ORANGE PUBLIC SCHOOLS

TEACHER EVALUATION PLAN

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This Plan is available under the Teacher Resources tab on the District's webpage at **www.oess.org**.
Forms are to be accessed through each teacher's unique account with *TalentEd Perform*, the district's selected utility platform for Evaluation. Teachers should take great care, per the signed RAUT, to protect their user names and passwords to this account.

Forms in this PLAN are included for identification and reference purposes ONLY. Users should *neither* print and handwrite *nor* copy/paste the forms found within this document. Forms must be accessed through *TalentEd Perform.*

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PART IV: ADDITIONAL INFORMATION

APPENDIX

Introduction

The Orange Public Schools' Teacher Evaluation Plan, hereafter called The Plan, covers all certified persons represented by the Orange Teachers' League (OTL). The evaluation process is based on these foundations: the Common Core of Teaching, Orange Board of Education Goals, district and school goals, the Connecticut SEED Document, and a significant body of research.

Our Mission

The Orange Elementary School District recognizes that the education of each child is the shared responsibility of every member of our community.

Our goal is to inspire and empower each student to achieve academic excellence, embrace social and individual responsibility, and lead with integrity. We believe all individuals should be valued and treated with respect.

We are committed to:
- Providing powerful academic challenges
- Respecting individual and community values
- Nurturing personal growth
- Taking pride in our children and celebrating their successes
- Promoting school and community spirit
- Enhancing lifelong learning through technology
- Believing all children deserve a childhood
- Creatively, confidently building the future

Together we will make a difference.

> Becoming an expert teacher is not an inborn gift bestowed upon a chosen few, but a journey through a challenging, rose-filled and often thorny garden that requires constant focus and attention.

TEACHER EVALUATION COMMITTEE

October 2012 – June 2013

Chairs

Lynn K. McMullin, Superintendent
Patti Moffett, Orange Teachers League President (Policy Sub-Committee Chair)

Administrative Representatives

Colleen Murray, Director of Curriculum and Instruction, Principal Mary L. Tracy
　　　　　　　(Best Practices Sub-Committee Chair)
Michael Gray, Principal Race Brook School (Rubrics Sub-Committee)

District

Pamela Loh (Rubrics Sub-Committee)
Rosemary Slowik (Policy Sub-Committee)
Marty Deren, CEA Representative

Mary L. Tracy

Kerry Wetmore (Rubrics Sub-Committee)

Peck Place School

Patti Moffett, Orange Teachers League President (Policy Sub-Committee Chair)

Turkey Hill School

Tricia Lasto (Best Practices Sub-Committee)

Race Brook School

Kelly Michel (Policy Committee)
Kristen Boken (Best Practices Sub-Committee)

The Teacher Evaluation Committee met during the 2012 – 2013 school year to write this plan: September 25, November 27, January 29, February 26, and March 26 for 3 hours, from 4:00 – 7:00 p.m. In addition, several members met for additional sub-committee work, as noted above.

Overview

Excellent schools begin with great school leaders and teachers. The importance of highly-skilled educators is beyond dispute, as a strong body of evidence now confirms what parents, students, teachers, and administrators have long known: effective teachers are one of the most important school-level factors in student learning and effective leadership is an essential component of any successful school.

The Orange Public Schools is committed to raising the overall quality of our schools' teachers and administrators. To meet this goal, a committee of dedicated professionals met to consider all of Connecticut's new evaluation requirements and guidelines as outlined in the 2012 SEED documents and to draft a new approach which best meets Orange's unique needs.

Educator evaluation is the cornerstone of this approach and the new Plan will contribute to the improvement of our schools. High-quality evaluations are necessary for the individualized professional development and support that every educator needs. Evaluations will also identify our professional strengths and provide new professional opportunities, bring greater accountability and transparency to our classrooms, and instill our community with even greater confidence in our schools.

Ultimately, however, this Plan will lead to improved achievement and success for all students.

DESIGN PRINCIPLES

Use multiple, standards-based measures of performance

An evaluation plan that uses multiple sources of information and evidence results in a fair, accurate, and comprehensive picture of each teacher's performance. The new Plan defines four categories of teacher performance: student learning (45%), teacher performance and practice (40%), parent feedback (10%) and student feedback (5%).

> Even the best teacher dreams of becoming better.
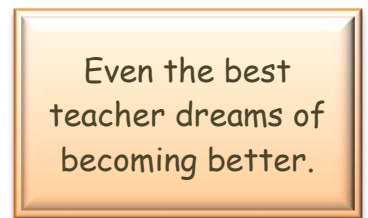
Promote professional judgment and consistency

Assessing a teacher's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers interact with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages.   At the same time, teachers' ratings should depend on their performance, not on their evaluators' biases. Accordingly, this Plan aims to minimize the variance among our school leaders' evaluations of classroom practice and support fairness and consistency within and across the Orange elementary schools.

Foster dialogue about student learning

This Plan hinges on both the inherent values of self-evaluation and of the professional conversations among teachers and administrators. The dialogue in the new plan occurs more frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.

Encourage feedback and professional development to support teacher growth

Novice and veteran teachers alike deserve detailed, constructive feedback and professional development tailored to the individual needs of their classrooms and students. The Plan promotes a shared language of excellence to which professional development, coaching, and feedback can align to improve practice.

EVALUATION CATEGORIES AND FOCUS AREAS

The Plan consists of multiple measures to paint an accurate and comprehensive picture of each teacher's performance. All Orange's teachers will be evaluated in four categories, which are grouped into two major focus areas as shown in the visual representation (Figure 1) below.

The <u>four categories</u> are:

1. Observation of Teacher Performance (40% of final evaluation)
2. Parent Feedback (10% of final evaluation)
3. Student Growth (45% of final evaluation)
4. Student Feedback (5% of final evaluation)

Observation of Teacher Performance (40%) and Parent Feedback (10%) are then combined into the first focus area which is Teacher Practice. Student Growth (45%) and Student Feedback (5%) are combined into the second focus area which is Student Outcomes.

Figure 1
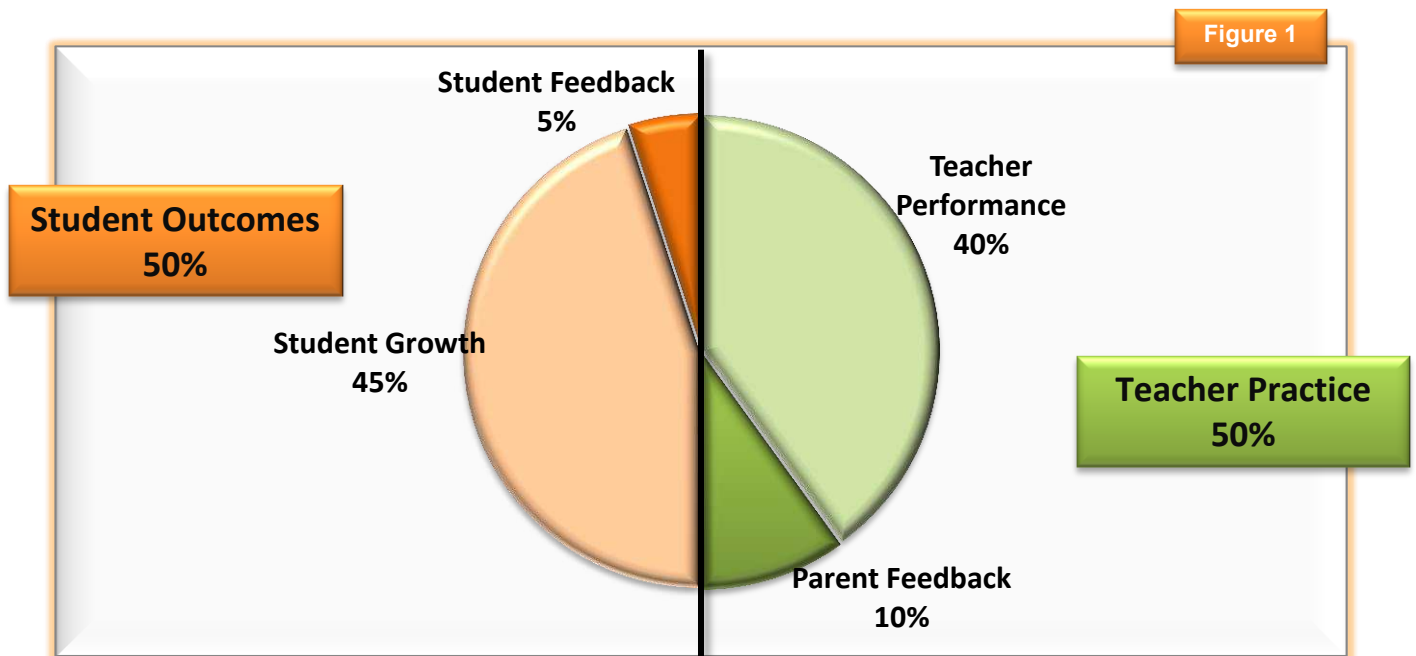
DEFINITION OF CATEGORIES

The two Teacher Practice Indicators are Teacher Performance (40%) and Parent Feedback (10%)

Teacher Performance
In Orange, a combination of self-evaluation, goal-setting to improve practice, and classroom observations will be used to evaluate the teacher's knowledge and application of a complex set of skills and competencies. The Plan includes four rubrics, based on the work of Danielson and Marshall, and a classroom observation form aligned to the rubrics.

Parent Feedback
Involvement of parents in the education of their children is a key factor in successful schools. Each school will collect and analyze feedback from parents in a variety of achievement and environment-related categories and use the data to set a collaborative school-wide goal. Surveys must be reliable, representative, and anonymous. The data will be re-collected at the end of a specified period of time. Supervisors will then use their teachers' collective success and each teacher's individual professional contributions to the achievement of this goal when assessing this category.

The two Student Outcomes Indicators are Student Growth (45%) and Student Feedback (5%)

Student Growth
Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth to be measured for teacher evaluation purposes, the teacher must analyze his/her own achievement data from the previous year's class, as well as the current level of achievement for his/her incoming students. Data analysis will lead to goal setting, and the ongoing collection of data, as well as the end-of-the year data, will become the measurement of success.

Student Feedback
Student feedback will be used similarly to parent feedback in that each school will collect and analyze feedback in a variety of classroom and school environment-related categories and then use the data to set a collaborative school-wide goal. Teachers may also choose to use their own classroom data collections, depending upon their instructional goal in the Teacher Performance category. The same parameters for effective surveying apply.

RUBRICS

Underlying Principle: The purpose of the four Teacher Performance Rubrics is to improve instruction which will result in increased student learning. The guiding assumptions in this process are:
- Every teacher believes instructional improvement is always desirable and possible
- Every teacher believes that excellent instruction is the foremost factor in each student achieving his/her highest potential.
- It is the professional community's responsibility to define clear performance and accountability measures for teaching, student learning, and professional responsibility.
- Fulfilling these three assumptions will promote a positive educational climate.

The four Teacher Evaluation Performance Rubrics (hereafter called "Rubrics") are the culmination of current research about exceptional teaching practices; and, through the use of specific indicators at each level of performance, they summarize these four domains of exceptional teaching:

1. Planning for Active Learning
2. The Classroom Environment
3. Instruction for Active Learning
4. Professional Responsibilities and Teacher Leadership

Self-evaluation using the rubrics is a key component of the Plan, in that only highly reflective teachers can improve their instructional practice. Once yearly, in the spring, the principal and teacher will meet to compare and discuss their rubric evaluation results and to set goals for improvement for the following year.

A Special Consideration Regarding the Rubrics:
A teacher who 'Does Not Meet Standards' (i.e. receives 2's or 1's) in several of the indicators in a specific domain of the rubrics, while not considered ineffective overall, still needs assistance. The teacher will be assigned to a "Focused Intervention Improvement Plan" designed to support the teacher's growth in the specific areas of concern. The "Focused Intervention Plan Form" (similar to the Action Plan Form) will be used to guide the teacher and principal in developing the year's practice goals and the specific action steps to be undertaken.

> Effective teacher evaluation is a powerful combination of reflection, collaboration, and anticipated growth; and the teacher should be the lead in it.

More information about this special consideration can be found in the section defining "Effectiveness and Ineffectiveness."

PERFORMANCE RATINGS OVERVIEW

Based on the Rubrics, and throughout all four of the categories, there are four ratings:

- **Exceeds Standards (4)**
- **Accomplished (3)**

- **Needs Improvement (2)**
- **Does Not Meet Standards (1)**

Having four ratings allows supervisors and teachers to clearly distinguish between effective and ineffective teaching practices. Providing an exceptional rating, "**Exceeds Standards**," also provides an exemplary benchmark towards which even very good teachers can strive.

"**Accomplished**" is the *expected* standard for Orange teachers; it is a high standard, not a 'middle-of-the road' classification. Most teachers will fall within this rating. Thus, its indicators will be considered first, and the other ratings' indicators will be scored up or down *in relationship to this expected standard*. All teachers should strive for, and many will attain, at least some ratings of "**Exceeds Standards**," which represents the ideal -- a reachable, but truly exceptional goal.

E. TIMELINE

The following timeline (Figure 2) is comfortably familiar to most teachers in Orange.

- At the beginning of the year, all teachers will be fully-updated on any changes in the Teacher Evaluation Plan and Process or changes in the Plan's implementation. Training will also be provided in the use of the District's selected platform – *TalentEd Perform* – for those who need it.

- A full orientation will be provided only for teachers new to the district. Support materials, including exemplary samples of all four Goal areas, will be made available through the development of school and district libraries, district-developed resources.

- Professional Development through faculty workshops and collaboration meetings will be ongoing throughout the school year. Principals will continue to work together to coordinate these faculty workshops across the district.

- Every spring each teacher will complete a self-evaluation using the complete set of four Teacher Practice Rubrics which will be used for goal-setting in the following year. TalentEd's 'history' with archive the previous year's rubrics and goals for the teachers' and supervisors' ongoing reference.

- In addition to the following timeline, a supervisor may request a conference with the teacher, using the four Teacher Practice Rubrics, at any time areas of concern related to one or more of the rubrics become apparent.

- In Orange, it is intended that the new Teacher Evaluation Plan become an on-going process for positive school change. Principals should regularly address the features of the Plan, including professional development in specific areas of the rubrics. They should use the Plan to build collaboration and community around the Plan's various goal-setting requirements.

- For the first year of implementation, and as often as is deemed appropriate in subsequent years, Principals may use weekly faculty meeting time to develop and facilitate the components of the Teacher Evaluation Plan.

- In the Fall the Principal will hold several *workshop-style professional development sessions* with teachers (during scheduled faculty meeting time) to implement:

  - The previous year's data analysis and the writing of teachers' individual Student Learning Objectives

  - Writing of the school-wide Parent Feedback Goal and subsequent writing of the teachers' *individual* Parent Feedback Goal.

  - Writing of the school-wide Student Feedback Goal and subsequent writing of the teachers' *individual* Student Feedback Goal.

  - Review and discussions of the expectations detailed in the rubrics. The review of both the vocabulary and ideals outlined in the rubrics may be an ongoing topic of discussion throughout the school year.

  - Review of the teacher's practice goal, selected from the Rubric Review the previous spring.

- In <u>January</u>, the Principal will hold two or more *workshop-style professional development sessions* (during scheduled faculty meeting time) with teachers in which they will self-evaluate and reflect upon their individual goals and begin their mid-year reflections.

- In <u>Spring</u>, the Principal will hold two or more *workshop-style professional development sessions* (during scheduled faculty meeting time) with teachers to:

  o Evaluate <u>new</u> Parent and Student Feedback Survey data and use data to self-evaluate and reflect upon the schools' and teachers' individual goals in these two areas.

  o Analyze in-house data collections to self-evaluate and reflect upon the teachers' SLO goals

  o Assist teachers in their year-end paperwork.

- In accordance with the timeline, the Principal will hold *workshop-style meetings* with teachers (during scheduled faculty meeting time) to implement these same components in a collaborative team style, allowing time for the writing and evaluating of goals throughout the year.

