

SAMPLE LANGUAGE

DETERMINING A TEACHER'S OUTCOMES RATING (50% OF EVALUATION)

SECTION 6.1 *USING MULTIPLE INDICATORS OF STUDENT ACADEMIC GROWTH AND DEVELOPMENT*

6.1(a) General information

The *CT Guidelines for Educator Evaluation* approved by the State Board of Education state that 45% of a teacher's evaluation must be based on progress toward attaining or exceeding goals for student growth, using multiple indicators. The following are specific parameters in this plan for this requirement:

For all classroom teachers

1. Teachers will set one goal for student growth and development; teachers with special circumstances, such as teaching only half-year courses, will mutually agree with their evaluators how many goals will be set over the course of the year.
2. At least one non-standardized indicator must be used to show student growth over time. The teacher and evaluator will mutually agree on that indicator and the types of evidence that will be collected for the indicator(s).
3. For the second half (22.5%) of the indicators, the teacher and evaluator may mutually agree to include one additional standardized indicator other than the state test.
4. All standardized assessments used must : include interim assessments that align/lead to the standardized assessment and be administered over time. Data from standardized assessments must be compared and analyzed collectively to determine student growth.
5. No standardized assessment can be used if the assessment creator has a specific policy that states the test was not designed for use in evaluating teachers.

For classroom teachers in state-tested grades and subjects

(ELA, Math, elementary, CMT science grades 5 & 8, CAPT science grade 10)

6. One-half (22.5%) of the indicators used shall compare data across assessments administered over time. The state test will be included only if there are interim assessments that align with and lead to that assessment.
7. If there is no state test and/or interim assessments available, the PDEC will mutually agree, prior to the beginning of each school year, whether or not a different standardized indicator will be used. If a different standardized indicator is used, it must meet the same criteria as the state test must meet.
8. If a standardized indicator is used, teachers and teachers and evaluators will mutually agree on 1-2 non-standardized indicators to use in the second 22.5% of this evaluation component.
9. If no standardized indicator is used, teachers and evaluators will mutually agree on 2-3 non-standardized indicators for use in the entire 45% of this evaluation component.
10. Teachers with special circumstances, such as teaching only half-year courses, will mutually agree with their evaluators how many different indicators will be used over the course of the year.

For classroom teachers in all other grades and subjects

11. A standardized indicator, if available, may be used in the first 22.5% of this evaluation component.

12. The PDEC will mutually agree, prior to the beginning of each school year, whether or not recommended standardized indicators *may* be used in specified content areas.
13. After this determination by the PDEC, the teacher and evaluator will mutually agree whether or not the indicator *will* be used in connection with the student growth goal.
14. All standardized assessments used in other grades and subjects must meet the same as the state test must meet.
15. If a standardized indicator is used, teachers and teachers and evaluators will mutually agree on 1-2 non-standardized indicators to use in the second 22.5% of this evaluation component.
16. If no standardized indicator is used, teachers and evaluators will mutually agree on 2-3 non-standardized indicators for use in the entire 45% of this evaluation component.
17. Teachers with special circumstances, such as teaching only half-year courses, will mutually agree with their evaluators how many different indicators will be used over the course of the year.

In the PDE system, teachers and evaluators will work collaboratively to determine an appropriate mix of indicators to use in the evaluation process. Teachers and evaluators will mutually agree on one student goal for growth and development; all goals will be appropriate for the teacher's grade and subject area, or position and role within the school. Goals will be based on an analysis of data from multiple sources, including standardized assessments when appropriate. The following definitions and uses of standardized and non-standardized indicators, and evidence, will guide the selection process:

Standardized indicator – periodic assessment tool, including interim assessments that align with and lead to the main assessment, that is administered more than once per year, with cumulative results of all assessments used to show growth over time

Non-standardized indicator – type of task performed by students that is aligned to the curriculum and rated against a set of criteria that describes student growth and development; might include, but is not limited to, student written work; student oral work; demonstration &/or performance; constructed project; curriculum-based assessment

Evidence – Each piece of work done; teachers will collect multiple pieces of evidence for each type of indicator.

