

SAMPLE LANGUAGE

DETERMINING A TEACHER’S PRACTICE RATING (50% OF EVALUATION)

SECTION 5.1 *OBSERVATIONS OF PERFORMANCE AND PRACTICE IN TEACHER EVALUATION*

5.1 (a) The *CT Guidelines for Educator Evaluation* require that teacher evaluations encompass data from four categories, including observation of performance and practice, and that a certain number of in-class observations take place for each teacher each year. The manner in which CEA Public Schools will meet these requirements is described in this section.

CEA Public Schools PDE system will have two observation ‘tracks,’ based on the teacher’s evaluation designation, as follows:

Track A – First and second year teachers; teachers in TEAM; teachers rated Developing or Below Standard; experienced teachers who are new to the district, having come from another district or out of state

Track B – Teachers who have been designated as Proficient or Exemplary; teachers in this category will be placed into year 1, 2, or 3 in the evaluation cycle described in the Evaluation Overview section of this document (page ____).

5.1 (b) ***Formal in-class observations***

The purpose of formal, in-class observations is to have the evaluator and teacher take a more focused look at teaching practice, both to guide decisions for professional growth and determine the teacher’s level of performance in the classroom.

Teachers in Track A will have 3 formal, in-class observations each year. Over the course of the three formal observations, evaluators will gather evidence pertaining to all of the indicators in the domains of the CCT that speak to a teacher’s performance that is directly observable in the classroom.

Teachers in Track B will have at least one formal, in-class observation no less frequently than every three years (known as Year 1 of the 3-year evaluation cycle). The indicator(s)/domain(s) that will be the focus of the formal observation will be mutually agreed upon by the teacher and evaluator during the goal-setting conference in the fall.

Teachers and evaluators may include more formal, in-class observations, if they mutually agree to do so, or if the evaluator feels additional observations are necessary. The number of observations will be appropriate to the teacher’s needs and/or assistance plan (for teachers with a Developing or Below Standard evaluation rating).

All formal, in-class observations will include a pre-conference to be held no more than one week prior to the observation, and will be at least 15 minutes in length. Prior to the pre-conference, the teacher will complete the Pre-Observation Form (Appendix ____). During the pre-conference, the teacher and evaluator will review the form, especially focusing on which indicators of the CCT, as discussed during the goal-setting conference, will be the focus of the observation; the lesson the teacher will be conducting that day; and any control factors that may have an impact on what happens during the

lesson. The evaluator will enter the Pre-Observation Form into the teacher's evaluation file via the district data management system.

All formal observations will be followed by a post-conference that takes place within five school days, but no more than one calendar week, after the observation. The teacher will receive verbal feedback during the post-conference, and follow-up written feedback within 5 school days after the conference. Written feedback will be given via the Formal Observation Feedback Form (Appendix ____), and the evaluator will enter this into the teacher's evaluation file via the district data management system.

5.1 (c) *Informal in-class observations*

An informal observation of a teacher in Track A can give the evaluator two different perspectives. If the informal observation is done prior to a formal observation, it can help the evaluator determine the areas that should be the focus of the formal observation. If the informal observation is done after a formal observation, it can give the evaluator a brief look at how the teacher might be making instructional changes, based on the post-conference and feedback from the formal observation. Each has its merit.

An informal observation of a teacher in Track B gives the evaluator the opportunity to get and/or maintain the 'big picture' of a teacher's performance in the classroom to determine whether or not the practice is, generally, proficient, or if the evaluator sees changes that would warrant doing a formal observation for deeper analysis.

During an informal observation, which will last for a minimum of 20 minutes, the evaluator isn't expected to collect hard evidence of the teacher's performance specific to any indicators within the domains of the CCT. Feedback given to the teacher will be more general and indicate whether or not the evaluator will conduct a follow-up formal observation.

Teachers in Track A will have at least three informal, in-class observations each year, with one possible exception. Experienced teachers who are new to the district, having come from another district or out of state, will have at least 3 informal, in-class observations during their first year in the district, and a minimum of 1 informal, in-class observation during their second year in the district. Teachers in Track B will have at least three informal, in-class observations each year in Years 2 and 3 of the 3-year evaluation cycle.

Each informal, in-class observation will lead to verbal and/or written feedback given to the teacher within five school days, but no more than one calendar week, after the observation. If an informal observation is followed by written feedback, the evaluator will use the Informal Observation Feedback Form (Appendix ____); a copy will be given to the teacher, and a copy will be placed in the teacher's evaluation file via the district data management system. If an informal observation is followed by verbal feedback, the teacher and evaluator will sign the Informal Observation Confirmation Form (Appendix ____), documenting that the informal observation took place, and it will be placed in the teacher's evaluation file via the district data management system.

5.1 (d) *General provisions regarding in-class observations*

To assure that any type of observation is given the attention and respect it deserves, no in-class observations used as part of the evaluation process will take place on the last day of school before a holiday break, or within the last two weeks of the school year.

