Teacher Evaluation

Handbook

September 2004-2007

HARTFORD BOARD OF EDUCATION
HARTFORD PUBLIC SCHOOLS

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PART I
Foundations for Teacher Evaluaton

This 2000-2001 *Teacher Evaluation Handbook* finds its origin in the 1996-97 Teacher Evaluation Committee that substantially revised and drafted a new *Evaluation Handbook for Instructional Personnel*. Certain aspects of this draft were piloted and feedback was obtained from teachers and administrators.

This 1996-97 document remained in draft form throughout the changeover in the district's administration and the State of Connecticut's appointment of the Board of Trustees.

In 1999, the State Department of Connecticut published the following policy documents:
- Revised Common Core of Learning
- Common Core of Teaching – Replacement for the Connecticut Competency Instrument (CCI)
- Revised Guidelines for Teacher Evaluation and Professional Development
- Connecticut Framework: K-12 Curricular Goals and Objectives
- Standards for Effective Leadership for School Administrators

These new policy documents, published in *Connecticut's Commitment to Excellence in Teaching: The Second Generation*, are all grounded in the belief that teacher evaluation is a process for professional growth and development aligned with State and district/school goals and objectives that are focused on improving student learning.

As a result in 1999-2000, with the newly appointed superintendent, his team and the new Board of Trustees in place, the Teacher Evaluation Task Force was expanded to review and revise the Professional Growth and Evaluation Handbook with respect to the new state guidelines and to develop a timeline for implementation.

Thus, this document is the carefully crafted product of the collaborative efforts of Hartford teachers, administrators, central office staff and state department personnel.

Since its inception, this document has been modified and adjusted based on survey and focus group interview data collected by outside evaluators during each of the first three years of implementation. Starting in the 2004-05 school year, a three-year review process will be established to ensure that the document continues to meet the needs of the staff as they relate to Hartford's students and families.

1999-2001
Teacher Evaluation Task Force

Chairperson: Italia A. Negroni
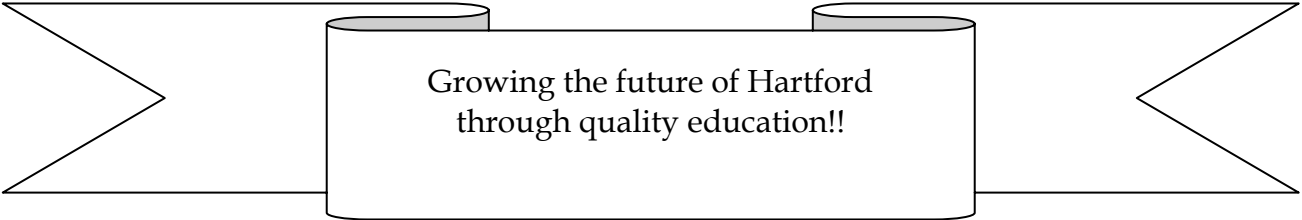Sr. Director of Professional Development

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Robert Borello BEST Administrator	Jose Ortiz, Math Supervisor Weaver High School	
Lynn Bampton Speech & Hearing Coordinator	Hartford Principals' & Supervisors' Association	
Mike Emmett Special Ed Staff Developer	Baxter Atkinson, President	James Thompson, Jr., 1st Vice President
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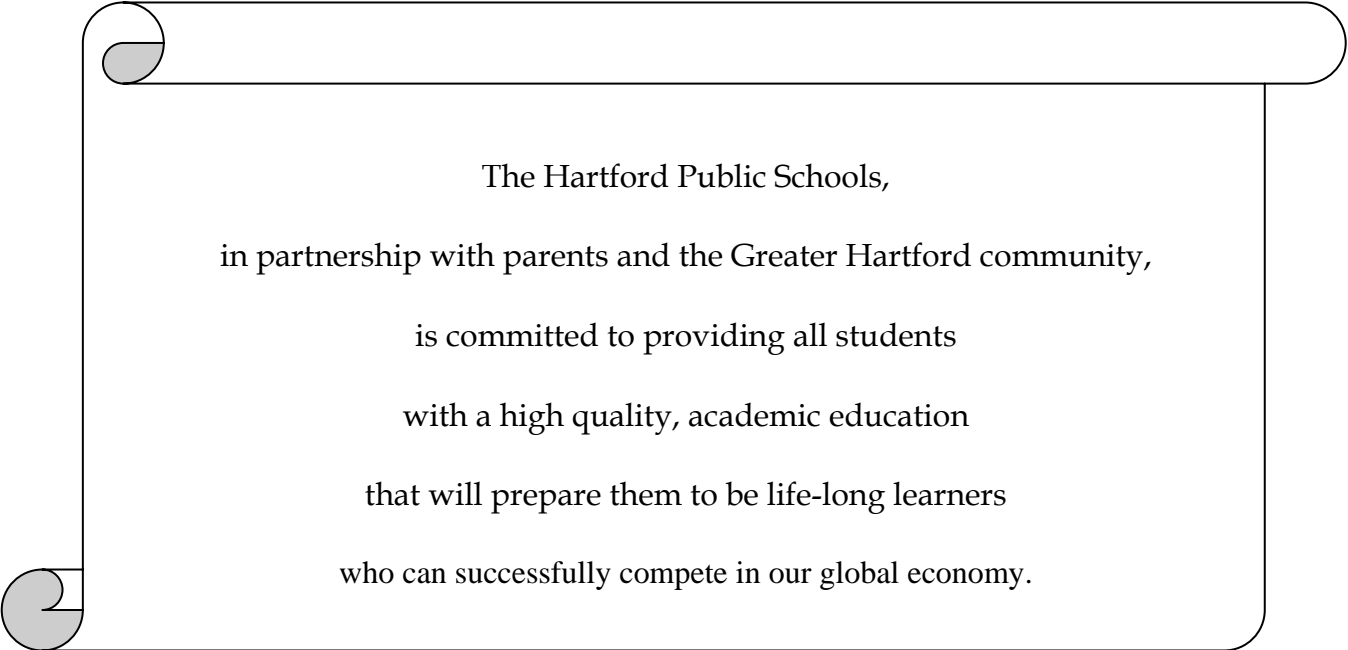
**HARTFORD PUBLIC SCHOOLS
VISION**

Growing the future of Hartford
through quality education!!

**HARTFORD PUBLIC SCHOOLS
2004-05 PROPOSED MISSION**

The Hartford Public Schools,

in partnership with parents and the Greater Hartford community,

is committed to providing all students

with a high quality, academic education

that will prepare them to be life-long learners

who can successfully compete in our global economy.

Superintendent's Goal 1: Continue to increase academic achievement and improved student learning.

Objective 1.1: *Curriculum & Instruction:* To sustain and accelerate student learning through a coherent curriculum focused on Literacy, ESL, Numeracy, Science, Social Studies, Unified Arts and Technology & Info Literacy.

Objective 1.2: *Early Childhood:* To implement a rigorous early childhood program citywide.

Objective 1.3: *Technology:* Integrate technology across curricular areas.

Objective 1.4: *High School Reform:* To develop and implement a comprehensive plan for restructuring the comprehensive high schools to prepare students to meet the challenges of higher education and careers.

Objective 1.5: *Assessment Evaluation & Research:* To use data to drive, modify and adjust curriculum, instruction and classroom assessments and student support services.

Objective 1.6: *Professional Development/Leadership:* To build the instructional leadership capacity of all staff as it relates to improved student learning.

Superintendent's Goal 2: Ensure a coordinated array of services that provide for individual student needs, equality of education for all students and engagement of parents and community partners.

Objective 2.1: *Special Populations:* To ensure that all special populations, including special education and bilingual students, have access to quality of teaching and learning.

Objective 2.2: *Diversity/Sensitivity Education*: To provide students with the tools necessary to model tolerance, acceptance and respect for varied cultural, ethnic, racial, gender and religious differences.

Objective 2.3: *Magnet/Choice Schools:* To provide choices for HPS parents and students.

Objective 2.4: *Student Support Services*:   To improve the quality of mental health, language, speech, hearing and psychological services for all students. o provide each school with quality programs and services available to the community at large and to enhance the use of school facilities.

Objective 2.5: *Character Education*: To provide students the tools to develop positive self esteem, build character and increase their focus on achievement.

