

## ► Connecticut Guidelines for Educator Evaluation



▶ When teachers succeed,  
students succeed.

- Research has proven that no school-level factor matters more to students' success than high quality teachers.

# To support teachers . . .



# . . . we need to clearly define excellent practice and results;

# To support teachers . .

**...we need to give accurate, useful information about teachers' strengths and development areas; and**

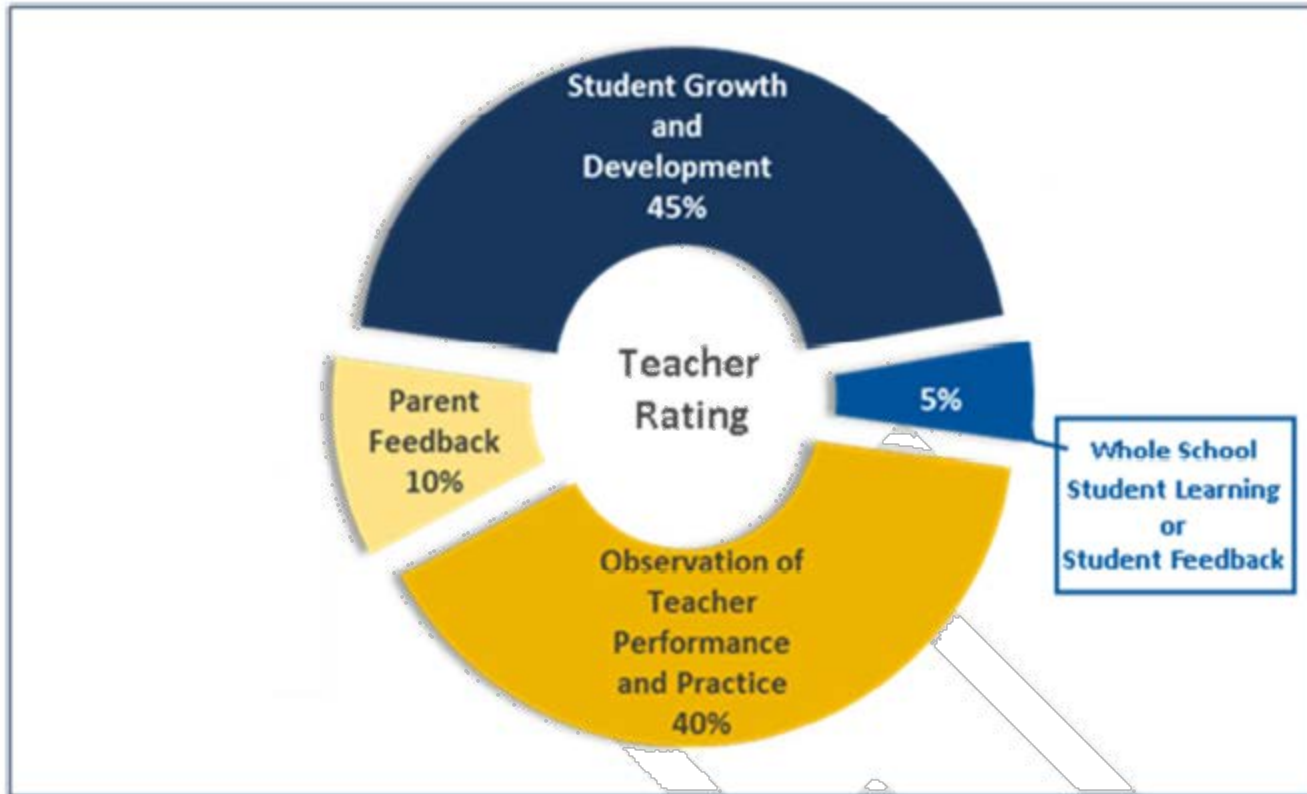
**...we need to provide opportunities for growth and recognition.**

