

# Meriden Educator Evaluation and Development Plan

Meriden, Connecticut



Approved by the  
Meriden Board of Education  
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## **APPENDICES**

For the updated Common Core of Teaching Rubric for Effective Teaching and the Common Core of Teaching Rubric for Effective Service Delivery, please visit:

[www.connecticutseed.org](http://www.connecticutseed.org)

# MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN

## Introduction

The ultimate goal of educator evaluation and professional development is to provide a learning environment in which educators improve upon their instructional practice in order to increase student learning. When schools promote and support learning opportunities for educators, schools become more effective places for students to learn.

Enhanced student learning is the ultimate goal of improving educator performance. Formal observation alone does not provide comprehensive information about student learning. Connecticut's current guidelines for professional development and teacher evaluation recognize that student learning improves when educators work collaboratively to examine the effect of teaching practices on student work. By reflecting on student work and student learning issues, making adjustments as appropriate, and assessing the impact that teaching practices have on student learning, educators build a professional learning community in which they share knowledge and practice in order to build understanding. These guidelines recognize the importance of linking standards to school improvement efforts and building a collaborative relationship between and among teachers and administrators in order to improve student learning. The Meriden Public Schools has incorporated these tenets into its Educator Evaluation and Development Plan.

Evaluation requires an atmosphere of mutual trust and must allow educators to take risks and experiment with different teaching strategies. An effective evaluation system can help to:

- encourage continual teacher self-evaluation, reflection and responsibility;
- encourage individual professional growth in areas of interest to the educator;
- improve educator morale and motivation by treating the educator as a professional in charge of his or her own professional growth;
- encourage collegiality and professional conversations about instruction and student learning; and
- support educators as they take risks and try new instructional approaches.

An effective evaluation plan operates on the belief that teaching is a profession. As professionals, educators should have more control over their professional development, within generally accepted professional standards. As skilled professionals, evaluatees need both support and feedback from colleagues, students, and administrators. The evaluator has a responsibility to assist the evaluatee with the development of the objective(s) and to provide a summative report. The Meriden Educator Evaluation and Development Plan, based upon evaluation strategies, provides educators with options and represents a commitment on the part of all certified staff to work together toward the improvement of instruction and learning for all students.

## MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN KEY PRINCIPLES

### **Purpose and Rationale of the Evaluation System**

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers. To support our teachers, we need to clearly define excellent practice and results; give accurate, useful information about teachers' strengths and development areas; and provide opportunities for growth and recognition. However, our current evaluation systems often fail to do these things in a meaningful way. The purpose of the new evaluation model is to fairly and accurately evaluate teacher performance and to help each teacher strengthen his/her practice to improve student learning.

### **Core Design Principles**

The following principles guided the design of the teacher model.

- ***Consider multiple, standards-based measures of performance***  
An evaluation system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of a teacher's performance. The new model defines four categories of teacher effectiveness: student learning (45%), teacher performance and practice (40%), parent feedback (10%) and school-wide student learning (5%).
- ***Promote both professional judgment and consistency***  
Assessing a teacher's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers interact with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, teachers' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between school leaders' evaluations of classroom practice and support fairness and consistency within and across schools.
- ***Foster dialogue about student learning***  
This model aims to increase the professional conversation between and among teachers and administrators who are their evaluators. The dialogue in the new model occurs more frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.
- ***Encourage aligned professional development, coaching and feedback to support teacher growth***  
Novice and veteran teachers alike deserve detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students. This plan promotes a shared language of excellence to which professional development, coaching and feedback can align to improve practice.

## MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN PROFESSIONAL DEVELOPMENT & SUPPORT

As a standalone, evaluation cannot hope to improve teaching practice and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move teachers along the path to exemplary practice.

### **Evaluation-Based Professional Learning**

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Throughout Meriden's Educator Evaluation and Development Plan, every educator will be identifying their professional learning needs in mutual agreement between the educator and his/her evaluator and serves as the foundation for ongoing conversations about the educator's practice and impact on student outcomes. The professional learning opportunities identified for each educator should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities.

### **Improvement and Remediation Plans**

If an educator's performance is rated as *developing* or *requires action*, it signals the need for the administrator to create an individual educator improvement and remediation plan. The improvement and remediation plan should be developed in consultation with the educator and his/her exclusive bargaining representative. Improvement and remediation plans must:

- identify resources, support and other strategies to be provided to address documented deficiencies;
- indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and
- include indicators of success including a summative rating of *accomplished* or better at the conclusion of the improvement and remediation plan.

### **Career Development and Growth**

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself and in building the capacity of all teachers.

Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career educators; participating in development of educator improvement and remediation plans for peers whose performance is *developing* or *requires action*; leading Professional Learning Communities; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

## **MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN STATEMENT AND GUIDELINES FOR COMPLEMENTARY EVALUATORS**

### **Complementary Evaluators**

The use of complementary evaluators is intended to enhance the professional learning opportunities presented in collaborative meeting times. It is also intended to maintain a reasonable number of educators for each evaluator. However, it is the expectation of the Meriden Board of Education that teachers with, a complementary evaluator, are also supported and evaluated by their assigned administrator. A complementary evaluators' primary purpose is to support the goal setting, professional development, and evaluation of the educators in the Meriden Public Schools. Primary evaluators must serve as the summative evaluator, participate in goal setting and end of the year meetings, and approve any end of the year ratings shared by complementary evaluators. Each educator must be assigned an administrator evaluator serving with a 092 certification; however, an educator can also have a complementary evaluator with or without an 092 endorsement. If there are concerns with the performance of an educator, the primary evaluator must assist or assume the evaluation procedures for the teacher. For teachers in year 1 and 2 of the evaluation plan, the primary evaluator must conduct all meetings and observations. In cases where a potential intervention plan is initiated or a non-renewal is being considered, the building principal and/or district supervisor must assume responsibility of the evaluation process.

