

III.A.

CONNECTICUT TECHNICAL HIGH SCHOOL SYSTEM BOARD

TO BE PROPOSED:

March 14, 2014

Resolved, That the Connecticut Technical High School System Board, pursuant to Public Act 12-116, as amended by P.A. 12-2 of the June Special Session, approves Connecticut's System for Educator Evaluation and Development (SEED) as the teacher and administrator evaluation model starting in the 2013-2014 school year and reflects recent changes in providing additional flexibility in implementing the new educator evaluation and support system and directs the Superintendent to take the necessary action.

Approved by a vote of _____ this fourteenth day of March, 2014

Signed: _____

Robert J. Trefry, Chairperson
Connecticut Technical High School System Board

CONNECTICUT TECHNICAL HIGH SCHOOL SYSTEM BOARD

TO: Connecticut Technical High School System Board



FROM: Nivea L. Torres, Interim Superintendent of Schools

DATE: March 14, 2014

SUBJECT: Adoption of the System for Educator Evaluation and Development Model for Teacher and Administrator Evaluation

Executive Summary

Historical Context and Background Information

The State Board of Education, pursuant to sections 51 through 56 of P.A.12-116, amended by sections 23 and 24 of P.A. 12-2 of the June 12 Special Session, and in consultation with the Performance Evaluation Advisory Council (PEAC), adopted an implementation plan for statewide rollout of the educator evaluation and support system for the 2013-2014 school year as presented to the Board with final recommendations on February 6, 2013. Subsequently, the State Board of Education adopted the Connecticut Guidelines for Educator Evaluation on June 27, 2012, which was developed in consultation with PEAC, and is the conceptual framework from which the educator evaluation and support system is based. These provisions shall amend the Connecticut Guidelines for Educator Evaluation for the 2013-14 school year. As required, Superintendents, on behalf of their board, must submit their proposed plan by April 15, 2013, for review and approval by the Connecticut State Department of Education (CSDE).

On January 29, 2014 at the urging of the Governor, Lieutenant Governor, Senate President, Speaker of the House and members of the Performance Evaluation Advisory Council (PEAC), the PEAC council took action to provide additional flexibility for districts in implementing the new educator evaluation and support system. The CTHSS has responded to this request in revising the SEED guidelines for teachers, administrators and adult education programs.

Purpose

Connecticut's System for Educator Evaluation and Development (SEED) is a model evaluation and support system that is aligned to the Connecticut Guidelines for Educator Evaluation (Core Requirements), which were adopted by PEAC and inform implementation of model teacher and administrator evaluation and support systems being piloted in districts throughout the state during the 2012-13 school year. Districts have the option of selecting SEED as their educator evaluation and support system, creating their own model, or incorporating elements of SEED to a hybrid model.

Conforming to PEAC's recommendations for statewide rollout of the educator evaluation and support system, the Connecticut Technical High School System will continue to adhere to SEED recommended guidelines for a whole-school, all schools model adoption (all Teacher and Administrator Evaluation Components as defined in the Connecticut Guidelines for Educator Evaluation) with full implementation in 2013-2014 school year.

Policy Implications

The district has carefully reviewed the CSDE SEED Evaluation and Support System with presentations to the Teacher Education and Mentoring Program (TEAM) Coordinating Committee (TCC) representing administrators, teachers, and SVFT executive leadership. In addition, Central Office briefings were provided by certified SEED trainers for teachers and administrators representing the CSDE and the Connecticut Association of Schools (CAS). The goal is to continue to present the SEED plan and professional learning in a systematic and consistent manner to all representative stakeholder groups throughout the remainder of this year. The district will continue to provide professional learning and technical support each year to ensure fidelity in implementation of the evaluation and support plan. Most recently, the CTHSS has established a Professional Development and Evaluation Committee representing all stakeholder groups to comply with state statutes, “to monitor the implementation of the educator evaluation and support plan for teachers and administrators” and to apprise the board of necessary changes in policies and practices to support the successful implementation of SEED.

Follow-up Activities Planned

According to PEAC, there are four domains including Domain 1: Planning for Active Learning, Domain 2: The Classroom Environment, Domain 3: Instruction, and Domain 4: Professional Responsibilities and Teacher Leadership, which an effective teacher and administrator evaluation process should be based. Domain 2 and Domain 3 are aligned with Charlotte Danielson’s, Framework for Teaching and are supported in *Enhancing Professional Practice, A Framework for Teaching, 2nd Edition*(2007). All evaluators must meet certification standards in these domains using a web-based proficiency system. The *Teachscape* Teacher Proficiency System is designed to acclimate leaders to the domains and observable components using video vignettes of practitioners and to provide unlimited opportunities for practice.