# Design Principles

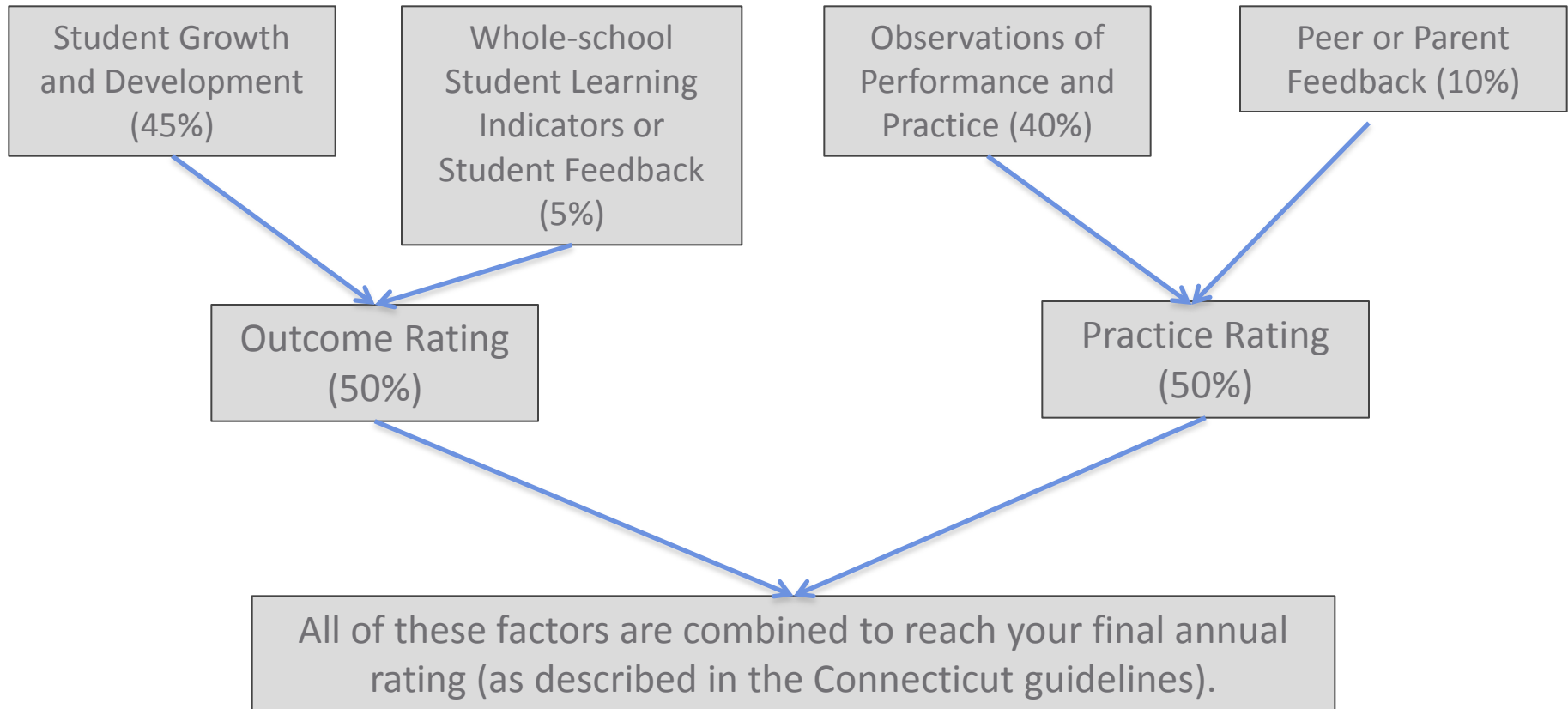
- ▶ Consider multiple standards-based measures of performance
- ▶ Promote both professional judgment and consistency
- ▶ Foster dialogue about student learning
- ▶ Encourage aligned professional development, coaching and feedback to support teacher growth
- ▶ Ensure feasibility of implementation

# Teacher Evaluation Process Overview

# Teacher Evaluation Components



# Illustration of Core Requirements of Teacher Evaluation



# Teacher Evaluation Process

*The annual evaluation process for a teacher shall at least include, but not be limited to, the following steps, in order:*

## 1. Goal-setting and Planning

- Orientation on process
- Teacher Reflection and Goal Setting
- Goal-setting Conference

## 2. Mid-year Check-ins

## 3. End-of-year Summative Review

# Teacher Evaluation Process



# Teacher Evaluation Process:

## Component # 1 – Setting and Planning Goals

- ❖ **Orientation Process**– teachers provided with information about the evaluation process
- ❖ **Teacher Reflection and Goal Setting**– Teacher examines student data, prior year evaluation and survey results and CT Framework for Teaching and drafts proposed practice goal(s), a parent feedback goal, student learning objectives and a student feedback goal (if required) for the school year.
- ❖ **Goal–setting Conference**– Administrator and teacher discuss proposed goals and arrive at a mutual agreement.

