the Superintendent of Schools and recommend removal from Supervisory Review or termination.

Educators must receive an overall rating of *proficient* during the Guided Support phase in order to return to the regular evaluation plan process as outlined above. Within one week of the submission of the report to the Superintendent, the educator will be notified in writing of the decision of the Superintendent based on the evaluator's recommendations. If a decision for continued employment is rendered, the educator will return to the appropriate phase of the evaluation cycle as identified by the rating on the charts above. If a decision for termination is rendered, the Superintendent will present the name of the educator to the Board of Education.

Under no circumstances will an educator remain on Supervisory Review for more than one cycle.

Copies of all written reports will be shared among the educator, evaluator, Director of Human Resources, Assistant Superintendent and Superintendent. Each person may attach written comments to any reports or other written materials.

SECTION V: DISPUTE-RESOLUTION PROCESS

During the initial goal setting process for SLOs, IAGDs, educator practice goals and parent feedback goals related to the district climate survey at the beginning of the year, at the mid-year conference discussion of SLOs and IAGDs, or at the end of year summative rating review, it is possible that an evaluator and an educator being evaluated may not agree on one or more of the following:

- Mutually acceptable professional growth goals related to the appropriate CCT Domains
- Student Learning Objectives (SLOs) including percentage growth measures in the Indicators of Academic Growth and Development (IAGDs), the evaluative measures, baseline, selection of students, and data to be used;
- the parent feedback goals related to the district climate survey; or
- the final summative evaluation rating;

If agreement cannot be reached between an educator and an evaluator, a building level resolution to this disagreement should be sought from the building level administration, including the principal if the principal is not the primary evaluator, as appropriate, prior to engaging in the Dispute Resolution Process. Should the need remain, the educator and evaluator will notify the Human Resources office that the Dispute Resolution Process will be required to resolve the issue.

A panel of four, composed of two administration representatives, which may include, but are not limited to central office staff, such as the Director of Human Resources, Assistant Superintendent or designee, and an administrator, and two union representatives, which may include, but are not limited to a PD/TEval committee member and the union president or designee, shall resolve disputes where the evaluator and educator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. This process shall occur in the course of the work day. No member of the panel shall be from the school originating the conflict. The dispute resolution process shall not apply to the Guided Support or Supervisory Review processes.

The following procedural guidelines apply to the dispute resolution process:

- If an educator and evaluator cannot agree, they will submit the following materials to the Assistant Superintendent and/or Director of Human Resources within 7 school days after the declaration of the conflict:
    - A mutually written, signed and dated statement outlining the areas of agreement and disagreement signed by both parties; or
    - Two separately written, signed and dated statements presenting the individual positions of agreement and disagreement by each party.
- The recipient of the statement(s) will request that the Dispute Resolution Panel meet within 5 school days after receipt of the materials.
- The panel may request additional information in writing or by interview for the purpose of clarifying the issues presented in the written documentation.
- The panel may resolve the issue by selecting either position or by creating a compromise.
- The panel will render a decision and rationale in writing within 5 school days of its initial meeting. The decision is final and binding for both parties. If the panel cannot reach a unanimous resolution, the conflict will be submitted to the Superintendent of Schools for the final, binding resolution.

SECTION VI: CONCLUSION

When administrators and educators work together with the interest of students in mind, the result is a fair, comprehensive plan that will provide the tools for professional growth, development and support. The mission of the East Hartford Public Schools focuses on partnerships to support the growth and success of every student. This plan promotes a partnership between administrators and educators that was evidenced in the positive collaboration among the committee members that resulted in this document. Educators from all levels, both administrators and teachers, shared open communication around the common goal of promoting excellence through professional development and professional accountability and will continue to promote future collaboration.

The on-going implementation of this plan will include an annual orientation for new educators, as well as an annual review of the evaluation process for current educators, in order to assure that educators and administrators continue to work together collaboratively on student achievement and professional growth. This program will include opportunities to use professional development days, early release days, and school, team and grade level meeting time for educators and administrators to develop and refine goals, create group and individual professional growth and development plans, and deepen a common understanding of effective instruction through shared experiences, such as Instructional Rounds, and calibration sessions.

