

TEACHER

EVALUATION PLAN

(Modified from the CT SEED Model)

Fairfield Public Schools
Fairfield, Connecticut
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DISTRICT TEACHER EVALUATION COMMITTEE

Martha Becker (Family/Consumer Science, Fairfield Warde High School)

Margaret Boice (Director of Secondary Education)

John Chiappetta (English/Language Arts Coordinator, Grades 6-12)

Anna Cutaia-Leonard (Director of Elementary Education)

Connee Dawson (Principal, Tomlinson Middle School)

Carl Dioguardi (Dean, Fairfield Warde High School)

David Ebling (Housemaster, Fairfield Warde High School)

Lauren Kinsley (Grade 2 teacher, Stratfield Elementary School)

Ann Leffert (Director of Human Resources)

Karen Parks (Deputy Superintendent)

Anne Pasco (President, Fairfield Education Association/ Social Studies, Fairfield Warde High School)

Sue Redgate (School Psychologist, Fairfield Warde High School)

Ginger Vail (Principal, McKinley Elementary School)

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TEACHER EVALUATION AND DEVELOPMENT MODEL

Introduction

This document outlines Fairfield's Teacher Evaluation Plan, aligned with the *Marzano Causal Teacher Evaluation Model* (see Appendix E). This plan will be implemented beginning in the 2013-2014 school year. The improvement of teaching and learning through collaboration is the primary focus of the Fairfield Teacher Evaluation Plan. To accomplish this, supervision and evaluation must be effected by continuous, constructive and collaborative processes among professional educators in a climate characterized by trust, support, clear expectations and the availability of appropriate resources and materials. Teachers and their evaluators must share the responsibility for achieving professional and creative growth and competence.

Effective teaching increases the probability of improved student performance. The following principles form the structure for the Fairfield Teacher Evaluation Plan:

- Student learning is directly affected by teacher competence.
- Teacher competence is positively affected by the integration of teacher evaluation and professional development.
- Teachers, like students, must be continual learners.
- An effective evaluation plan requires a clear definition of teaching and learning and a clear system to assess it.
- The gaps between expectation for student performance and actual student performance should guide the content of professional learning.

The establishment of professional goals, observation, self-reflection and the collection and analysis of other data sources of teaching and learning begin to operationalize these ideas. This document emphasizes the linkages among teacher evaluation, professional learning and improved student learning.

Purpose and Rationale of the Evaluation System

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers. To support our teachers, we need to clearly define excellent practice and results; give accurate, useful information about teachers' strengths and development areas; and provide opportunities for growth and recognition. The purpose of the new evaluation model is to fairly and accurately evaluate teacher performance and to help each teacher strengthen his/her practice to improve student learning.

Core Design Principles

The following principles are guiding features of the Fairfield Teacher Evaluation Plan:

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

Robert Marzano's *Causal Teacher Evaluation Model*; the Common Core State Standards, as well as Connecticut's standards: The Connecticut Common Core of Teaching (CCT); the Connecticut Framework K-12 Curricular Goals and Standards; the CMT/CAPT Assessments¹; and locally-developed curriculum standards.

- *Promote both professional judgment and consistency*
Assessing a teacher's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers 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, teachers' 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.
- *Foster dialogue about student learning*
This model hinges on improving the professional conversation between and among teachers and administrators who are their evaluators. The dialogue in the new model occurs more frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.
- *Encourage aligned professional learning, coaching and feedback to support teacher growth*
Novice and veteran teachers alike deserve detailed, constructive feedback and professional learning, tailored to the individual needs of their classrooms and students. This plan promotes a shared language of excellence to which professional learning, coaching and feedback can align to improve practice.

¹**Connecticut Mastery Test (CMT):** The CMT is the standard assessment administered to students in Grades 3 through 8. Students are assessed in the content areas of reading, mathematics and writing in each of these grades and science in grades 5 and 8.

Connecticut Academic Performance Test (CAPT): The CAPT is the standard assessment administered to students in Grade 10. Students are assessed in the content areas of reading, mathematics, writing and science.

TEACHER EVALUATION SYSTEM

Evaluation and Support System Overview

The Fairfield Teacher Evaluation Plan consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four categories, grouped in two major focus areas: Teacher Practice and Student Outcomes.

- 1. Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:
 - (a) **Observation of teacher performance and practice (40%)** as defined in the *Marzano Causal Teacher Evaluation Model*, which articulates four domains and sixty components of teacher practice
 - (b) **Parent feedback (10%)** on teacher practice through surveys
- 2. Student Outcomes Related Indicators:** An evaluation of teachers' contribution to student academic progress, at the school and classroom level. This focus area is comprised of two categories:
 - (a) **Student growth and development (45%)** as determined by the teacher's student learning objectives (SLOs)
 - (b) **Whole-school measures of student learning** as determined by aggregate student learning indicators (5%)

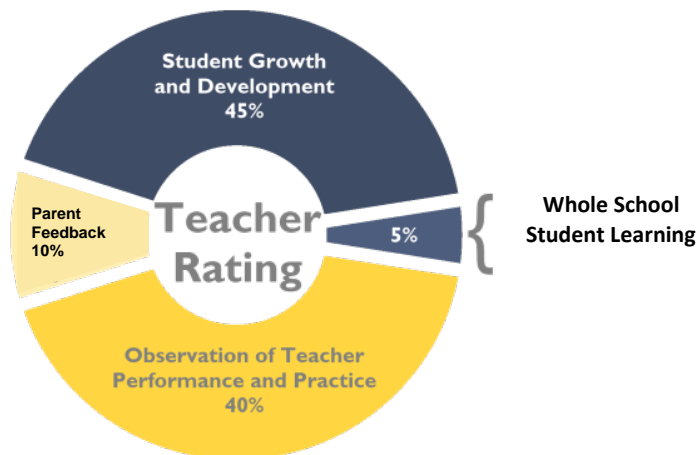
Scores from each of the four categories will be combined to produce a summative performance rating of Exemplary, Proficient, Developing or Below Standard. The performance levels are defined as:

Exemplary – 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



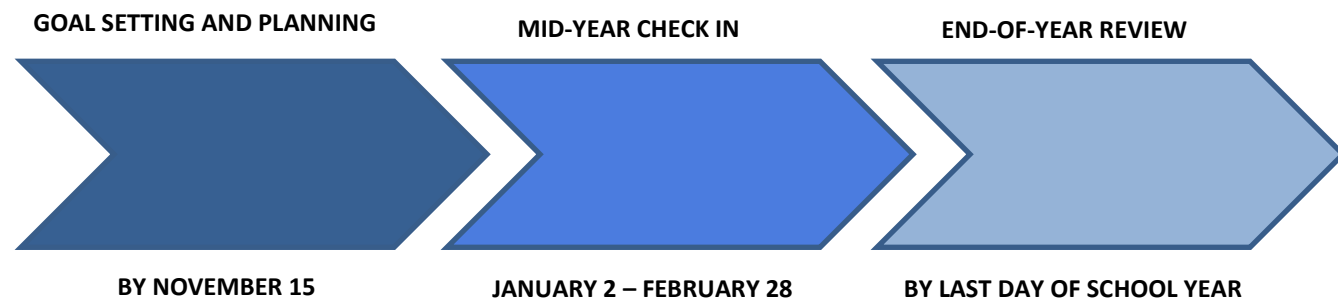
Orientation Programs

Teachers and administrators need time to learn and understand this new plan. An extensive initial orientation to the Fairfield Teacher Evaluation Plan will be comprised of the following components:

- Spring 2013: Information sessions are planned at all 17 school sites for teachers and administrators to be introduced to the full plan.
- August 2013: Three (3) to four (4) days of professional learning for administrators to be calibrated to the new model.
- August 2013: Full-day of Professional Learning for all teachers in Fairfield on the new evaluation plan.
- Annually:
 - Teachers will receive orientation on the plan from their administrators at the beginning of the school year.
 - Teachers new to the district will participate in an orientation session about the new plan during their three-day induction program.
 - The Fairfield Professional Learning Committee will review the Fairfield Teacher Evaluation Plan each year and make any recommended changes by April 1 of each school year.

Teacher Evaluation Process and Timeline

The annual evaluation process between a teacher and his/her primary 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 teacher on his/her performance, set development goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.



Goal-Setting and Planning:

Timeframe: Target is October 15; must be completed by **November 15**

1. *Orientation on Process*–To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities aligned with the School Improvement Plan that should be reflected in teacher 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. All teachers will be provided with materials on the evaluation process and will have the opportunity to review these materials at this meeting.

2. *Teacher Reflection and Goal-Setting*—The teacher examines student data, survey results, information from last year’s teacher evaluation and the *Marzano Causal Teacher Evaluation Model* to draft a proposed performance and practice goal(s), a parent feedback goal, student learning objectives (SLOs), and a whole-school learning indicator goal for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.
3. *Goal-Setting Conference*—The evaluator and teacher meet to discuss the teacher’s proposed goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher’s practice to support the goal-setting process. Professional learning priorities will also be agreed upon. The evaluator may request revisions to the proposed goals and objectives. The goal-setting conference will take place between September 1 and October 15. If by October 15 there is no agreement between the evaluator and the educator, a second conference must take place so that the goal is written by November 15. All goals must be finalized by November 15.

Mid-Year Check-In:

Timeframe: **January 2 – February 28**

1. *Reflection and Preparation*—The teacher and evaluator collect and reflect on evidence to date about the teacher’s practice and student learning in preparation for the check-in.
2. *Mid-Year Conference*—The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on teacher practice goals, student learning objectives (SLOs) and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

End-of-Year Summative Review:

Timeframe: must be completed by **the last day of the school year**

1. *In preparation for the End-of-Year Conference, the teacher will complete a Self-Assessment*— The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference. A

district form will be developed for teachers to complete the self-assessment (See Appendix G).

2. *In preparation for the End-of-Year Conference, the administrator will complete 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. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student-related indicators significantly to change the final rating. Such revisions should take place as soon as state test data are available and before September 15.
3. *End-of-Year Conference*—The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete extensive training on the evaluation model. The Connecticut State Department of Education (CSDE) will provide districts with training opportunities and tools throughout the year to support district administrators and evaluators in implementing the model across their schools. Districts will adapt and build on these tools to provide comprehensive training and support to their schools and to ensure that evaluators are proficient in conducting teacher evaluations. *Learning Sciences* is partnering with Dr. Robert Marzano and will be working with district administrators on inter-rater reliability. Three (3) to four (4) days of professional learning for administrators on the *Marzano Causal Teacher Evaluation Model* are planned for August 2013.

