Danbury Public Schools

Danbury Teacher Effectiveness, Professional Learning, and Performance Evaluation Manual

May, 2015
(School year 2015-2016)

DPS Teacher Evaluation and Professional Learning Manual

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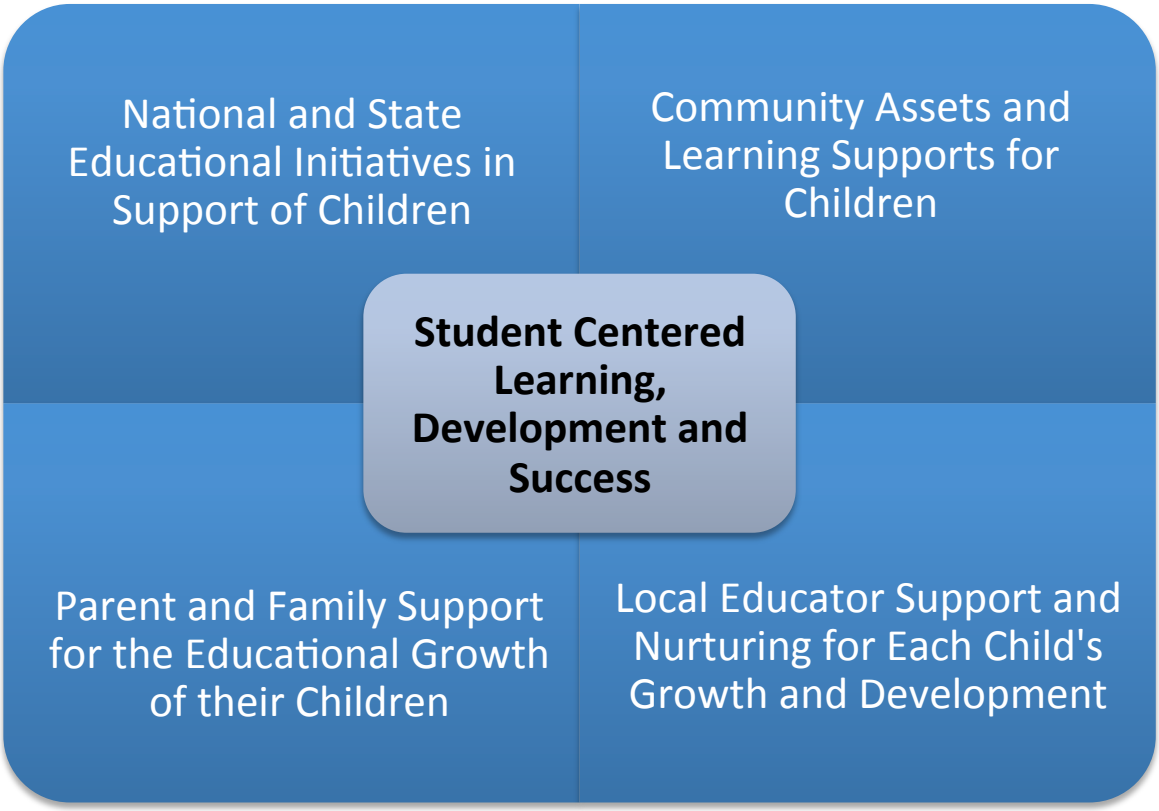
I. District Foundations

a. Danbury Public School Vision Statement

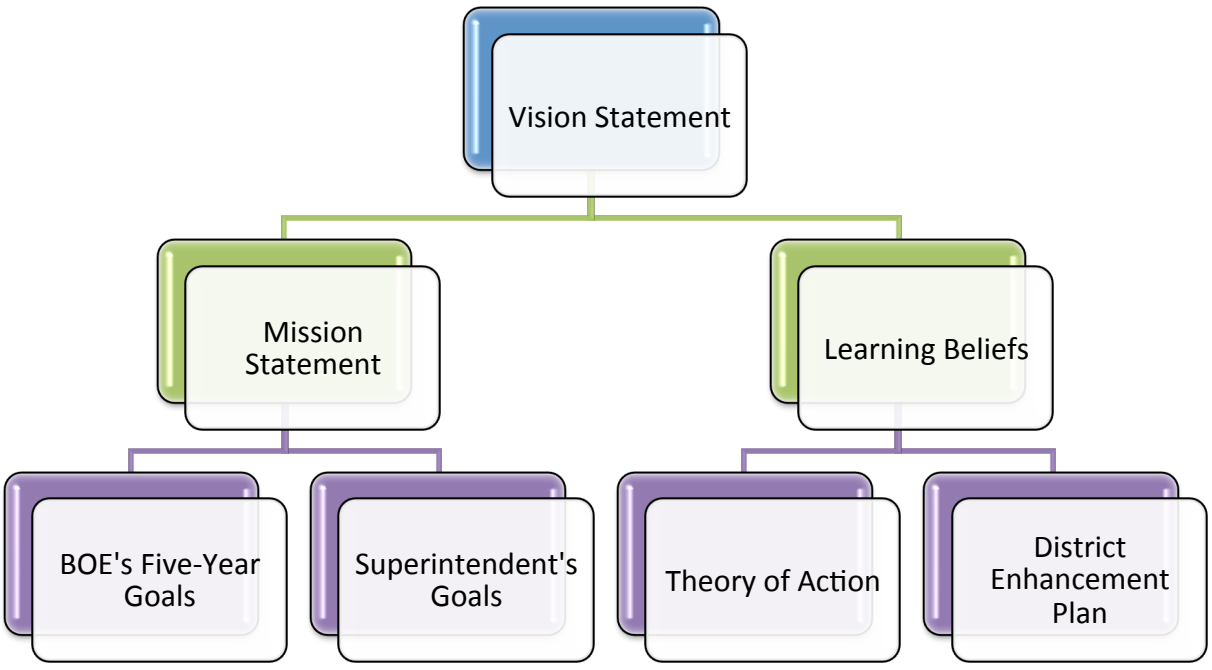
Our vision has been achieved when the citizens of Danbury: are advocates for and act as partners in public education; are satisfied that our students are receiving a quality 21st century education; believe our students are prepared for productive work and effective citizenship; and feel the district is operated in an efficient and effective manner.

All Students	**All Staff**	**All Parents**	**The Board**
demonstrate high levels of academic achievement and develop the ability to be life-long learners	plan for and support appropriate, challenging learning experiences and positive learning environments for all students and are committed to the goal of high levels of achievement for all students	are satisfied with opportunities for their child to learn and be successful in school	is highly regarded by staff, parents and community
demonstrate the skills, knowledge, attributes and attitudes to be successful and responsible citizens	are committed to continuous self-improvement and are responsible for personal performance	are satisfied with their child's school and school and district staff	is committed to excellence, effectiveness and efficiency
demonstrate the qualities of caring, productive, effective community members	are service oriented and treat students, colleagues, parents and the community with dignity and respect	are satisfied that the district is operated in an efficient and effective manner	is committed to improving student achievement in the mandated subjects with an emphasis on language arts and mathematics
behave in accordance with school and district expectations	are collaborative, collegial, principled and behave with integrity	are partners in the school and with the district and support learning in the home and throughout the year	is committed to improving educational outcomes for students at risk of not completing their schooling
are satisfied with their opportunities to learn and be successful	feel valued and respected by the district and are proud of their accomplishments on behalf of children, parents and the community	support school expectations and the learning environment of the school	promotes high quality teaching and high quality leadership
feel valued and respected by students and staff	are satisfied with opportunities to be successful in their work	demonstrate respect for school staff	promotes the achievement of high standards of conduct, safety and well-being of students and staff
are satisfied with the learning environment of their school	believe the district is operated in an efficient and effective manner	are advocates for public education	is focused on increasing levels of public support and funding for public education

b. Context to Supporting Student Centered Learning



c. Danbury Public Schools Organizational Structure for Learning and Teaching



d. Theory of Action

A Theory of Action is a collection of statements that serve as the philosophical foundation for all actions taken in an organization. The Theory of Action for the Danbury Public Schools guides our continuing efforts to enhance all aspects of our educational programs, from infancy through adulthood, with the final expectation that ALL students will realize increased levels of educational success in academic, social, emotional and behavioral domains.

Culture

If we develop a culture where everyone in the school and greater community acts upon the belief that all students are capable of learning at high levels, then all students will have greater opportunities and the necessary supports to be successful.

Parent & Community Partnerships

If we increase meaningful engagement in every school and throughout the district, then our students will benefit from greater support before, during and after school.

Learning & Teaching

If we ensure that every lesson is planned using standards-based curricula, is rigorous, and is taught in a differentiated manner designed to meet the learning needs of each student, then we will accelerate learning and close the identified achievement gaps.

If we implement high quality formative and summative assessments on a recursive basis and engage in ongoing analysis of the learning and teaching process, then we will make responsive adjustments to instructional planning and delivery.

If we implement a high quality staff evaluation and reflection process that is directly connected to a responsive professional development program based upon the learning needs of all students and staff, then the process of school and district improvement will be enhanced.

Continuous Improvement

If we engage in a deep and continuous process of data-driven decision-making with the best interests of our students in mind, then we will expand successful programs and support areas in need.

Leadership

If we employ high quality administrators and teacher leaders, and provide opportunities for them to continuously enhance their professional skills, then our leadership team will be capable of solving the most challenging problems of practice, while facilitating ever-increasing levels of student achievement.

Resources

If we prioritize our needs based upon student outcomes, then we will make informed decisions when allocating resources.

e. Purpose and Beliefs guiding the Teacher Evaluation and Professional Growth Plan

The purpose of the Teacher Evaluation and Professional Growth Plan is to continually develop all teachers in order for them to effectively develop all students.

This plan represents a shift in teacher evaluation that places an emphasis on teacher development and provides the structure and process to integrate professional practice and student performance.

This is facilitated by providing:

- a framework of the actions of exemplary teachers
- an objective means of measuring teaching practices
- a process that helps all teachers improve their professional practice

Marzano's *The Art and Science of Teaching* provides a model of exemplary instructional practices and tools that allow teachers to set personal goals to improve their practice.

Teacher Evaluation is based upon:

- collegial relationships focusing on the identification and development of strategies to improve teacher practice and enhance student learning
- use of student work to inform instruction and as evidence of improved professional practice
- focused attention on professional growth
- mutual respect, trust building, on-going high-quality communication, and opportunities for self-reflection

In addition, evaluation is built upon the following beliefs:

- All students and teachers can learn and find success in school.
- Good teaching increases student learning and improves student performance.
- All teachers focus on continuous instructional improvement and on continuous learning.
- *Connecticut's Common Core of Teaching: The Foundational Skills* and *Competencies and The Connecticut Common Core of Learning* are guides to providing quality education. The Danbury Public Schools Learning Tree and Curriculum Documents are guides to providing quality instruction.
- A valid set of expectations for teaching and student learning outcomes must be clearly and consistently articulated.
- The objective setting process provides the opportunity to discuss and explore areas that will lead to professional growth is enhanced through professional development.

- Reflection is an integral part of the professional growth process.

f. The Relationship Between Teacher Evaluation, Professional Development, School/Program Enhancement and Improved Student Outcomes

A result of this process will be improved student outcomes, as evidenced by the application of the concepts identified in the *Danbury Public Schools Learning Tree.* Evaluation is a collaborative process between the evaluatee and evaluator. It provides opportunities to develop a creative and innovative teaching/learning process through the implementation of the Marzano framework for teacher supervision and development.

As with any diagnostic procedure, the first step is to analyze current and past performance against a set of criteria, e.g., items in *Connecticut's Common Core of Teaching,* and to establish goals for improvement. The evaluatee and evaluator should mutually agree upon goal setting. Annual goal setting (Professional Practice Goals and Student Learning Objectives) provides the roadmap for the improvement of professional practice and student performance-- the major purposes of the evaluation process. Professional Practice Goals and Student Learning Objectives are put into action through a professional learning plan. Goals and objectives are measured through teacher reflection, observations, and formative and summative student data.

The core of the evaluation program is the development and documentation of progress toward specific goals articulated in the Marzano Framework. Open communication results in suggestions for improvement, recognition of exceptional effort, and enhanced performance. The professional practice goal and student learning objective setting process, observations and conferences are based on specific data and substantiating information; therefore there

should be no unanticipated conclusions at the final evaluation conference. Dispute procedures are in place in the event that the evaluation procedures are not followed.

Evaluations will be reviewed by the appropriate Central Office Administrator to determine procedural compliance and to insure that the evaluation process is implemented. Information collected during this review will be used to prepare an annual report distributed to the Board of Education as required by the Connecticut State Department of Education and with NEA Danbury. The annual report is shared with the Teacher Evaluation Committee for the process of review and adjustment for the following school year.

Evaluation provides accountability and ensures that effective teaching continues in the school system. An evaluation process based on trust, open communication, sound principles of observation, documentation of progress toward the established goal, and application of *Connecticut's Common Core of Teaching: Foundational Skills and Competencies* will result in improved teaching performance and improved student learning outcomes and more meaningful professional development.

g. Connections to other district initiatives

The teacher evaluation process is one of several district initiatives and programs where the aim is to improve teaching and learning in Danbury Public Schools. Several committees have interests in teacher evaluation:

- **The District Development Council (DDC)** shall serve in an advisory capacity to the superintendent on matters relating to curriculum development and on matters relating to the school systems in-service programs. The Council's role shall be to study all aspects of the curriculum in the district and to formulate recommendations. These recommendations shall be based on the findings of the council in their investigations and not be unduly influenced by budgetary consideration, professional negotiations, "popular" viewpoints, or organizational loyalties. The Council shall consist of seven teachers jointly selected by the superintendent and NEA Danbury with the Chairperson appointed from that group by the President of the NEA Danbury. The Council shall meet three times annually. This provision, as modified in implementation, is without prejudice to the Board's responsibility in accordance with Public Act 08-153 to create a curriculum committee. (Excerpt taken from the 2012-2014 NEA-Danbury Teacher's contract - pp. 40-41)

- **The District Enhancement Collaborative (TDEC):** TDEC is composed of teachers, administrators, union representatives (teachers and administrators, respectively), and a board of education member. TDEC focuses on district-wide goals that include improving student performance. Improved student performance will result from improved classroom instruction.

- **Teacher Education And Mentoring (TEAM):** Beginning teachers are provided during their first two years with regular support meetings and a mentor to help them successfully complete the five modules required for Connecticut certification.

- **Connecticut Core Standards (CCS):** As the state frameworks for mathematics and English Language Arts have been revised to include Common Core State Standards (CCSS) for content and process skills, teachers are expected to integrate these process skills across all disciplines (e.g., reading and writing in content areas). The increased emphasis on skills and practices reflects a major change in teachers' instructional practices and the mathematics and literacy specialists at the elementary level have supported these instructional changes through professional development and facilitated professional learning communities (PLCs). Coaches at the middle school level provide similar professional support.

One of CSDE and the district's stated goals is **closing the achievement gap**. In the 2012-13, 2013-14, and 2014-15 school years, Alliance Grant Funding was allocated to the district to close the gap. The grant funding was used to hire additional teachers, Sheltered Instruction Observation Protocol (SIOP) coaches, a middle school mathematics coach, and middle school STEM and Humanities department heads. Teachers were hired to implement full-day kindergarten programs in additional elementary buildings in an effort to better prepare students for further schooling. These and other funded efforts are expected to improve instructional planning and classroom instruction. Coaches are available to plan with teachers, model lessons, and provide feedback to teachers on their lessons in a non-evaluative way (feedback provided to teachers is not shared with supervising administrators). Coaches make themselves available to all teachers and are often strongly recommended and encouraged as a resource to improve instructional practices. Adherence to the Marzano instructional framework, which is based on considerable research identifying practices that most influence student achievement and learning, is the basis of the Danbury Teacher Evaluation Plan and will be effective in closing the achievement gap based on these proven, research-based strategies.

The successful integration of the purpose and process of the evaluation plan will result in improvement of student learning outcomes, enhanced teaching skills and continual professional growth and development. The means to achieve this improvement will be supported through annual goal and objective setting and related professional development activities.

II. Teacher Evaluation and Professional Growth Plan

a. Development of the teacher evaluation and professional growth plan: An Overview

The cycle of development, monitoring and evaluation of the teacher evaluation and professional growth plan is ongoing and begins with an analysis of professional practice, school and district goals and student performance for the year. This is completed prior to the Goal Setting Conference. Suggested data for review: District Benchmark Assessments, Curriculum Unit Assessments, State and National Assessments (e.g. CMT Science, CAPT

Science, PSAT, SAT). Data/student work can be found in student portfolios, PowerSchool, Naviance, student cumulative records, etc. See Appendix C for further information.

The purpose of the goal setting conference is to reflect collaboratively with your administrator on your professional practice, building goals and student's needs.
During this meeting you will:

- set goals:
  - two mutually agreed upon Professional Practice Goals based on self-assessment reflection using Marzano's iObservation and focusing on instructional strategies included in Marzano's Elements [one PPG is aligned to school goal, if appropriate]
  - at least one Student Learning Objectives
  - one Parent Feedback Goal
  - one Student Feedback Goal
- identify the strategies to address the parent and student feedback goals
- identify the professional learning needed to address practice and student learning goals

The professional growth plan is a living document. Growth plans are finalized when approved by the primary evaluator in October. However, modifications to strategies and learning plans may be made by adding additional action steps to your growth plan as you move through the year and students achieve desired targets. The plan enables you to outline your professional learning for the year and to identify the goals and student indicators that will guide you along the way. Information derived from iObservation professional practice will be used to facilitate the development of sustained multi-year professional growth plans.

Step One: (Prior to Goal Setting Conference) Assessment of Practice, Student Data and Parent/Student Feedback

- Self-Assessment of Professional Practice
- Understanding of Building Goals (Outcome Achievement Plans)
- Assessment of baseline performance of students
- Analysis of Parent and Student Feedback

Step Two: Goal Setting Conference

Based on a review of data in Step One, the teacher and administrator will develop the plan, mutually agreed upon, as follows:

- Set Professional Practice Goal 1
  - May be based on school-wide goals, if applicable, or otherwise on self-assessment and former evaluations
  - Identify any professional learning you would like in order to achieve this goal
  - Identify the data you will use to monitor progress
  - Optimally related to the SLO
- Set Professional Practice Goal 2
  - Should be based on self-assessment and former evaluations if appropriate
  - Identify any professional learning you would like in order to achieve this goal
  - Identify the data you will use to monitor progress
  - Optimally related to the SLO

- Set Student Learning Objective (SLO) – should reflect District/School Goals
    - Minimum 1 SLO, Maximum 4 SLOs per: SEED model
    - Identify Indicators of Academic Growth and Development (IAGD)
        - Indicate which subgroup population you will focus on
        - Indicate how many students are not at goal and how they will advance
- The goal template should be completed below for each practice goal:
  By June ____(year), I will improve my professional skills in Design Question ____ with the desired effect of_____.
- Identify action steps to address Parent Feedback Survey, including specific strategies
- Identify action steps to address Student Feedback Survey, including specific strategies

Step Three: Professional Growth Plan

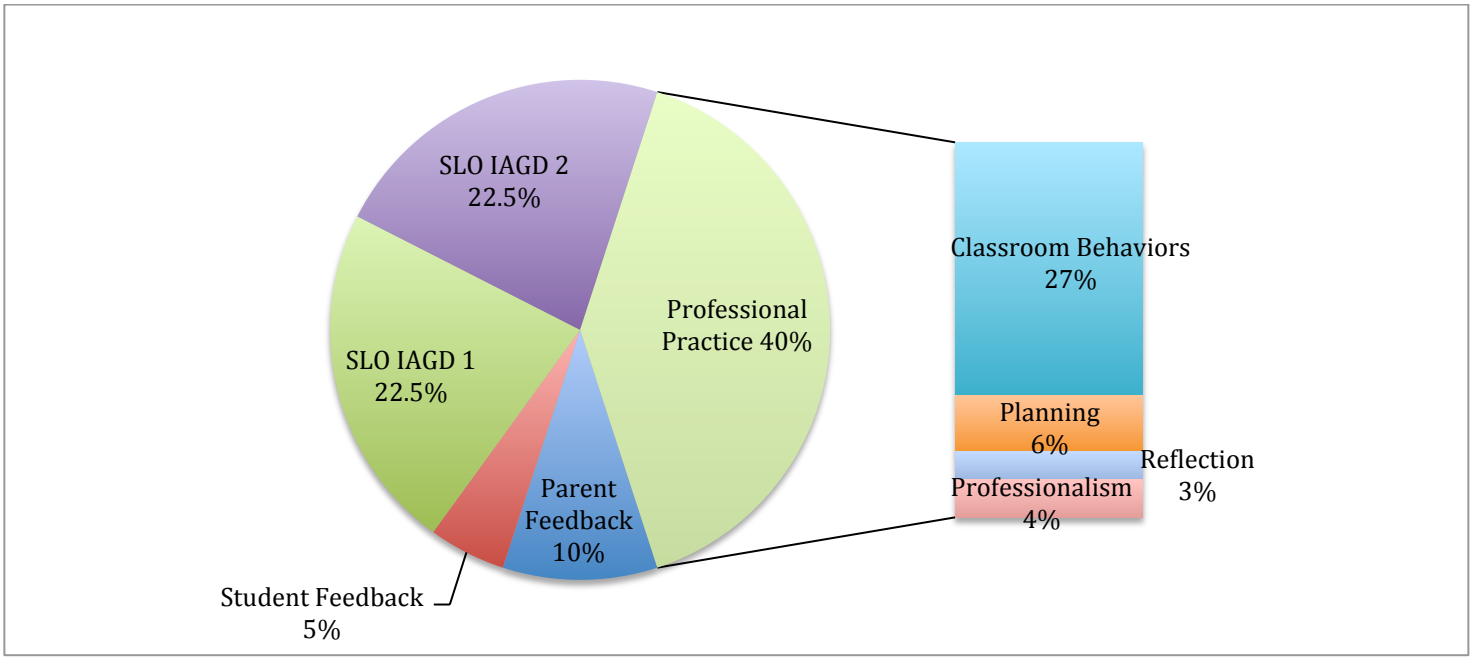
- Develop a plan to address all goals above.
- Keep growth plan as a living document.

Step Four: Implement Plan based on your category timeline (e.g. non-tenured teacher, etc.)

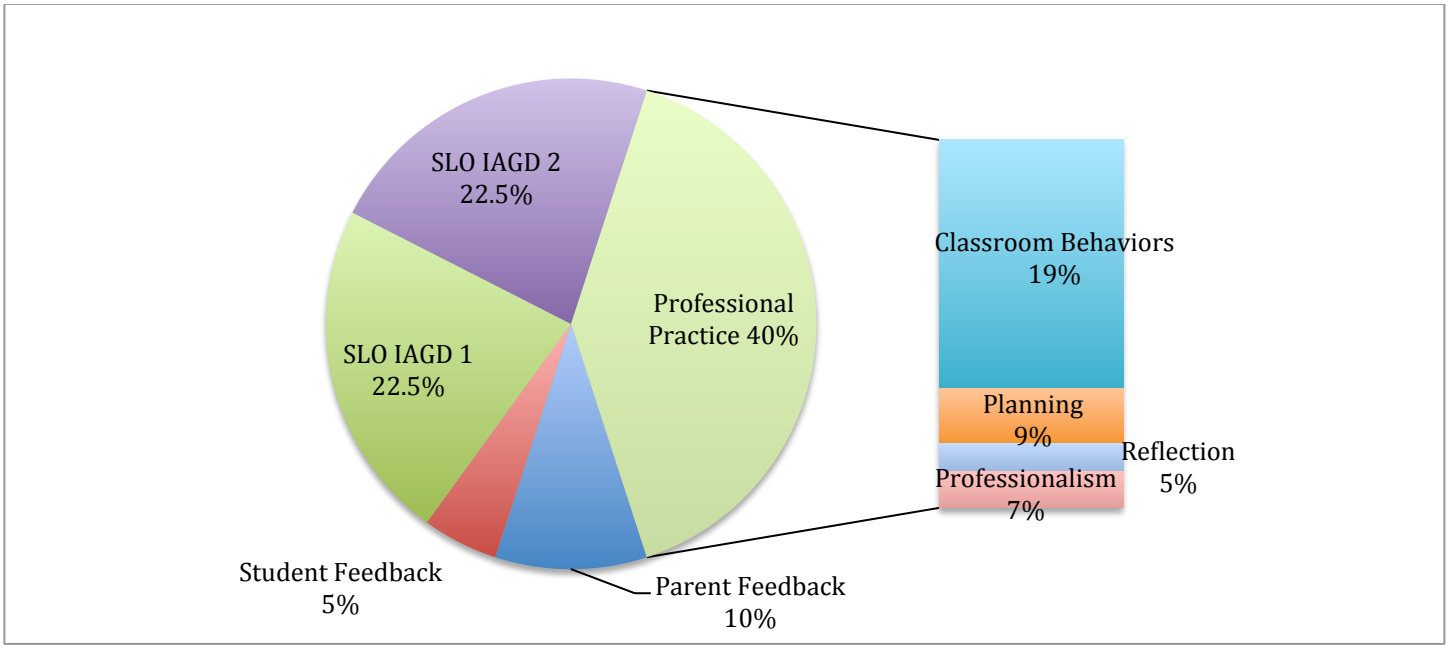
Step Five: Monitoring of the Growth Plan

- The annual evaluation process between a teacher/ administrator and evaluator is anchored in a minimum of three performance conversations (pre and post conference and observation) for Developing and non-tenured teachers that occur at the beginning, middle and end of the school year. Proficient/Exemplary tenured teachers will be on a three-year cycle (see cycle rotation in “evaluation by teacher status” on p. 13). The evaluator and teacher/administrator must complete a 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.
  The End-of-Year conference will occur no later than June 8th. During the End-of-Year conference, the teacher/ administrator will present their self-assessment, End of Year Review, 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. The End-of-Year conference allows for teachers and administrators to begin professional growth planning for the upcoming year.
  Walk-through/mini Observations are informal visits conducted frequently on specific growth targets and allow for frequent feedback on practice.

b. Overview of Teacher Evaluation Metrics



The Professional Practice weighting shifts slightly for Non-Classroom Instructional Support Teachers



Evaluation Weighting:

	Component Rating	Total Percentage
Professional Practice Parent Feedback	40% 10%	50%
Student Learning Objectives IAGD 1 Student Learning Objectives IAGD 2 Student Feedback	22.5% 22.5% 5%	50%

Conjunctive Scoring Thresholds

Percent of Scores	Rating
≥70% scores of 4	Exemplary
≥70% scores of 3 & 4	Proficient
<70% scores of 3 & 4, but also <50% scores of 0 & 1	Developing
>50% scores of 0 & 1	Below Standard

c. **Teacher Evaluation Plan Timeline**

District/ Building goals presented to staff	Beginning-of-year Goal setting	Mid-year Conference	End-of-year Conference	Evaluations sent to Central Office
September	*by Oct. 28th*	*by Jan. 29th*	*by June 8th*	*by June 13th*

**Final Ratings Due to State by July 1st*

Evaluation requirements by teacher status:

Days	ALL Non-Tenured Teachers, plus Tenured Teachers with one year Developing rating
	MINIMUM OBSERVATIONS: 3 Formal and 3 Walk-through/mini
By Oct 28th	Teacher Self-assessment Complete Beginning-of-year Goal setting Complete (teacher w/ primary supervisor)
1-45	Minimum of 1 Formal classroom observation w/ pre- post-conference
By Jan. 29th	Mid-year conference - include "Review of Professional Practice" (teacher w/ primary supervisor)
46-160	Minimum of 2 Formal classroom observations w/ pre- post-conference
1-160	Minimum of 3 Walk-through/mini observations in classroom (Minimum of 2 must occur within the first 90 days; each must be a minimum 10 minutes)
By 160	Submission of artifacts (by teacher)
By June 8th	End-of-Year conference to include "Review of Professional Practice" (teacher w/ primary supervisor)

Days	Tenured Teachers - Proficient/ Exemplary Teachers use a 3-year cycle (1 Formal Year & 2 Informal Years);Teachers returning from one year Developing rating additional observation cycle (3 and 3 as above) must re-enter on a Formal Cycle
	FORMAL YEAR MINIMUM OBSERVATIONS: 1 Formal and 2 Walk-through/mini including at least one review of practice **INFORMAL YEAR MINIMUM OBSERVATIONS: 3 Walk-through/mini observations including at least one review of practice**
By Oct 28th	Teacher Self-assessment Complete - **FORMAL AND INFORMAL YEARS** Beginning-of-year Goal setting Complete (teacher w/ primary supervisor)
1-90	Minimum of 1 Formal classroom observation - **FORMAL YEAR** w/ pre- post-conference
By Jan. 29th	Mid-year conference - **FORMAL AND INFORMAL YEARS** (teacher w/ primary supervisor) - include "Review of Professional Practice"
1-160	Minimum of 2 Walk-through/mini observations in classroom – **FORMAL YEAR** Minimum of 3 Walk-through/mini observations in classroom **– INFORMAL YEAR** (Minimum of 1 must occur within the first 90 days; each must be a minimum of 10 minutes)
By 160	Submission of artifacts - **FORMAL AND INFORMAL YEARS** (teacher)
By June 8h	End-of-Year conference to include "Review of Professional Practice" - **FORMAL AND INFORMAL YEARS** (teacher w/ primary supervisor)

Days	Teacher Assistance Plan [Tenured Teachers with one year Below Standard rating or two consecutive years Developing rating]

	MINIMUM OBSERVATIONS: Monthly Formal and Walk-through/mini
By Oct 28th	Teacher Self-assessment Complete Beginning-of-year Goal setting Complete (teacher w/ primary supervisor)
By Jan. 29th	Mid-year conference - include "Review of Professional Practice" (teacher w/ primary supervisor)
By 160	Submission of artifacts (teacher)
By June 8th	End-of-Year conference to include "Review of Professional Practice" (teacher w/ primary supervisor)

Teachers who are not meeting performance expectations may be moved to a Teacher Assistance Process, **described in Section V** (pp. 33-34). The primary supervisor, the secondary supervisor, or designee can conduct observations. Observations are made using the Marzano iObservation on-line program, which is proprietary (licensed by Learning Sciences International), so one sample rubric has been provided with this plan, but teachers and evaluators have full access to these rubrics through a password-protected program. Observations can happen at any time during the specified time periods. Learning Sciences International or the district's designee has trained evaluators, and evaluators receive annual calibration training in two one-day sessions using videotaped classroom observations and a trained facilitator. They have also received multiple sessions of training on the use of rubrics and protocols that are part of the Marzano iObservation on-line evaluation system. Evaluators are expected to include comments based on their observations on each indicator (Marzano Element) for which a score is rated. In addition, evaluators conduct in-building calibration rounds annually with the district's Principal Coach and Evaluator Validator in small groups with other district administrators and evaluators.