Appendix A: Educator Practice Domains (CCT 2014)

The Connecticut Common Core of Teaching (CCT) standards serve as the basis for Domains for Educator Evaluation and Support, which represents the most important skills and knowledge that educators need to successfully educate every one of their students. This set of standards is organized into six domains, each with several components, integrated into five areas for evaluating educator practice. (See the following pages and SEED website: http://www.connecticutseed.org/)

A link to the CCT Smart Card and Rubric is shown below:

- ***CCT Rubric for Effective Teaching 2014:***
  http://www.connecticutseed.org/wp-content/uploads/2014/05/CCT_Rubric_for_Effective_Teaching-May_2014.pdf

CCT RUBRIC FOR EFFECTIVE TEACHING 2014 – AT A GLANCE

Appendix B: Service Providers Domains (CCT 2014)

The Connecticut State Department of Education (CSDE) has created additional rubrics based on the Educator Practice Domains for use in evaluating non-classroom based educator practice. There are specific rubrics for classroom educators and non-classroom educators as provided. A link to the CT SEED website for the Service Providers' Smart Card is shown below:

http://www.connecticutseed.org/wp-content/uploads/2013/09/SERVICE PROVIDERS_CCT_SMARTCARD_9-19-13.pdf

A link to the CT SEED website for the full SERVICE PROVIDERS rubric is shown below:

http://www.connecticutseed.org/wp-content/uploads/2013/09/SERVICE PROVIDERS_CCT_Rubric_9-19-13.pdf

For clarification on the roles and responsibilities for Student Educator Support Specialists (SERVICE PROVIDERS) and to see sample SLOs or IAGDs connected to different SERVICE PROVIDERS roles, refer to the links below:

SERVICE PROVIDERS	Links to Roles & Responsibilities with Sample SLOs & IAGDs
Special Education/Resource Teacher	http://www.connecticutseed.org/wp-content/uploads/2013/09/Special_Education_Teacher_SERVICE PROVIDERS_9-19-13.pdf
School Psychologist	http://www.connecticutseed.org/wp-content/uploads/2013/09/School_Psychologist_SERVICE PROVIDERS_9-19-13.pdf
Social Worker	http://www.connecticutseed.org/wp-content/uploads/2013/09/School_Social_Worker_SERVICE PROVIDERS_9-19-13.pdf
Guidance/School Counselor	http://www.connecticutseed.org/wp-content/uploads/2013/09/Comprehensive_School_Counselors_SERVICE PROVIDERS_DRAFT_white_paper_9-19-13.pdf
Nurse	http://www.connecticutseed.org/wp-content/uploads/2013/09/School_Nurses_SERVICE PROVIDERS_-9-19-13.pdf
Speech and Language Pathologist	http://www.connecticutseed.org/wp-content/uploads/2013/09/Speech_Language_Pathologist_SERVICE PROVIDERS_9-19-13.pdf
Occupational/ Physical Therapist	http://www.connecticutseed.org/?page_id=1966
Literacy/Math Coach/Literacy Coordinator	http://www.connecticutseed.org/wp-content/uploads/2013/09/Math_and_ELA_Coach_SERVICE PROVIDERS_9-19-13.pdf

Library Media Specialist	http://www.connecticutseed.org/wp-content/uploads/2013/12/Library_Media_Specialists_SERVICE PROVIDERS_12-13-13.pdf
Transition Coordinator	http://www.connecticutseed.org/wp-content/uploads/2013/09/Transition_Coordinator_SERVICE PROVIDERS_9-19-13.pdf
Technology Coach	http://www.connecticutseed.org/wp-
ELL/World Language Teacher	http://www.connecticutseed.org/wp-content/uploads/2014/01/ELL_World_Lang_SERVICE PROVIDERS_1-3-14.pdf

CCT Instrument for Observation of SERVICE PROVIDERS Performance and Practice

The CCT Rubric for Effective Service Delivery 2014 – AT A GLANCE

Evidence Generally Collected Through **Observations**

Evidence Generally Collected Through **Non-Classroom/Reviews of Practice**

Domain 1 **Learning Environment, Student Engagement and Commitment to Learning**
Service providers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

1a. Promoting a positive learning environment that is respectful and equitable.
1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.
1c. Maximizing service delivery by effectively managing routines and transitions.