TEACHER EVALUATION TIMELINE FOLLOWS:

Figure 2	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
New Teacher Orientation to Evaluation Plan (Professional Development)	X										
Data distributed to teachers	X										
School Faculty Meetings (set and review school-wide Parent Feedback Goal and school-wide Student Feedback Goal)		X	X			X				X	
Teacher writes Teacher Practice Goal, SLOs, individual Parent Feedback Goal, individual Student Feedback Goal		X	X								
Teachers and grade-level teams collect and analyze data and student work samples		X	X	X	X	X	X	X	X	X	X
Teacher completes the mid-year self-evaluation form for all goals						X					
Mid-Year Check-in with supervisor on goals							X				
New Parent and Student Surveys administered by Principal									X		
Teacher completes a self-evaluation using the four Rubrics for Teacher Practice									X	X	
School Faculty Meeting (discuss recent survey results and assess progress towards school-wide Parent Feedback Goal and school-wide Student Feedback Goal)										X	
Teacher Completes the self-evaluation on ALL goals; prepares data and artifacts										X	X
End-of-Year Check-in with supervisor on goals/results											X

E. PROFFESIONAL DEVELOPMENT

The timeline above represents an extensive year-long overview of the professional development required for Orange to implement the Plan. Teachers and supervisors will discuss the Plan, its various components, its indicators and vocabulary as part of the school's ongoing improvement.

In Year One, this specific professional development about the Plan will take place through school-based workshops, held at least bi-weekly, and led by the Principal.   Teachers and their principal will work together to define indicators, analyze survey data, writing school and individual goals, and manage the data in the districts' selected data-management tool. In subsequent years, this professional development will take place through the instructional modules in TEAM, and will be designed to include teachers new to the district, as well as teachers new to the profession.

Furthermore, the indicators of effective teaching found in the rubrics, as well as the needs determined through the analysis of student learning and the parent and student surveys, will form a *lens* through which all of the additional professional development initiatives will be undertaken by the district. This includes the implementation of the common core standards and the implementation of PBIS.   In other words, because all effective school change happens *through* the ongoing learning and development of the people who work with children, the implementation of this Plan is to be embedded in, not separate from, implementation of other district-wide initiatives.

Team-level or school-level professional development will be differentiated to the needs of the grade-levels or subject areas of the teachers, in accordance with the school's data collections. Team-level and school-level professional development provided to all teachers *will not* be based on the developmental needs of an individual teacher.

Professional Development for Teachers Scoring Below 'Accomplished'

To the degree possible, the supervisor and/or complementary evaluator will assist a teacher who has been rated below 'Accomplished' by: providing specific, individualized coaching; by locating significant, relevant resources for the teacher's use; by providing relevant on-line professional development opportunities; and through ongoing feedback.   A teacher's request for individual professional development on a district PD day must first take into consideration the district's and school's goals.   Thus, the professional development requirements of a teacher falling below 'Accomplished' does not excuse the teacher from scheduled district-level or school-level PD.

To ensure that the Plan is implemented fairly across all four elementary schools, Orange will provide its Supervisors and Complementary Evaluator(s) with the state-required professional development in classroom observation, including training in norming, writing effective feedback, and eliminating bias. This will be accomplished either through a private contractor, state-provided training, or our RESC. This supervisory team will continue to meet in professional development sessions throughout the year to examine normed videos of classroom teachers, to discuss their assessment, and to role-play giving effective feedback. Norming and classroom observation will be a focus of the bi-weekly Administrative Team meetings. All Supervisors and the complementary evaluator(s) will become proficient as required by the State.

F. CAREER DEVELOPMENT AND GROWTH

One significant offering of this Plan is the opportunity for career development and growth for teachers who score in the "Accomplished" and "Exemplary" ranges of evaluation.   Rewarding accomplished performance identified through the evaluation process is a critical step in both building confidence in the evaluation system itself and in building the capacity of all teachers.

Examples of such opportunities include, but are not limited to:
- leading Professional Development or faculty workshops
- leading professional book discussion groups
- chairing data teams or school improvement teams
- undertaking research-based, school-supported initiatives for curriculum, instruction, or technology, etc.
- serving as the grade-level model workshop classroom for push-in professional development
- coaching peers, including peers who have remediation plans
- receiving TEAM training and mentoring early-career teachers
- undertaking focused professional development based on individual goals for continuous growth and development

[NOTE: Internships for 092 graduate-level degree programs, which teachers undertake of their own volition, may resemble, but are independent from, this Plan's evaluation-based career development and growth. Teachers undertaking 092 programs, who do not meet the requirements for "Accomplished" or above, may need to seek an internship elsewhere to complete their 092 requirements.]

Part 1: Teacher Practice

Underlying Principle: Accomplished teachers are continuous, self-reflective learners. They are relentless in their quest to find the right combination of instructional strategies, motivational techniques, and appropriate content to allow all students to excel. The Rubrics provide both teachers and administrators the opportunity to reflect upon performance patterns relative to the Orange Public Schools' Standards, to the Common Core of Teaching, and to quality research.   Each rubric is designed to provide teachers with a profile of their strengths as well as areas in which to set goals for improvement.

> "Classroom teaching is perhaps the most complex, most challenging, and most demanding, subtle, nuanced, rewarding, and yet frightening activity that our species has ever invented."

Effective implementation of the four Rubrics will accomplish the following:
1. Define, recognize, and reinforce exemplary teaching through specific indicators
2. Provide guided assistance in helping teachers individually and collectively identify next steps
3. Provide follow-up structures to support a teacher's areas of weakness.
4. Provide information to the principal and district about Professional Development needs.

Thus, for these principles to be enacted, the role of the Supervisor is an essential one. To that end, Orange's Principals and any additional complementary supervisors will be provided with a minimum of 18 hours of professional development in the spring and summer of 2013, and will engage in on-going professional development throughout every school year. Supervisory professional development will focus on the underlying principles above and throughout this document, including, but not limited to: calibrating their classroom observation skills with other district supervisors; identifying effective vs. ineffective classroom techniques and instructional strategies; using data effectively to write SMART goals; providing effective and honest face-to-face and written feedback; distinguishing between objective and subjective evaluation and eliminating bias; providing special assistance; and using the district's management platforms, *TalentEd Perform* and *BloomBoard*. Supervisors will be trained and deemed proficient.

A. THE RUBRIC PROCESS

First, the teacher and supervisor will *both* complete the four Teacher Practice Rubrics independently by selecting one indicator for each letter in the rubric. The indicator for each letter should be clicked in the correct column, thereby creating an easily recognizable visual pattern of outlined boxes. If the principal is uncertain about the teacher's performance for a particular indicator, he/she should use the teacher's indicator. Teachers may not leave indicators blank in their self-evaluations.

Then, in a private conference, the teacher and supervisor will meet to discuss areas of strength and areas for improvement. The differences in their rubric evaluations and all areas in need of improvement (i.e. any ratings in the bottom two bands) should be discussed.   The supervisor and teacher should also discuss strategies for improvement.

The self-evaluation will take place each May and serve as both a factor in the teacher's summative evaluation for that year _and_ as the vehicle for developing the following year's Teacher Performance Goal(s) for the annual fall goal-setting conference.

If, in the evaluation process, the supervisor and teacher disagree about a specific qualifier in the rubric, the teacher may present evidence for the supervisor to consider and a follow-up conference will be held to review the evidence. At that time, the supervisor's rubric findings may be changed.   If the teacher provides evidence, and the parties still disagree, _and the disputed qualifier changes the outcome in overall rubric evaluation_, the teacher may initiate dispute resolution.   If the teacher does not provide evidence, the supervisor's rating stands.

B. THE OBSERVATION PROCESS

Each teacher should be observed 3 or more times per year. All observations should be followed by feedback, either verbal (e.g., a post-conference, a conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, _within two days of the observation_. The Observation Form, which is aligned to the rubrics, is an excellent tool for providing feedback, called "Talking Points." Supervisors can use their discretion to decide the right number of observations for each teacher based on school and staff needs and in accordance with the Guidelines in Figure 3.

> "School leadership is about hiring great people and empowering them, and it requires a delicate balance between evaluation and encouragement."

There is no distinction between Formal Observation and Informal Observation in this Plan. The required form for this Plan is called "Classroom Observation Form" and is based on the same researched-based principles of effective teaching described in the rubrics. Orange ascribes to the belief that teachers and supervisors alike should make themselves familiar with the rubrics and internalize the agreed-upon criteria for effective teaching. They should also recognize that trust and support result from what happens in the _post-observation_ conference. It is in _post_-conference, that the supervisor comes to understand the teacher's decision-making in the lesson, appreciates and identifies the productive teaching skills, and enables the teacher to grow in effectiveness. Therefore, 'traditional' pre-conferences are not required for most teachers in this Plan and should be replaced with other, district-wide accepted practices, such as collaborative lesson planning, data team meetings, instructional modeling, and so on, in which both the teacher and supervisor are participants.

The pre-conference form and the post-conference form, completed and submitted by the teacher, is required for Year 1 and Year 2 teachers and teachers with remediation action plans. In addition, supervisors should at least three times a year meet with Year 1 and Year 2 teachers and teachers with remediation action plans to go over lesson planning expectations in a conference. Supervisors may also regularly attend grade-level team meetings and use team discussions as a framework for later observations.

Observations from 10 – 40 or more minutes may occur at any time and will always be followed by verbal and/or written feedback, called "talking points." Additionally, whenever the "Classroom Observation Form," or a portion of the Form, is completed, both the supervisor and teacher must sign-off in _TalentEd Perform_ to acknowledge the "Classroom Observation Form" was referenced.

Supervisors are not expected to provide an overall rating for each observation, but they should use observations to collect evidence for the summative assessment of both the Teacher Practice Rubrics and the individual's

Teacher Practice Goal. During observations, evaluators should note specific, evidence-based details about what the teacher and students said and did in the classroom. The supervisor might record "[Teacher's name] asked, 'Which events led up to the Alaskan oil spill?' which is factual, rather than "[Teacher's name] asks good questions," which is judgmental. Once the evidence has been recorded, the evaluator can align the evidence with the appropriate component(s) on the Classroom Observation Form and the Rubrics and *then* make a judgment about which performance level the evidence supports.

A Supervisor's evaluation of a teacher will also be based on observations of the teacher in the classroom, in the halls or on the playground, in PPTs, in conferences with parents, at Professional Development activities, at team meetings, at faculty meetings, and so on. It may also be based on written lesson plans, teacher-created materials, samples of student work, data collections, and so on.

When used, classroom walk-through data collections (such as those collected through *eCove*) may have a dual purpose. First, the data collected electronically may be used by a grade-level team or the whole school to document progress towards a shared instructional goal, (for example, school-wide data might document an increase in 'higher-order questioning' or a reduction in 'transitioning time'.) In such cases, an individual teacher's data **should not** *be* reported out to the larger group without the teacher's permission. Second, the individual teacher and supervisor may choose a specific electronic tool to support an *individualized* goal.   For example, the teacher might seek to improve a group of students' on-task behavior or to increase classroom engagement during discussions. In this case, the individual data **should** be shared with the teacher, and the teacher may reference such data as evidence of improved performance. Classroom walk-through data collection or individualized data collections may be performed by the Complementary Evaluator.

If, in the course of any classroom walk-throughs, *whenever* a supervisor sees a pattern of concern he/she would like to address with a teacher, the walk-through should be followed by a classroom observation with post-conference feedback.

It is understood that, at any time, without notice, a supervisor may observe any professional activity.

Figure 3

Teacher Category	Observations
First and Second Year Novice Teachers	• 3 or more Classroom Observations • All of which include verbal and/or written feedback • 3 of which include a pre-planning conversation • All of which include a post-conference with written feedback • 2 of which are 30+ minutes
Teachers Who Do Not Meet Standards Teacher Improvement and Remediation Plan	• 6 or more Observations (within 120 days) • Address specific performance indicators, as outlined in the Special Assistance Plan • 3 of which include a pre-planning conversation • All of which include a post-conference with written feedback • All of which are 30+ minutes
Teachers who are Accomplished or Above	• 3 or more Observations • 1 of which must be 30+ minutes in the classroom • All of which include verbal and/or written feedback

Orange Public Schools

The following represents the **<u>CLASSROOM OBSERVATION TOOL</u>** and is accessed through *TalentEd Perform*.

NE means there was no evidence of this qualifier in this lesson.

PLANNING ALIGNED TO STANDARDS	4	3	2	1	NE
Knew subject matter well.					
Lesson built on prior instruction.					
Lesson designed for measurable outcomes.					
Lesson provided opportunities for ongoing assessment aligned to objective.					
Lesson design was relevant, motivating, and engaging.					
Classroom resources were organized to support lesson.					
Differentiation was planned.					
<u>Talking Points:</u>					

CLASSROOM ENVIRONMENT	4	3	2	1	NE
High expectations for all were evidenced.					
Teacher and students maintained a controlled, respectful climate.					
Evidence of students' responsibility and self-direction.					
Directions/routines were clear, concise, and achievable.					
Transitions were accomplished to protect instructional time.					
Teacher moved about room, used space well, made eye contact with students.					
Teacher reinforced students positively.					
Clarity, tone, and audibility were appropriate.					
Lesson was coherent, sequenced, smooth, and well-paced.					
Evidence of well-established behavioral standards.					
Student work is posted or published.					
<u>Talking Points:</u>					

INSTRUCTION	4	3	2	1	NE
Lesson objective was posted and communicated.					
Examples were relevant and connected to students.					
Expectations for the quality of work were clear.					
Strategies, instructional resources, and media were engaging.					
Higher-level questioning and/or problem-solving were evident.					
Teacher was enthusiastic and dynamic.					
Teacher checked for understanding, monitored, and adjusted.					
Explanations and redirections were clear.					
Differentiation of instruction was evident.					
Evidence of gradual release of responsibility to students.					
Teacher provided clear and specific feedback.					
Closure was aligned to objective					
<u>Talking Points:</u>					

The following represents the **PROFESSIONAL OBSERVATION TOOL** and is accessed through *TalentEd Perform*.

Professional Feedback

Teacher:	Date:
School:	Time:
Supervisor:	
Professional Responsibility Observed: (i.e. Open House, 504 Meeting, PPT, Parent Conference, Team/Grade Level Meeting, Faculty Meeting, Professional Development, Playground Supervision, etc.	
Talking Points:	
Teacher Response (optional):	
Teacher Signature	Date:
Supervisor Signature	Date:

The following represents the **OPTIONAL PRE- OBSERVATION TOOL** and is accessed through *TalentEd Perform*. The form is optional for the majority of teachers, but required for all new teachers and teachers on remediation action plans.

Optional Pre-Observation FORM for Teacher/Supervisor Use

[To be completed by <u>Teacher</u> for the POST-observation conference with mentor/complementary evaluator/supervisor.]

Teacher: Date:

School: Grade Level/Subject:

Mentor/Supervisor:

What is the purpose (learning target) of my lesson?

Why is it important for students to learn this?

How does this lesson link to student's prior knowledge?

Which students required differentiation and what strategies will I use for them?

How will I assess students have learned?

Lesson segments or steps:	Comments: (what materials, resources, arrangements, discussion questions, assessment tools, strategies, etc.)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

The following represents the **OPTIONAL POST- OBSERVATION TOOL** and is accessed through *TalentEd Perform*. The form is optional for the majority of teachers, but required for all new teachers and teachers on remediation action plans.

Optional Post-Observation FORM for Teacher/Supervisor Use

[To be completed by <u>Teacher</u> for a post-observation conference with mentor/complementary evaluator /supervisor.]

Staff Member: Date:

School: Grade Level/Subject:

Mentor:

1. What was the best part of your lesson? Why?

2. What was supposed to happen during the lesson?

3. What did happen?

4. What accounts for the difference?

5. How did you differentiate?

6. How will the students apply, assess, or communicate what they have learned?

7. How will the students know how close to your expectations their work is and what they can do to improve?

8. What would you do differently next time?

C. FEEDBACK

The goal of feedback is to help teachers grow as educators and become more effective with each and every one of their students. With this in mind, evaluators should be clear and direct after Classroom Observations, presenting their 'talking points' verbally and in writing in a way that is supportive and constructive. In addition, mid-year and summative feedback should be specific and constructive and include:

- Specific evidence and ratings, where appropriate, on observed components of the Rubrics or of the Teacher's Performance Goal
- Prioritized commendations and recommendations for 'next steps' planning
- Redirection is the goals have been accomplished or have gone off-track
- Next steps and recommendations for supports the teacher can use to improve his/her practice
- A timeframe for follow up, if follow-up is expected/requested.