Event	Associated Actions/Documents
Preparation for Goal Setting	➢ Self-Assessment of Professional Practice (iObservation) ➢ Understanding of Building Goals (Outcome Achievement Plans) ➢ Assessment of baseline performance of students
Beginning-of-Year Goal Setting	Teacher sets: ➢ One mutually-agreed upon Marzano Framework practice goal aligned to school-wide goal, if applicable ➢ One mutually-agreed upon personalized Marzano practice goal ➢ One Student Learning Objective (SLO) with two IAGDs
Formal Observations	Announced, full period [including, as appropriate, a double-length block period], that includes a Planning (Pre-) Conference and a timely Reflection (Post-) Conference. ➢ "Timely" is defined as within 5 school days ➢ If the post-conference is not conducted within 5 days of the observation, either party is encouraged to send a friendly email reminder regarding the scheduling of the post-conference. ➢ Tenured developing and all non-tenured teachers must have a face-to-face pre- and post-observation conference with a completed form in iObservation. (continued next page)

	➢ Tenured proficient / exemplary teachers may mutually agree to conduct both the pre- and post-observation conferences electronically in iObservation. o Either individual may request a face-to-face conference.
*Informal Observations & Walk-throughs (mini) *Informal observations can occur at any time at the request of a teacher or at the discretion of an evaluator. An Informal can substitute for a walk-through/mini. *Elements within Domain 1 may only be marked as a result of an observation for the Teacher Evaluation Model (classroom visit or worksite visit for a Non-Classroom Teacher).	**Informal Observation**: May/may not be announced, full period [including, as appropriate, a double-length block period], without a Planning (Pre-) Conference. *[Note: a Reflection (Post-) Conference may occur, but is not required] **Walk-through Observation:** Unannounced, partial period, without a Planning or Reflection Conference. This type of observation has widely been referred to as a "mini". ➢ Before an evaluator clicks "Finish" for an informal observation or a walkthrough/mini, the evaluator will share the observation with the teacher in a timely manner. o The teacher will be given an opportunity to provide clarification for the observer, which may or may not impact the score. ➢ "Timely" is defined as: o 48 hours from the time of the observation for the evaluator to share the observation with the teacher. o 48 hours from the time that the evaluator shared the observation with the teacher for the teacher to make any comments.
Mid-Year Conference	Mid-Year Conference and Reflection of Professional Growth Plan ➢ If mutually agreed upon face-to-face meeting, teacher initiates a "Conference" in iObservation informing the evaluator that he/she will be submitting to the evaluator his/her evidences by dates in accordance with the district calendar. The evaluator is responsible for providing feedback and acknowledgement of the completed conference in iObservation. o The teacher is expected to come to the face-to-face meeting prepared to discuss his/her growth plan with the evaluator, including the data analysis. o The teacher documents ("brag sheet") her/his professional practices by entering Action Steps into iObservation. o The evaluator is expected to have read through the teacher's growth plan and be familiar with the goals that were set at the start of the school year. o All non-tenured teachers and teachers on a teacher assistance plan must have a face-to-face mid-year conference. o The teacher will upload all identified evidences (representative sample) to the appropriate goal in the growth plan. ➢ If mutually agreed upon, tenured teachers may elect to have an electronic meeting in iObservation that will take the place of the face-to-face meeting. The teacher initiates a "Conference" in iObservation informing the evaluator that he/she will be submitting to the evaluator his/her evidences by dates in accordance with the district calendar. (continued next page)

	○ The evaluator is responsible for providing feedback and acknowledgement of the completed conference in iObservation. ▪ Comments will be placed in growth plan. ○ The teacher will complete, in iObservation, the guiding questions for each of his/her goals in the growth plan, as well as a Review of Professional Practices. ○ The teacher will upload all evidences (representative sample) to the appropriate goal in the growth plan. ○ The evaluator will score the teacher in element 54.
*End-of-Year Conference * Review of Practice must be included in End of Year Conference	End of Year Summative Reflection in Professional Growth Plan ➢ All teachers must have a face-to-face meeting with their evaluator. ➢ Guiding questions will be provided to facilitate teacher reflection regarding the extent to which he/she has met the goals set at the start of the school year. ○ Teacher will upload all evidences (representative sample) to the appropriate goal in the growth plan.
Review of Professional Practice	Takes place during the Mid-Year Conference and before the End of Year Conference. Teachers document ("brag sheet") their professional practices by entering Action Steps into iObservation. Discussion between evaluator and evaluatee capturing any professional service or informal leadership roles a teacher has assumed during the school year (e.g., serving as a mentor, Principal Designee, service on TEVAL Committee, service on the school's Leadership Team, PD presenter for sessions outside of the teacher's own school, etc.).

d. Orientation to the Teacher Evaluation and Professional Development Plan:

The table below outlines the major activities for the roll out of the plan.

Orientation to Model	Target Audience	Message/Event	Method/Media	Delivery By	Status
Training of Newly Hired Certified Staff	Newly hired certified staff	Overview of Danbury Teacher Evaluation Plan and How to use iObservation	1, full-day *session	New Teacher Orientation Committee	August, 2015
Annual Review	Veteran K-12 and PPS Staff	Overview of Danbury Teacher Evaluation Plan and How to use iObservation	1, Overview and PowerPoint presentation	Building Principal/ Administration	September, 2015

*** Additional training will occur during the 2015-16 school year for new staff and will occur for staff hired after August 14, 2015.**

e. New teacher Orientation and Team Induction

New teachers must develop an understanding of the common language/model of instruction while mentors provide feedback based on the framework and both the mentor and new teacher monitor growth in use of strategies within the model (Schooling, Toth, & Marzano, 2012, p. 9). See DPS Professional Development Plan for complete TEAM plan. PPS is not required to participate in TEAM, and thus they do *not* receive formal mentors.
New teachers will be provided with 5 coaching sessions during the first two months of school. These sessions will be facilitated at the K-5 level by Math and Literacy Coaches, and at the 6-12 level by Math and Literacy Coaches, SIOP Coaches, and Department Heads.

III. Four Categories of the Teacher Evaluation Process

Category 1: Teacher Performance and Practice

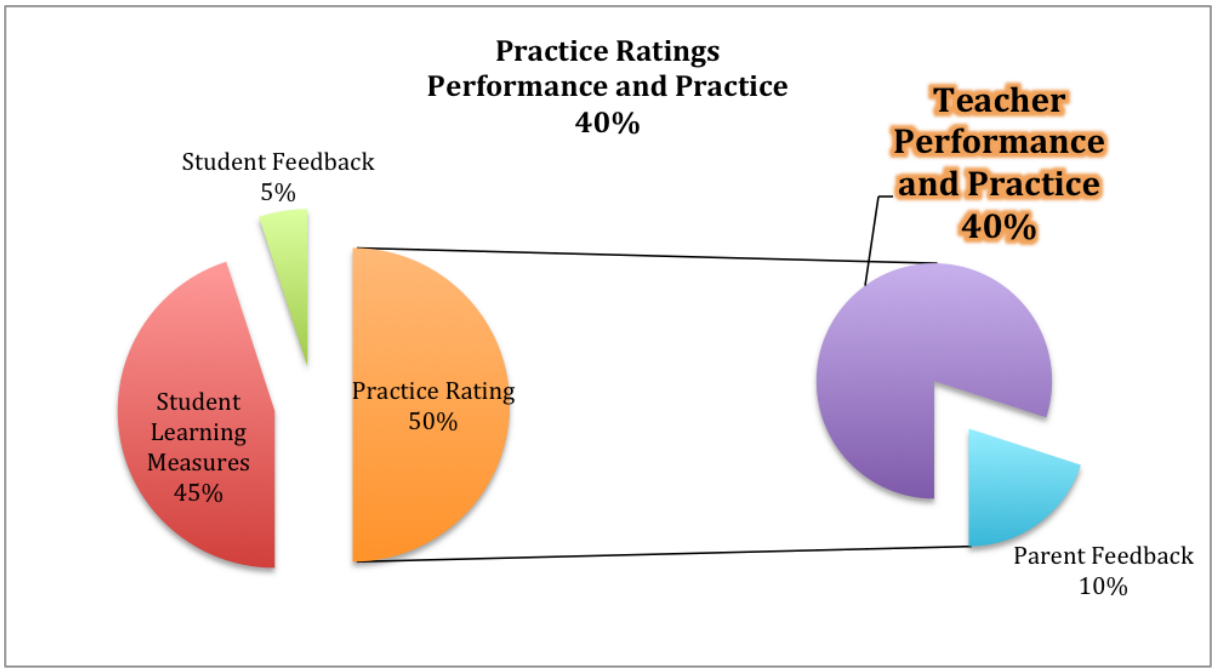
Category 2: Parent Feedback

Category 3: Student Learning Measures

Category 4: Student Feedback

a. Category 1: Teacher Performances and Practice (40%)

Based on Marzano's Art and Science of Teaching Framework, forty percent (40%) of a teacher's evaluation shall be based on observation and evidence collection related to teacher practice and performance. Additional review of artifacts including student work, portfolios and teacher reflections as well as planning documents, assessments, evidences of student development and evidences of professional relationships can also be considered in measuring teacher performance and practice.



Evaluators will use the *Marzano Art and Science of Teaching Framework* to focus evidence collection based on the timeline provided. While individual observations will not be weighted independently, evidence should be collected and feedback should generate discussion relative to the performance levels being observed. Observations are weighted at the Domain level. At the end of the year, evaluators will complete a collective review of all evidence. Ratings from this category will be included in the summative scoring process used to determine the overall performance rating as described in Section: III.e of this manual.

Declarations about teacher performance by an evaluator in this category will be made based on various data collection approaches in multiple settings and will include ratings on all elements that have been observed.

Documentation Review

All teachers will also have the opportunity to collect information relative to their practice that can be shared with an evaluator in support of their overall evaluation in Category 1 Teacher Performance and Practice. Artifacts are submitted as evidence of teacher effectiveness in terms of the standards. For each document uploaded, teachers will be able to indicate which Domain(s)/ Element(s) the artifact supports. Artifacts can be uploaded to support the Professional Practice Goals, summative reflections for student growth, parent and student feedback.

Artifacts for teachers MAY include:

- Lesson and Unit Plans
- Assignments
- Student Work
- Assessments
- Scoring Rubrics
- Parent Communications
- Outside Professional Development Documentation
- Evidence of Committee Work
- Evidence of Leadership Roles (presenting/facilitating PD)

Artifacts for Non-Classroom Instructional Support Teachers MAY include:

- PLCs
- Possibly surveys
- Feedback from night activities (e.g., college, ESL)
- Communication with outside agencies
- Logged number of students contacted
- Parent newsletters
- Student reports (with names redacted)
- Phone logs
- Meeting agendas, or
- PPT slides

Procedure for Determining Professional Practice Score:

Step One:
- Rate each observed Marzano element on a scale of 0-4.
- Total the number element scores by each domain.

Step Two:
- Determine frequency percentage of each rating level by domain.

Step Three
- Use the Conjunctive model and determine score within each Domain

Step Four
- Multiply the domain average percent by the domain weighting
  - Domain 1: 49%
  - Domain 2: 21%
  - Domain 3: 12%
  - Domain 4: 18%

Step Five
- Add the weighted scores for all domains into a total score (see example).

Procedure for Determining Teacher Professional Practice Score:

STEP 1: Score Domain elements during observations.				
Frequency	**D1**	**D2**	**D3**	**D4**
Innovating (4)	2	0	0	1
Applying (3)	3	0	3	6
Developing (2)	0	2	0	0
Beginning (1)	1	0	0	0
Not Using (0)	0	0	0	0
Total	**6**	**2**	**3**	**7**
STEP 2: Determine aggregate frequency percentage of each rating level.				
Percentages	**D1**	**D2**	**D3**	**D4**
Innovating (4)	33%	0%	0%	14%
Applying (3)	83%	0%	100.00%	100%
Developing (2)	83%	100.00%		
Beginning (1)	100%			
Not Using (0)				
STEP 3: Find status score using Conjunctive Guidelines				
	D1	**D2**	**D3**	**D4**
Status Score	3	2	3	3
STEP 4: Calculate weighted score for each domain.				
	D1	**D2**	**D3**	**D4**
Weight	68.00%	14.00%	8.00%	10.00%
Weighted Score	2.04	0.28	0.24	0.30
STEP 5: Add all weighted scores for final IP status score.				
Final Instructional Practice Status Score:			**2.86**	

Procedure for Determining Non-Classroom Instructional Support Teacher Professional Practice Score:

STEP 1: Score Domain elements during observations.				
Frequency	**D1**	**D2**	**D3**	**D4**
Innovating (4)	2	0	0	1
Applying (3)	3	0	3	6
Developing (2)	0	2	0	0
Beginning (1)	1	0	0	0
Not Using (0)	0	0	0	0
Total	**6**	**2**	**3**	**7**
STEP 2: Determine aggregate frequency percentage of each rating level.				
Percentages	**D1**	**D2**	**D3**	**D4**
Innovating (4)	33%	0%	0%	14%
Applying (3)	83%	0%	100.00%	100%
Developing (2)	83%	100.00%		
Beginning (1)	100%			
Not Using (0)				
STEP 3: Find status score using Conjunctive Guidelines				
	D1	**D2**	**D3**	**D4**
Status Score	3	2	3	3
STEP 4: Calculate weighted score for each domain.				
	D1	**D2**	**D3**	**D4**
Weight	49.00%	21.00%	12.00%	18.00%
Weighted Score	1.47	0.42	0.36	0.54
STEP 5: Add all weighted scores for final IP status score.				
Final Instructional Practice Status Score:			**2.79**	

b. Category 2: Parent Feedback (10%)

The district will use whole school parent survey data to support strategy identification during the beginning of the year and connections will be made between both SLOs and PPGs where appropriate and necessary to ensure best practice relative to school and parent communication and connections. Surveys must demonstrate properties of fairness, reliability, validity and usefulness. Parent surveys are administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys are confidential, and parents are told that the survey will be anonymous. Data will be collected and analyzed to support the establishment of school-wide and individual teacher goals to support improved practice. School Governance Councils review surveys at their council meetings and have the opportunity to provide feedback. Appendix E contains copies of the surveys that will be used.

A whole-school (confidential) parent survey will be administered in May of each year. Data is aggregated at the elementary, middle and high school level and school-wide parent goals will be set for the following school year. Once a related area of need is determined, teachers will work to create action steps to improve the goal. Teachers will provide artifacts to the administration to show their efforts in improving the set goal. A teacher's rating in this area will be provided by the administrator and will be based upon the teacher's evidence provided and observations made by the administration.

Parent feedback will be aggregated and reviewed during the End-of-Year meetings wherein supervisors and teachers will determine the degree to which the teacher has met individual targets (Action Steps) set at the beginning of the year. The following scale will be used in alignment with that continuum:

Rating	Label
4	Exceeded Goal
3	Met Goal
2	Partially Met Goal
1	Did Not Meet Goal

c. Category 3: Student Learning Measures (45%)

Overview of Student Learning Objectives (SLOs)

The identification of student learning measures should be based on the analysis of professional practice as related to student performance. The Professional Practice Goals are based on self-assessment and former evaluations and should be related to SLOs as appropriate.

Forty five percent of a teacher's evaluation is based on student learning that will established by measuring student performance on the Indicators of Academic Growth defined through the establishment of at least one Student Learning Objective (SLO). SLOs reflect an alignment of District and Building level goals, but are focused on teacher's individual students. Twenty-two and one half (22.5) percent will be based on an IAGD and/or SLO derived from benchmark assessments and/or other district-determined or teacher-developed performance assessments or student work aligned to District/building rubrics (22.5%). The other 22.5% may be determined by student growth based upon other departmental assessment data/ benchmark assessments/ performance assessments.

Pre-K – 12

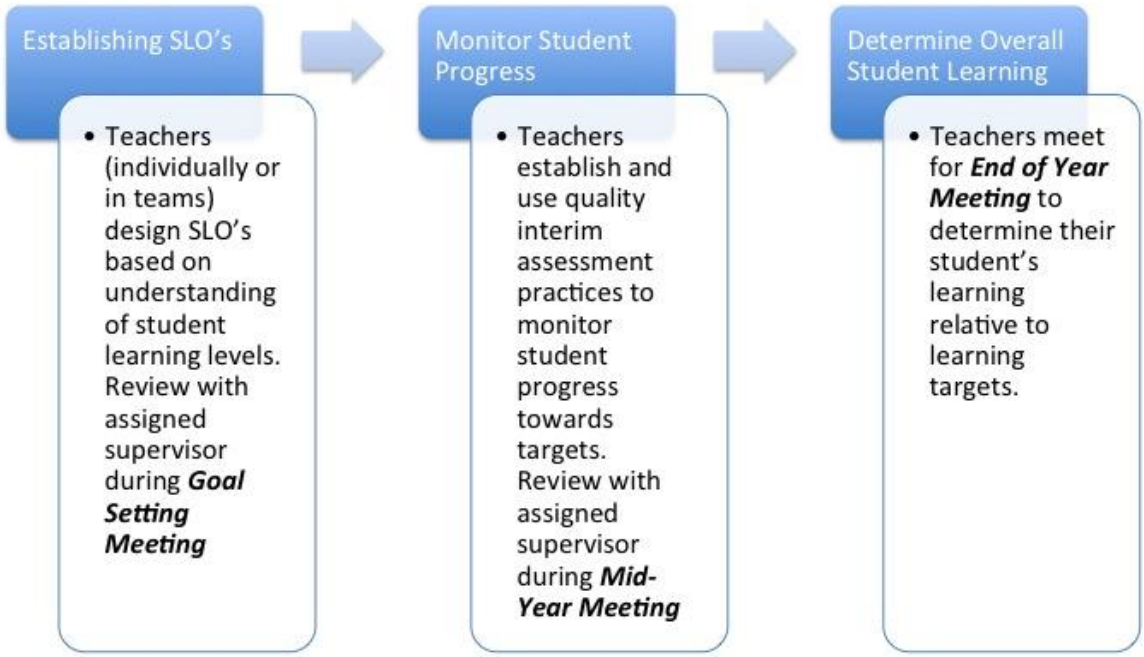
1. Forty-five percent of the teacher's rating is based on student performance on the Indicators of Academic Growth defined through the establishment of Student Learning Objectives (SLOs). Teachers will create at least one Student Learning Objective (SLO) in alignment with their Professional Practice Goals.
2. If a teacher creates one Student Learning Objective (SLO) weighted at 45%, the SLO must contain at least two Indicators of Academic Growth and Development (IAGD). If a teacher creates two Student Learning Objectives (SLOs), each will be weighted at 22.5% and must contain at least one Indicator of Academic Growth and Development (IAGD).
3. For each teacher, the SLO is a broad goal that pertains to your class and addresses the central purpose of the teacher's assignment, reflects at least 1 year's growth (or appropriate growth for a shorter interval of instruction), and is aligned with relevant state or national standards. The SLO can focus on content mastery or skill development. The SLO should represent the majority of students being taught. For example, at the secondary level if you teach 3 Algebra 1 classes, 1 Pre-Algebra and 1 Statistics, the SLO should be set to the three Algebra 1 classes.

4. After drafting the SLO, the teacher then adds Indicators of Academic Growth and Development (IAGDs) which include specific evidence, quantitative targets, and demonstrate whether the objectives has been met. Each SLO must have at least one indicator. If more than one SLO is chosen, then each Indicator must include separate targets for whole group and a specified subgroup. If just one SLO is chosen, then one IAGD will use whole group data and the other IAGD will use subgroup data for measurement.
5. Indicators should make clear: (1) what evidence will be examined; (2) what level of performance is targeted; and (3) what amount of growth is expected from students not yet at target.
6. The completed SLOs with associated indicators must meet three criteria: deeply relevant to the teacher's assignment and address a large portion of his/her students; include specific, measurable evidence; and be attainable but ambitious and represent at least a year's worth of growth.
7. Teachers are encouraged to collaborate on SLOs with grade level or subject partners. SLOs can be the same for a group of teachers, but quantitative targets can be different based on the specific students assigned to the teacher.

Timeline/Process for Developing SLOs

Teachers will begin the school year with an analysis of their students' performance relative to the core content and essential learning of their course/classroom/teaching assignment as well as a professional practice review. Teachers will use performance data along with their Professional Practice Goals to establish their student learning objectives and outline, with their assigned supervisor, the methods to routinely monitor the progress of their students towards these learning goals. This progress will be reviewed during a Mid-Year Meeting with a supervisor to recognize progress or seek additional support and re-direction if necessary. Determination of attainment of targets will be reviewed during the End-of Year meeting if data is available. In all cases in which data is not available in time for an end of year meeting, supervisors and teachers will discuss any additional data that may have been collected. During this time period, the teacher evaluation is "pending". When the data becomes available, the evaluator will score the teacher retroactively and the scores will be updated in iObservation.

Figure A



Teachers are encouraged to set student learning objectives based on performance assessments developed individually or at the grade or department level. When benchmark assessments are available these should be used for one SLO at a minimum.

Professional Practice Goals and related SLOs below will be captured through iObservation. Approval is granted when the following conditions are met:

1. Priority of Content: SLO is deeply relevant to teacher's assignment and addresses a large portion of his/her students.
2. Quality of Indicators: Indicators provide specific, measurable evidence that allow judgment about students' progress over the school year or semester.
3. Rigor of Objective: Objective is attainable, but ambitious, and represents at least one year's student growth (or appropriate growth for a shorter interval of instruction).

SLO Scoring:

Scoring for SLO's: If you choose just one SLO, then you will have two IAGDs

- 1 IAGD will be scored for Whole Group Performance
- 1 IAGD will be scored for Subgroup Performance

Whole Group Performance

Level 1	**Level 2**	**Level 3**	**Level 4**
Less than 60% of students met the IAGD	At least 60% of students met the IAGD	At least 70% of students met the IAGD	At least 90% of students met the IAGD

Sub Group Performance:

Level 1	Level 2	Level 3	Level 4
Less than 40% of students in targeted subgroups met the IAGD.	At least 40% of students in targeted subgroups met the IAGD.	At least 60% of students in targeted subgroups met the IAGD.	At least 80% of students in targeted subgroups met the IAGD.

If and only if you have 2-4 SLO's, then each SLO has at least one IAGD that is scored for both whole and sub group and averaged.

	Whole Group Performance	Subgroup Performance	Average
IAGD 1	3	2	2.5
IAGD 2	3	1	2

Requirements to be included in the student data set:

The final score is put into the calculation formula and weighted appropriately.

Rating	Label
Equal or less than 1.49	Below Standard
1.5-2.49	Developing
2.5-3.39	Proficient
Equal or greater than 3.4	Exemplary

d. Category 4: Student Feedback (5%)

Five percent (5%) of a teacher's evaluation shall be based on student feedback that will be collected utilizing district-generated surveys. The district will utilize various delivery models to ensure higher rates of return, fairness and reliability relative to student surveys. For teachers for whom student survey data would not be appropriate, evaluators will use whole-school student learning measures established using the School Performance Index (SPI). These aggregate ratings will be the same multiple student learning indicators established for administrators' evaluation ratings, and will be aligned with the 2015-2016 Danbury Public Schools' Coherence Plan focused on Problem Solving and Using Evidence in Argumentative Writing.

Danbury will use a student survey that will be administered in the spring, for the purpose of obtaining feedback necessary for goal setting. Individual teacher surveys are grouped into the following levels (K-2, 3-5, 6-8, and 9-12). Upon analyzing the data results, teachers and administrators will set a mutually agreed upon goal that addresses an element(s) of classroom strategies and behaviors. Once a classroom goal is set, teachers will work to improve in this area. Artifacts are submitted as evidence of teacher growth. A teacher's rating in this area will be provided by the administrator and will be based upon the evidence provided by the teacher and observations made by the evaluator.

Data on surveys will be used to support goal setting during the beginning of the year and connections will be made between both SLO's and PPG's. Each year, new data will be collected and analyzed to support the establishment of school-wide and individual teacher goals to support improved practice.

Appendix E provides a draft version of all surveys. All schools within the district will use the same surveys so as to facilitate cross-school conversations. Surveys will be distributed by class enrollment; however no identifying information from the student will be collected. Surveys will identify the teacher, but be collected anonymously in order to facilitate the collection of honest, impartial data.

Student feedback will be aggregated at the teacher and school level and reviewed during the End of Year meetings wherein supervisors and teachers will determine the degree to which the teacher has met school or individual targets set at the beginning of the year. Elementary schools will survey all students in April/May to develop goals for the following year. Secondary schools will survey 3 out of 5 classes of students per teacher. The classes selected should be representative of a range of course levels. The following scale will be used in alignment with that continuum:

The final score is put into the calculation formula and weighted appropriately.

Rating	Label
4	Level 4 – Exemplary – exceeded goal
3	Level 3 – Proficient – met goal
2	Level 2 – Developing – partially met goal
1	Level 1 – Below Standard – did not meet goal

Alternative Measures

Student surveys will not be applicable and appropriate for all teachers.
Here are important guidelines to consider:

- Special education or new ELL students who would not be able to respond to the survey, even with accommodations, should not be surveyed.
- Survey data should not be considered if fewer than 15 students would be surveyed or if fewer than 13 students ultimately complete the survey. However, the data will still inform the teacher, who will be scored on their action steps rather than on the student survey results. The number of students is determined at the secondary level by the total students enrolled in the selected 3 out of 5 classes participating in the survey.
- When student surveys are not appropriate for a particular teacher, the teacher may develop their own survey approved by their evaluator.
- Support staff (e.g., PPS) who see different groups of students throughout the year will mutually agree with their evaluator regarding which students will be surveyed and the focus of their action steps.
- Instruments are aligned to the Marzano Art and Science of Teaching Framework

Student surveys will offer teachers constructive feedback they can use to improve their practice.

e. Aggregate and Summative Scoring

The table below outlines the process and flow of how the metrics are applied to obtain a final summative score. In the case that there is a large gap between the Practice and Outcome Rating, a second level analysis will occur to determine the root cause behind the discrepancy so that further alignment of the plan and it's measures can occur.

STEP 1: Instructional Practice: Score elements during observations.				
Frequency	**D1**	**D2**	**D3**	**D4**
Innovating (4)	2	0	0	1
Applying (3)	3	0	3	6
Developing (2)	0	2	0	0
Beginning (1)	1	0	0	0
Not Using (0)	0	0	0	0
Total	**6**	**2**	**3**	**7**
STEP 2: Instructional Practice: Determine frequency percentage of each rating level.				
Percentages	**D1**	**D2**	**D3**	**D4**
Innovating (4)	33%	0%	0%	14%
Applying (3)	83%	0%	100%	100%
Developing (2)	83%	100%		
Beginning (1)	100%			
Not Using (0)				
Averaging				
STEP 3: Instructional Practice: Find status score using the Conjunctive Guidelines				
	D1	**D2**	**D3**	**D4**
Status Score	3	2	3	3
STEP 4: Instructional Practice : Calculate weighted score for each domain.				
	D1	**D2**	**D3**	**D4**
Weight	68%	14%	8%	10%
Weighted Score	2.04	0.28	0.24	0.30
STEP 5: Add all weighted scores for final Instructional Practice status score.				
Weighted Instructional Practice Status Score:				**2.86**

Step 6: Identify Parent Feedback Score	**Rating**	**Weight**	**Final**
Parent Feedback Score	3	10%	0.3

Step 7: Professional Practice Score: Determine Final Score of Practice and Parent Feedback	**Rating**	**Weight**	**Final**
Instructional Practice Weighted Status Score	2.86	40%	1.14
Parent Feedback	3.00	10%	0.30
Weighted Score of Practice and Parent Feedback (50% of total)		**Partial Score:**	**1.44**

Step 8: Determine Student Growth Score	Rating	Weight	Final
IAGD 1	4	22.5%	0.9
IAGD 2	4	22.5%	0.9
Add IAGD 1 and 2 for Final SLO Score	**Score**		1.8
Step 9: Determine Student Feedback Score	**Rating**	**Weight**	**Final**
Student Feedback Score	2	5%	0.1
Step 10: Determine Final Student Growth/Feedback Score	**Weighted Rating from Above**		
SLO Final Score	(45%)		1.8
Student Feedback Score	(5%)		0.1
Weighted Score of Student Growth/ Feedback (50%)	**Partial Score:**		**1.90**
STEP 11: Add weighted Professional Practice/Parent Feedback Score to Student Growth/Feedback Score			
Final Score Components	**Weighted Ratings from Above**		
Professional Practice/Parent Feedback	(50%)		1.44
Student Growth/Feedback	(50%)		1.90
	Final Score:		**3.34**
Based on District Defined Rules: Below Standard 1.49 and below, Developing 1.5-2.49, Proficient 2.5-3.39, Exemplary 3.4 and Greater	**Final Proficiency Level:**		**Proficient**

IV. Professional Growth Plan

a. Philosophy

The Danbury Public School System is committed to a comprehensive professional development program, which is directly linked to teacher evaluation. The primary goal of this program is to promote high levels of student outcomes through determining and addressing what educators need to know, be able to do, and understand, both individually and collectively. Commitment to professional development activities should open a teacher's perspective concerning patterns of thinking, working with others, and monitoring classroom efforts with the primary focus on improving student learning through a continually reflective process to improve instructional practices.

"Teachers will need professional development as they receive feedback regarding their effectiveness from multiple sources of data such as self-assessments, peer and mentor observations, student surveys, and frequent and regular feedback from walkthroughs, observations, and instructional rounds. This professional development must be targeted, aligned, and differentiated to meet the various needs of teachers" (Schooling, Toth, & Marzano, 2012, p. 7).

Professional development plays a key role in improving student achievement. When teachers are better prepared to teach the curriculum, students succeed. Collaboration between and among colleagues will be the glue that binds the content and pedagogy together. As we

embark on this change, the professional learning communities we develop will serve to enhance and improve our teaching and the students' learning.

Based on NSDC's Standards for Professional Learning:

Context

Staff development that improves the learning of all students:

- Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
    - Shared vision and goals
    - Expectation for collaboration
    - Learning time
- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
    - Role of leaders
    - Distributed leadership
    - Policies and structures
- Requires resources to support adult learning and collaboration. (Resources)
    - Financial and other support
    - Time
    - Access to learning opportunities aligned with those of the district and school.

Process

Staff development that improves the learning of all students:

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
    - Data disaggregation
    - Need analysis
    - Continuous improvement
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
    - Evaluation design
    - Learner evaluation
    - Student results
- Prepares educators to apply research to decision making. (Research-Based)
    - Access to research
    - Application of research
    - Action research
- Uses learning strategies appropriate to the intended goal. (Design)
    - Delivery options
    - Learning strategies
    - Follow-up support

- Applies knowledge about human learning and change. (Learning)
    - Supporting change
    - Adult learning needs
    - Educators' professional goals
- Provides educators with the knowledge and skills to collaborate. (Collaboration)
    - Collaborative climate
    - Interactivity
    - Group development

Content

Staff development that improves the learning of all students:

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
    - Demonstrating respect and understanding
    - Student learning needs
    - High expectations for all students
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
    - Alignment of curriculum, instruction, and assessment
    - Meeting individual student needs
    - Deepen content knowledge
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)
    - Communication with families
    - Cultural understanding and respect
    - Community commitment

Research Based

Collective Participation - "professional development activities that include collective participation - that is, the participation of teachers from the same department, subject, or grade - are more likely to afford opportunities for active learning and are more like to be coherent with teachers' other experiences...it enables teachers to discuss concepts and problems that arise during the staff development activity...gives teachers the opportunity to integrate what they learn with other aspects of their instructional content" (Birman, Desimone, Porter, & Garet, 2000, p. 30).

Professional Learning Communities - "Proven conceptual framework for transforming schools at all levels, but alas, even the grandest design eventually degenerates into hard work. A school staff must focus on learning rather than teaching, work collaboratively on matters related to learning, and hold itself accountable for the kind of results that fuel continual

improvement. When educators do the hard work necessary to implement these principles, their collective ability to help all students learn inevitably will rise" (Dufour, 2007, p. 7).