Domain 2 **Planning for Active Learning**
Service providers plan prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

2a. Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.
2b. Planning prevention/intervention to actively engage students in the content.
2c. Selecting appropriate assessment strategies to monitor student progress.

Domain 3 **Service Delivery**
Service providers implement prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

3a. Implementing service delivery for learning.
3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.
3c. Assessing student learning, providing feedback to students and adjusting service delivery.

Domain 4 **Professional Responsibilities and Leadership**
Service providers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

4a. Engaging in continuous professional learning to impact service delivery and student learning.
4b. Collaborating to develop and sustain a professional learning environment to support student learning.
4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

Appendix C: Template for Setting SMART Goals – IAGDs for SLOs

The SMART goal-setting process ensures that every goal is measurable and clear. This process is beneficial in establishing IAGDs that create attainable measures for SLOs. The advantages of the SMART goal-setting process are listed below:

- Provides a structured approach to a complex task;
- Gives a clear framework for creating meaningful and achievable goals;
- Accommodates all kinds of goals;
- Is easy to teach others how to develop;
- Helps to define goals in terms that can be widely understood; and
- Requires thinking through the implementation as well as the outcome.

The characteristics of SMART goals are:

- **Specific and Strategic**
  - The goal should be well defined enough that anyone with limited knowledge of your intent should understand what is to be accomplished.
- **Measurable**
  - Goals need to be linked to some form of a common measure that can be used as a way to track progress toward achieving the goal.
- **Aligned and Attainable**
  - The goal must strike the right balance between being attainable and aligned to standards but lofty enough to impact the desired change.
- **Results-Oriented**
  - All goals should be stated as an outcome or result.
- **Time-Bound**
  - The time frame for achieving the goal must be clear and realistic.

SMART goals Dos and Don'ts

DO:	DON'T:
Create a plan	Expect to accomplish without effort
Start small	Focus on too much at once
Write it down	Forget to make a deadline
Be specific	Deal in absolutes
Track your progress	Expect perfection
Celebrate your success	Keep your goal on a shelf
Ask for support sooner than later	Beat yourself up over shortcomings
Make commitments	Try to accomplish it alone
	Forget that you CAN DO IT!

See tables on the following pages for sample SLOs and IAGDs as well as links to the CT SEED website for additional samples by subject/category.

Sample SLOs

Educator Category	Student Learning Objective
8th Grade Science	My students will master critical concepts of science inquiry.
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.

Below are some examples of indicators that might be applied to the previous SLO examples:

Sample SLO with Standardized IAGD(s)

Educator Category	Student Learning Objective	Indicators of Academic Growth and Development *(at least one is required)*
8th Grade Science	My students will master critical concepts of science inquiry.	1. 78% of my students will score at the proficient or higher level on the science CMT in March 2014. 2. 85% of my students will score at the proficient level on the district inquiry CBA.

Sample SLO with Non-Standardized IAGD(s)

Educator Category	Student Learning Objective	Indicators of Academic Growth and Development *(at least one is required)*
8th Grade Science	My students will master critical concepts of science inquiry.	1. My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry.
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	1. 85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts educators in our district.

Additional SLO samples: http://www.connecticutseed.org/?page_id=2017#samples
Teacher SLO Development Guide: http://www.connecticutseed.org/wp-content/uploads/2013/06/SLO_checklist_simple_rubric.doc

Appendix D: East Hartford Public Schools' Parent Survey

1. How is your child get to and from school?
Bus   Walks   Parent Drop off/pick up

2. In my child's school, there are clear rules against physically hurting other people (for example, hitting, pushing, or tripping).
Yes   Sometimes   No

3. The adults at my child's school care about the students.
Strongly Agree   Agree   Disagree   Strongly Disagree   Neutral

4. This school has a positive and motivating culture/atmosphere.
Strongly Agree   Agree   Disagree   Strongly Disagree   Neutral

5. Students in my child's school respect each other's differences (for example, gender, race, culture, disability, sexual orientation, learning differences, etc.).
Strongly Agree   Agree   Disagree   Strongly Disagree   Neutral