# Teacher Evaluation Process:

## Component # 2- Mid-year check-ins

Evaluator and teacher hold at least one mid-year check-in.

- ❖ Evaluators and teachers will review progress toward the goals/objectives at least once during the school year, using available information, including agreed upon indicators. This review may result in revisions to the strategies or approach being used and a mutually agreed upon mid-year adjustment of student learning goals to accommodate may be made.

# Teacher Evaluation Process:

## Component # 3- End-of-year Review

*Summative review /Self-assessment by teacher, conference, then summative rating by end of the school year*

(Part One)

❖ Teacher Self-Assessment – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the principal or designee.

# Teacher Evaluation Process:

## Component # 3- End-of-year Review

### (Part Two)

### ❖ End of Year Conference

#### Four Levels of Performance

- (4) Exemplary – Substantially exceeding indicators of performance
- (3) Proficient – Meeting indicators of performance
- (2) Developing – Meeting some indicators of performance but not others
- (1) Below standard – Not meeting indicators of performance

# Summary of Teacher Goals

- ❖ Observations of Performance & Practice (40%)  
1–3 goals
- ❖ Parent Feedback (10%)  
1 goal
- ❖ Student Growth and Development (45%)  
2 Student Learning Objectives (SLOs)
- ❖ Whole School Student Learning Indicators & Student Feedback (5%)  
1 goal for student feedback

# Number of Observations

Teacher Category	Guideline Requirements
First and Second year teachers	At least 3 formal observations, 2 of which include a pre- and post conference
Below Standard and Developing	At least 3 formal observations, 2 of which include a pre-and a post conference
Proficient and Exemplary	At least 3 observations or reviews of practice, 1 of which must be a formal classroom observation

# Observation of Performance and Practice Goals (40%)

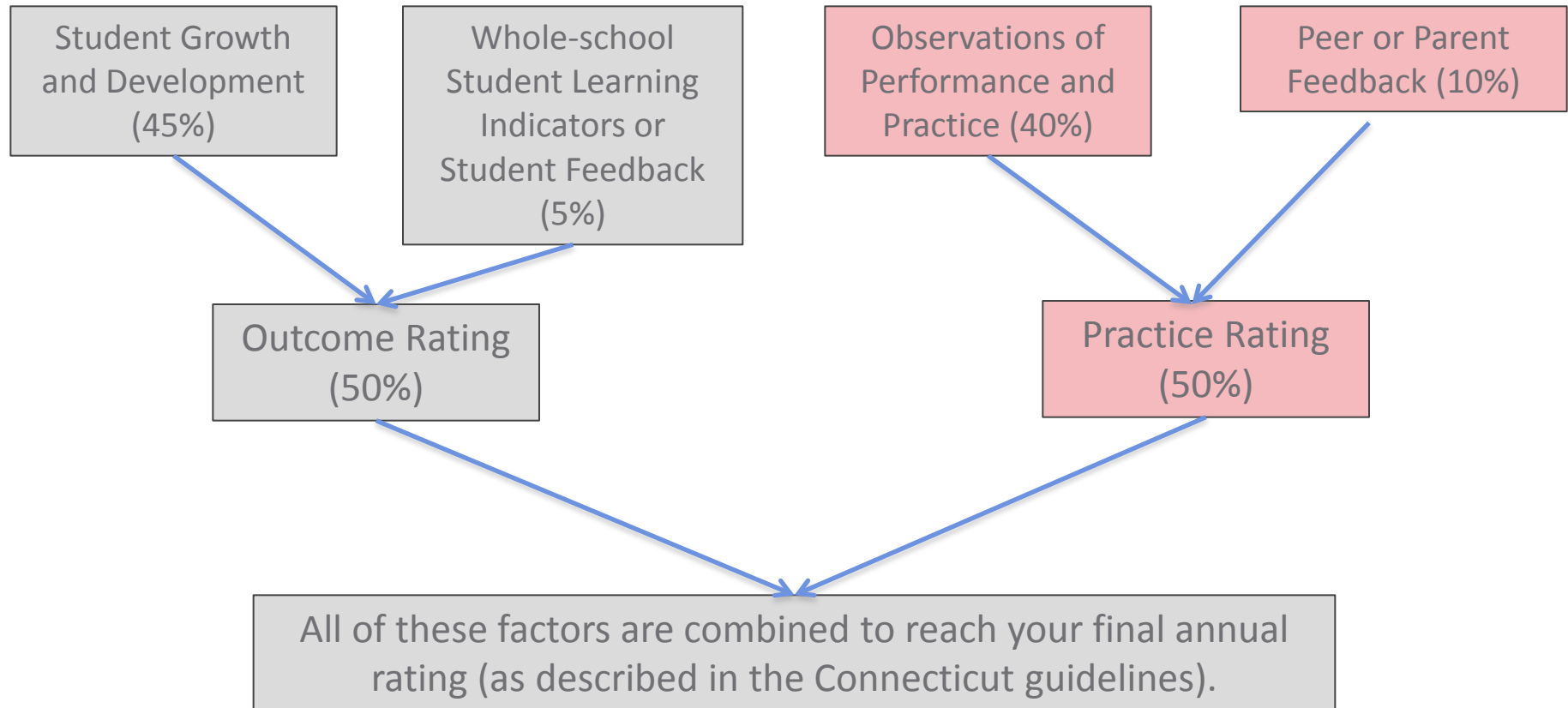
- ▶ Teacher sets 1 – 3 goals aligned to the Common Core of Teaching
- ▶ Goals provide focus for the observations and feedback conversations.