### **Guidelines for Summative and Complementary Evaluators**

#### **Regarding Goal-Setting, Mid-Year, and End of Year (EOY) Meetings**

- Elementary School Administrator-Required to be present and facilitate all three meetings for evaluatees
- Middle School Administrator-Required to be present and facilitate two of the three including the EOY meeting
- High School Administrator-Required to be present and facilitate two of the three including the EOY meeting
- District Supervisors-Required to be present and facilitate all three meetings

#### **Regarding Observations and Reviews of Practice at all levels**

- For teachers previously at Accomplished or better, the summative evaluator must do at least one non-classroom Review of Practice.
- For teachers previously at Developing, the summative evaluator must do at least two formal observations and a non-classroom Review of Practice (p. 27).
- For teachers at Requires Action or on an action plan, the summative evaluator will follow the language worked out in the action plan.
- For non-tenured teachers, the summative evaluator must do two formal observations (p. 27).

## **MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN TRAINING AND CALIBRATION**

Meriden Public Schools will provide primary and complementary evaluators with training opportunities and tools throughout the year to support the implementation of the district's evaluation model across their schools. To demonstrate initial proficiency, all evaluators will successfully complete extensive training on the evaluation model, including training on identifying effective instruction and providing quality feedback.

To assess individual evaluator proficiency, Central Office Administration will review evaluator ratings data and monitor plan implementation. On-going training in the evaluation of instructional observations will be conducted through job-embedded tasks and professional development. Professional development will include SLO development, providing quality feedback, Digital Management System, and strategic conversations. Using reporting features available on the digital operating systems, regular monitoring and feedback will be provided to evaluators by their Central Office or building evaluators.

Prior to implementation of the Meriden Educator and Development Plan, and ongoing as needed, the district will provide to all educators several orientation and update training sessions (through in-service sessions, target group sessions, and individual conferences) that explain the processes for professional learning planning, protocol for evaluation and observation (including timelines and rubrics), and documents that will be used by all staff.

Educators and administrators new to Meriden Public Schools (employed during or after the first year of implementation) will have access to the Meriden Educator and Development Plan and will engage in training to ensure that they understand the elements and procedures of the Plan, processes and documents. This training will take place upon employment or prior to the beginning of the school year.

## **MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN KEY ELEMENTS**

### **Self Evaluation/Reflection**

Reflecting upon instructional strategies and professional initiatives to improve student learning and teacher practices is an important part of the evaluation process. Reflection allows the evaluatee to assess past practices, review student learning objectives and set goals to improve the learning process. The evaluatee uses the self-evaluation process to reflect, analyze, and subsequently determine if the objective outcomes have been met. This self-evaluation is shared with collaborator(s) and adjustments are made accordingly. The evaluatee then prepares a written self-evaluation/reflection report for the evaluator.

### **Collaboration**

Educators have a responsibility to grow professionally and to share their knowledge with one another. Through professional conversations and mutual support, in small and large group settings, educators play significant roles as staff developers for one another.

### **Student Learning Objectives (SLO)**

Student learning objectives drive all successful school improvement efforts and establish the basis for overall school direction and initiatives. When staff members widely agree upon school goals and internalize them as their own, the likelihood of achieving these goals is extremely high. When selecting a Student Learning Objective, it is important to focus on one or two comprehensive areas. Instructional practices are also an important component of student learning. When staff members reflect upon and analyze their instructional practices to improve teaching, student learning is enhanced. To complete effective SLO's, teachers will utilize indicator targets of academic growth and development (IAGD). The Meriden Educator Evaluation and Development plan requires each educator to have a minimum of one SLO and a minimum of two Indicators of Academic Growth and Development (IAGD). An acceptable alternative is to have two SLOs with one IAGD. An alternative can be two separate SLOs with one indicator each.

### **Indicator of Academic Growth and Development**

An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. Each SLO must include at least two IAGDs.

Each IAGD should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing students or ELL students.

Since indicator targets are calibrated for the educator's particular students, educators with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all 2nd grade educators in a district might use the same reading assessment as their IAGD, but the performance target and/or student growth would likely vary among 2nd grade educators.



## **Summative Report**

A requirement of the evaluation process is for the evaluator to provide annual feedback based on the Student Learning Objective(s) and overall performance. The written Summative Report will comment on the overall success with Student Learning Objective(s), Parent Feedback Goal, Performance Focus Area, Whole-School Learning, and overall performance related to the Connecticut State Department of Education (CSDE) Common Core of Teaching rubric, *Connecticut's Common Core of Teaching, the Professional Performance Standards (OPP) and the CT's Common Core Standards*.

## MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN PLAN OVERVIEW

### **Student Outcomes Related Indicators (50%)**

Student Related Indicators includes Student Learning Objective (SLO) and Whole School Learning:

- ***Student Learning Objective, which counts for 45%***

Forty-Five percent (45%) of an educator's evaluation will be based on achievement of student learning outcomes defined by an educator-created SLO that is aligned to both standardized and non-standardized measures. Educators are required to develop a minimum of one SLO related to student growth and development with multiple IAGDs or two SLOs with one IAGD per SLO.

*IAGD: The first IAGD is based on Standardized indicators (comprises 22.5% of teacher's SLO rating).* For those teaching tested grades and subjects, 1 IAGD will be developed based on an analysis of results of student achievement on the appropriate standardized and benchmark assessments where available\*.

An alternative would be 2 SLOs with 1 indicator each. Each indicator would be worth 22.5% of the total rating.

*Educators in non-tested grades and subjects may establish common SLO and IAGDs based on student learning needs and measurable targets revealed in aggregate data from state tests or other standardized or non-standardized assessments where available.*

- *All other IAGDs are based on non-standardized indicators (comprising the remaining 22.5% of educator's SLO rating):* Sources for the development of IAGDs based on non-standardized indicators may include but are not limited to:
  - Benchmark assessments of student achievement measured by analytic rubrics.
  - Other curricular benchmark assessments.
  - Student portfolios of examples of work in content areas, collected over time and reviewed annually.

- ***Whole-school student learning which counts for 5%***

- Five percent (5%) of an educator's evaluation shall be based on whole-school student indicators. Meriden Public Schools define the whole-school indicator based on the overall rating of the Student Learning Objectives of the administrator, which aligns to the overall school goals.

Educators will be asked to articulate in writing how they will, through their instructional practices, contribute to the achievement of the whole-school indicator.