6. Parents/guardians feel welcome at my child's school.
Strongly Agree   Agree   Disagree   Strongly Disagree   Neutral

7. My child's teachers treat me with respect.
Strongly Agree   Agree   Disagree   Strongly Disagree   Neutral

8. I am well informed about the progress my child is making in his/her classes. Yes
    Sometimes No

9. I feel comfortable discussing my child's needs with his/her teachers and/or other school staff.
Strongly Agree   Agree   Disagree   Strongly Disagree   Neutral

10. The school environment supports learning.
Strongly Agree   Agree   Disagree   Strongly Disagree   Neutral

11. How often do you interact with the teachers at this school? Daily
      Weekly   Monthly   12 times this year   Never

12. I know how my child is doing in school before I get my child's report card.
Strongly Agree   Agree   Disagree   Strongly Disagree   Neutral

13. My child receives the attention he/she needs in the classroom.
Strongly Agree   Agree   Disagree   Strongly Disagree   Neutral

14. My child is learning what he/she needs to know in order to succeed in later grades and after high school.
Strongly Agree   Agree   Disagree   Strongly Disagree   Neutral

15. My child receives a quality education at their school.
Strongly Agree   Agree   Disagree   Strongly Disagree   Neutral

16. This school holds my child to high academic standards.
Strongly Agree   Agree   Disagree   Strongly Disagree   Neutral

17. The principal or assistant principal is available to parents and is willing to listen.
Strongly Agree   Agree   Disagree   Strongly Disagree   Neutral

18. Administrators (principal, assistant principal, department supervisors, etc.) have high expectations for students at this school.
Strongly Agree   Agree   Disagree   Strongly Disagree   Neutral

19. Administrators exhibit respect and professionalism among all members of the school community.
Strongly Agree   Agree   Disagree   Strongly Disagree   Neutral

20. This school is a safe place for my child.
Strongly Agree   Agree   Disagree   Strongly Disagree   Neutral

21. I have seen students in my child's school being physically hurt by other students more than once (for example, pushed, slapped, punched, or beaten up).
Strongly Agree   Agree   Disagree   Strongly Disagree   Neutral

22. There are groups of students in this school who exclude others and make them feel bad for not being a part of the group.
Strongly Agree   Agree   Disagree   Strongly Disagree   Neutral

23. Students in my child's school will try to stop students from insulting or making fun of other students.
Strongly Agree   Agree   Disagree   Strongly Disagree   Neutral

24. I would recommend this school to a friend.
Strongly Agree   Agree   Disagree   Strongly Disagree   Neutral

25. At this school, facilities are clean and well-maintained.
Strongly Agree   Agree   Disagree   Strongly Disagree   Neutral

26. At least one adult at this school knows my child well.

Strongly Agree   Agree   Disagree   Strongly Disagree   Neutral

27.
Place any additional comments/feedback for your child's school in the box below.

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Appendix E: Connecticut's Measures of Student Academic Learning

Measure	Definition
School Performance Index (SPI)	The SPI is a measure of student achievement on Connecticut's standardized assessments – the Smarter Balanced (SB) Test, beginning 2014-15, CMT (science) and CAPT science). For each subject tested – mathematics, reading, writing and science – Connecticut reports performance for five achievement levels: Below Basic (BB), Basic (B), Proficient (P), Goal (G) and Advanced (A). For each student, the state calculates an Individual Performance Index (IPI), which represents performance across all tested subjects. The SPI is a compilation of the IPIs for all students in a school. The result is an index score ranging from 0 to 100, where 0 indicates that all students scored at the Below Basic level across all subjects and 100 indicates that all students scored at the Goal or Advanced level.
Smarter Balanced Test	The SB test is the standard content areas assessment administered to students in grades 3-8 and 11. Students are assessed in the content areas of reading, mathematics and writing in each of these grades.
Connecticut Mastery Test (CMT) Science	The CMT Science is the standard content area assessments administered to students in Grades 5 and 8.
Connecticut Academic Performance Test (CAPT) Science	The CAPT Science is the standard content area assessment administered to students in Grade 10.
Subgroups	ELLs, students with disabilities, black students, Hispanic students and students eligible for free or reduced price lunch.