# Teacher Evaluation Process:

## Component # 2- Parent or Peer Feedback

- ▶ Ten percent (10%) of a teacher's evaluation shall be based on parent or peer feedback, including surveys.
  
- ▶ Process focuses on:
  - Conducting whole-school parent survey
  - Determining school-level parent goals based on survey feedback
  - Teacher and evaluator identifying **one** related parent engagement goal
  - Measuring progress
  - Determining teacher's summative rating

# Illustration of Core Requirements of Teacher Evaluation



# Teacher Evaluation Process:

## Component # 3-Growth and Development

### ❖ Multiple Student Learning Indicators (45%)

- One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall be based on:
  - The state test for those teaching tested grades and subjects (or)
  - For other grades and subject areas another standardized indicator where available.

# Teacher Evaluation Process:

## Component # 3 continued

### ❖ Multiple Student Learning Indicators (45%) (continued)

- For the other half (22.5%) of the indicators of academic growth and development, there may be:
  - a. A maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute resolution procedure.
  - b. A minimum of one non-standardized indicator.

# Student Learning Objectives

Student Learning Objectives will support teachers in using a planning cycle that will be familiar to most educators:

SLO Phase 1:  
Learn about  
this year's  
students



SLO Phase 2:  
Set goals for  
student  
learning



SLO Phase 3:  
Monitor  
students'  
progress



SLO Phase 4:  
Assess student  
outcomes relative  
relative to goals

# Indicators of Academic Growth and Development (IAGDs)

- ▶ IAGDs:
  - specific evidence
  - quantitative targets
  - demonstrate whether the objective was met
- ▶ Each SLO must include at least one indicator.

## Teacher Evaluation Process: Component # 4

- ❖ Five percent (5%) of a teacher's evaluation shall be based on whole-school student learning indicators or student feedback. —