D. RATINGS

Based on the rubrics, there are four ratings:

- **Exceeds Standards (4)**
- **Accomplished (3)**

- **Needs Improvement (2)**
- **Does Not Meet Standards (1)**

"**Accomplished**" is the *expected* standard for Orange teachers; it is a high standard, not a 'middle-of-the road' classification. Most teachers will fall within this rating. Thus, its indicators will be considered first, and the other ratings' indicators will be scored up or down *in relationship to this expected standard*. All teachers should strive for, and many will attain, at least some ratings of "**Exceeds Standards**," which represents the ideal -- a reachable, but truly exceptional goal.

For evaluation purposes, a final rating will be made for each of the four rubrics by adding the numeric value of each indicator and dividing by the total number of indicators (10) *for that rubric*. This is necessary because the rubrics themselves are weighted.

When a teacher's rating in one or more of the rubrics falls below "Accomplished," a Special Assistance Plan for improvement must be put in place. It is not necessary that a teacher be placed on "Needs Improvement" prior to being placed on "Does Not Meet Standards."

> The three questions that deserve million-dollar price tags are those we pose as teachers every day:
> Are my students experiencing the education I hope for them?
> How do I know?
> And, if some are not, what can I do?

Domain 1: Planning

	4	3	2	1
1.a. Knowledge	Is expert in the subject area and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
1.b. Standards	Has a scope and sequence for the year that is tightly aligned with high standards and external assessments.	Plans the year so students will meet high standards and be ready for assessments.	Has done some thinking about how to cover high standards.	Plans lesson by lesson and has little familiarity with state standards.
1.c. Lessons	Designs every lesson with clear, measurable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measurable outcomes aligned with standards and unit goals.	Plans some lessons with consideration of standards and long-term goals.	Plans lessons aimed primarily at entertaining students, filling time, or covering topics of personal choice.
1.d. Assessments	Prepares diagnostic, on-the-spot, interim, and summ-ative assessments aligned to the lesson to monitor each student's learning.	Plans on-the-spot and ongoing assessments aligned to the lesson objective to measure each student's learning.	Assessment criteria are vague and assess the whole class, not individual students, and may be loosely aligned to the objective.	Rarely assesses students' progress, has no plan for assessments, or assessments have no alignment to lesson objectives.
1.e. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans a strategy.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the lesson.
1.f. Monitoring	Works with colleagues to use pre- and interim assessment data, to fine tune unit and lesson planning, to re-teach and help struggling students.	Uses data from pre- and interim assessments to adjust teaching, re-teach, and follow up with struggling students.	Looks over students' work/assessments to see if there is anything that needs to be re-taught.	Administers assessments and moves on without analyzing them and following-up with students.
1.g. Engagement	Designs highly-relevant lessons that utilize engaging strategies, resources, technology, and media.	Designs lessons that use strategies and resources likely to engage most students.	Plans lessons that will catch some students' interest.	Plans lessons with very little likelihood of motivating or involving students.
1.h. Materials	Purposely designs lessons that use a highly-effective mix of quality, multicultural, learning materials and technology.	Designs lessons that use an appropriate mix of materials and technology.	Plans lessons that involve a mixture of good and mediocre learning materials; Rarely uses technology.	Plans lessons that rely mainly on mediocre materials and workbooks or worksheets.
1.i. Differentiation	Designs lessons that address the needs of all levels of learners, including different styles and interests.	Designs lessons that target most learning needs, styles, and interests.	Plans lessons with considerations only to accommodate special needs students.	Plans lessons with no differentiation.
1.j. Environment	Uses room arrangement, to provide access to materials and facilitate student collaboration; uses visual displays to maximize student learning.	Organizes classroom furniture, materials, and displays purposefully to support unit and lesson goals.	Some consideration is given to furniture arrangement and materials; has mostly decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.
	X 4 =	**X 3 =**	**X 2 =**	**X 1 =**
	Total _____ **Total divided by 10 =** _____			

Domain 2: Classroom Environment

	4	**3**	**2**	**1**
2.a. Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and punishments.	Comes up with ad hoc rules and punishments as events unfold during the year, or communicates expectation unclearly.
2.b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward most students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with a few.	Is sometimes unfair and disrespectful to the class; plays favorites.
2.c. Respect	Wins all students' respect and creates a climate in which disruption of learning is unthinkable.	Commands respect and refuses to tolerate disruption.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students; the classroom is frequently chaotic and sometimes dangerous.
2.d. Recognition	Frequently posts students' work with rubrics and publicly celebrates progress to motivate effort.	Regularly posts students' work to make visible their progress with respect to standards.	Posts some excellent student work as an example to others.	Posts only a few samples of student work or none at all.
2.e. Responsibility	Leads all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; students are dependent on the teacher to behave.
2.f. Repertoire	Has a highly-effective discipline repertoire and captures and holds students' attention without disruption to learning.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and students are frequently not paying attention.	Has few discipline skills and constantly struggles to get students' attention.
2.g. Efficacy	Maximizes coherence, momentum, and transitions so that every minute of classroom time produces learning.	Maintains academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses and or gives-up teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time due to confusion, lack of planning, interruptions, and ragged transitions.
2.h. Prevention	Is alert, poised, dynamic, and self-assured and foresees virtually all discipline problems before they occur.	Has a confident, dynamic presence and quickly intervenes and redirects discipline problems.	Tries to prevent discipline problems but they frequently escalate; relies on outside assistance.	Is unsuccessful at preventing discipline problems, and they frequently escalate into administrative concerns.
2.i. Incentives	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Gets students to buy into a highly effective system of incentives linked to extrinsic rewards.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Extrinsic rewards are given out, but unearned.
2.j. Communication	Consistently communicates the established learning and behavior expectations and references those expectations in communications with parents.	Gives parents clear expectations for student learning and behavior for the year.	References a list of classroom rules for behavior on an as-needed basis.	Doesn't inform parents about expectations.
	X 4 =	**X 3 =**	**X 2 =**	**X 1 =**
	Total _____ **Total divided by 10 =** _____			

Domain 3: Instruction

	4	**3**	**2**	**1**
3.a. Goals	Shows students exactly what's expected by modeling essential questions, goals, rubrics, and exemplars.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals/target.	Tells students what to do without conveying a purpose.	Begins lessons without giving students a clear sense of what to do.
3.b. Clarity	Always presents material clearly and explicitly, with well-chosen examples and vivid language.	Often uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.
3.c. Questioning	Poses high-level questions requiring students to analyze, synthesize, and evaluate.	Poses high-level questions to foster thinking and/or discussion.	Poses questions that elicit common knowledge or simple recall	Poses questions with yes/no answers or no answer required; or answers own questions.
3.d. Engagement	Gets all students highly involved in focused work in which they are active problem-solvers; hooks each students' interest; and helps each student make real-world connections.	Has students actively think about, discuss, and use the ideas and skills being taught; presents or discusses real-world connections.	Attempts to get students actively involved but some students are disengaged; is only sometimes successful in making the subject interesting or relating real-world connections.	Mostly lectures to passive students or has them plod through textbooks and worksheets; doesn't hook students' interest or make connections to their lives.
3.e. Differentiation	Orchestrates highly effective strategies, materials, and groupings to successfully skillfully differentiate and scaffold for all students.	Uses effective strategies, materials, and groupings to accommodate most students' learning needs.	Uses a limited range of classroom strategies with mixed success in accommodating students with learning deficits.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
3.f. Academic Rigor	Seizes an opportunity to build on the lesson, seamlessly adjusting activities for individual students who access information quickly.	Uses effective, on-the-spot strategies to enrich an activity for students who access the information easily.	Directs the activities to the 'middle' and adjusts for students who access information easily by assigning 'more of the same.'	Directs the activities to the 'middle' with no adjustments.
3.g. Feedback	Consistently provides feedback to students in a variety of formats that the student can access in a timely fashion for goal-setting and real-time learning.	Provides timely verbal or written feedback which describes strengths and weaknesses and includes suggestions for improvements.	Students sometimes receive verbal or written feedback, but it is inconsistent, untimely, and/or does not guide improvement.	Feedback is non-existent, general, or provided as letter/number/symbol feedback, and is not timely.
3.h. Student Self-Assessment	Has students set ambitious goals, self-assess, and take responsibility for improving their own performance.	Has students set goals, and self-assess to know where they stand academically.	Urges students to look over their work to see where they had trouble.	Allows students to move on without assessing and improving problems in their work.
3.i. Teachable Moments	Deftly adapts lessons to incorporate teachable moments and correct misunderstandings in students' prior knowledge.	Flexibly changes the lesson to take advantage of teachable moments and correct misconceptions in prior knowledge.	Sometimes doesn't take advantage of teachable moments or correct misconceptions in prior knowledge.	Is rigid and inflexible with lesson plans
3.j. Application / Assessment	Consistently assesses; has students summarize what they learn and apply it in a new context; assigns highly-engaging homework;.	Leads students to sum up what they have learned and apply it using a different example; assigns appropriate homework.	Sometimes brings closure to lessons; assigns homework, but rarely follows-up.	End lessons without closure or application; homework is often unrelated and unaccounted for.
	X 4 =	**X 3 =**	**X 2 =**	**X 1 =**
	Total _____ Total divided by 10 = _____			

Domain 4: Professionalism and Leadership

	4	**3**	**2**	**1**
4.a. Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' cultures and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes lacks sensitivity.	Is often insensitive to or unaware of the culture and beliefs of students' families.
4.b. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome any time. Makes sure parents hear positive news first and immediately flags any problems.	Responds promptly to parent concerns and makes parents feel welcome. Promptly tells parents of behavior and learning problems, makes suggestions, and also updates parents on good news.	Is slow to respond to some parent concerns or comes across as unwelcoming. Tells parents about problems their children are having but rarely makes suggestions or mentions positive news.	Does not respond to parent concerns or makes parents feel unwelcome in the classroom. Seldom informs parents of concerns or positive news about their children.
4.c. Reliability	Completes paperwork conscientiously and punctually; keeps meticulous records.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips paperwork, makes errors in records, and misses paperwork deadlines.	Frequently skips paperwork, makes errors in records, and misses deadlines.
4.d. Support	Makes sure that students who need specialized diagnosis receive support services immediately.	Refers students for specialized diagnosis and support services when necessary.	Sometimes doesn't refer students for support services, and/or refers students who don't need it.	Often fails to refer students for support services or refers students who do not need them.
4.e. Presentation	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses unprofessionally and/or violates boundaries.	Regularly acts and/or dresses unprofessionally and/or violates boundaries.
4.f. Judgment	Is invariably ethical, honest, and forthright; uses impeccable judgment and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student records.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses confidential information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses confidential information.
4.g. Leadership	Frequently contributes valuable expertise and instills in others a desire to improve student results.	Is a positive team player; contributes expertise and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely, if ever, contributes ideas that might help improve the school.
4.h. Openness	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive or passively listens to feedback and suggestions.	Is very defensive about criticism and resistant to change.
4.i. Collaboration	Is a leader in helping to plan lessons, units, and assessments; in sharing materials and ideas; in analyzing student work samples; in suggesting curriculum revisions.	Collaborates with colleagues to plan units, lessons, and assessments; to share teaching ideas and analyze student work.	Meets with colleagues to 'show and tell' lessons and discuss students who are struggling without offering suggestions	In meetings with colleagues, conversation lacks any educational substance.
4.j. Growth	Actively seeks new ideas and engages in action research to find, effectively implement, and model what works best for colleagues.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new classroom practices.	Is not open to ideas for improving teaching and learning.
	X 4 =	**X 3 =**	**X 2 =**	**X 1 =**
	Total _____		**Total divided by 10 = _____**	

BACK

Orange Public Schools

RUBRIC: Curriculum Specialists: Math/Science and Language Arts

Domain 1: Planning				
Exceeds Standards	**Accomplished**	**Needs Improvement**	**Does Not Meet Standards**	NOT FOR USE
4	3	2	1	
				[3] -- Keeps abreast of current research and developments in curriculum and instruction through reading, attending conferences, workshops, consortium, state and regional councils and assists the staff in incorporating research in classroom instruction.
				[3] -- Knows the subject matter well and has a good grasp of child development and how students learn.
				[3] -- Engages in long-term planning to achieve a balanced and articulated program through the elementary grades.
				[3] -- Collaborates with the Director of Curriculum, principal, and staff to develop integrated curriculum for the school and district.
				[3] -- Plans the scope and sequence so students will meet high standards and be ready for assessments.
				[3] -- Researches and models multi-disciplinary practices to improve learning opportunities for all students.
				[3] -- Works with all teachers to improve instruction.
				[3] -- Designs lessons for tiered students focused on measurable outcomes aligned with students' needs, Common Core Standards, and goals.
				[3] -- Plans on-the-spot and ongoing assessments to measure each student's learning.
				[3] -- Uses data from interim assessments to adjust teaching, re-teach, and follow-up with struggling students.
	X 4 =	X 3 =	X 2 =	X 1 =
	Total _____		Total divided by 10 = _____	

RUBRIC: Curriculum Specialists: Math/Science and Language Arts

Domain 2: Management				
Exceeds Standards	Accomplished	Needs Improvement	Does Not Meet Standards	NOT FOR USE
4	3	2	1	
				[3] -- Coordinates the ongoing development, implementation, evaluation, and revision of the school's curriculum, instruction, and tiered intervention.
				[3] -- Assists the Principal and Director of Curriculum in the development and administration of the budget for the school and district.
				[3] -- Assists teachers and the Library Media Specialist in selecting and organizing materials to support the curriculum and student needs.
				[3] -- Assists in training support staff in instruction, tiered interventions, support systems, data collection, and methodologies.
				[3] -- Works with The Director of Curriculum, the Library Media Specialists, Principal, and classroom teachers in the application of technology in instruction and support.
				[3] -- Assists teachers in implementing a procedure for systematic maintenance of student progress records, data collection, work samples, and portfolios from Kindergarten to Grade 6 by collecting data.
				[3] -- Co-chairs or Chairs grade-level meetings, professional development workshops, or committees as necessary.
				[3] -- Assists in designing tiered instructional programs for the support staff's implementation.
				[3] -- Evaluates support staff, providing opportunities for their self-evaluation, and helps determine goals for improvement.
				[3] -- Inventories, manages, replaces, and selects materials appropriate to the needs of students and the instructional goals of the school.
	X 4 =	X 3 =	X 2 =	X 1 =
	Total _____		Total divided by 10 = _____	

RUBRIC: Curriculum Specialists: Math/Science and Language Arts

Domain 3: Instruction / Implementation				
Exceeds Standards	Accomplished	Needs Improvement	Does Not Meet Standards	NOT FOR USE
4	3	2	1	
				[3] -- Assists the school staff in developing strategies for different learning styles or problems.
				[3] -- Observes students during classroom instruction in order to monitor and adjust the classroom curriculum and their individual support programs.
				[3] – Is a leader among teachers in increasing student learning and strengthening school climate.
				[3] – Regularly shares and analyzes data, provides expertise, and contributes ideas when meeting with classroom teachers and grade level teams.
				[3] -- Provides ongoing curriculum support and staff development, including but not limited to, demonstrations, modeled lessons, and skill-related workshops.
				[3] -- Participates in the development of Individual Education Plans and in Child Study and Planning and Placement Teams when learning issues are apparent.
				[3] -- Assists in designing tiered instructional programs for the support staff's implementation.
				[3] -- Provides effective direct instruction to students based on current data, using in-house universal screening tools, district assessments, intervention reports, and input from teachers, as applicable.
				[3] -- Gives students a clear sense of purpose by appropriately explaining their current level of achievement, helping them to identify and use their strengths, and developing with them their goals/targets.
				[3] – When working with both students and staff, uses clear explanations, appropriate language, and relevant examples.
				X 4 = X 3 = X 2 = X 1 =
				Total _____ Total divided by 10 = _____