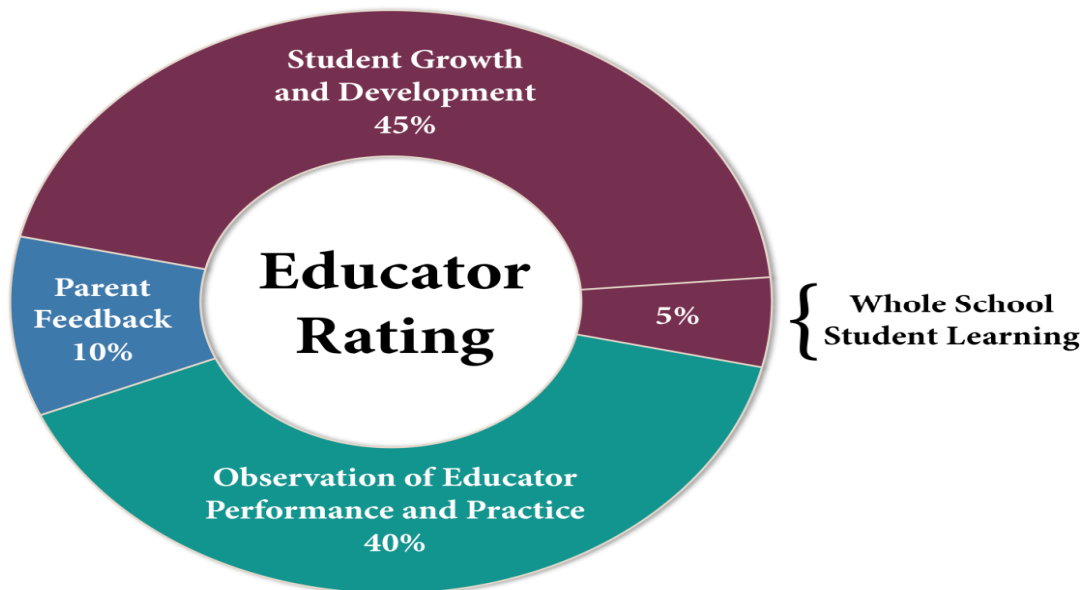
- Educators' efforts and actions taken towards achievement of the Whole School Student Learning Indicator will be discussed during the pre-, mid-year, and post-conferences. Educators will be expected to bring artifacts from their practice that support and provide evidence of their contributions to the attainment of this indicator.

**Educator Performance and Practice (40%)**

Forty percent (40%) of an educator's evaluation will be based on observation of educator practice and performance using the Connecticut State Department of Education's Common Core of Teaching Rubric. This will be an aggregate of observations, reviews of practice, and evidence collected to support a Focus Area Goal determined in the beginning of the year.

**Parent Feedback (10%)**

The Meriden School Climate Survey will be used to generate parent feedback. The survey data will be used by educators as baseline data at the start of the academic year. Analysis of survey data will be conducted on a school-wide basis with all certified staff engaged in the analysis, and result in one school-wide goal to which all certified staff will be held accountable. Educators will work to improve the parent feedback on the selected goal. The evidence collected toward addressing the Parent Feedback Goal will account for ten percent (10%) of an educator's evaluation. The Meriden Public Schools' Office of Research and Evaluation has determined the survey to be fair, reliable, valid, and useful. School Governance Councils, where in existence, and/or School Improvement Teams will annually review the survey tool for alignment with school improvement goals.



## **MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN STUDENT AND EDUCATOR SUPPORT SPECIALISTS EVALUATION PLAN**

The process for the evaluation of the student and educator support specialist is consistent with that of classroom educators and includes the following rationale:

- A professional learning evaluation process improves learner outcomes
- Effective collaboration with educators improves school-wide learning goal outcomes
- The quality of instruction improves when educators are accountable for learner outcomes
- Professional assistance and support are an integral part of educator development

### **Performance Standards**

It is expected that Student and Educator Support Specialists and their evaluators will be knowledgeable about the professional standards for each specialists they will evaluate. Those standards form the basis for goal-setting assessment of professional practice, and alignment of professional learning opportunities with the needs of Student and Educator Support Specialists. In observations of practice, evaluators will use the domains and indicators in the Connecticut Framework for Teacher Evaluation and Support.

### **Requirements for Student and Educator Support Specialists Evaluation**

Because of the unique nature of the roles fulfilled by the Student and Educator Support Specialists, the specialist must complete the following evaluation process for the Indicators of Academic Growth and Development.

1. The Student and Educator Support Specialist and evaluator will agree on the students or caseloads that are the educator's responsibility.
2. The Student and Educator Support Specialist and evaluator will determine if the indicator will apply to the individual specialist, team of educators, a grade level or the whole school.
3. The Student and Educator Support Specialist and evaluator should identify the unique characteristics of population of students, which would impact student growth (i.e. high absenteeism, highly mobile population in school).
4. The Student and Educator Support Specialist and evaluator will identify the learning standard to measure:
  - a. the assessment, data or product for measuring growth;
  - b. the timeline for instruction and measurement;
  - c. how baseline will be established;
  - d. how targets will be set so they are realistic yet rigorous;
  - e. the strategies what will be used;
  - f. the professional development the educator needs to improve their learning to support the areas targeted.

5. Because some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students, the specialist and evaluator shall agree to appropriate venues for observations and appropriate rubric for rating practice and performance at the beginning of the school year. The observations will be based on standards when available.

**Components of Student and Educator Support Specialists Evaluation**

<b>Category</b>	<b>Percentage</b>	<b>Explanation</b>
Student Outcomes and Achievements	45%	1 SLO with minimum two IAGDs to address student outcomes and achievement objectives for those specialists with student caseloads. Or 2 SLOs with minimum 1 IAGD for each of the SLOs
Whole School Learning	5%	1 Whole School Learning Indicator Goal for the entire school year based on rating of the administrator SLO. May collaborate with other educators or teams to support the goal-setting process.
Professional Practice	40%	1 Professional Practice Goal that is based on data from Student and Educator Support Specialist reflection and evaluator observations.
Whole School Parent Feedback	10%	1 Parent Feedback Goal determined by the school administrator, from which specialists will indicate their strategies for achieving this school-wide goal.

## MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN EDUCATOR EVALUATION SYSTEM

### **Evaluation and Support System Overview**

The evaluation and support system consists of multiple measures to portray an accurate and comprehensive picture of teacher performance. All educators will be evaluated in four categories, grouped in two major focus areas: Educator Practice and Student Outcomes.

**1. Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:

- (a) **Observation of teacher performance and practice (40%)** as defined in the CSDE CCT Rubric
- (b) **Parent feedback (10%)** on teacher practice through surveys

**2. Student Outcomes Related Indicators:** An evaluation of educators' contribution to student academic progress, at the school and classroom level. This focus area is comprised of two categories:

- (a) **Student growth and development (45%)** as determined by student learning objective (SLO)
- (b) **Whole-school measures of student learning (5%)** as determined by aggregate student learning indicators

Scores from each of the four categories will be combined to produce a summative performance rating of Exemplary, Accomplished, Developing, or Requires Action. Performance, in this Plan shall mean "progress as defined by specific indicators". The performance levels are defined as:

**Exemplary** – Substantially exceeding indicators of performance

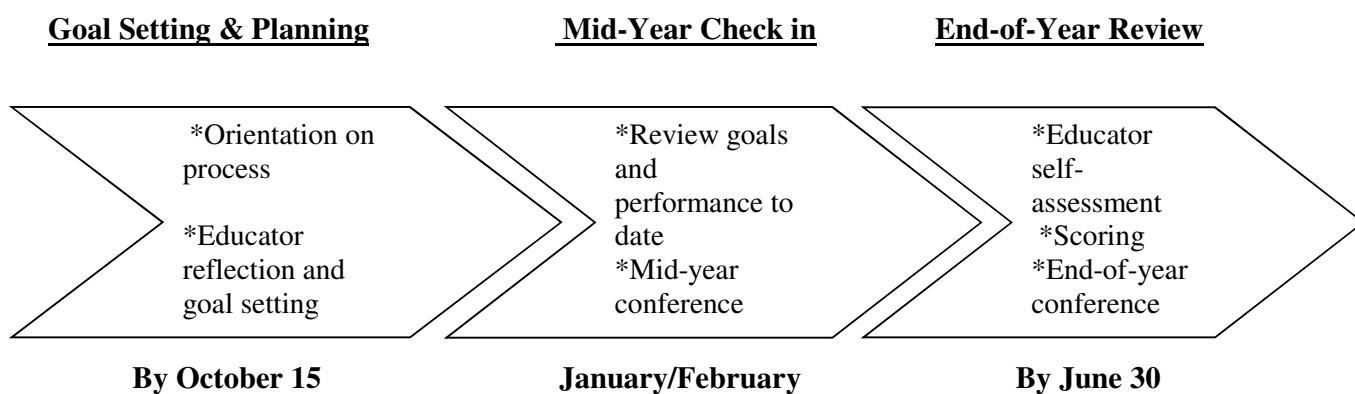
**Accomplished** – Meeting indicators of performance

**Developing** – Meeting some indicators of performance but not others

**Requires Action** – Not meeting indicators of performance

**MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN  
EDUCATOR EVALUATION PROCESS AND TIMELINE**

The annual evaluation process between a teacher and an evaluator (principal or designee) is anchored by three performance conversations at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback and support to each teacher on his/her performance, set development goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful. The Digital Management System shall be used to collect data, monitor student progress, communicate feedback, suggest resources, receive personalized professional development, and schedule meetings between the evaluator and educator.



**Goal-Setting and Planning:**

Timeframe: Due by October 15.

**1. Orientation on Process** – To begin the evaluation process, evaluators meet with educators, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In Meriden, this can be done in a staff meeting early in the year. In this meeting, they will discuss any school or district priorities that should be reflected in educator practice goals and student learning objective (SLO), and they will commit to set time aside for the types of collaboration required by the evaluation process.

**2. Educator Reflection and Goal-Setting** – The educator examines student data, prior year evaluation, survey results, and the Common Core of Teaching to draft the following:

- Performance and Practice Focus Area
- Student Learning Objective
- Whole School Learning Goal
- Parent Feedback Goal

The educator may collaborate in grade-level or subject-matter teams to support the goal-setting process. Educators will have time prior to the October 15 deadline to set goals collaboratively.

### **SLO/IAGD Must Demonstrate a Minimum of One-Year's Growth**

Minimum One-Year's Growth is dependent on the assessment tool used to measure student progress. If a standardized indicator for one year's growth is not available, the evaluator and educator must agree on what one year's growth is for the particular IAGD.

### **The Majority of Students in a Teacher's Caseload Must Be Included in the SLO/IAGD**

When developing SLOs and IAGDs, the majority of students should be included if teachers are itinerant, teach in multiple subject areas, or work across grade levels. In instances where the teacher teaches one class the entire day, all students should be included. In cases where a teacher teaches multiple sections of the same class, the majority can be defined as more than one-half of the entire caseload. SLOs can be developed for semester courses if mutually agreed upon.

3. **Goal-Setting Conference** – The evaluator and educator meet to discuss the educator's proposed goals and objectives in order to arrive at mutual agreement about them. The educator collects evidence about his/her practice and the evaluator collects evidence about the educator's practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.

### **Mid-Year Check-In:**

Timeframe: **January and February**

1. **Reflection and Preparation** – The educator and evaluator collect and reflect on evidence to date about the educator's practice and student learning in preparation for the check-in.

2. **Mid-Year Conference** – The evaluator and educator complete at least one mid-year check-in conference during which they review progress on teacher practice goals, student learning objective (SLO) and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, educators and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of the SLO to accommodate changes (e.g., student populations, assignment). They also discuss actions that the educator can take and supports the evaluator can provide to promote educator growth in his/her development areas.

### **End-of-Year Summative Review:**

Timeframe: May and June; must be completed by **last day of school**

1. **Educator Self-Assessment** – The educator reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.

2. **Scoring** – The evaluator reviews submitted evidence, self-assessments and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student-related indicators significantly to change the final rating. Such revisions should take place as soon as state test data are available and before September 15.