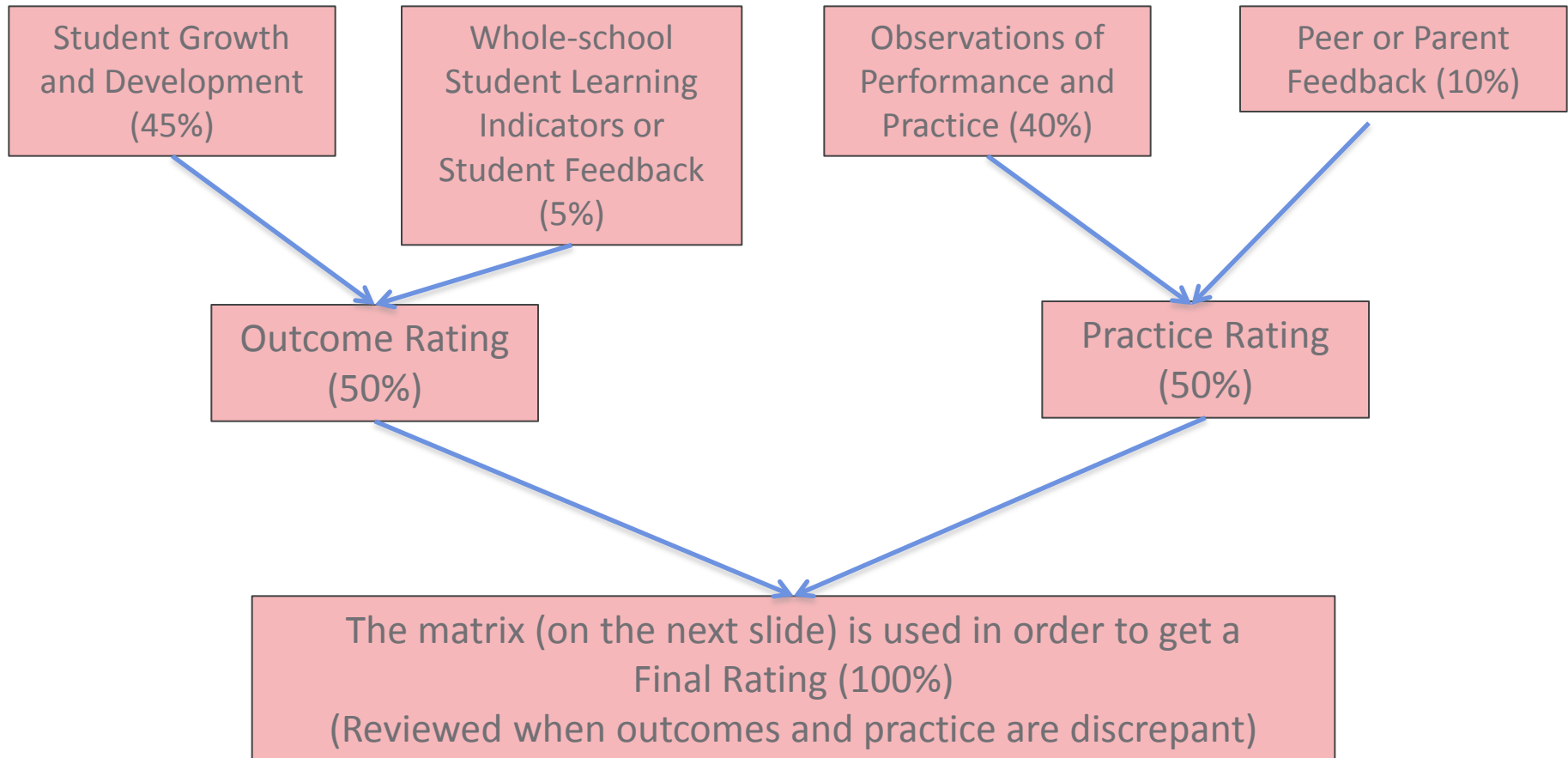
### Purpose

- ❖ Teachers are part of a learning community, as such, responsibility for learning is shared among all of the school's staff. This measurement is designed to reflect the importance of this shared responsibility.
  - The whole-school student learning indicators rating or student feedback rating shall be among four performance levels.

## Teacher Evaluation Process: Component # 4

- ❖ **Five percent (5%) of a teacher's evaluation shall be based on whole-school student learning indicators or student feedback.**
- ❖ Districts decide to use whole-school student learning indicators, student feedback, or a combination of the two.
- ❖ Each teacher sets one measureable goal for this component.

# Illustration of Steps to Final Rating



# Illustration of Matrix to Final Rating

Teacher Practice Related Indicators Rating					
Student Related Indicators Rating		Exemplary	Proficient	Developing	Below Standard
	Exemplary	Exemplary	Exemplary	Proficient	<i>Gather further information</i>
	Proficient	Proficient	Proficient	Proficient	<i>Gather further information</i>
	Developing	Proficient	Developing	Developing	Below Standard
	Below Standard	<i>Gather further information</i>	Below Standard	Below Standard	Below Standard

# Support and Development for Teachers

- ❖ Evaluation-based Professional Growth Plan
- ❖ Improvement and Remediation Plan
- ❖ Career Development and Growth

# Support and Development

## Professional Learning Opportunities/Examples

- Targeted professional development
- External learning opportunities
- Differentiated career pathway
- Coaching
- Assisting peers
- Leading PLCs
- Leading data teams