RUBRIC: Curriculum Specialists: Math/Science and Language Arts

Domain 4: Professionalism and Leadership

Exceeds Standards	Accomplished	Needs Improvement	Does Not Meet Standards	NOT FOR USE
4	**3**	**2**	**1**	
				[3] -- Communicates respectfully with students, parents, and staff and is sensitive to different families' cultures and values.
				[3] -- Responds promptly to parents' and staffs' concerns and makes individuals feel valued. In the SRBI process, promptly and accurately communicates to parents their child's learning struggles and planned interventions; also makes suggestions and updates parents on good news, as appropriate.
				[3] -- Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.
				[3] -- Refers students for specialized diagnosis and support services when necessary.
				[3] -- Demonstrates professional demeanor and maintains appropriate boundaries.
				[3] -- Is ethical and forthright, uses good judgment, and maintains confidentiality with student records.
				[3] -- Is a positive team player; contributes expertise and time to the overall mission of the school.
				[3] -- Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.
				[3] -- Collaborates positively with and among colleagues, the Director of Curriculum, the Principal, the BOE, the RESC, and the State agencies as required; reflects a positive image for the district in public.
				[3] -- Seeks out and brings back effective teaching ideas from out-of-district colleagues, workshops, and other sources and implements them well in-district.
	X 4 =	**X 3 =**	**X 2 =**	**X 1 =**
	Total _____		**Total divided by 10 =** _____	

RUBRIC: Library Media Specialists

Domain 1: Planning				
Exceeds Standards	Accomplished	Needs Improvement	Does Not Meet Standards	NOT FOR USE
4	3	2	1	
				[3] -- Keeps abreast of current research and developments in library media science through reading, attending conferences, workshops, consortium, state and regional councils and assists the staff in incorporating research in instruction and practice.
				[3] – Keeps abreast of current trends in technology and sets goals for the future based on the skills, awareness, and access students will need to become 21st century learners.
				[3] – Establishes yearly and long-term goals for the library media program aligned with the district's mission, goals, and objectives.
				[3] – In coordination with the building principal or Director of Curriculum, writes and applies for grants as appropriate to support the library media goals.
				[3] – Works to expand students' and teachers' knowledge of and access to library media materials and technologies.
				[3] -- Plans a scope and sequence of articulated K – 6 (or 1 – 6) curriculum so students will meet high standards and be ready for the benchmark assessments.
				[3] -- Researches and models multi-disciplinary practices to improve the library media learning opportunities for all students.
				[3] -- Designs library media lessons for Special Education and tiered students focused on measurable outcomes aligned with students' needs, Common Core Standards, and goals.
				[3] -- Plans on-the-spot and ongoing assessments to measure each student's learning in the library media program.
				[3] – Advances the purposes of the library media program by recruiting and training parent and student volunteers for well-planned and strategic responsibilities.
				X 4 = X 3 = X 2 = X 1 =
				Total _____ Total divided by 10 = _____

RUBRIC: Library Media Specialists

Exceeds Standards	Accomplished	Needs Improvement	Does Not Meet Standards	**Domain 2: Management** NOT FOR USE
4	3	2	1	
				[3] – Creates a friendly, welcoming, and open library media environment.
				[3] -- Administers the library media program, developing systems, policies, and procedures which ensure equitable and relevant access, efficiencies, services, and achievement.
				[3] -- Inventories, classifies, manages, replaces, and selects materials appropriate to the needs of students and the instructional goals of the school.
				[3] – Selects, purchases, and shares with teachers and students library media resources and equipment which ensure the ongoing development and forward progress of the school's library media program.
				[3] -- Develops and administers the library media and technology budget for the school; contributes input to the district library media budget.
				[3] -- Assists teachers by selecting, purchasing, organizing, and communicating the appropriate materials to support their grade-level curricular needs and the common core standards.
				[3] – In coordination with the building principal or Director of Curriculum, writes and applies for grants as appropriate to support the library media goals.
				[3] – Maintains circulation and collection records, providing regular reports as requested; maintains and updates all related databases.
				[3] – Works with the school staff in the development of a schedule for effective use of the library by all kinds of groups, (i.e. from full classes to small student groups)
				[3] – Conducts an annual survey as a means of evaluating the library media program and its services and to provide a forum for faculty and students' input and suggestions.
	X 4 =	X 3 =	X 2 =	X 1 =
	Total _____ Total divided by 10 = _____			

BACK

RUBRIC: Library Media Specialists

Domain 3: Instruction / Implementation				
Exceeds Standards	Accomplished	Needs Improvement	Does Not Meet Standards	NOT FOR USE
4	3	2	1	
				[3] -- Assists the school staff in developing strategies for effective research and use of technologies for students with different learning styles or problems.
				[3] – Plans and provides group and individual instruction in information resources, research strategies, and technologies, incorporating the use of information literacy skills.
				[3] – Develops in students the attitudes, habits, analysis, and skills that will enable them to become lifelong readers, researchers, and learners.
				[3] – Regularly shares, analyzes resources and new technologies, provides expertise, and contributes ideas when meeting with classroom teachers and grade level teams about their curriculum.
				[3] – Demonstrates and models current, innovative methodologies and technologies for library media literacy.
				[3] – Actively teaches and promotes reading and library use through such extended activities as storytelling, book-talks or book-clubs, displays, newsletters, promotional programs, and special events.
				[3] – Develops bibliographies, displays, bulletin boards, etc. to support school themes, extend the classroom curriculum, and promote reading and literacy.
				[3] -- Provides effective direct instruction to students based on current data, using in-house universal screening tools, district assessments, intervention reports, and input from teachers, as applicable.
				[3] – Provides staff development opportunities in the use of information resources in a variety of formats and in the integration of information literacy skills throughout the curriculum.
				[3] – When working with both students and staff, uses clear explanations, appropriate language, and relevant examples.
	X 4 =	X 3 =	X 2 =	X 1 =
	Total _____		Total divided by 10 = _____	

RUBRIC: Library Media Specialists

Domain 4: Professional Responsibilities				
Exceeds Standards	Accomplished	Needs Improvement	Does Not Meet Standards	NOT FOR USE
4	3	2	1	
				[3] – Communicates respectfully with students, parents, and staff and is sensitive to different families' cultures and values.
				[3] – Responds promptly to staffs' and students' needs and supports them with updated and related materials and resources.
				[3] – Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.
				[3] – Is an instructional leader among teachers, parents, and students and works to enhance student achievement.
				[3] – Demonstrates professional demeanor and maintains appropriate boundaries.
				[3] – Is ethical and forthright, uses good judgment, and maintains confidentiality with student records.
				[3] – Serves as the staff's and students' primary advisor on the ethics of copyright and intellectual freedom.
				[3] – Is a positive team player; contributes expertise and time to the overall mission of the school.
				[3] – Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.
				[3] – Collaborates positively with and among colleagues, the Director of Curriculum, the Principal, the BOE, the RESC, and the State agencies as required; reflects a positive image for the district in public.
	X 4 =	X 3 =	X 2 =	X 1 =
	Total _____		Total divided by 10 = _____	

RUBRIC: ESL Specialist

Domain 1: Planning

Exceeds Standards	Meets Standards	Needs Improvement	Does Not Meet Standards	NOT FOR USE
4	3	2	1	
				[3] -- Keeps abreast of current legislation and research in ESL through reading, attending conferences, workshops, consortium, state and regional councils and assists the staff in incorporating legislation and research in practice.
				[3] – Keeps abreast of current trends in ESL and technology, such as *Mango*, and sets goals for the future based on the access ELLs and their families will need to become 21st Century learners.
				[3] – Find texts that are adapted to content areas for each proficiency level (1-2; 3-4; 4-5); finds texts which encourage cultural diversity and makes recommendations to schools.
				[3] – In coordination with the building principal or Director of Curriculum, writes and applies for grants as appropriate to support ESL goals.
				[3] – Works to expand students' and teachers' knowledge of and access to ESL strategies, techniques, and technologies.
				[3] -- Plans a scope and sequence of articulated K – 6 curriculum so ELL students will meet high standards and be ready for the benchmark assessments.
				[3] -- Researches and models multi-disciplinary practices to improve the learning opportunities for all ELL students.
				[3] -- Designs lessons for eligible ELL students focused on measurable outcomes aligned with Common Core, ELL Frameworks, and individual student needs.
				[3] -- Plans on-the-spot and ongoing assessments to measure each ELL student's learning.
				[3] – Advances the purposes of the ESL program by recruiting and training parent and student volunteers for well-planned and strategic responsibilities.
				X 4 = X 3 = X 2 = X 1 =
				Total _____ Total divided by 10 = _____

RUBRIC: ESL Specialist

Exceeds Standards	Meets Standards	Needs Improvement	Does Not Meet Standards	**Domain 2: Management**
4	3	2	1	NOT FOR USE
				[3] – Creates a friendly, welcoming, and open ESL environment for students and their families.
				[3] -- Identifies English Language Learners via IPT Ballard-Tighe Oral.
				[3] -- Develops a progress monitoring tool and issues to each English Language Learner at the end of a marking period. Progress Monitor student performance on Mango.
				[3] – Selects, purchases, and shares with teachers and students ESL resources which ensure the ongoing development of the district's ESL program.
				[3] -- Holds identification meetings with parents, teachers and other support staff as needed to create an individualized language plan for each student.
				[3] -- Monitor students proficiency levels by testing every Spring and report to the state database.
				[3] – Completes Title III annual reports.
				[3] – Coordinates standardized testing for ELL learners as required.
				[3] – Assesses yearly achievements in an annual meeting with parents, teachers, and other support staff as needed.
				[3] – Completes an annual report/summary for the Director of Curriculum / Superintendent as a means of evaluating ESL program and services and to provide a forum for faculty and families' input and suggestions.
				X 4 =　　X 3 =　　X 2 =　　X 1 =
				Total _____　　Total divided by 10 = _____

RUBRIC: ESL Specialist

Exceeds Standards	Meets Standards	Needs Improvement	Does Not Meet Standards	Domain 3: Instruction / Implementation
4	**3**	**2**	**1**	NOT FOR USE
				[3] -- Provides and differentiates instruction (according to proficiency level) for English Language Learners using an English Language Development program for grades K-6.
				[3] – Consults with content area teachers to assist in planning differentiated lessons within the general education classroom (grades K-6).
				[3] – Develops in students the attitudes, habits, analysis, and skills that will enable them to become lifelong learners.
				[3] – Regularly shares, analyzes resources and new technologies, provides expertise, and contributes ideas when meeting with classroom teachers and grade level teams about ELLs.
				[3] – Demonstrates and models current, innovative methodologies and technologies to benefit English Language Learners.
				[3] – Fosters the home school connection (translates school documents, provides informational nights, updates ESL webpage, and arranges translators for meetings and test settings)
				[3] – Develops books lists of culturally relevant books relating to student population within each individual school
				[3] -- Provides effective direct instruction to ELL students based on current data.
				[3] – Provides staff development opportunities in differentiation for ELL learners.
				[3] – When working with students, families, and staff, uses clear explanations, appropriate language, and relevant examples.
	X 4 =	**X 3 =**	**X 2 =**	**X 1 =**
	Total _____ Total divided by 10 = _____			

RUBRIC: ESL Specialist

Domain 4: Professional Responsibilities

Exceeds Standards	Meets Standards	Needs Improvement	Does Not Meet Standards	NOT FOR USE
4	3	2	1	
				[3] – Communicates respectfully with students, parents, and staff and is sensitive to different families' cultures and values.
				[3] – Responds promptly to staffs' and students' needs and supports them with updated and related materials and resources.
				[3] – Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.
				[3] – Is an instructional leader among teachers, parents, and students and works to enhance student achievement.
				[3] – Demonstrates professional demeanor and maintains appropriate boundaries.
				[3] – Is ethical and forthright, uses good judgment, and maintains confidentiality with student records.
				[3] – Advocates for the ESL program and on behalf of ELLs and their families as necessary to meet immediate and long-range needs.
				[3] – Is a positive team player; contributes expertise and time to the overall mission of the school.
				[3] – Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.
				[3] – Collaborates positively with and among colleagues, the Director of Curriculum, the Principal, the BOE, the RESC, and the State agencies as required; reflects a positive image for the district in public.
				X 4 = X 3 = X 2 = X 1 =
				Total _____ Total divided by 10 = _____

INSERT ADDITIONAL NON-CLASSROOM TEACHER RUBRICS HERE

1. SCHOOL PSYCHOLOGIST, SOCIAL WORKER
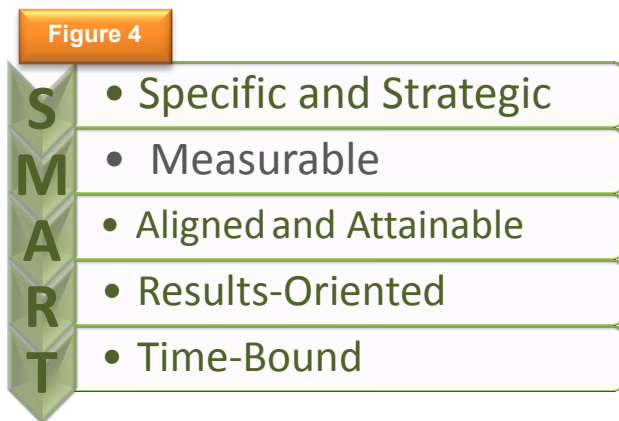2. SPEECH LANGUAGE

BACK

E. TEACHER PERFORMANCE AND GOAL-SETTING

<u>Underlying Principle</u>: While, of course, Orange wants students to perform well on standardized tests, the deeper emphasis is on educating the "whole child." Our teachers should therefore develop in themselves teaching practices which will result in their students becoming *increasingly* more creative thinkers and stronger problem-solvers. Our teachers' performance should be *passionately* aligned to the complexities of the academic, civic, and social development of their students. Their instruction should continuously become richer through their work with their colleagues to develop *challenging* problem-based tasks which students will research and solve collaboratively. These tasks should replicate real world dilemmas which cross several different disciplines and involve ethical, as well as academic, questions. They should be relevant and engaging.

As mentioned in the Overview, teachers will develop one or two Performance Goals that are aligned to the previous year's Rubrics, while also taking into consideration their previous year's data collections, parent feedback, research investigations, and ongoing reflections about the depth and richness of their own practice. These goals will provide a focus for the coming year's observations and feedback conversations.

How to Write Goals:

At the start of the year, each teacher will work with his/her Supervisor to collaboratively develop the Performance Goal(s). All goals should have a clear link to student achievement and advance the teacher's practice in the Rubrics. Teachers *may* decide to embrace a grade-level team goal or a school-wide goal, but should not feel compelled to do so. For example, if the school decides to focus on improving questioning and discussion techniques, the teacher may choose that goal as well.

Figure 4

S	• Specific and Strategic
M	• Measurable
A	• Aligned and Attainable
R	• Results-Oriented
T	• Time-Bound

By June 201_, I will use higher-order questioning and discussion techniques which actively engage at least 85% of my students in discussions which promote deeper understanding of the content, increased interaction among the students, and increased opportunities to extend thinking.

Additional information on SMART goals can be found in FORM D: "TEACHER Performance SMART Goal(s)."

Supervisors and the complementary evaluator(s) should suggest the use of electronic tools which they have available through [*TeachScape* or *eCove*] which will help in the collection of data supporting a teacher's goal(s). They should also specifically address their observations towards these goals as often as possible. Goals and the planned action steps should be formally discussed during the mid-year conference and the end-of-year conference.

Additional Examples of SMART Goals:

Add 'Best Practice' examples will go here

The following represents **TEACHER PERFORMANCE GOAL TEMPLATE** and is accessed through *TalentEd Perform*.