Intentional and Embedded - "Successful professional development can only be achieved when the learner is intentionally engaged in the learning process. When teachers are given opportunities to help determine their training curriculum an educational path, they become more invested, involved, and committed to the learning process" (Duncan, 2010, p.72).

The NSDC standards are comprehensive and ensure that the Danbury Public Schools are meeting CSDE Requirements for Professional Development (effective 7/1/13), as outlined below:

- Provide a minimum of 18 hours annually of PD
- Support a preponderance of small group or individual instructional settings
- Comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement
- Focus refining and improving various effective teaching methods that are shared between and among educators
- Foster collective responsibility for improved student performance
- Comprise professional learning that meets the following criteria:
    - aligns with rigorous state student academic achievement standards
    - is conducted among educators at the school and facilitated by principals, coaches, mentors, distinguished educators, or other appropriate teachers
    - occurs frequently on an individual basis or among groups of teachers in job embedded process of continuous improvement
    - includes a repository of best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating

b. Purpose

The Danbury Public School System is committed to the concept of a continuous, on-going process of professional improvement and teacher evaluation. The primary purpose of this process is to improve teaching in order to ensure that all students perform at high levels. This is accomplished by providing staff members with a tailored systematic series of activities, experiences and opportunities in professional development, as identified through the professional improvement and evaluation process.

Given the implementation of the Marzano Framework that promotes a common professional language articulating desired effective professional practice and the advent of the iObservation data capturing system, the district is now in a unique position to capitalize on these new resources.

As performance ratings including Beginning, Developing, Applying and Innovation are entered into iObservation, these data can be aggregated to identify areas of professional proficiency and as well as areas that are in further need of development at the district level, a grade level, whole-group, and department or content level.

Findings can then be used to inform the planning, implementation and assessment of large and small group professional development initiatives. Individual professional practice needs can be identified via the self-reflection component of the district's Teacher Evaluation and Growth and Development Plans.

As teachers identify areas of individual need, PD planners can use this information to inform the nature, duration, and type of PD activities that need to be designed to be responsive to identified needs. This process should be recursive in nature and continue over multiple years or until the identified area of growth has been adequately addressed.

Danbury's Professional Growth Plan is based upon the beliefs that:

- All students can learn and find success in school.
- Teachers are the most important link and have the greatest impact on the education of students.
- Teacher self-reflection and collaboration lead to continual improvement.
- Student learning and overall school improvement are enhanced by the professional growth of staff.
- Professional improvement plays an integral role in the teacher evaluation program.
- Learning is a life-long goal for teachers as well as students.
- All certified staff need options in professional development programs which are based upon concrete, practical experiences directly related to the needs of staff and students, and reinforced through supervision, modeling, coaching, peer support and sharing as appropriate.
- Professional development programs should include a variety of opportunities and activities for growth and renewal (e.g. Professional Learning Communities (PLCs), reflection journals, technology-based learning, etc.)
- Professional development programs should be geared to adult learning and developmental theory, best practices and be sensitive to learning styles, individual differences and cultural diversity.
- Professional development and teacher evaluation should be conducted in a non-threatening manner, which promotes mutual respect, trust building, on-going high quality communication and opportunities for self-reflection.
- Professional development and teacher evaluation programs must be organized and supported by an adequately funded, effective plan.

This plan recognizes that for professional development to be most effective, the focus of the activities should reflect the individual learning needs of the teaching community based upon the iObservation self-reflective assessment administered each year. In addition, the Deputy Superintendent, individual administrators, coaches, content area facilitators, department heads, and the district professional development coordinator recognize the critical need for

regular on-going follow-up opportunities wherever appropriate at the following levels:

- District
- Department or Content Area
- Building
- Grade Level
- Individual

These activities will provide certified staff members with multiple opportunities to enrich or improve their skills, knowledge, and abilities directly linked to district, school, and individual goals and objectives in order to improve student learning. Our community of professionals includes classroom teachers, non-classroom teachers, and all administrators; all professional staff members recognize their responsibility to work collaboratively to enhance the value of learning. Teachers demonstrate professional responsibility through professional and ethical practice, reflection and continuous learning, as well as leadership and collaboration within the school community.

c. Certified Staff Requirements

All certified staff:

- will develop their own Professional Growth Plan and activities in direct alignment to their yearly goal-setting based upon the Marzano iObservation self-reflective assessment.
- will have the opportunity to plan job-embedded professional development programs at the building level, department or content level, and classroom or grade level which will provide experiences appropriate to individual needs. Staff needs for specific professional development will be identified through aggregate data culled from the iObservation Teacher Evaluation Management System.
- broaden and refine their knowledge and skills related to students, content and pedagogy that serve to stretch one's competencies in collaboration with other certified staff members.
- develop their abilities to analyze and reflect on their performance related to planning, instructing, assessing and adjusting for instruction.
- serve as leaders in the school community and demonstrate a commitment to their students and a passion for improving their profession.
- seek out opportunities to grow professionally and thus improve skills to enhance student outcomes.

Tenured teachers rated at Developing for two consecutive years or at Beginning for one year will be required to engage in additional professional development, and will be placed on a Teacher Assistance Plan (see next page). Tenured teachers rated at Developing at the end of one year will receive additional observations (minimum three formal and three mini / walk-through observations, equivalent to the observation cycle of a non-tenured teacher) during the next school year and will have the option to request additional support. Tenured teachers who had one year of a Developing rating followed by one year of additional observations and a subsequent Proficient rating will re-enter the Tenured Teacher three-year cycle on a Formal cycle.

d. Professional Development Cycle:

V. Improvement and Remediation Plans

Danbury Public Schools' Teacher Evaluation Plan defines teacher effectiveness utilizing annual summative ratings. While the Teacher Assistance Process is available to tenured teachers only, non-tenured teachers in need of support are provided TEAM training and mentoring. A tenured teacher shall generally be deemed ineffective if said teacher receives two consecutive *developing* ratings (a rating of 2) or one *below standard* rating (a rating of 1) at the end of any year. A tenured teacher who has been deemed ineffective must be placed on a Teacher Assistance Plan.

The Teacher Assistance Plan is designed to provide an evaluatee with the help necessary to meet the requirements of his or her position. A Complementary Evaluator will be selected by mutual agreement between the evaluatee and the evaluator. The Complementary Evaluator is an additional administrator who will provide assistance and support in the teacher assistance process. The full Assistance Team shall be comprised of:

- the primary evaluator;
- a complementary evaluator;
- the certified staff member;
- a certified staff member chosen by the primary evaluator; and
- a certified staff member (her/his exclusive bargaining representative) chosen by the evaluatee.

Once the assistance team has been established, they will meet to write the Teacher Assistance Plan. The Plan must include:

- a statement of the objective(s) to be accomplished with the expected level of performance summative rating of proficient (a rating of 3);
- strategies defining the amount and kind of assistance, available resources and support, and the frequency of observations and conferences (at least one activity a week);
- a timeline not to exceed 9 months.

Every observation that occurs as part of a Teacher Assistance Plan shall be conducted with both the primary and complementary evaluators present for the observation and associated conferences. At least one unannounced observation and one announced observation will occur each month for the duration of the Teacher Assistance Plan, with a recommended maximum of four observations (either two of each or one of one type and three of the other) in any one month. Support strategies may include, ***but are not limited to***, peer support, mentoring, modeling, professional development opportunities, keeping a reflective journal, coaching, and observing other classrooms. The support strategies chosen will be mutually agreed upon by evaluator and evaluate and added into the written plan. The district will pay for mutually agreed upon cost incurring strategies such as registration fees for professional development.

When the timeline has expired, the designated evaluators will make a recommendation regarding job status. If said teacher receives a summative rating of proficient (a rating of 3) at the end of the Teacher Assistance Plan, the teacher will move out of the Teacher Assistance Plan and back to the tenured teacher three-year cycle on a Formal cycle. If said teacher does not receive a summative rating of proficient (a rating of 3), the decision may result in a recommendation to the Superintendent that contract termination proceedings be initiated in accordance with Section 10-151, Connecticut Education laws. (Copies available in school offices and the Human Resources Office.)

Tenured Teachers assigned to Teacher Assistance Plans are fully protected by the right of due process, by the right of appeal inherent in the evaluation program, and by the grievance process.

Procedural Guidelines for Administering a Teacher Assistance Plan:

- Necessary materials are distributed and explanations of the process are provided.
- The evaluation process must follow the procedures stated in the evaluation document.
- The evaluator and evaluatee mutually set the time schedule for observations, conferences, and the completion of forms.

VI. Dispute Resolution Procedure

It is the responsibility of both the evaluator and the evaluatee to fulfill their roles in the evaluation process. In cases where the evaluator does not follow the steps outlined in the document, the Appeal Procedure may be invoked. The content of the objective or evaluation is not subject to appeal. Evaluations may only be appealed on the grounds of alleged procedural violations as outlined in the Teacher Evaluation Plan. Appeals will be made to a mediation panel. The Human Resources Director will serve as the moderator of the mediation panel. The panel will consist of a peer (**NEA-D representative**) chosen by the evaluatee, a peer selected by the evaluator and a third member who is mutually agreed upon. This is to be completed within ten days of written notification by either party. The role of the mediation panel will be to determine whether or not objective setting and/or evaluation procedures have been followed. The mediation panel will listen to both parties, review and mediate agreements with Administration and the NEA Danbury, and refer any unresolved conflict to the Superintendent as the final decision maker when a resolution cannot be reached. The conclusions of the mediation panel will be in written form with copies to all parties and placed in the personnel file of the evaluatee.

VII. Career Development and Professional Growth Opportunities

The Danbury Public Schools has established a system upon which high performing teachers are provided with additional opportunities for supplemental professional growth and career ladder advancement. Some of these opportunities require that the candidate go through the formal application, interview and appointment process while other opportunities are less formal and simply require candidates to apply based upon interest, experience, and expertise. Only those teachers who have demonstrated exemplary performance over time will be considered.

The following positions represent the current opportunities that are available for teachers. However, this list can be modified or expanded according to the needs of the district and available resources.

Career Ladder and Professional Growth Positions as of 2015 include:

- Elementary Mathematics Specialist: Elementary Mathematics Specialists provide job-embedded professional development in mathematics to classroom teachers, administrators, and para-professionals. They also provide direct instructional support to individual and small groups of students and do presentations for parents. They write curricula, develop effective implementation strategies, engage in strategic planning and create formative and summative assessments in mathematics.

- Elementary Language Arts Specialist: Elementary Language Arts Specialists provide job-embedded professional development in literacy to classroom teachers, administrators, and para-professionals. They also provide direct instructional support to individual and small groups of students and do presentations for parents. They write curricula, develop effective implementation strategies, engage in

strategic planning and create formative and summative assessments in reading and language arts.

- Middle School Instructional Coach: Middle School Instructional Coaches provide job-embedded professional development in mathematics, language arts and social studies to classroom teachers and administrators in grades 6-8. They support the implementation of curricula, coach teachers in effective research-based instructional strategies, engage in strategic planning and provide guidance to data teams.

- Technology Leader: Technology Leaders provide guidance and support on the implementation of all forms of technology and related software programs. They serve as job-embedded professional developers for teachers, administrators and para-professionals. They participate in the development, implementation and evaluation of the district's Technology Implementation Plan. They also serve as technology troubleshooters.

- Content Area Lead Teacher: Content Area Lead Teachers promote vertical and horizontal articulation throughout their respective areas for teachers in grades 6-8. There are five Content Area Lead Teachers for each middle school representing the areas of English, reading, mathematics, social studies and science. They also support the implementation of data teams, strategic planning sessions, professional development and curriculum writing and implementation as well as formative assessment development and implementation.

- Secondary Level Department Head: Secondary Level Department Heads conduct formative observations on teachers in their respective areas in grades 6-12. There are Department Heads in each of the following areas: English, mathematics, science, social studies, guidance, fine and applied arts and ESL/world languages. The Department Heads lead and/or support the implementation of curriculum development initiatives, the creation of formative and summative assessments, professional development initiatives, data team meetings and strategic planning efforts.

- SIOP Coach: Shelter Instruction Observation Protocol (SIOP) Coaches provide job-embedded coaching to secondary level teachers who have been trained in SIOP strategies. They work to support the effective and correct implementation of SIOP driven lessons and they also provide guidance to administrators on the supervision of lessons involving SIOP strategies. Additionally, they serve to support the assessment of lessons for English Language Learners.

- Summer School Director: There are two Summer School Directors. One director oversees the Elementary Summer School Program that is focused upon literacy development and the other director oversees the Secondary Summer School Program. The elementary program addresses the needs of students who have substantially deficient skills in reading. The secondary program provides opportunities for students to address academic deficiencies in selected areas or to take supplemental high school course work in order to provide space in their schedules during the regular academic year to take additional courses.

- Special Subject Area Lead Teacher - Art, Music, PE, and Media: Special Subject Area Lead Teachers serve as facilitators who chair department meetings and help to coordinate professional development and program development initiatives. They work to promote effective horizontal and vertical communication and articulation. They also serve as problem solvers and help to ensure that their respective programs are well focused on the district's top instructional priorities.

- Professional Development Teacher Leader: The Professional Development Teacher Leader facilitates all aspect of professional development for the school system. The Teacher Leader works in harmony with the Deputy Superintendent to address all state and federal training and development mandates and requirements. The Teacher Leader is also responsible for the recordkeeping responsibilities associated with staff development initiatives. Additionally, the Teacher Leader serves to support the full and effective implementation of the work of The District Enhancement Collaborative in the areas of school innovation and strategic planning.

- PPT Facilitator: Planning and Placement Team Facilitators chair PPTs and work to ensure that all requirements of the planning process are met in order to develop an Individual Educational Plan for students with special needs. They work in conjunction with school staff and parents to promote productive conversations and planning activities that help to enhance the instructional program for identified students while also working to promote a highly supportive, collaborative, and enriching educational environment.

- The Principal's Second in Charge: The Principal's Second in Charge is a certified staff member who assumes the roles and responsibilities of the principal when the principal is away from the school. The Second in Charge solves problems, attends to student discipline, addresses parent and staff needs and works to ensure the safe and orderly operation of the school.

- Dean of Students: The Dean of Students is primarily responsible for working with selected students who have attendance and/or comportment issues at the high school. The Dean also works with parents and makes house visits in order to partner with parents in support of improved student participation and behavior. Emphasis is placed on the Freshman Academy in order to build relationships with students and to promote an enhanced learning climate via an early intervention approach.

- DELTA Aspirants Program: The Defined Experiences in Leadership Training and Assessment (DELTA) Aspirants Program provides an opportunity for teachers who have administrative aspirations to participate in leadership development activities. Aspirants participate in training programs, shadowing experiences, journal writing, and small group reflection sessions in order to gain firsthand knowledge of current research-base leadership practices. The experiences also allow the aspirants to assess their own readiness and continuing desire to assume a formal leadership role at either the school or district level.

- TDEC Membership: The District Enhancement Collaborative is the Board of Education's subcommittee on curriculum development, implementation and evaluation. Members of TDEC study all aspects of curriculum, school and program improvement, professional development and the analysis of student performance and attendance information from formative and summative assessments while serving as the District Data Team.

- Teacher Evaluation Committee Membership: The Teacher Evaluation Committee members are responsible for creating three companion documents that are designed to enhance the professional practice of all certified staff members while also measuring each staff member's performance on a continuum. The Teacher Evaluation Plan, The Administrator Evaluation Plan and the district's Professional Development Plan are the elements that promote maximum professional reflection, growth and development while also providing the required degree of accountability as mandated by the Connecticut State Department of Education.

- Curriculum Writing Committee Membership: Teachers who serve on various curriculum-writing committees all participate in the Curriculum Development Boot Camp training program. The Boot Camp program ensures that all members of all curriculum-writing teams are grounded in the same guiding principles; the same design structures and understand the philosophical beliefs about curriculum held by the district. Once teachers complete Boot Camp they participate in opportunities to develop new curricular documents including all curricula aligned with the Common Core State Standards.

- TEAM Coordinating Committee Membership: Teachers who serve on the TEAM CCM provide leadership to all aspects of the state-sponsored TEAM initiative. The TEAM CCM makes decisions regarding the selection, training, and participation of teachers who wish to serve as Cooperating Teachers for student teachers and as Mentor Teachers for beginning teachers as well as reviewing all other aspects of the TEAM initiative.

- TEAM Reviewer: TEAM Reviewers work as part of a regional group of experienced and highly proficient teachers who participate in the analysis and rating of module reflection papers submitted by beginning teachers in conjunction with their ongoing efforts to meet the employment and continuation requirements set forth by the Connecticut State Department of Education for beginning teachers.

- Mentor/Cooperating Teacher: Teachers who have demonstrated high levels of professional practice and who are selected to be mentors and cooperating teachers provide support to pre-service and in-service teachers. Cooperating Teachers guide and support the development of university students who seek to become certified teachers while Mentor Teachers work with beginning teachers to support their ongoing growth and development as the newest members of our educational family.

VIII. PROFESSIONAL DEVELOPMENT

a. Roles and Responsibilities

In order to promote school improvement and to implement identified goals, administrators and others educators in leadership roles shall be trained to provide growth opportunities for themselves and certified staff under their authority. These personnel shall provide guidance and support in the understanding and the implementation of the Connecticut Common Core of Teaching – Foundational Skills and Competencies and The Danbury Public Schools' Learning Tree. The responsibilities of the individual certified staff members—whether in an instructional, administrative, or other leadership role—which are necessary to this professional development plan are enumerated below.

TDEC – The Danbury Enhancement Collaboration

The Danbury Enhancement Collaborative (TDEC) is a subcommittee of the Danbury Board of Education. The purpose of TDEC is to study and improve all aspects of curriculum development, instructional planning and delivery, formative and summative assessment, professional development, monitoring of teacher and administrator performance. Membership includes: teachers, administrators, union representatives, community members, Danbury BOE members, and CSDE representatives.

DDC – District Development Council

(Following excerpt taken from the 2012-2014 NEA-Danbury Teacher's contract - pp. 40-41)
A District Development Council shall serve in an advisory capacity to the superintendent on matters relating to curriculum development and on matters relating to the school systems in-service programs. The Council's role shall be to study all aspects of the curriculum in the district and to formulate recommendations. These recommendations shall be based on the findings of the council in their investigations and not be unduly influenced by budgetary consideration, professional negotiations, "popular" viewpoints, or organizational loyalties.

Professional Staff Members

Professional certified staff members shall identify their professional growth and renewal interests and needs based on the yearly Marzano iObservation self-reflective assessment. Teachers are encouraged to seek opportunities to for growth options. These include, but are not limited to: action research, professional portfolio development, peer coaching, or other avenues.
Each certified staff member is responsible for:

- completing the Professional Growth and Development Plan
- submitting all appropriate forms according to the district timeline
- successfully completing the Professional Growth and Development Plan

TEAM Coordinating Committee

The TCC's primary role is to support beginning teachers. This is accomplished in a variety of ways including the planning for professional development (e.g., sessions to explain the modules, recommending resources (ctteam.org), professional texts, and providing opportunities for beginning teachers to network with other beginning teachers and mentors. In addition, the TCC monitors the progress through the process and provides training to mentors.

Administrators, Program Coordinators, and Supervisors

As instructional leaders, the building administrators, district coordinators and supervisors are responsible for:

- developing professional development activities that reflect their program's goals, as well as staff identified needs after analyzing the yearly Marzano iObservation self-reflection assessment
- working together to determine specific building, grade level, or department PD needs and communicating those needs to all appropriate stakeholders
- submitting Description of Professional Development Activity forms to the Deputy Superintendent for approval and allocation of funds
- planning for and delivering professional development activities according to identified themes, strands and individual needs from iObservation aggregated data
- developing program improvement plans in conjunction with department members to be submitted to the Deputy Superintendent
- meeting with staff members to identify individual Professional Growth and Development Plans
- completing the Professional Growth and Development Plan

Teacher Leader/Coordinator for Professional Development

Aggregate teachers' and principals' areas of focus data collected from iObservation at the end of each year. Data will then be shared with the Deputy Superintendent and TDEC to aid in professional development planning process in conjunction with the Data Services Department.

Deputy Superintendent

The Deputy Superintendent will collaborate with principals and coordinators/supervisors to design professional development activities in response to staff and system needs. In addition, the Deputy Superintendent shall serve as the Professional Growth and Development Program Manager and have the responsibility of overseeing the managing of the record keeping of professional development for the Danbury Public School System. The Deputy Superintendent and/or his/her designee shall have the responsibility for developing, implementing, evaluating, and revising the Professional Growth and Development Plan. The Deputy Superintendent is responsible for:

- providing overall instructional leadership to all stakeholders.

- coordinating school improvement/professional development among secondary, elementary, and pupil service areas.
- working with principal and building committees in developing building plans.
- assisting in the coordination needed to achieve individual, building, and district goals.
- assisting building administrators in identifying professional development goals.
- assisting building administrators in establishing actions for school improvement.
- communicating current trends and issues to the professional staff, administrators, Board of Education members, parents and community.
- reviewing policies and goals that relate to professional development and school improvement.
- approving administrator's professional development related released-time requests.
- directing coordinators/supervisors in planning PD for departmental programs.
- reporting professional development and district improvement needs, activities, and opportunities at monthly administrative meetings.
- reporting the iObservation data collected to TDEC.

BOARD OF EDUCATION SUPPORT FOR PROFESSIONAL DEVELOPMENT

The Danbury Board of Education has demonstrated commitment to the district Professional Growth and Development Plan through their board policies. The time and resources necessary for accomplishing the goals of this professional development plan shall be provided within reasonable budgetary considerations

b. 2013 CT SDE Requirements for Planning of Professional Development:

- Development of a PD plan for certified employees pursuant to C.G.S. subsection (b) of section 10-220a for implementation starting the 2013-2014 school year
- Providers may include the board of education, regional educational service center, cooperative arrangement with another board of education or any PD provider approved by the Commissioner of Education
- The time and location of PD activities shall be in accordance with either an agreement between the board of education and the exclusive bargaining unit or, in the absence of such an agreement or to the extent such agreement does not provide for the time and location of all such activities, in accordance with a determination by the board of education
- Focus of activities will:
    - be determined by each board of education with the advice and assistance of the teachers employed by such board, including representatives of the teacher's bargaining unit, in full consideration of priorities and needs related to student outcomes as determined by the State Board of Education
    - be based on the results and findings of teacher and administrator performance evaluations to improve teacher and administrator practice and provide professional growth
    - improve the integration of reading instruction, literacy and numeracy enhancement, and cultural awareness into instructional practice

- include strategies to improve English language learner instruction into instructional practice
- include during each five-year period a minimum of 15 hours in training in the evaluation and support of teachers for every administrator.

Proposals for professional development activities may be made by building, department, grade-level, special area, pupil personnel committees, or individuals. Funding, which may include substitute coverage, may be granted to professional development proposals which go beyond school preparation with special emphasis placed on the intended purpose of all professional development, which is improved student learning. The Deputy Superintendent must approve all proposals. Proposals, which meet one or more of the following criteria, may be considered for funding.

The proposal:

- meets a need documented in the individual evaluations made by the professional staff member's evaluator
- meets a need expressed in an individual professional growth and development plan
- meets an expressed goal or objective of the district, building, department, or grade level
- begins or continues an activity valuable to the system or to the profession such as a leadership position in an educational organization
- meets a need responsive to statutory and regulatory requirements (see Connecticut Public Act No. 12-116, Subsection 39)
- addresses Connecticut's Common Core of Learning, Connecticut's Common Core of Teaching, or the Common Core State Standards
- is aligned with Marzano's Framework

Workshops, conferences, etc. to fulfill identified needs shall be provided in a variety of formats. Each year there will be a number of full and early dismissal school days devoted to professional development activities. These days are regular workdays for certified staff and attendance is the same as for any other workday. These professional development days will feature programs developed by district committees, building committees, and department or grade level committees to improve student learning and to enhance professional attitudes and attributes. Ongoing, job embedded professional development may include PLC (Professional Learning Communities) meetings and coaching. After school and weekend activities may also be scheduled. Presenters and facilitators will be informed of the make-up of their audience in order to meet the needs of differing career levels, learning styles, experience, and degree of expertise as well as other significant factors.

In addition to the full professional development days, and the time spent in voluntary activities, professional development may also be realized through alternative professional development opportunities, applied to and approved by the Deputy Superintendent, that may include:

- Released time. A limited number of substitute days are available to teachers attending workshops, conferences, training sessions, and making visitations.
- Guest speakers and funding for conferences. A limited amount of money is available to pay for guest speakers and conference costs.
- Individual Training. Limited funding for training teachers to be trainers may be available.

- Administrator Training. Limited resources may be available.
- Workshop Presentations. Professional staff members are encouraged to be workshop presenters and may be compensated for their presentations based on district guidelines and approval.

c. Professional Development Report and Evaluation

Program evaluation will assess the extent to which the program was true to its focus, what impact it had on helping staff members meet their assessed needs, to what degree the objectives of the system were addressed, and the program's impact upon the teaching/learning connection. A form and rubric will be developed.

Activity evaluation provides immediate feedback of the degree of participant satisfaction with a given activity. This is done through the use of a structured survey instrument. The activity evaluation also examines the impact that an activity or series of activities had on teacher performance, morale, and/or attitude and their effect on improved student learning outcomes. In each case, outcomes of an activity are measured against the objectives set for that activity.

The evaluation of professional learning will occur within the context of the teacher evaluation and professional growth plans. These aspects shall be linked directly to the teacher evaluation procedure, through development of a Professional Growth and Development Plan and other existing programs such as TEAM.

IX. Teacher Evaluation and Professional Growth Plan Summary:

The Danbury Public School Evaluation and Growth Model is a research-based model, underpinned by the work of Robert Marzano and the National Staff Development Council Standards. The model is structured to ensure reflection, collaboration and the deep level of data to set, monitor, adjust and evaluate both the adult learners as well as student outcomes. The iObservation tool provides common definitions of instructional practice along a performance continuum, embedded video clips of teacher instruction, will capture teachers professional growth action steps as connected to their Goals and SLO's, and simplifies the process of uploading artifacts to support a more in-depth analysis of practice. The tool will be used for the scoring process.

A committee developed the plan with broad representation including Board of Education representatives, teacher and union representatives, classroom teachers, curriculum leaders and administrators. All decisions in the plan were made through a voting process.

This is a one-year plan that will be monitored throughout the year and adjusted as necessary.

Appendices

A. Glossary of terms
B. Forms
C. District Assessment Matrix
D. Sample Professional Practice and SLOs
E. Surveys
F. CCT
G. State Law

APPENDIX A:

Glossary of Terms

Appendix A Glossary of terms
Note: definitions with an asterisk "" are adapted from the Connecticutseed.org website*

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.

Action Research
The teacher develops a hypothesis and a research project to test that hypothesis. Appeal Procedure - A step in the evaluation process designed to resolve differences either in objective setting, or related to due process in the overall evaluation.

Artifacts
Items such as student work, portfolios and teacher reflections as well as planning documents, assessments, evidences of student development and evidences of professional relationships can also be considered in measuring teacher performance and practice.

Best Practices – District
Produced document focused on the effective instructional delivery, strategies and methodologies within each curricular area.

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 just one content area: Science (other content areas are assessed with SBAC starting in 2015). Each student who completes the CAPT receives an overall scale score for the science content area. The skills and content assessed by the Science CAPT are based on Connecticut Science 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 four interrelated domains:

1. Classroom Environment, Student Engagement and Commitment to Learning;
2. Planning for Active Learning;
3. Instruction for Active Learning;
4. 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.

Certified Staff
Staff members employed by Danbury Public School directly involved with students and holding a position requiring certification by the State Department of Education.

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 formerly administered annually to all public school students in Grades 3 through 8. As of 2015, the test will assess Science only (and only in Grades 5 and 8). Each student who completes the CMT receives a total scale score. The skills and content assessed by the Science CMT are based on Connecticut Science frameworks.

Collaborative Process
Open communication between evaluator and evaluatee often in the form of clear, specific and constructive feedback that results in enhanced performance, suggestions for improvement and /or recognition of exceptional effort.

Complementary Evaluator
A Complementary Evaluator is an additional administrator who will provide assistance and support in the teacher assistance process. The Complementary Evaluator will be selected by mutual agreement between the evaluatee and the evaluator.

Connecticut Common Core of Learning
A valid set of expectations for teaching and learning outcomes.

Connecticut Framework for Teacher Evaluation and Support (*)
A diverse group of Connecticut educators developed the Connecticut Framework for Teacher Evaluation and Support for Connecticut's System for Educator Evaluation and Development (SEED). It is a blend of the Connecticut Common Core of Teaching Standards (CCT) and Charlotte Danielson's Framework for Teaching and represents the most important skills and knowledge teachers need to develop their practice and educate their students. For those districts implementing the SEED model, this framework will be used by teachers to improve their practice and by educators who evaluate teachers.

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%

Critical Friends
Teachers whose relationship is such that they can sit down with each other's work to discuss its strengths and weaknesses and develop avenues for improvement.

Data
Factual information that determines the extent to which objectives are being met.

Descriptor
Overall performance form

The District Development Council shall serve in an advisory capacity to the superintendent on matters relating to curriculum development and on matters relating to the school systems in-service programs. The Council's role shall be to study all aspects of the curriculum in the district and to formulate recommendations. These recommendations shall be based on the findings of the council in their investigations and not be unduly influenced by budgetary consideration, professional negotiations, "popular" viewpoints, or organizational loyalties. The Council shall consist of seven teachers jointly selected by the superintendent and NEA Danbury with the Chairperson appointed from that group by the President of the NEA Danbury. The Council shall meet three times annually. This provision, as modified in implementation, is without prejudice to the Board's responsibility in accordance with Public Act 08-153 to create a curriculum committee. (Excerpt taken from the 2012-2014 NEA-Danbury Teacher's contract - pp. 40-41)

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

Domains 1, 2, 3, and 4 (*)
The Connecticut Framework for Teacher Evaluation and Support is comprised of four domains: (1) Planning for Active Learning, (2) The Classroom Environment, (3) Instruction and (4) Professional Responsibilities and Teacher Leadership. Each domain contains criteria that will be used by teachers to inform their practice and by administrators to evaluate their practice. Domains 2 and 3 will be evaluated mainly via observation and Domains 1 and 4 will be evaluated mainly via reviews of practice such as conferencing and examination of relevant artifacts.

Draft
An unofficial work copy of the evaluation report.

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

Effective Teacher
An effective teacher is one who has been rated at the Applying (3) or Innovating (4) level using a pattern (Conjunctive Model) of summative ratings by their evaluator(s) using the Marzano Instructional Framework.

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, no later than the last school day in May. 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.

Evaluation Period
The time from agreement upon objectives through final assessment. (This period will usually coincide with the school year.)

Evaluatee
Person being evaluated (See "Teacher").

Evaluator
Teacher whose job description includes supervisor and evaluation of other teachers:

1. Primary
2. Secondary.

Foundational Skills and Competencies
Connecticut's definition of effective teaching practice common to all teachers from kindergarten through grade 12.

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 14th. 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 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. A minimum of two IAGD's per SLO are required. One should reflect whole group, the other a subgroup.

Improvement and Remediation Plan (*)
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 along with his/her exclusive bargaining representative. An improvement and remediation plan must:

- identify resources, support and other strategies to be provided to address documented deficiencies;
- establish 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.