# Challenges....top 3

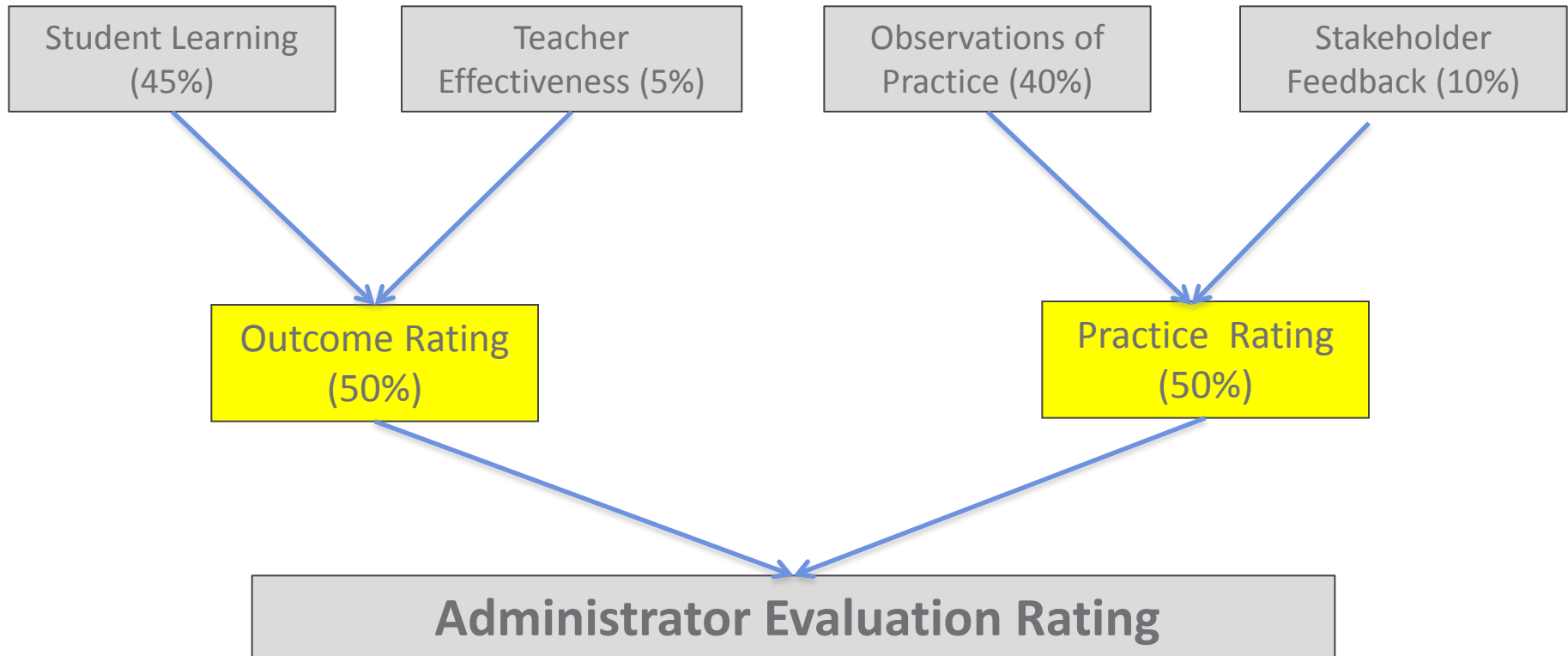
#1 challenge is time – example: a principal that has 45 teachers will need approximately 7 hours for the whole process. That equals 315 hours or an additional 42 days.

Other challenges:

- ▶ Training time is critical – will need 5–8 days per administrator depending on the model chosen. All teachers need to be trained for at least a half day per state guidelines
- ▶ Data collection – what system will make it an efficient and effective process?

# Core Requirements for Administrator Evaluation and Support

# Illustration of Steps to Final Rating



# Effect of the Neag Study on the Core Requirements

- The Neag School of Education at The University of Connecticut shall submit to the State Board of Education, not later than January 1, 2014, a study and recommendations concerning validation of the teacher evaluation and support program core requirements. The results of the study will help determine any changes needed to the core requirements.
- Should pilot districts identify promising practices within the Core Requirements, to implement during the pilot that vary from the established guidelines, those practices must be approved by the State Department of Education in consultation with PEAC (Performance Evaluation Advisory Council) and be incorporated into the scope of the Neag study.

# Questions?



- ▶ Thank you for this opportunity!
- ▶ *Esther Bobowick, Director of Professional Development Services*