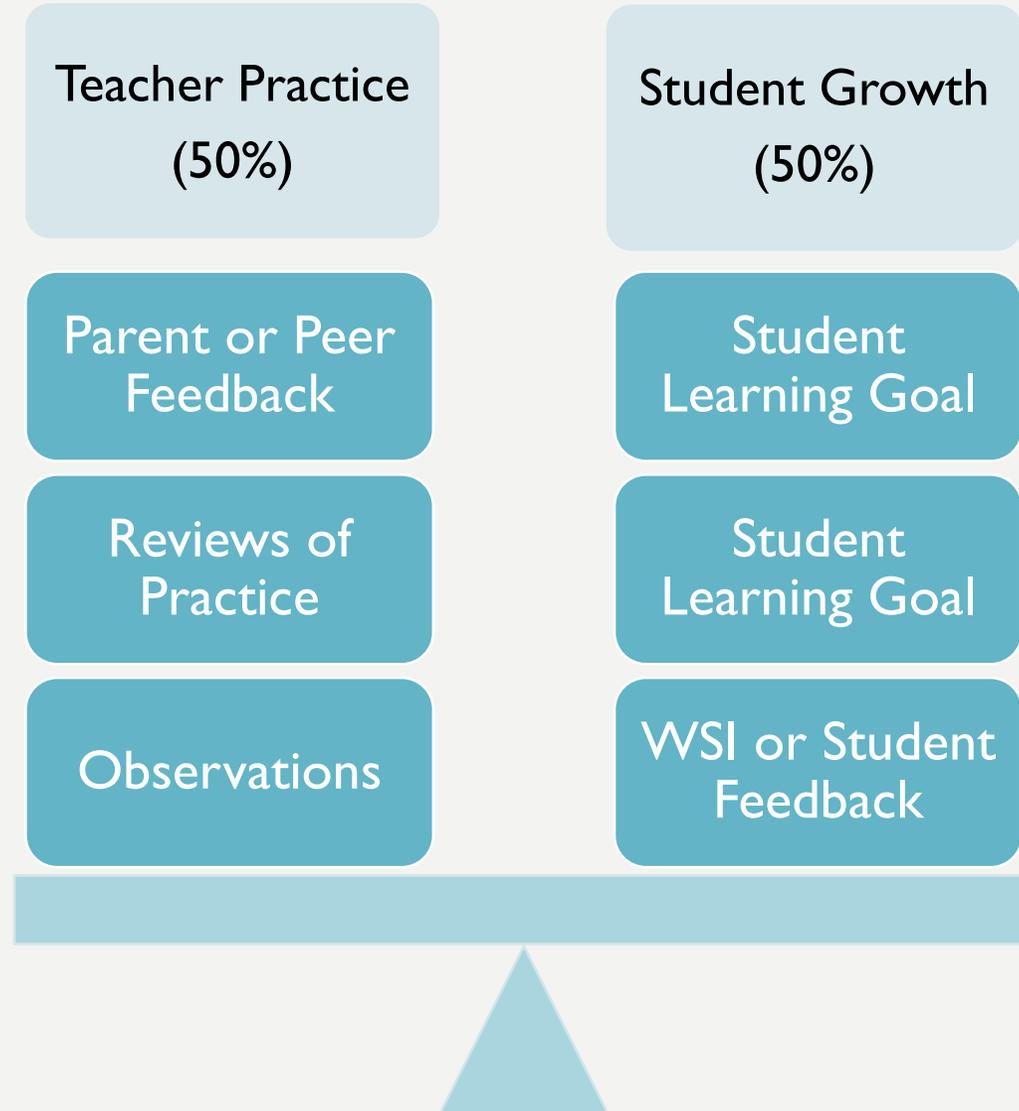


TEACHER EVALUATION

**YOUR 10-STEP GUIDE TO SCORING
PROFICIENT OR HIGHER**

STEP #1: KNOW YOUR PLAN



STEP #2: KNOW YOUR RIGHTS

- All districts are required to provide an annual orientation to review the timeline, process, rubrics, and other materials related to your plan.
- Teachers in years 1 or 2 must have at least **three** in-class observations, two of which must have **pre-conferences** and **all** must be followed by timely **feedback**.
- Experienced teachers rated proficient or higher the previous year must have a combination of **three** observations and/or reviews of practice all with feedback **OR one** formal observation every three years and three informal observations and one review of practice on the off years.
- Observations and reviews of practice should be standards based, aligned to the **CCT**, and have 4 performance indicators (exemplary, proficient, developing, and below standard). All evaluators must be regularly trained.