The attached implementation timeline has been shared and discussed with both the State Vocational Federation of Teachers (SVFT) Union and the American Federation of School Administrators (AFSA). They have provided their support for the timeline and will continue to be active participants in the process.

The district will work closely with CSDE officials to monitor the implementation of SEED and make the recommended revisions for a successful .



Prepared by: _____
Barbara St. Onge, Consultant



Approved by: _____
Nivea L. Torres, Interim Superintendent



CTHSS SEED Implementation Plan and Timeline 2012-13

Phase I

MONTH	PROFESSIONAL LEARNING ACTIVITIES
December 2012	<ul style="list-style-type: none"> • TEAM Coordinating Committee (TCC) including administrators, teachers, SVFT leadership convenes: Introduction to SEED program
January 2013	<ul style="list-style-type: none"> • Central Office Briefing: Introduction to SEED model • The district submitted an application of intent on January 15th to adhere to SEED Evaluation program guidelines.
February 2013	<ul style="list-style-type: none"> • Part I: SEED Training in Teacher Evaluation and Support System for <u>Evaluators</u>
March 2013	<ul style="list-style-type: none"> • SEED Training for Academic and Trade Consultants • Session One: SEED Overview Training in Administrators Evaluation Model for <u>Evaluators</u> presented by CAS trainers • Session Two: SEED Overview Training in Administrator Evaluation Model for Assistant Principals presented by CAS trainers • SEED Training Part I for Complementary Evaluators comprised of teacher leaders (Department Heads) and SVFT • Superintendent meets with teacher's union (SVFT) to share implementation plan • Superintendent meets with administrative union (AFSA) to share implementation plan • Superintendent formulates an adhoc committee to monitor SEED program progress

MONTH	PROFESSIONAL LEARNING ACTIVITIES
April 2013	<ul style="list-style-type: none"> ● Part II: SEED training in Teacher Evaluation and Support System for <u>Evaluators</u> ● Part I: SEED training scheduled for Assistant Principals, Cohorts A and B ● Part III: SEED training for <u>Evaluators</u> to include Teacher Proficiency system using group ratings and opportunities to work in small groups to practice collaborative scoring. ● Part II: SEED training for Complementary Evaluators comprised of teacher leaders ● Superintendent formulates an adhoc committee to monitor SEED program progress ● April 15, 2013 Final Plan Submitted for Approval to the SDE
May 2013	<ul style="list-style-type: none"> ● Part II: SEED training in Teacher Evaluation and Support System for Assistant Principals ● Part III: SEED training for Assistant Principals to include Teacher Proficiency system in using group ratings and opportunities to work in small groups to practice collaborative scoring. ● Four regional scheduled workshops to plan SEED training to be conducted by school teams comprised of administrators and teacher leaders ● SEED Presentation to teachers at all school locations ● Superintendent formulates an adhoc committee to monitor SEED program progress and to develop a SEED support and remediation plan.
MONTH	PROFESSIONAL LEARNING ACTIVITIES
May-June 2013	<ul style="list-style-type: none"> ● Part III: SEED training for Evaluators to include Teacher Proficiency system using group ratings and opportunities to work in small groups to practice collaborative scoring. ● Part III: SEED training for Assistant Principals to include Teacher Proficiency system in using group ratings and opportunities to work in small groups to practice collaborative scoring. ● Three follow-up group sessions for extended practice using Teacher Proficiency System for Evaluators ● Three follow-up group sessions for extended practice using Teacher Proficiency System for Assistant Principals ● SEED Presentation to teachers at all school locations ● Continued practice in <i>Teachscape</i> Teacher Proficiency System for Administrators