All indicators selected must be fair, valid, reliable, and useful to the teacher, as described in the teacher evaluation guidelines.

6.1(b) Process for setting goals and selecting indicators and evidence

(1) Teachers primarily teaching in grades and/or subjects using standardized tests

During the goal-setting conference in the fall, the teacher and evaluator will use the following process to set the focus for student growth and development:

1. Examine the data the teacher has gathered about student learning needs, and the draft of the teacher's student goal for growth and development; come to mutual agreement on the student goal;
2. Discuss what standardized indicator will be used, if one is required, and how many times during the year it will be administered; come to mutual agreement on these issues;
3. Discuss what non-standardized indicator(s) will be used, and come to mutual agreement on this; teachers and evaluators may mutually agree that a total of more than 2 indicators will be used;
4. Discuss and mutually agree on a representative sample of students for whom the teacher will collect evidence via the indicators;
5. Discuss and mutually agree on the number of pieces of evidence that will be collected for each student over the course of the year;

6. Discuss and mutually agree on the student work rubric that will be used to examine student work and show growth over time;
7. Other factors, including data from the state data system, that need to be taken into account in setting goals, selecting indicators of student growth and development, and determining student success in meeting the goals.

During the conference, the teacher and evaluator will complete the Student Goal Form (Appendix ___) with the above information; the teacher will enter it into his/her file via the district data management system.

(2) Teachers primarily teaching in grades and/or subjects not using standardized tests

During the goal-setting conference in the fall, the teacher and evaluator will use the same process as other classroom teachers to set the focus for student growth and development. In Step 2, the teacher and evaluator may discuss the use of a standardized indicator, but must mutually agree on which test, if any, will be used. In most cases, teachers will use two non-standardized indicators of growth and development.

(3) Education Support Specialists

This category of teachers includes those professional staff members who don't provide direct continuous instruction to students, such as coaches, some library-media specialists, some reading specialists, school psychologists, guidance counselors, etc. These teachers will write one goal that is based on the teacher's position and role in working to support teachers, students, and/or the school's educational program as a whole.

Support specialists will follow the same process with their evaluators as that used by classroom teachers, examining other sources of data to determine the need to be met by those they support, and what their goal will be. Types of data teachers might examine include, but are not limited to:

- Student assessment data;
- Students' prior grades in a subject;
- Information obtained from other teachers about student performance;
- District and school goals;
- District curriculum guides;
- Student school files;
- Information pertaining to special needs or circumstances of students, especially considering control factors;
- Information obtained from the teachers they support about what teacher needs are that relate to student growth.

Support specialists and their evaluators will mutually agree on appropriate indicators of their support for students, teachers, and/or the school's educational program; types and sources of evidence that will be collected; what control factors, if any, will be considered when examining evidence; and what criteria will be used to examine the evidence collected.

A graphic depicting the process of setting goals, indicators, and evidence is included in Appendix ____.

6.1(c) Process for evidence collection and review

During the course of the year, the teachers will collect evidence of student growth and development. Classroom teachers will use the district-developed Student Work Rubric (Appendix ___) as the basis for examining student work collected over time. Subject area departments and elementary grade levels, may, as a whole, modify the rubric by working with the district Curriculum Committee (who developed the original rubric). Other tools to help teachers chart student growth will also be provided. Support specialists will collect evidence and use tools appropriate for the goal set.

At the mid year conference, the teacher will share and discuss samples of student work and/or growth with the evaluator. The focus at that point will be on what progress the students are making, and whether or not the goal, indicators, and/or evidence needs to be adjusted. Evidence collection will then continue; at the end of the year, the teacher will review all the evidence for each student and determine the level of student growth that took place.

The teacher will enter all evidence that is used to document student growth into his/her evaluation file via the district data management system.