

Teacher Evaluation Guidelines  
 Guidelines requirements  
 May 7, 2014

Guidelines Section #	Guidelines for District Plan – What your plan must include <i>(Sample language for all components can be found on the CEA web site)</i>
<b>1.1 Context</b>	Use of following documents as foundation of plan: CCSS; CCT; CC of Leading (admin); National Pupil Personnel Standards
<b>1.2 Intro &amp; Guiding Principles</b>	Guidelines principles are listed
<b>1.3 Eval Approval Process</b>	Dispute resolution process – used to resolve differences pertaining to student goals, evaluation period, feedback, PD plan.  <i>Note : The plan should describe the process used - Will PDEC resolve dispute? Will the PDEC set up a sub-committee to resolve dispute? If so, who will be on sub-committee? What will the range of their decision-making be? Does the sub-committee have to make a decision, will they call on the superintendent or a neutral third party to assist in decision-making if they can't make one, or will the decision-making revert to the superintendent?</i>
<b>2.1 4-Level Rating System</b>	<b>(1)</b> 4 levels with definitions: Exemplary; Proficient; Developing; Below Standard; plan must state that ‘performance’ means “progress as defined by specified indicators” <b>(2)</b> 4 categories used to determine summative ratings: indicators of student growth & development (45%); observations of performance & practice (40%); whole school student engagement or student feedback (5%); parent or peer feedback (10%)
<b>2.2 Teacher Eval Process</b>	<b>(1)</b> goal setting conference in beginning of year, not prior to orientation; teacher & evaluator meet & set goals <b>(2)</b> evidence collection & review during year <b>(3)</b> mid-year check-in; at least one <b>(4)</b> year end summative review : teacher self-assessment; year end conference; report before end of school year

<p><b>2.3 (1)</b> <b>Teacher Eval Cmpnts</b> <b>45%</b> <b>Student growth</b></p> <p><b>Note</b> : Standardized testing will be decoupled from teacher evaluation in the 2014-15 school year, pending federal approval.</p>	<p><b>General provisions that must be in the plan and that apply to all teachers:</b></p> <ol style="list-style-type: none"> <li>1. mutual agreement by teacher &amp; evaluator on goal(s), indicators, evidence.</li> <li>2. 1 -4 student goals; IGDs for each goal</li> <li>3. take into account student needs, control factors, teacher assignment, be aligned with district &amp; school goals</li> <li>4. mid-year check in : at least one; review progress; may adjust goals</li> <li>5. year end summative review : teacher self-assessment; conference with evaluator; rating of extent of student progress meeting goals</li> <li>6. support specialists : goal &amp; indicators address the most important purpose of assignment (<i>also see flex option 2.9 language</i>)</li> <li>7. evidence selected that aligns with indicators takes into account control factors</li> <li>8. IGDs are fair, valid, reliable, useful</li> </ol> <p><u>Guidelines language pertaining to standardized assessments:</u></p> <p>“One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects.”</p> <p><b>Pertaining to teachers in state-tested subjects</b> (ELA, math, elementary, science – CMT grades 5 &amp; 8; CAPT grade 10):</p> <ol style="list-style-type: none"> <li>9. 22.5% of the indicators of academic growth &amp; development shall be assessments administered over time, including interim assessments. All assessment data will be analyzed collectively to assist in determining teacher’s rating for this segment of evaluation.       <p style="margin-left: 20px;"><u>For the first 22.5% of this evaluation category:</u></p> <ol style="list-style-type: none"> <li>10. If a state test <i>is</i> used, interim assessments leading to that test must be included with the assessment data analyzed collectively to assist in determining teacher rating.</li> <li>11. If a state test <i>is not</i> used, and the district already uses another standardized assessment that includes interim assessments, that test <i>may</i> be used in this portion of evaluation.</li> <li>12. If a state test <i>is not</i> used, and the district <i>doesn’t</i> use another standardized assessment that includes interim assessments, the teacher and evaluator will mutually agree on a non-standardized indicator to use in this portion of evaluation.</li> </ol> <p style="margin-left: 20px;"><u>For the second 22.5% of this evaluation category :</u></p> <ol style="list-style-type: none"> <li>13. The teacher and evaluator will mutually agree on at least one non-standardized indicator.</li> <li>14. The teacher and evaluator may mutually agree on a second standardized indicator.</li> </ol> </li> </ol> <p><b>Pertaining to teachers in non-state tested subjects</b> (anything other than those above):</p> <p style="margin-left: 20px;"><u>For the first 22.5% of this evaluation category:</u></p> <ol style="list-style-type: none"> <li>15. If there is another standardized indicator the district already uses that includes interim assessments, that test <i>may</i> be used in this portion of evaluation.</li> </ol>
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	<p>16. If the district doesn't use another standardized assessment that includes interim assessments, the teacher and evaluator will mutually agree on a non-standardized indicator to use in this portion of evaluation.  <u>For the second 22.5% of this evaluation category:</u></p> <p>17. The teacher and evaluator will mutually agree on at least one non-standardized indicator.</p> <p><i>Note : It is advised that the PDEC mutually agree that standardized and interim assessments that are to be used in evaluation must be designed to align with the content the teacher is certified to teach.</i></p>
<p><b>2.3 (2)</b>  <b>Teacher Eval Cmpnts</b>  <b>40%</b>  <b>observ.</b></p>	<p><b><i>Observations of Performance &amp; Practice</i></b></p> <ol style="list-style-type: none"> <li>1. Observation model is standards based and aligns to CCT.</li> <li>2. Observations will be based on rubric with 4 performance levels.</li> <li>3. Observations for support specialists take place in appropriate settings.</li> <li>4. teachers in years 1, 2, Developing, Below Standard : at least 3 formal, in-class observations, 2 with pre-conference, all with post-conference &amp; written &amp; verbal feedback</li> <li>5. teachers rated Proficient or Exemplary : at least 1 formal, in-class observation no less frequently than every 3 years, with feedback; 3 informal observations all other years</li> <li>6. 1 review of practice every year for every teacher</li> <li>7. training for all evaluators – will include observation &amp; evaluation, giving feedback; demonstration of proficiency</li> </ol>
<p><b>2.3 (3)</b>  <b>Teacher Eval Cmpnts</b>  <b>5%</b>  <b>Student feedback or</b>  <b>Whole School</b>  <b>Student Learning</b>  <b>Indicators</b></p>	<p><i>In this section, you describe which of these 2 options you'll choose. If your PDEC mutually agrees to use student feedback, your plan must include language from the guidelines in section 2.3(3):</i> Surveys must be anonymous, fair, reliable, valid, &amp; useful; SGC (if exists) may assist in development of survey; age &amp; grade-level appropriate; results addressed by teachers align with student learning goals; student survey ratings <i>may be</i> based on : (1) evidence in improvement in area of need identified by school level survey, or (2) evidence of teacher's implementation of strategies to address area of need. Must have rating across 4 performance levels.</p> <p><i>( '.....student survey ratings may be based on....' is permissive language, so allows for other options for rating teachers. See CEA web site for alternate approach for this category.)</i></p>