TEACHER Performance SMART Goal(s) Template

Each teacher must develop one or two Teacher Practice Goals (40%) aimed at improving the teacher's practice. The teacher should care about and be deeply vested in any goal he/she chooses to undertake, as these goals provide a focus for the Supervisor's observations and feedback conversations. The goal(s) should be based on relevant student learning data, the teacher's self-assessment using the rubrics, feedback from colleagues and the supervisor, and previous professional development. Goals should have a clear link to improving student achievement through changes in practice. They should also move the teacher toward "Accomplished" (if below) or "Exceeds Standards" on the four Teacher Practice Rubrics.

Goals should be SMART Goals and use the 1 – 3 – 5 Model below: Specific and Strategic, Measurable, Aligned and Attainable, Results Oriented, and Time-Bound.

Instructions: Complete this section for your **first** goal. At least one goal is **required**. Use your completed Teacher Practice Rubrics to find areas of improvement.			
1 Performance and Practice Goal #1 (required):			

3 Reasons for Goal #1 (required):
     1.
     2.
     3.			

5 Action Steps for Goal #1 (required):
     1.
     2.
     3.
     4.
     5.			

Mid-Year Self-Reflection: (Describe your overall progress/data collection.)		**Final (Summative) Self-Reflection:** (Describe your overall progress/data collection)	
Mid-Year: (Describe action steps taken to accomplish this result.)		**Final (Summative):** (Describe action steps taken to accomplish this result.)	
Supervisor's Mid-Year Comments:		**Supervisor's Summative Comments:**	
4: Exceeded the Goal	**3: Met the Goal**	**2: Partially met the Goal**	**1: Did Not Meet the Goal**
Teacher's Signature: (Signing form does not constitute agreement. Teacher may attach a statement.)			**Date:**
Supervisor's Signature:			**Date:**
Instructions: Complete this section for your **second (optional)** goal. Only one goal is **required**. Use your completed Teacher Practice Rubrics to find a second area of improvement.			

1 Performance and Practice Goal # 2 (optional):			

3 Reasons for Goal #2 (optional):
        1.
        2.
        3.			

5 Action Steps for Goal #2 (optional):
        1.
        2.
        3.
        4.
        5.			

Mid-Year Self-Reflection: (Describe your overall progress/data collection.)		**Final (Summative) Self-Reflection:** (Describe your overall progress/data collection.)	
Mid-Year: (Describe action steps taken to accomplish this result.)		**Final (Summative):** (Describe action steps taken to accomplish this result.)	
Supervisor's Mid-Year Comments:		**Supervisor's Summative Comments:**	
4: Exceeded the Goal	**3: Met the Goal**	**2: Partially met the Goal**	**1: Did Not Meet the Goal**
Teacher's Signature: **(Signing form does not constitute agreement. Teacher may attach a statement.)**			**Date:**
Supervisor's Signature:			**Date:**

F. PARENT FEEDBACK GOAL (10%)

Underlying Principles: Parents are a vital component in assessment of the success of school leaders and teachers. Surveys measuring parent satisfaction should be conducted at the whole-school level, meaning parent feedback will be analyzed at the school level. Parent surveys must be administered in a way that allows all parents to participate and makes parents feel comfortable providing feedback anonymously and without fear of retribution. The parent survey should be administered every spring and trends analyzed from year-to-year.

In the first year of implementation of this Plan, 2013-2014, Orange's baseline parent feedback will come from the "Strategic Planning Committee's 2012-2013 Survey," which can be filtered by school.   Teachers will work collaboratively with their Principal to analyze the data and create a school-wide SMART goal based on a specific area of the survey needing attention. A new survey will be administered each spring and should contain questions which measure the SMART Goal and serve as the success indicator for that school year. It should also include the broad questions which will become the baseline for future goal-setting.   Schools are encouraged to revise their own surveys based on their data needs.

In determining the School-Level Parent Goal, (a SMART goal), the Principal and teachers should review the parent survey results at the beginning of the school year in a whole-school faculty meeting, identify a specific area of need, and set 1 – 2 collaborative parent-engagement SMART goals based on the survey results. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving the structure of Open House or parent-teacher conferences, or welcoming new parents more effectively into the community, etc.

> "One looks back with appreciation to a brilliant teacher, but with gratitude to those who touch our human feelings. The curriculum is so much necessary raw materials, but warmth is necessary for the growing plant and the soul of a child."

After the School-Level Parent Goal has been set, individual teachers will determine, through consultation and mutual agreement with their Supervisor, the individualized parent goal they would like to pursue as part of their evaluation. Teachers will set improvement targets relevant to the goal they select.   For instance, if the School-Level Parent Goal is to improve parent communication, an individual teacher's improvement target could be sending bi-weekly updates to parents or developing a new website for their class.   Part of the Supervisor's job is to ensure (1) the teacher's individual goal is related to the overall School-Level Parent Goal, and (2) that the improvement targets are aligned and attainable.
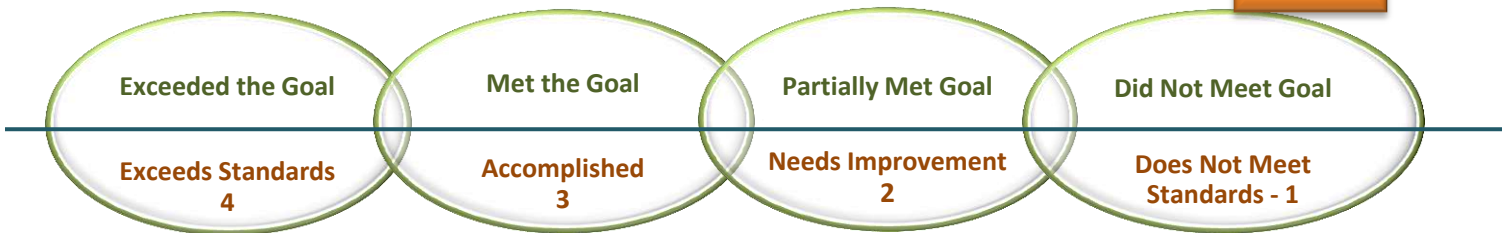
Teachers and Principals should use their judgment in setting growth/improvement targets for the parent feedback category. There are two ways a teacher can measure and demonstrate progress on their growth targets. A teacher can (1) measure how successfully they implemented their individual strategy by providing examples, and/or (2) they can collect evidence directly from parents to measure the parent-level indicators they generate. For example, a teacher could conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

The Parent Feedback rating (10%) should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets and has contributed to the school-wide goal. This is accomplished through a review of the evidence provided by the teacher and the Supervisor's observations of the teacher's efforts. The following scale applies:

Figure 5

Exceeded the Goal	Met the Goal	Partially Met Goal	Did Not Meet Goal
Exceeds Standards 4	Accomplished 3	Needs Improvement 2	Does Not Meet Standards - 1

Note: The progress the school makes on the <u>School-Level Parent Goal</u>, as measured by the new survey results, is a component of the Principal's Evaluation.

Examples: **<u>School-Based Goals</u> for Parent Feedback**	Examples: **<u>One of these Individual Goals</u> which support School-Based Goals**
Increase the percentage from 68% to 90% of parents who say "Always" to the statement "My child's teacher communicates with parents."	• I will send home progress reports for math with each child every two weeks. OR • Every other Friday, my 6th grade students will use their work folders to write a brief letter to their parents summarizing their progress in reading and math. OR • I will utilize email and telephone to update or inform parents on their child's progress.
Increase the percentage from 56% to 75% of parents who say "Always" to the statement "I feel comfortable talking to my child's teacher about an issue concerning my child."	• I will revise my Open House letter and my pre-conference handouts to make sure I am 'inviting' parents to talk to me. OR • I will call each child's parents once by October 15th to encourage communication.
<u>Decrease</u> the percentage of parents who say their *first* choice for information about our school is 'other people' (63% to 40%) while <u>increasing</u> the percentage of parents who say their *first* choice for information is the school webpage (52% to 70%).	• I will update my classroom webpage weekly on Mondays. OR • I will submit classroom news items for the webpage once per month.

The following represents **TEACHER PARENT FEEDBACK GOAL FORM** and is accessed through *TalentEd Perform*.

Parent Feedback Goal Template

Each teacher must develop one *individualized* goal (10%) aimed at supporting the School-Based Goal decided upon by the Principal and Staff following the analysis of the parent survey. The teacher should care about and be deeply vested in any goal he/she chooses to undertake in support of the school's action plan. The goal can be supported either by an individualized survey of classroom parents, or by the collection of other data or artifacts, such as samples of handouts, feedback, etc.

Goals should be SMART Goals: Specific and Strategic, Measurable, Aligned and Attainable, Results Oriented, and Time-Bound.

Teacher Parent Feedback Goal:

Instructions: Complete this section for your **school-based parent feedback** goal. Must be based on school-wide collaborative feedback data and goal.			
1 Performance and Practice Goal (required):			
3 Reasons for Goal (required): 1. 2. 3.			
5 Action Steps for Goal (required): 1. 2. 3. 4. 5.			
Mid-Year Self-Reflection: (Describe your overall progress/data collection.)		**Final (Summative) Self-Reflection:** (Describe your overall progress/data collection)	
Mid-Year: (Describe action steps taken to accomplish this result.)		**Final (Summative):** (Describe action steps taken to accomplish this result.)	
Supervisor's Mid-Year Comments:		**Supervisor's Summative Comments:**	
4: Exceeded the Goal	**3: Met the Goal**	**2: Partially met the Goal**	**1: Did Not Meet the Goal**
Teacher's Signature: **(Signing form does not constitute agreement. Teacher may attach a statement.)**		**Date:**	
Supervisor's Signature:		**Date:**	

NOT FOR USE

◄BACK

The following represents the **PART 1 FORMULA** which is applied through *TalentEd Perform*.

TEACHER PRACTICE FORMULA -- Worksheet 1

Teacher's Name: _____   Date: _____

School: _____   Teacher Assignment: _____

Supervisor: _____

Ratings on Teacher Performance Rubrics: (Average to a tenth of a decimal point and multiply by weight)

1. **Planning** (Add total Indicators and divide by 10)   _____ **x .15 =** _____

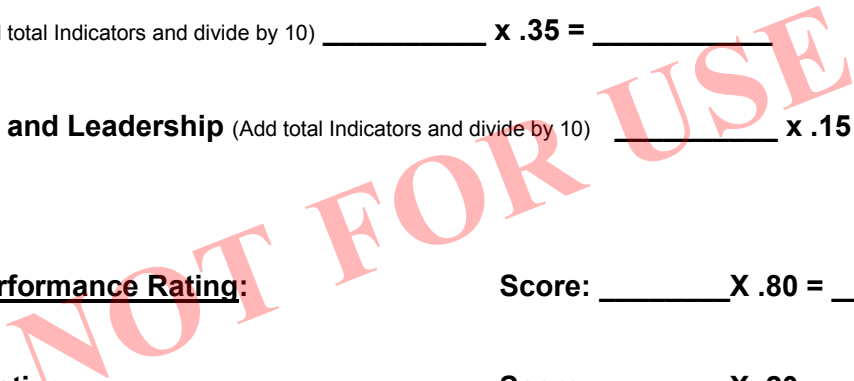2. **Classroom Environment** (Add total Indicators and divide by 10)   _____ **x .35 =** _____

3. **Instruction**   (Add total Indicators and divide by 10) _____ **x .35 =** _____

4. **Professionalism and Leadership** (Add total Indicators and divide by 10)   _____ **x .15 =** _____

Overall Teacher Performance Rating: Score: _____ **X .80 =** _____

Parent Feedback Rating: Score: _____ **X .20 =** _____

Teacher Practice Total Score: _____

Rating Table for Teacher Practice	
3.60 – 4.00	**Exceeds Standards (4)**
2.70 – 3.59	**Accomplished (3) ***
1.70 – 2.69	**Needs Improvement (2)**
0 – 1.69	**Does Not Meet Standards (1)**

Rating

"**Accomplished**" is the *expected* standard for Orange teachers. Most teachers will fall within this rating. All teachers should strive for, and some will attain, some ratings of "**Exceeds Standards,**" which represents the ideal -- a reachable, but truly exceptional goal.

Teacher's signature: _____ Date: _____

Supervisor's signature: _____ Date: _____

Part II: Student Outcomes

Underlying Principles: Every teacher is in the profession to help children learn and grow, and teachers already think carefully about what knowledge, skills, and talents they are responsible to nurture in their students each year.   As a part of the Evaluation Plan process, teachers will document those aspirations and anchor them in data.
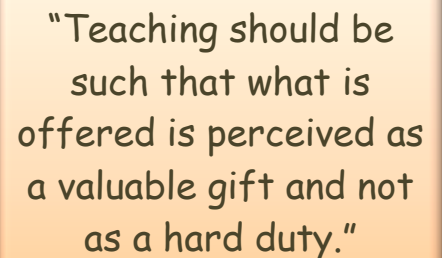
The Student Outcomes rating includes two categories:
- Student Growth and Development, which counts for 45%;
- Student Feedback, which counts for 5% of the total evaluation rating.

A. STUDENT FEEDBACK GOAL SETTING (5%)

Underlying Principles: The School-Level Student Feedback Goal is not significantly different from the School-Level Parent Goal in that it acknowledges students are excellent assessors of their environment and capable of providing relevant and usable feedback which a school can use to improve. Thus, surveys measuring students' feeling of safety, nurture, and accomplishment should be conducted and analyzed at the whole-school level. Just as with parents, students should feel comfortable about their anonymity. Student surveys should be administered in the spring and trends analyzed from year-to-year.

In the first year of implementation of this Plan, 2013-2014, Orange's baseline student feedback will come from each school's filtered Grade 2, 4, and 6 surveys as administered in November 2012. Teachers will work collaboratively with their Principal to analyze their data and create a School-Level Student Feedback Goal (a SMART goal) based on a specific area of the survey needing attention. A new survey will be administered in Spring 2014. It should contain questions which measure the School-Level Student Feedback Goal and serve as the success indicator for the year. It should also include broad questions which will become the baseline for future goal-setting.   Appendix D contains a model student survey than can be used to collect parent feedback, but schools are encouraged to develop their own surveys based on their needs.

> "Teaching should be such that what is offered is perceived as a valuable gift and not as a hard duty."

In determining a School-Level Student Feedback Goal, the Principal and teachers should review the student survey results at the beginning of the school year in a whole-school faculty meeting, identify a specific area of need, and set 1 – 2 collaborative School-Level Student Feedback Goals based on the survey results. Possible goals might include improving student's perception of feeling safe on the playground or in the cafeteria, helping students become advocates for themselves in requesting extra help or support when they need it, improving the relevance of nightly homework, or using technology to make instruction more engaging, etc.

After the School-Level Student Feedback Goal has been set, teachers will determine through consultation and mutual agreement with their Supervisor the individual student goal they would like to pursue as part of their evaluation. Teachers will also set improvement targets related to the individual goal they select.   For instance, if the School-Level Student Feedback Goal is to improve the relevance of nightly homework, the school might

together research the topic of homework and generate some general guiding principles. A teacher's improvement target could be to regularly ask his/her students questions about homework (How much time did you spend? Did you need help? Did you master the concept? etc.), and then use the data to make changes. Part of the Supervisor's job is to ensure (1) the individual goal is related to the School-Level Student Feedback Goal, and (2) that the improvement targets are aligned and attainable.

Teachers and Principals should use their judgment in setting growth/improvement targets for the student feedback category. There are two ways a teacher can measure and demonstrate progress on their growth targets. A teacher can (1) measure how successfully they implemented their strategy by providing examples, and/or (2) they can collect evidence directly from students to measure student-level indicators they generate. For example, a teacher could conduct interviews with students or a brief student survey to see if they improved on their growth target.