The district will provide yearly training for evaluators to ensure that evaluators demonstrate proficiency on an on-going basis in conducting teacher evaluations.

At the request of a district or employee, the CSDE or a third-party designated by the CSDE will review evaluation ratings that include dissimilar ratings in different categories (e.g., include both *exemplary* and *below standard* ratings). In these cases, CSDE will determine a final summative rating.

In addition, CSDE will select districts at random annually to review evaluation evidence files for a minimum of two educators rated *exemplary* and two educators rated *below standard*.

SUPPORT AND DEVELOPMENT

As a standalone, evaluation cannot hope to improve teaching practice and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move teachers along the path to exemplary practice.

Evaluation-Based Professional Learning

Throughout the Fairfield Teacher Evaluation Plan, every teacher will be identifying their professional learning needs in mutual agreement between the teacher and his/her evaluator. This process serves as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities.

The Fairfield Teacher Evaluation Plan is designed to increase student learning and promote teacher competence and professional growth. Specifically, we believe that educators should regularly refine and renew their skills and knowledge. This is achieved through a continuous and systematic differentiated professional learning plan that has, as its foundation, district, building and individual goals and initiatives.

Yearly, each teacher will develop individual student-centered and professional goals that link to a specific professional learning plan. These plans help to shape the professional development opportunities provided and supported at the building and/or district level.

Professional learning opportunities are developed that differentiate by experience level, grade configuration and content area, and are formatted based upon, but not limited to, the following:

- Curriculum Development Framework and Procedures
- Student work data
- Data team analysis of grade, school and district data
- Standardized assessments
- District assessments
- Teacher and administrative feedback surveys
- District annual reports
- School improvement plans

Professional learning activities are regularly provided which bring together classroom teachers and the district's teacher resource staff. During release-time and before/after school meetings there is extensive peer-provided professional learning. Fairfield has initiated a substantial array of differentiated teacher staffing including language arts specialists, mathematics/science resource teachers, curriculum coordinators, curriculum liaisons and instructional improvement teachers. Each of these positions has peer professional learning as a major component of its job description.

An ongoing systematic process is in place by which teachers evaluate Fairfield's professional learning offerings. This process aids in determining the content and direction of future building and district professional learning.

Listed below are a variety of additional professional learning opportunities available to the teachers in the Fairfield Public Schools:

- Peer coaching
- Teacher portfolios
- TEAM/Mentor training
- Collegial team projects
- Grade level release-time projects
- Study groups
- Conferences and seminars
- Curriculum committees
- Graduate courses
- Professional growth study/leaves

Improvement and Remediation Plans

If a teacher's performance is rated as *developing* or *below standard*, it signals the need for the administrator to create an individual teacher improvement and remediation plan. The improvement and remediation plan should be developed in consultation with the teacher and his/her exclusive bargaining representative. Improvement and remediation plans must:

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

The Fairfield Teacher Evaluation Plan has two (2) levels of support for teachers whose performance is not up to expectations, (1) Structured Support Level and (2) Intensive Supervision Level.

Structured Support Level

The Structured Support Level provides staff members who are experiencing difficulty with greater support in order to be successful. It provides guided assistance to staff members with identified weaknesses.

If the evaluator has concerns about a staff member's performance and feels he or she needs greater support to be successful, he/she will notify the staff member that he/she is being placed on the Structured Support Level. The Superintendent and Director of Human Resources will be notified immediately when a staff member is placed on this level. A staff member may be placed on Structured Support at any time during the school year.

The Structured Support Level will include the following steps:

- Notice – The primary evaluator will provide formal written notice of *developing or below standard* performance. This notice must be specific as to what the concern(s) is and why the staff member's performance is considered to be ineffective. This can occur at any time during the school year.
- Target Setting – The primary evaluator has the responsibility of identifying the specific behaviors that the staff member must develop in order to demonstrate that he/she is effective in the areas that were considered *developing or below standard*.
- Action Plan – An action plan that includes a timeline for remediation must be developed within ten days of notification (See Appendix I: Structured Support Initial Placement Form). Failure to conscientiously follow the action plan will result in placement to the Intensive Supervision Level.
- Assistance – The evaluator is to offer reasonable assistance so that the staff member can improve his/her performance in the areas that were considered *developing or below standard*. The assistance may include, but is not limited to, positive suggestions, resource materials, professional development opportunities, referral to other individuals or peer coaching. A time frame which allows the staff member adequate opportunity to improve his/her performance must be established.
- Resolution – A written statement must be included on the Structured Support End of Year Evaluation Form (see Appendix J), indicating that performance in the areas considered to be *developing or below standard* have improved and will continue to be monitored through the Fairfield Teacher Evaluation Plan. If the staff member does not receive a summative rating of proficient or better at the conclusion of the of the Structured Support plan, one or more of the following procedures will apply:
 1. The staff member may continue on the Structured Support Level.
 2. The staff member may be placed in the Intensive Supervision Level.
 3. The staff member's continued employment may be reviewed.

The staff member shall be supported and counseled by the building administrator, Director of Human Resources and/or the Fairfield Education Association.

Intensive Supervision Level

If the evaluator has serious concerns about a staff member's performance and believes that the staff member is not meeting the accountability standards of the Fairfield Public Schools, then the administrator will notify the staff member that he/she will be placed in the Intensive Supervision Level. A special form entitled Intensive Supervision Evaluation Initial Placement Form (See Appendix K) will be issued to the staff member to advise him/her that the evaluation will continue and that improvement in performance must be shown. If improvement is not shown, termination of employment may result.

The Superintendent and the Director of Human Resources will be notified immediately when a staff member is placed on the Intensive Supervision Evaluation and will receive copies of the Intensive Supervision Evaluation Form.

The Intensive Supervision Level will include the following steps:

- Notice – The primary evaluator will provide formal written notice of *developing* or *below standard* performance. This notice must be specific as to what the concern(s) is and why it is considered to be ineffective. This can be at any time during the school year.
- Target Setting – The primary evaluator has the responsibility of identifying the specific behaviors that the staff member must develop in order to demonstrate that he/she is effective in the areas that were considered *developing* or *below standard*.
- Action Plan – An action plan that includes a timeline must be developed within ten days of notification. Failure to conscientiously follow the action plan may result in termination of contract.
- Assistance – The evaluator is to offer reasonable assistance so that the staff member can improve his/her performance in the areas that were considered *developing* or *below standard*. The assistance may include, but is not limited to: positive suggestions, resource materials, professional development opportunities, and referral to other individuals or peer coaching. A time frame which allows the staff member adequate opportunity to improve his/her performance must be established.
- Resolution – A written statement must be included on the Intensive Supervision Evaluation Final Review Form (see Appendix L) indicating that performance in the areas considered to be *developing* or *below standard* has improved and will continue to be monitored on the Fairfield Teacher Evaluation Plan. If performance remains ineffective, termination may result.

For a staff member who does not demonstrate proficiency or higher in the areas assessed while in the Intensive Supervision Level, one or more of the following procedures will apply:

1. The staff member may continue on the Intensive Supervision Level.
2. The staff member's continued employment will be reviewed and termination may result.

The staff member shall be supported and counseled by the building administrator, Human Resources Director and/or the Fairfield Education Association.

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 teachers.

Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is *developing* or *below standard*; leading Professional Learning Communities; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

TEACHER PRACTICE RELATED INDICATORS

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

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

These categories will be described in detail below.

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

The Teacher Performance and Practice category 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. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and tailor support to those needs.

Teacher Practice Framework

A committee comprised of Fairfield educators and administrators researched teacher observation models for a framework of teaching practice and chose to incorporate Robert Marzano's *Causal Teacher Evaluation Model*. The model is aligned to the Connecticut Common Core of Teaching (see Appendix D for the crosswalk between the Marzano model and the CCT). The Fairfield committee decided this observation model is the best model to take our teaching practices to a higher level. The resulting rubric, *the Marzano Causal Teacher Evaluation Model* (see **Appendix E**), represents the most important skills and knowledge that teachers need to successfully educate each and every one of their students.

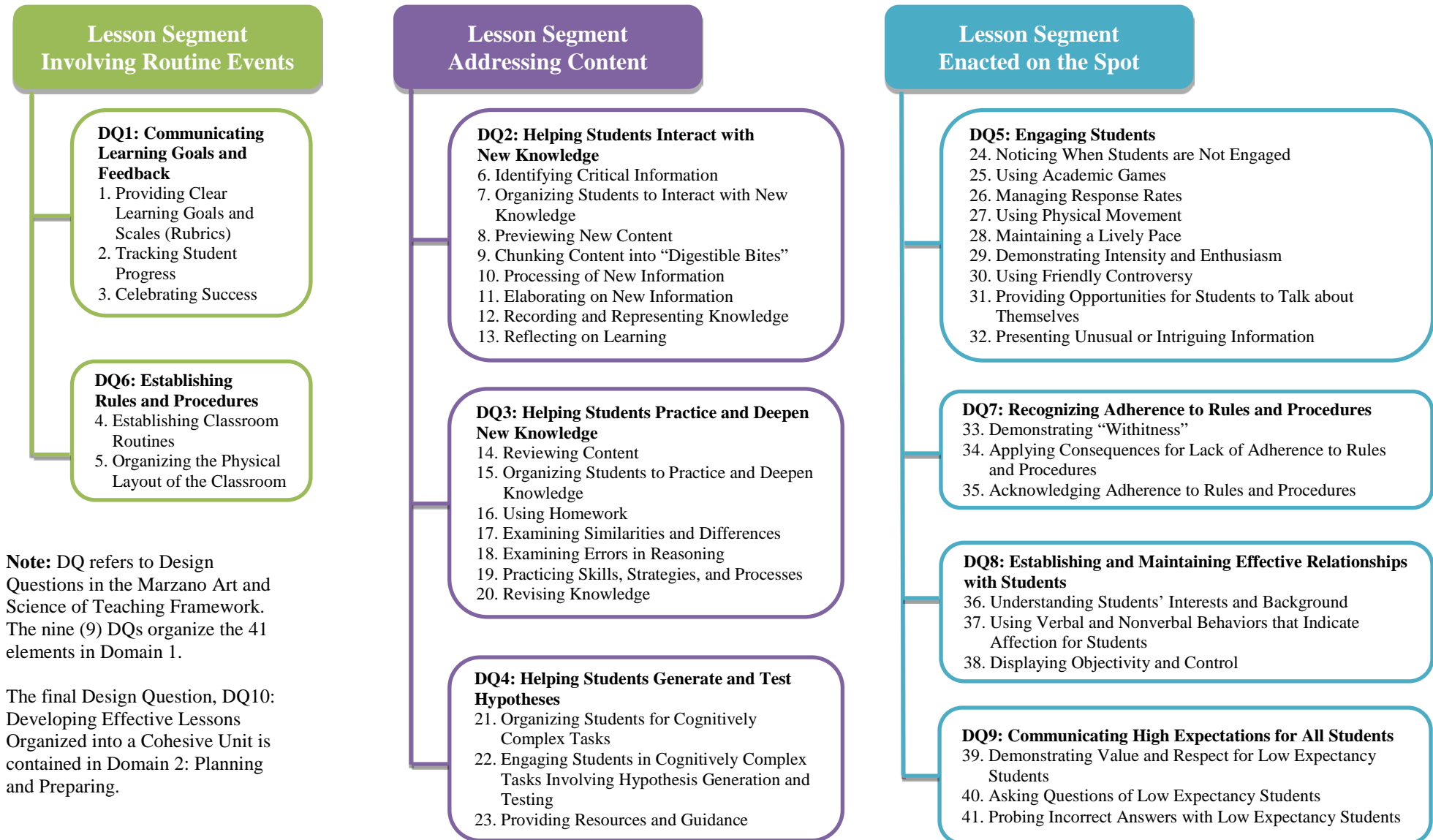
The *Marzano Causal Teacher Evaluation Model* is organized into four domains, each with design questions and elements organized within. The model is not designed to evaluate teachers on each and every one of the 60 elements each year. Rather it is a model to grow instructional practice. By far, the largest section of the model is Domain 1, Classroom Strategies and Behaviors. Domain 1 has three primary purposes:

1. A tool for evaluators to identify what they're seeing.
2. A tool for evaluators and teachers to understand what should be seen as part of classroom instruction.
3. A tool to provide meaningful feedback to teachers.

Domain 2 (Planning and Preparing), Domain 3 (Reflecting on Teaching) and Domain 4 (Collegiality and Professionalism) include the remaining elements of the model.

Domain 1: Classroom Strategies and Behaviors

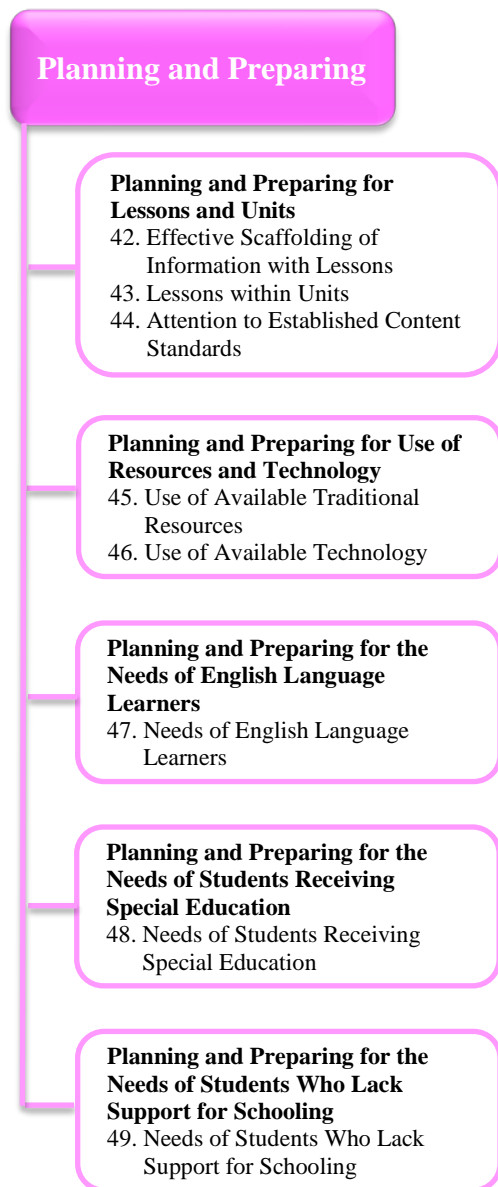
Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.



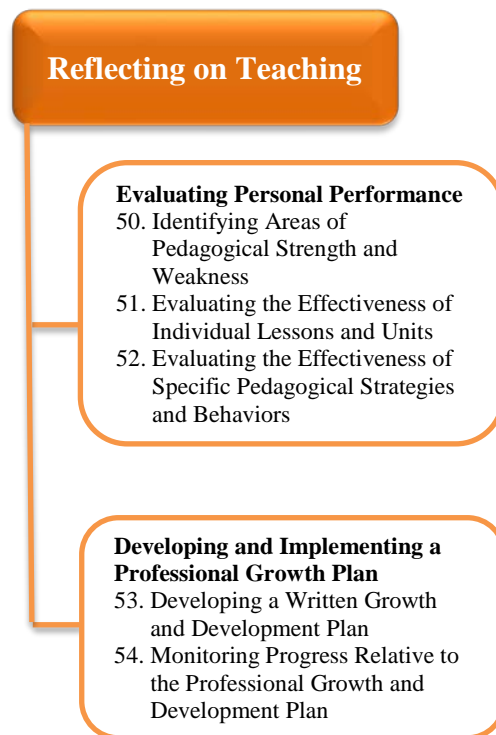
Note: DQ refers to Design Questions in the Marzano Art and Science of Teaching Framework. The nine (9) DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit is contained in Domain 2: Planning and Preparing.

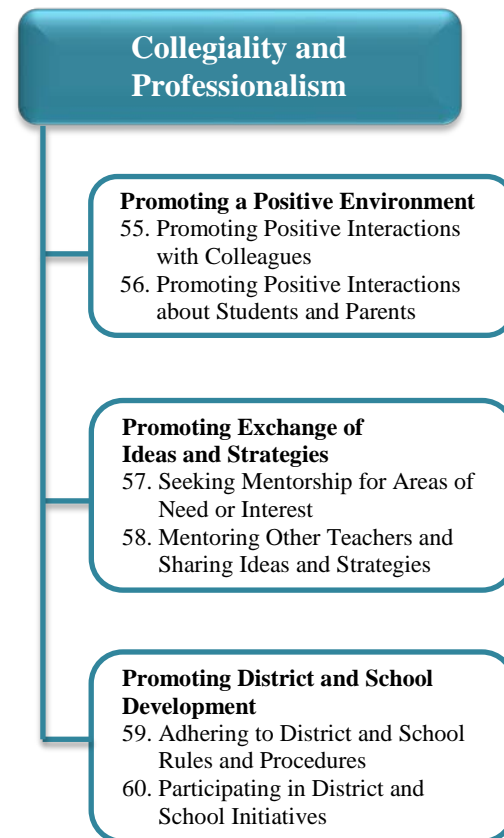
Domain 2: Planning and Preparing



Domain 3: Reflecting on Teaching



Domain 4: Collegiality and Professionalism



Connecticut Framework for Teacher Evaluation and Support

Observation Process

Research, such as the Gates Foundation's *Measures of Effective Teaching* study, has shown that multiple snapshots of practice conducted by multiple observers provide a more accurate picture of teacher performance than one or two observations per year. These observations don't have to cover an entire lesson to be valid. Partial period observations can provide valuable information and save observers precious time.

Observations in and of themselves aren't useful to teachers – it's the feedback based on observations that helps teachers to reach their full potential. All teachers deserve the opportunity to grow and develop through observations and timely feedback. In fact, teacher surveys conducted nationally demonstrate that most teachers are eager for more observations and feedback that they can then incorporate into their practice throughout the year.

Therefore, in the Fairfield Teacher Evaluation Model:

- Each teacher should be observed a minimum of 3 times per year through both formal and informal observations as defined below.
 - **Formal:** Mutually scheduled in-class observations or scheduled/unscheduled reviews of practice² that last at least 30 minutes and are followed by a post-observation conference, which includes both written and verbal feedback.
 - **Informal:** Non-scheduled observations or reviews of practice that last at least 10 minutes and are followed by written and/or verbal feedback.
- All observations should be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, within two days of an observation.
- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it's recommended that the majority of observations be unannounced.
- Districts and principals can use their discretion to decide the right number of observations for each teacher based on school and staff needs and in accordance with the Requirements for Educator Evaluation. A summary of requirements are below:

²Examples of non-classroom observations or reviews of practice include but are not limited to: observation of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans or other teaching artifacts see page 21 for more detail.

Teacher Category	Requirements For Educator Evaluation
First and Second Year Novice Teachers	At least 3 formal in-class observations; 2 of which include a pre-conference and all of which include a post-conference
<i>Below Standard and Developing</i>	At least 3 formal in-class observations; 2 of which include a pre-conference and all of which must include a post-conference
<i>Proficient and Exemplary</i>	At least 3 formal observations or reviews of practice; 1 of which must be a formal in-class observation, completed by the primary evaluator

Please note: In addition to the above observation requirements, informal observations (as described on the previous page) may occur.

Pre-conferences and Post-Conferences

Pre-conferences are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. Pre-conferences are optional for observations except where noted in the requirements described on page 20. A pre-conference can be held with a group of teachers, where appropriate.

Post-conferences provide a forum for reflecting on the observation against the *Marzano Causal Teacher Evaluation Model* and for generating action steps that will lead to the teacher's improvement. An effective post-conference process has been used successfully in the Fairfield Public Schools and is structured as follows (See Appendix F for a Sample Post Observation Feedback Form):

- Opener: begins with an opening casual conversation for the teacher to be more at ease
- part A: Supervisor Identified Strengths
 - Supervisor identifies several strengths noted during the observation by naming it using the language from the Marzano observation rubric
 - Supervisor cites specific evidence
 - Supervisor tells why it is important
 - Limit these to just the first few important ones; leave some for the teacher
- part B: Teacher Identified Strengths
 - Teacher identifies strengths, or is prompted to do so
 - Focuses on teacher decisions and actions
- part C: Growth Areas Identified by Teacher
 - Teacher identifies growth area or is prompted to do so
 - Focus on teacher decisions and actions
- part D: Growth Areas Identified by Supervisor
 - Limited in number; focus on most important areas
 - Brainstorm solutions if needed
 - Provide evidence or ask a question
- Closure: Teacher identifies key points

Classroom observations provide the most evidence for Domain 1 of the *Marzano Causal Teacher Evaluation Model*, but both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Non-Classroom Reviews of Practice

Because the new evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the *Marzano Causal Teacher Evaluation Model*, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers, school-based activities/events and attendance records from professional learning activities.