MONTH	PROFESSIONAL LEARNING ACTIVITIES
July 2013	<ul style="list-style-type: none"> • Day One: Administrators’ Retreat on SEED: Advanced Training in Student Learning Objectives (SLOs) and Indicators of Academic Growth and Development (IAGD) • Evaluators complete <i>Teachscape</i> Proficiency Requirements
August 2013	<ul style="list-style-type: none"> • Day Two: Administrators’ Retreat: Advanced Training in SLOs and IAGDs • SEED Presentation for New Hires during New Teacher Orientation • SEED presentations by school teams (administrators and teacher leaders) scheduled at all school locations • Professional development chairs formulate plans to incorporate additional professional learning dates to support SEED implementation (writing SLOs)
September-October, 2013	<ul style="list-style-type: none"> • Regional Groups reconvene to assess program implementation and plan for activities with an intentional focus on continued practice and refinement of writing Student Learning Objectives • Scheduled professional development dedicated to SEED including September 27, October 7, October 30, 2013 • SEED Implementation teams comprised of administrators and teacher leaders recommend professional learning activities for district-wide professional development day
November 2013	<ul style="list-style-type: none"> • District professional learning activities for administrators on REFLECT data management system
April 2014	<ul style="list-style-type: none"> • District professional learning activities: SEED Implementation
April-June 2014	Continued support and professional learning for full SEED implementation.

Teacher Evaluation Components



The teacher evaluation system consists of four performance levels and multiple measures to present an accurate and comprehensive picture of teacher performance in two focus areas: Teacher Practice and Student Outcomes.

	Rating Component	Percentage	Indicator
Student Outcomes Related Indicators	Student Growth and Development	45%	As determined by the teacher’s student learning objective (SLO)
	Whole School Student Learning or Student Feedback	5%	School-wide learning indicators and student surveys
Teacher Practice Indicators	Observation of Teacher Performance and Practice	40%	Teacher observation and professional practice using four domains and eighteen components of teacher practice.
	Parent Feedback	10%	Feedback from parents through surveys

Administrator Evaluation Components



The Administrators evaluation model consists of four performance levels and components on which administrators are evaluated: Leadership Practice, Stakeholder Feedback, Student Learning, and Teacher Effectiveness.

	Rating Component	Percentage	Indicator
Administrator Evaluation Process	Leadership Practice	40%	Aligned with Connecticut Leadership Standards includes direct observation and collection of evidence
	Stakeholder Feedback	10%	School Connectedness Surveys
	Student Learning	45%	Performance and progress on the academic learning targets; performance and growth on district assessments
	Teacher Effectiveness	5%	Aggregate rating of attainment of teachers’ student learning objectives (SLOs)



Phase II: SEED Implementation

November 2013

The Connecticut Technical High School System will continue to adhere to the SEED recommended guidelines for a whole-school, all schools model adoption (all Teacher and Administrator Evaluation Components as defined in the *Connecticut Guidelines for Educator Evaluation*) with full implementation in the 2013-2014 school year. The district's SEED evaluation system is aligned with the guidelines outlined in the *2012 SEED Pilot Handbook* and rubric supporting the four domains including Domain 1: Planning for Active Learning, Domain 2: The Classroom Environment, Domain 3: Instruction, and Domain 4: Professional Responsibilities and Teacher Leadership. Domain 2 and Domain 3 are aligned with Charlotte Danielson's, *Framework for Teaching* and are supported in *Enhancing Professional Practice, A Framework for Teaching, 2nd Edition*(2007). All evaluators must meet certification standards in these domains using a web-based proficiency system. The *Teachscape Teacher Proficiency System* is designed to acclimate leaders to the domains and observable components using video vignettes of practitioners and to provide unlimited opportunities for practice. As teachers need to identify focus domain areas to document and provide supporting evidence in their SEED plan, administrators must identify focus areas aligned with the *CSDE Leadership Standards*. In that all teachers in the CTHSS must participate in SEED, there are variations in the domains and requirements for teachers who fall categorically in the areas of Support Services. CTHSS has incorporated the Student Support Specialists' rubric into the district's evaluation system.

The CTHSS continues to provide informational updates and professional learning in a systematic and consistent manner to all representative stakeholder groups. The matrix below details a comprehensive listing of all professional learning activities to support the implementation of SEED. Additional trainings and technical support days will be scheduled based on feedback and an assessment of the progress the district continues to make towards meeting the recommended timelines outlined in the SEED model. Three days including September 27, 2013, October 7, 2013, and October 27, 2013 were dedicated to SEED training across the district. Leadership teams comprised of administrators and teacher leaders provided training in writing Student Learning Objectives, Indicators of Academic Growth and Development (IAGDs) and developing whole school Student Learning Objectives. In addition, customized trainings were developed to support schools who requested technical support in using the Reflect online data management system.