The Student Feedback rating (5%) should reflect the degree to which a teacher successfully reaches his/her student goal and has contributed to the school-wide goal. This is accomplished through a review of the evidence provided by the teacher and the Supervisor's observations of the teacher's efforts. The following scale applies:

Figure 6

Exceeded the Goal	Met the Goal	Partially Met Goal	Did Not Meet Goal
Exceeds Standards 4	Accomplished 3	Needs Improvement 2	Does Not Meet Standards - 1
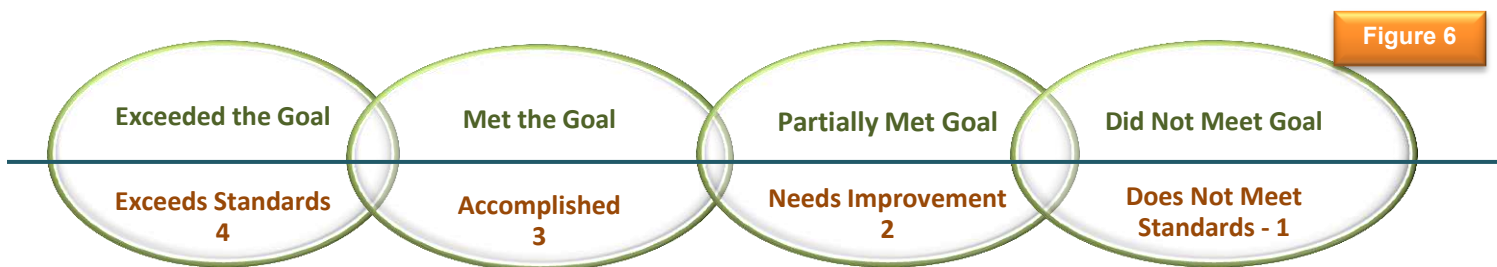
Note: The progress the school makes on the School-Level Student Feedback Goal, as measured by the new survey results, is a component of the Principal's Evaluation.

Examples: **School-Based Goals for Student Feedback**	Examples: **Individual Goals which support School-Based Goals**
Increase the percentage of students who "Agree" or "Agree strongly" with the statement "I feel comfortable asking my teacher for extra help" from 65% to 90%.	• I will create a positive learning environment where students' answers are validated with an appropriate response and they are appropriately acknowledged for asking questions 80% of the time. • I will develop and utilize non-verbal strategies as a way for students to ask questions (such as, Post-its, hand-held white boards, etc.).
Increase the percentage of students who respond "Always" or "Almost always" to the statement, "I see the purpose behind my homework," from 42% to 65%.	• I will reference the learning targets when assigning homework daily. • I will provide opportunities for students to generate real-world connections to homework assignments.
Increase the percentage of students who respond "Always" to the statement, "In this school, it is 'safe' to answer questions correctly, to do well, and to be 'smart'," from 68% to 75%.	• I will employ an extrinsic, followed by an intrinsic, incentive strategy for participation for all students. • I will utilize praise as a response for student participation.

The following represents the **STUDENT FEEDBACK GOAL FORM** and is accessed through *TalentEd Perform*.

Student Feedback TEACHER Goal – FORM F

Each teacher must develop one *individualized* goal (5%) aimed at supporting the School-Based Goal decided upon by the Principal and Staff following the analysis of the student survey. The teacher should care about and be deeply vested in any goal he/she chooses to undertake in support of the school's action plan. The goal can be supported either by an individualized survey of classroom students, or by the collection of other data or artifacts, such as samples of handouts, feedback, etc.

Goals should be SMART Goals: Specific and Strategic, Measurable, Aligned and Attainable, Results Oriented, and Time-Bound.

Teacher Student Feedback Goal

Instructions: Complete this section for your **school-based student feedback** goal. Must be based on school-wide collaborative feedback data and goal.			
1 Student Feedback Goal (required):			

3 Reasons for Goal (required):
      1.
      2.
      3.			

5 Action Steps for Goal (required):
      1.
      2.
      3.
      4.
      5.			

Mid-Year Self-Reflection: (Describe your overall progress/data collection.)		**Final (Summative) Self-Reflection:** (Describe your overall progress/data collection)	
Mid-Year: (Describe action steps taken to accomplish this result.)		**Final (Summative):** (Describe action steps taken to accomplish this result.)	
Supervisor's Mid-Year Comments:		**Supervisor's Summative Comments:**	
4: Exceeded the Goal	**3: Met the Goal**	**2: Partially met the Goal**	**1: Did Not Meet the Goal**
Teacher's Signature: **(Signing form does not constitute agreement. Teacher may attach a statement.)**		**Date:**	
Supervisor's Signature:		**Date:**	

NOT FOR USE

B. STUDENT GROWTH AND DEVELOPMENT GOAL SETTING: SLOs (45%)

<u>Underlying Principles:</u>

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

SLOs will function in a planning cycle that is familiar to most educators:

SLO Step 1	SLO Step 2	SLO Step 3	SLO Step 4
Learn about this year's students	Set Goals for student learning	Monitor students' progress	Assess student outcomes relative to Goal

Figure 7

Through this cycle, individual teachers will set specific and measureable targets, as they have done in the past. They will likely develop these targets in consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with their supervisors.

SLO Step 1: Learn About This Year's Students

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

SLO Step 2: Set Goals for Student Learning

Each teacher will write two (2) SLOs based on their students' performance on standardized and non-standardized assessments. One SLO will be for Language Arts Instruction; One SLO will be for Math. Special area teachers and Specialists will develop their two SLOs based on pre-assessments either standardized or non-standardized indicators across the district.

Depending upon whether an assessment is Nationally or State normed or it is developed in-house, it will be characterized by some or all of the following attributes:

- Administered and scored in a consistent – or "standard" – manner
- Aligned to a set of academic or performance "standards"
- Aligned to in-house rubrics and anchor sets
- Broadly-administered (e.g., nation-wide, statewide, or district-wide)
- Commercially-produced
- Collaboratively produced in-house across schools, disciplines, or grades
- Often administered only once a year

To create their SLOs, teachers will follow these **four** (4) steps:

First: Decide on the Student Learning Objectives (SLO's)

For Classroom Teachers, including Special Education, the SLO's (Student Learning Objectives) will:	For Specials Teachers, the SLO's (Student Learning Objectives) will:
1. Be broad goals for student learning	1. Be broad goals for student learning
2. Pertain to all students	2. Address a central purpose of the teacher's assignment
3. Reflect high expectations for student learning - at least a year's worth of growth for each student	3. Pertain to all or a large proportion of students
4. Align to relevant state, national (e.g., common core), or district standards	5. Reflect high expectations for student learning - at least a year's worth of growth
	5. Align to relevant state, national (e.g. common core), or district standards

Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs.

NOTE: For 4th through 6th grade teachers of English/Language Arts and Math, teachers are encouraged to use the previous year's CMT vertical scale scores to write SLOs. In no instance, however, may the CMT (or State Standardized Test) be the *only* measurement. Orange's other indicators, where applicable, including the SMI, DRA, STAR, STAR Early Literacy, Kindergarten Language Arts Form (KLAF), CREC Assessments, District Benchmarks, District Performance-Based Assessments, Direct Assessments of Writing (DAW), LAS Links, and Curriculum Based Assessments must be included in the planning and final analysis of the SLO.

To calibrate Orange's 4-point scales with the current 5-point scale of the CMT:

> 4 = Advanced
> 3 = Goal
> 2 = Proficient (needs Intervention)
> 1 = Basic *and* Below Basic

The Template for Setting SMART Goals (which follows) should be referenced as a resource for setting SLOs

Teacher Category	Possible SLO (Student Learning Objective)
Grade 4 Teacher (Math)	• After analyzing the previous year's math data, I will advance 35% of my students to the next highest performance band, and I will maintain 65% of my students at their current performance band.
Kindergarten Teacher (Reading)	• Based on the data obtained from the Fall KLAF Benchmark, 85% of my students will advance to the next highest performance band (out of four bands) by year's end. • By year's end, 85% of my students will achieve a DRA Level 4 or higher.
World Language Teacher Art Teacher Music Physical Education Teacher	• After analyzing the Beginning of the Year District Benchmark Assessment, 80% of my students will meet mastery by year's end. • Based on Beginning of the Year Benchmarks, 85% of my students will advance to the next highest performance band (out of four bands) on the End of the Year Benchmark.

Second: Select Indicators of Academic Growth and Development

An <u>Indicator</u> of Academic Growth and Development, hereafter called <u>Indicator</u>, is the specific evidence that the objective was met. Each SLO must include at least one <u>Indicator</u>.

Each Indicator should make clear:
 a. What evidence will be examined
 b. What level of performance is targeted
 c. What proportion of students is projected to achieve the targeted performance level

Since SLO's are calibrated for the teacher's particular students, teachers with similar assignments may use the same Indicators as evidence, but they would be *very unlikely* to have identical SLOs. For example, <u>all Grade 2 teachers in a district might use the same reading assessment as their Indicator</u>, but the SLO and/or the proportion of students expected to advance from proficiency to goal or from goal to advanced would vary among the Grade 2 teachers.

Taken together, an SLO's Indicators, if achieved, would provide evidence that the objective was met.   In no instance, however, may the CMT (or State Standardized Test) be the *only* Indicator. Orange's other Indicators, where applicable, including the SMI, DRA, STAR, STAR Early Literacy, Kindergarten Language Arts Form (KLAF), CREC Assessments, District Benchmarks, District Performance-Based Assessments, Direct Assessments of Writing (DAW), LAS Links, and Curriculum Based Assessments must be included in the planning and final analysis of the SLO.

Here are some examples of appropriate Indicators that might be applied to the previous SLO examples:

Teacher Category	Possible SLO (Student Learning Objective)	Indicators
Grade 4 Teacher (Math)	• After analyzing the previous year's math data, I will advance 35% of my students to the next highest performance band, and I will maintain 65% of my students at their current performance band.	• SMI • CMT • District Benchmark Assessments • District Performance-Based Assessments • Unit Tests
Kindergarten Teacher (Reading)	• Based on the data obtained from the Fall KLAF Benchmark, 85% of my students will advance to the next highest performance band (out of four bands) by year's end. • By year's end, 85% of my students will achieve a DRA Level 4 or higher.	• KLAF • DRA, when applicable • STAR Early Literacy
World Language Teacher Art Teacher Music Teacher Physical Education Teacher	• After analyzing the Beginning of the Year District Benchmark Assessment, 80% of my students will meet mastery by year's end. • Based on Beginning of the Year Benchmarks, 85% of my students will advance to the next highest performance band (out of four bands) on the End of the Year Benchmark.	• District Benchmark Assessments • District Performance-Based Assessments • Unit Assessments

Third: Provide Additional Information

During the goal-setting process, teachers will document the following:
   a. The rationale for the objective
   b. Any important technical information about the indicator evidence (like timing or scoring plans);
   c. The baseline data that was used to determine the SLO and the Indicators
   d. Interim assessments the teacher plans to use to gauge students' progress toward the SLO during the school year (optional); and
   e. Any training or support the teacher thinks would help improve the likelihood of meeting the SLO (optional).

Finally: Submit SLOs to Evaluator for Approval

SLOs are 'drafts' until the evaluator approves them. While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLOs.

The evaluator will examine each SLO relative to three criteria described below. SLOs must meet all three criteria to be approved. If the SLOs do not meet one or more criteria, the evaluator will provide written comments and discuss their feedback with the teacher during the fall Goal-Setting Conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ten days.

SLO is deeply relevant to teacher's assignment and addresses a large proportion of his/her students.	Indicators provide specific, measurable evidence about students' progress over the school year	The SLOs are attainable but ambitious and the indicators are realistic. Taken together, they represent at least a year's worth of growth for students.

SLO Step 3: Monitor Students' Progress

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

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

SLO Step 4: Assess Student Outcomes Relative to SLOs

At the end of the school year, the teacher should collect their evidence using the indicators they chose and submit their conclusions to their supervisor in a self-assessment which responds to each of the following:
1. Describe your results and provide evidence for each indicator
2. Provide your overall assessment of whether this objective was met
3. Describe what you did that produced these results
4. Describe what you learned and how you will use that going forward

Supervisors will review the evidence and the teacher's self-assessment and assign one of four ratings to each SLO: **Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point). These ratings are defined as follows:**

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

The final Student Growth and Development Rating (45%) for a teacher is the *average* of their TWO (2) SLO scores. For example, if one SLO was Partially Met, for 2 points, and the other SLO was Met, for 3 points, the Student Growth and Development Rating would be 2.5 (2 plus 3 divided by 2). The individual SLO ratings and the Student Growth and Development Rating will be shared and discussed with teachers during the End-of-Year Conference.

The following represents the **STUDENT LEARNING OBJECTIVES FORM** and is accessed through *TalentEd Perform*.

Teacher: Student Learning Objectives (SLOs)

Instructions: Complete this section for your **first** SLO. Every teacher needs TWO SMART goals. Classroom teachers need one Language Arts goal and one Math goal. Specialists need TWO goals at different grade levels. Use multiple sources of classroom data to write goals.

1 Student Learning Objective (SLO) #1 (required):

3 Reasons for SLO #1 (required):
    4.
    5.
    6.

5 Action Steps for SLO #1 (required):
    1.
    2.
    3.
    4.
    5.

Mid-Year Self-Reflection: (Describe your overall progress/data collection.)	**Final (Summative) Self-Reflection:** (Describe your overall progress/data collection)
Mid-Year: (Describe action steps taken to accomplish this result.)	**Final (Summative):** (Describe action steps taken to accomplish this result.)
Supervisor's Mid-Year Comments:	**Supervisor's Summative Comments:**

4: Exceeded the Goal	3: Met the Goal	2: Partially met the Goal	1: Did Not Meet the Goal

Teacher's Signature: **(Signing form does not constitute agreement, only receipt. Teacher may attach a statement.)**	**Date:**
Supervisor's Signature:	**Date:**

Instructions: Complete this section for your **second SLO**. TWO SMART goals are **required**. Classroom teachers need one Language Arts goal and one Math goal. Specialists need TWO goals at different grade levels. Use multiple sources of classroom data to write goals.
2   Student Learning Objective (SLO) #2:

3 Reasons for SLO #2:
    1.
    2.
    3.

5 Action Steps for SLO #2:
     1.
     2.
     3.
     4.
     5.	

Mid-Year Self-Reflection: (Describe your overall progress/data collection.)	**Final (Summative) Self-Reflection:** (Describe your overall progress/data collection.)
Mid-Year: (Describe action steps taken to accomplish this result.)	**Final (Summative):** (Describe action steps taken to accomplish this result.)
Supervisor's Mid-Year Comments:	**Supervisor's Summative Comments:**

4: Exceeded the Goal	**3: Met the Goal**	**2: Partially met the Goal**	**1: Did Not Meet the Goal**

Teacher's Signature: **(Signing form does not constitute agreement, only receipt. Teacher may attach a statement.)**	**Date:**
Supervisor's Signature:	**Date:**

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The following represents the **PART 2 FORMULA** which is applied through *TalentEd Perform*.

Student Learning Outcomes Summary – Worksheet 2

Teacher's Name: _____ Date: _____

School: _____ Teacher Assignment: _____

Supervisor: _____

Overall Performance Rating:

SLO #1 = _____

SLO #2 = _____

Average of SLOs = _____ **Score: _____X 45 = _____**

Student Feedback: **Score: _____X 5 = _____**

Rating Table for Teacher Practice	
3.60 – 4.00	**Exceeds Standards (4)**
2.70 – 3.59	**Accomplished (3) ***
1.70 – 2.69	**Needs Improvement (2)**
0 – 1.69	**Does Not Meet Standards (1)**

Rating

"**Accomplished**" is the *expected* standard for Orange teachers. Most teachers will fall within this rating. All teachers should strive for, and some will attain, some ratings of "**Exceeds Standards**," which represents the ideal -- a reachable, but truly exceptional goal.

Teacher's signature: _____ Date: _____

Supervisor's signature: _____ Date: _____

Part III: Scoring

A. SUMMATIVE TEACHER EVALUATION SCORING

The individual summative teacher evaluation rating will be based on the four categories of performance, grouped in the two major focus areas: Teacher Practice Related Indicators (50%) and Student Outcomes Related Indicators (50%).