Feedback

The goal of feedback is to help teachers grow as educators and become more effective with each and every one 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 should include:

- specific evidence and ratings, where appropriate, on observed components of the *Marzano Causal Teacher Evaluation Model*;
- prioritized commendations and recommendations for development actions;
- next steps and supports the teacher can pursue to improve his/her practice; and
- a timeframe for follow up.

Providing both verbal and written feedback after an observation is ideal, but school leaders are encouraged to discuss feedback preferences and norms with their staff.

Teacher Performance and Practice Goal-Setting

As described in the Evaluation Process and Timeline section (pages 7 – 9), teachers develop one to three practice and performance goals that are aligned to the *Marzano Causal Teacher Evaluation Model*. These goals provide a focus for the observations and feedback conversations.

21. At the start of the year, each teacher will work with his or her evaluator to develop their practice and performance goal(s) through mutual agreement. All goals should have a clear link to student achievement and should move the teachers towards *proficient* or *exemplary* on the *Marzano Causal Teacher Evaluation Model*. Schools may decide to create a school-wide goal aligned to a particular element (i.e. 21. Organizing Students for Cognitively Complex Tasks) that all teachers will include as one of their goals.

Goals should be SMART:

S=Specific and Strategic

M=Measurable

A=Aligned and Attainable

R=Results-Oriented

T=Time-Bound

SMART Goal Example for Teacher Performance and Practice (40%):

By June 2013, I will use higher-order thinking questioning and discussion techniques to actively engage at least 85% of my students in discussions that promote understanding of content, interaction among students and opportunities to extend thinking.

Additional information on SMART goals can be found in **Appendix A: Template for Setting SMART Goals**. Progress towards goals and action steps for achieving progress should be referenced in feedback conversations following observations throughout the year. Goals and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although performance and practice goals are not explicitly rated as part of the Teacher Performance and Practice category, progress on goals will be reflected in the scoring of Teacher Performance and Practice evidence.

Teacher Performance and Practice Scoring

Individual Observations

Evaluators are not required to provide an overall rating for each observation, but they should provide ratings and evidence for the Framework components that were observed. During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., the teacher asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., the teacher asks good questions). 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.

Summative Observation of Teacher Performance and Practice Rating

At the end of the year, primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

- 1) Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine component ratings for each of the 19 components, 9 in Domain 1 and 10 across Domains 2-4.
- 2) Average components within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.
- 3) Apply domain weights to domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0

Each step is illustrated below:

- 1) Evaluator holistically reviews evidence collected through observations and interactions and uses professional judgment to determine component ratings for each of the 19 components.

By the end of the year, evaluators should have collected a variety of evidence on teacher 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 19 components. Some questions to consider while analyzing the evidence include:

Consistency: What rating have I seen relatively uniform, homogenous evidence for throughout the semester? Does the evidence paint a clear, unambiguous picture of the teacher'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: Are 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
DQ1	<i>Developing</i>	2
DQ2	<i>Developing</i>	2
DQ3	<i>Proficient</i>	3
DQ4	<i>Exemplary</i>	4
DQ5	<i>Proficient</i>	3
DQ6	<i>Proficient</i>	3
DQ7	<i>Proficient</i>	3
DQ8	<i>Proficient</i>	3
DQ9	<i>Proficient</i>	3

- 2) Average components with each domain to a tenth of a decimal to calculate domain-level scores:

Domain	Averaged Score
1	2.9
2	2.6
3	3.0
4	2.8

- 3) Apply domain weights to domain scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

Each of the domain ratings is weighted according to importance and summed to form one overall rating. Strong instruction and a positive classroom environment are major factors in improving student outcomes. In the *Marzano Causal Teacher Evaluation Plan*, Domain 1 incorporates these two factors. Therefore, Domain 1 is weighted significantly more at 70%. Domains 2, 3 and 4 are each weighted at 10%.

Domain	Score	Weighting	Weighted Score
1	2.9	70%	2.0
2	2.6	10%	0.3
3	3.0	10%	0.3
4	2.8	10%	0.3
Total			2.9

Steps 2 and 3 can be performed by district administrators and/or using tools/technology that calculates the averages for the evaluator. Data tools will be developed to be implemented during the 2013-2014 school year.

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

Category #2: Parent Feedback (10%)

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators focus area of the Fairfield Teacher Evaluation Plan.

The process described below focuses on:

- (1) Conducting a whole-school parent survey (meaning data is aggregated at the school level);
- (2) Determining several school-level parent goals based on the survey feedback;
- (3) Teacher and evaluator identifying **one** related parent engagement goal and setting improvement targets;
- (4) Measuring progress on growth targets; and
- (5) Determining a teacher's summative rating. This parent feedback rating shall be based on four performance levels.

1. Administration of a Whole-School Parent Survey

Parent surveys should be conducted at the whole-school level as opposed to the teacher-level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

Parent surveys must be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys should be confidential and survey responses should not be tied to parents' names. The parent survey should be administered every spring and trends analyzed from year-to-year.

NOTE: For the school year 2013-2014, Fairfield schools will use results of the School Climate Survey, administered to parents in November 2012, for teachers to use to set goals. Results from the survey were given to schools and the community during the winter of 2012. Linking the parent feedback this first year to the results of the School Climate Survey allows teachers to set a goal to continue this important work. School Climate Surveys will be administered on alternate years, with the state model parent survey being used during years when the School Climate Survey is not administered. Any surveys used will be valid and reliable. Appendix C contains the School Climate Survey and the state model parent survey.

2. Determining School-Level Parent Goals

Principals and teachers 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. Ideally, this goal-setting process would occur between the principal and teachers (possibly during faculty meetings) in August or September so agreement could be reached on 2-3 improvement goals for the entire school.

3. Selecting a Parent Engagement Goal and Improvement Targets

After these school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators **one** related parent 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-teacher conferences, etc. See the sample state model survey in **Appendix B** for additional questions that can be used to inspire goals.

Teachers 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 such as 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.

4. Measuring Progress on Growth Targets

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback category. Teachers will measure and demonstrate progress on their growth targets. A teacher will measure how successfully he/she implements a strategy to address an area of need (like the examples in the previous section).

5. Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets. This is accomplished through a review of evidence provided by the teacher 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

STUDENT OUTCOMES RELATED INDICATORS

The Student Outcomes Related Indicators half of the Fairfield Teacher Evaluation Plan captures the teacher's impact on students. Every teacher is in the profession to help children learn and grow, and teachers already think carefully about what knowledge, skills and talents they are responsible for nurturing in their students each year. As a part of the Fairfield Teacher Evaluation process, teachers will document those aspirations and anchor them in data.

Student Related Indicators includes two categories:

- Student growth and development, which counts for 45%; and
- Whole-school student learning which counts for 5% of the total evaluation rating.

These categories will be described in detail below.

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

Overview of Student Learning Objectives (SLOs)

Fairfield has selected a goal-setting process called **Student Learning Objectives (SLOs)** as the approach for measuring student growth during the school year.

While this process should feel generally familiar to school improvement planning, the Fairfield Teacher Evaluation Plan will ask teachers to set more specific and measureable targets than they may have done in the past, and to develop them through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with supervisors.

The four SLO phases are described in detail below:

SLO Phase 1: SLO Phase I: Learn about this year's students

This first phase is the discovery phase, just before the start of the school year and in its first few weeks. Once teachers know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the teacher is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources teachers can tap to understand both individual student and group strengths and challenges. This information will be critical for goal setting in the next phase.

SLO Phase 2: Set 2 SLOs (goals for learning)

Each teacher will write two SLOs. Teachers in the grades and subject areas whose students take a state test will create one SLO based on state test indicators and one SLO based on one non-standardized indicator. Teachers whose students do not take a state test in their grade or subject area, but for which other standardized assessments exist, will write one SLO based on an alternate standardized indicator and one SLO

based on a non-standardized indicator. All other teachers will develop their two SLOs based on non-standardized indicators.

The Fairfield Teacher Evaluation Plan adopts the definition of a **standardized assessment** from the Connecticut Guidelines for Educator Evaluation. That definition identifies that a standardized assessment is characterized by the following attributes:

- Administered and scored in a consistent – or “standard” – manner;
- Aligned to a set of academic or performance “standards;”
- Broadly-administered (e.g., nation-or statewide);
- Commercially-produced; and
- Often administered only once a year, although some standardized assessments are administered two or three times per year.

Examples of Standardized Assessments recommended for use in the Fairfield Public Schools for teachers whose students are not assessed by the CMT/CAPT are:

- Fountas and Pinnell Benchmark Reading Assessments
- Concepts About Print
- AIMS Web
- DRA 2
- Blue Ribbon
- Math Fluency
- CMT
- Oral Counting
- Letter ID
- Number ID
- SBAC
- CAPT
- DRP
- Gates-MacGinitie
- LAS Links
- SAT
- SAT 2
- AP
- PE – Mile run

Examples of Non-Standardized Assessments recommended for use in the Fairfield Public Schools are:

- Portfolios rated against a common rubric
- District Common Performance Tasks rated against a common rubric
- Writing Samples rated against a common rubric

- District Common Assessments rated against a common rubric
- Mid-Term Exam rated against a common rubric
- Final Exam rated against a common rubric
- Behavior checklist

In Phase II of the SLO process, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objectives

The objectives will be broad goals for student learning that are aligned to school improvement plans. They should each address a central purpose of the teacher's assignment and should pertain to a large proportion of his/her students. Each SLO should reflect high expectations for student learning - at least a year's worth of growth (or a semester's worth for shorter courses) - and should be aligned to relevant state, national (e.g., common core), or district standards for the grade level or course as well as the district and school improvement plans.

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

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

An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. Each SLO must include at least one IAGD.

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 students or ELL students. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students. The Template for Setting SMART Goals should be referenced as a resource for setting SLOs/IAGDs (Appendix A)

Since indicator targets are calibrated for the teacher's particular students, teachers with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all 4th grade teachers might use the CMT as their IAGD, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among 4th grade teachers.