Objective 2.6: *Family & Community Engagement:* To ensure equity of access to opportunities for parental, business, community, faith-based non-profit, civic and social organizations to become engaged in the school improvement process.

Objective 2.7: *Parent Training*: To provide parents access to training opportunities and to school system program and policies.

Objective 2.8: *Full-Service Community Schools*: To provide each school with quality programs and services available to the community at large and to enhance the use of school facilities.

Objective 2.9: *Alternative Education Programs*: Create, implement and manage programs for non traditional learners which provide quality educational alternatives as well as supplemental behavioral, psychological and therapeutic programming to enable students experiencing difficulties in the traditional school setting shave alternative learning opportunities available to them increasing their potential for success.

Objective 2.10: *Adult Education Programs:* To provide city residents with quality academic and therapeutic programming to support the learning needs of nontraditional learners.

Superintendent's Goal 3: Continue improving the administrative and operational system to ensure accountability and support student learning.

Objective 3.1: *Fiscal Management:* To improve and promote an effective system of fiscal management that supports district goals and objectives.

Objective 3.2: *Human Resource Management:* To ensure the hiring and retention of quality staff to enhance the educational environment for children and oversee effective contract management and the enhancement of operational systems in support of district accountability and fiscal control.

Objective 3.3: School Safety: To provide a school environment that is safe and conducive to student learning.

Objective 3.4: *Facilities Management*: To ensure that students attend a safe, properly sized and properly maintained facility.

Objective 3.5: Information Systems: To continue providing technical and organizational support to automated systems.

INTRODUCTION

Essential to the mission and goals of the Hartford Public Schools is a highly competent professional staff that is committed to the belief that all children have the potential for significant academic growth at high levels of performance. This teacher evaluation process has been developed to support the mission of Hartford Public Schools, the superintendent's goals and the goals and objectives of the School Improvement Plans.

The teacher evaluation process applies to all certificated personnel who have instructional responsibilities in the classroom and those teachers who work as resource teachers, district/school coaches, facilitators or lead teachers, library media specialists, guidance counselors, psychologists, social workers, reading consultants, teachers on special assignment and all other non-administrative personnel whose primary responsibility is other than direct instruction of students.

This is a living document that is updated regularly based on the following foundational understandings adopted from the 1999 *Connecticut's Commitment to Excellence in Teaching: The Second Generation*:

1. **Teacher Evaluation Is About Professional Growth**
   - Teacher's professional growth is demonstrated through improved student learning.
   - Teacher evaluation is based on the teacher's documentation of learning outcomes over time.
   - Students benefit when teachers take time to reflect on their work.

2. **Teacher Evaluation Is Based On Multiple Data Sources**
   - Multiple data sources can be collected individually or in work teams.
   - Classroom observations are a necessary but not sufficient form of data.
   - The shift is from looking at teacher behaviors to focusing on student learning as evidenced by multiple data sources collected by the teacher.

3. **Teacher Evaluation Must Recognize Teacher As Leader**
   - Teachers must demonstrate competence in content, teaching practices and learning theories, and student development.
   - Teachers should share expertise with colleagues, contributing to the learning community.

4. **One-Size Teacher Evaluation Does Not Fit All**
   - Teacher evaluation should be based on a differentiated system that recognizes the developmental needs of teachers at different stages of their professional growth, and recognizes teacher leaders.
   - Teacher evaluation should develop and support new teachers, grow and support tenured teachers, create and support master teachers, and work with and support teachers in need of assistance.
   - Teacher evaluation should set high standards for the teaching profession and therefore inform hiring, career advancement and, if necessary, teacher termination.

5. **District, School, And Personal Professional Goals Are Interrelated**
    - Goals and objectives are focused on improving student achievement.
    - Goals and objectives are focused on school improvement.

6. **Teachers' Work Is A Significant Part Of Administrator Evaluation**
    - Administrator evaluation should include documentation of student learning.
    - Administrators should demonstrate support for teachers' professional growth.

7. **The Purpose of Professional Development Is To Learn How To Improve Student Learning**
    - PD activities should include collaborative work time for teachers to meet and share student work samples and discuss teaching strategies.
    - PD should be focused on self-improvement and should be linked to the district/school goals and objectives for improving student learning.

PHILOSOPHY OF TEACHER EVALUATION

Hartford's teacher evaluation process is based on a philosophy of teaching, learning and leading that is focused on improving student learning and anchored with a commitment to ethical practice.

TEACHING: The foundational skills and competencies of the Connecticut Common Core of Teaching are used as the basis for evaluating teacher practice. Moreover, it is our obligation both individually and collectively to use research and data to determine the impact we have made on what students know, do and think, to ascertain revisions to instructional programs and assessment practices, and to design appropriate professional growth opportunities.

LEARNING: Teachers must be continual learners who are open to modify, adjust and alter their practice in response to the complex, varied, specialized and changeable needs of their students. In addition, teachers have a career-long obligation to add to their knowledge and skill base and to share what they have learned with their colleagues.

LEADING: The needs of our students are so involved and diverse that they require the use of various approaches, viewpoints, and sharing of collective experiences and skills of everyone. Teachers have an obligation to share, influence and inform the school community, their colleagues, and their profession about the best practices that support successful teaching and learning. This is done through coaching, peer advising and program facilitation.

Figure 1: The Teaching, Learning and Leading Philosophy and how it is focused on improved student learning.

"TEACHING"
Common Core of Teaching

Improved Student Learning

"LEARNING"
Professional Growth & Development

"LEADING"
Collegial Sharing
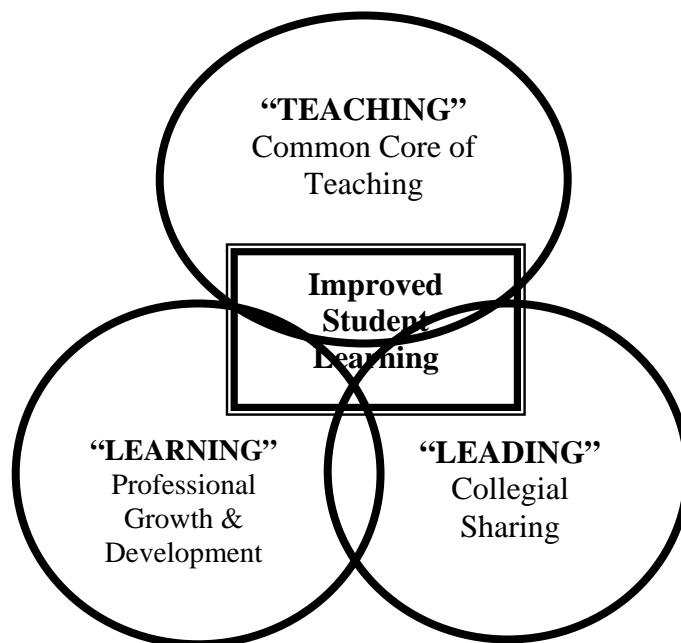
*based on Regan, Anctil, et. al., RBS Publications

PURPOSE OF TEACHER EVALUATION

The primary purposes of teacher evaluation are:

SCHOOL IMPROVEMENT: To improve teaching and learning as evidenced by student achievement.

PROFESSIONAL GROWTH: To foster the professional growth of new and continuing teachers by providing them with timely feedback on their performance and by making recommendations for assistance and improvement.

> ***Role of Evaluation in Teacher Professional Growth***: Professional Growth is based on a reflective process, where the teacher assumes a more direct role in evaluating his/her performance and in setting a direction for future professional development. It provides the opportunity for the teacher to work collaboratively with the evaluator and other colleagues to develop a multi-year professional growth plan to strengthen or enhance the teacher's performance. This plan includes specific objectives, a plan of action for meeting those objectives and criteria based on the Common Core of Teaching (CCT) for evaluating whether the objectives have been met. Teachers who are resourced properly will more likely be retained within the school/district and within the teaching profession.

RECRUITMENT, SELECTION, RETENTION: To ensure that the best-qualified teachers are employed, supported and retained.

> ***Role of Evaluation in Teacher Selection:*** One of the more important evaluation decisions a school system makes is the decision to hire a teacher. Therefore, it is essential to hire the best-qualified candidates. Well-developed selection procedures based on demonstrated teaching ability as well as on paper credentials ensure that the first and most important evaluation decision is made properly.