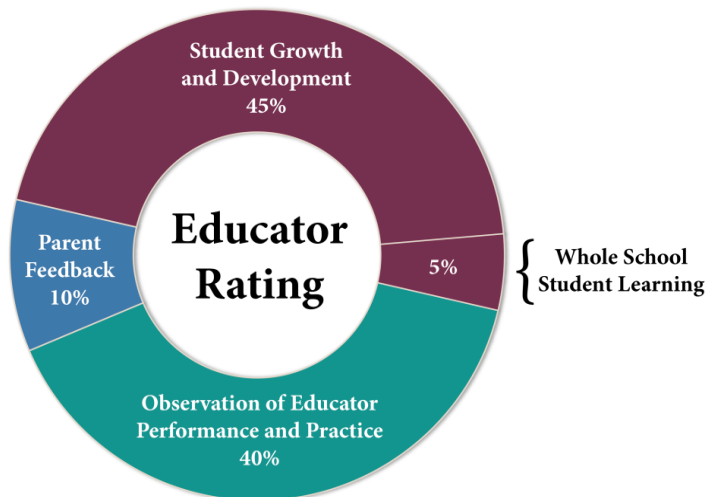


3. ***End-of-Year Conference*** – The evaluator and the educator meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before June 30.

## MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN SUMMATIVE EDUCATOR EVALUATION SCORING

### *Summative Scoring*

The individual summative educator evaluation rating will be based on the four categories of performance, grouped in two major focus areas: Student Outcomes Related Indicators and Educator Practice Related Indicators.



Every educator will receive one of four performance ratings:

**Exemplary** – Substantially exceeding indicators of performance

**Accomplished** – Meeting indicators of performance

**Developing** – Meeting some indicators of performance but not others

**Requires Action** – Not meeting indicators of performance

The rating will be determined using the following steps:

- 1) Calculate an Educator Practice Related Indicators score by combining the observation of educator performance and practice score and the parent feedback score
- 2) Calculate a Student Outcomes Related Indicators score by combining the student growth and development score and whole-school student learning indicator score
- 3) Use Summative Matrix to determine Summative Rating

Each step is illustrated below:

- 1) Calculate an Educator Practice Related Indicators rating by combining the observation of educator performance and practice score and the parent feedback score.

The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Simply multiply these weights by the category scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below.

### Example of Teacher Practice Scoring

Category	Score	Weight	Points (score x weight)
Observation of Educator Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
<b>TOTAL EDUCATOR PRACTICE RELATED INDICATORS POINTS</b>			142

The Parent Feedback rating should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

### Parent Feedback Scoring

Exemplary (4)	Accomplished (3)	Developing (2)	Requires Action (1)
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

### Rating Table

Educator Practice Indicators Points	Educator Practice Indicators Rating
50-80	Requires Action
81-126	Developing
127-174	Accomplished
175-200	Exemplary

- 2) Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning indicator. The student growth and development category counts for 45% of the total rating and the whole-school student learning indicator counts for 5% of the total rating. Simply multiply these weights by the category scores to get the focus area points. The points are then translated to a rating using the rating table below.

**Example of Student Outcomes Scoring**

Category	Score	Weight	Points (score x weight)
	Student Growth and Development (SLO)	3.5	45
Whole School Student Learning Indicator	3	5	15
<b>TOTAL EDUCATOR PRACTICE RELATED INDICATORS POINTS</b>			173

**Rating Table**

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Requires Action
81-126	Developing
127-174	Accomplished
175-200	Exemplary

- 3) Use the Summative Matrix to determine Summative Rating

Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example provided, the Educator Practice Related Indicators rating is *proficient* and the Student Outcomes Related Indicators rating is *proficient*. The summative rating is therefore *proficient*. If the two focus areas are highly discrepant (e.g., a rating of *exemplary* for Educator Practice and a rating of *requires action* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to make a summative.

<b><i>Summative Rating Matrix</i></b>		<b>Educator Practice Related Indicators Rating</b>			
		<b>Exemplary (4)</b>	<b>Accomplished (3)</b>	<b>Developing (2)</b>	<b>Requires Action (1)</b>
<b>Student Outcomes Related Indicators Rating</b>	<b>Exemplary (4)</b>	<b>Exemplary</b>	<b>Exemplary</b>	<b>Accomplished</b>	<b>Gather further Information</b>
	<b>Accomplished (3)</b>	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Requires Action</b>
	<b>Developing (2)</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Developing</b>	<b>Requires Action</b>
	<b>Requires Action (1)</b>	<b>Gather further Information</b>	<b>Requires Action</b>	<b>Requires Action</b>	<b>Requires Action</b>

Adjustment of Summative Rating Summative ratings must be completed for all educators by June 30 of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an educator may be significantly impacted by state standardized test data, the evaluator may recalculate the educator's summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year.

**MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN**  
**DEFINITION OF EFFECTIVENESS AND INEFFECTIVENESS**

Novice educators shall generally be deemed effective if said educator receives at least two sequential *accomplished* ratings, one of which must be earned in the fourth year of a novice educator's career. A *requires action* rating shall only be permitted in the first year of a novice educator's career, assuming a pattern of growth of *developing* in year two and two sequential *accomplished* ratings in years three and four.

Educators who will receive tenure in twenty months shall generally be deemed effective if said educator receives at least two sequential *accomplished* ratings.

Educators who will receive tenure in ten months shall generally be deemed effective if said educator receives at least one *accomplished* rating.

A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential *developing* ratings or one *requires action* rating at any time.

## MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN STUDENT OUTCOMES RELATED INDICATORS

**The Student Outcomes Related Indicators (50%) captures the teacher's impact on students.**

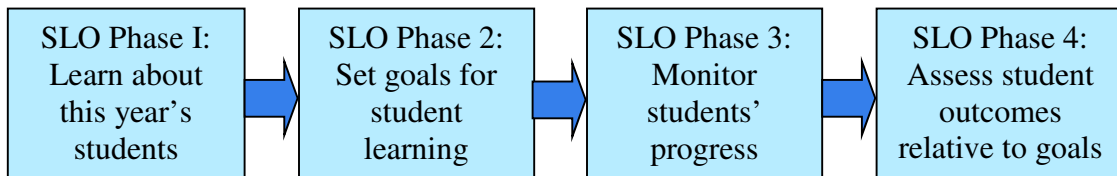
Student Related Indicators includes two categories:

- Student growth and development, which counts for 45%; and
- Whole-school student learning which counts for 5% of the total evaluation rating.