For example:

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development (At least one is required)
4 th Grade	My 22 students will demonstrate improvement in or mastery of reading comprehension skills by June 2013.	<ol style="list-style-type: none">1. All 17 (77%) students assessed on the standard CMT will maintain proficiency, goal or advanced performance, or will gain a proficiency band on 4th grade CMT Reading in March 2013.2. All 5 students (23%) assessed on the MAS for Reading CMT will achieve at the proficient or goal level on 4th grade CMT Reading MAS in March 2013.

One half (or 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 another standardized indicator for other grades and subjects where available. When selecting indicators used to gauge attainment of goals/objectives, teachers and their evaluators shall agree on a balance in the weighting of standardized and non-standardized indicators, to total to 45%.

Other related assessment data can be used to input a rating while waiting for state test results. If test results may have a significant impact on a final rating, the final rating may be revised before September 15.

Step 3: Provide Additional Information

During the goal-setting process, teachers and evaluators will agree to the following:

- the rationale for the objective and its connection to the school improvement plan;
- 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 teacher plans to use to gauge students' progress toward the SLO during the school year; and
- any training or support the teacher thinks would help improve the likelihood of meeting the SLO.

Step 4: Submit SLOs to Evaluator for Approval

Teachers and evaluators will confer during the goal-setting process to select mutually agreed-upon SLOs. When completed, the SLO is submitted to the evaluator for formal approval.

The evaluator will examine each SLO relative to three criteria described below. SLOs must meet all three criteria to be approved. If they do not meet one or more criteria, SLOs must be revised and resubmitted to the evaluator.

SLO Approval Criteria

Priority of Content	Quality of Indicators	Rigor of Objective/Indicators
Objective is deeply relevant to teacher's assignment and addresses a large proportion of his/her students, and is closely aligned to the school improvement plan.	Indicators provide specific, measurable evidence. The indicators provide evidence about students' progress over the school year or semester during which they are with the teacher.	Objective and indicator(s) are attainable but ambitious and taken together, represent at least a year's worth of growth for students (or appropriate growth for a shorter interval of instruction).

SLO Phase 3: Mid-Year Conference: Monitor students' progress

Once SLOs are approved, teachers will monitor students' progress towards the objectives. They can, for example, examine student work products; administer interim assessments and track students' achievement related to the indicators. Teachers will share their interim findings with colleagues during collaborative time (i.e data team meetings) and will discuss varied instructional strategies to achieve the objectives. They will keep their evaluator apprised of progress.

If a teacher's assignment changes or if his/her student population shifts significantly, the SLOs can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

SLO Phase 4: Assess student outcomes relative to SLOs

At the end of the school year, teachers will collect the evidence required by their indicators and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment that asks teachers to reflect on the SLO outcomes by responding to the following four statements:

1. Describe the results and provide evidence for each indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that going forward.

Evaluators will review the evidence and the teacher's self-assessment and assign 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 as follows:

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 towards 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 IAGD, 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 objective and score the SLO holistically.

The final student growth and development rating for a teacher is the average of their two 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 teachers 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 30 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 teacher's student growth and development rating will be based only on the results of the SLO that is based on non-standardized indicators.

However, once the state test evidence is available, the evaluator is required to score or rescore the SLO, then determine if the new score changes the teacher's final (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15.

Category #4:WHOLE-SCHOOL STUDENT LEARNING INDICATOR (5%)

The Fairfield Teacher Evaluation Plan will include a “whole-school student learning indicator” as the 5% component of a teacher’s evaluation. This indicator reinforces the concept that all educators in a school building, whether a classroom teacher or student support specialist, contribute to the ultimate learning outcomes of ALL students in the school.

A teacher’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), which correlates to the whole-school student learning on a principal’s evaluation.

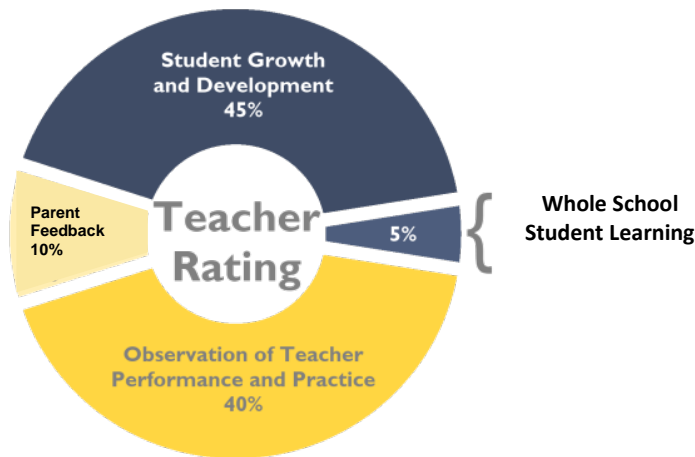
Exemplary	Proficient	Developing	Below Standard
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

NOTE: If the whole-school student learning indicator rating is not available when the summative rating is calculated, then the student growth and development score will be weighted 50 and the whole-school student learning indicator will be weighted 0 (see Summative Teacher Evaluation Scoring- page 36). However, once the state data is available, the evaluator should revisit the final rating and amend at that time as needed, but no later than September 15

SUMMATIVE TEACHER EVALUATION SCORING

Summative Scoring

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



Every educator will receive one of four performance ratings:

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 rating will be determined using the following steps:

- 1) Calculate a Teacher Practice Related Indicators score by combining the observation of teacher performance and practice score 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 or student feedback score
- 3) Use Summative Matrix to determine Summative Rating

Each step is illustrated below:

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

The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Simply multiply these weights by the

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

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

Rating Table

Teacher Practice Indicators Points	Teacher Practice Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	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 or student feedback score.

The student growth and development category counts for 45% of the total rating and the whole-school student learning indicator or student feedback category counts for 5% of the total rating. Simply multiply these weights by the category scores to get the focus area points. The points are then translated to a rating using the rating table below.

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

Rating Table

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

3) Use the Summative Matrix to determine Summative Rating

Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *proficient* 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 Teacher Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to make a summative.

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

Adjustment of Summative Rating Summative ratings must be completed for all teachers by the end 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. When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator may recalculate the teacher's summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

Effectiveness and ineffectiveness will be determined by utilizing a pattern of summative ratings derived from the new evaluation system. A pattern may consist of a pattern of one. The state model recommends the following patterns:

Novice teachers shall generally be deemed effective if said educator receives at least two sequential *proficient* ratings, one of which must be earned in the fourth year of a novice teacher's career. A *below standard* rating shall only be permitted in the first year of a novice teacher's career, assuming a pattern of growth of *developing* in year two and two sequential *proficient* ratings in years three and four. Superintendents shall offer a contract to any educator he/she deems effective at the end of year four. This shall be accomplished through the specific issuance to that effect.

A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential *developing* ratings or one *below standard* rating at any time.

The Fairfield Teacher Evaluation Plan adopts the definition as stated in the state model, above.

Dispute-Resolution Process

A "Standing Review Committee on Teacher Evaluation" shall be formed to resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice or the professional learning plan. This committee will be composed of the Human Resources Administrator, district TEAM Facilitator, a representative from the Executive Board of the Fairfield School Administrator Association, a representative from the Executive Board of the FEA, one staff member from the Preschool level and two staff members from each of the levels (elementary, middle school, high school).

The teacher will submit within five working days a Conflict Resolution Process form (See Appendix H) that clearly states the issue of disagreement and the particular level or part of the evaluation process that is open to disagreement to their primary evaluator with a copy to the Standing Review Committee on Teacher Evaluation. The evaluatee and his/her primary evaluator will select a member of the Standing Review Committee on Teacher Evaluation as a Resource Advisor.

The process will vary depending on the type and seriousness of the conflict. A possible sequence of meetings would include the following agendas:

- The Resource Advisor schedules to meet with each of the parties individually to discuss his/her views and perceptions about the conflict.
- The Resource Advisor schedules a meeting between the advisor and the two parties together where the advisor presents alternatives the two might use to resolve the conflict.
- Should these meetings succeed in resolving the conflict, there would be no further action beyond a notation by the advisor for his/her records that conflict resolution had been called for and that the conflict had been resolved to the mutual satisfaction of both parties. The

records of the advisor would have no names and the records would only be a numerical indicator of the advisor's workload.

- Should these meetings not lead to a resolution of the conflict, the Resource Advisor would forward the original Conflict Resolution Process Form to either the Director of Elementary Education, Director of Secondary Education or Deputy Superintendent (depending on the staff member's assignment) for a resolution and final decision.

Appendix A: Template for Setting SMART Goals

The SMART goal-setting process ensures that every goal is measurable and clear. The advantages of the SMART goal-setting process are:

- 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 away 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:

Create a plan
Start small
Write it down
Be specific
Track your progress
Celebrate your success
Ask for support sooner than later
Make commitments

DON'T:

Expect to accomplish without effort
Focus on too much at once
Forget to make a deadline
Deal in absolutes
Expect perfection
Keep your goal on a shelf
Beat yourself up over shortcomings
Try to accomplish it alone
Forget that you CAN DO IT!

Appendix B: Sample Parent Feedback Survey All Grades

Part I: School Feedback	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	I Don't Know
1. I talk with my child's teacher(s) about my child's schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I talk with my child's teacher(s) about what I can do to help my child learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I know how my child is doing in school before I get my child's report card.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I have attended at least one meeting or event at school this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I feel welcome at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My child is learning a lot in school this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My child's teacher(s) have high expectations for my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My child's teacher(s) talk to me about how my child is doing in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My child's teacher(s) care about my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part II: Background

10. What is your child's gender?

- ☐ Male ☐ Female

11. My child's grades are...

- ☐ Mostly A's ☐ Mostly B's ☐ Mostly C's ☐ Mostly D's ☐ Mostly F's ☐ I Don't Know/
Does Not Apply

12. What is the highest level of education that you have attained?

- ☐ Not a high school graduate ☐ Some college ☐ Graduate school
☐ High school graduate ☐ College graduate

13. What is your child's race or ethnicity?

- ☐ White ☐ Black or African-American ☐ Asian ☐ Hispanic or Latino
☐ American-Indian or Alaska Native ☐ Native-Hawaiian or Other Pacific-Islander ☐ Two or More Races/Ethnicities

Appendix C: School Climate Survey



Comprehensive School Climate Inventory™

Measuring the Climate for Learning

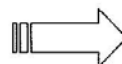
PARENT/GUARDIAN SURVEY

Before you begin, please read the following information.

You are being asked to complete this survey as part of a project to help all members of the school community (students, parents, and the adults who work at the school) understand how everyone feels about your child's school.