> ***Role of Evaluation in Teacher Induction***: Hiring the best and brightest teachers enhances the quality of education in a school to the extent that these teachers are inducted into that school system properly. The system should set high expectations for new teachers and provide them with the support necessary to meet these expectations.

> ***Role of Evaluation When There Is Concern About a Teacher's Effectiveness***: If there is reason to believe that an experienced teacher is not effective, that teacher's performance must be reviewed and documented to validate the concern. If the concern is valid, then the teacher is given written notice of how his/her performance needs to be improved and should be provided with the appropriate assistance to make such improvement in accordance with current teacher contract agreements and evaluation documents and timelines.

ACCOUNTABILITY: to ensure the board, parents, students and the public that only effective teachers continue in the classroom by:

- Granting tenure in accordance with Connecticut statutes
- Documenting learning progress
- Recognizing teachers for their accomplishments
- Dismissing teachers who do not meet district standards during the Professional Appraisal
- Dismissing tenured teachers in accordance with Connecticut statutes.

CONNECTICUT STATE GUIDELINES

The new Connecticut State Guidelines for Teacher Evaluation and Professional Development provides a framework for districts to accomplish one important goal: "to set and meet high standards for the performance of teachers and administrators leading to and evidenced by improved student learning" (1999).
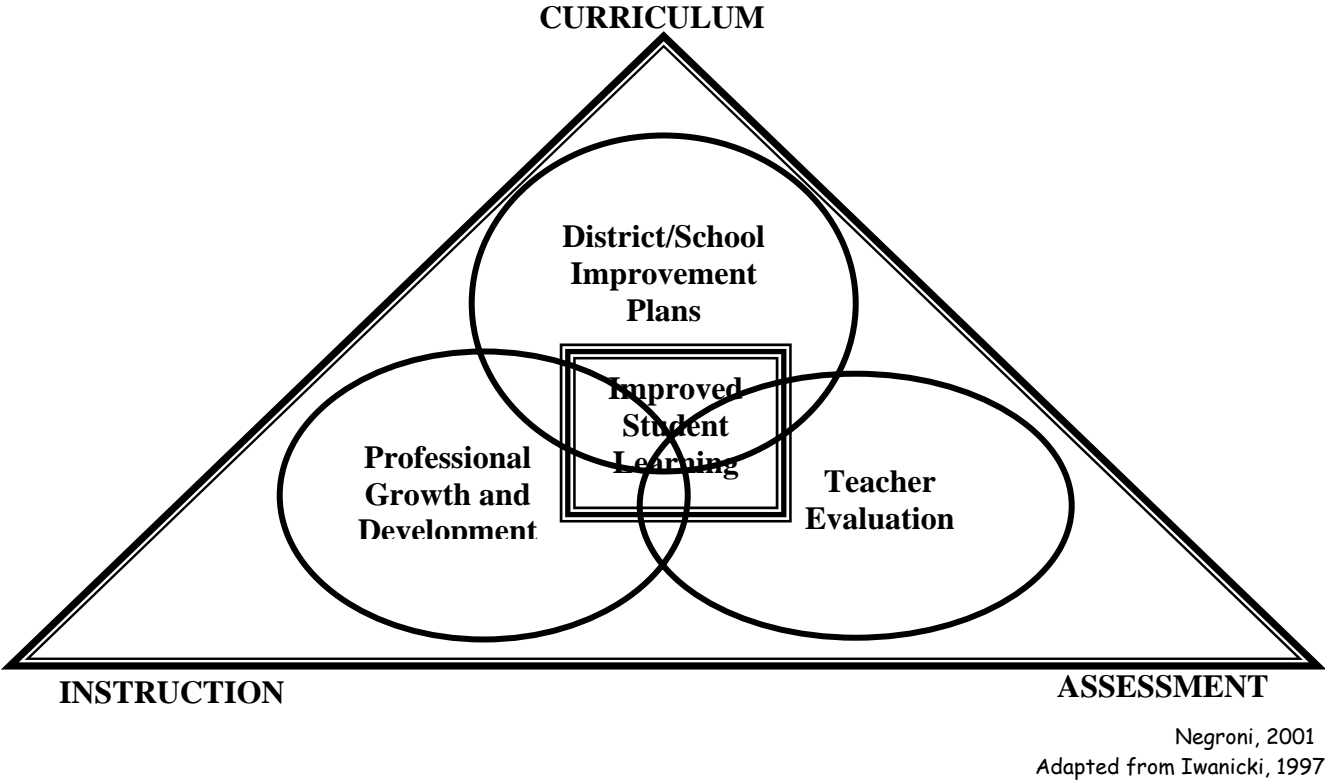
In an effort to build on and strengthen Connecticut's unwavering commitment to equity and excellence in teaching and learning, the following State Department of Education policy documents are used to frame the content of the new guidelines for teacher evaluation and professional development:

- *Connecticut's Common Core of Learning (CCL)* clearly establishes high expectations for learning for *all* Connecticut's children. (See Appendix A)

- *Connecticut's Common Core of Teaching (CCT)* defines effective teaching practice throughout the career continuum of teachers – from pre-service, through induction, as well as for evaluation and continued professional development of experienced staff. This replaces the 15 Connecticut Teaching Competencies as Connecticut's definition of effective teaching practice. (See Appendix B)

- *The Connecticut Framework: K-12 Curricular Goals and Standards* establish student content and performance standards across all disciplines by grade span. (See Appendix C)

- *Connecticut Guidelines for the Teacher Evaluation and Professional Development* provide criteria and processes for the development and implementation of local district teacher evaluation and professional development plans. (See Appendix D)

- *Connecticut Guidelines for the Issuance of Continuing Education Units* required for Certification ensure that educators are provided with high quality, rigorous professional development experiences linked to advanced student learning. (See Appendix E)

- *Defining Effective Leadership for Connecticut's Schools* describes what administrators need to know and be able to do as learning-focused leaders of more productive schools where students achieve worthwhile and challenging standards. (See Appendix F)

- *Connecticut Code of Professional Responsibility for School Administrators* reaffirms and codifies the principles and standards that have guided the school administrator profession over the years. (See Appendix G)

- *Connecticut Code of Professional Responsibility for Teachers* sets forth principles and standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications on behalf of the teaching profession and the public it serves. (See Appendix H)

CONTINUOUS SCHOOL IMPROVEMENT MODEL

These documents, then, together with the district's mission, the superintendent's goals and the school-site improvement plans form the basis for teacher evaluation and professional development.

Figure 2: Curriculum, Instruction and Assessment as a backdrop for integrating school/district improvement initiatives with professional development and teacher evaluation.

CURRICULUM

District/School
Improvement
Plans

Improved
Student
Learning

Professional
Growth and
Development

Teacher
Evaluation

INSTRUCTION   **ASSESSMENT**

Negroni, 2001
Adapted from Iwanicki, 1997

The Teacher Evaluation Act of 1974 focused the evaluation process on professional growth and the improvement of the student learning experience. The Education Enhancement Act of 1986 provided the resources for school districts to refine their teacher evaluation practices on the basis of the current research on teaching, learning and teacher evaluation. The Systemic Reform Initiative of 1993 led to the integration of professional development, teacher evaluation and school improvement with a common focus on student learning.

This Teacher Evaluation document should be used in conjunction with Hartford's School Improvement Plan Reference Manual as well as with the district's long range Professional Development Plan to ensure that the intended synergy among these three entities is maintained.

RESPONSIBILITY FOR TEACHER EVALUATION

The Role of the School Principal*

The principal as primary evaluator is responsible for evaluating teachers. When appropriate, the principal may share this responsibility with other administrators, such as assistant principals, department chairpersons, coordinators and directors. It is the principal's responsibility to:

- Ensure the proper induction of new teachers
- Include staff in the development the school's teaching and learning goals
- Support teachers' learning goals
- Motivate teachers
- Provide resources for professional development
- Act as a teacher advocate by dignifying the teaching profession

The Principal also coordinates the following administrative responsibilities:

- Clarify the roles and responsibilities of the designated evaluators
- Supervise designated evaluators
- Notify teachers who will be involved in the evaluation process
- Keep teachers informed in a timely fashion if any changes occur in roles and responsibilities.