Ineffective Teacher
A tenured teacher shall generally be deemed ineffective if said teacher receives two annual sequential *developing* ratings (a rating of 2) or one *below standard* rating (a rating of 1) at the end of any year.

iObservation
iObservation is the electronic platform based on the Marzano framework. The tool will enable teachers and administrators to identify and evaluate professional practice goals and SLO's. iObservation will also automatically calculate the overall score for teachers based on the rules identified in the teacher evaluation plan.

Learning Tree
Danbury's Learning Tree is a graphic depiction of the exit standards that students are expected to demonstrate. They articulate what students will know, are able to do, and deeply understand in each content area. The Learning Tree also articulates the Universal/Life-Long Learning Skills that students are expected to master in order to become independent learners. Lastly, the roots of the Learning Tree illustrate the attributes and aspects of character that promote the development of a healthy and contributing citizen. There are three versions of the learning tree that reflect the elementary, middle, and high school developmental levels of our students.

Marzano framework for teacher supervision
The Marzano Framework for teacher supervision provides a structured process of observing and improving the teaching and learning process. It is broken into 4 Domains:

Domain 1: Classroom Strategies and Behaviors,
Domain 2: Planning and Preparing,
Domain 3: Reflecting on Teaching
Domain 4: Collegiality and Professionalism.

Domain 1 is further broken into 3 Lesson Segments, 9 Design Questions and 41 instructional elements. Domain 2 is broken into 5 segments and 7 elements. Domain 3 is broken into 2 segments and 5 elements and Domain 4 is broken into 3 sections and 6 elements.

Marzano Practice Goal:
A Marzano practice goal is created by identifying the Domain and/or Design Question within the domain, and the specific elements that the teacher would like to focus on. Goals are set after completing an assessment of practice, as well as examining student data. Goal template: I will improve my professional practice in Domain/Design Question #____ with the desired effect of_____.

Mediation Panel
Persons selected to facilitate appeals procedures.

Mid-Year Conference (*)
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.

Narrative
A written description dealing with factual data.

NEA Danbury
The union representing Danbury teaching professionals (National Education Association).

Objective-Setting Evaluation
A process by which specific tasks are defined and assessed.

Observation
A method through which the evaluator collects data.

Observation Data Collection Form
Form used to connect observation to final evaluation.

Outcome Achievement Plan
An Outcome Achievement Plan is the annual goal-setting document made by building administrators based upon district goals.

Overall Performance Evaluation
An annual assessment conducted to determine the quality of performance.

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.

PEAC (*)
The Performance Evaluation Advisory Council (PEAC) is a diverse group of educators who created the Connecticut Guidelines for Educator Evaluation in June 2012. Connecticut's System for Educator Evaluation and Development, SEED, is a new pilot model for the evaluation and development of teachers and is aligned with the Connecticut Guidelines for Educator Evaluation.

Peer Coaching
Ongoing mentoring and or professional development offered by teachers for teachers. Those providing peer coaching are not identified as evaluators and may not be used for staff evaluation.

Peer Feedback (*)
Ten Percent of a teacher's evaluation may be based on peer OR parent feedback. Peer feedback can be provided by way of observation or focus groups and must be rated among four performance levels.

Peer Reflection
The ability to think about strengths, weaknesses, and/or needed modifications of a lesson by conversing with another member of the teaching profession.

Peer Support
Offered to a person on reappraisal.

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 or 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.

Professional Portfolio
The structured, documentary history of a set of coached or mentored acts of teaching substantiated by samples of student work and fully realized through reflective writing, deliberation, and serious conversation.

Professional Practice Goal
The Professional Practice Goal is based on a teacher's self-assessment in iObservation and identifies a particular Marzano element to focus on improving for the year. Professional Practice Goals are developed in conjunction with the evaluator and help bridge professional practice and improved student learning outcomes.

Reflection
Deliberate analysis and/or interpretation by an individual on planned or delivered instruction. Review - An examination of parts of the evaluation process.

Review of Practice
Discussion between evaluator and evaluatee capturing any professional service or informal leadership roles a teacher has assumed during the school year (e.g., serving as a mentor, Principal Designee, service on TVAL Committee, service on the school's Leadership Team, PD presenter for sessions outside of the teacher's own school, etc.). These are on-going discussions and data is collected throughout the school year.

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 teaches and used in all chemistry courses in the school).

SEED (*)
Connecticut's System for Educator Evaluation and Development, known as SEED, outlines a new model for the evaluation and support of educators in Connecticut and is aligned to the Connecticut Guidelines for Educator Evaluation approved by the State Board of Education on June 27, 2012. Detailed information about the model can be found in the SEED Handbook.

SLO (*)
A Student Learning Objective (SLO) is an academic standard 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.

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: Academic standards for student learning that address a central purpose, a rationale that explains why this is an important area of improvement, and at least two IAGD's (whole group and subgroup) which provide specific evidence, with a quantitative target, that will demonstrate whether the objective was met. The SLO's optimally bridge to the Professional Practice Goals that are identified by the teacher.

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.
Professional Practice and SLO goals should be aligned. 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 (*)
The Smarter Balanced Assessment Consortium (SBAC) developed Smarter Balanced Assessments that go beyond selected response (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.

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) for Science in grades 5 and 8, the Connecticut Academic Performance Test (CAPT) for science in grade 10, 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:

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

Supervisor
Any person responsible for the development and assessment of teachers. Role can be filled by any building principal/assistant principal, curriculum coordinator and department heads. Requires a 105 certification OR an 092 certification.

System Reviewer
One of the three designated Central Office Administrators who examines staff final evaluations for compliance and content.

Teacher
Certified professional employee of a board of education below the rank of Superintendent employed for at least ninety days in a position requiring a certificate issued by the State Board of Education. Teachers in CT fall into two categories for purpose of tenure law: "non-tenure" status is for the initial period of employment, generally four years, during which s/he is considered "probationary" and subject to non-renewal or termination; beyond this term "tenure" status is achieved and teachers may only be dismissed for cause in accordance with tenure law. (Conn. General Statutes Section 10-151 (a)(2))

Teacher Evaluation Committee
A committee of teachers, administrators (building and district), union representatives and a member of the board of education who developed the teacher evaluation plan over the course of 2011-2013. Future committee members will review and make changes to the plan in the future.

Teacher Observations (*SEED model)
Each teacher should be observed between five and eight times each year through both formal and informal observation. In the SEED model, formal and informal are defined as follows:

- Formal: Scheduled observation or review of practice that lasts at least 30 minutes and is followed by a post-observation conference which includes verbal and written feedback.
- Informal: Non-scheduled observation or review of practice that lasts at least 10 minutes and is followed by written and/or verbal feedback.

If a district is implementing the SEED model, it is required that all teachers be observed six times-three formal observations and three informal observations-during the first year of implementation.

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:

1. 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
2. Parent feedback (10%) on teacher practice through surveys.

Timeframe
Dates by which activities in the objective must be accomplished.

Whole-School Student Learning Indicators (*)
Teacher's indicator ratings shall be represented by the aggregate rating for the multiple student learning indicators established by the administrator's evaluation rating.

APPENDIX B:

iObservation Forms

Appendix B: iObservation Forms

Create New Growth Plan

Step 1: Take Self-Assessment

Conduct a self-assessment with the forms for classroom teachers. Try to rate yourself on all elements – you do not need to check evidences, upload attachments, or add comments. Your input here will be used to recommend target element(s) for your growth plan.

In Progress Self-Assessments:

+ Domain 1: Classroom Strategies and Behaviors (v3)
+ Domain 2: Planning and Preparing (v2)
+ Domain 3: Reflecting on Teaching (v2)
+ Domain 4: Collegiality and Professionalism (v2)

Step 2: Answer Plan Questions

Remember to save your work frequently—unsaved data will be lost.
Clicking "Save Draft" ensures your data will be saved and that your session in iObservation remains active. If you are inactive for 55 minutes, the system will prompt you to confirm you are still working. Click "Yes" on the prompt to continue working. If you do not confirm, any unsaved data will be lost.

Plan Questions

Answer questions about your plan for growth.

*Set Professional Practice Goal (PPG) 1 - Reflects School Goal: By June 2015, I will improve my professional skills in Element # ___ with the desired effect of _____. (Ratings entered into iObservation)

Enter Text

*PPG 1 Rationale: What information/data led you to select this goal?

Enter Text

*Set Professional Practice Goal 2 - Mutually Agreed Upon: By June 2015, I will improve my professional skills in Element # ___ with the desired effect of _____. (Ratings entered into iObservation).

Enter Text

*PPG 2 Rationale: What information/data led you to select this goal?

Enter Text

*Set Student Learning Objective (SLO 1):

Enter Text

*SLO 1 Rationale: (What information/data led you to select this goal? What are the students' strengths and obstacles?)

Enter Text

*Indicators of Academic Growth and Development (IAGD #1) – Whole Group

Enter Text

*Indicators of Academic Growth and Development (IAGD #2) – Sub Group

Enter Text

*Evidence: What data will you use to monitor progress and adjust strategies as needed?

Enter Text

OPTIONAL - Set Student Learning Objective (SLO 2)

Enter Text

SLO 2 Rationale: (What information/data led you to select this goal? What are the students' strengths and obstacles?)

Enter Text

Indicators of Academic Growth and Development (IAGD #1) - Whole Group

Enter Text

Indicators of Academic Growth and Development (IAGD #2) – Sub Group

Enter Text

Evidence: What data will you use to monitor progress and adjust strategies as needed?

Enter Text

*Student Feedback Goal:

Enter Text

*Parent Feedback Goal:

Enter Text

Cancel Save

Step 3: Select Target Elements

Select 1-5 elements as a focus for your Professional Growth Plan

+ Select Target Elements [iObservation indicates you should select 1-5 elements; 2 are required for DPS. This is a repetitive step from Step 2 above when those two Elements were selected for PPG1 and PPG2]

Step 4: Identify Action Steps

Put together your plan for how you will achieve your growth goals.

+ Develop a Plan for Growth

Step 5: Put Your Plan into Action

Submit your plan for approval. Then follow your plan and make progress toward your growth goals.

Submit for Approval

Parent Goal Scoring: Final Score: _____

Rating	Label
4	Exceeded Goal
3	Met Goal
2	Partially Met Goal
1	Did Not Meet Goal

Student Goal:
Strategies to achieve Goal:
Progress Reflection:

Student Goal Scoring: Final Score: _____

Rating	Label
4	Exceeded Goal
3	Met Goal
2	Partially Met Goal
1	Did Not Meet Goal

Mid-Year Evaluation Statement by Evaluator:

Current Rating Status (from iObservation):

Mid-Year Evaluation Response by Teacher:

End of Year Evaluation Statement by Evaluator:

End of Year Rating Status (from iObservation)

End of Year Response by Teacher

The following modifications are recommended for the pre-conference and post-conference forms in iObservation:

Redesign of Pre-Conference Interview Form (adopted 4/10/14)

- Questions included in the original form included information that is required to be included within the teacher's lesson plan and therefore it is redundant to include it in the pre-conference questions.

- **Question 1**
  - Briefly describe the students in your classroom (e.g. number of students, gender, subgroups, special needs, etc.)

- **Question 2**
  - Do you have any concerns with a given student(s) with respect to a classroom management issue in this class?

- **Question 3**
  - How does this lesson progress within the unit over time?
    Please describe:
  - How lessons within the unit progress toward deeper understanding and transfer of content
  - Describe how students will make choices and take initiative
  - How learning will be extended for proficient students.

Redesign of Post-Conference Questions (adopted 4/10/14)

- **Question 1**
  - Overall, how do you think the lesson went and why?

- **Question 2**
  - To what extent did the organization of your classroom (room arrangement, materials) and your rules and procedures maximize student learning?

- **Question 3**
  - Answer the questions below as they apply to today's lesson.
    - How did the strategies you used to introduce new content to students support student learning?
    - How did the strategies you used to help students deepen and practice their understanding of new knowledge support student learning?
    - How did the strategies you used to help students generate and test hypotheses about new knowledge support student learning?

- **Question 4**
  - How will this lesson inform changes to your instructional plan?

The following pre-conference and post-conference questions are for use with Non-Classroom Instructional Support:

Pre-Conference Questions

1. What district procedure or structure (unit of study / balanced literacy component / numeracy practice / SIOP practice, etc.) does this session support, and how does this session fall within the coaching plan?
2. What coaching technique(s) or strategies have you planned to utilize?
3. What is the goal for this session?

Post-Conference Questions

1. Overall, how do you think this session went and why?
2. To what extent did you support the teacher relative to standards or district procedures?
3. How will this session inform your coaching plan or subsequent coaching?

- *During the final phase of the conference, it is recommended that the observer help identify resources / supports / mentors for areas of challenge as well as identifying areas of expertise.*

Sample Observation Rubric

6. Identifying Critical Information
The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

Teacher Evidence
- Teacher begins the lesson by explaining why upcoming content is important
- Teacher tells students to get ready for some important information
- Teacher cues the importance of upcoming information in some indirect fashion
  • Tone of voice
  • Body position
  • Level of excitement

Student Evidence - When asked, students can describe the level of importance of the information addressed in class - When asked, students can explain why the content is important to pay attention to - Students visibly adjust their level of engagement

Scale

Not Using	Beginning	Developing	Applying	Innovating
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Signals to students which content is critical versus non-critical, but the majority of students are not monitored for the desired effect of the strategy.	Signals to students which content is critical versus non-critical and monitors for evidence of the extent to which the majority of students are attending to critical information.	Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students.

Reflection Questions

Not Using	Beginning	Developing	Applying	Innovating
How can you begin to incorporate some aspect of this strategy in your instruction?	How can you signal to students which content is critical versus non-critical?	In addition to signaling to students which content is critical versus non-critical, how might you monitor the extent to which students attend to critical information?	How might you adapt and create new strategies for identifying critical information that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

Sample Observation Rubric for Non-Classroom Instructional Support

4. Identifying Critical Information

The instructional support member identifies critical information in a lesson or activity to which participants should pay particular attention.

Sample Instructional Support Member Evidence

- ❒ Instructional support member begins the lesson or activity by explaining why upcoming content is important
- ❒ Instructional support member identifies content or information critical to their area of responsibility
- ❒ Instructional support member cues the importance of upcoming information in some indirect fashion:
  - Tone of voice
  - Body position
  - Level of excitement
  - Marker technique

Sample Participant Evidence

- ❒ When asked, participants can describe the level of importance of the information addressed in the lesson or activity
- ❒ When asked, participants can explain why it is important to pay attention to the content
- ❒ Participants visibly pay attention to the critical information

Participant is a generic term to include anyone the Instructional Support Member is supporting, to include: PreK-12 participants, adult participants, faculty, staff, colleagues, parents, or community members.

School is used generically to represent participants, teachers, staff or other colleagues in the instructional support member's area of responsibility.

Scale Levels: *(choose one)*

❒ Not Using ❒ Beginning ❒ Developing ❒ Applying ❒ Innovating ❒ Not Applicable

Scale

	Not Using	Beginning	Developing	Applying	Innovating
Identifying critical information	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Signals to participants which information is critical versus non-critical.	Signals to participants which information is critical versus non-critical and monitors the extent to which participants are attending to critical information.	Adapts and creates new strategies for unique needs and situations.

APPENDIX C:

District Assessment Matrix

Appendix C: District Assessment Matrix

Danbury Public Schools
Assessment Matrix
2015-16

*See Curriculum Calendars for specific dates/deadlines and K-5 DSA's for progress monitoring standards
** Meets criteria for Standardized Assessment for Teacher Evaluation Purposes

Grade	Assessment	Administration
K-12 ESL	**LAS Links	February
6-12	Content Area Benchmarks	Fall (September), Spring (April)
3	Otis Lennon	March
K-9	STAR Reading; Math	Three times annually
K-12 ESL	STAR Reading	Progress Monitoring of Subgroups
K-12 SPED	STAR Reading; Math	Progress Monitoring of Subgroups
K-12	STAR	New Student Screener/Benchmark
5,8	Science CMT	March
4,6,8,10	Physical Fitness	September
10	Science CAPT	March
Kindergarten	DSA	March
1-5	DSA	October and February
Grades 3-8, 11	SBAC	Final 12 weeks of school year
10-11	PSAT	October
11	Accuplacer (math, literacy)	Spring (April/May)

Other Standardized Tests that may be used: SAT, AP, etc.

APPENDIX D:

Sample Practice and SLO Goals

Currently being revised with input from state-trained consultant

Appendix E:

Surveys

A Brief Guide to the Parent Feedback Survey Process

Parent Feedback Survey Process (10%)

The district's technology department will help to conduct a whole school parent survey via the *SchoolMessenger* system during the month of May. Upon completion, data is aggregated for each school and results sent to the principal/administrator via email.

**Please note:* Parent surveys are administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys are confidential, and parents are told that the survey will be anonymous. Survey responses are not tied to parent or student names. The parent survey should be administered every spring and trends analyzed from year to year. Surveys must demonstrate properties of fairness, reliability, validity and usefulness.

Appendix E in the TEVAL plan contains copies of the surveys that will be used (pgs. 70-94). Additional information can be found on pages 20 and 21.

Appendix E: Stakeholder Surveys

DPS Parent Survey

1. My child is learning what he/she needs to know to be successful in school.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

2. My child's classes are challenging.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

3. My child enjoys his/her class(es).

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

4. My child's teachers communicate with me when needed.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

5. My child's teachers believe in him/her and are committed to their success.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

6. My child enjoys school.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

7. My child's school has everything he/she needs in order to be successful. My child has access to computers, books, paper, supplies, etc.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

8. My child gets all of the support he/she needs to be successful.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

9. The rules at my child's school are fair and clear.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

10. Bullying complaints are taken seriously at my child's school.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

11. My child feels comfortable and connected with other children at his/her school.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

12. My child likes his/her teachers.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

13. The administrators in my child's school are very professional.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

14. There are several adults in my child's school that he/she can talk to about personal issues at any time he/she might need.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

DPS Pre-Kindergarten Parent Survey

1. My child is learning what he/she needs to be successful in school.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

2. My child's classes are challenging.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

3. My child enjoys his/her class(es).

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

4. My child's teachers communicate with me when needed.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

5. My child's teachers believe in him/her and are committed to their success.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

6. My child enjoys school.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

7. My child's school has materials and supplies he/she needs in order to be successful.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

8. My child gets all of the support he/she needs to be successful.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

9. The rules at my child's school are fair and clear.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

10. My child feels comfortable and connected with other children at his/her school.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

11. My child likes his/her teachers.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

Encuesta a padres de Pre- Kinder de DPS [Spanish]

1. Mi hijo está aprendiendo lo que necesita para ser exitoso (a) en la escuela.

Fuertemente de acuerdo	De acuerdo	En desacuerdo	Fuertemente En desacuerdo	No puedo juzgar

2. Las clases de mi hijo(a) son retadoras.

Fuertemente de acuerdo	De acuerdo	En desacuerdo	Fuertemente En desacuerdo	No puedo juzgar

3. Mi hijo(a) disfruta sus clases.

Fuertemente de acuerdo	De acuerdo	En desacuerdo	Fuertemente En desacuerdo	No puedo juzgar

4. Los profesores de mi hijo se comunican conmigo cuando es necesario.

Fuertemente de acuerdo	De acuerdo	En desacuerdo	Fuertemente En desacuerdo	No puedo juzgar

5. Los profesores de mi hijo(a) creen en él(ella) y están comprometidos con su éxito.

Fuertemente de acuerdo	De acuerdo	En desacuerdo	Fuertemente En desacuerdo	No puedo juzgar

6. Mi hijo(a) disfruta la escuela.

Fuertemente de acuerdo	De acuerdo	En desacuerdo	Fuertemente En desacuerdo	No puedo juzgar

7. La escuela de mi hijo tiene los materias y los útiles que el(ella) necesita para ser exitoso(a).

Fuertemente de acuerdo	De acuerdo	En desacuerdo	Fuertemente En desacuerdo	No puedo juzgar

8. MI hijo(a) recibe todo el apoyo que necesita para ser exitoso.

Fuertemente de acuerdo	De acuerdo	En desacuerdo	Fuertemente En desacuerdo	No puedo juzgar

9. Las reglas en la escuela de mi hijo son justas y claras.

Fuertemente de acuerdo	De acuerdo	En desacuerdo	Fuertemente En desacuerdo	No puedo juzgar

10. Mi hijo(a) se siente cómodo(a) y conectado(a) con otros niños de su escuela.

Fuertemente de acuerdo	De acuerdo	En desacuerdo	Fuertemente En desacuerdo	No puedo juzgar

11. A mi hijo(a) le gustan sus profesores.

Fuertemente de acuerdo	De acuerdo	En desacuerdo	Fuertemente En desacuerdo	No puedo juzgar

DPS Pre-Kindergarten Pesquisa para os Pais [Portuguese]

1. Meu fillho/a está aprendendo o que ele/a precisa para ser bem sucedido/a de escola.

Concordo plenamente	Concordo	Discordo	Concordo Discordo	Não posso afirmar

2. As aulas de meu filho/a são desafiadoras.

Concordo plenamente	Concordo	Discordo	Concordo Discordo	Não posso afirmar

3. Meu filho/a gosta das aulas.

Concordo plenamente	Concordo	Discordo	Concordo Discordo	Não posso afirmar

4. As professoras de meu filho/a se comunicam comigo quando necessário.

Concordo plenamente	Concordo	Discordo	Concordo Discordo	Não posso afirmar

5. As professoras de meu filho/a acreditam nele/a e estão empenhadas no sucesso dele/a.

Concordo plenamente	Concordo	Discordo	Concordo Discordo	Não posso afirmar

6. Meu filho/a gosta da escola.

Concordo plenamente	Concordo	Discordo	Concordo Discordo	Não posso afirmar

7. A escola do meu filho/a tem os materiais e os suprimentos necessários que ele/a precisa para ser bem sucedido/a.

Concordo plenamente	Concordo	Discordo	Concordo Discordo	Não posso afirmar

8. Meu filho/a tem todo o suporte que ele/a precisa para ser bem sucedido/a.

Concordo plenamente	Concordo	Discordo	Concordo Discordo	Não posso afirmar

9. As regras da escola do meu filho/a são justas e claras.

Concordo plenamente	Concordo	Discordo	Concordo Discordo	Não posso afirmar

10. Meu filho/a se sente confortável e se relaciona com outras crianças na escola.

Concordo plenamente	Concordo	Discordo	Concordo Discordo	Não posso afirmar

11. Meu filho/a gosta das suas professoras.

Concordo plenamente	Concordo	Discordo	Concordo Discordo	Não posso afirmar

Student Survey Primary (Grades K–2)

Directions: The teacher should read each survey question aloud to students. For each question, the student should circle **If they agree with the question and** **if they disagree with the question.**

Learning Goals and Feedback

1. My teacher tells me about what I am going to learn.

Yes No

2. My teacher tells me how well I am doing in class.

Yes No

Rules and Procedures

3. My teacher tells me what the rules are for our classroom.

Yes No

Applying Knowledge

4. My teacher will help me if I need it.

Yes No

Engagement

5. My teacher is excited about learning.

Yes No

Relationships

6. My teacher cares about me.

Yes No

Expectations

7. My teacher believes that I can learn.

Yes No

Classroom Climate

8. I feel safe in my classroom.

Yes No

Demographics

I am a:

Boy Girl

What language did you learn to speak first?

English Spanish Portuguese Other

Encuesta de alumnos de Primaria (Grados K a 2)
Danbury Public Schools

Instrucciones: El profesor debe leer cada pregunta en voz alta a los alumnos. Para cada pregunta, los alumnos deben encerrar en un círculo "SI J" si están de acuerdo con la pregunta y "No L" si no están de acuerdo con la pregunta.

Objetivos de aprendizaje y retroalimentación

1. Mi maestro(a) me dice qué es lo que voy a aprender.

   Si J No L

2. Mi maestro(a) me dice cómo estoy en clase.

   Si J No L

Reglas y procedimientos

3. Mi maestro(a) me dice cuáles son las reglas de nuestro salón de clases

   Si J No L

Aplicar el conocimiento

4. Mi maestro(a) me ayuda si lo necesito

   Si J No L

Compromiso

5. Mi maestro(a) está emocionado(a) por mi aprendizaje.

   Si J No L

Relaciones

6. Le importo a mi maestro(a).

   Si J No L

Expectativas

7. Mi maestro(a) cree en que puedo aprender.

   Si J No L

Clima en el salón de clases

8. Me siento seguro en mi salón.

   Si J No L

Demografía

Soy:

Niño Niña

¿Qué idioma aprendiste a hablar primero?

Inglés Español Portugués Otro

Pesquisa Estudantil – Primary (séries K-2)
Danbury Public Schools

Instruções: O professor deve ler em voz alta cada questão da pesquisa ao aluno. Para cada questão, o aluno deverá circular “Sim J” se ele concorda com a questão e “Não L” se ele discorda da questão.

Metas de Aprendizagem e Comentários

1. Minha professora me fala sobre o que eu vou aprender.
   Sim J Não L

2. Minha professora me fala como eu estou indo em classe.
   Sim J Não L

Regras e Procedimentos

3. Minha professora me fala para que são as regras em nossa classe.
   Sim J Não L

Aplicação do Conhecimento

4. Minha professora me ajuda se eu preciso.
   Sim J Não L

Comprometimento

5. Minha professora demonstra entusiasmo na aprendizagem.
   Sim J Não L

Relacionamento

6. Minha professora se importa comigo.
   Sim J Não L

Expectativas

7. Minha professora acredita que eu posso aprender.
   Sim J Não L

Ambiente da Classe

8. Eu me sinto seguro em minha classe.
   Sim J Não L

Demografia

Eu sou:
Menino Menina
Qual língua você aprendeu a falar primeiro?
Inglês Espanhol Português Outra

Student Survey Elementary (Grades 3–5)

Directions: Read each question and circle "I disagree," "I agree," or "I strongly agree." If you need help reading a question, raise your hand.

Learning Goals and Feedback

1. My teacher tells me what I am going to learn about.

I strongly agree I agree I disagree I strongly disagree

2. My teacher tells me how well I am doing in class.

I strongly agree I agree I disagree I strongly disagree

Rules and Procedures

3. My teacher tells me what the rules are for our classroom.

I strongly agree I agree I disagree I strongly disagree

4. Our classroom is a good place to learn.

I strongly agree I agree I disagree I strongly disagree

Practicing and Deepening Knowledge

5. My homework helps me learn.

I strongly agree I agree I disagree I strongly disagree

6. If I find a mistake, my teacher wants me to fix it.

I strongly agree I agree I disagree I strongly disagree

Applying Knowledge

7. My teacher will help me if I need it.

I strongly agree I agree I disagree I strongly disagree

Engagement

8. My teacher makes learning engaging.

I strongly agree I agree I disagree I strongly disagree

Relationships

9. My teacher cares about me.

I strongly agree I agree I disagree I strongly disagree

Student Survey Elementary (Grades 3–5) (continued)

Expectations

10. My teacher believes that I can learn.

I strongly agree I agree I disagree I strongly disagree

11. My teacher asks me to explain my thinking.

I strongly agree I agree I disagree I strongly disagree

Classroom Climate

12. I feel safe in my classroom.

I strongly agree I agree I disagree I strongly disagree

Demographics

I am a:

Boy Girl

What language did you learn to speak first?

English Spanish Portuguese Other

Encuesta de alumnos de Primaria (Grados 3 a 5)
Danbury Public Schools

Instrucciones: Lee cada pregunta y encierra en un círculo "No estoy de acuerdo", "Estoy de acuerdo" o "Estoy muy de acuerdo".

Objetivos de aprendizaje y retroalimentación

1. Mi maestro(a) me dice qué es lo que voy a aprender.

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

2. Mi maestro(a) me dice cómo estoy en clase.

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Reglas y procedimientos

3. Mi maestro(a) me dice cuáles son las reglas de nuestro salón de clases

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

4. Nuestro salón de clases es un buen lugar para aprender

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Practicar y profundizar el conocimiento

5. Mi tarea me ayuda a aprender

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

6. Si cometo un error, mi maestro(a) me ayuda a corregirlo

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Aplicar el conocimiento

7. Mi maestro(a) me ayuda si lo necesito

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Compromiso

8. Mi maestro(a) hace la escuela divertida

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Relaciones

9. Le importo a mi maestro(a).

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Expectativas

10. Mi maestro(a) cree en que puedo aprender

    Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Encuesta de alumnos de Primaria (Grados 3 a 5) (continued)

11. Mi maestro(a) me pide que explique mi pensamiento

Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Clima en el salón de clases

12. Me siento seguro en mi salón.

Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Demografía

Soy:

Niño Niña

¿Qué idioma aprendiste a hablar primero?

Inglés Español Portugués Otro

Pesquisa Estudantil – Elementary (séries 3-5)
Danbury Public Schools

Instruções: Leia cada questão e circule “Eu discordo”, “Eu concordo” ou “Eu concordo plenamente”. Se você precisar de ajuda para ler a questão, levante a mão.

Metas de Aprendizagem e Comentários

1. Minha professora me fala sobre o que eu vou aprender.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

2. Minha professora me fala como eu estou indo em classe.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Regras e Procedimentos

3. Minha professora me fala para que são as regras em nossa classe.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

4. Minha classe é um bom lugar para aprender.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Praticando e Aprofundando o Conhecimento

5. Meu dever de casa me ajuda a aprender.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

6. Se eu faço um erro, minha professora quer que eu conserte.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Aplicação do Conhecimento

7. Minha professora me ajuda se eu preciso.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Comprometimento

8. Minha professora faz a escola ser divertida.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Relacionamento

9. Minha professora se importa comigo.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Expectativas

10. Minha professora acredita que eu posso aprender.
    Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

11. Minha professora me pergunta para explicar meu pensamento.
    Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Pesquisa Estudantil – Elementary (séries 3-5) (continued)

Ambiente da Classe

12. Eu me sinto seguro em minha classe.

Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Demografia

Eu sou:

Menino Menina

Qual língua você aprendeu a falar primeiro?

Inglês Espanhol Português Outra

Student Survey Middle School (Grades 6–8)

Directions: For each question, circle "I strongly agree", "I agree", or "I disagree."

Learning Goals and Feedback

1. My teacher clearly communicates what I am supposed to be learning during lessons.

I strongly agree I agree I disagree I strongly disagree

2. My teacher helps me see how well I am doing during each unit.

I strongly agree I agree I disagree I strongly disagree

Rules and Procedures

3. My teacher tells me how he or she expects me to behave in class.

I strongly agree I agree I disagree I strongly disagree

New Information

4. My teacher gives me time to think about what I have learned.

I strongly agree I agree I disagree I strongly disagree

5. My teacher lets me show my learning in many ways.

I strongly agree I agree I disagree I strongly disagree

Practicing and Deepening Knowledge

6. The homework for this class helps me learn.

I strongly agree I agree I disagree I strongly disagree

7. My teacher asks me to look for errors in the information I hear or read.

I strongly agree I agree I disagree I strongly disagree

8. If I get confused, my teacher helps me to understand.

I strongly agree I agree I disagree I strongly disagree

Applying Knowledge

9. My teacher is always willing to help me and provide guidance.

I strongly agree I agree I disagree I strongly disagree

Engagement

10. My teacher makes learning interesting and engaging.

I strongly agree I agree I disagree I strongly disagree

11. My teacher is excited about what he or she is teaching me.

I strongly agree I agree I disagree I strongly disagree

Student Survey Middle School (Grades 6–8) (continued)

Management

12. My teacher sets clear behavior expectations.

I strongly agree I agree I disagree I strongly disagree

Relationships

13. My teacher shows respect to all students

I strongly agree I agree I disagree I strongly disagree

Expectations

14. My teacher asks me to explain the thinking behind my answers to questions.

I strongly agree I agree I disagree I strongly disagree

Classroom Climate

15. I feel safe in my classroom.

I strongly agree I agree I disagree I strongly disagree

Demographics

I am a:
Male Female

What language did you learn to speak first?
English Spanish Portuguese Other

Encuesta de alumnos de Secundaria (Grados 6 a 8)
Danbury Public Schools

Instrucciones: Para cada pregunta encierra en un círculo "Estoy muy de acuerdo", "Estoy de acuerdo" o "No estoy de acuerdo".