Every educator will receive one of four performance ratings:

Exceeds Standards – Substantially exceeding indicators of performance
Accomplished – Meeting indicators of performance
Needs Improvement – Meeting some indicators of performance but not others
Does Not Meet Standards – Not meeting indicators of performance

The rating will be determined using the following process:

1. The Teacher Practice Score (50%) will be calculated by combining the Teacher Performance Rubrics (40%) and the Parent Feedback Score (10%) as follows:
   - Teacher Performance Score _____ (formulaic decimal of rubrics) X .8 = _____
   - Parent Feedback Score _____ (1 to 4) X .2 = _____
   - Total Score _____   Rating = _____

See **TEACHER PRACTICE Summary – Worksheet 1**

2. Calculate a Student Learning Outcomes Score (50%) by combining the Student Growth and Development Score (45%) and the Student Feedback Score (5%)
   - SLOs Score _____ (average of two SLOs) X .9 = _____
   - Student Feedback Score _____ X .1 = _____
   - Rating = _____

See **STUDENT LEARNING Outcomes Summary – Worksheet 2**

Rating Table for Teacher Practice	
3.60 – 4.00	Exceeds Standards (4)
2.70 – 3.59	Accomplished (3) *
1.70 – 2.69	Needs Improvement (2)
0 – 1.69	Does Not Meet Standards (1)

* NOTE: So that all staff members have room for growth and to encourage all teachers to set goals for improvement, "**Accomplished**" is the *expected* standard for Orange teachers. Most teachers will fall within this

rating.   All teachers should strive for, and some will sometimes attain, "**Exceeds Standards**," which represents the ideal -- a reachable, but truly exceptional goal.

B. DEFINITION OF EFFECTIVENESS AND INEFFECTIVENESS

The Orange School District differentiates between effectiveness and ineffectiveness as follows:

Effectiveness:
1. "Accomplished" is the expected standard for all Orange teachers. Most teachers will fall within this rating.   All teachers should strive for, and some will sometimes attain, "Exceeds Standards," which represents the highest ideal -- a reachable, but truly exceptional goal. Teachers who are "Accomplished" or above are considered effective.
2. In general, a **Novice** teacher is effective once the teacher receives at least two sequential "Accomplished" ratings, one of which is in the current year. A "Needs Improvement" rating will only be permitted in the first year of a novice teacher's career.

Ineffectiveness:
3. **Post-Tenure** teachers are seen to be in need of an assistance plan if their ratings for Teacher Practice *and/or* Student Outcomes, when compiled, fall below "Accomplished".   Please see the following "Summative Rating Matrix."   An 'Assistance Plan' for the following year is required in the area (Teacher Practice or Student Growth) or in both areas which are in need of improvement. A post-tenure teacher shall be deemed ineffective if the teacher receives *two sequential* overall ratings of "Needs Improvement" or if the teacher receives *one* "Does Not Meet Standards" rating at any time. In such extreme cases, a pattern *may* consist of one year's rating.
4. A teacher who receives "Needs Improvement" in Teacher Practice and "Accomplished" in Student Growth, must set goals to bring his/her Teacher Practice into the "Accomplished" range.
5. A **Novice** teacher is ineffective if the teacher receives a "Does Not Meet Standards" rating, even in the first year of the novice teacher's career.

In addition:
A teacher who 'Does Not Meet Standards' (receives 2's or 1's) in several of the indicators in a specific domain of the rubrics, while not considered ineffective overall, needs assistance.   The teacher will be assigned to a "Focused Intervention Improvement Plan" designed to support the teacher's growth in the specific areas of concern. The "Focused Intervention Plan Form" will be used to guide the teacher and principal in developing the year's practice goals and the specific action steps to be undertaken. The "Focused Intervention Improvement Plan" cannot be in place for more than a year. If the teacher does not meet "Accomplished" in the identified areas for growth, the teacher will be placed on a Remediation Plan, as outlined in the next section, Part IV: Additional Information: "Teacher Improvement and Remediation Plan.

The following represents the **PART 3 FORMULA** which is applied through *TalentEd Perform*.

SUMMATIVE TEACHER EVALUATION – Worksheet 3

Category	Score	Multiplier	Points (Score x Multiplier)
Observation of Teacher Practice		.8	
Parent Feedback		.2	
TOTAL TEACHER PRACTICE: Part 1			
SLO's		.9	
Student Feedback		.1	
TOTAL STUDENT GROWTH: Part 2			

Summative Rating Matrix

		TEACHER PRACTICE			
		Exceeds Standards	**Accomplished**	**Needs Improvement**	**Does Not Meet Standards**
STUDENT GROWTH	**Exceeds Standards**	**Exceeds Standards**	**Accomplished**	**Accomplished ***	*Gather More Information*
	Accomplished	**Accomplished**	**Accomplished**	**Needs Improvement**	**Does Not Meet Standards**
	Needs Improvement	**Accomplished**	**Needs Improvement**	**Needs Improvement**	**Does Not Meet Standards**
	Does Not Meet Standards	*Gather More Information*	**Does Not Meet Standards**	**Does Not Meet Standards**	**Does Not Meet Standards**

* Teacher Practice Goals must be written in the areas needing improvement and improvement must be noted.

Final Rating is the intersection of the ratings for TEACHER PRACTICE and STUDENT GROWTH

FINAL RATING: _____

Comments by Supervisor:

Supervisor's signature: _____ Date: _____

Comments by Teacher:

Teacher's signature: _____ Date: _____
[Teacher's signature indicates he/she has *seen* and *discussed* the evaluation. It does not necessarily denote agreement.]

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Part IV: Additional Information

A. TEACHER IMPROVEMENT AND REMEDIATION PLAN

Underlying Principle: This rating has been developed to assist and guide the teacher who is not meeting the district's standards in improving his/her performance. In the spirit of collegiality, the supervisor and the teacher will jointly analyze the teacher rubrics and work through the following procedures in order to achieve a "Accomplished" rating.

Teachers whose summative evaluation ratings are "Needs Improvement" or "Does Not Meet Standards" will be required to work with their local association president (or designee) and Supervisor (or designated Professional Growth Plan Developer) to design a growth plan that address identified deficiencies.

The plan must include the following components:

1. A clear description of the teacher's deficiency;
2. A clear description of the expected outcomes;
3. Criteria for success that will result in an evaluation rating of "Accomplished";
4. The resources and support that the local district will provide to the teacher;
5. A clear statement of who is responsible for providing each of the supports;
6. A clear timeline for activities of the plan, within the school year in which the plan will be implemented; it is required that a mid-plan conference take place among the teacher, local association president or designee, and the supervisor or designee, to determine how effective the plan is to date, and to make any necessary changes to the improvement plan;
7. Any extenuating circumstances that will be taken into account in the implementation of the plan (e.g. summer months, illness, etc.).

The plan will be designed and written using form for "Teacher Performance Remediation Plan" and signed by the teacher, local association president or designee, and supervisor. Copies will be distributed to all those who will be involved in the implementation of the plan. The contents will be kept confidential.

Teacher Performance Remediation Plan must:

- Be completed within 30 days of beginning of school year
- Span at least 90 school days
- Include a conference held half-way through the expected length of plan
- Include a conference scheduled at end of the plan. Principal or other appropriate qualified administrator to determine progress:
    - Fully addressed; return to "Accomplished" rating
    - Partially addressed; plan continues/changes attached (Follow up date, determined by supervisor, to review status of plan)
    - Little or no movement; move to dismissal procedures

Additional Information to Consider when Developing the Plan

1. **Deficiency to be addressed** – List the specific standard and component of the teaching framework used in the district, including the wording of same. Describe, in concrete terms, what the teacher specifically does that does not meet the district expectations. As appropriate, include the frequency of the behavior.

2. **Expected outcomes** – Give concrete description of what the evaluator should see the teacher doing that will show that the teacher is now meeting the standard. As appropriate, include how frequently the teacher is expected to exhibit the behavior in order to be successful. When determining the desired outcomes, several factors should be considered, including but not limited to, the number of years of teaching experience the teacher has, the teacher's class/case load, other "control factors" pertaining to the students, and resources the school has available to offer/provide the teacher.

3. **Action to be taken** – Actions may include: engaging in professional learning, learning new skills, meeting and working with a coach or peer, keeping a log or file of evidence that shows performance changes, etc. Actions may occur simultaneously and/or occur for a short or long period of time.

4. **Resources needed** – Resources might include: time for professional learning, materials and equipment, and access to people. If a teacher works with a peer or coach, the resources that person may need should also be listed.

5. **Evidence collected** – For each action taken by the teacher or another person involved in the implementation of the remediation plan, there should be evidence collected that the action was taken, and when appropriate, what the impact of the action was. For example, if one action of the teacher is to implement a different teaching strategy, then some evidence of how that strategy affected the students may be appropriate to include.

6. **Timeline for completing action** – This should be carefully and realistically planned, taking into account the professional responsibilities the teacher has, the school calendar, and unplanned-for-issues that arise (e.g. a large number of snow days).

7. **Extenuating Circumstances** – Circumstances that may lead to changes in the plan or extending the timeline may include, but are not limited, to summer months, illness, snow days, student population changes, etc.

8. **Responsibilities** – For each action this area should describe what the specific responsibilities are for each person involved in the action – the teacher, the evaluator, and/or any others working with the teacher.

The following represents the **TEACHER FOCUSED INTERVENTION PLAN** as applied through *TalentEd Perform*.

Focused Intervention Plan Form

Teacher:
Supervisor:
School:
Date:

Are of Focused Intervention
Standard/component number & description:
Specific teacher behavior that does not meet the standard:
Anticipated Timeline:
Expected outcomes
Specific behavior/performance the teacher will exhibit that will show s/he now meets the standard:
Extenuating circumstances to consider:

Steps to Reach Desired Outcomes				
Actions to be taken	**Resources needed**	**Evidence collected**	**Timeline for completion**	**Person Responsible for Action**
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
In attendance (representation is optional):				

Name:	Signature:

Teacher's signature: _____ Date: _____

Supervisor's signature: _____ Date: _____

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Mid-Plan Conference	
Date:	
Notes during conference / changes to plan:	
In attendance (representation is optional):	
Name:	Signature:

End of Plan Conference	
Date:	
Notes during conference:	
Teacher status at end of plan period: _____ Fully addressed and at "Accomplished" level _____ Partially addressed; plan continues/changes attached (Follow-up date to review status of plan, determined by supervisor) _____ Little or no movement; move to Remediation Plan	
In attendance (representation is optional):	
Name:	Signature:

The following represents the **TEACHER REMEDIATION PLAN** which is applied through *TalentEd Perform*.

Teacher Performance Remediation Plan

Teacher:
Supervisor:
School:
Date:

Deficiency to be addressed
Standard/component number & description:
Specific teacher behavior that does not meet the standard:

Expected outcomes
Specific behavior/performance the teacher will exhibit that will show s/he now meets the standard:
Extenuating circumstances to consider:

Steps to Reach Desired Outcomes				
Actions to be taken	**Resources needed**	**Evidence collected**	**Timeline for completion**	**Person Responsible for Action**
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.

In attendance (representation is required):	
Name:	Signature:

Teacher's signature: _____ Date: _____

Supervisor's signature: _____ Date: _____

Mid-Plan Conference
Date:
Notes during conference / changes to plan:
In attendance (representation is required):

Name:	Signature:

End of Plan Conference
Date:
Notes during conference:

Teacher status at end of plan period:

_____   Fully addressed; return to "Accomplished" rating

_____   Partially addressed; plan continues/changes attached (Follow up date to review status of plan, determined by supervisor)

_____   Little or no movement; move to dismissal procedures

In attendance (representation is required):	
Name:	Signature:

B. PROCEDURES FOR RESOLUTION OF DIFFERENCES

Underlying Principle: Orange Elementary School System believes that evaluation must be a collaborative process between the supervisor and the teacher, drawing on the expertise and perspective of both parties. However, recognizing that disagreements may arise during the process and, in accordance with the Connecticut Guidelines for Educator Evaluation, a comprehensive dispute resolution process has been designed and agreed to by the design committee.

The right of appeal is inherent in the evaluation process and is available to every participant at any point in the evaluation process. The appeal procedure is designed to facilitate the resolution of conflicts generated by the evaluation *process*. It is not intended to resolve conflicts arising from differences of opinion gained through observations.

An Appeal Committee will be established, *composed of four (4) members*; including two (2) teacher members of the Teacher Evaluation Committee and two (2) administrators selected by the superintendent.   All who are accepted onto the Appeal Committee will have evaluation ratings of at least "Accomplished" or higher in the year prior to their appointment to the committee.

The Appeal Committee members may not work in the same school as the party filing the dispute and may not include either of the parties involved in the dispute. The Appeal Committee must come to a resolution for the dispute.

Appeal Committee members shall be granted release time to hear appeals during the scheduled school day, or if an appeal hearing is scheduled outside work hours, Appeal Committee members shall be compensated per their respective collective bargaining agreements.

Educator Evaluation Appeal Procedure

To initiate an appeal, either party must submit the Appeal Initiation Form (next page) to the Teacher Evaluation Committee Co-Chairpersons (the Superintendent and the OTL President). Within three (3) school days of receipt of the appeal, the Teacher Evaluation Committee Co-Chairpersons will schedule a joint meeting of the parties involved the meeting to be held within seven (7) school days of the original receipt of the appeal.

When the appeal is brought to the Appeal Committee Co-Chairpersons, the following will occur:
1. The Appeal Committee will meet and appoint a chairperson. They will then meet with both parties simultaneously.
2. At the hearing, the parties will present their concerns.
3. When the committee is satisfied that they have sufficient information; they will recess to formulate a resolution. **The Hearing Committee must come to a resolution.**
4. When the Appeal Committee has reached consensus, the chairperson will prepare the written resolution on, the Appeal Initiation Form (next page) which will be delivered to both parties by the Appeal Committee Chair within three (3) school days.

Appeal hearing timelines may be extended by mutual agreement of both parties involved, as well as by their respective bargaining associations.

Orange Board of Education

637 Orange Center Road
Orange, Connecticut 06477-2432
www.oess.org

TELEPHONE: (203) 891-8020
FAX: (203) 891-8025
SPECIAL EDUCATION: (203) 891-8023
SCHOOL OF THE 21ST CENTURY: (203) 891-8033

Initiation of Educator Evaluation Appeals Process

Description of Dispute

Teacher Name:	Date:
Assignment:	Building:
A conflict exists between: Name:	Name:
With regard to the following issue(s): **Please cite specific area, section, process or procedure with the evaluation process that is under appeal. Be as explicit as possible.**	
Signature of Appeal Initiator:	Date:
Signature of Co-Chairperson: **Upon receipt**	* Date:

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Notification of Appeal Hearing (within 3 days)

To:
From (Appeal Committee Chair):
Date:
Re: Appeal-Procedure

The Committee chosen to hear this appeal is:
1. Chair:
2.
3.
4.

The hearing of the appeal is scheduled as follows: **(within 7 days*)**

Date:	Time:
Location:	Room:

Orange Board of Education

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Orange, Connecticut 06477-2432
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FAX: (203) 891-8025
SPECIAL EDUCATION: (203) 891-8023
SCHOOL OF THE 21ST CENTURY: (203) 891-8033

Educator Evaluation Appeal Process: Notification of Resolution
(Within 3 days)

To:
From (Appeal Committee Chair):
Date:
Re: Appeal Resolution

In response to your appeal of [fill in date] regarding [fill in complaint], the following resolution has been formulated:

Sincerely,

C. TALENT-ED PERFORM AND PERSONNEL FILES

The *TalentEd Perform* Platform will retain:

Through the *TalentEd Perform* Platform, the **Supervisors** will have access to the following for every teacher they supervise:
1. ALL CATEGORIES OF GOALS
2. MID-YEAR REFLECTIONS
3. END-OF-THE-YEAR REFLECTIONS
4. ALL OBSERVATIONS (Classroom and Professional)
5. PRE- and POST OBSERVATION FORMS (optional, but required for new teachers and teachers on remediation action plans)
6. RUBRICS and FINAL RUBRICS
7. TEACHER SUMMATIVE REVIEWS

Each **Teacher** will have access to their own files as follows:
1. ALL GOALS
2. MID-YEAR REFLECTION
3. END-OF-THE-YEAR REFLECTION
4. ALL OBSERVATIONS
5. PRE- and POST OBSERVATION FORMS (optional, but required for new teachers and teachers on remediation action plans)
6. RUBRICS and FINAL RUBRICS
7. TEACHER's SUMMATIVE REVIEW

In addition, the **Teacher** should retain in his/her personal files:
1. DATA
2. ARTIFACTS -- which support goals
3. STUDENT WORK SAMPLES -- which support goals
4. LOG of PROFESSIONAL DEVELOPMENT ACTIVITIES (undertaken independently in pursuit of goals)
   a. Books and articles read
   b. On-line workshops and demos watched
   c. DVD workshops and demos watched
   d. Peer-to-peer coaching, including work with Complementary Evaluator
   e. Purposeful classroom observations

APPENDIX

A. COMMON CORE OF TEACHING/TEACHER JOB DESCRIPTION

[Link to Connecticut's Common Core](#)

B. CONNECTICUT SEED WEBSITE

[Link to Connecticut's SEED Website](#)

SEED = System for Educator Evaluation and Development

C. TEN EFFECTIVE RESEARCH-BASED INSTRUCTIONAL STRATEGIES

Robert J. Marzano (2000) identified ten research-based, effective instructional strategies that cut across all content areas and all grade levels. Each requires specific implementation techniques to produce the effects reported, therefore learning to use them correctly meets Orange's CPG expectations.