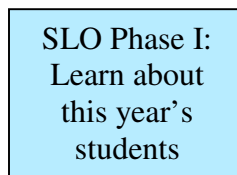
These categories will be described in detail below.

### **Student Growth and Development (45%)**

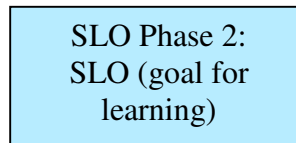
SLO will support educators in using a planning cycle that will be familiar to most educators:



While this process should feel generally familiar, this plan asks teachers to set more specific and measureable targets than they may have done in the past, and to develop them through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with evaluators. The four SLO phases are described in detail below:



This first phase is the discovery phase, just before the start of the school year and in its first few weeks. Once educators know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the educator is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources teachers can tap to understand both individual student and group strengths and challenges. This information will be critical for goal setting in the next phase.



Meriden Educator Evaluation and Development plan requires each educator to have a minimum of one SLO and a minimum of two Indicators of Academic Growth and Development (IAGD).

As stated in the CT Guidelines for Educator Evaluation, a **standardized assessment** is characterized by the following attributes:

- o Administered and scored in a consistent – or “standard” – manner;
- o Aligned to a set of academic or performance “standards;”
- o Broadly-administered (e.g., nation-or statewide);
- o Commercially-produced; and
- o Often administered only once a year, although some standardized assessments are administered two or three times per year.

To create their SLOs, educators will follow these four steps:

**Step 1: Decide on the Student Learning Objectives**

The objectives will be broad goals for student learning. They should each address a central purpose of the educator’s assignment and it should pertain to a large proportion of his/her students. Each SLO should reflect high expectations for student learning - at least a year’s worth of growth (or a semester’s worth for shorter courses) – and should be aligned to relevant state, national (e.g., common core), or district standards for the grade level or course. Depending on the educator’s assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes).

Educators are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Educators with similar assignments may have identical objectives although they will be individually accountable for their own students’ results.

**Majority of Students in SLO**

When developing SLOs and IAGDs, the majority of students should be included if teachers are itinerant, teach in multiple subject areas, or work across grade levels. In instances where the teacher teaches one class the entire day, all students should be included. In cases where a teacher teaches multiple sections of the same class, the majority can be defined as more than one-half the entire caseload. SLOs can be developed for semester courses if mutually agreed upon.

**Minimum One-Year’s Growth**

Minimum One-Year’s Growth is dependent on the assessment tool used to measure student progress. If a standardized indicator for one year’s growth is not available, the evaluator and educator must agree on what one year’s growth is for the particular IAGD.

The following are examples of SLOs based on student data:

Educator Category	Student Learning Objective
8th Grade Science	My students will master critical concepts of science inquiry.
High School Visual Arts	All of my students will demonstrate proficiency in applying the five principles of drawing.



## **Step 2: Select Indicators of Academic Growth and Development (IAGDs)**

An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. Each SLO must include at least one indicator.

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase I examination of student data that educators will determine what level of performance to target for which students.

Taken together, an SLO's indicators, if achieved, would provide evidence that the objective was met. Here are some examples of indicators that might be applied to the previous SLO examples:

### **Sample SLO-Non-Standardized IAGD(s)**

<b>Educator Category</b>	<b>Student Learning Objective</b>	<b>Indicators of Academic Growth and Development (<i>at least one is required</i>)</b>
8th Grade Science	My students will master critical concepts of science inquiry.	<ol style="list-style-type: none"><li>1. My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry.</li><li>2. ELL students will use science vocabulary in the appropriate context 90% of the times as evidenced by journal entries.</li></ol>
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	<ol style="list-style-type: none"><li>1. 85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts teachers in our district.</li><li>2. Students will complete a performance task of a still life drawing using the principles of shading, lighting, and cross-hatching.</li></ol>

## **Step 3: Provide Additional Information**

During the goal-setting process, educators and evaluators will document the following the Digital Management System:

- the rationale for the objective, including relevant standards;
- any important technical information about the indicator evidence (like timing or scoring plans);
- the baseline data that was used to set each IAGD;
- interim assessments the educator plans to use to gauge students' progress toward the SLO during the school year (optional); and

- any training or support the teacher thinks would help improve the likelihood of meeting the SLO (optional).

**Step 4: Submit SLO to Evaluator for Approval**

SLOs are proposals until the evaluator approves them through the Digital Management System. While educators and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO proposals.

The evaluator will examine each SLO relative to three criteria described below. SLOs must meet all three criteria to be approved. If they do not meet one or more criteria, the evaluator will provide written comments and discuss their feedback with the educator during the fall Goal-Setting Conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ten days.

**SLO Approval Criteria**

<b>Priority of Content</b>	<b>Quality of Indicators</b>	<b>Rigor of Objective/Indicators</b>
Objective is deeply relevant to educator’s assignment and addresses a large proportion of his/her students.	Indicators provide specific, measurable evidence. The indicators provide evidence about students’ progress over the school year or semester during which they are with the educator.	Objective and indicator(s) are attainable but ambitious and taken together, represent at least a year’s worth of growth for students (or appropriate growth for a shorter interval of instruction).

SLO Phase 3:  
Monitor  
students’ progress

Once SLOs are approved, educators should monitor students’ progress towards the objectives. They can, for example, examine student work products, administer interim assessments and track students’ accomplishments and struggles. Educators can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress.

If an educator's assignment changes or if his/her student population shifts significantly, the SLOs can be adjusted during the Mid-Year Conference between the evaluator and the educator.