- Your goals & indicators can't be dictated—there must be a conversation and **MUTUAL AGREEMENT** must be reached.
- 1-4 Student Learning Goals are required. Teachers must use *at least* one standardized indicator (22.5%) when possible, along with *at least* one non-standardized indicator (22.5%). Teachers who do not provide direct instruction should write goals and use indicators that best suit their role. Indicators should be “fair, valid, and reliable.”
- 22.5% “shall be based on the state test for those teaching tested grades and subjects.” (suspended this year—Bill 380—CEA fighting to permanently eliminate this.)
- You can adjust your goals at mid-year conference if there is mutual agreement.
- All plans must include a **dispute resolution process** when a teacher and evaluator can't mutually agree on learning goals, timeline, feedback, or a PD plan.
- You can't grieve your rating, but you can go to grievance if **any step** in the evaluation **process** is not followed with fidelity.

STEP #3: KNOW YOUR EVALUATOR

- Make an appointment with your evaluator at the start of the year.
- Get a sense of your evaluator's values, standards, and expectations.
- Be proactive about appointments and timely in your paperwork.
- Ask your evaluator for advice and guidance without being annoying.
- Be respectful.



STEP #4: KNOW THE TIMELINE

- Review your plan & record deadlines.
- Schedule observations well before the deadline when possible.
- Make sure all paperwork is complete by the deadline.
- If your evaluator misses a deadline, make note of it. Send a polite email.
- Make sure to schedule a mid-year conference as close to mid-year as possible. If it looks like you will not make your goal, ask to adjust it & be able to show the interventions you have tried.



STEP #5: KNOW THE CCT

1 Classroom Environment

2 Planning

3 Instruction

4 Assessment

5 Professional Responsibilities

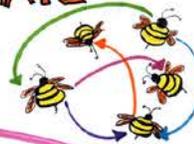
WORLD CAFÉ: EVOKING the WISDOM in the ROOM

EXPLORE
Questions that matter

Encourage
each person's
contribution



CROSS POLLINATE
connect diverse
opinions



CREATE
hospitable
space

CLARIFY
context



Listen
together for
patterns, insights &
deeper meaning



Harvest
share collective
discoveries



graphic by CONCEPTS CAPTURED

STEP 6: KNOW YOUR STUDENTS

- To determine student needs, gather data from a variety of sources, not just test scores. Set a baseline to measure future growth.
- Consider control factors—things that are beyond your ability to influence that will likely impact student performance.
- Think about the different ways you can **SHOW** students have made growth over time.
- Select a representative sample of students to whom your goal will apply or divide students into subgroups with different targets.
- Collect representative sample of student work.
- Select targets that are challenging but realistic for your students.
- Remember you and your evaluator must come to **mutual agreement** on goals and indicators for student growth.

STEP #7: KNOW THE WISDOM YOU NEED IS IN THE ROOM

- Your colleagues & other teachers are your best resource.
- Try to align your SLO to your TEAM goals if possible and rely on your mentor for advice and support.
- Set common goals when possible and collaborate on assessments and interventions.
- Observe peers teach so you can learn from them.
- Invite peers or your TEAM mentor to observe your class before your evaluator comes in to give you tips and strategies.



STEP #8: KNOW YOUR PDEC MEMBERS

- CT state statutes and the CT Guidelines for Educator Evaluation require every school have a committee comprised of teachers and a designated collective bargaining representative, along with administrators & their collective bargaining representative. This committee is tasked with annually revising their district's evaluation and PD plan. All changes must be **mutually agreed** to by the whole committee. This gives teachers a voice and significant power to shape both their evaluation plan & their PD plan.
- With the passage of ESSA this past fall, CT has the opportunity to make significant changes to the state evaluation guidelines, which would require changes in every district's plan. If this happens, your PDEC will need to know what changes teachers most want. Be sure to make your voice heard!

STEP #9: KNOW YOU MATTER

- Take time to care for yourself—you can't take care of your students if you neglect your own wellbeing.
- Do not eat lunch alone or work through lunch.
- Make sure you are getting enough sleep, especially before an observation.
- If you mess up, it's OK! Be a role model for kids and show them mistakes should be celebrated as learning opportunities.
- Ask for help when you need it.
- Your voice counts! Contact your legislator on important issues that impact teachers and the students we serve.

STEP 10: KNOW WE ARE STRONGER TOGETHER

- The CEA is there for you when you need us. If you have a problem, a question, or need resources or training, we are only an email or phone call away.
- The CEA is fighting for simpler teacher evaluation guidelines that decouple SBAC from your rating.
- Contact Kate Field, CEA's Teacher Development Specialist, at katef@cea.org with any evaluation problems, questions, or support.