Objetivos de aprendizaje y retroalimentación

1. Mi maestro(a) comunica claramente lo que estoy supuesto a aprender durante las lecciones.

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

2. Mi maestro(a) me dice cómo me va durante cada unidad.

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Reglas y procedimientos

3. Mi maestro(a) me dice cómo espera que me comporte en el salón de clases

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Nueva información

4. Mi maestro(a) me da tiempo para pensar en lo que acabo de aprender

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

5. Mi maestro(a) me permite mostrar mi aprendizaje en muchas maneras

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Practicar y profundizar el conocimiento

6. Mi tarea de ésta clase me ayuda a aprender

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

7. Mi maestro(a) me pide que busque mis errores en la información que escuché o leí

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

8. Si me confundo, mi maestro(a) me ayuda a entender

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Aplicar el conocimiento

9. Mi maestro(a) siempre está deseando ayudarme y guiarme

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Compromiso

10. Mi maestro(a) hace el aprendizaje interesante y divertido

    Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Encuesta de alumnos de Secundaria (Grados 6 a 8) (continued)

11. Mi maestro(a) se emociona cuando me está enseñando

Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Administración

12. Mi maestro(a) tiene expectativas de comportamiento claras

Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Relaciones

13. Mi maestro(a) muestra respeto a todos los alumnos

Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Expectativas

14. Mi maestro(a) me pide que explique el pensamiento que está detrás de mis respuestas a las preguntas

Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Clima en el salón de clases

15. Me siento seguro en mi salón de clases.

Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Demografía

Soy:

Niño Niña

¿Qué idioma aprendiste a hablar primero?

Inglés Español Portugués Otro

Pesquisa Estudantil – Middle School (séries 6-8)
Danbury Public Schools

Nome do Professor/a:_____ Data:_____

Instruções: Para cada questão, circule “Eu concordo plenamente”, “Eu concordo” ou “Eu discordo”.

Metas de Aprendizagem e Comentários

1. Meu professor/a comunica claramente o que eu deveria aprender durante às aulas.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

2. Meu professor/a me ajuda a saber como eu estou indo a cada unidade.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Regras e Procedimentos

3. Meu professor/a me diz como ele ou ela espera que eu me comporte em classe.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Informação Nova

4. Meu professor me dá tempo para pensar sobre o que eu aprendi.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

5. Meu professor me deixa mostrar outras formas do meu aprendizado.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Praticando e Aprofundando o Conhecimento

6. Meu dever de casa me ajuda a aprender.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

7. Meu professor/a me pede para eu procurar erros na informação que eu escuto ou leio.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

8. Se eu fico confuso/a, meu professor/a me ajuda a entender.

   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Aplicação do Conhecimento

9. Meu professor/a está sempre querendo me ajudar e me dar orientação.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Comprometimento

10. Meu professor/a faz o aprendizado ser interessante e divertido.
    Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

11. Meu professor/a é entusiasmado/a sobre o que ele ou ela está me ensinando.
    Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Pesquisa Estudantil – Middle School (séries 6-8) (continued)

Gestão

12. Meu professor/a deixa claro as expectativas de comportamento.

Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Relacionamento

13. Meu professor/a mostra respeito para com todos os estudantes.

Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Expectativas

14. Meu professor me pede para explicar o significado das minhas respostas.

Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Ambiente da Classe

15. Eu me sinto seguro em minha classe.

Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Demografia

Eu sou:

Menino Menina

Qual língua você aprendeu a falar primeiro?

Inglês Espanhol Português Outra

Directions: For each question, circle "I strongly agree," "I agree," or "I disagree."

Learning Goals and Feedback

1. My teacher clearly communicates the objectives for the lessons.
   I strongly agree I agree I disagree I strongly disagree

Rules and Procedures

2. My teacher clearly communicates rules and expectations for students.
   I strongly agree I agree I disagree I strongly disagree

New Information

3. If I don't understand basic information that is important for a lesson, my teacher goes back and teaches it to me again.
   I strongly agree I agree I disagree I strongly disagree

4. I am comfortable sharing my opinion and asking questions in my class.
   I strongly agree I agree I disagree I strongly disagree

5. My teacher asks me to show my learning in many ways (i.e., using pictures, charts, diagrams).
   I strongly agree I agree I disagree I strongly disagree

Practicing and Deepening Knowledge

6. The homework for this class helps me learn.
   I strongly agree I agree I disagree I strongly disagree

7. When I am already pretty good at a skill, my teacher gives me challenging activities.
   I strongly agree I agree I disagree I strongly disagree

Engagement

8. My teacher makes learning interesting and engaging.
   I strongly agree I agree I disagree I strongly disagree

9. My teacher encourages everyone to participate in class discussions.
   I strongly agree I agree I disagree I strongly disagree

10. My teacher gives me time to think before and while I am answering a question.
    I strongly agree I agree I disagree I strongly disagree

11. My teacher often asks students to explain their answer to a question.
    I strongly agree I agree I disagree I strongly disagree

Management

12. My teacher is able to manage discipline while maintaining the focus of the lesson.

I strongly agree I agree I disagree I strongly disagree

Expectations

13. My teacher treats all students with an equal level of respect.

I strongly agree I agree I disagree I strongly disagree

14. My teacher expects all students to succeed.

I strongly agree I agree I disagree I strongly disagree

15. My teacher encourages me to do my best.

I strongly agree I agree I disagree I strongly disagree

Demographics

I am a:

Male Female

What language did you learn to speak first?

English Spanish Portuguese Other

Encuesta de alumnos de Bachillerato (Grados 9 a 12)
Danbury Public Schools

Instrucciones: Para cada pregunta encierra en un círculo "Estoy muy de acuerdo", "Estoy de acuerdo" o "No estoy de acuerdo".

Objetivos de aprendizaje y retroalimentación

1. Mi maestro(a) comunica claramente lo que estoy supuesto a aprender durante las lecciones.

Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Reglas y procedimientos

2. Mi maestro(a) comunica claramente las reglas y expectativas para los alumnos

Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Nueva información

3. Si no entiendo la información básica que es importante para una lección, mi maestro(a) se regresa y me lo vuelve a enseñar

Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

4. Me siento cómodo compartiendo mi opinión y haciendo preguntas en mi clase

Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

5. Mi maestro(a) me permite mostrar mi aprendizaje en muchas maneras (por ejemplo, usando dibujos, gráficos, diagramas)

Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Practicar y profundizar el conocimiento

6. Mi tarea de ésta clase me ayuda a aprender

Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

7. Cuando ya soy muy bueno en una habilidad, mi maestro(a) me da actividades retadoras

Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Compromiso

8. Mi maestro(a) hace el aprendizaje interesante

Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

9. Mi maestro(a) anima a todos a que participen en las discusiones de clase

Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

10. Mi maestro(a) me da tiempo APRA pensar antes y mientras me responde una pregunta

Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Encuesta de alumnos de Bachillerato (Grados 9 a 12) (continued)

11. Mi maestro(a) seguido le pide a los alumnos que expliquen su respuesta a una pregunta

Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Administración

12. Mi maestro(a) puede manejar la disciplina mientras mantiene la concentración en la lección

Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Expectativas

13. Mi maestro trata a todos los alumnos con el mismo nivel de respeto

Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

14. Mi maestro(a) espera que todos los alumnos sean exitosos

Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

15. Mi maestro(a) me anima a dar lo mejor de mi

Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Demografía

Soy:

Niño Niña

¿Qué idioma aprendiste a hablar primero?

Inglés Español Portugués Otro

Pesquisa Estudantil – High School (séries 9-12)
Danbury Public Schools

Nome do Professor/a:_____ Data:_____

Instruções: Para cada questão, circule “Eu concordo plenamente”, “Eu concordo” ou “Eu discordo”.

Metas de Aprendizagem e Comentários

1. Meu professor/a comunica claramente os objetivos das lições.

   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Regras e Procedimentos

2. Meu professor/a comunica claramente as regras e expectativas aos estudantes.

   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Informação Nova

3. Se eu não entendo uma informação básica que é importante para a lição, meu professor volta e me explica novamente.

   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

4. Eu me sinto confortável em mostrar minha opinião e fazer perguntas em classe.

   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

5. Meu professor/a me pergunta para eu mostrar meu aprendizado em diferentes formas (por exemplo: usando figuras, gráficos e diagramas).

   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Praticando e Aprofundando o Conhecimento

6. Meu dever de casa me ajuda a aprender.

   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

7. Quando eu sou bom em alguma habilidade, meu professor/a me dá mais atividades desafiadoras.

   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Comprometimento

8. Meu professor/a faz o aprendizado ser interessante.

   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Pesquisa Estudantil – High School (séries 9-12) (continued)

9. Meu professor/a incentiva a todos a participar das discussões em classe.

   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

10. Meu professor/a me dá tempo para pensar antes e enquanto eu estou respondendo a uma questão.

    Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

11. Meu professor frequentemente pergunta aos estudantes para explicar a resposta deles a alguma questão.

    Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Gestão

12. Meu professor/a é capaz de dominar a disciplina enquanto mantem o foco da lição.

    Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Expectivas

13. Meu professor/a trata todos os estudantes no mesmo nível de respeito.

    Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

14. Meu professor/a espera que todos os estudantes tenham sucesso.

    Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

15. Meu professor/a me encoraja para fazer o melhor.

    Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Demografia

Eu sou:

Menino Menina

Qual língua você aprendeu a falar primeiro?

Inglês Espanhol Português Outra

APPENDIX F:

Connecticut Common Core of Teaching

Appendix F: Connecticut Common Core of Teaching: Foundational Skills

The CCT can be found at the following link:

http://www.sde.ct.gov/sde/lib/sde/pdf/educatorstandards/Board_Approved_CCT_2-3-2010.pdf

APPENDIX G:

State Law

Appendix G: State Law

State Law Guiding Educator Evaluation

RESOLVED, That the State Board of Education, pursuant to sections 51 through 56 of P.A. 12-116, amended by sections 23 and 24 of P.A. 12.2 of the June 12 Special Session, and in consultation with the Performance Evaluation Advisory Council (PEAC), adopts guidelines for a model teacher and administrator evaluation and support program.

HISTORICAL CONTEXT/BACKGROUND INFORMATION

Subsection (a) of Section 10-151b of the 2012 Supplemental to the Connecticut General Statutes (C.G.S.), as amended by Sec. 51 of P.A. 12-116, requires, in part, that the "superintendent of each local or regional board of education shall continuously evaluate or cause to be evaluated each teacher, in accordance with guidelines established by the State Board of Education, pursuant to subsection (c) of this section." Subsection (c) of Section 10- 151b, as amended by Sec. 51 of P.A. 12-116 (C.G.S.), requires that "on or before July 1, 2012, the State Board of Education shall adopt, in consultation with the Performance Evaluation Advisory Council established pursuant to section 10-151d, guidelines for a model teacher evaluation program. Such guidelines shall provide guidance on the use of multiple indicators of student academic growth in teacher evaluations. Such guidelines shall include, but not be limited to: (1) Methods for assessing student academic growth; (2) a consideration of control factors tracked by the state-wide public school system, pursuant to subsection (c) of section 10- 10a, that may influence teacher performance ratings, including, but not limited to, student characteristics, student attendance and student mobility; and (3) minimum requirements for teacher evaluation instruments and procedures." For this section, the term "teacher" shall include each certified professional employee below the rank of superintendent employed by a board of education for at least ninety days in a position requiring a certificate issued by the State Board of Education.

Senate Bill No. 458
Public Act No. 12-116
Sec 51- 56

Sec. 51. Section 10-151b of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof

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(a) The superintendent of each local or regional board of education shall [continuously] annually evaluate or cause to be evaluated each teacher, in accordance with guidelines established by the State Board of Education, pursuant to subsection (c) of this section, and such other guidelines as may be established by mutual agreement between the local or regional board of education and the teachers' representative chosen pursuant to section 10-153b, and may conduct additional formative evaluations toward producing an annual summative evaluation. An evaluation pursuant to this subsection shall include, but need not be limited to, strengths, areas needing improvement,

strategies for improvement and multiple indicators of student academic growth. Claims of failure to follow the

established procedures of such evaluation and support programs shall be subject to the grievance procedure in collective bargaining agreements negotiated subsequent to July 1, 2004. In the event that a teacher does not receive a summative evaluation during the school year, such teacher shall receive a "not rated" designation for such school year. The superintendent shall report the status of teacher evaluations to the local or regional board of education on or before June first of each year. For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

(b) [Each] (1) Except as provided in subsection (d) of this section, each local and regional board of education shall develop and implement teacher evaluation programs consistent with guidelines [established] adopted by the State Board of Education, pursuant to subsection (c) of this section, and consistent with the plan developed in accordance with the provisions of subsection (b) of section 10-220a.

(2) Not later than June thirtieth of each year, each superintendent

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shall report to the Commissioner of Education the status of the implementation of teacher evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers who have not been evaluated and other requirements as determined by the Department of Education.

(c) On or before July 1, 2012, the State Board of Education shall adopt, in consultation with the Performance Evaluation Advisory Council established pursuant to section 10-151d, guidelines for a model teacher evaluation and support program. Such guidelines shall [provide guidance on] include, but not be limited to, (1) the use of four performance evaluations designators: Exemplary, proficient, developing and below standard; (2) the use of multiple indicators of student academic growth and development in teacher evaluations; [. Such guidelines shall include, but not be limited to: (1) Methods] (3) methods for assessing student academic growth and development; [(2)] (4) a consideration of control factors tracked by the state-wide public school information system, pursuant to subsection (c) of section 10-10a, that may influence teacher performance ratings, including, but not limited to, student characteristics, student attendance and student mobility; [and (3)] (5) minimum requirements for teacher evaluation instruments and procedures, including scoring systems to determine exemplary, proficient, developing and below standard ratings; (6) the development and implementation of periodic training programs regarding the teacher evaluation and support program to be offered by the local or regional board of education or regional educational service center for the school district to teachers who are employed by such local or regional board of education and whose performance is being evaluated and to administrators who are employed by such local or regional board of education and who are conducting performance evaluations; (7) the provision of professional development services based on the individual or group of individuals' needs that are identified through the evaluation process; (8) the creation of individual

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teacher improvement and remediation plans for teachers whose performance is developing or below standard, designed in consultation with such teacher and his or her exclusive bargaining

representative for certified teachers chosen pursuant to section 10- 153b, and that (A) identify resources, support and other strategies to be provided by the local or regional board of education to

address documented deficiencies, (B) 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 (C) include indicators of success including a summative rating of proficient or better immediately at the conclusion of the improvement and remediation plan; (9) opportunities for career development and professional growth; and (10) a validation procedure to audit evaluation ratings of exemplary or below standard by the department, or a third-party entity approved by the department, to validate such exemplary or below standard evaluation ratings. The State Board of Education, following the completion of the teacher evaluation and support pilot program, pursuant to section 52 of this act, and the submission of the study of such pilot program, pursuant to section 53 of this act, shall validate the guidelines adopted under this subsection.

(d) The State Board of Education may waive the provisions of subdivision (1) of subsection (b) of this section for any local or regional board of education that has developed a teacher evaluation program prior to the validation of the model teacher evaluation and support program guidelines described in subsection (c) of this section and that the State Board of Education determines is in substantial compliance with such model teacher evaluation and support program guidelines.

Sec. 52. (NEW) (Effective from passage) (a) For the school year commencing July 1, 2012, the Commissioner of Education shall administer a teacher evaluation and support pilot program. Not later than June 1, 2012, the commissioner shall select, in accordance with the

provisions of subsection (d) of this section, at least eight school districts, but not more than ten school districts to participate in a teacher evaluation and support program based on the guidelines adopted pursuant to subsection (c) of section 10-151b of the general statutes, as amended by this act. For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

(b) The teacher evaluation and support pilot program described in subdivision (1) of subsection (a) of this section shall (1) assess and evaluate the implementation of a teacher evaluation and support program developed by a local or regional board of education pursuant to subsection (b) of section 10-151b of the general statutes, as amended by this act, that is in compliance with the guidelines for a teacher evaluation and support program adopted pursuant to subsection (c) of section 10-151b of the general statutes, as amended by this act, (2) identify district needs for technical assistance and support in implementing such teacher evaluation and support program, (3) provide training to administrators in how to conduct performance evaluations under the teacher evaluation and support program, (4) provide training to teachers being evaluated under the teacher evaluation and support program, (5) include a validation process for performance evaluations to be conducted by the Department of Education, or the department's designee, and (6) provide funding for the administration of the teacher evaluation and support program developed by the local or regional board of education.

(c) On or before May 25, 2012, a local or regional board of education may apply, on a form provided and in a manner prescribed by the commissioner, to participate in the teacher evaluation and support pilot program.

(d) The commissioner shall select a diverse group of rural, suburban

and urban school districts with varying levels of student academic performance to participate in the teacher evaluation and support pilot program. If the commissioner does not receive an adequate amount of applications for participation in the teacher evaluation and support pilot program, the commissioner shall select school districts for participation in such teacher evaluation and support pilot program to satisfy the representation requirements under this subsection.

Sec. 53. (NEW) (Effective from passage) (a) The Neag School of Education at The University of Connecticut shall study the implementation of the teacher evaluation and support pilot program described in section 52 of this act. Such study shall (1) analyze and evaluate the implementation of the teacher evaluation and support program adopted pursuant to subsection (b) of section 10-151b of the general statutes, as amended by this act, for each local or regional board of education participating in the teacher evaluation and support pilot program, (2) compare such teacher evaluation and support program adopted by each local or regional board of education pursuant to subsection (b) of section 10-151b of the general statutes, as amended by this act, to the teacher evaluation and support program guidelines adopted by the State Board of Education pursuant to subsection (c) of said section 10-151b, and (3) compare and evaluate the use of student performance data on the state-wide mastery examination, pursuant to section 10-14n of the general statutes, and the use of student performance data on progress monitoring tests approved by the State Board of Education as an indicator of and method for student academic growth and development.

(b) Upon completion of such study, but not later than January 1, 2014, the Neag School of Education at The University of Connecticut shall (1) submit to the State Board of Education such study and any recommendation concerning validation of the teacher evaluation and support program guidelines adopted by the State Board of Education

pursuant to subsection (c) of section 10-151b of the general statutes, as amended by this act, and (2) submit such study to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11- 4a of the general statutes.

Sec. 54. (NEW) (Effective July 1, 2012) Prior to the implementation of the teacher evaluation and support program developed pursuant to subsection (b) of section 10-151b of the general statutes, as amended by this act, but not later than July 1, 2014, each local and regional board of education shall conduct training programs for all evaluators and orientation for all teachers employed by such board relating to the provisions of such teacher evaluation and support program developed by such board of education. Such training shall provide instruction to evaluators in how to conduct proper performance evaluations prior to conducting an evaluation under the teacher evaluation and support program. Such orientation shall be completed by each teacher before a teacher receives an evaluation under the teacher evaluation and support program. For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

Sec. 55. (NEW) (Effective July 1, 2012) On July 1, 2014, and annually thereafter, the Commissioner of Education shall randomly select, within available appropriations, at least ten teacher evaluation and support programs developed pursuant to section 10-151b of the general statutes, as amended

by this act, to be subject to a comprehensive audit conducted by the Department of Education. The department shall submit the results of such audits to the joint standing committee of the General

Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11- 4a of the general statutes.

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Sec. 56. Subsection (a) of section 10-220a of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

(a) Each local or regional board of education shall provide an in- service training program for its teachers, administrators and pupil personnel who hold the initial educator, provisional educator or professional educator certificate. Such program shall provide such teachers, administrators and pupil personnel with information on (1) the nature and the relationship of drugs, as defined in subdivision (17) of section 21a-240, and alcohol to health and personality development, and procedures for discouraging their abuse, (2) health and mental health risk reduction education which includes, but need not be limited to, the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, as defined in section 19a-581, violence, teen dating violence, domestic violence, child abuse and youth suicide, (3) the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, including, but not limited to, children with attention-deficit hyperactivity disorder or learning disabilities, and methods for identifying, planning for and working effectively with special needs children in a regular classroom, (4) school violence prevention, conflict resolution, the prevention of and response to youth suicide and the identification and prevention of and response to bullying, as defined in subsection (a) of section 10-222d, except that those boards of education that implement any evidence-based model approach that is approved by the Department of Education and is consistent with subsection (d) of section 10-145a, subsection (a) of section 10-220a, as amended by this act, sections 10-222d, 10-222g and 10-222h, subsection (g) of section 10- 233c and sections 1 and 3 of public act 08-160, shall not be required to provide in-service training on the identification and prevention of and

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response to bullying, (5) cardiopulmonary resuscitation and other emergency life saving procedures, (6) computer and other information technology as applied to student learning and classroom instruction, communications and data management, (7) the teaching of the language arts, reading and reading readiness for teachers in grades kindergarten to three, inclusive, (8) second language acquisition in districts required to provide a program of bilingual education pursuant to section 10-17f, [and] (9) the requirements and obligations of a mandated reporter. Each local and regional board of education may allow any paraprofessional or noncertified employee to participate, on a voluntary basis, in any in-service training program provided pursuant to this section, and (10) the teacher evaluation and support program developed pursuant to subsection (b) of section 10- 151b, as amended by this act. The State Board of Education, within available appropriations and utilizing available materials, shall assist and encourage local and regional boards of education to include: (A) Holocaust and genocide education and awareness; (B) the historical events surrounding the Great Famine in Ireland; (C) African-American history; (D) Puerto Rican history; (E) Native American history; (F) personal financial management; (G) domestic violence and teen dating violence; and (H)

topics approved by the state board upon the request of local or regional boards of education as part of in-service training programs pursuant to this subsection.

Senate Bill No. 501
Public Act No. 12-2
Sec 23- 24

Sec. 23. Subdivision (1) of subsection (b) of section 10-151b of the 2012 supplement to the general statutes, as amended by section 51 of public act 12-116, is repealed and the following is substituted in lieu thereof (Effective from passage):

(b) (1) Except as provided in subsection (d) of this section, not later than September 1, 2013, each local and regional board of education shall develop and implement teacher evaluation programs consistent with guidelines adopted by the State Board of Education, pursuant to subsection (c) of this section, and consistent with the plan developed in accordance with the provisions of subsection (b) of section 10-220a.

Sec. 24. Subsections (a) and (b) of section 52 of public act 12-116 are repealed and the following is substituted in lieu thereof (Effective from passage):

(a) For the school year commencing July 1, 2012, the Commissioner of Education shall administer a teacher evaluation and support pilot program. Not later than June 1, 2012, the commissioner shall select, in accordance with the provisions of subsection (d) of this section, at least eight school districts or consortia of school districts, but not more than ten school districts or consortia of school districts to participate in a teacher evaluation and support program based on the guidelines adopted pursuant to subsection (c) of section 10-151b of the general statutes, as amended by [this act] public act 12-116. For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

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(b) The teacher evaluation and support pilot program described in subdivision (1) of subsection (a) of this section shall (1) assess and evaluate the implementation of a teacher evaluation and support program developed by a local or regional board of education pursuant to subsection (b) of section 10-151b of the general statutes, as amended by [this act] public act 12-116, that is in compliance with the guidelines for a teacher evaluation and support program adopted pursuant to subsection (c) of section 10-151b of the general statutes, as amended by [this act] public act 12-116, (2) identify district needs for technical assistance and support in implementing such teacher evaluation and support program, (3) provide training to administrators in how to conduct performance evaluations under the teacher evaluation and support program, (4) provide [training] orientation to teachers being evaluated under the teacher evaluation and support program, (5) include a validation process for performance evaluations to be conducted by the Department of Education, or the department's designee, and (6) provide funding for the administration of the teacher evaluation and support program developed by the local or regional board of education.

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Danbury Public Schools

Danbury Administrator Effectiveness, Professional Learning & Performance Evaluation Manual

May 2015

(School year 2015-2016)

Administrator Evaluation Manual

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DANBURY PUBLIC SCHOOLS

Educator Effectiveness, Professional Learning and Performance Evaluation:
The Process for Supervising and Evaluating Danbury Educators

Board of Education:

Eileen W. Alberts, Chairperson
Gladys Cooper
Michael Ferguson
Annrose Fluskey-Lattin
Richard Hawley , Secretary
Richard Jannelli
David Metrena
Kathleen Molinaro, Vice Chairperson
Ralph Pietrafesa
Robert Taborsak
Phyllis Tranzillo

Superintendent:

Dr. Salvatore Pascarella

Deputy of Superintendent:

Dr. William Glass

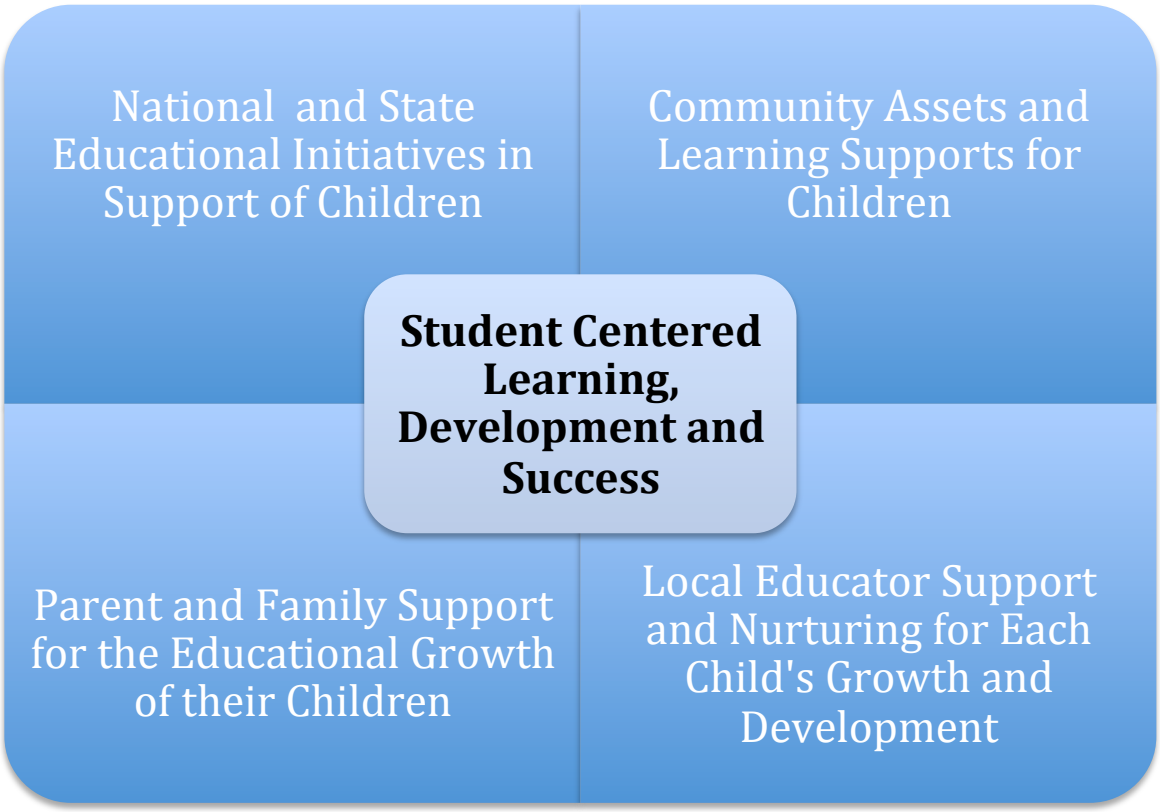
I. District Foundations

a. Danbury Public School Vision Statement

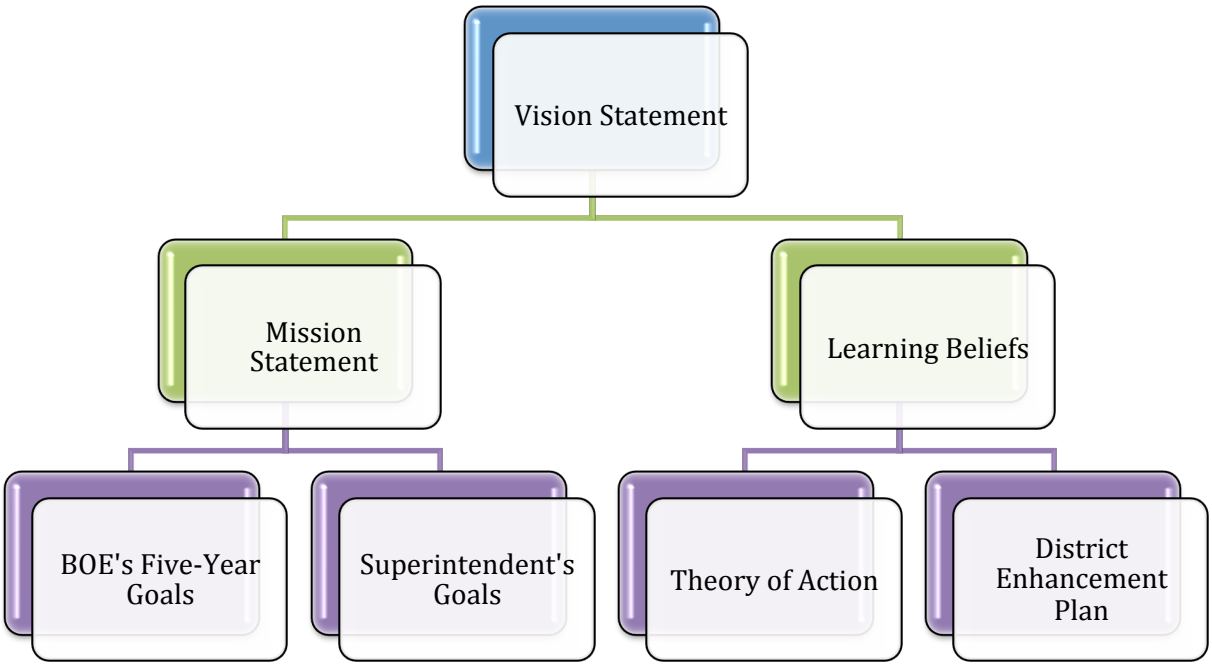
Our vision has been achieved when the citizens of Danbury are advocates for, and act as partners in public education; are satisfied that our students are receiving a quality 21st century education; believe our students are prepared for productive work and effective citizenship and feel the district is operated in an efficient and effective manner.