Appendix F: SPI Scoring and Sample Ratings

Scoring:

Step 1: SPI Ratings and Progress are applied to create a score between 1 and 4, using the table below:

	Target (4)	Target (3)	Target (2)	Target (1)
SPI Progress	>125% of target progress	100-125% of target progress	50-99% of target progress	<50% of target progress
Subgroup SPI Progress	Meets performance targets for all subgroups that have SPI<88 OR all subgroups have SPI >88 OR The school does not have any subgroups of sufficient size	Meets performance targets for 50% or more of subgroups that have SPI<88	Meets performance targets for at least one sub-group that has SPI <88	Does not meet performance target for any subgroup that has SPI<88
SPI Rating	89-100	77-88	64-76	< 64
SPI Rating for Subgroups	The gap between the "all students" group and each subgroup is <10 SPI points or all subgroups have SPI >88 OR The school has no subgroups	The gap between the "all students" group and 50% or more of subgroups is <10 SPI points	The gap between the "all students" group and at least one subgroup is >10 SPI points.	The gap between the "all students" group and all subgroups is >10 SPI points.

Step 2: Scores are weighted to emphasize improvement in schools below the State's SPI target of 88 and to emphasize subgroup progress and performance in schools above the target. The weights are presented in the table below:

	SPI >88	SPI between 88 and 64	SPI <64
School Performance Index (SPI) progress from year to year	10%	50%	50%
SPI progress for student subgroups	40%	50%	50%
SPI rating	10%	0%	0%
SPI rating for student subgroups	40%	0%	0%

*For schools with no subgroups: 50% on SPI progress, 50% on SPI rating

Step 3: The weighted scores in each category are summed which results in an overall state test rating that is scored on the following scale:

Exemplary	Proficient	Developing	Below Standard
>3.5	Between 2.5 and 3.5	Between 1.5 and 2.4	Less than 1.5

Sample Ratings:

A SCHOOL WITH AN SPI GREATER THAN 88:

Measure	Score Description	Score	Weight	Summary Score
School Performance Index (SPI) progress from year to year	No target because of high performance	4	0.1	0.4
SPI progress for student subgroups	Meets target for 3 of 4 subgroups	3	0.4	1.2
SPI rating	90	4	0.1	0.4
SPI rating for student subgroups	Gap between the "all students" group and one subgroup is 12	2	0.4	0.8
			Score:	2.8
			Rating:	**Proficient**

A SCHOOL WITH AN SPI BETWEEN 88 AND 64:

Measure	Raw Score	Scale Score	Weight	Summary Score

School Performance Index (SPI) progress from year to year	Meets target	3	0.5	1.5
SPI progress for student subgroups	Meets target for 4 out of 5 subgroups	3	0.5	1.5
SPI rating	75	2	0	0
SPI rating for student subgroups	Gap between the "all students" group and all subgroups is <10	4	0	0
			Score:	3
			Rating:	Proficient

A SCHOOL WITH AN SPI < 64:

Measure	Raw Score	Scale Score	Weight	Summary Score
School Performance Index (SPI) progress from year to year	Meets target	3	0.5	1.5
SPI progress for student subgroups	Meets target for 2 of 3 subgroups	3	0.5	1.5
SPI rating	60	1	0	0
SPI rating for student subgroups	Gap between the "all students" group and one subgroup is 11	1	0	0
			Score:	3
			Rating:	Proficient