1. **Vocabulary**. Research indicates that student achievement will increase by 12 percentile points when students are taught 10-12 words a week; 33 percentile points when vocabulary is focused on specific words important to what students are learning. Requires specific approaches.

> These two resources, *What Works in Classroom Instruction* and *A Handbook for Classroom Instruction That Works* by Robert J. Marzano, are available in your school's professional library.

2. **Comparing, contrasting, classifying, analogies, and metaphors**. These processes are connected as each requires students to analyze two or more elements in terms of their similarities and differences in one or more characteristics. This strategy has the greatest effect size on student learning. Techniques vary by age level.

3. **Summarizing and note-taking.** To summarize is to fill in missing information and translate information into a synthesized, brief form. Note-taking is the process of students' using notes as a work in progress and/or teachers' preparing notes to guide instruction.

4. **Reinforcing effort and giving praise**. Simply teaching many students that added effort will pay off in terms of achievement actually increases student achievement more than techniques for time management and comprehension of new material. Praise, when recognizing students for legitimate achievements, is also effective.

5. **Homework and practice**. These provide students with opportunities to deepen their understanding and skills relative to presented content. Effectiveness depends on quality and frequency of teacher feedback, among other factors.

6. **Nonlinguistic representation**. Knowledge is generally stored in two forms -- linguistic form and imagery. Simple yet powerful non-linguistic instructional techniques such as graphic organizers, pictures and pictographs, concrete representations, and creating mental images improve learning.

7. **Cooperative learning**. Effective when used right; ineffective when overused. Students still need time to practice skills and processes independently.

8. **Setting objectives and providing feedback**. Goal setting is the process of establishing direction and purpose. Providing frequent and specific feedback related to learning objectives is one of the most effective strategies to increase student achievement.

9. **Generating and testing hypotheses**. Involves students directly in applying knowledge to a specific situation. Deductive thinking (making a prediction about a future action or event) is more effective than inductive thinking (drawing conclusions based on information known or presented.) Both are valuable.

10. **Cues, questions, and advanced organizers**. These strategies help students retrieve what they already know on a topic. Cues are straight-forward ways of activating prior knowledge; questions help students to identify missing information; advanced organizers are organizational frameworks presented in advance of learning.

D. ADDITIONAL INSTRUCTIONAL RESOURCES

Connecting research recommendations to classroom practice can improve instruction. These key research-based strategies have impact on student achievement—helping all students, in all kinds of classrooms. Strategies are organized into categories of familiar practices in order to help teachers fine-tune their teaching and improve student achievement.

Focus on Effectiveness

Researched-Based Strategies

E. GLOSSARY

21st Century Skills:	Skills emphasized in a global-economic (vs. industrial) society, such as scientific and technology literacy, visual and media literacy, global awareness, cultural literacy, adaptability, self-direction, creativity, risk-taking ability, higher-order thinking, reasoning ability, collaboration, interactive communication, prioritizing, long-range planning ability, use of real-world digital tools, knowledge of real-world applications, imagination, vision **21st Century Skills** **Framework for 21st Century Learning** **ThinkFinity 21st Century Skills**
"Accomplished"	"Accomplished" is the expected standard for Orange teachers; it is a high standard, not a 'middle-of-the road' classification. Most teachers will fall within this rating. Thus, its indicators will be considered first, and the other ratings' indicators will be scored up or down in relationship to this expected standard. All teachers should strive for, and many will attain, at least some ratings of "Exceeds Standards," which represents the ideal -- a reachable, but truly exceptional goal.
Authentic Assessment:	A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. Authentic assessment drives the curriculum. That is, the teacher first determines the tasks that students will perform to demonstrate their mastery, and then a curriculum is developed that will enable students to perform those tasks well, which would include the acquisition of essential knowledge and skills. This has been referred to as *backward design*. **Wiggins *Case for Authentic Assessment*** **New Horizons for Learning** **Edutopia**
Classroom Walk-Through:	A strategy for school improvement. Three to five minute non-threatening, non-evaluative walk-throughs with a relevant data collection tool, give school leaders a quick snapshot of the school's or a grade-level team's instruction and student learning. That snapshot is used to engage teachers in conversations about how to improve instruction. Walk-throughs are intended to be separate from the teacher evaluation process, except when the teacher is individually working with a specific data collection. **Education World**
Collaboration:	Collaboration is process where two or more people work together for common goals by sharing their knowledge, learning together, and building consensus. Collaboration does not require leadership and teams that work collaboratively can obtain greater resources, recognition, and results than

individuals working alone. Collaboration is the most effective method of transferring 'know how' among individuals, therefore it is critical to creating and sustaining a competitive advantage. Collaboration refers to the work among teachers in grade-level teams, content area teams, departments, or collegial partnerships.   It also refers to the work among teachers, specialists, and paraprofessionals and tutors.

Collaboration among pairs or small groups of students to complete a task or solve a complex problem is called collaborative learning and is an important instructional strategy.

Collaborative Problem-Solving

Collaborative Learning

Eureka!

Common Core of Teaching:	The CCT, or Common Core, is Connecticut's comprehensive definition of the knowledge, skills, and competencies that teachers need to ensure students learn and achieve at high levels. These skills and competencies were the foundation of the five Teacher Evaluation Plan Rubrics. **Common Core of Teaching**
Danielson, Charlotte	Charlotte Danielson is an internationally-recognized expert in the area of teacher effectiveness, specializing in the design of teacher evaluation systems that, while ensuring teacher quality, also promote professional learning. The CT Framework for Teacher Evaluation and Support, developed for the SEED evaluation system, is a blend of the Connecticut Common Core of Teaching Standards (CCT) and Charlotte Danielson's Framework for Teaching. In Orange, however, the Teacher Performance Rubrics are written in-district and are based on Kim Marshall's work and the CCT mentioned above.
Data-Driven Decision Making (DDDM) **(See also Professional Learning Community - PLC)**	DDDM engages a team of teachers in an ongoing cycle of instructional improvements which involves: 1. developing common assessments; 2. analyzing student work following the assessment; 3. planning instruction to improve student performance; 4. reassessment and analysis **E-Lead: Leadership for Success** **Taking Data Analysis to the Next Level** **Making Sense of Data Driven Decision Making**
Differentiation:	Differentiated instruction is the art of modifying instruction, materials, content, student projects, and assessments to meet the learning needs of individual students. In a differentiated classroom, teachers recognize that all students are different and require varied teaching methods to learn. In differentiated classrooms, teachers include a wide range of strategies and methods, including: behavior modification plans, using audio books, turning on closed captioning to improve reading during videos, using manipulatives in math instruction, and so on. **Individualized Instructional Strategies** **A Differentiation Resource** **UConn's National Research Center on the Gifted and Talented**

DPI (District Performance Index) **(See also: SPI, School Performance Index)**	District Performance Index (DPI) indicates overall district-level student performance based on Connecticut Mastery Test (CMT) results.
Higher-Order Thinking Skills [HOTs]	Higher-order thinking skills involve logical thinking and reasoning including skills such as comparison, classification, sequencing, cause/effect, patterning, webbing, analogies, deductive and inductive reasoning, forecasting, planning, hypothesizing, and critiquing. **Teacher Tap** **Higher Order Thinking Skills** **HOTS Official Site**
[Does Not Meet Standards]:	A seriously deficient teacher performance rating based one or more of the Teacher Evaluation Plan Rubrics. After notice in writing, the teacher is faced with the immediate responsibility of alleviating the concerns outlined in the teacher rubrics. An Action Plan must be written with the support of the Supervisor within 10 days, and implemented within the next 5 days. The inability to achieve a "Accomplished" rating within six (6) months could result in a recommendation for dismissal.
IAGD **"Indicator"**	An Indicator of Academic Growth and Development (IAGD), in Orange's Plan titled "Indicator," is the specific evidence, with quantitative targets, that will demonstrate whether a Student Learning Objective (SLO) was met. Each SLO must include at least one Indicator. Each Indicator 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.
Induction:	Induction is the support and guidance provided to newcomers to the Orange community. Induction includes orientation to the school building and processes, socialization, and mentoring. There are two kinds of induction into teaching in Orange: • the support and guidance provided to novice teachers in the early stages of their careers (**TEAM**) • the support for an experienced teacher who is new to the district or serving in a new role
Inquiry-based Instruction:	Memorizing facts and information is not the most important skill in today's world. Facts change and information is readily available. What's needed is an understanding of how to get and make sense of the mass of data. Inquiry implies involvement that leads to understanding. Furthermore, involvement in learning implies possessing skills and attitudes that permit students to seek resolutions to questions and issues while they construct new knowledge. Characteristics: • focuses students' inquiry on questions that are challenging,

	debatable, and difficult to solve
	• teaches students specific procedures, strategies, or processes that are essential to the attempts at answering the focus questions (i.e., teaches thinking and problem solving skills)
	• structures lessons to include opportunities for students to access information that is crucial to the inquiry
	• structures lessons so that students have opportunities to work with peers
	• sequences a series of activities and lessons so that they work together in moving students toward a general goal
	• builds into lessons the opportunities for performance
	• involves students in the process of developing the standards for performance
	• relies on authentic assessment of learning
	Inquiry Based Instruction **Inquiry-Based Lesson Plans** **Tripod**
Intervention: **[see also RTI, SRBI]**	Intervention applies to children of school age or younger who are discovered to have a special learning need that is affecting their achievement. Intervention consists of providing classroom support for these children to lessen the effects of the condition. Intervention can be remedial or preventive in nature--remediating existing learning problems or anticipating and preventing future learning problems. Intervention requires immediate attention by the teacher in the classroom rather than waiting for the gap to worsen and making a recommendation for future identification.
Marshall, Kim:	Kim Marshall is an author and collaborator with New Leaders for New Schools (www.nlns.org), a non-profit organization that recruits, trains, and supports urban principals. Marshall coaches new principals in New York City, with a special focus on improving teacher supervision and evaluation and the effective implementation of interim assessments. He also gives workshops and courses to aspiring and practicing school leaders in a number of venues. In Orange, the Teacher Performance Rubrics were written in-house and are based on Kim Marshall's work and the CCT,
Observation:	There are two layers of observation: • The classroom walk-through, used to gather data about instructional practices among grade-level team members and/or among the building's teachers. CWT data is not evaluative, but may trigger classroom observation and evaluation (Bullet 2) • Classroom observation and evaluation, using the district's Performance Rubrics and Evaluation form (FORM A), with follow-up feedback. Classroom observation may occur at any time. Observation is also extended beyond the classroom to teachers' additional professional responsibilities, such as, but not limited to, recess duty, team meetings, Open Houses, parent conferences, and

	so on.
RTI [Response to Intervention] [See also: SRBI]	Response to Intervention (RTI) is the name and acronym for the federal mandate which is the counterpart to Connecticut's SRBI. (See SRBI below) **RTI Network**
Special Assistance:	This rating has been developed to assist and guide the teacher who is not meeting the district's standards on the four evaluation rubrics, in Classroom Observations, or the Student Learning Outcome. Such teacher has scored below "Accomplished" on the Summative Rating. Assistance must be timely and specifically aimed at improving the teacher's performance. An action plan, addressing specific goals, will be written jointly between the teacher and supervisor. If, after 3 months on a "Special Assistance Action Plan," there are serious questions about the teacher's performance as measured by the rubrics and additional observations, the supervisor has the option to place the teacher on "Does Not Meet Standards."
SEED (System for Educator Evaluation and Development)	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. **SEED Website**
SLO (Student Learning Objective)	A Student Learning Objective (SLO) is an academic goal that teachers/administrators and evaluators set for groups of students. In the SEED Handbook, there are differences between how SLOs are defined within the teacher model and the administrator model. The table below outlines these differences.

Administrator SLOs	Teacher SLOs
Administrator SLOs combine the three areas of teacher SLOs 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 Goal format • Focus on priority areas	Teacher SLOs contain three component parts: broad goals for student learning that address a central purpose, a rationale that explains why this is an important area of improvement, and at least one IAGD which is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met.

Smarter Balanced Assessment [Consortium]	Smarter Balanced Assessments, which will replace the CMT in the near future, go beyond multiple-choice questions to include extended response and technology-enhanced items, as well as performance tasks that allow students to demonstrate critical-thinking and problem-solving skills.

	Performance tasks challenge students to apply their knowledge and skills to respond to complex real-world problems. They can best be described as collections of questions and activities that are coherently connected to a single theme or scenario. These activities are meant to measure capacities such as depth of understanding, writing and research skills, and complex analysis, which cannot be adequately assessed with traditional assessment questions. The performance tasks will be taken on a computer (but will not be computer adaptive) and will take one to two class periods to complete. The Smarter Balanced Assessments are aligned with the Common Core State Standards (CCSS) and will replace CMT assessments. **Smarter Balance Assessment Consortium**

SMART Goal	At the start of the school year, each educator will work with his or her evaluator to develop their practice and performance goal(s) and SLOs through mutual agreement. All goals should have a clear link to student achievement and school/district priorities.
	Goals should be SMART:
	      S=Specific and Strategic
	      M=Measurable
	      A=Aligned and Attainable
	      R=Results-Oriented
	      T=Time-Bound

SPI (School Performance Index) (See also DPI)	SPI is the School Performance Index and indicates overall student performance in a school based on Connecticut Mastery Test (CMT) results. Beginning in 2012, each school receives its SPI from the State. In Orange, at all three schools, the SPI Index goals were to "maintain." **School Performance Index** **Searchable Data Base**
SRBI: **[Scientific Research Based Intervention]**	SRBI is *Connecticut's* framework and acronym for the Federal RTI mandate. It is a multi-tiered approach to help struggling learners. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both. In Tier 1, all students receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support. In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs. This instruction cannot be 'more of the same,' but must incorporate new strategies. This instruction can take place in or out of the classroom in small groups with these guidelines: 2 – 3 times a week for 20 – 30 minutes. In Tier 3, students receive individualized, intensive interventions that target the students' specific skill deficits and capitalize on the student's specific strengths for the remediation of existing problems and the prevention of more severe problems. Tier 3 follows these guidelines: 3 – 5 times per week for 30 – 40 minutes. **SRBI**

Lexia
Dreambox Math
Accelerated Reader
PBIS

STEM: [Science-Technology-Engineering-Mathematics]	STEM has become a common acronym, particularly among advocates and government officials, for the fields of Science, Technology, Engineering, and Mathematics. The term is commonly used in relation to education's responsibility for the nation's current and future economic competitiveness. STEM education is using those teaching strategies which strengthen the likelihood that students will be prepared for, and choose, STEM careers. **Stem Teaching and Learning Resources**
Supervisor:	Supervisor refers to administrators (such as, superintendent, assistant superintendent, director, principal, assistant principal, specialists) who are working under a valid 092 Certificate and serving as evaluators. Supervisors have completed the requisite hours of evaluation and calibration training. They have become certified, either through district-selected professional development or ongoing *Teachscape* calibration and development exercises. Supervisors may act as coaches and mentors; but coaches and mentors cannot act as supervisors.