Note: Teachers who have instructional responsibilities in two or more schools will receive an evaluation from the Principal or designee at the school in which they spend most of their instructional time with input from the administrator(s) from the other school(s). Teachers who job share will both be evaluated.

Administrators can support staff in professional growth by attempting to:

- Understand the role and responsibilities of Hartford educators
- Assist educators in assuming greater responsibility in monitoring and evaluating their performance and its impact on student learning
- Encourage educators to choose challenging professional growth and leadership opportunities that recognize their career stages and levels of experience
- Involve staff members in planning and implementing activities designed to promote collective staff growth to achieve school and district goals
- Recognize the contribution by educators, individually and collectively, towards improving student learning within and beyond the classroom
- Provide for the allocation of sufficient time and opportunities for planning and coordinating staff, program and school development
- Collaboratively examine with staff, the models and philosophies used to assess individual and school efficacy
- Collaborate with staff to develop and implement a coherent and integrated set of evaluation procedures for school improvement
- Provide opportunities for collaboration and peer coaching
- Provide feedback to educators who request a formal observation or additional conferences.

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*Connecticut's Standards for School Leaders is appended.

PART II:
The Teacher Evaluation Process

Teacher Evaluation Phases

PROFESSIONAL APPRAISAL
- 1ST thru 4th Year New Teacher
- Certified Non-Tenured Teachers
- Tenured Staff
  - Transfers to new level
  - New certifications
- New staff from out of state
- Tenured staff who are in need of improvement

PROFESSIONAL LEARNING
- Tenured staff working on a focused improvement plan in a specific area of the CCT

PROFESSIONAL GROWTH
Certified, tenured teachers who demonstrate competence in the Appraisal Cycle as measured by the Common Core of Teaching

PROFESSIONAL INTERVENTION

Certified staff in need of Intensive Supervision

HUMAN RESOURCES

TEACHER EVALUATION PHASES AT A GLANCE

Teaching	*Learning*	*Leading*	*Teaching*
PROFESSIONAL APPRAISAL	**THE PROFESSIONAL LEARNING BRIDGE**	**PROFESSIONAL GROWTH**	**PROFESSIONAL INTERVENTION**

P U R P O S E

Up to 4 years • To induct new teachers into the Hartford school system and into the teaching profession • To assess new and/or non-tenured teachers' competencies as defined in the CCT I, II, and CCT III, #1 and 2 • To generate usable and reliable data that will support moving teachers through appraisal to certification, tenure and to a continuing contract • To reassess tenured teachers whose instructional practice is in question • To assess teachers who transfer from another school/ District and/or who have successfully completed PI	**Up to 1 year** • To continue to assess tenured teachers' competencies as defined by the CCT I, II, III with a specific focus on any areas of weakness • To create a professional development plan that is highly focused on district/school improvement plans in preparation for Professional Growth Phase • To assess the instructional techniques of tenured teachers transferring to a new level or a new certification • To identify teacher's strengths and address any areas of weakness as measured by the CCT I, II, and III in preparation for a Professional Growth Plan • To generate usable and reliable data that will support moving teachers through Professional Learning to Professional Growth • To reassess teaching competencies as defined by the CCT of tenured teachers for one year who have successfully completed Professional Intervention	**3 Years Renewable** • To assess teacher competencies as defined in the CCT I, II and III • To engage teachers in a research and learning project structured around the district's and school's goals and objectives for improved student learning • To provide opportunities for continuous professional growth • To encourage teacher risk-taking, creativity and innovation • To provide opportunities for collaborative research and projects, sharing of student work and sharing of best teaching practices • To create an environment where teachers are reflective practitioners • To encourage teachers to become mentors and to take on other school leadership roles • To encourage teachers to become NBPTS Certified	**45 Days with a second 45 Days Renewable Option** • To provide guided assistance to teachers who are experiencing difficulty in meeting performance standards as defined by the CCT • To determine evaluation phase status 1. Successful= Reappraisal 2. Unsuccessful=HR

	Teaching **PROFESSIONAL APPRAISAL**	*Learning* **THE PROFESSIONAL LEARNING BRIDGE**	*Leading* **PROFESSIONAL GROWTH**	*Teaching* **PROFESSIONAL INTERVENTION**

P R O C E S S	• Initial objective setting conference no later than October 15
	
	• A minimum of 2 observations per year including a pre conference (upon request) and post conference with written feedback
	
	• Post Conference to include review of student work samples
	
	• First observation with pre/post conference and written feedback completed no later than Dec. 1
	• Second observation with pre/post conference and written feedback no later than Feb. 15
	• Third conference (or more if necessary) with pre/post conference and written feedback and Final Evaluation Conference completed no later than March 15 for non-tenured, June 1 for tenured
		One Year with conferences and/or observations in each year as determined in the initial planning conference.
		
		Year 1:
		• Initial objective setting no later than October 15 based on teachers' self-assessment of CCT, linked to district/school goals for improved student learning and review of previous year's final evaluation
		• Initial Objective Setting Conference no later than November 1
		• Progress/ Modification Conference no later than Mar. 1
		• Year-End Evaluation Conference with review of student work samples no later than June 1
		
		Year 2 in Initial Implementation:
		• Initial objective setting no later than October 15 based on previous year's final evaluation and linked to district/school goals for improved student
		• Progress/ Modification Conference no later than March 1
		• Year-End Evaluation Conference including review of student work samples no later than June 1
			Three-Year Phase with conferences and/or observations in each year as determined in the initial planning conference, with renewable option every 3 years.
			Year 1:
			• Initial Objective Setting Conference no later than November 15
			• Progress/Modification Conference no later than March 15
			• Year-End Evaluation/ Modification Conference including review of student work samples no later than June 1
			Year 2:
			• Progress/Modification Conference no later than December 15
			• Year-End Evaluation/ Modification Conference with review of student work samples no later than June 1
			Year 3
			• Progress/Modification Conference no later than December 15
			• Year-End Evaluation/ Modification Conference with review of student work samples and other project evidence no later than June 1. (The teacher or evaluator may request additional progress conferences.)
			• Goals established individually or individually in teams, by grade levels, departments, etc.
			• Data collection process determined by individual/group PG plan
			• Annual progress report for the end of years 1 and 2 and a final summative report to share with peers in year 3
			• *For Group PG plans*, teachers will be
			• assessed individually as well as for their group project.
				• Notification in writing by the evaluator of intent to place individual in PI
				
				• Create a 45-day Improvement Plan that includes:
				  • Minimum of 2 observations within 45 school days of placement in PI with at least one pre and post conference with written feedback
				  • Notice
				  • Details of assistance/ resources
				  • Classroom observations/ conferences
				  • Details of performance evaluation criteria
				  • Target date for summary evaluation

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TIMELINE	*Teaching* **PROFESSIONAL APPRAISAL**	*Learning* **THE PROFESSIONAL LEARNING BRIDGE**	*Leading* **PROFESSIONAL GROWTH**	*Teaching* **PROFESSIONAL INTERVENTION**
	• Four years for teachers who begin with an Initial Educators Certificate • Up to two years for previously tenured new to CT, new to Hartford • Up to four years for teachers without state certification • Up to one year for Hartford tenured teachers whose instructional practice is in question	• One to two years for Hartford tenured teachers preparing for a growth cycle • • One to two years for tenured transfers to a new level or certification • 0ne to two years for Hartford teachers who successfully complete Professional Intervention	• Continuous three year phase for tenured staff who continue to grow professionally as evidenced in their Progress/Modification Conferences	• When teachers are not meeting or are having significant difficulties in meeting the performance standards of the CCT • Summary Evaluation Conference (45 school days after initial conference) • 45 school day extension may be given by the Principal when substantial progress is made on the initial 45 school day plan • Movement from Professional Appraisal, Professional Learning or Professional Growth to Professional Intervention may occur at any time of the year.

> If there are extenuating circumstances, the evaluator/supervisor may adjust timelines accordingly.
> These adjustments shall not be considered a procedural violation subject to the grievance process.