- ☞ As you respond to each item, focus on your thoughts and feelings based on your own personal experience with the school, as well as your perceptions of your child's experience as a student.
- ☞ There **are no right or wrong answers**— this is not a test! We just want to know how you feel. Your responses will provide us with important information to help your child's school become even better.
- ☞ All of your responses are **completely anonymous**. No one from the school will ever see your answers, and no identifying information (such as name, child's name or survey ID) will be recorded with your answers.
- ☞ All results will be reported to your school only in terms of how each population responded. Individual responses are never seen by your school.
- ☞ The survey should take you approximately 20 minutes to complete. Please try to respond to all items.

Start Survey



Think about **your** experience with your child's school as you read each statement below. Then fill in the circle that best describes how much you agree or disagree with each statement.

Mark one answer on each line like this: ●

Not like this: ⊗ ⊙ ⊚

	Strongly Disagree	Disagree	Neither Agree Nor Disagree (Neutral)	Agree	Strongly Agree
1. My child's school tries to get students to join in after school activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Adults who work in my child's school treat students with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. In my child's school, he/she talks about ways to help control his/her emotions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Many students at my child's school go out of their way to treat other students badly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Adults in my child's school seem to work well with one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Students in my child's school respect each other's differences (for example, gender, race, culture, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. In my child's school, students have learned ways to resolve disagreements so that everyone can be satisfied with the outcome.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My child's school tries to get all families to be part of school activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My child's teachers encourage him/her to try out new ideas (think independently).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My child has been insulted, teased, harassed or otherwise verbally abused more than once at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. In my child's school, he/she talks about the way his/her actions will affect others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Students have friends at school they can turn to if they have questions about homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. In my child's school, he/she discusses issues that help him/her think about how to be a good person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. In my child's school, there are clear rules against physically hurting other people (for example, hitting, pushing or tripping).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Think about **your** experience with your child's school as you read each statement below. Then fill in the circle that best describes how much you agree or disagree with each statement.

Mark one answer on each line like this: ●

Not like this: (X) (✓) (○)

	Strongly Disagree	Disagree	Neither Agree Nor Disagree (Neutral)	Agree	Strongly Agree
15. Students have friends at school they can trust and talk to if they have problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Adults in my child's school have high expectations for students' success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Adults in the school are fair about making sure that all students follow the rules against physically hurting other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. My child's teachers let him/her know when he/she does a good job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. My child feels like he/she belongs at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I have seen students at my child's school being physically hurt by other students more than once (for example, pushed, slapped, punched or beaten up).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. In my child's school, he/she discusses issues that help him/her think about what is right and wrong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Students in my child's school work well with each other even if they're not in the same group of friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. My child likes his/her school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. My child has learned skills than help him/her plan time effectively to get work done and still do other things he/she enjoys.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. There are many students in my child's school who seem to be made fun of a lot by other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. My child's school makes an effort to keep me and my family informed about what's going on in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. If my child is feeling confused about something in class, he/she feels comfortable saying so.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. My child's school building is kept clean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Most students in my child's school act in a way that is sensitive to the feelings of other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. My child feels physically safe in the schoolyard or area right around the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Think about **your** experience with your child's school as you read each statement below. Then fill in the circle that best describes how much you agree or disagree with each statement.

Mark one answer on each line like this: ●

Not like this: (X) (X) (X)

	Strongly Disagree	Disagree	Neither Agree Nor Disagree (Neutral)	Agree	Strongly Agree
31. Adults in the school will stop students if they see them physically hurting each other (for example, pushing, slapping, or punching).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. In my child's school, he/she talks about the importance of understanding his/her feelings and the feelings of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. My child has been physically hurt at school more than once by other students (for example, pushed, slapped, punched or beaten up).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. My child's school has up-to-date computers and other electronic equipment available to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Teachers give my child an opportunity to show what he/she knows and can do in a variety of ways (for example, papers, presentations, projects, tests).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. My child's school is physically attractive (well designed, nicely decorated, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Adults who work in my child's school treat one another with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Students in my child's school respect differences in adults (for example, gender, race, culture, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. In my child's school, there are clear rules against insults, teasing, harassment and other verbal abuse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. My child feels physically safe in all areas of the school building.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. My child's school has space and facilities for extra-curricular activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Adults in my child's school respect differences in students (for example, gender, race, culture, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. My child is challenged to do more than he/she thought he/she could in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. We need more basic supplies in my child's school (for example, books, paper and chalk).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Adults in my child's school respect each other's differences (for example gender, race, culture, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Students at my child's school will try to stop students from insulting or making fun of other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Think about **your** experience with your child's school as you read each statement below. Then fill in the circle that best describes how much you agree or disagree with each statement.

Mark one answer on each line like this: ●

Not like this: ⊗ ⊙ ⊖

	Strongly Disagree	Disagree	Neither Agree Nor Disagree (Neutral)	Agree	Strongly Agree
47. Adults in the school are fair about making sure that all students follow the rules against insults, teasing, harassment or other verbal abuse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Very few students make fun of other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. My child's teachers give him/her useful feedback on school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. My child feels good about what he/she accomplishes in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. My child's school building is kept in good condition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. In my child's school, he/she works on listening to others so that he/she really understands what they are trying to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. There are areas of my child's school where he/she does not feel physically safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. My child feels that he/she is better at working with other people because of what he/she has learned in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. Adults in my child's school seem to trust one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Parents and family members feel comfortable talking to teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. My child's teachers encourage him/her to see mistakes as a natural part of the learning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. If students need to talk to an adult in school about a problem, there is someone they trust who they could talk to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. There are groups of students in the school who exclude others and make them feel bad for not being a part of the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. I think parents/guardians feel welcome at my child's school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. My child's teachers show him/her how to learn from his/her mistakes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. It is common to see students in my child's school insulted, teased, harassed or otherwise verbally abused by other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Think about **your** experience with your child's school as you read each statement below. Then fill in the circle that best describes how much you agree or disagree with each statement.

Mark one answer on each line like this: ●
Not like this: ⊗ ⊙ ⊖

	Strongly Disagree	Disagree	Neither Agree Nor Disagree (Neutral)	Agree	Strongly Agree
63. My child's teachers help him/her figure out how he/she learns best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. Adults in the school stop students if they see them insulting, teasing, harassing or otherwise verbally abusing other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. Adults in my child's school are willing to listen to what students have to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. My child's teachers give him/her individual attention on schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. Students have friends at school to eat lunch with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. Adults in my child's school are interested in getting to know students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. Most students in my child's school try to treat other students the way they'd want to be treated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. Students try to make new students feel welcome in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please tell us a little about yourself...

This information helps you and your child's school discover more about who responded to the survey and whether different groups of people (for example, men or women, parents of 4th graders or parents of 5th graders) felt differently or had different opinions. **Note:** We will NOT report group data unless a given group has sufficient numbers to ensure each respondent's confidentiality.

1. What is your race/ethnicity? (Please fill in the circle that is most appropriate)

- ☐ American Indian / Alaskan Native
- ☐ Asian / Pacific Islander
- ☐ Black / African American
- ☐ Latino / Latina / Hispanic
- ☐ White / Caucasian
- ☐ Multiracial
- ☐ Not Listed Above

2. Please indicate your child's/children's grade(s) at this school.

- | | | | | | | | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Pre-K -
K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

3. Is English your child's first language?

- ☐ Yes
- ☐ No

4. Does your child qualify for free or reduced price meals?

- ☐ Yes
- ☐ No

5. Does your child have an IEP?

- ☐ Yes
- ☐ No

Thank You for Completing This Survey!

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Appendix D: Marzano Evaluation Model Aligned to the 2010 CCT

Marzano Evaluation Model Domains 1, 2, 3, and 4	CT 2010 Common Core of Teaching: Foundational Skills
DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	
I. Lesson Segments Involving Routine Events	
Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?	
1. Providing Clear Learning Goals and Scales (Rubrics)	Element 5.6
2. Tracking Student Progress	Elements 4.7, 5.1, 5.2, 5.3, 5.5
3. Celebrating Success	
Design Question #6: What will I do to establish and maintain Classroom rules and procedures?	
4. Establishing Classroom Routines	Elements 2.4, 2.5
5. Organizing the Physical Layout of the Classroom	
II. Lesson Segments Addressing Content	
Design Question #2: What will I do to help students effectively interact with new knowledge?	
6. Identifying Critical Information	Elements 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3.1, 4.1, 4.2, 4.4, 4.5, 4.6
7. Organizing Students to Interact with New Knowledge	
8. Previewing New Content	
9. Chunking Content into "Digestible Bites"	
10. Processing of New Information	
11. Elaborating on New Information	
12. Recording and Representing Knowledge	
13. Reflecting on Learning	
Design Question #3: What will I do to help student practice and deepen their understanding of new knowledge?	
14. Reviewing Content	Elements 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 4.1, 4.2, 4.4, 4.5, 4.6
15. Organizing Students to Practice and Deepen Knowledge	
16. Using Homework	
17. Examining Similarities and Differences	
18. Examining Errors in Reasoning	
19. Practicing Skills, Strategies, and Processes	
20. Revising Knowledge	
Design Question #4: What will I do to help students generate and test Hypotheses about new knowledge?	
21. Organizing Students for Cognitively Complex Tasks	Elements 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 4.1, 4.2, 4.4, 4.5, 4.6
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing	
23. Providing Resources and Guidance	

Marzano Evaluation Model Domains 1, 2, 3, and 4	CT 2010 Common Core of Teaching: Foundational Skills
III. Lesson Segments Enacted on the Spot	
Design Question #5: What will I do to engage students?	
24. Noticing When Students are Not Engaged	Elements 2.2, 4.6
25. Using Academic Games	
26. Managing Response Rates	
27. Using Physical Movement	
28. Maintaining a Lively Pace	
29. Demonstrating Intensity and Enthusiasm	
30. Using Friendly Controversy	
31. Providing Opportunities for Students to Talk about Themselves	
32. Presenting Unusual or Intriguing Information	
Design Question #7: What will I do to recognize and acknowledge Adherence or lack of adherence to rules and procedures?	
33. Demonstrating "Withitness"	Elements 2.4, 2.5
34. Applying Consequences for Lack of Adherence to Rules and Procedures	
35. Acknowledging Adherence to Rules and Procedures	
Design Question #8: What will I do to establish and maintain effective relationships with students?	
36. Understanding Students' Interests and Background	Elements 2.1, 2.3
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students	
38. Displaying Objectivity and Control	
Design Question #9: What will I do to communicate high expectations for all students?	
39. Demonstrating Value and Respect for Low Expectancy Students	
40. Asking Questions of Low Expectancy Students	
41. Probing Incorrect Answers with Low Expectancy Students	
DOMAIN 2: PLANNING AND PREPARING	
I. Planning and Preparing for Lessons and Units	
42. Effective Scaffolding of Information with Lessons	Elements 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 5.1, 5.2, 5.8
43. Lessons within Units	
44. Attention to Established Content Standards	
II. Planning and Preparing for Use of Resources and Technology	
45. Use of Available Traditional Resources	
46. Use of Available Technology	
III. Planning and Preparing for Needs of English Language Learners	
IV. Planning and Preparing for Needs of Students Receiving Special Education	
V. Planning and Preparing for Needs of Students Who Lack Support for Schooling	