All Students	**All Staff**	**All Parents**	**The Board**
demonstrate high levels of academic achievement and develop the ability to be life-long learners demonstrate the skills, knowledge, attributes and attitudes to be successful and responsible citizens demonstrate the qualities of caring, productive, effective community members behave in accordance with school and district expectations are satisfied with their opportunities to learn and be successful feel valued and respected by students and staff are satisfied with the learning environment of their school	plan for and support appropriate, challenging learning experiences and positive learning environments for all students and are committed to the goal of high levels of achievement for all students are committed to continuous self-improvement and are responsible for personal performance are service oriented and treat students, colleagues, parents and the community with dignity and respect are collaborative, collegial, principled and behave with integrity feel valued and respected by the district and are proud of their accomplishments on behalf of children, parents and the community are satisfied with opportunities to be successful in their work believe the district is operated in an efficient and effective manner	are satisfied with opportunities for their child to learn and be successful in school are satisfied with their child's school and school and district staff are satisfied that the district is operated in an efficient and effective manner are partners in the school and with the district and support learning in the home and throughout the year support school expectations and the learning environment of the school demonstrate respect for school staff are advocates for public education	is highly regarded by staff, parents and community is committed to excellence, effectiveness and efficiency is committed to improving student achievement in the mandated subjects with an emphasis on language arts and mathematics is committed to improving educational outcomes for students at risk of not completing their schooling promotes high quality teaching and high quality leadership promotes the achievement of high standards of conduct, safety and well-being of students and staff is focused on increasing levels of public support and funding for public education

b. Context to Supporting Student Centered Learning



c. Danbury Public Schools Organizational Structure for Learning and Teaching



d. Theory of Action

A Theory of Action is a collection of statements that serve as the philosophical foundation for all actions taken in an organization. The THEORY OF ACTION for the Danbury Public Schools guides our continuing efforts to enhance all aspects of our educational programs, from infancy through adulthood, with the final expectation that ALL students will realize increased levels of educational success in academic, social, emotional and behavioral domains.

Culture

If we develop a culture where everyone in the school and greater community acts upon the belief that all students are capable of learning at high levels, then all students will have greater opportunities and the necessary supports to be successful.

Parent & Community Partnerships

If we increase meaningful engagement in every school and throughout the district, then our students will benefit from greater support before, during and after school.

Learning & Teaching

If we ensure that every lesson is planned using standards-based curricula, is rigorous, and is taught in a differentiated manner designed to meet the learning needs of each student, then we will accelerate learning and close the identified achievement gaps.

If we implement high quality formative and summative assessments on a recursive basis and engage in ongoing analysis of the learning and teaching process, then we will make responsive adjustments to instructional planning and delivery.

If we implement a high quality staff evaluation and reflection process that is directly connected to a responsive professional development program based upon the learning needs of all students and staff, then the process of school and district improvement will be enhanced.

Continuous Improvement

If we engage in a deep and continuous process of data-driven decision-making with the best interests of our students in mind, then we will expand successful programs and support areas in need.

Leadership

If we employ high quality administrators and teacher leaders, and provide opportunities for them to continuously enhance their professional skills, then our leadership team will be capable of solving the most challenging problems of practice, while facilitating ever-increasing levels of student achievement.

Resources

If we prioritize our needs based upon student outcomes, then we will make informed decisions when allocating resources.

e. Purpose and Beliefs guiding the Administrator Effectiveness, Professional Learning, and Performance Evaluation Plan

The purpose of the Administrator Effectiveness, Professional Learning, and Performance Evaluation Plan is to continually develop all administrators in order for them to effectively develop all teachers who have the greatest impact on student learning.

This plan represents a shift in administrative evaluation that places an emphasis on teacher development and provides the structure and process to integrate professional practice and student performance.

This is facilitated by providing;

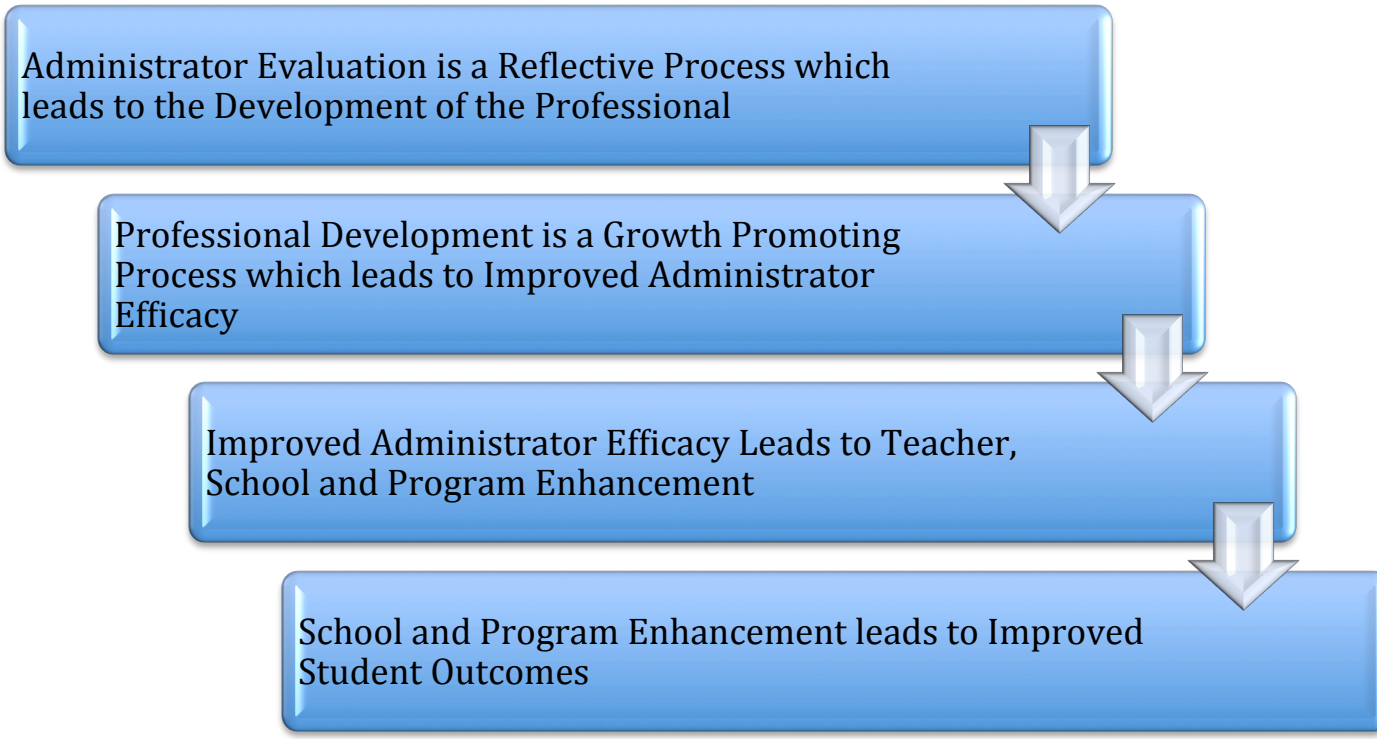
- a framework of the actions of exemplary administrators
- an objective means of measuring administrator practice
- a process that helps all administrators improve their professional practice

Marzano's District and School Leadership Evaluation provides models of exemplary instructional practices and tools that allow administrators to set personal goals to improve their practice.

Administrator Evaluation is based upon:

- Collegial relationships focusing on the identification and development of strategies to improve administrator practice and enhance teacher and student learning
- Use of data driven decision making to monitor teacher and student performance
- Focused attention on professional growth
- Mutual respect, trust building, on-going high-quality communication, and opportunities for self-reflection
- Reflection as an integral part of the professional growth process.

f. The Relationship Between Administrator Evaluation, Teacher Evaluation, Professional Development, School/Program Enhancement and Improved Student Outcomes



Evaluation is a collaborative process between the evaluatee and evaluator. It provides opportunities to develop a creative and innovative teaching/learning process through the implementation of the Marzano framework for administrator evaluation.

As with any diagnostic procedure, the first step is to analyze current and past performance against a set of criteria, e.g., items in *Marzano District and School Leadership Evaluation Model,* and to establish goals for improvement. Goal setting should be mutually agreed upon by the evaluatee and evaluator. Annual goal setting (Professional Practice Goals and Student Learning Measures, SPI, DPI) provides the roadmap for the improvement of professional practice for administrators and teachers as well as improvement in student performance, the major purposes of the evaluation process. Professional Practice Goals and Student Learning Measures are put into action through a professional learning plan. Goals and objectives are measured through administrator reflection, observations, formative and summative student data.

The core of the evaluation program is the development and documentation of progress toward specific goals articulated in the Marzano District and School Leadership Evaluation Models. Open communication results in suggestions for improvement, recognition of exceptional effort, and enhanced performance. The professional practice goal and student learning measure setting process, observations and conferences are based on specific data and substantiating information; therefore there should be no unanticipated conclusions at the final evaluation conference. Dispute procedures are in place in the event that the evaluation procedures are not followed.

Evaluations will be reviewed by the appropriate Central Office Administrator to determine procedural compliance and to insure that the evaluation process is implemented. Information collected during this review will be used to prepare an annual report as required by the Connecticut State Department of Education.

Evaluation provides accountability and ensures that effective leadership continues in the school system. An evaluation process is based on trust, open communication, and documentation of progress toward the established goal. Fidelity of implementation to Marzano District and School Leadership Models, which align to the *Connecticut's Common Core of Leading,* will result in improved leadership performance, improved student learning outcomes, and more meaningful professional development.

II. Overview of Administrator Evaluation Process

a. Introduction and Process Components

A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness. The Danbury Public Schools administrator evaluation system defines building-based and central office administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); (3) and the perceptions of the administrator's leadership among key stakeholders in their community.

Annual summative evaluations provide each administrator with a summative rating aligned to one of four performance levels:

- Exemplary: Substantially exceeding indicators of performance – Summative Score of Greater Than 3.4
- Proficient: Meeting indicators of performance- Summative Score of 2.5 to 3.39
- Developing: Meeting some indicators of performance but not others – Summative Score of 1.5-2.49
- Below Standard: Not meeting indicators of performance- Summative Score of Less Than 1.49

Process Components

Each administrator will be required to complete a Self-Assessment and Professional Growth Plan, and establish goals for their school, departments, and programs in the following key areas:

- Administrator Performance and Practice- 40%
- Stakeholder Feedback- 10%
- Student Learning Measures- 45%
- Teacher Effectiveness Outcomes- 5%

Professional Practice Goals will be set based on a self-analysis and supervisory review of professional practice using the Marzano Leadership rubrics. One (1) to two (2) goals will be set and actions plans will be developed to demonstrate strategies for achieving these practice goals.

Stakeholder Feedback will be reviewed annually and school-wide and district-wide goals to address feedback from parents, teachers, other certified staff, administrators and students will be established. These same school-wide and district-wide goals will become part of an effort to support changes in systems and practice for improved learning environments.

*Student Learning Measure*s will be set based on the CSDE School Performance Index and 2 locally determined indicators that are reviewed annually between the administrator and supervisor.

Teacher Effectiveness Outcomes in Years 1 and 2 will be measured by teacher SLOs. Beyond Year 2, teacher effectiveness will be based on a weighting system that includes teacher SLOs, teacher practice ratings and career development.

b. Evaluation and Growth Plan Steps

The cycle of development, monitoring and evaluation of the administrator evaluation and professional growth plan is ongoing and begins with an analysis of professional practice, school and district goals and student performance for the year. This is completed prior to the required Administrator Self-Assessment and Goal Setting Conference. Suggested data for review: SPI, DPI, District Benchmark Assessments, State and National Assessments (i.e. CMT, CAPT, PSAT, SAT). Additional data/student work can be found in Student Portfolios, PowerSchool, Naviance, Student Cum records, etc.

Administrator Self-Assessment/Goal Setting Conference (required):

The purpose of the required Administrator Self-Assessment and Goal Setting Conference is to reflect collaboratively with your supervisor on your professional practice, stakeholder feedback, student learning measures and teacher effectiveness. During this required meeting you will:

- Set goals:
  - One to two Professional Practice Goal(s)
  - Student Learning Measures (SPI, 2 benchmark)
  - Stakeholder Feedback Goals(s)
  - Teacher Effectiveness Goal(s)
- Identify the strategies and evidence to address goals
- Identify the professional learning needed to address practice and student learning measures

The professional growth plan is a living document. Modifications to strategies and learning plans may be made as you move through the year and achieve desired targets. The plan enables you to outline your professional learning for the year and to identify the goals and student measures that will guide you along the way. Information derived from iObservation professional practice will be used to facilitate the development of sustained multi-year professional growth plans.

Step One: (Prior to Goal Setting Conference) Self-Assessment of Practice (required), Teacher/Student Data and Stakeholder Feedback

- Self-Assessment of Professional Practice (required)
- Understanding of District Goals and School Outcome Achievement Plan
- Assessment of baseline performance of teachers
- Assessment of baseline performance of students
  - All SPI Categories
  - All Benchmark Data
  - Non-standardized data likely to be used by teachers
- Analysis of Stakeholder Feedback

Step Two: Goal Setting Conference (required)

Goal Setting Conference: Based on a review of data in Step One, the teacher and administrator will develop the plan as follows:

- Set Professional Practice Goal 1 and 2
- Set Goal(s) based on Stakeholder Feedback

(continued on next page)

- Set Goal(s) for Student Learning Measures
- Set a Goal for Teacher Effectiveness
- Identify the professional learning you would like to achieve the goals
- Identify the data you will use to monitor progress

Step Three: Professional Learning Plan

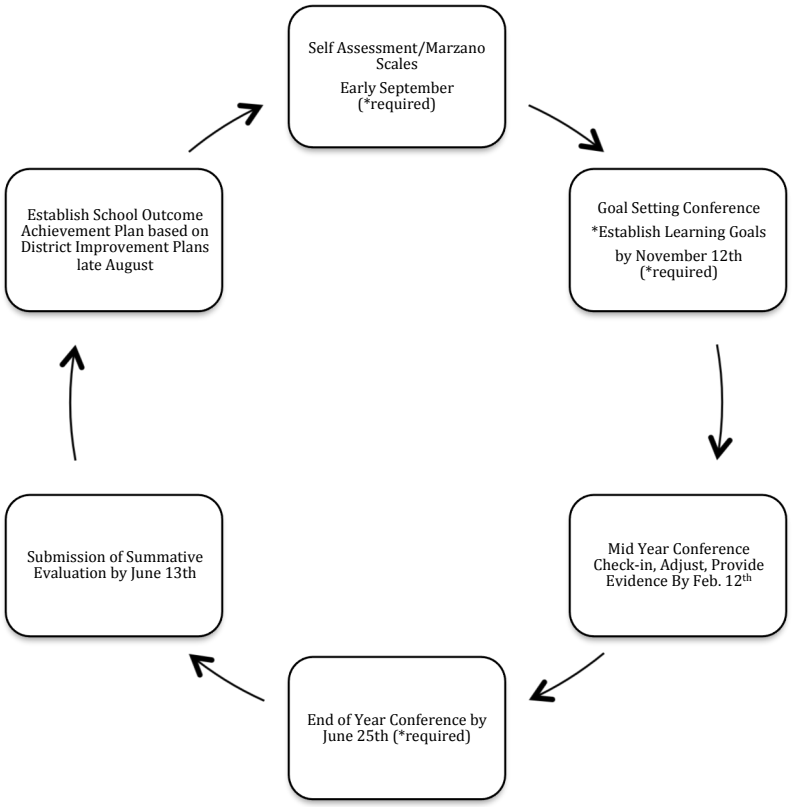
- Develop a professional learning plan to address all goals above

Step Four: Implement Plan

Step Five: Monitoring of the plan:

The annual evaluation process between an administrator and evaluator is required and anchored in a minimum of three performance conversations for administrators that occur at the beginning, middle and end of the school year. 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, administrators and evaluators can mutually agree to revise goals and/or objectives.

As required, the End-of-Year Conference will occur on or before June 24th. During the End-of -Year Conference, the administrator and evaluator are required to meet to discuss the administrator's self assessment of professional practice (e.g., Marzano School Leader Evaluation Framework) and all evidence and documentation collected over the course of the year. These conversations are collaborative and require reflection and preparation by both the evaluator and administrator in order to be productive and meaningful. Following the conference, the evaluator assigns a summative rating and generates a summative report of the evaluation before the end of the school year. The End-of-Year Conference allows for administrators and evaluators to begin professional growth planning for the upcoming year.



c. Administrator Metrics

Evaluation Weighting:

	Component Rating
Administrator Performance and Practice	40%
Stakeholder Feedback	10%
Student Learning Measures	45% A minimum of 2 locally determined indicators of student learning. For administrators assigned to a school in "review" or "turnaround" status, indicators are required to align with the performance targets set out in the school's mandated improvement plan.
Teacher Effectiveness Outcomes	5% (see p.9)

Evaluation Summative Scale

Rating	Label
Equal or less than 1.49	Below Standard
1.5-2.49	Developing
2.5-3.39	Proficient
Greater than 3.4	Exemplary

d. Administrator Evaluation Plan Timeline

District/ Building Goals presented to staff *September*	***Beginning-Of-Year Goal Setting & Administrator Self-Assessment (*required)** *by Nov. 12th*	**Mid-Year Conference** *by Feb. 12th*	***End-of-Year Self-Assessment/Conference (*required)** *by June 8th*	**Evaluations sent to Central Office** *by June 24th*

**Final Ratings Due to State by July 1st*

Administrator Performance and Practice Review Requirements: Proficient & Exemplary

Days	**Administrators**
By Nov 12th	***Administrator Self-Assessment Complete (*required)** Administrator reviews district/and or School data (as codified in DIP/SIP) that is relevant to their job function in order to assist in the establishment of their goals. Beginning-of-year Goal setting Complete (administrator with evaluator)
1-45	Minimum of 1 Formal observation [**Formal Year**]
1-90	Minimum 1 Informal observation
By Feb. 12th	**Mid-year conference** (Administrator w/ primary supervisor)
91-160	Minimum 1 Informal observation [**Informal Year**] Minimum 2 Informal observations [**Formal Year**]
By 160	Submission of artifacts (Administrator)
By June 24th	***End-of-Year Self-Assessment/Conference (*required)** (Administrator w/ primary supervisor)

Administrator Performance and Practice Review Requirements: Developing, & Below Standard

Days	**Administrators**
By Nov 12th	***Administrator Self-Assessment Complete (*required)** Administrator reviews district/and or School data (as codified in DIP/SIP) that is relevant to their job function in order to assist in the establishment of their goals. Beginning-of-year Goal setting Complete (Administrator with evaluator)
1-45	Minimum of 1 Formal observation
1-90	Minimum of 2 Formal observation & Minimum 1 Informal observation
By Feb. 12th	**Mid-year conference** (Administrator w/ primary supervisor)
90-180	Minimum of 1* Formal observations (2 for Below Standard Administrator)
91-160	Minimum 1 Informal observation
By 160	Submission of artifacts (Administrator)
By June 24th	***End-of-Year Self-Assessment/Conference (*required)** (Administrator w/ primary supervisor)

*Observations can happen at any time during the specified time periods.

Administrator Performance and Practice Review Requirements:
New

Days	Administrators including Assistant Principals
By Nov 12th	***Administrator Self-Assessment Complete (*required)*** Administrator reviews district/and or School data (as codified in DIP/SIP) that is relevant to their job function in order to assist in the establishment of their goals. Beginning-of-year Goal setting Complete (Administrator with evaluator)
1-45	Minimum of 1 Formal observation
1-90	Minimum of 2 Formal observation & Minimum 1 Informal observation
By Feb. 12th	**Mid-year conference** (Administrator w/ primary supervisor)
90-180	Minimum of 1 Formal observations
91-160	Minimum 2 Informal observation
By 160	Submission of artifacts (Administrator)
By June 24th	***End-of-Year Self-Assessment/Conference (*required)*** (Administrator w/ primary supervisor)

e. Evaluation-Based Professional Learning

Professional learning opportunities for administrators shall be clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observation of professional practice, or the outcomes of stakeholder feedback. These professional learning opportunities may be based on the individual or a group of individual needs that are identified through the evaluation process. Consistent review of data collected and organized in ***iObservation*** will allow for Supervisors to determine areas of professional development for the full administrator team, subgroups of administrators, and for individual administrators. Because the rubrics used in iObservation are proprietary (licensed by Learning Sciences International), they cannot be included in this Evaluation Plan in their entirety. However, one sample rubric has been included on page 39.

f. Dispute Resolution Procedure

It is the responsibility of both the evaluator and the evaluatee to fulfill their roles in the evaluation process. In cases where the evaluator does not follow the steps outlined in the document, the Appeal Procedure may be invoked. The content of the objective or evaluation is not subject to appeal. Evaluations may only be appealed on the grounds of alleged procedural violations as outlined in the Administrator Evaluation Plan. Appeals will be made to a mediation panel. The Human Resources Director will serve as the moderator of the mediation panel. The panel will consist of a peer chosen by the evaluatee, a peer selected by the evaluator and a third member who is mutually agreed upon. This is to be completed within ten days of written notification by either party. The role of the mediation panel will be to determine whether or not objective setting and/or evaluation procedures have been followed. The mediation panel will listen to both parties, review and mediate agreements with Administration and the Danbury School Administrators Association (DSAA), and refer any unresolved conflict to the Superintendent for final resolution. The conclusions of the mediation panel will be in written form with copies to all parties and placed in the personnel file of the evaluatee.

g. Career Development and Growth

Danbury Public Schools has established a system upon which its highest performing administrators, those administrators who consistently demonstrate Exemplary summative ratings, are provided opportunities for professional learning that replaces the standard protocols for professional learning outlined in the current Danbury Public Schools Administrator evaluation program. Through their Professional Growth Planning, Exemplary administrators can control their own professional development after receiving feedback and guidance from their direct supervisor.

Professional development options for Exemplary administrators can include, but are not limited to, the following:

- **Peer Coaching** – The peer coaching option includes the participation of two or more administrators to practice peer support through a collegial approach to the observation and review of learning situations in the classroom. This option requires participation in a training component designed to assist in observation, feedback, and communications techniques.
- **Reflection and Continuous Learning** – This option provides the administrator the opportunity to engage in self-evaluation of the effects of leadership practice on teacher and student performance. Through collaboration with the designated evaluator and possibly other colleagues, the administrator will analyze school and/or district professional development needs, school and/or district student performance outcomes, and propose supports structures to improve practice and performance.
- **Independent Project** – This option allows for the administrator to enrich his/her knowledge of leadership practices or related areas through an examination of professional literature, participation in professional organizations, participation in action research, attendance at seminars, workshops or related professional activities.
- **Portfolio** – This option allows administrators the opportunity to develop a portfolio that focuses on a portion of one of the following. Training and technical assistance are recommended:
    - Danbury Public Schools Teaching and Learning Framework
    - Connecticut's Common Core Leading
    - Common Core State Standards
    - Standards for School Leaders (as applies to administrators)
    - Marzano District & School Leadership Model
- **Leadership and Collaboration** – This option allows for the administrator to participate in leadership activities designed to create and promote a positive, collaborative school culture. Leadership experiences can be school, district, community-based, or state level, and involve strategies that can impact student learning. Teachers are encouraged to use this option to work collaboratively with school/district/community & state leaders in unique ways.
- **Other** – Administrators are encouraged to creatively explore and design options that improve effectiveness, encourage professional growth and positively impact student learning. Creative options are developed in collaboration with the evaluator and other district colleagues.

h. Improvement and Remediation Plan

Danbury Public Schools will deem an Administrator to be effective when that administrator's performance is deemed to be Proficient or Exemplary (Applying and Innovating in the iObservation protocol). Danbury Public Schools will create plans of individual improvement and/or remediation for administrators whose performance level is Developing or Below Standard. That administrator shall be deemed to be ineffective. These plans will be collaboratively developed with the administrator and his or her exclusive bargaining representative. The plan must:

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

Administrator Support Plan Procedures

1. If the summative performance of an administrator is rated ineffective (developing or below standard), the evaluator will provide the administrator with written notification that a conference is required. The Evaluator will set a date and time for this conference, which should take place within three weeks after the Ineffective rating is determined (possible June meeting for articulation of planning for the following school year – this must align to the district calendar and personnel schedules i.e. 10 month versus 12 month administrative staff).

2. The Evaluator and a representative from the District's Department of Human Resources will conduct the conference with the administrator. At this meeting, the Evaluator will state the concern(s) regarding the administrator's performance and the administrator will be given the opportunity to verbally respond to the concern(s).

3. If, after this meeting, the Evaluator determines that an Administrator Support Plan is needed, he/she will notify the administrator in writing of the specific reasons for placing the administrator on an Administrator Support Plan. This notification may occur at any time within the next thirty (30) working days. A copy of the notification will be sent to Human Resources, and the Administrator Association will be notified simultaneously.

4. Once the administrator receives this notification, he/she will have ten (10) working days to respond in writing to the Evaluator. However, a response is not required.

5. At any time after notification of being placed on an Administrator Support Plan, the administrator has the option of requesting a support team. This two-person team will consist of one staff member (Central Office or School-Based) or principal/administrator selected by the administrator and one selected by the Evaluator. The nature of this team is purely supportive (not punitive). The team will assist, and not evaluate, the administrator in mutually agreed-upon ways.

6. Following the conclusion of the ten (10) day response period, the Evaluator will schedule a meeting within the next ten (10) working days to determine the plan of action for the Administrator Support program. This meeting will include both the administrator and a representative from Human Resources.

7. This Administrator Support Plan will include a restatement of the area(s) of concern, what type/extent of improvement is needed, steps to be taken to achieve that improvement, and an estimate of the time (days/weeks) when the improvement should be observable.

8. The Administrator Support Plan will be implemented by the Evaluator working in conjunction with the administrator. Both parties are responsible for taking appropriate and timely measures in an effort to effect an improvement in the administrator's professional practice.

III. Evaluation Categories

Danbury Public Schools has, through a committee process including input from all administrative level staff in the district, reviewed and analyzed various leadership models to determine the best leadership framework for analysis of administrative performance and practice. The committee has settled on use of the both the ***Marzano District & School Leadership Evaluation Models.*** The domains are as follows:

District Leader	School Leader
Domain 1: Data Driven Focus on Student Achievement	Domain 1: Data Driven Focus on Student Achievement
Domain 2: Continuous Improvement of Instruction	Domain 2: Continuous Improvement of Instruction
Domain 3: A Guaranteed and Viable Curriculum	Domain 3: A Guaranteed and Viable Curriculum
Domain 4: Cooperation and Collaboration	Domain 4: Cooperation and Collaboration
Domain 5: District Climate	Domain 5: School Climate
Domain 6: Resource Allocation	

*See Appendix B for full scales

a. Administrator Performance and Practice (40%)

Forty percent (40%) of an administrator's evaluation shall be based on ratings of administrator performance and practice by the superintendent or other senior level administrators. For the purpose of this section, the word "administrator" will constitute those individuals in positions requiring an administrative certification (092) including principals, assistant/associate principals, and central office administrators.

Forty percent (40%) of an administrator's evaluation shall be based on observation and evidence collection related to leadership practice and performance as articulated in the ***Marzano District and School Leadership Evaluation Models.*** Additionally, review of artifacts such as professional development plans, teacher feedback, administrator reflections, planning documents, school improvement plans, and evidences of teacher development and professional relationships can also be considered in measuring administrator performance and practice.

The domains that fall within Teaching and Learning (Domain 1, 2 and 3) are weighted at least twice as much as the other domains.

Performance Expectations	Score	Weight District-Curriculum and Instruction	Weight District-Special Services	Weight-School Leader
Domain 1 Data Driven		30%	30%	30%
Domain 2 Continuous Improvement		20%	20%	30%
Domain 3 Curriculum		30%	20%	20%
Domain 4 Cooperation/Collaboration		5%	10%	10%
Domain 5 District/School Climate		5%	5%	10%
Domain 6 Resources		10%	15%	N/A
Total		100%	100%	100%

Documentation Review

All administrators will have the opportunity to collect information relative to their practice that can be shared with an evaluator in support of their overall evaluation and across all domains of the ***Marzano District and School Leadership Evaluation Models.*** Artifacts are submitted as evidence of administrator effectiveness in terms of the leadership standards. For each document uploaded, administrators will be able to indicate which Domain(s) & Indicator(s) the artifact supports. Artifacts can be uploaded to support all aspects of the plan.

Artifacts MAY include:

- OAP
- Teacher Evaluation Documents
- Professional Development/Agenda's/Minutes
- School/Grade Level/Department Data Team Notes/Minutes
- Student Data
- Walkthrough/Mini Observation Data/Review of Instructional Problem of Practice
- School Climate Data
- Student/Staff Attendance
- Student Discipline Data

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each performance expectation in the ***Marzano District and School Leadership Evaluation Models***, aligned to the Common Core of Leading.

Evaluators collect written evidence about and observe the administrator's leadership practice across the leadership domains. See Appendix B for both District and School Leadership Rubrics/Scales.

Performance and Practice Rating:

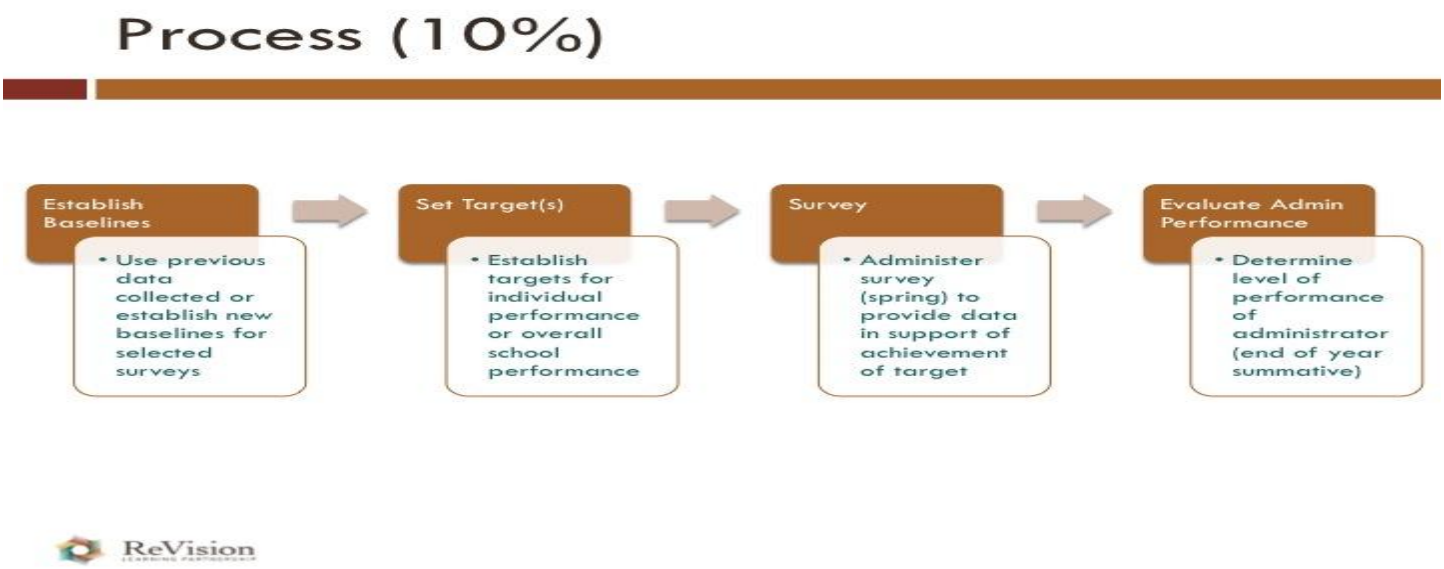
Exemplary	Proficient	Developing	Below Standard
Greater than 3.4	2.5-3.39	1.5-2.49	Below 1.49

b. Stakeholder Feedback (10%)

Ten percent (10%) of an administrator's summative rating shall be based on feedback from stakeholders on areas of administrator and/or school practice as described in the Connecticut Leadership Standards. For school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders (other staff, community members, students, etc.). More than half of the rating of an administrator on stakeholder feedback must be based on an assessment of improvement over time. To ensure a proper baseline has been established prior to assessing improvement over time, Danbury Public Schools will analyze/collect baseline data in 2012-2013 and apply an analysis of administrator improvement to assessment of performance relative to Stakeholder Feedback which will allow for a clear understanding of growth. Danbury Public Schools will set both common targets of improvement and performance for all administrators as well as, where necessary, set specific targets for individual administrators.