<p><b>2.3 (4)</b>  <b>Teacher Eval Cmpnts</b>  <b>10%</b>  <b>Peer or Parent</b>  <b>Feedback</b></p>	<p><i>In this section, you describe which of these 2 options you'll choose. If your PDEC mutually agrees to use parent feedback, your plan must include language from the guidelines in section 2.3(4):</i> Surveys must be anonymous, fair, reliable, valid, &amp; useful; SGC (if exists) may assist in development of survey; age &amp; grade-level appropriate; results addressed by teachers align with student learning goals; student survey ratings <i>may</i> based on : (1) evidence in improvement in area of need identified by school level survey, or (2) evidence of teacher's implementation of strategies to address area of need. Must have rating across 4 performance levels.</p> <p><i>('.....student survey ratings may be based on....' is permissive language, so allows for other options for rating teachers. See CEA web site for alternate approach for this category.)</i></p>
<p><b>2.4</b>  <b>Evaluation-Based</b>  <b>Prof Learning</b></p>	<p>PD identified through results of evaluation process relating to student growth and observations</p>
<p><b>2.5</b>  <b>Remediation plans</b></p>	<ol style="list-style-type: none"> <li>1. required for teachers Developing or Below Standard</li> <li>2. developed collaboratively with teacher and local association (not just reviewed by local association representative)</li> <li>3. identify resources, supports, timeline, indicators of success leading to rating of proficient or better</li> </ol>
<p><b>2.6</b>  <b>Career development</b>  <b>&amp; growth</b></p>	<p>Opportunities provided based on performance identified through evaluation process</p>
<p><b>2.7</b>  <b>Orient. Program</b></p>	<p>held annually</p>
<p><b>2.8</b>  <b>Evaluation audit &amp;</b>  <b>validation</b></p>	<ol style="list-style-type: none"> <li>1. Participation at request of employee or SDE; 1 teacher &amp; 1 administrator per rating level</li> <li>2. report status of teacher evaluations to local BoE by June 1; report to SDE by June 30 – aggregate evaluation ratings, frequency, # not rated</li> </ol>

<p><b>2.9</b> <b>Flexibility</b> <b>components –</b> <b>student goals;</b> <b>teacher</b> <b>observations</b></p>	<p>1. 1 goal for student growth, multiple indicators &amp; evidence  2. goal appropriate to teacher’s position if prime responsibility is not direct instruction of students  3. for 2014-15 year, 22.5% of indicators based on standardized indicators other than state test; 1 non-standardized indicator; one additional standardized indicator through mutual agreement  4. Other standardized indicators, for other grades &amp; subjects, where available, may be used.  5. teachers proficient or exemplary – 1 formal, in-class observation every 3 years; 3 informal observations other years; 1 review of practice every year; additional formal observations as needed</p> <p><i>Note : #2 expands on what an appropriate goal is for a support specialist (see Section 2.3 (1), #6 under general provisions)</i></p>
<p><b>2.10</b> <b>Data Management</b></p>	<p>1. PDE committee to review and report to local BoE on needs and efficiencies of data management system  2. data management system parameters :  a. only data used as indicators in evaluation, as mutually agreed on;  b. SDE prohibited from accessing identifiable student data, except for required audits;  c. no sharing of teacher evaluation data between districts without teacher’s consent;  d. access to files limited to those directly involved in evaluation &amp; PD;  e. log-in of persons accessing teacher’s file</p>