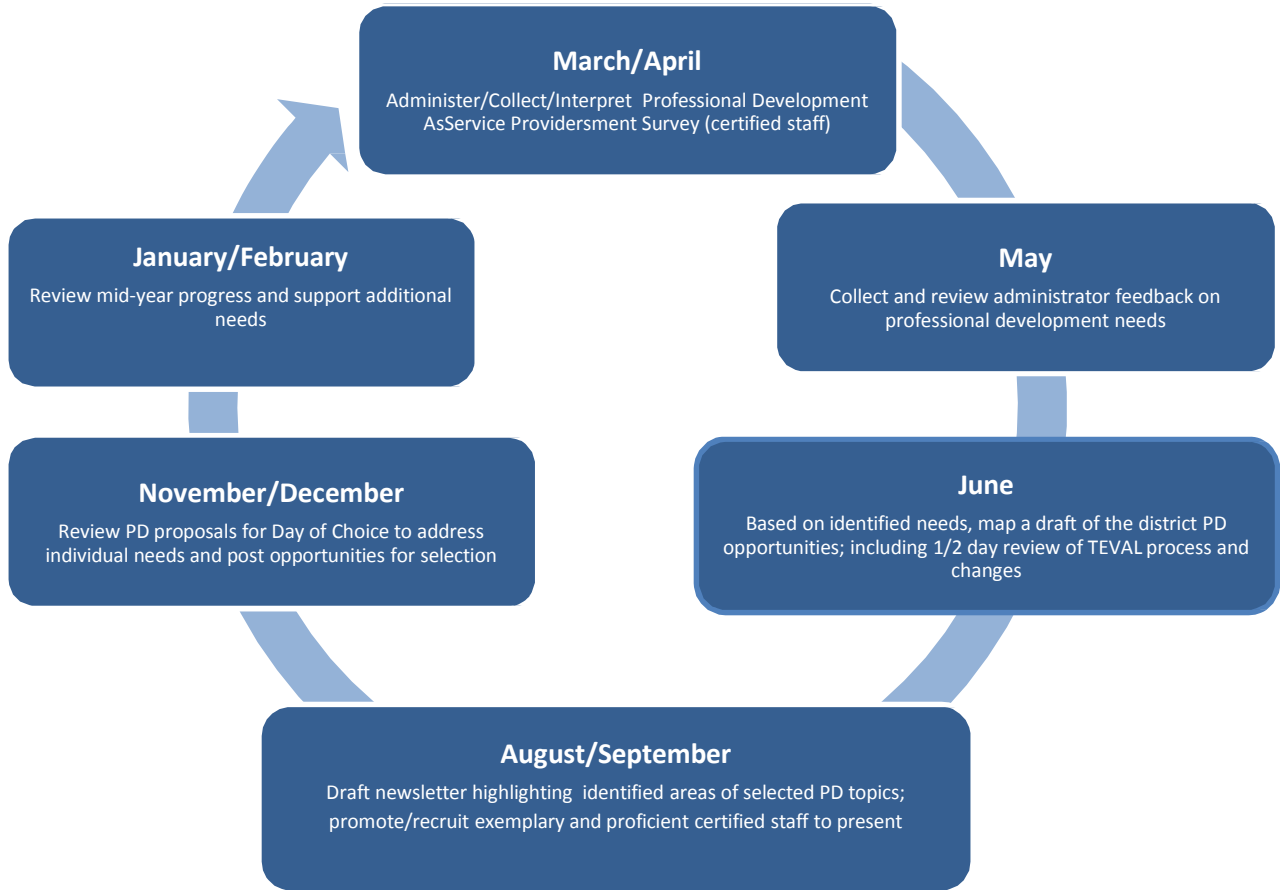# Appendix G: Evaluation-Based Professional Learning

Professional learning supports the continuous growth and development of educators and leads to improvements in student achievement. Understanding the connection between professional growth and educator practice, every educator will identify his/her professional learning needs in mutual agreement with his/her evaluator. This Professional Development/TEval (PD/TEval) Plan will serve as the foundation for ongoing, honest conversations about the educator's practice and impact on student outcomes, allow educators to set clear goals for future performance, and outline the supports needed to meet those goals. The professional learning opportunities identified for each educator must be based on the individual strengths and needs identified through the evaluation process. The process may also reveal areas of common needs among educators which can then be addressed with school-wide professional development opportunities.