Exemplary (4)	Effective (3)	Developing (2)	Below Standard (1)
Exceeded	**Met**	**Partially Met**	**Did Not Meet**

If more than one goal is set, the ratings will be based on the average.



Year 1: In order to establish a firm baseline, secondary schools received a detailed analysis of the 2011 Safe School Climate Survey. Parents, school staff members, administrators and community members completed this survey. Analysis included breakdown by question and stakeholders. Administrators reviewed and revised their Outcome Achievement Plans and/or Safe School Climate Plans based on survey data received. During the 2013-14 school year, schools administered the School Climate Survey that is required as part of the Safe School Climate Plan. Students completed the survey anonymously. The development and implementation of the strategies for Year 2 goals will be based on the results of the survey data.

c. Student Learning Measures (45%)

Forty-five percent (45%) of an administrator's summative rating shall be based on multiple student indicators.

> ***PLEASE NOTE:*** *SPI calculations will not be available for the 2014-15 school year due to the transition from state legacy tests to the Smarter Balanced Assessment. Therefore, 45% of an administrator's rating for Student Learning will be based on student growth and performance on locally determined measures.*

Administrators select locally determined student performance measures. In selecting measures, certain parameters apply:

- All measures must align to Common Core State Standards and Connecticut Content Standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.
- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- For administrators assigned to a school in "review" or "turnaround" status, indicators will align with the performance targets set in the school's mandated improvement plan.

For Central Office Administrators, flexibility will be established that allows 45% to be based on local measures.

For administrators in high schools, selected indicators must include:

- The cohort graduation rate and the extended graduation rate.

For all school-based administrators, selected indicators must be relevant to the student population served by the administrator's school and may include:

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content-area assessments, AP and IB examinations).
- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade core subjects.
- Student performance or growth on school-or classroom-developed assessments in subject areas for which there are no available state assessments.

For Assistant Principals, indicators may focus on a subset of teachers, grade level, or subjects consistent with the job responsibilities of the assistant principal being evaluated.

SPI Scoring

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

SLO Scoring for locally determined benchmarks

Scoring for SLO's: Each SLO will receive 2 scores

- 1 Score for Whole Student Performance
- 1 Score for Subgroup Performance

Whole Group Performance

Level 1	Level 2	Level 3	Level 4
Less than 60% of students met the IAGD targets	At least 60% of students met the IAGD targets	At least 70% of students met the IAGD targets	At least 90% of students met the IAGD targets

Sub Group Performance:

Level 1	Level 2	Level 3	Level 4
Less than 40% of students in targeted subgroups met the IAGD targets	At least 40% of students in targeted subgroups met the IAGD targets	At least 60% of students in targeted subgroups met the IAGD targets	At least 80% of students in targeted subgroups met the IAGD targets

The two scores for Benchmark 1 are averaged together
The two scores for Benchmark 2 are averaged together

d. Teacher Effectiveness Outcomes (5%)

Five percent (5%) of an administrator's summative rating shall be based on teacher effectiveness outcomes. For assistant principals and central office administrators, measures of teacher effectiveness

shall focus only on those teachers the said administrator is responsible for evaluating. Acceptable measures include:

- Improving the percentage (or meeting a target of a high percentage) of teachers who meet the Student Learning Objectives (SLOs) outlined in their performance evaluations
- Improvement of overall teacher effectiveness scores (after a baseline has been established)
- Number of teachers participating in Career Development programs offered by the District

For Assistant Principals and Central Office Staff, measures may focus on a subset of teachers, grade level, or subjects consistent with the job responsibilities of the administrator being evaluated.

Danbury Public Schools believes that teacher effectiveness is based on not only performance outcomes as defined in SLO's but also in the ability of leadership to promote new and continuous learning toward teacher growth and development. Furthermore, creating sustainability for the district through participation in career development pathways, provides an important context to the influence of leadership on teacher practice. Therefore, the weighting of Teacher Effectiveness will be examined in the following manner:

In Year One to Three

Teacher Effectiveness Component	**Weight (5% total)**
SLO's	**5%**
Practice Ratings (see next page)	**0**
Career Development	**0**

Beyond Year Three

Teacher Effectiveness Component	**Weight (5% total)**
SLO's	**1.25%**
Practice Ratings (see next page)	**1.25%**
Career Development	**2.50%**

SLO Rubric			
Exemplary (4)	**Proficient (3)**	**Developing (2)**	**Below Standard (1)**

81-100% of teachers are rated *proficient* or *exemplary* on the student growth portion of their evaluation	61-80% of teachers are rated *proficient* or *exemplary* on the student growth portion of their evaluation	41-60% of teachers are rated *proficient* or *exemplary* on the student growth portion of their evaluation	0-40% of teachers are rated *proficient* or *exemplary* on the student growth portion of their evaluation

Teacher Effectiveness Outcomes Practice Ratings			
Exemplary (4)	**Effective (3)**	**Developing (2)**	**Below Standard (1)**
81-100% of selected teachers have increased across all targeted domains *(see p. 9)	61-80% of selected teachers have increased across all targeted domains *(see p. 9)	41-60% of selected teachers have increased across all targeted domains *(see p. 9)	0-40% of selected teachers have increased across all targeted domains *(see p. 9)

Career Development			
Exemplary (4)	**Effective (3)**	**Developing (2)**	**Below Standard (1)**
Exceeded Goal	Met Goal	Partially Met Goal	Goal Not Met

IV. Evaluation Scoring

The tables below outline the process and flow of how the metrics are applied to obtain a final summative score. In the case that there is a large gap between the Practice and Outcome Rating, a second level analysis will occur to determine the root cause behind the discrepancy so that further alignment of the plan and it's measures can occur.

a. Scoring for District Curriculum/Instructional Administrators

STEP 1: Score elements during observations.						
Frequency	**D1**	**D2**	**D3**	**D4**	**D5**	**D6**
Innovating (4)	2	0	8	0	1	1
Applying (3)	4	6	2	5	1	1
Developing (2)	0	4	2	1	0	0
Beginning (1)	0	0	0	0	0	0
Not Using (0)	0	0	0	0	0	0
Total	**6**	**10**	**12**	**6**	**2**	**2**
STEP 2: Determine frequency percentage of each rating level.						
Percentages	**D1**	**D2**	**D3**	**D4**	**D5**	**D6**
Innovating (4)	33.33%	0.00%	66.67%	0.00%	50.00%	50.00%
Applying (3)	66.67%	60.00%	16.67%	83.33%	50.00%	50.00%
Developing (2)	0.00%	40.00%	16.67%	16.67%	0.00%	0.00%
Beginning (1)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Not Using (0)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Total	1.00	1.00	1.00	1.00	1.00	1.00
STEP 3: Find status score using the average rating. Average the Percent of the Domain						
	D1	**D2**	**D3**	**D4**	**D5**	**D6**
Status Score	3.33	2.60	3.50	2.83	3.50	3.50
STEP 4: Calculate weighted score for each domain.						
	D1	**D2**	**D3**	**D4**	**D5**	**D6**
Weight	30.00%	20.00%	30.00%	5.00%	5.00%	10.00%
Weighted Score	1.00	0.52	1.05	0.14	0.18	0.35
STEP 5: Add all weighted scores for final IP status score.						
Final Professional Practice Status Score:						**3.24**

Step 6: Final Score Components	**Rating**	**Weight**	**Final**
Professional Practice	3.24	40.0%	1.29
Stakeholder Feedback	3.00	10.0%	0.30
Student Learning	2.00	45.0%	0.90
Teacher Effectiveness Outcomes	3.00	5.0%	0.15
Final Score			2.64

Step 7: Use Final Score to determine Proficiency Level:		
	Final Score:	**2.64**
Based on District Defined Rules: Below Standard <1.4, Developing 1.5-2.4, Proficient 2.5-3.4, Exemplary 3.5>	**Final Proficiency Level:**	**Proficient**

b. Scoring for District Special Services Administrators

STEP 1: Score elements during observations.						
Frequency	**D1**	**D2**	**D3**	**D4**	**D5**	**D6**
Innovating (4)	2	0	8	0	1	1
Applying (3)	4	6	2	5	1	1
Developing (2)	0	4	2	1	0	0
Beginning (1)	0	0	0	0	0	0
Not Using (0)	0	0	0	0	0	0
Total	**6**	**10**	**12**	**6**	**2**	**2**
STEP 2: Determine frequency percentage of each rating level.						
Percentages	**D1**	**D2**	**D3**	**D4**	**D5**	**D6**
Innovating (4)	33.33%	0.00%	66.67%	0.00%	50.00%	50.00%
Applying (3)	66.67%	60.00%	16.67%	83.33%	50.00%	50.00%
Developing (2)	0.00%	40.00%	16.67%	16.67%	0.00%	0.00%
Beginning (1)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Not Using (0)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Total	1.00	1.00	1.00	1.00	1.00	1.00
STEP 3: Find status score using the average rating. Average the Percent of the Domain						
	D1	**D2**	**D3**	**D4**	**D5**	**D6**
Status Score	3.33	2.60	3.50	2.83	3.50	3.50
STEP 4: Calculate weighted score for each domain.						
	D1	**D2**	**D3**	**D4**	**D5**	**D6**
Weight	30.00%	20.00%	20.00%	10.00%	5.00%	15.00%
Weighted Score	1.00	0.52	0.70	0.28	0.18	0.53
STEP 5: Add all weighted scores for final IP status score.						
Final Professional Practice Status Score:						**3.20**

Step 6: Final Score Components	**Rating**	**Weight**	**Final**
Professional Practice	3.20	40.0%	1.28
Stakeholder Feedback	3.00	10.0%	0.30
Student Learning	2.00	45.0%	0.90
Teacher Effectiveness Outcomes	3.00	5.0%	0.15
Final Score			2.63
Step 7: Use Final Score to determine Proficiency Level:			
	Final Score:		**2.63**

Based on District Defined Rules: Below Standard <1.4, Developing 1.5-2.4, Proficient 2.5-3.4, Exemplary 3.5>	**Final Proficiency Level:**	**Proficient**

c. Scoring for Building Administrators

STEP 1: Score elements during observations.						
Frequency	**D1**	**D2**	**D3**	**D4**	**D5**	**D6 N/A**
Innovating (4)	2	0	8	0	1	
Applying (3)	4	6	2	5	1	
Developing (2)	0	4	2	1	0	
Beginning (1)	0	0	0	0	0	
Not Using (0)	0	0	0	0	0	
Total	**6**	**10**	**12**	**6**	**2**	
STEP 2: Determine frequency percentage of each rating level.						
Percentages	**D1**	**D2**	**D3**	**D4**	**D5**	**D6 N/A**
Innovating (4)	33.33%	0.00%	66.67%	0.00%	50.00%	
Applying (3)	66.67%	60.00%	16.67%	83.33%	50.00%	
Developing (2)	0.00%	40.00%	16.67%	16.67%	0.00%	
Beginning (1)	0.00%	0.00%	0.00%	0.00%	0.00%	
Not Using (0)	0.00%	0.00%	0.00%	0.00%	0.00%	
Total	1.00	1.00	1.00	1.00	1.00	
STEP 3: Find status score using the average rating. Average the Percent of the Domain						
	D1	**D2**	**D3**	**D4**	**D5**	**D6 N/A**
Status Score	3.33	2.60	3.50	2.83	3.50	
STEP 4: Calculate weighted score for each domain.						
	D1	**D2**	**D3**	**D4**	**D5**	**D6 N/A**
Weight	30.00%	30.00%	20.00%	10.00%	10.00%	
Weighted Score	1.00	0.78	0.70	0.28	0.35	
STEP 5: Add all weighted scores for final IP status score.						
Final Professional Practice Status Score:						**3.11**

Step 6: Final Score Components	**Rating**	**Weight**	**Final**
Professional Practice	3.11	40.0%	1.25
Stakeholder Feedback	3.00	10.0%	0.30
Student Learning	2.00	45.0%	0.90
Teacher Effectiveness Outcomes	3.00	5.0%	0.15
Final Score			2.60
Step 7: Use Final Score to determine Proficiency Level:			
	Final Score:		**2.60**

Based on District Defined Rules: Below Standard <1.4, Developing 1.5-2.4, Proficient 2.5-3.4, Exemplary 3.5>	**Final Proficiency Level:**	**Proficient**

d. Year 2 Example for District Curriculum/Instruction Administrator – Teacher Effectiveness

STEP 1: Score elements during observations.						
Frequency	**D1**	**D2**	**D3**	**D4**	**D5**	**D6**
Innovating (4)	2	0	8	0	1	1
Applying (3)	4	6	2	5	1	1
Developing (2)	0	4	2	1	0	0
Beginning (1)	0	0	0	0	0	0
Not Using (0)	0	0	0	0	0	0
Total	**6**	**10**	**12**	**6**	**2**	**2**
STEP 2: Determine frequency percentage of each rating level.						
Percentages	**D1**	**D2**	**D3**	**D4**	**D5**	**D6**
Innovating (4)	33.33%	0.00%	66.67%	0.00%	50.00%	50.00%
Applying (3)	66.67%	60.00%	16.67%	83.33%	50.00%	50.00%
Developing (2)	0.00%	40.00%	16.67%	16.67%	0.00%	0.00%
Beginning (1)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Not Using (0)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Total	1.00	1.00	1.00	1.00	1.00	1.00
STEP 3: Find status score using the average rating. Average the Percent of the Domain						
	D1	**D2**	**D3**	**D4**	**D5**	**D6**
Status Score	3.33	2.60	3.50	2.83	3.50	3.50
STEP 4: Calculate weighted score for each domain.						
	D1	**D2**	**D3**	**D4**	**D5**	**D6**
Weight	30.00%	20.00%	30.00%	5.00%	5.00%	10.00%
Weighted Score	1.00	0.52	1.05	0.14	0.18	0.35

STEP 5: Add all weighted scores for final IP status score.	
Final Professional Practice Status Score:	**3.24**

STEP 6: Determine Teacher Effectiveness Component from Sub Components	**Rating**	**Weight**	**Final**
SLO's	**3**	**25.0%**	**0.75**
Practice Ratings	**3**	**25.0%**	**0.75**
Career Development	**2**	**50.0%**	**1.00**
Teacher Effectiveness Final Score			**2.50**

Step 7: Final Score Components	**Rating**	**Weight**	**Final**
Professional Practice	3.24	40.0%	1.29
Stakeholder Feedback	3.00	10.0%	0.30
Student Learning	2.00	45.0%	0.90
Teacher Effectiveness Outcomes	2.50	5.0%	0.13
Final Score			2.62

Step 7: Use Final Score to determine Proficiency Level:		
	Final Score:	**2.62**
Based on District Defined Rules: Below Standard <1.4, Developing 1.5-2.4, Proficient 2.5-3.4, Exemplary 3.5>	**Final Proficiency Level:**	**Proficient**

V. Orientation Program

New Administrators will participate in a District Orientation Program prior to the start of their assignment. For implementation 2015-2016, the following orientation schedule will be followed for all current district and school leadership administrators:

Date	Target Audience	Message or Event	Method or Media	Delivered by:	Status
Fall 2015	New Administrators & Optional Refresher Course for All Admin Staff	Growth Plans & Training/Feedback on Teacher Growth Goals Setting & Plans	Large Group Instruction	Central Office Staff	On-going annually
Spring 2016	All Administrators	Specialized Training Inter-Rater Reliability & Agreement Training	Small & Large Group Instruction Master Scored Video Resources	Consultants from Learning Sciences International & Central Office Staff	On-going annually

***Additional training will occur during the 2015-16 school year for staff hired after September, 2015.**

DPS Administrative Training & Professional Development Series 2015-2016

Date	Target Audience	Message or Event	Method or Media	Delivered by:
Fall, 2015	Administrative Staff	Marzano Supervision: Inter-rater Reliability Training	On site Large Group Training	LSI
Fall, 2015	New Administrators/ Optional Refresher Course for All Admin Staff	Introduction to Marzano Teacher & Admin. Evaluation, DPS TEVAL PLAN, SLOs, IAGDs, Growth Plan Training	Boot Camp	Central Office Staff
October, 2015	All Administrative Staff	Inter-rater Reliability & Review of Practice	On-site Small Group Training	Central Office Staff
October, 2015	Administrative Staff, Core Team Instructional Leaders, Informal Leaders	Marzano Center Essentials for Achieving Rigor- Designing Implementation	On-site Large Group Training	LSI
October, 2015	Administrative Staff, Core Team Instructional Leaders, Informal Leaders	Marzano Center Essentials for Achieving Rigor- Coaching for Implementation- Teaching Foundations	On-site Large Group Training	LSI
October, 2015	Aspirants & New Administrators	Introduction to Marzano Teacher Evaluation Plan and DPS TEval	On-site Small Group Training	Central Office Staff
November, 2015	All Administrative Staff	Inter-rater Reliability & Review of Practice	On-site Small Group Training	Central Office Staff
November, 2015	Administrative Staff, Core Team Instructional Leaders, Informal Leaders	Marzano Center Essentials for Achieving Rigor- Coaching for Implementation- Guiding Deeper Thinking	On-site Large Group Training	LSI
January 2016	All Administrative Staff	Inter-rater Reliability & Review of Practice	On-site Small Group Training	Central Office Staff
January, 23, 2016	Aspirants & New Administrators	Introduction to Marzano Teacher Evaluation Plan and DPS TEval	On-site Small Group Training	Central Office Staff

January, 2016	Administrative Staff, Core Team Instructional Leaders Informal Leaders	Marzano Center Essentials for Achieving Rigor- Coaching for Implementation- Facilitating Complex Learning	On-site Large Group Training	LSI
February, 2016	All Administrative Staff	Inter-rater Reliability & Review of Practice	On-site Small Group Training	Central Office Staff
March, 2016	All Administrative Staff	Supporting Inter-rater Reliability; Review of Practice	On site Large Group Training	LSI
March, 2016	All Administrative Staff	Inter-rater Reliability & Review of Practice	On-site Small Group Training	Central Office Staff
March, 2016	Aspirants & New Administrators	Introduction to Marzano Teacher Evaluation Plan and DPS TEval	On-site Small Group Training	Central Office Staff
April, 2016	All Administrative Staff	Inter-rater Reliability & Review of Practice	On-site Small Group Training	Central Office Staff
May, 2016	All Administrative Staff	Inter-rater Reliability & Review of Practice	On-site Small Group Training	Central Office Staff
Sept, 2015-June, 2016	All Principals, Assistant Principals & Supervisors/ Observers	Administrative Council: Ongoing PLCs 1x monthly combined		Self Study w/ cohort

Appendices

Appendix A: Forms

Danbury Public Schools Administrator Evaluation and Professional Growth Plan 2015-2016

Administrator: Building:

Goals:

1) By June 2016, I will improve my professional skills in Domain ____ by focusing on element____. (number of elements collaboratively developed by administrator/evaluator)

2) By June 2016, I will improve my professional skills in Domain ____ by focusing on element____. (number of elements collaboratively developed by administrator/evaluator)

3) Set stakeholder goal

4) Set teacher effectiveness goal

5) What artifacts/data will you use during the course of the year to monitor progress and adjust?

6) Identify strategies/professional learning to achieve goals.

7) Progress Reflection

8) Mid-Year Evaluation Statement by Evaluator

9) Mid-Year Evaluation Response by Administrator

10) End of Year Evaluation Statement by Evaluator

11) End of Year Response by Administrator

12) Final Rating

Appendix A: Forms

Form D – Administrator Support Plan Form

ADMINISTRATOR SUPPORT PLAN

Principal/Administrator: _____

Superintendent/Evaluator: _____

The Intensive Support Plan is initiated as a result of one or more evaluations that did not reflect effective leadership or professional growth. The evaluator, sometimes with help from the Department of Human Resources, develops the specific plan, with input from the administrator and the Local Administrator Association. All parties in attendance complete this form jointly.

1. Area(s) of Concern or Performance Standard(s) Not Effectively Addressed:

2. Statement of Concern: (cite evidence from on-going evaluation of performance as appropriate)

3. Strategies/Activities to Be Implemented to Address the Concern:

4. System of Support to Promote the Administrator's Success:

5. Timeline (length of plan in weeks, plus schedule for monitoring implementation/progress and the measurable outcomes expected):

_____ _____ _____

Superintendent/Evaluator Administrator Date Signed

_____ _____

If applicable: Representative from Human Resources Representative from [District] Education Association

Copy to administrator, copy to local school working file, original to Human Resources/personnel file

Appendix B: The Marzano District Leadership Model

Domain 1: A Data-Driven Focus on Student Achievement

1. The **district leader** ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed operational support at the district, school, and individual student level.
2. The **district leader** ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.
3. The **district leader** ensures each district goal receives appropriate district, school-level, and classroom-level support to help all student meet individual achievement goals when data indicate interventions are needed.

Domain 2: Continuous Improvement of Instruction

1. The **district leader** provides a clear vision regarding the district instructional model and how to guide personnel and schools in operationalizing the model.
2. The **district leader** effectively supports and retains school and departmental leaders who continually enhance their leadership skills through reflection and professional growth plans.
3. The **district leader** ensures that district and school leaders provide clear ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.
4. The **district leader** ensures that personnel are provided with job-embedded professional development that is directly related to their growth plans.

Domain 3: A Guaranteed and Viable Curriculum

1. The **district leader** ensures that curriculum and assessment initiatives, and supporting operational practices, at the district and school levels adhere to federal, state, and district standards.
2. The **district leader** ensures that district level programs, curricular, and operational initiatives are focused enough that they can be adequately addressed in the time available to the district and schools.
3. The **district leader** ensures that students are provided with the opportunity to access educational programs and learn critical content.

Domain 4: Cooperation and Collaboration

1. The **district leader** establishes clear guidelines regarding the areas for which schools are expected to follow explicit district guidance and the areas for which schools have autonomy of decision-making.
2. The **district leader** ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as a collaborative and cooperative workplace.
3. The **district leader** ensures that constituents (e.g. school board, administrators, teachers, students, and parents) have effective ways to provide input to the district.
4. The **district leader** ensures leadership development and responsibilities are appropriately delegated and shared.

Domain 5: District Climate

1. The **district leader** is recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice.
2. The **district leader** has the trust of constituents (e.g., school board, administrators, teachers, students, and parents) that his or her actions are guided by what is best for all student populations and the district.
3. The **district leader** ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and orderly.
4. The **district leader** acknowledges the success of the whole district, as well as individual schools and employees within the district.

Domain 6: Resource Allocation

1. The **district leader** manages the fiscal resources of the district in a way that focuses on effective instruction and achievement of all students and optimal district operations.
2. The **district leader** manages the technological resources of the district in such a way that focuses on effective instruction and the achievement of all students and optimal efficiency throughout the district.
3. The **district leader** manages the organization, operations, instructional programs and initiatives in ways to maximize the use of resources to promote effective instruction and achievement of all students.

Appendix C: The Marzano School Leadership Model

Domain 1: A Data-Driven Focus on Student Achievement

1. The **school leader** ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.
2. The **school leader** ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.
3. The **school leader** ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.
4. The **school leader** ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals for individual students.
5. The **school leader** ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.

Domain 2: Continuous Improvement of Instruction

1. The **school leader** provides a clear vision as to how instruction should be addressed in the school.
2. The **school leader** effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.
3. The **school leader** is aware of predominant instructional practices throughout the school.
4. The **school leader** ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.
5. The **school leader** ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

Domain 3: A Guaranteed and Viable Curriculum

1. The **school leader** ensures that the school curriculum and accompanying assessments adhere to state and district standards.
2. The **school leader** ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.
3. The **school leader** ensures that all students have the opportunity to learn the critical content of the curriculum.

Domain 4: Cooperation and Collaboration

1. The **school leader** ensures that teachers have opportunities to observe and discuss effective teaching.
2. The **school leader** ensures that teachers have formal roles in the decision-making process regarding school initiatives.
3. The **school leader** ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
4. The **school leader** ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.
5. The **school leader** ensures that students, parents, and community have formal ways to provide input regarding optimal functioning of the school.

Domain 5: School Climate

1. The **school leader** is recognized as the leader of the school who continually improves his or her professional practice.
2. The **school leader** has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations.
3. The **school leader** ensures that faculty and staff perceive the school environment as safe and orderly.
4. The **school leader** ensures that students, parents, and community perceive the school environment as safe and orderly.
5. The **school leader** manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.
6. The **school leader** acknowledges the success of the whole school, as well as individuals within the school.

Note: Where not explicitly stated in the above Marzano Domains, all DPS administrators (both district and building based) shall adhere to their specific job responsibilities and roles as assigned by the Superintendent. Additionally, administrators must adhere to all legal mandates, reporting, and requirements related to their specific job responsibilities.

Sample Observation Rubric from Marzano District Leader Program

Relevant, job embedded professional development

The district leader ensures that personnel are provided with job-embedded professional development that is directly related to their growth plans.

Sample District Leader Evidences:

- [ ] Professional development courses and resources are available to personnel regarding their growth goals
- [ ] Tracks personnel participation in professional development activities
- [ ] Coaching and support are available to personnel regarding their growth goals
- [ ] Data are collected linking the effectiveness of professional development to the improvement of appropriate practices
- [ ] Online professional learning courses are available as appropriate
- [ ] When asked, personnel can describe how professional development supports their attainment of growth goals

Resources:

Scale

Scale:

Not Using	Beginning	Developing	Applying	Innovating

Scale for Relevant, job embedded professional development

Not Using	Beginning	Developing	Applying	Innovating
The district leader does not attempt to ensure that employees are provided with job-embedded professional development	The district leader attempts to ensure that employees are provided with job-embedded professional development but does not complete the task or does so partially	The district leader ensures that employees are provided with job-embedded professional development that is directly related to their growth plans	The district leader ensures that employees are provided with job-embedded professional development that is directly related to their growth plans and monitors the extent to which professional development results in personnel meeting their growth goals	The district leader ensures adjustments are made or new strategies are created so professional development results in all personnel meeting their growth goals

Appendix D: 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.

Action Research
The teacher develops a hypothesis and a research project to test that hypothesis. Appeal Procedure - A step in the evaluation process designed to resolve differences either in objective setting, or related to due process in the overall evaluation.

Artifacts
Items such as student work, portfolios and teacher reflections as well as planning documents, assessments, evidences of student development and evidences of professional relationships can also be considered in measuring teacher performance and practice.

Assessment
Process of evaluating teachers with initial certificates for state certification.

Best Practices – District
Produced document focused on the effective instructional delivery, strategies and methodologies within each curricular area.

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 Science through the Spring of 2016. Each student who completes the CAPT receives an overall scale score for science. The skills and content assessed by the CAPT are based on Connecticut curriculum frameworks.

Certified Staff
Staff members employed by Danbury Public School directly involved with students and holding a position requiring certification by the State Department of Education.

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;
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 Science (Grades 5 and 8 only) through Spring of 2016. 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.

Collaborative Process
Open communication between evaluator and evaluatee often in the form of clear, specific and constructive feedback that results in enhanced performance, suggestions for improvement and /or recognition of exceptional effort.

Complementary Evaluator

A Complementary Evaluator is an additional administrator who will provide assistance and support in the teacher assistance process. The Complementary Evaluator will be selected by mutual agreement between the evaluatee and the evaluator.

Conjunctive Scoring Method
When calculating a teacher's overall professional practice evaluation score, minimum scores are established for each proficiency level. As a result, teachers do not necessarily suffer for a weakness in one area if they have sufficient strengths in others. This approach values the idea that teachers may be skilled in different areas and still achieve high levels of expertise – they just take individual paths to achieve desired results. When creating an overall evaluation score using the conjunctive approach, the observer uses cut scores. These are standard scores the school or district chooses that defines a score range for each proficiency level (see below).

DPS' Cut Scores for Proficiency Levels:

Conjunctive Scoring Thresholds

Percent of Scores	Rating
≥70% scores of 4	Exemplary
≥70% scores of 3 & 4	Proficient
<70% scores of 3 & 4, but also <50% scores of 0 & 1	Developing
≥ 50% scores of 0 & 1	Below Standard

Connecticut Common Core of Learning
A valid set of expectations for teaching and learning outcomes.

Connecticut Framework for Teacher Evaluation and Support
A diverse group of Connecticut educators developed the Connecticut Framework for Teacher Evaluation and Support for Connecticut's System for Educator Evaluation and Development (SEED). It is a blend of the Connecticut Common Core of Teaching Standards (CCT) and Charlotte Danielson's Framework for Teaching and represents the most important skills and knowledge teachers need to develop their practice and educate their students. For those districts implementing the SEED model, this framework will be used by teachers to improve their practice and by educators who evaluate teachers.

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%

Critical Friends
Teachers whose relationship is such that they can sit down with each other's work to discuss its' strengths and weaknesses and develop avenues for improvement.

Data: Factual information that determines the extent to which objectives are being met.

Descriptor: Overall performance form

The District Development Council shall serve in an advisory capacity to the superintendent on matters relating to curriculum development and on matters relating to the school systems in-service programs. The Council's role shall be to study all aspects of the curriculum in the district and to formulate recommendations. These recommendations shall be based on the findings of the council in their investigations and not be unduly influenced by budgetary consideration, professional negotiations, "popular" viewpoints, or organizational loyalties. The Council shall consist of seven teachers jointly selected by the superintendent and NEA Danbury with the Chairperson appointed from that group by the President of the NEA Danbury. The Council shall meet three times annually. This provision, as modified in implementation, is without prejudice to the Board's responsibility in accordance with Public Act 08-153 to create a curriculum committee. (Excerpt taken from the 2012-2014 NEA-Danbury Teacher's contract - pp. 40-41)

DPI

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

Domains 1, 2, 3, and 4
The Connecticut Framework for Teacher Evaluation and Support is comprised of four domains: (1) Planning for Active Learning, (2) The Classroom Environment, (3) Instruction and (4) Professional Responsibilities and Teacher Leadership. Each domain contains criteria that will be used by teachers to inform their practice and by administrators to evaluate their practice. Domains 2 and 3 will be evaluated mainly via observation and Domains 1 and 4 will be evaluated mainly via reviews of practice such as conferencing and examination of relevant artifacts.

Draft
An unofficial work copy of the evaluation report.

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 required 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, but no later than June 24th. 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.

Evaluation Period
The time from agreement upon objectives through final assessment. (This period will usually coincide with the school year.)

Evaluatee
Person being evaluated (See "Teacher").

Evaluator
Teacher whose job description includes supervisor and evaluation of other teachers:

1. Primary
2. Secondary.

Foundational Skills and Competencies

Connecticut's definition of effective teaching practice common to all teachers from kindergarten through grade 12.

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 required Goal-Setting/Self-Assessment and Planning conference will occur on or before October 14th. 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 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. A minimum of two IAGD's per SLO is required. One should reflect whole group, the other a subgroup.