Marzano Evaluation Model Domains 1, 2, 3, and 4	CT 2010 Common Core of Teaching: Foundational Skills
47. Needs of English Language Learners 48. Needs of Students Receiving Special Education 49. Needs of Students Who Lack Support for Schooling	
DOMAIN 3: REFLECTING ON TEACHING	
I. Evaluating Personal Performance	
50. Identifying Areas of Pedagogical Strength and Weakness	Elements 5.7, 6.1
51. Evaluating the Effectiveness of Individual Lessons and Units	
52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors	
II. Developing and Implementing a Professional Growth Plan	
53. Developing a Written Growth and Development Plan	
54. Monitoring Progress Relative to the Professional Growth and Development Plan	
DOMAIN 4: COLLEGIALLY AND PROFESSIONALISM	
I. Promoting a Positive Environment	
55. Promoting Positive Interactions with Colleagues	Elements 5.4, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11
56. Promoting Positive Interactions about Students and Parents	
II. Promoting Exchange of Ideas and Strategies	
57. Seeking Mentorship for Areas of Need or Interest	
58. Mentoring Other Teachers and Sharing Ideas and Strategies	
III. Promoting District and School Development	
59. Adhering to District and School Rules and Procedures	
60. Participating in District and School Initiatives	

It is useful to note that some elements in the Marzano Teacher Evaluation Model are not represented in the Connecticut criteria. Specifically, none of the elements from the following domains in the Marzano Teacher Evaluation Model are reflected in the Connecticut criteria:

- Domain I-I: Lesson Segments Involving Routine Events
 - Element 3: Celebrating Success
 - Element 5: Organizing the Physical Layout of the Classroom
- Domain I-III: Lesson Segments Enacted on the Spot
 - Element 39: Demonstrating Value and Respect for Low Expectancy Students
 - Element 40: Asking Questions of Low Expectancy Students
 - Element 41: Probing Incorrect Answers with Low Expectancy Students

Connecticut State Department of Education's 2010 Common Core of Teaching: Foundational Skills

Domain 1. Content and Essential Skills

Teachers understand and apply essential skills, central concepts and tools of inquiry in their subject matter or field by:

- 1.1. Demonstrating proficiency in reading, writing, and mathematics skills;
- 1.2. Demonstrating discipline-specific knowledge and skills as described in the relevant national and state professional teaching standards;
- 1.3. Using developmentally appropriate verbal, non-verbal and technological communications;
- 1.4. Using technological and digital resources to promote learning, collaboration with colleagues and communication within a learning community;
- 1.5. Demonstrating understanding of how to use content area literacy skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting; and
- 1.6. Demonstrating understanding of how to use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations.

Domain 2. Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community by:

- 2.1 Creating a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels;
- 2.2 Promoting engagement in and shared responsibility for the learning process and providing opportunities for students to initiate their own questions and inquiries;
- 2.3 Providing explicit instruction about social skills to develop students' social Competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized to student needs;
- 2.4 Fostering appropriate standards of behavior that support a productive learning environment for all students; and
- 2.5 Maximizing the amount of time spent on learning by effectively managing routines and transitions.

Domain 3. Planning for Active Learning

Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

- 3.1 Determining students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs;
- 3.2 Developing and organizing coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline;
- 3.3 Promoting the development and application of skills with conceptual understanding, and anticipating students' content misconceptions;
- 3.4 Selecting appropriate assessment strategies to monitor ongoing student progress;
- 3.5 Selecting or designing instructional strategies, resources and flexible groupings that provide opportunity for students to think critically and creatively, and solve problems;
- 3.6 Integrating learning activities that make real-world, career or global connections, and promote interdisciplinary connections whenever possible;
- 3.7 Designing or selecting academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone;
- 3.8 Designing strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse and/or inquiry-based learning; and
- 3.9 Including strategies for teaching and supporting content area literacy skills and, When appropriate, numeracy skills.

Domain 4. Instruction for Active Learning

Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

- 4.1 Using a variety of evidence-based strategies to enable students to apply and construct new learning;
- 4.2 Using technological and digital resources strategically to promote learning;
- 4.3 Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning;
- 4.4 Varying the student and teacher roles in ways that develop independence and interdependence with the gradual release of responsibility to students;
- 4.5 Using differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents;
- 4.6 Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks; and

- 4.7 Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance.

Domain 5. Assessment for Learning

Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction by:

- 5.1 Understanding the different purposes and types of assessment that capture the complexity of student learning across the hierarchy of cognitive skills;
- 5.2 Using and/or designing a variety of formative and summative assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn;
- 5.3 Using a comprehensive set of data that provides depth and breadth of understanding of student achievement at a particular point in time and over time;
- 5.4 Collaborating with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress;
- 5.5 Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning;
- 5.6 Supporting students' progress by communicating academic and behavioral performance expectations and results with students, their families and other educators;
- 5.7 Understanding the role that lack of opportunity to learn, lack of effective instruction, and assessment bias can play in the overrepresentation in special education of students with cultural, ethnic, gender and linguistic differences; and
- 5.8 Using academic, behavioral and health data to select and/or design interventions, and assist in the development of individualized education programs for students with disabilities.

Domain 6. Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership by:

- 6.1 Continually engaging in reflection, self-evaluation and professional development to enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning;
- 6.2 Seeking professional development opportunities to enhance skills related to teaching and meeting the needs of all students;
- 6.3 Collaborating with colleagues, administrators, students and their families to develop and sustain a positive school climate;

- 6.4 Collaborating with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures to support continuous school and district improvement;
- 6.5 Guiding and coaching paraprofessionals and collaborating with colleagues, administrators, and special services staff to monitor the impact of instructional or behavioral support and interventions;
- 6.6 Proactively communicating in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning;
- 6.7 Understanding the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process;
- 6.8 Understanding how one's race, gender and culture affect professional interactions with students, families and colleagues;
- 6.9 Using communication technology in a professional and ethical manner;
- 6.10 Collaborating with colleagues, administrators, and families in the development of individualized student success plans to address goal setting, personal and academic development, post-secondary and career exploration, and/or capstone projects; and
- 6.11 Conducting themselves as professionals in accordance with the Connecticut's Code of Professional Responsibility for Educators.

Appendix E: Marzano Causal Teacher Evaluation Model

A link for district staff to access the full rubric for the Marzano Causal Teacher Evaluation Model on the district network will be placed here.

Appendix F: Post Observation Feedback Form

Post Conference Observation Feedback Form

Supervisor: _____ Subject: _____ School: _____
 Teacher: _____ Grade level: _____

Standard	Evidence
Opener <ul style="list-style-type: none"> Icebreaker, teacher put at ease 	
“A” Strengths - Supervisor <ul style="list-style-type: none"> Name it (CCT language) Give specific evidence Tell why important Limited to important ones, leave some for teacher 	
“B” Strengths – Teacher <ul style="list-style-type: none"> Teacher identifies strengths or is prompted to do so Focus on teacher decisions 	
“C” Growth Areas – Teacher <ul style="list-style-type: none"> Teacher identifies growth area or is prompted to do so Focus on teacher decisions 	
“D” Growth Areas – Supervisor <ul style="list-style-type: none"> Provide evidence or ask a question Brainstorm solutions if needed Limited in number, focus on most important areas 	
Closure <ul style="list-style-type: none"> Teacher identifies key points 	
<ul style="list-style-type: none"> A before B; C before D Body language shows active listening Questions are simple, clear, unambiguous After A, teacher does most of the talking Stays on topic throughout conference 	

Appendix G: End of Year Self-Assessment For

The End-of-Year Self-Assessment form will be inserted here when developed.

Appendix H: Conflict Resolution Form

Fairfield Public Schools
Conflict Resolution Process Form

Name of Teacher:_____

Name of Primary Evaluator:_____

School_____ **Date of Submission**_____

Evaluation level:_____

Reasons for Appeal: (Normally, the dispute will concern issues related to objectives, the evaluation period, the professional growth plan, or feedback. Please, be specific in stating the reason for appeal.)

Signature of Teacher:_____

Resource Advisor Chosen by Teacher and Evaluator:_____

Date Received by Standing Review Committee on Evaluation:_____

_____**Resolution of Conflict: (Use additional space on the back.)**

_____**Conflict unresolved. Date submitted to Superintendent:**_____

Appendix I: Structured Support Initial Placement Form

Fairfield Public Schools Structured Support Level Initial Placement Form

Staff Member _____ Years of Experience _____

Position _____ Years in Fairfield _____

Evaluator _____ School _____

Date of Notice _____ Date of Action Plan Review _____

The purpose of the Structured Support Level is to provide guided support to staff members who have been identified as experiencing difficulty meeting the standards of the Fairfield Public Schools and the Fairfield Teacher Evaluation Plan. The supervisor and the teacher will work collaboratively to complete this form. For a complete description of the Structured Support Level refer to The Fairfield Teacher Evaluation Plan.