The district's PD/TEval Committee is intended to ensure the alignment of professional development to educator practice needs and district, school and department goals. Membership in the committee includes district and school level administrators and educators, as well as representatives from the appropriate exclusive bargaining unit, as required by statute. The committee will meet to discuss the needs of educators as a whole and individually as described below:

1. The PD/TEval Committee will explore professional learning opportunities to target district level, school level, and individual/team level professional development needs. Based on data collected, the PD/TEval Committee will make recommendations regarding distribution of available professional development time and resources to address all 3 tiers of professional development needs:

    - District level professional development
    - School level professional development
    - Individual/team level professional development

    The PD/TEval Committee will identify evaluation and development needs, taking into account hours needed for educators to work on goals directly related to their evaluation plan. The committee will develop an annual plan based on input from building principals, department heads/supervisors certified staff, and central administration that takes into account school-based, district-based and individual educator professional growth needs. This plan also takes career growth and teacher leadership opportunities into account. See Fig. 1 below:

Fig 1: Timeline/Cycle of the Professional Development Annual Process

March/April
Administer/Collect/Interpret Professional Development AsService Providersment Survey (certified staff)

May
Collect and review administrator feedback on professional development needs

June
Based on identified needs, map a draft of the district PD opportunities; including 1/2 day review of TEVAL process and changes

August/September
Draft newsletter highlighting identified areas of selected PD topics; promote/recruit exemplary and proficient certified staff to present

November/December
Review PD proposals for Day of Choice to address individual needs and post opportunities for selection

January/February
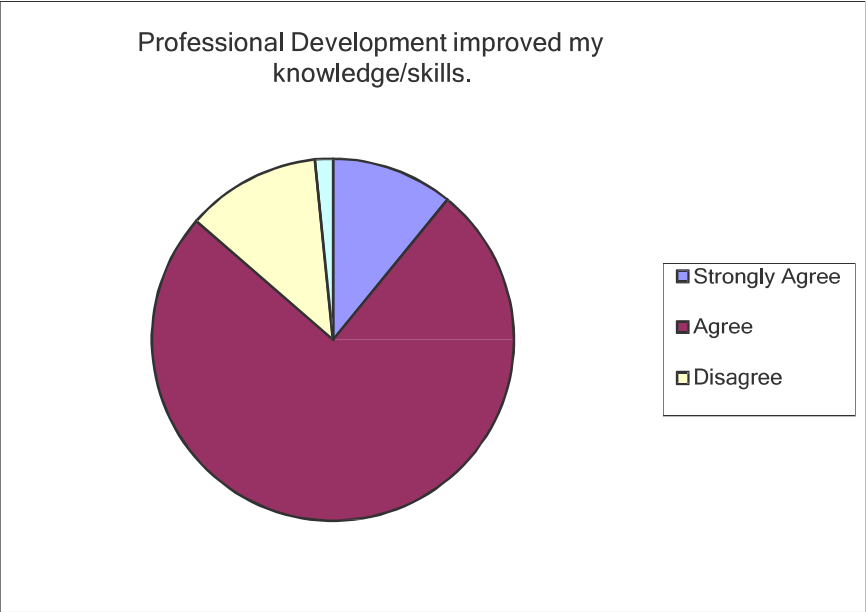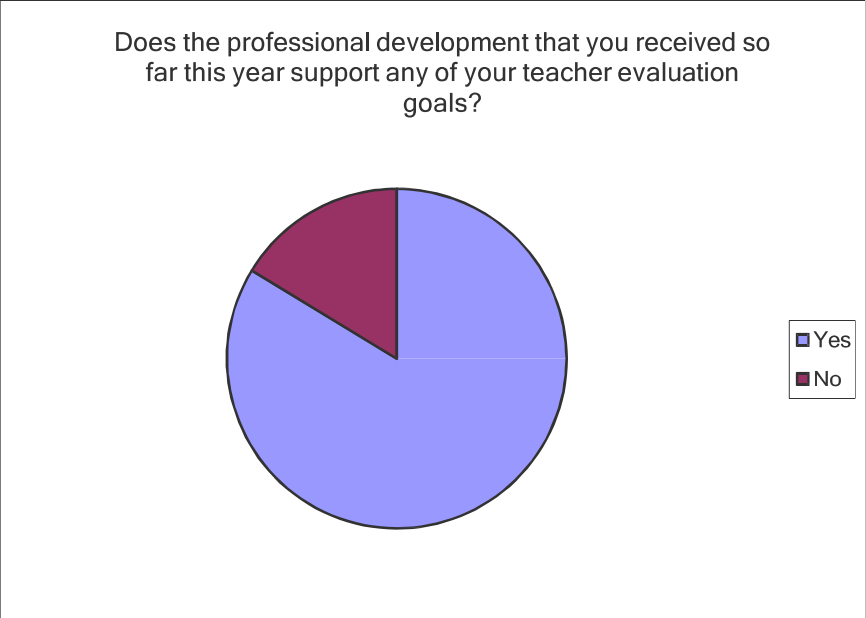Review mid-year progress and support additional needs