Improvement and Remediation Plan
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 along with his/her exclusive bargaining representative. An improvement and remediation plan must:

- identify resources, support and other strategies to be provided to address documented deficiencies;
- establish 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.

iObservation
iObservation is the electronic platform based on the Marzano framework. The tool will enable teachers and administrators to identify and evaluate professional practice goals and SLO's. iObservation will also automatically calculate the overall score for teachers based on the rules identified in the teacher evaluation plan.

Learning Tree
Danbury's Learning Tree is a graphic depiction of the exit standards that students are expected to demonstrate. They articulate what students will know, are able to do, and deeply understand in each content area. The Learning Tree also articulates the Universal/Life-Long Learning Skills that students are expected to master in order to become independent learners. Lastly, the roots of the Learning Tree illustrate the attributes and aspects of character that promote the development of a healthy and contributing citizen. There are three versions of the learning tree that reflect the elementary, middle, and high school developmental levels of our students.

Marzano framework for teacher supervision
The Marzano Framework for teacher supervision provides a structured process of observing and improving the teaching and learning process. It is broken into 4 Domains:

Domain 1: Classroom Strategies and Behaviors,
Domain 2: Planning and Preparing,
Domain 3: Reflecting on Teaching
Domain 4: Collegiality and Professionalism.

Domain 1 is broken into 3 Lesson Segments, 9 Design Questions and 41 instructional elements. Domain 2 is broken into 5 segments and 7 elements. Domain 3 is broken into 2 segments and 5 elements and Domain 4 is broken into 3 sections and 6 elements.

Marzano Practice Goal:
Identifying the Domain and/or Design Question within the domain, and the specific elements that the teacher would like to focus on creates a Marzano practice goal. Goals are set after completing an assessment of practice, as well as examining student data. Goal template: I will improve my professional practice in Domain/Design Question #____ with the desired effect of_____.

Mediation Panel
Persons selected to facilitate appeals procedures.

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.

Narrative
A written description dealing with factual data.

NEA Danbury
The union representing Danbury teaching professionals (National Education Association)

Objective-Setting Evaluation
A process by which specific tasks are defined and assessed.

Observation
A method through which the evaluator collects data.

Observation Data Collection Form
Form used to connect observation to final evaluation.

Outcome Achievement Plan
Outcome Achievement Plan: the year goal setting document made by building administrators based upon district goals.

Overall Performance Evaluation
An annual assessment conducted to determine the quality of performance.

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.

PEAC
The Performance Evaluation Advisory Council (PEAC) is a diverse group of educators who created the Connecticut Guidelines for Educator Evaluation in June 2012. Connecticut's System for Educator Evaluation and Development, SEED, is a new pilot model for the evaluation and development of teachers and is aligned with the Connecticut Guidelines for Educator Evaluation.

Peer Coaching
Ongoing mentoring and or professional development offered by teachers for teachers. Those providing peer coaching are not identified as evaluators and may not be used for staff evaluation.

Peer Feedback
Ten Percent of a teacher's evaluation may be based on peer OR parent feedback. Peer feedback can be provided by way of observation or focus groups and must be rated among four performance levels.

Peer Reflection
The ability to think about strengths, weaknesses, and/or needed modifications of a lesson by conversing with another member of the teaching profession.

Peer Support
Offered to a person on reappraisal.

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 or 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 Development Growth Plan
When developing objectives, the objective(s) are written on the appropriate form, which includes statement of objective as well as the process for implementing it.

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.

Professional Portfolio
The structured, documentary history of a set of coached or mentored acts of teaching substantiated by samples of student work and fully realized through reflective writing, deliberation, and serious conversation.

Professional Practice Goal
The Professional Practice Goal is made up of two main components, 1) the Domain and/or Design Question you wish to focus on and 2) the Marzano elements within that design question. Professional Practice Goals are developed in conjunction with your evaluator and help bridge professional practice and improved student learning outcomes. Goal template: I will improve my professional practice in Design Question #____ by focusing on Element____ and Element_____. Teachers may choose any number of design questions and elements.

Reflection
Deliberate analysis and/or interpretation by an individual on planned or delivered instruction.

Review
An examination of parts of the evaluation process.

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

SEED
Connecticut's System for Educator Evaluation and Development, known as SEED, outlines a new model for the evaluation and support of educators in Connecticut and is aligned to the Connecticut Guidelines for Educator Evaluation approved by the State Board of Education on June 27, 2012. Detailed information about the model can be found in the SEED Handbook.

SLO

A Student Learning Objective (SLO) is an academic standard 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: Academic standards for student learning that address a central purpose, a rationale that explains why this is an important area of improvement, and at least two IAGD's (whole group and subgroup) which provide specific evidence, with a quantitative target, that will demonstrate whether the objective was met. The SLO's should bridge to the Professional Practice Goals that are identified by the teacher.

SMART Goal

At the start of the school year, each educator will work with his or her evaluator to develop his or her practice and performance goal(s) and SLOs through mutual agreement.

Professional Practice and SLO goals should be aligned. 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

The Smarter Balanced Assessment Consortium (SBAC) developed Smarter Balanced Assessments that go beyond selected response (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.

Supervisor
Any person responsible for the development and assessment of teachers. Any building principal/assistant principal, curriculum coordinator and department heads can fill role. Requires a 105 certification OR an 092 certification.

Statewide Assessment
An assessment that is mandated for use statewide. 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:

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

System Reviewer
One of the three designated Central Office Administrators who examines staff final evaluations for compliance and content.

Teacher
Certified professional employee of a board of education below the rank of Superintendent employed for at least ninety days in a position requiring a certificate issued by the State Board of Education. (Conn. General Statutes Section 10-151 (a)(2))

Teacher Evaluation Committee
A committee of teachers, administrators (building and district), union representatives and a member of the board of education who developed the teacher evaluation plan over the course of 2011-2015. Future committee members will review and make changes to the plan in the future.

Teacher Observations (SEED Model)
Each teacher should be observed between five and eight times each year through both formal and informal observation. In the SEED model, formal and informal are defined as follows:

- Formal: Scheduled observation or review of practice that lasts at least 30 minutes and is followed by a post-observation conference, which includes verbal and written feedback.
- Informal: Non-scheduled observation or review of practice that lasts at least 10 minutes and is followed by written and/or verbal feedback.

If a district is implementing the SEED model, it is required that all teachers be observed six times- three formal observations and three informal observations-during the first year of implementation.

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:

1. 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
2. Parent feedback (10%) on teacher practice through surveys.

Timeframe
Dates by which activities in the objective must be accomplished.

Whole-School Student Learning Indicators
Teacher's indicator ratings shall be represented by the aggregate rating for the multiple student learning indicators established by the administrator's evaluation rating.

Appendix E: Stakeholder Surveys

DPS Parent Survey

1. My child is learning what he/she needs to know to be successful in school.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

2. My child's classes are challenging.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

3. My child enjoys his/her class(es).

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

4. My child's teachers communicate with me when needed.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

5. My child's teachers believe in him/her and are committed to their success.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

6. My child enjoys school.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

7. My child's school has everything he/she needs in order to be successful. My child has access to computers, books, paper, supplies, etc.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

8. My child gets all of the support he/she needs to be successful.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

9. The rules at my child's school are fair and clear.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

10. Bullying complaints are taken seriously at my child's school.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

11. My child feels comfortable and connected with other children at his/her school.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

12. My child likes his/her teachers.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

13. The administrators in my child's school are very professional.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

14. There are several adults in my child's school that he/she can talk to about personal issues at any time he/she might need.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

DPS Pre-Kindergarten Parent Survey

1. My child is learning what he/she needs to be successful in school.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

2. My child's classes are challenging.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

3. My child enjoys his/her class(es).

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

4. My child's teachers communicate with me when needed.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

5. My child's teachers believe in him/her and are committed to their success.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

6. My child enjoys school.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

7. My child's school has materials and supplies he/she needs in order to be successful.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

8. My child gets all of the support he/she needs to be successful.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

9. The rules at my child's school are fair and clear.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

10. My child feels comfortable and connected with other children at his/her school.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

11. My child likes his/her teachers.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to judge

Encuesta a padres de Pre- Kinder de DPS [Spanish]

1. Mi hijo está aprendiendo lo que necesita para ser exitoso (a) en la escuela.

Fuertemente de acuerdo	De acuerdo	En desacuerdo	Fuertemente En desacuerdo	No puedo juzgar

2. Las clases de mi hijo(a) son retadoras.

Fuertemente de acuerdo	De acuerdo	En desacuerdo	Fuertemente En desacuerdo	No puedo juzgar

3. Mi hijo(a) disfruta sus clases.

Fuertemente de acuerdo	De acuerdo	En desacuerdo	Fuertemente En desacuerdo	No puedo juzgar

4. Los profesores de mi hijo se comunican conmigo cuando es necesario.

Fuertemente de acuerdo	De acuerdo	En desacuerdo	Fuertemente En desacuerdo	No puedo juzgar

5. Los profesores de mi hijo(a) creen en él(ella) y están comprometidos con su éxito.

Fuertemente de acuerdo	De acuerdo	En desacuerdo	Fuertemente En desacuerdo	No puedo juzgar

6. Mi hijo(a) disfruta la escuela.

Fuertemente de acuerdo	De acuerdo	En desacuerdo	Fuertemente En desacuerdo	No puedo juzgar

7. La escuela de mi hijo tiene los materias y los útiles que el(ella) necesita para ser exitoso(a).

Fuertemente de acuerdo	De acuerdo	En desacuerdo	Fuertemente En desacuerdo	No puedo juzgar

8. MI hijo(a) recibe todo el apoyo que necesita para ser exitoso.

Fuertemente de acuerdo	De acuerdo	En desacuerdo	Fuertemente En desacuerdo	No puedo juzgar

9. Las reglas en la escuela de mi hijo son justas y claras.

Fuertemente de acuerdo	De acuerdo	En desacuerdo	Fuertemente En desacuerdo	No puedo juzgar

10. Mi hijo(a) se siente cómodo(a) y conectado(a) con otros niños de su escuela.

Fuertemente de acuerdo	De acuerdo	En desacuerdo	Fuertemente En desacuerdo	No puedo juzgar

11. A mi hijo(a) le gustan sus profesores.

Fuertemente de acuerdo	De acuerdo	En desacuerdo	Fuertemente En desacuerdo	No puedo juzgar

DPS Pre-Kindergarten Pesquisa para os Pais [Portuguese]

1. Meu fillho/a está aprendendo o que ele/a precisa para ser bem sucedido/a de escola.

Concordo plenamente	Concordo	Discordo	Concordo Discordo	Não posso afirmar

2. As aulas de meu filho/a são desafiadoras.

Concordo plenamente	Concordo	Discordo	Concordo Discordo	Não posso afirmar

3. Meu filho/a gosta das aulas.

Concordo plenamente	Concordo	Discordo	Concordo Discordo	Não posso afirmar

4. As professoras de meu filho/a se comunicam comigo quando necessário.

Concordo plenamente	Concordo	Discordo	Concordo Discordo	Não posso afirmar

5. As professoras de meu filho/a acreditam nele/a e estão empenhadas no sucesso dele/a.

Concordo plenamente	Concordo	Discordo	Concordo Discordo	Não posso afirmar

6. Meu filho/a gosta da escola.

Concordo plenamente	Concordo	Discordo	Concordo Discordo	Não posso afirmar

7. A escola do meu filho/a tem os materiais e os suprimentos necessários que ele/a precisa para ser bem sucedido/a.

Concordo plenamente	Concordo	Discordo	Concordo Discordo	Não posso afirmar

8. Meu filho/a tem todo o suporte que ele/a precisa para ser bem sucedido/a.

Concordo plenamente	Concordo	Discordo	Concordo Discordo	Não posso afirmar

9. As regras da escola do meu filho/a são justas e claras.

Concordo plenamente	Concordo	Discordo	Concordo Discordo	Não posso afirmar

10. Meu filho/a se sente confortável e se relaciona com outras crianças na escola.

Concordo plenamente	Concordo	Discordo	Concordo Discordo	Não posso afirmar

11. Meu filho/a gosta das suas professoras.

Concordo plenamente	Concordo	Discordo	Concordo Discordo	Não posso afirmar

Student Survey Primary (Grades K–2)

Directions: The teacher should read each survey question aloud to students. For each question, the student should circle **If they agree with the question and** **if they disagree with the question.**

Learning Goals and Feedback

1. My teacher tells me about what I am going to learn.

Yes No

2. My teacher tells me how well I am doing in class.

Yes No

Rules and Procedures

3. My teacher tells me what the rules are for our classroom.

Yes No

Applying Knowledge

4. My teacher will help me if I need it.

Yes No

Engagement

5. My teacher is excited about learning.

Yes No

Relationships

6. My teacher cares about me.

Yes No

Expectations

7. My teacher believes that I can learn.

Yes No

Classroom Climate

8. I feel safe in my classroom.

Yes No

Demographics

I am a:

Boy Girl

What language did you learn to speak first?

English Spanish Portuguese Other

Encuesta de alumnos de Primaria (Grados K a 2)
Danbury Public Schools

Instrucciones: El profesor debe leer cada pregunta en voz alta a los alumnos. Para cada pregunta, los alumnos deben encerrar en un círculo "SI J" si están de acuerdo con la pregunta y "No L" si no están de acuerdo con la pregunta.

Objetivos de aprendizaje y retroalimentación

1. Mi maestro(a) me dice qué es lo que voy a aprender.

   Si J No L

2. Mi maestro(a) me dice cómo estoy en clase.

   Si J No L

Reglas y procedimientos

3. Mi maestro(a) me dice cuáles son las reglas de nuestro salón de clases

   Si J No L

Aplicar el conocimiento

4. Mi maestro(a) me ayuda si lo necesito

   Si J No L

Compromiso

5. Mi maestro(a) está emocionado(a) por mi aprendizaje.

   Si J No L

Relaciones

6. Le importo a mi maestro(a).

   Si J No L

Expectativas

7. Mi maestro(a) cree en que puedo aprender.

   Si J No L

Clima en el salón de clases

8. Me siento seguro en mi salón.

   Si J No L

Demografía

Soy:

Niño Niña

¿Qué idioma aprendiste a hablar primero?

Inglés Español Portugués Otro

Pesquisa Estudantil – Primary (séries K-2)
Danbury Public Schools

Instruções: O professor deve ler em voz alta cada questão da pesquisa ao aluno. Para cada questão, o aluno deverá circular "Sim J" se ele concorda com a questão e "Não L" se ele discorda da questão.

Metas de Aprendizagem e Comentários

1. Minha professora me fala sobre o que eu vou aprender.
   Sim J Não L

2. Minha professora me fala como eu estou indo em classe.
   Sim J Não L

Regras e Procedimentos

3. Minha professora me fala para que são as regras em nossa classe.
   Sim J Não L

Aplicação do Conhecimento

4. Minha professora me ajuda se eu preciso.
   Sim J Não L

Comprometimento

5. Minha professora demonstra entusiasmo na aprendizagem.
   Sim J Não L

Relacionamento

6. Minha professora se importa comigo.
   Sim J Não L

Expectativas

7. Minha professora acredita que eu posso aprender.
   Sim J Não L

Ambiente da Classe

8. Eu me sinto seguro em minha classe.
   Sim J Não L

Demografia

Eu sou:
Menino Menina
Qual língua você aprendeu a falar primeiro?
Inglês Espanhol Português Outra

Student Survey Elementary (Grades 3–5)

Directions: Read each question and circle "I disagree," "I agree," or "I strongly agree." If you need help reading a question, raise your hand.

Learning Goals and Feedback

1. My teacher tells me what I am going to learn about.

I strongly agree I agree I disagree I strongly disagree

2. My teacher tells me how well I am doing in class.

I strongly agree I agree I disagree I strongly disagree

Rules and Procedures

3. My teacher tells me what the rules are for our classroom.

I strongly agree I agree I disagree I strongly disagree

4. Our classroom is a good place to learn.

I strongly agree I agree I disagree I strongly disagree

Practicing and Deepening Knowledge

5. My homework helps me learn.

I strongly agree I agree I disagree I strongly disagree

6. If I find a mistake, my teacher wants me to fix it.

I strongly agree I agree I disagree I strongly disagree

Applying Knowledge

7. My teacher will help me if I need it.

I strongly agree I agree I disagree I strongly disagree

Engagement

8. My teacher makes learning engaging.

I strongly agree I agree I disagree I strongly disagree

Relationships

9. My teacher cares about me.

I strongly agree I agree I disagree I strongly disagree

Student Survey Elementary (Grades 3–5) (continued)

Expectations

10. My teacher believes that I can learn.

I strongly agree I agree I disagree I strongly disagree

11. My teacher asks me to explain my thinking.

I strongly agree I agree I disagree I strongly disagree

Classroom Climate

12. I feel safe in my classroom.

I strongly agree I agree I disagree I strongly disagree

Demographics

I am a:

Boy Girl

What language did you learn to speak first?

English Spanish Portuguese Other

Encuesta de alumnos de Primaria (Grados 3 a 5)
Danbury Public Schools

Instrucciones: Lee cada pregunta y encierra en un círculo "No estoy de acuerdo", "Estoy de acuerdo" o "Estoy muy de acuerdo".

Objetivos de aprendizaje y retroalimentación

1. Mi maestro(a) me dice qué es lo que voy a aprender.

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

2. Mi maestro(a) me dice cómo estoy en clase.

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Reglas y procedimientos

3. Mi maestro(a) me dice cuáles son las reglas de nuestro salón de clases

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

4. Nuestro salón de clases es un buen lugar para aprender

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Practicar y profundizar el conocimiento

5. Mi tarea me ayuda a aprender

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

6. Si cometo un error, mi maestro(a) me ayuda a corregirlo

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Aplicar el conocimiento

7. Mi maestro(a) me ayuda si lo necesito

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Compromiso

8. Mi maestro(a) hace la escuela divertida

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Relaciones

9. Le importo a mi maestro(a).

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Expectativas

10. Mi maestro(a) cree en que puedo aprender

    Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Encuesta de alumnos de Primaria (Grados 3 a 5) (continued)

11. Mi maestro(a) me pide que explique mi pensamiento

Estoy muy de acuerdo | Estoy de acuerdo | No estoy de acuerdo | No estoy muy de acuerdo

Clima en el salón de clases

12. Me siento seguro en mi salón.

Estoy muy de acuerdo | Estoy de acuerdo | No estoy de acuerdo | No estoy muy de acuerdo

Demografía

Soy:

Niño | Niña

¿Qué idioma aprendiste a hablar primero?

Inglés | Español | Portugués | Otro

Pesquisa Estudantil – Elementary (séries 3-5)
Danbury Public Schools

Instruções: Leia cada questão e circule "Eu discordo", "Eu concordo" ou "Eu concordo plenamente". Se você precisar de ajuda para ler a questão, levante a mão.

Metas de Aprendizagem e Comentários

1. Minha professora me fala sobre o que eu vou aprender.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

2. Minha professora me fala como eu estou indo em classe.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Regras e Procedimentos

3. Minha professora me fala para que são as regras em nossa classe.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

4. Minha classe é um bom lugar para aprender.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Praticando e Aprofundando o Conhecimento

5. Meu dever de casa me ajuda a aprender.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

6. Se eu faço um erro, minha professora quer que eu conserte.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Aplicação do Conhecimento

7. Minha professora me ajuda se eu preciso.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Comprometimento

8. Minha professora faz a escola ser divertida.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Relacionamento

9. Minha professora se importa comigo.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Expectativas

10. Minha professora acredita que eu posso aprender.
    Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

11. Minha professora me pergunta para explicar meu pensamento.
    Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Pesquisa Estudantil – Elementary (séries 3-5) (continued)

Ambiente da Classe

12. Eu me sinto seguro em minha classe.

Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Demografia

Eu sou:

Menino Menina

Qual língua você aprendeu a falar primeiro?

Inglês Espanhol Português Outra

Student Survey Middle School (Grades 6–8)

Teacher's Name:_____ **Date:** _____

Directions: For each question, circle "I strongly agree", "I agree", or "I disagree."

Learning Goals and Feedback

1. My teacher clearly communicates what I am supposed to be learning during lessons.

I strongly agree I agree I disagree I strongly disagree

2. My teacher helps me see how well I am doing during each unit.

I strongly agree I agree I disagree I strongly disagree

Rules and Procedures

3. My teacher tells me how he or she expects me to behave in class.

I strongly agree I agree I disagree I strongly disagree

New Information

4. My teacher gives me time to think about what I have learned.

I strongly agree I agree I disagree I strongly disagree

5. My teacher lets me show my learning in many ways.

I strongly agree I agree I disagree I strongly disagree

Practicing and Deepening Knowledge

6. The homework for this class helps me learn.

I strongly agree I agree I disagree I strongly disagree

7. My teacher asks me to look for errors in the information I hear or read.

I strongly agree I agree I disagree I strongly disagree

8. If I get confused, my teacher helps me to understand.

I strongly agree I agree I disagree I strongly disagree

Applying Knowledge

9. My teacher is always willing to help me and provide guidance.

I strongly agree I agree I disagree I strongly disagree

Engagement

10. My teacher makes learning interesting and engaging.

I strongly agree I agree I disagree I strongly disagree

11. My teacher is excited about what he or she is teaching me.

I strongly agree I agree I disagree I strongly disagree

Student Survey Middle School (Grades 6–8) (continued)

Management

12. My teacher sets clear behavior expectations.

I strongly agree I agree I disagree I strongly disagree

Relationships

13. My teacher shows respect to all students

I strongly agree I agree I disagree I strongly disagree

Expectations

14. My teacher asks me to explain the thinking behind my answers to questions.

I strongly agree I agree I disagree I strongly disagree

Classroom Climate

15. I feel safe in my classroom.

I strongly agree I agree I disagree I strongly disagree

Demographics

I am a:
Male Female

What language did you learn to speak first?
English Spanish Portuguese Other

Encuesta de alumnos de Secundaria (Grados 6 a 8)
Danbury Public Schools

Nombre del profesor: _____ Fecha: _____

Instrucciones: Para cada pregunta encierra en un círculo "Estoy muy de acuerdo", "Estoy de acuerdo" o "No estoy de acuerdo".

Objetivos de aprendizaje y retroalimentación

1. Mi maestro(a) comunica claramente lo que estoy supuesto a aprender durante las lecciones.

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

2. Mi maestro(a) me dice cómo me va durante cada unidad.

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Reglas y procedimientos

3. Mi maestro(a) me dice cómo espera que me comporte en el salón de clases

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Nueva información

4. Mi maestro(a) me da tiempo para pensar en lo que acabo de aprender

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

5. Mi maestro(a) me permite mostrar mi aprendizaje en muchas maneras

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Practicar y profundizar el conocimiento

6. Mi tarea de ésta clase me ayuda a aprender

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

7. Mi maestro(a) me pide que busque mis errores en la información que escuché o leí

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

8. Si me confundo, mi maestro(a) me ayuda a entender

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Aplicar el conocimiento

9. Mi maestro(a) siempre está deseando ayudarme y guiarme

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Compromiso

10. Mi maestro(a) hace el aprendizaje interesante y divertido

    Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Encuesta de alumnos de Secundaria (Grados 6 a 8) (continued)

11. Mi maestro(a) se emociona cuando me está enseñando

Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Administración

12. Mi maestro(a) tiene expectativas de comportamiento claras

Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Relaciones

13. Mi maestro(a) muestra respeto a todos los alumnos

Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Expectativas

14. Mi maestro(a) me pide que explique el pensamiento que está detrás de mis respuestas a las preguntas

Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Clima en el salón de clases

15. Me siento seguro en mi salón de clases.

Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Demografía

Soy:

Niño Niña

¿Qué idioma aprendiste a hablar primero?

Inglés Español Portugués Otro

Pesquisa Estudantil – Middle School (séries 6-8)
Danbury Public Schools

Nome do Professor/a:_____ Data:_____

Instruções: Para cada questão, circule "Eu concordo plenamente", "Eu concordo" ou "Eu discordo".

Metas de Aprendizagem e Comentários

1. Meu professor/a comunica claramente o que eu deveria aprender durante às aulas.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

2. Meu professor/a me ajuda a saber como eu estou indo a cada unidade.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Regras e Procedimentos

3. Meu professor/a me diz como ele ou ela espera que eu me comporte em classe.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Informação Nova

4. Meu professor me dá tempo para pensar sobre o que eu aprendi.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

5. Meu professor me deixa mostrar outras formas do meu aprendizado.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Praticando e Aprofundando o Conhecimento

6. Meu dever de casa me ajuda a aprender.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

7. Meu professor/a me pede para eu procurar erros na informação que eu escuto ou leio.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

8. Se eu fico confuso/a, meu professor/a me ajuda a entender.

   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Aplicação do Conhecimento

9. Meu professor/a está sempre querendo me ajudar e me dar orientação.
   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Comprometimento

10. Meu professor/a faz o aprendizado ser interessante e divertido.
    Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

11. Meu professor/a é entusiasmado/a sobre o que ele ou ela está me ensinando.
    Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Pesquisa Estudantil – Middle School (séries 6-8) (continued)

Gestão

12. Meu professor/a deixa claro as expectativas de comportamento.

Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Relacionamento

13. Meu professor/a mostra respeito para com todos os estudantes.

Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Expectativas

14. Meu professor me pede para explicar o significado das minhas respostas.

Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Ambiente da Classe

15. Eu me sinto seguro em minha classe.

Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Demografia

Eu sou:

Menino Menina

Qual língua você aprendeu a falar primeiro?

Inglês Espanhol Português Outra

High School Student Survey (Grades 9–12)

Teacher's Name:_____ Date: _____

Directions: For each question, circle "I strongly agree," "I agree," or "I disagree."

Learning Goals and Feedback

1. My teacher clearly communicates the objectives for the lessons.
   I strongly agree I agree I disagree I strongly disagree

Rules and Procedures

2. My teacher clearly communicates rules and expectations for students.
   I strongly agree I agree I disagree I strongly disagree

New Information

3. If I don't understand basic information that is important for a lesson, my teacher goes back and teaches it to me again.
   I strongly agree I agree I disagree I strongly disagree

4. I am comfortable sharing my opinion and asking questions in my class.
   I strongly agree I agree I disagree I strongly disagree

5. My teacher asks me to show my learning in many ways (i.e., using pictures, charts, diagrams).
   I strongly agree I agree I disagree I strongly disagree

Practicing and Deepening Knowledge

6. The homework for this class helps me learn.
   I strongly agree I agree I disagree I strongly disagree

7. When I am already pretty good at a skill, my teacher gives me challenging activities.
   I strongly agree I agree I disagree I strongly disagree

Engagement

8. My teacher makes learning interesting and engaging.
   I strongly agree I agree I disagree I strongly disagree

9. My teacher encourages everyone to participate in class discussions.
   I strongly agree I agree I disagree I strongly disagree

10. My teacher gives me time to think before and while I am answering a question.
    I strongly agree I agree I disagree I strongly disagree

11. My teacher often asks students to explain their answer to a question.
    I strongly agree I agree I disagree I strongly disagree

Management

12. My teacher is able to manage discipline while maintaining the focus of the lesson.

I strongly agree I agree I disagree I strongly disagree

Expectations

13. My teacher treats all students with an equal level of respect.

I strongly agree I agree I disagree I strongly disagree

14. My teacher expects all students to succeed.

I strongly agree I agree I disagree I strongly disagree

15. My teacher encourages me to do my best.

I strongly agree I agree I disagree I strongly disagree

Demographics

I am a:

Male Female

What language did you learn to speak first?

English Spanish Portuguese Other

Encuesta de alumnos de Bachillerato (Grados 9 a 12)
Danbury Public Schools

Nombre del profesor: _____ Fecha: _____

Instrucciones: Para cada pregunta encierra en un círculo "Estoy muy de acuerdo", "Estoy de acuerdo" o "No estoy de acuerdo".

Objetivos de aprendizaje y retroalimentación

1. Mi maestro(a) comunica claramente lo que estoy supuesto a aprender durante las lecciones.

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Reglas y procedimientos

2. Mi maestro(a) comunica claramente las reglas y expectativas para los alumnos

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Nueva información

3. Si no entiendo la información básica que es importante para una lección, mi maestro(a) se regresa y me lo vuelve a enseñar

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

4. Me siento cómodo compartiendo mi opinión y haciendo preguntas en mi clase

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

5. Mi maestro(a) me permite mostrar mi aprendizaje en muchas maneras (por ejemplo, usando dibujos, gráficos, diagramas)

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Practicar y profundizar el conocimiento

6. Mi tarea de ésta clase me ayuda a aprender

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

7. Cuando ya soy muy bueno en una habilidad, mi maestro(a) me da actividades retadoras

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Compromiso

8. Mi maestro(a) hace el aprendizaje interesante

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

9. Mi maestro(a) anima a todos a que participen en las discusiones de clase

   Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

10. Mi maestro(a) me da tiempo APRA pensar antes y mientras me responde una pregunta

    Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Encuesta de alumnos de Bachillerato (Grados 9 a 12) (continued)

11. Mi maestro(a) seguido le pide a los alumnos que expliquen su respuesta a una pregunta

Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Administración

12. Mi maestro(a) puede manejar la disciplina mientras mantiene la concentración en la lección

Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Expectativas

13. Mi maestro trata a todos los alumnos con el mismo nivel de respeto

Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

14. Mi maestro(a) espera que todos los alumnos sean exitosos

Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

15. Mi maestro(a) me anima a dar lo mejor de mi

Estoy muy de acuerdo Estoy de acuerdo No estoy de acuerdo No estoy muy de acuerdo

Demografía

Soy:
Niño Niña

¿Qué idioma aprendiste a hablar primero?
Inglés Español Portugués Otro

Pesquisa Estudantil – High School (séries 9-12)
Danbury Public Schools

Nome do Professor/a:_____ Data:_____

Instruções: Para cada questão, circule "Eu concordo plenamente", "Eu concordo" ou "Eu discordo".

Metas de Aprendizagem e Comentários

1. Meu professor/a comunica claramente os objetivos das lições.

   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Regras e Procedimentos

2. Meu professor/a comunica claramente as regras e expectativas aos estudantes.

   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Informação Nova

3. Se eu não entendo uma informação básica que é importante para a lição, meu professor volta e me explica novamente.

   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

4. Eu me sinto confortável em mostrar minha opinião e fazer perguntas em classe.

   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

5. Meu professor/a me pergunta para eu mostrar meu aprendizado em diferentes formas (por exemplo: usando figuras, gráficos e diagramas).

   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Praticando e Aprofundando o Conhecimento

6. Meu dever de casa me ajuda a aprender.

   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

7. Quando eu sou bom em alguma habilidade, meu professor/a me dá mais atividades desafiadoras.

   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Comprometimento

8. Meu professor/a faz o aprendizado ser interessante.

   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Pesquisa Estudantil – High School (séries 9-12) (continued)

9. Meu professor/a incentiva a todos a participar das discussões em classe.

   Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

10. Meu professor/a me dá tempo para pensar antes e enquanto eu estou respondendo a uma questão.

    Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

11. Meu professor frequentemente pergunta aos estudantes para explicar a resposta deles a alguma questão.

    Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Gestão

12. Meu professor/a é capaz de dominar a disciplina enquanto mantem o foco da lição.

    Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Expectivas

13. Meu professor/a trata todos os estudantes no mesmo nível de respeito.

    Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

14. Meu professor/a espera que todos os estudantes tenham sucesso.

    Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

15. Meu professor/a me encoraja para fazer o melhor.

    Eu concordo plenamente Eu concordo Eu discord Eu plenamente discord

Demografia

Eu sou:
Menino Menina
Qual língua você aprendeu a falar primeiro?

Inglês Espanhol Português Outra