1. Describe the targeted job description concern(s) leading to placement on Structured Support.

2. Describe the support to be provided by the evaluator.

3. Describe the mutually accepted action plan and time frame.

4. Describe the professional development to be used to meet the action plan.

Signature of Staff Member

Date

Signature of Supervisor

Date

Appendix J: Structured Support End of Year Evaluation Form

Fairfield Public Schools
Structured Support Level Evaluation Form
End of the Year Status
School Year _____

Staff Member _____ Years of Experience _____

Position _____ Years in Fairfield _____

Evaluator _____ Date _____

Evaluator's statement of status following review on the Structured Support Level:

1. Statement of Evaluator:

Resolution:

_____ Remain on Structured Support Level

_____ Placed on Intensive Supervision Level

_____ Return to evaluation through the Fairfield Teacher Evaluation Plan

Signature of Staff Member

Date

Signature of Supervisor

Date

Appendix K: Intensive Supervision Evaluation Initial Placement Form

Fairfield Public Schools Intensive Supervision Evaluation Initial Placement Form

Staff Member _____ Years of Experience _____

Position _____ Years in Fairfield _____

Evaluator _____ School _____

Date of Notice _____ Date of Action Plan Review _____

The purpose of the Intensive Supervision Level is to provide intensive supervision to staff members who have been identified as not meeting the accountability standards of the Fairfield Public Schools and the Fairfield Teacher Evaluation Plan. The supervisor and the teacher will work collaboratively to complete this form. For a complete description of the Structured Support Level refer to The Fairfield Teacher Evaluation Plan.

1. Describe the targeted job description concern(s) leading to placement on Intensive Supervision.

2. Describe the support to be provided by the evaluator.

3. Describe the mutually accepted action plan and time frame.

4. Describe the professional development to be used to meet the action plan.

Signature of Staff Member

Date

Signature of Supervisor

Date

Appendix L: Intensive Supervision Evaluation Final Review Form

Fairfield Public Schools
Intensive Supervision Evaluation Form
Final Review
School Year _____

Staff Member _____ Years of Experience _____

Position _____ Years in Fairfield _____

Evaluator _____ Date _____

1. Statement of Evaluator:

Resolution:

_____ Remain on Intensive Supervision Level

_____ Return to evaluation through the Fairfield Teacher Evaluation Plan

_____ Recommend Termination of Employment

Signature of Staff Member

Date

Signature of Supervisor

Date

Appendix M: Glossary

Academic Achievement

Defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards. Achievement is a set point or “bar” that is the same for all students, regardless of where they begin.

CAPT

The Connecticut Academic Performance Test (CAPT) is a statewide assessment to be administered annually to all public school students in Grade 10. The test assesses four content areas: Mathematics, Science, Reading Across the Disciplines (based on a Response to Literature test and a Reading for Information test) and Writing Across Disciplines (based on two Interdisciplinary Writing tests and an Editing and Revising test). Each student who completes the CAPT receives an overall scale score for each of the four content areas. The skills and content assessed by the CAPT are based on Connecticut curriculum frameworks.

CCT

The Connecticut Common Core of Teaching (CCT) articulates essential knowledge, skills and qualities Connecticut teachers need to prepare students to meet the challenges of the 21st century. These foundational skills are grouped into six interrelated domains: (1) Content and Essential Skills, (2) Classroom Environment, Student Engagement and Commitment to Learning, (3) Planning for Active Learning, (4) Instruction for Active Learning, (5) Assessment for Learning; and (6) Professional Responsibilities and Teacher Leadership. The CCT was designed as a guide to help build teacher competence beginning with pre-service and continuing throughout a teacher’s career.

Classroom Assessment

A teacher-developed assessment used by a single teacher for a particular course or group of students. A classroom assessment does not refer to an assessment created by and administered by groups of teachers.

CMT

The Connecticut Mastery Test (CMT) is a statewide assessment to be administered annually to all public school students in Grades 3 through 8. The test assesses four content areas: Reading, Writing, Mathematics, and Science (Grades 5 and 8 only). Each student who completes the CMT receives a total scale score for each content area. The skills and content assessed by the CMT are based on Connecticut curriculum frameworks.

Content Mastery Standard

A score on an assessment that a student must obtain in order to be considered as having achieved mastery. A content mastery standard is typically established somewhere between a passing score and 100%.

DPI

District Performance Index (DPI) indicates overall district-level student performance based on Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT) results.

Educator Evaluation and Support System

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of educator performance. All teachers and administrators will be evaluated in four categories, grouped in two major focus areas: Practice Related Indicators and Student Outcomes Related Indicators. The performance levels are defined as:

- 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

End-of-Year Conference

The annual evaluation process between a teacher/administrator and evaluator (administrator or designee) is anchored in a minimum of three performance conversations that occur at the beginning, middle and end of the school year. It is expected that the End-of-Year conference will occur in May or June but no later than June 30th. During the End-of -Year conference, the teacher/administrator will present their self-assessment and related documentation for discussion and the evaluator will present his or her evaluation of the teacher/administrator's performance. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher/administrator in order to be productive and meaningful.

Goal-Setting Conference

The annual evaluation process between a teacher/administrator and evaluator (administrator or designee) is anchored in a minimum of three performance conversations that occur at the beginning, middle and end of the school year. It is expected that the Goal-Setting and Planning conference will occur on or before October 15th but must be completed prior to November 15th. A portion of the conference may include a brief orientation to the new teacher/administrator evaluation process but the main purpose of this conference is for the teacher/administrator and evaluator to discuss school and district priorities and the teacher/administrator's objectives and goals to ensure they are related to school and district priorities.

Growth

Improving skills required to achieve mastery on a subject or grade level standard over a period of time. Growth differentiates mastery expectations based on baseline performance.

IAGD

An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with quantitative targets, that will demonstrate whether a Student Learning Objective (SLO) was met. Each SLO must include at least one IAGD. Each IAGD must 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.

Mid-Year Check-In

The annual evaluation process between a teacher/administrator and evaluator is anchored in a minimum of three performance conversations that occur at the beginning, middle and end of the school year. The evaluator and teacher/administrator must complete at least one Mid-Year Conference at which they review progress on the teacher/administrator's goals and objectives to date. The Mid-Year Conference is an important point in the year for addressing concerns, reviewing results and adjusting goals and objectives as needed. Evaluators can deliver mid-year formative information on categories of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers/administrators and evaluators can mutually agree to revise goals and/or objectives.

Parent Feedback

A whole-school parent survey (data is aggregated at the school level) must be conducted each spring and trends analyzed from year-to-year to inform teacher practice. Parent surveys must be confidential and survey responses should not be tied to parents' names. Survey results may be used to identify a parent engagement goal and related improvement target.

Post-Conference

A post-conference follows a formal observation or review of practice and may or may not follow an informal observation or review of practice. Post-conferences provide a forum for reflecting on the observation/review of practice against the CT Framework for Teacher Evaluation and Support and for generating action steps that will lead to the teacher's improvement.

Pre-Conference

A pre-conference precedes a formal observation or review of practice and allows the teacher to provide the context for the lesson/practice session and information about the students to be observed. It is also an opportunity for the evaluator to set expectations for the observation process.

Professional Growth Plan

A Professional Growth Plan is co-created with mutual agreement between a teacher and his/her evaluator and serves as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. Professional learning opportunities identified in a Professional Growth Plan should be based on the individual strengths and needs of a teacher that are identified through the evaluation process.

School Assessment

Assessments developed by groups of teachers that are mandated or optional for use school-wide (e.g., end-of-course assessment written by science teachers and used in all chemistry courses in the school).

SLO

A Student Learning Objective (SLO) is an academic goal that teachers/administrators and evaluators set for groups of students. In the SEED Handbook, there are differences between how SLOs are defined within the teacher model and the administrator model. The table below outlines these differences.

Administrator SLOs

Administrator SLOs combine the three areas of teacher SLO into one SMART statement. They are written like a SMART goal and include target, measurement and time within a single SLO. They should:

- Align to district and school learning goals
- Provide a measure
- Be written in SMART format
- Focus on priority areas

Teacher SLOs

Teacher SLOs contain three component parts: **Broad goals** for student learning that address a central purpose, **a rationale** that explains why this is an important area of improvement, and **at least one IAGD which is the specific evidence, with a quantitative target**, that will demonstrate whether the objective was met.

SMART Goal

At the start of the school year, each educator will work with his or her evaluator to develop their practice and performance goal(s) and SLOs through mutual agreement. All goals should have a clear link to student achievement and school/district priorities.

Goals should be SMART:

S=Specific and Strategic

M=Measurable

A=Aligned and Attainable

R=Results-Oriented

T=Time-Bound

Smarter Balanced Assessments

Smarter Balanced Assessments go beyond multiple-choice questions to include extended response and technology enhanced items, as well as performance tasks that allow students to demonstrate critical-thinking and problem-solving skills. Performance tasks challenge students to apply their knowledge and skills to respond to complex real-world problems. They can best be described as collections of questions and activities that are coherently connected to a single theme or scenario. These activities are meant to measure capacities such as depth of understanding, writing and research skills, and complex analysis, which cannot be adequately assessed with traditional assessment questions. The performance tasks will be taken on a computer (but will not be computer adaptive) and will take one to two class periods to complete. The Smarter Balanced Assessments are aligned with the Common Core State Standards (CCSS) and will replace CMT and CAPT assessments.

SPI

SPI is the School Performance Index and indicates overall student performance in a school based on Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT) results.

Statewide Assessment

An assessment that is mandated for use state-wide. Currently, Connecticut's statewide summative assessment system consists of the Connecticut Mastery Test (CMT), the Connecticut Academic Performance Test (CAPT), the CMT/CAPT Skills Checklist and the CMT/CAPT Modified Assessment System (MAS).

Student Outcomes Related Indicators

An evaluation of a teacher's contribution to student academic progress, at the school and classroom level. There is an option in this focus area to include student feedback. This focus area is comprised of two categories:

- ***Student growth and development (45%)*** as determined by academic progress related to a teacher's student learning objectives (SLOs), and
- ***Whole-school measure of student learning or student feedback (5%)*** as determined by aggregate student learning indicators or student surveys.

Teacher Observations

- Each teacher should be observed a minimum of 3 times per year through both formal and informal observation as defined below.
 - o **Formal:** Mutually scheduled in-class observations or scheduled/unscheduled reviews of practice that last at least 30 minutes and are followed by a post-observation conference, which includes both written and verbal feedback.
 - o **Informal:** Non-scheduled observations or reviews of practice that last at least 10 minutes and are followed by written and/or verbal feedback.

Teacher Practice Related Indicators

An evaluation of the core instructional practices and skills that positively affect student learning. In the SEED model, this focus area is comprised of two categories:

- ***Observation of teacher performance and practice (40%)*** as defined in the Connecticut Framework for Teacher Evaluation and Support, which articulates four domains and eighteen components of teacher practice; and
- ***Parent feedback (10%)*** on teacher practice through surveys.

Whole-School Student Learning Indicators

For districts that include whole-school student learning indicators in teacher evaluations, a teacher's indicator ratings shall be represented by the aggregate rating for the multiple student learning indicators established by the administrator's evaluation rating