Professional Learning Activities for SEED Implementation Through December 2013

July 2013	Administrators' Retreat: Introduction to SEED Administrators' Plan Two-Day Training
July- September 2013	Administrators Completing Teacher Proficiency and Calibration Activities to Certify in <i>Teachscape</i>
August 2013	Introductory Training for Administrators in <i>Reflect</i> Evaluation System and <i>Learn</i> for Personalized Learning
September 2013	SEED Training for Administrators (Principals and Central Office)
September 27, 2013	District-wide Professional Development Day designated for SEED training (Half-day)
October 7, 2013	District-wide Professional Development Day designated for SEED training (Half-day)
October 25, 2013	Introduce the <i>LEARN</i> online learning system to Professional Development Chairs
October 27, 2013	District-wide Professional Development Day designated for SEED training (Half-day)
October 2013	Leadership Team reconvened to assess progress in SEED implementation Develop a repository of SLO exemplars to share across the district
October 29, 2013	Leadership Council: Principals Overview of SEED for Support Services
October 2013	SEED Training for General Department Heads
November 11, 2013	Develop and present a FAQ response to share with all teachers and SVFT to clarify SEED process and protocols
November 5, 2013	District-wide Professional Development on <i>Reflect</i> for all Administrators
November 5, 2013	District-wide professional development for teachers dedicated to writing Student Learning Objectives(SLOs) by specific content areas
November 12, 14, 15, 2013	SEED training for Related Department Heads
December 12, 2013	Recalibration training for Administrators



Changes in Teacher Evaluation Components as it relates to Student Growth and Development

	Rating Component	Percentage	Indicator
Student Outcomes Related Indicators	Student Growth and Development	45%	As determined by the teacher’s student learning objectives (SLOs) and Indicators of Academic Growth and Developments (IAGDs)
	Whole School Student Learning or Student Feedback	5%	School-wide learning indicators and student surveys

As a result of Connecticut’s education reform legislation passed in 2012, school districts are expected to incorporate student assessment data in Connecticut’s educator evaluation and support system. Forty-five per cent (45%) of a teacher’s annual summative evaluation rating is based on student outcomes as measured by standardized and non-standardized assessments. For teachers in tested grades and subjects, half of the 45% (22.5) must incorporate state assessment data. The CSDE has provided flexibility and an element of choice in determining which state standardized assessments would be used for educator evaluation and support purposes for the 2013-14 school year.

The CTHSS has agreed to use the following assessment data in the educator evaluation and support system in 2013-14 school year as outlined below.

- All students in grade 10 will take the Science Connecticut Academic Performance Test (CAPT)
- All students in grade 11 will take the Smarter Balance Field Test (SB-FT) in ELA and Mathematics.

As the 2013-14 school year is a transition year, the Guidelines provide for other assessments to be used in the absence of state assessment data. The CTHSS has recommended the following assessments in non-tested areas:

- STAR Reading and Mathematics standardized assessment data for grades 9-12 for the 2013-2014 school year.
- In addition locally-developed formative and summative assessments across departments and subject areas will be administered and scored as baseline data to inform Student Learning Objectives(SLOs) and Indicators of Academic Growth and Development (IAGDs)



February 2014

On January 29, 2014, the PEAC Council acted on a recommendation to provide districts with additional flexibility in implementing the new educator evaluation and support system. As a result, the CTHSS district leadership has met over the last month with the SVFT and AFSA to determine the necessary modifications that needed to be made to the SEED guidelines for administrators and teachers. New guidelines include changes in the number of Student Learning Objectives and number of formal observations. These changes are represented in the CTHSS SEED Snapshot Rating documents for Administrators, Teachers, and Adult Education Teachers.

Professional Learning Activities for SEED Implementation through July 2014

Month	Professional Learning Activities
January 2014	SEED Training for all Trade Technology Department Heads
February 2014	SEED Training for all Special Education Department Heads
March 2014	Administrators' Training on Reflect Workflow and Finalize Summative Ratings Professional Development and Evaluation Committee convenes
April 2014	SEED Training for Administrators on using Reflect data to guide data driven conversations
May 2014	Follow-up SEED training to provide technical support to individual schools Leadership meetings scheduled to include department heads from Academic and Trade Areas to assess the strengths of SEED program model
June 2014	Follow-up SEED training to provide technical support to individual schools as requested
July 2014	Administrators' Retreat on Developing Collaborative Protocols for Improving Focused Conversations Around Instructional Practice