	PROFESSIONAL APPRAISAL	THE PROFESSIONAL LEARNING BRIDGE	PROFESSIONAL GROWTH	PROFESSIONAL INTERVENTION
C R I T E R I A	• CCT I, II, and CCT III # 1 and 2 • Pre/Post Observation, observation results and student work samples demonstrating improved student learning • BEST portfolio development • Hartford's district/school goals and objectives for improving student learning • Successful completion of teachers goals and objectives • Year 1 and 2 linked to BEST process focused on: Curriculum, effective instruction, instructional techniques and models of teaching classroom management	• CCT I, II, III • Observations and/or multiple sources of data demonstrating improved student learning • Hartford's district/school goals and objectives for improving student learning • Successful completion of Professional Learning Plan • Demonstration of professional responsibility and contribution to the school's learning community	• CCT I, II, III • Collection of evidence of improved student learning using multiple sources of data including student work samples as outlined in the teacher's PG plan Methods used to measure improved student learning may include but are not limited to • pre- and post- test measures • observations • artifact collections • teacher journals • interviews/questionnaires • standardized and teacher-made tests • student and parent feedback • self-evaluations • work samples, • student portfolio analysis, • study group feedback • videotapes of teacher in action • student portfolio analysis • CMT/CAPT scores • other data sources as agreed upon by the evaluator and the teacher. • Professional development activities may include but are not limited to professional readings, publishing articles, video taping, peer observations and conferences, college coursework, teaching teams, teacher work groups, collaborative research. • Demonstration of teacher as leader through mentor role, committee work, curriculum development, development/enhancement of teaching models, National Board of Professional Teaching Standards (NBPTS) certification.	• CCT I, II, III • Pre/Post observation and observation results • Student work samples demonstrating student learning • Hartford's district/school goals and objectives for improving student learning • Successful completion of Professional Intervention Plan

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THE PROFESSIONAL APPRAISAL PHASE

Purpose of Professional Appraisal

The purposes of Professional Appraisal are to:

- Induct new teachers into the Hartford school system
- Assess new and/or non-tenured teachers' competencies as defined by the CCT I, II, III 1 and 2
- Generate usable and reliable data that will support moving teachers through appraisal to certification, tenure and to a continuing contract
- Reassess the instructional techniques of non-tenured teachers who have successfully completed Professional Intervention for one year.

Who Belongs in Professional Appraisal

The Professional Appraisal process is a multi-year evaluation phase and induction process designed to provide continuous evaluation until tenure is granted. Beginning teachers will receive training, support and assistance in putting together their BEST portfolios, will receive guidance through their school's master mentor and will be able to build on their portfolio process through the teacher evaluation process. The following groups of new teachers belong in Professional Appraisal:

- Non Tenured Staff
    - 1ST thru 4th Year New Teacher
    - Certified Non-Tenured Teachers
    - New staff from out of state
- Tenured Staff
    - Transfers to new level (if a major change in content, e.g., elementary to secondary or lower elementary to upper elementary)
    - New certifications
    - Tenured staff whose instructional practice as it relates to the CCT is in question

*A teacher who transfers from another school/district, who is in Professional Intervention (or a comparable phase if from another district) at his/her former school, must carry the evaluation standing with him/her and successfully complete the Professional Intervention Phase at his/her new school before continuing in the Professional Appraisal or on to Professional Learning.

What Happens in Professional Appraisal

Initial Planning Meeting
The evaluator will schedule an initial planning conference no later than *October 15*. Prior to the scheduled conference, the teacher will:

- Complete the CCT Self Inventory
- Review the CCT, CCL, CT Frameworks, district/school goals
- Consider any certification and tenure issues
- Set preliminary goals and objectives

Using the teacher's preliminary objectives as a basis, performance objectives will be cooperatively developed in one or more of the following areas:

- <u>Planning</u>:   Instruction planned based on knowledge of subject matter, students, the curriculum and the community.
- <u>Curriculum</u>: The mastery and relevance of a lesson's content which can include curriculum integration, educational technology and other methods
- <u>Instructional Techniques and Models of Teaching</u>: The repertoire of teaching techniques such as cooperative learning, student portfolios, etc.
- <u>Classroom Management</u>: Teacher-directed planning, managing and monitoring of student learning and behavior
- <u>Monitoring and Assessment Methods</u>: The use of appropriate multiple data sources to demonstrate learning.

At the conclusion of the initial planning meeting, teacher and evaluator should have:

- Developed measurable goals, objectives and activities (Teachers in years 1 and 2 will set goals and choose professional development activities aligned with BEST. It is recommended that a teacher's plan be based on no more than three objectives.)
- A specified timeline for meeting goals and objectives
- Specific plans for meeting objectives and measuring outcomes
- Resources and support details, including opportunities to participate in mentoring activities in accordance with state mandates
- First tentative classroom observation date
- Evaluation criteria for the year.

Formal Classroom Observations

There will be up to a minimum of two observations annually and they will last a full class period, or a complete lesson for at least 30 minutes in length. For special subject area teachers, the evaluator may request observational assistance from the appropriate district coordinator. In cases of weak performance, additional observations may be scheduled. A formal observation includes the following:

- *The Pre-Observation Conference:* The Pre-Observation Form must be completed by the teacher and submitted to the evaluator no later than the day before the scheduled observation. The teacher or evaluator may request a Pre-Observation Conference in advance of the scheduled observation. This will be a time for the teacher and evaluator to review ahead of time the lesson plan that the teacher developed. This can serve as an opportunity for the teacher to identify any areas of assistance the teacher has identified through self evaluation.

- *An Observation Report/Post Conference:* The observation report, completed by the evaluator, as well as the pre and post conference observation forms, completed by the teacher, will be discussed at a post observation conference held within 10 school days. The teacher's pre/post observation form and student work samples wll be reviewed during the post conference. If there are extenuating circumstances, the evaluator/supervisor may adjust timelines accordingly.

Informal Observations

Informal observations can take place at any time for the purpose of observing a specific aspect of classroom performance. These informal observations can take up less than a full lesson or class period. Data gathered during informal observations can be used in overall evaluations.

Teacher Responsibilities for Observations

The teacher is responsible for:
- Planning for the observation using the Pre Observation Form.
- Developing objectives: Objectives should be carefully written to focus on improved student learning with tasks, activities, and evaluative criteria that are observable and measurable, with a time schedule for completion.
- Documenting progress, challenges and other areas of concern
- Identifying additional resources if needed
- Documenting evidence of student work samples and other assessment data
- Reflecting on practice using the Post Observation Form.

Evaluator Responsibilities for Observations

It will be the responsibility of the evaluator to:
- Establish performance criteria for areas in which improvement is needed
- Identify the assistance or resources that will be provided
- Provide mentor support, peer coaching and peer observation appropriately
- Appraise performance through observations, student work samples, assessment data and conferences
- Provide feedback to the teacher.

Throughout Professional Appraisal, the evaluator and the teacher work closely together to make implementing the evaluation plan a productive process. Both have responsibilities in the achievement of objectives and the improvement of job performance. The initial planning conference should not be considered completed until both the evaluator and the teacher understand clearly the criteria upon which the evaluation is to be based and jointly sign the evaluation plan. Absenteeism and tardiness should be included in the determination of acceptable job performance.

Mentoring for Beginning 1st Year Teachers

In accordance with the BEST Program, new teachers will be mentored through the district's Teachers New to Hartford Professional Development Academy and the Master Mentor Program. Each school will have a Master Mentor who will be responsible for coordinating mentor meetings with new teachers to the building. The purpose of these meetings will be to determine the professional development and support needs of the new teachers, to identify both the human and material resources needed for assistance and to ensure that the support resources are adequately used to resolve any issues that exist. In addition, Master Mentors recruit, train and oversee building mentors to work one-on-one with new teachers to assist and coach them in their teaching practice.

It is recommended that new teachers:
- Develop goals and objectives, from informal and formal assessment data
- Videotape numerous learning opportunities
- Design sequential learning opportunities (tasks) to meet individual student needs
- Modify and adjust instruction based on student responses and on formal and informal assessment data
- Delineate and communicate evaluation criteria for learning opportunities (tasks)
- Reflect on their teaching as well as the learning of their students.

The following is a Model for Beginning 1st Year Teachers to Analyze Student Work:

- Select an assignment (task) you either gave or plan to give students.
- Identify the learning objectives of the assignment (task).
- Once the assignment has been completed, review the work of one student.
- Ask: "Given the learning objectives, what specifically did I want this student to achieve?"
- Analyze the relationship between what you did as a teacher and the student's performance on the sample. Use these questions:
  - Observe: Which student's work did I pick and why?
  - Analyze: What does this sample tell me about this student's progress towards the learning goal? Why did this student perform this way?
  - Hypothesize: What instructional approaches should I use next with this student? Why do I think such approaches will help me move the student toward the learning goal and objective(s)?