2. Based on the allocated hours for school and individual needs, administrators will work with the PD/TEval Committee to determine how to distribute the time required for educators to participate in both school and individual professional learning opportunities. Administrators can also use data from the growth plans and school improvement plans to develop school-wide professional development opportunities to address areas of common need. Part of the professional development schedule will also include sharing educator evaluation materials, discussion of the evaluation process and an opportunity to discuss the materials and expectations in order to ensure understanding as educators seek to develop their Student Learning Objectives (SLOs) and their Indicators of Academic Growth and Development (IAGDs).

3. Exemplary and proficient educators, as determined by the East Hartford PD/TEval Plan, will be invited to create proposals for approval by the PD/TEval Committee to implement for peers at district or school-based professional development Service Providers on a designated "Day of Choice" or for other opportunities as appropriate. Furthermore, such teachers may be invited to serve as coaches or mentors for other educators for implementation or improvement support. Such opportunities enhance career growth opportunities for teacher leaders in alignment with district and school improvement plans.
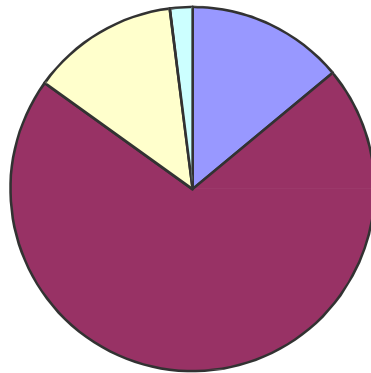
Appendix H: TalentEd Forms

Appendix I: East Hartford's Professional Development Staff Survey Results (Spring, 2015)


Does the professional development that you received so far this year support any of your teacher evaluation goals?

- Yes
- No

Professional Development improved my knowledge/skills.

- Strongly Agree
- Agree
- Disagree

Professional Development is worth my time to attend.

Legend:
- Strongly Agree
- Agree

Professional Development increased my effectiveness with students.
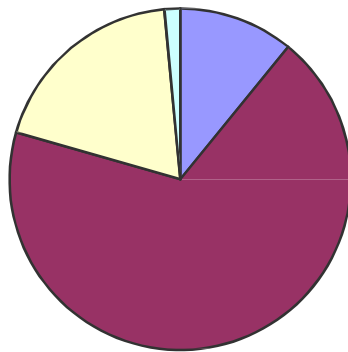
Legend:
- Strongly Agree
- Agree
- Disagree

ADDENDUM: 2013-14, 2014-15, 2015-16 SCHOOL YEAR

The U.S. Department of Education has approved the Connecticut State Department of Education's (CSDE) application for Field Test Flexibility for 2013-14. This choice has been extended into 2015-16 (pending federal approval). Given the timing of data's likely arrival next year and other factors, the CSDE has noted that it is impractical to expect to use results from the SB-FT for educator evaluation in 2013-14, 2014-15 and 2015-16. As a result, East Hartford Public Schools will not be able to use student achievement data to help determine summative ratings for its teachers and administrators. As such, the district has is adding the following addendum into its Professional Development and Administrator Evaluation Plan for the 2013-2014, the 2014-2015, and the 2015-16 academic years:

Category # 3- 45% Student Learning
- Pending U.S. Department of Education's approval of CT's request for flexibility on the use of student test data in 2015-16, East Hartford Public Schools will not require that 22.5% of the administrator's student learning component incorporate SPI progress. Given this adjustment, the entire 45% of an administrator's rating on student learning indicators shall be based on the locally-determined indicators. These locally-determined indicators would also comprise the 5% Whole-School Student Learning Indicator rating for teachers.