All formal observations will be announced; informal observations will be unannounced. Evidence collected by the evaluator during any formal observation will become part of the teacher's evaluation file; no evidence collection is expected to occur during an informal observation.

All written feedback given after formal and informal observations will be entered into the teacher's evaluation file.

Formal and informal observations of support specialists will occur in settings appropriate to their role in the school, and may include the interaction between the teacher and students, staff and/or parents in those settings.

5.1 (e) *Determining evaluation ratings for observations*

All formal and informal in-class observations will be 20% of the teacher's summative evaluation, or one-half of the 40% designated by guidelines. Informal observations will not result in an evaluation rating. All formal, in-class observation ratings will be based on concrete evidence collected by the evaluator, analyzed, synthesized, and viewed holistically. During the formal observation post-conference, the evaluator and teacher will discuss how the evidence collected aligns with the indicators from the CCT rubric that were the focus of the observation. The teacher and evaluator can choose to note on the rubric form what the teacher's preliminary observation rating is at that time, for either each indicator used or for the domain as a whole. However, it must be understood that the year end observation rating might be different.

At the end of the year the evaluator will collectively view all of the observation evidence and any preliminary ratings given for any indicators or domain, noting changes in performance, which will be considered when making the final rating for the domain. This will be discussed with the teacher during the year end conference. The overall rating will be determined based on the preponderance of evidence. An example is shown below.

Domain 2 : Classroom Environment				
	Below Standard	Developing	Proficient	Exemplary
a. Respect, rapport	jekdlc	cjeokl	mapehb	zeipaq
b. Culture for lng	kloepmn	gurxnv	bswpos	aopelkm
c. Clsrn. procds.	jhqipem	difjfdjer	aweoup	zjealjfd
d. Stdt. behav.	adjfafjeru	ertuader	cjadclja	ajerjladf
e. Phys. space	gdfhaqua	zdadcvner	dfernene	ccherjajd

Domain 3 : Instruction				
	Below Standard	Developing	Proficient	Exemplary
a. Comm. w stdts.	afhdahf	cdahrejn	chftrtjen	lpwejen
b. Ques & discus.	jcjrernn	qqadner	celrjern	cadernnn
c. Stdt. engmt.	jgrtwonn	ajerjladf	aweoup	gdfhaqua
d. Assmt in instcn.	laadkjerjn	ciernndf	erpeiwoe	chazzxjer
e. Flex. & respnsv.	cvdrennn	pqieqndf	asadfer	mnlkern

In an example such as this, the preponderance of evidence indicates that the teacher's overall performance is at the 'Proficient' level. All materials used in determining the teacher's rating will become part of the teacher's evaluation file.

5.1 (f) *Reviews of practice*

The remaining 20% of the 'observation of performance and practice' category must include a teacher's work on elements of Domain 1: Planning for Active Learning, and Domain 4: Professional Responsibilities and Teacher Leadership. Teachers and evaluators will provide evidence of the teacher's ability to plan instructional units, engage in continuous professional growth, collaborate and communicate with colleagues, and communicate with parents concerning the student's growth and any other professional behaviors.

All teachers will also participate in a minimum of one review of practice (professional conversation) each year with their evaluators, and may mutually agree with their evaluators to participate in additional reviews. To assure that they receive the attention deserved, a review of practice may not take place on the last day of school before a holiday break, unless a teacher so desires, and may not take place within the last two weeks of the school year.

Reviews of practice for support specialists will focus on appropriate domains of the standards applicable to their field/role in the school, as mutually agreed on in the goal-setting conference.

5.1 (g) *Determining evaluation ratings for reviews of practice*

Reviews of practice will collectively be 20% of the teacher's summative evaluation, or one-half of the 40% designated by statute. This rating will be based on concrete evidence collected by the evaluator and teacher, analyzed, synthesized, and viewed holistically. During the review, the evaluator and teacher will discuss how the evidence collected aligns with the indicators from the rubric that are the focus of the review. The teacher and evaluator can choose to note on the rubric form what the teacher's review of practice rating is, for either each indicator used or for the domain as a whole. If the review of practice takes place during the school year (such as at the mid-year conference), the teacher and evaluator should conduct another review during the year end conference to determine the final evaluation rating for this 20% of the total evaluation.

At the end of the year the evaluator will collectively view all of the evidence and any preliminary ratings given for any indicators or domain, noting changes, which will be considered when making the final rating for the domain. This will be discussed with the teacher during the year end conference. The overall evaluation rating for reviews of practice will be based on the preponderance of evidence. The teacher and evaluator will each be responsible for entering the evidence they collected for the review of practice into the teacher's evaluation file via the district data management system.

5.1 (h) *Determining an overall evaluation rating for teacher performance and practice*

At the end of the year, the evaluator will holistically review all of the evidence and any preliminary evaluation ratings given for both observations and reviews of practice. The final 40% evaluation rating will be based on the preponderance of evidence.