Unsatisfactory Job Performance

If an evaluator has documented concerns on a teacher's competencies, the evaluator may at any time of the year move the teacher directly to Professional Intervention for intensive supervision and assistance.

Resolution of Disagreements

In the development and implementation of the Professional Appraisal Phase, an effort should be made to mutually agree upon the proposed performance objectives. In case no such agreement can be reached, the evaluator's decision is final. The teacher can append his/her comments.

Any personnel performing unsatisfactorily may, at any time of the year, be moved from Professional Appraisal to Professional Intervention upon notification by conference and in writing by the evaluator. The deterioration of the teacher's performance must be put in writing. The Professional Intervention process will begin at the time of the written notification of the change. Notification of the change will be given to the appropriate supervisor (e.g. principal, department chair) and to Human Resources.

Purpose of Professional Learning

Professional Learning is a place for teachers who need to prepare for the more self-directed, long term Professional Growth Phase. This phase allows for learning and growth that either builds a new skill or develops an area of the CCT that was weakly demonstrated during appraisal. It can serve as an assistance phase for those teachers who, while competent in terms of subject or content, need assistance in particular areas such as developing skills in a research technique, adjusting to a pedagogical shift brought about by a new curriculum or a new teaching technique, addressing diminishing motivation, and so on. The purposes for Professional Learning include:

- To continue to assess tenured teachers' competencies to develop an area of focus of the CCT
- To create a professional development plan that is highly focused on district/school improvement plans in preparation for the Professional Growth Phase
- To assess the instructional techniques of tenured teachers transferring to a new level or a new certification
- To identify teacher strengths and address any areas of focus as measured by the CCT in preparation for Professional Growth
- To generate usable and reliable data that will support moving teachers through Professional Learning to Professional Growth
- To reassess teaching competencies as defined by the CCT of tenured teachers for one year who have successfully completed Professional Intervention.

Areas of learning may range from skills that can be assessed through classroom observations, such as teaching techniques, application of new curriculum, classroom management, etc., to skills needed to become more self-directed, such as a research technique, developing a professional growth plan working with new data sources, etc. Professional Learning is a one-year phase that can be extended up to two years during the phase-in years 2001-03.

Who Belongs in Professional Learning

Professional Learning is for tenured teachers and tenured transfers to a new level or a new certification. Profess ional Learning is a positive professional development phase that is limited to one year and prepares a teacher to move into the more self-directed Professional Growth Phase.

What Happens in Professional Learning

Initial Planning Meeting

The evaluator will schedule an initial planning conference no later than *November 1*. Prior to the scheduled conference, the teacher will:

- Complete the CCT Self Assessment Inventory
- Review the CCT, CCL, CT Frameworks, district/school goals
- Consider any certification and tenure issues
- Set preliminary goals and objectives based on the CCT Self Assessment Inventory

At the conclusion of the initial planning meeting, teacher and evaluator should have:
- Developed measurable goals, objectives
- A specified timeline for meeting goals and objectives
- Specific plans for meeting objectives and measuring outcomes
- Resources and support details, including opportunities to participate in mentoring activities
- The timeline for observations and/or PG progress conferences
- Evaluation criteria for the year.

Progress/Modification Conference
The evaluator will schedule a Progress/Modification Conference no later than March 15. Discussion will center around update of progress thus far and any modifications or changes that may need to be made on the plan. The major purposes of this conference are:
- To conduct an interim review and assessment of the teacher's overall job performance with respect to the achievement of pre-agreed upon objectives
- To discuss impact/application to teacher's class by reviewing student work and other data sources
- To make necessary changes in objectives and/or the evaluation plan.

Formal Classroom Observations
Formal observations are optional in Professional Learning and may be included as part of the Teacher's Action Plan in the Objective Setting/Progress Modification Form. A formal observation includes the following:

- *The Pre-Observation Conference:* The teacher or evaluator may request a Pre-Observation Conference in advance of the scheduled observation. This will be a time for the teacher and evaluator to review ahead of time the lesson plan that the teacher developed. This can serve as an opportunity for the teacher to identify any areas of assistance the teacher has identified through self evaluation.
- *An Observation Report/Post Conference:* The observation report, completed by the evaluator, as well as the pre and post conference observation forms, completed by the teacher, will be discussed at a post observation conference held within 10 school days. The teacher's pre/post observation form and student work samples wll be reviewed during the post conference. If there are extenuating circumstances, the evaluator/supervisor may adjust timelines accordingly.

Informal Observations

Informal observations can take place at any time for the purpose of observing a specific aspect of classroom performance. These informal observations can take up less than a full lesson or class period. Data gathered during informal observations can be used in overall evaluations.

Teacher Responsibilities for Observations
The teacher is responsible for:
- Planning for the observation using the Pre Observation Form.
- Developing objectives: Objectives should be carefully written to focus on improved student learning with tasks, activities, and evaluative criteria that are observable and measurable, with a time schedule for completion.
- Documenting progress, challenges and other areas of concern
- Identifying additional resources if needed
- Documenting evidence of student work samples and other assessment data
- Reflecting on practice using the Post Observation Form.

Evaluator Responsibilities for Observations
It will be the responsibility of the evaluator to:
- Establish performance criteria for areas in which improvement is needed
- Identify the assistance or resources that will be provided
- Provide mentor support, peer coaching and peer observation appropriately
- Appraise performance through observations, student work samples, assessment data and conferences
- Provide feedback to the teacher.

Year End Evaluation Conference
The evaluator will schedule a Year-End Evaluation Conference no later than June 1. The Professional Learning Year-End Conference will be held by the time designated in the teacher's evaluation plan for the year, but no later than June 1, and is meant to evaluate whether the teacher has made satisfactorily progress in his/her Professional Learning Plan. The teacher is responsible for providing multiple data sources of improved student learning that documents his/her progress in achieving the previously agreed upon objectives.

Objectives and observations will be reviewed, discussed and evaluated by the administrator. Concerns documented by the evaluator will be based on the specific criteria established in the Initial or Modified Planning Conferences. The evaluator will also document support provided to the teacher in the fulfillment of objectives and job performance materials, resource personnel, etc. The evaluator will provide the teacher with a progress evaluation for that year along with designation of change to Professional Growth or another phase. Absenteeism and tardiness should be included in the determination of acceptable job performance.

Unsatisfactory Job Performance
If an evaluator has documented concerns on a teacher's competencies, the evaluator may at any time of the year move the teacher directly to Professional Intervention for intensive supervision and assistance.

Resolution of Disagreements
In the development and implementation of the Professional Learning Bridge, an effort should be made to mutually agree upon the proposed performance objectives. In case no such agreement can be reached, the evaluator's decision is final. The teacher can append his/her comments.

Any personnel performing unsatisfactorily may, at any time of the year, be moved from Professional Learning to Professional Intervention upon notification by conference and in writing by the evaluator. The deterioration of the teacher's performance must be put in writing. The Professional Intervention process will begin at the time of the written notification of the change. Notification of the change will be given to the appropriate supervisor and to Human Resources.

THE PROFESSIONAL GROWTH PHASE

Purpose of Professional Growth

The purposes of Professional Growth are to:

- Assess teacher competencies as defined by the CCT
- To engage teachers in a research and learning project structured around the district's and school's goals and objectives for improved student learning
- Provide opportunities for continuous professional growth
- Encourage teacher risk-taking, creativity and innovation
- Provide opportunities for collaborative research and projects, sharing of student work, and sharing of best teaching practices
- Create an environment where teachers are reflective practitioners
- Encourage teachers to become mentors, and to take on other school leadership roles

Who Belongs in Professional Growth?

The Professional Growth Phase is for tenured teachers who have demonstrated competence in meeting the foundational skills and competencies of the CCT I, II, and III. The Professional Growth Phase consists of a self-directed, evaluation plan that encourages peer collaboration, research, curriculum development and leadership activities that are structured around district/school goals and objectives for improved student learning.

The Professional Growth Phase encourages collaboration, innovation, professional responsibility, peer support, academic contribution and school growth all in the spirit of improved student learning. The Professional Growth Phase, which is individually customized according to the teacher's competencies, needs and interests, is based on a three-year planning cycle that includes progress/modification conferences, year-end evaluations and a summative evaluation that includes sharing best practices.

The PG Plan also encourages teachers to:

- Share their knowledge with each other
- Take on new leadership opportunities
- Become mentors to more junior or B.E.S.T. teachers
- Develop a PG Plan based on their goal to become NBPTS certified
- Explore research options that will contribute to improved student learning
- Contribute to the professional community
- Become a reflective practitioner

By using a three-year phase, teachers may engage in longer-term projects both individually and collaboratively with their peers. Because the focus is on continuous growth, teachers are encouraged to work together in order to enhance the learning community. Once a PG Plan is completed, teachers may create a new three-year PG Plan that is completely different from the plan just completed, or expand on the previous PG Plan thereby creating more self-directed opportunities for professional growth.

Initial Planning Conference

The evaluator will schedule an Initial Planning Conference no later than *November 15* of the initial planning year. If the PG Plan is based on a collaborative project, the initial planning meeting should include all teachers involved. Teachers should review the CCT, CCL, CT Frameworks, district/school goals to set preliminary objectives before the initial planning meeting. Goals for student achievement should encompass the dimensions of learning, teaching, and leading. Each PG Plan will contain:

- A timeline and action plan that outlines clear, measurable objectives with progress points and a completion date; plan can be from 1-3 years in length
- Actions that will be taken to improve student learning as informed by multiple data sources based on student work
- Training and/or resources needed to achieve the agreed upon goals and objectives
- A process for the systematic collection and analysis and sharing of multiple data sources that demonstrate improved student learning over time.
- Opportunities for review, reflection and application.

In the Planning Conference, the evaluator and teacher will discuss the following:

- The nature of the teacher's class
- The current curriculum, instruction and assessment required for the teacher's class
- The relationship of the teacher's objectives to the district/school goals and objectives for that year
- The multiple data sources that the teacher will collect and the evaluator will use to assess the staff member's achievement of the performance responsibilities
- The timeline for observations and/or PG progress conferences
- Potential opportunity to share work with colleagues
- The rating criteria to be used.

In the development and implementation of the Professional Growth Plan, an effort should be made to mutually agree upon the proposed performance objectives. In case no such agreement can be reached, the evaluator's decision is final. The teacher can append his/her comments.

Questions to consider when developing Professional Growth Plans

- Are the outcomes specific and can they be observed and measured?
- Do the outcomes lead to strengthened professional performance and improved student learning?
- Does the plan include a timeline for accomplishing the outcome?
- Does the plan conflict with any system, building and/or departmental objectives?
- Is the plan realistic and challenging?
- Is the plan consistent with available and anticipated resources?
- Are the means and criteria for evaluating the objective clear and appropriate?

Collaborative Projects
Collegial collaboration is a key component of the PG Plan and may be accomplished in various ways. A teacher may:
- Seek input from colleagues, principals and other administrators before designing the PG Plan
- Inform colleagues of their project apprising them of its progress
- Invite both input and participation in one another's PG Plan
- Offer a presentation of project/plan results to the school community with opportunity for discussion
- Create group reflection activities to support one another in independent projects.

Collective efforts between and among colleagues' PG Plans are integral to effecting significant changes to improve student learning and maintaining a vibrant learning environment. PG Plans may be used to inform individual, group, departmental or organizational learning. *Teachers who work collaboratively on Professional Growth Plans will be assessed for their individual accomplishments as well as for their group project.*

Professional Growth Progress/Modification Conference
The evaluator should hold <u>a minimum of one</u> Progress/Modification Conference with each teacher in the Professional Growth Phase each year (no later than March 15 in Year 1, no later than Dec. 15 in Year 2 and 3. The major purposes of these conferences are:

- To conduct an interim review and assessment of the teacher's overall job performance with respect to the achievement of objectives
- To discuss impact/application to teacher's class by reviewing student work and other data sources
- To make necessary changes in objectives and/or the evaluation plan.

During the Progress/Modification Conference in Year 2, the Progress/Modification Form should be jointly completed. If deemed necessary, additional progress conferences will be scheduled. It will be the teacher's responsibility to provide documentation regarding progress toward the achievement of objectives. Short-range objectives, which have been completed, will be evaluated; new objectives may be established. If necessary, on-going objectives may be modified.

Formal Classroom Observations
Formal observations are optional in Professional Growth and should be included as part of the Teacher's Action Plan in the Objective Setting/Progress Modification Form. A formal observation includes the following:

- *The Pre-Observation Conference:* The teacher or evaluator may request a Pre-Observation Conference in advance of the scheduled observation. This will be a time for the teacher and evaluator to review ahead of time the lesson plan that the teacher developed. This can serve as an opportunity for the teacher to identify any areas of assistance the teacher has identified through self evaluation

- *An Observation Report/Post Conference:* The observation report, completed by the evaluator, as well as the pre and post conference observation forms, completed by the teacher, will be discussed at a post observation conference held within 10 school days. The teacher's pre/post observation

form and student work samples wll be reviewed during the post conference. If there are extenuating circumstances, the evaluator/supervisor may adjust timelines accordingly.

Informal Observations

Informal observations can take place at any time for the purpose of observing a specific aspect of classroom performance. These informal observations can take up less than a full lesson or class period. Data gathered during informal observations can be used in overall evaluations.

Teacher Responsibilities for Observations

The teacher is responsible for:
- Planning for the observation using the Pre Observation Form.
- Developing objectives: Objectives should be carefully written to focus on improved student learning with tasks, activities, and evaluative criteria that are observable and measurable, with a time schedule for completion.
- Documenting progress, challenges and other areas of concern
- Identifying additional resources if needed
- Documenting evidence of student work samples and other assessment data
- Reflecting on practice using the Post Observation Form.

Evaluator Responsibilities for Observations

It will be the responsibility of the evaluator to:
- Establish performance criteria for areas in which improvement is needed
- Identify the assistance or resources that will be provided
- Provide mentor support, peer coaching and peer observation appropriately
- Appraise performance through observations, student work samples, assessment data and conferences
- Provide feedback to the teacher.

Professional Growth Year-End Evaluation/Modification Conference (Year 1 and 2)

The Professional Growth Year-end Conference will be held by the time designated in the teacher's evaluation plan for the year, but no later than June 1, and is meant to evaluate whether the teacher/team has made satisfactory progress in the PG Plan. At the end of each year of the PG Plan, the teacher must complete a year-end progress report in preparation for the year-end conference with the evaluator. The teacher is responsible for providing multiple data sources of improved student learning that documents his/her progress in achieving his/her objectives. The teacher should also indicate how he/she will share his/her report with the principal and peers during the PG Plan or at the conclusion of the PG Plan.

Objectives and observations will be reviewed, discussed, and evaluated by the administrator. Concerns documented by the evaluator will be based on the specific criteria established in the initial or modified Planning Conferences. The evaluator will also document support provided to the teacher in the fulfillment of objectives and job performance materials, resource personnel, etc. The evaluator will provide the teacher with a progress evaluation for that year informing the teacher or group of teachers whether they are making satisfactory progress, some progress with

areas of concern cited, or unsatisfactory progress with a change to another phase. Absenteeism and tardiness should be included in the determination of acceptable job performance.

A teacher who is having difficulty meeting his/her plan's goals and objectives is encouraged to request an additional progress conference with his/her evaluator to discuss how the plan may be modified, to determine new strategies or approaches that could be used or to identify support.

Professional Growth Results Reflection/Evaluation (Year 3)

At the end of Year 3, the teacher will complete a PG Summary Report with all documented evidence of successful plan completion attached. The evaluator and teacher will meet by June 1st of that year and review documentation and the Summary Report and discuss the entire 3-year PG plan. The administrator will complete a Final Evaluation Report indicating whether the teacher met his/her goals and how well they were met. The evaluator will conclude the PG process by providing a final evaluation rating based on the evaluation report, which should be signed by both administrator and teacher. A teacher's evaluation in the PG will be based on both performance of job responsibilities and on the successful progress made on the agreed upon PG Plan.

Where will a teacher go from here?
Teachers who successfully complete a PG Plan with an "accomplished" or a "competent" rating will have the option to build upon the plan just completed, or begin a new PG Plan. A teacher who is not performing to expectations and/or has serious job performance issues may be moved to Professional Learning, Professional Appraisal or Professional Intervention.

Unsatisfactory Job Performance
If an evaluator has documented concerns on a teacher's competencies, the evaluator may at any time of the year move the teacher directly to Professional Intervention for intensive supervision and assistance.

Resolution of Disagreements
In the development and implementation of the Professional Growth Plan, an effort should be made to mutually agree upon the proposed performance objectives. In case no such agreement can be reached, the evaluator's decision is final. The teacher can append his/her comments.

Any personnel performing unsatisfactorily may, at any time of the year, be moved from Professional Growth to Professional Intervention upon notification by conference and in writing by the evaluator. The deterioration of the teacher's performance must be put in writing. The Professional Intervention process will begin at the time of the written notification of the change. Notification of the change will be given to the appropriate supervisor (e.g. principal, department chair) and to Human Resources.

Purpose of Professional Intervention

The purpose of Professional Intervention is to provide guided assistance to teachers who are experiencing difficulty in meeting performance standards as defined by the CCT and to determine evaluation phase status.

Who Belongs in Professional Intervention

Any personnel performing unsatisfactorily may be at any time of the year, be moved from Professional Appraisal, Professional Learning or Professional Growth into Professional Intervention. Assignment to this phase is for teachers who are experiencing difficulty in meeting acceptable performance standards. Absenteeism and tardiness should be included in the determination of acceptable job performance.

For any teacher experiencing difficulty in his/her job performance, the evaluator will document evidence of the difficulty and any attempted assistance or interventions that have been applied. The deterioration of a teacher's performance will be put in writing and discussed with the teacher. The evaluator will notify the teacher in writing with documentation attached. Notification of this change in phase will be given to the teacher, and Human Resources.

Additionally, any teacher transferring from another school and is working in the Professional Intervention Phase, must successfully complete his/her Professional Intervention Plan in his/her new school year.

What Happens in Professional Intervention

Planning Conference and Timeline

Teachers who are moved into Professional Intervention will receive notification of this move in writing. The evaluator will schedule an initial planning conference immediately. Using the CCT and the teacher's job description as a basis, the teacher's performance will be assessed and the evaluator will establish performance criteria for areas in which improvement is needed. For teachers placed in PI with the year-end review, the 45-day cycle should begin no later than the first day of school for students in the new school year. The end-of-year review should specify when the PI Phase will begin.

For teachers starting out the school year in the Professional Intervention Phase the evaluator will schedule an initial evaluation and planning conference no later than ***October 15***. Using the CCT as the basis for evaluation, the teacher's performance will be assessed and the evaluator will establish performance criteria for areas in which improvement is needed. Conditions, resources, and support necessary and available for achievement of objectives will be identified; plans for implementing objectives will be developed, with activities, evaluation criteria and time schedules clearly stated. The desired product of the conference will be a cooperatively developed plan providing the basis for the teacher's evaluation. The plan will also include a tentative formal observation schedule.

Using **a 45-day Improvement Plan**, objectives will be identified with conditions, resources, and support necessary and available for achievement of objectives. A plan for implementing objectives will be developed, with activities, evaluation criteria and a time schedule for evaluation. The plan will include a minimum of 2 observations within 45 days of placement in PI with at least 1 observation to include a pre and post conference with written feedback. If evidence of growth is documented, principals may grant teachers a 45-day extension with revised objectives and time schedule for re-evaluation.

Additional Resources and Assistance
Teachers experiencing difficulty will be given assistance for a 45-day period, beginning no more than 10 days after entering the PI Phase. An extension of an additional 45 days may be granted based on documentation and approved by the principal if there is evidence of growth. Teachers in the Professional Intervention Phase may also seek support from the HFT Professional Support Team.

Outcomes of Re-Evaluation
At the end of the first 45-day period, the evaluator will recommend one of the following:
- A return to the Professional Appraisal or Learning Phase
- Further interventions with an extended 45-day intervention period (for a maximum of 90 days in the Professional Intervention Phase)
- Counseling out (notify Human Resources and the HFT)
- Termination (notify Human Resources and the HFT).

If a second 45-day period is granted, at the end of the second 45-day period, the evaluator will recommend one of the following:
- A return to the Professional Appraisal or Professional Learning Phase
- Counseling out through Human Resources and the HFT
- Termination (notify Human Resources and HR will notify the HFT).

TEACHER EVALUATION TRAINING

Training

Teacher Evaluation Update Training is conducted for staff members at the beginning of the school year and is aligned with the school improvement planning process. Administrators and other staff members who have been trained on the current district/school goals and objectives and the teacher evaluation process facilitate this orientation on a building-based level. Training topics include, but are not limited to, in-depth discussions around the Common Core of Teaching, how to collect and use student work samples, various ways to work with and present to peers, and how to use the teacher evaluation forms.

Training for New Staff Members: A concerted effort is made to ensure that all new staff members participate in teacher evaluation training and fully understand the process.

District, School and Departmental Goals are established each year throughout the budget setting process and communicated to the staff and community by the opening day of school. District goals and objectives are outlined by the Board of Education at its opening meeting in August. In addition, each principal with his/her School Improvement Team outlines the individual school's goals as they align with the district's goals in its building-based school improvement plans. All instructional staff should know the district and school goals/objectives and align their how they impact their teaching and learning practices.

The Teacher Evaluation Plan will be reviewed every three years with a focus on its philosophy and purpose, as well as on any updated procedures and forms to be utilized in the observation and evaluation process.

Common Core of Learning, Common Core of Teaching, Connecticut K-12 Framework are reviewed with a focus on how to integrate district and school goals with the Common Core of Learning, the Common Core of Teaching and the K-12 CT Frameworks as the basis for developing preliminary performance objectives. The following points will be stressed for teachers to consider when establishing objectives:

- Teacher objectives need to be aligned with district/school goals/objectives focused on improving student learning.
- Criteria for achieving objectives need to be based on multiple data sources of student work.
- Expected outcomes need to be measurable and observable.
- Objectives may be modified, by mutual agreement, or at the request of the evaluator.
- The conditions and support necessary for the achievement of objectives need to be identified.
- The recommended number of objectives is no more than three.
- At least one objective needs to reflect some aspect of the current district/school professional development initiatives.

THE PHASING IN PROCESS FOR THE TEACHER EVALUATION PLAN

The Teacher Evaluation Plan was phased in during the 2001 through 2003 school years. At the conclusion of the 2001-2002 school year, a First-Year Review Committee of representatives from the administrators' unit, the teachers' union and the State Department conducted an initial implementation survey based on input from administrators and teachers from each school via survey and focus group discussions. Recommendations for changes and/or modifications were reviewed and considered for incorporation into the 2002-03 document.

The initial implementation year was important because it was dedicated to training all administrators, responsible for evaluations, and teachers on the various aspects of the new plan as well as the foundational understandings of the state documents that informed the plan.

Full implementation occurred by the end 2003-2004 school year. It has been the goal of committee members involved in the creation of this plan, to have all Hartford Public Schools using the same evaluation system, including the same forms, and more importantly, the same evaluation criteria. Implementation of this new evaluation system progressed as follows:

New Teachers and Teachers in the BEST program began in Professional Appraisal starting in September of 2001.

For the 2001-02 school year, most tenured teachers were placed in the Professional Learning and were evaluated according to the guidelines for Professional Learning with the following exceptions:

- Some teachers, who had an overall rating of "outstanding" their 2001 Summary Evaluation, were assigned to Professional Growth developed a Professional Growth Plan in accordance with the guidelines of this document.

- Some teachers in the previous PGC Pilot schools were recommended for Professional Growth based on their 2001 PGC year-end evaluation.

- Some teachers were recommended if their overall performance was rated poor or unsatisfactory on his/her 2001 Summary Evaluation.

For the 2002-03 school year, all teachers were placed in phases according to the guidelines of the document. During the Year Two Implementation, the professional development focus was twofold:
- Using the BEST Portfolio as a foundation for developing Professional Learning and Growth Plans,
- Transitioning from Appraisal to Learning and from Learning to Growth.

For the 2003-04 school year, the focus was on transitioning all tenured teachers remaining in Professional Learning into Professional Growth.

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