SLO Phase 4:  
Assess student  
outcomes relative to  
SLOs

At the end of the school year, the educator should collect the evidence required by their indicators and submit it to their evaluator. Along with the evidence, educators will complete and submit a self assessment which asks educators to reflect on the SLO outcomes by responding to the following four statements:

1. Describe the results and provide evidence for each indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that going forward. Evaluators will review the evidence and the educator’s self-assessment and assign one of four ratings to each SLO: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point). These ratings are defined as follows:

<b>Exceeded (4)</b>	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
<b>Met (3)</b>	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
<b>Partially Met (2)</b>	Many students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
<b>Did Not Meet (1)</b>	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

For SLOs with more than one indicator, the evaluator may score each indicator separately, and then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

The final student growth and development rating for an educator is the average of their two SLO scores. For example, if one SLO was Partially Met, for 2 points, and the other SLO was Met, for 3 points, the student growth and development rating would be 2.5  $[(2+3)/2]$ . The individual SLO ratings and the student growth and development rating will be shared and discussed with educators during the End-of-Year Conference.

NOTE: For SLOs that include an indicator based on state standardized tests, results may not be available in time to score the SLO prior to the June 30 deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if state tests are the basis for all indicators, then the educator’s student growth and development rating will be based only on the results of the SLO that is based on non-standardized indicators.

However, once the state test evidence is available, the evaluator is required to score or rescore the SLO, then determine if the new score changes the teacher’s final (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15.

**MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN  
OBSERVATION REQUIREMENTS**

**EDUCATOR PERFORMANCE AND PRACTICE (40%)**

**Forty percent of an educator's evaluation shall be based on observation of educator practice and performance.**

<b>Educator Category</b>	<b>Educator Evaluation and Development Plan Requirement</b>
First and Second Year Educators	At least three (3) formal in-class observations; all of which include a post-conference And two (2) of which will include a pre-conference; all of which will include a post-conference with timely written and verbal feedback
Developing and Requires Action	At least three (3) formal in-class observations; all of which include a post-conference And two (2) of which include a pre-conference; all of which will include a post-conference with timely written and verbal feedback and action plan
Exemplary and Accomplished	One (1) formal in-class observation with a post-conference AND one <b>non-classroom</b> Review of Practice  In addition to the above minimum requirements of the plan, the evaluator or educator can request a formal observation or Review of Practice (non-classroom and/or in-classroom)

**Review of Practice (mandatory \*non-classroom)**

Because the Meriden Educator Evaluation and Development Plan aims to provide teachers with comprehensive feedback on their practice as defined by the domains of the Connecticut Framework for Teacher Evaluation and Support, all interactions with teachers are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring meetings with other teachers, and attendance records from professional development or school-based activities/events.

**\*Other Examples of Non-Classroom Reviews of Practice**

- Examination of educator work products
- Examination of student work samples
- Grading patterns
- Behavioral reports
- Development of curricular materials
- Advisory committee participation
- Progress report conference or PPT participation
- Outreach and engagement with families
- District/School-wide Committee

**Review of Practice (optional in-classroom)**

Non-scheduled observations in the classroom that last at least 10 minutes and are followed by written feedback (this is optional, and only after the mandatory, non-classroom Review of Practice has taken place).

## MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN FEEDBACK

Multiple snapshots of practice conducted by multiple observers provide a more accurate picture of teacher performance than one or two observations per year. These observations don't have to cover an entire lesson to be valid. Partial period observations can provide valuable information.

Observations in and of themselves aren't useful to teachers - it's the feedback based on observations that helps teachers to reach their full potential. All educators deserve the opportunity to grow and develop through observations and timely feedback. In fact, educator surveys conducted nationally demonstrate that most teachers are eager for more observations and feedback that they can then incorporate into their practice throughout the year.

- These are the definitions for the types of observations that are a part of the Meriden Educator Evaluation and Development Plan.
  - **Formal:** Scheduled observations that last at least 30 minutes and are followed by a post-observation conference including both written and verbal feedback.
  - **Review of Practice:**
    - **Mandatory Non-classroom:** Non-scheduled Review of Practice outside of the classroom. The Review of Practice should cover areas of educator work that cannot be typically observed in a classroom observation. A Review of Practice does not have time limits as it could be a review of lesson plans, reports, curriculum, or observation of educator performance during a PPT or data team meeting. More options of acceptable Reviews of Practice can be found on page 39.
    - **Optional In-classroom:** Non-scheduled observations in the classroom that last at least 10 minutes and are followed by written feedback. The in-classroom Review of Practice is optional and only after the mandatory non-classroom Review of Practice has taken place.
- All the above types of observations should be followed by feedback using the EdReflect system within three school days of the observation.

The goal of feedback is to help educators grow as practitioners and become more effective with each and every one of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- Specific evidence and ratings, where appropriate, on observed components of the Connecticut Framework for Teacher Evaluation and Support;
- Prioritized commendations and recommendations for development actions;
- Next steps and supports the teacher can pursue to improve his/her practice; and
- A timeframe for follow up.

Providing both verbal and written feedback after an observation is ideal, but school leaders are encouraged to discuss feedback preferences and norms with their staff.

**MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN  
PROFESSIONAL EVALUATION TIMELINE**

**YEARS 1 & 2 EDUCATORS**

New to teaching or new to district.

**OBSERVATION SCHEDULE & TIMELINE**

Formal In-Class Observations:

Minimum three per year

- Two observations must include pre-observation conference
- One by November 1<sup>st</sup>
- One by February 15<sup>th</sup>
- One at evaluator's discretion
- All of which will include a post-conference with timely written and verbal feedback

- SLO due October 15<sup>th</sup>
- Mid-year meeting by January 15<sup>th</sup>
- Non-tenured educators only: Non-Renewal decision by March 15<sup>th</sup>
- Self-Evaluation Reflection due before Summative conference
- Final Summative conference by last day of school
- Final Summative rating due by June 30<sup>th</sup>



**MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN  
PROFESSIONAL EVALUATION TIMELINE**

<b>REQUIRES ACTION and DEVELOPING RATING</b>	<b>ACCOMPLISHED and EXEMPLARY RATING</b>
<b>OBSERVATION SCHEDULE &amp; TIMELINE</b>	<b>OBSERVATION SCHEDULE &amp; TIMELINE</b>
<p>Formal In-Class Observations: Minimum three per year</p> <ul style="list-style-type: none"> <li>• Two observations must include pre-observation conference</li> <li>• One by November 1<sup>st</sup></li> <li>• One by February 15<sup>th</sup></li> <li>• One at evaluator's discretion</li> <li>• All of which will include a post-conference with timely written and verbal feedback.</li> </ul>	<p>Minimum one Formal Observation and one (1) non-classroom Review of Practice</p> <p>One (1) Formal Observation done by March 15</p>
<ul style="list-style-type: none"> <li>• Final SLO and Action Plan due October 15<sup>th</sup></li> <li>• Mid-year meeting by end of February</li> <li>• Non-tenured teachers only: Non-Renewal decision by March 15<sup>th</sup></li> <li>• Self-Evaluation Reflection due before Summative Conference</li> <li>• Final Summative conference by last day of school</li> <li>• Final Summative rating due by June 30<sup>th</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Final SLO due October 15<sup>th</sup></li> <li>• Mid-year meeting by end of February</li> <li>• Non-tenured educators only: Non-Renewal decision by March 15<sup>th</sup></li> <li>• Self-Evaluation Reflection due before Summative conference</li> <li>• Final Summative conference by last day of school</li> <li>• Final Summative rating due by June 30<sup>th</sup></li> </ul>

## **MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN PARENT FEEDBACK (10%)**

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators focus area of SEED.

The process described below focuses on:

- (1) conducting a whole-school parent survey (meaning data is aggregated at the school level);
- (2) determining several school-level parent goals based on the survey feedback;
- (3) teacher and evaluator identifying **one** related parent engagement goal and setting improvement targets;
- (4) measuring progress on growth targets; and
- (5) determining a teacher's summative rating. This parent feedback rating shall be based on four performance levels.

### **1. Administration of a Whole-School Parent Survey**

Parent surveys should be conducted at the whole-school level as opposed to the teacher-level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

Parent surveys must be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys should be confidential and survey responses should not be tied to parents' names. The parent survey should be administered every spring and trends analyzed from year-to-year.

### **2. Determining School-Level Parent Goals**

Principals and teachers should review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals based on the survey results. Ideally, this goal-setting process would occur between the principal and teachers (possibly during faculty meetings) in August or September so agreement could be reached on 2-3 improvement goals for the entire school.

### **3. Selecting a Parent Engagement Goal and Improvement Targets**

After these school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators **one** related parent goal they would like to pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc.

Teachers will also set improvement targets related to the goal they select. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are aligned and attainable.

#### 4. **Measuring Progress on Growth Targets**

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback category. There are two ways a teacher can measure and demonstrate progress on their growth targets. A teacher can (1) measure how successfully they implement a strategy to address an area of need (like the examples in the previous section), and/or (2) they can collect evidence directly from parents to measure parent-level indicators they generate. For example, a teacher could conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

#### 5. **Arriving at a Parent Feedback Rating**

The Parent Feedback rating should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

<b>Exemplary (4)</b>	<b>Accomplished (3)</b>	<b>Developing (2)</b>	<b>Requires Action(1)</b>
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

**MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN  
PROFESSIONAL INTERVENTION FOR TENURED TEACHERS**

**Professional Intervention for Tenured Educators**

**Phase 2**

**All certified educators from the Requires Action, Developing, Accomplished, or Exemplary categories demonstrating insufficient progress or lack of effectiveness.**

**Timeline: Up to 45 School Days**

- Written notification
- Meet with evaluator and union representative regarding area(s) of concern
- A mutually agreed upon Intervention Action Plan and observation schedule developed within 5 days of the meeting.
- Minimum 3 formal observations
- Successful: Remove from Intervention Plan
- Unsuccessful: Move to Phase 2

**Timeline: Up to 45 School Days**

- Written notification
- Meet with evaluator and union representative regarding area(s) of concern
- A mutually agreed upon Intervention Action Plan and observation schedule developed within 5 days of the meeting.
- Minimum 3 formal observations
- Successful: Remove from Intervention Plan
- Unsuccessful: Recommend Termination

## **MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN PROFESSIONAL INTERVENTION CYCLE**

Professional Intervention is designed to provide extra support for tenured educators for whom an evaluator has identified an area of concern related to *Connecticut's Common Core of Learning, Connecticut's Common Core of Teaching, Meriden Teaching Competencies* and/or relevant *Professional Performance Standards, CT's Common Core Standards, and the Meriden Board of Education Curriculum*. Professional Intervention includes Phase 1 and a Phase 2, when needed. Each phase has a time line of up to 45 school days.

### **Phase 1 (up to 45 school days)**

In Phase 1, an evaluatee will receive written notification of placement in Professional Intervention, meet with the evaluator and union representative regarding area(s) of concern, and develop a mutually agreed upon Intervention Improvement Plan with an observation schedule. The Intervention Improvement Plan is mandatory for evaluatees who have been placed in Professional Intervention. Based on the Intervention Summative Report, if the evaluatee has successfully met the criteria for Intervention, the evaluator may recommend removal from Professional Intervention. If the evaluatee is unsuccessful in meeting the criteria for Intervention, the evaluator either recommends continued placement in Intervention (Phase 2) or Termination.

### **Phase 2 (up to 45 school days)**

In Phase 2, the same process described in Phase 1 is followed (written notification of placement, meet with evaluator and union representative regarding areas of concern, develop mutually agreed upon Intervention Improvement Plan). Based on the Intervention Summative Report, if the evaluatee has successfully met the criteria for Intervention, the evaluator may recommend removal from Professional Intervention. If the evaluatee is unsuccessful in meeting the criteria for Intervention, the evaluator recommends termination.

An evaluatee who has been placed in Professional Intervention is advised to seek union representation immediately.

**MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN  
PROFESSIONAL INTERVENTION CYCLE (continued)**

**Components of Professional Intervention**

**Phase 1**

1. Written notification.
2. Placement up to 45 school days.
3. The evaluator, evaluatee and union representative will meet regarding area(s) of concern.
4. A mutually agreed upon Intervention Improvement Plan with an observation schedule will be developed within 5 days of the meeting and uploaded onto the Digital Management System account of the educator by the evaluator.
5. The evaluator conducts a minimum of three Formal Observations.

Prior to Formal Observation:

- Evaluatee submits a Pre-Observation Form
  - Evaluator schedules a pre-observation conference
  - Evaluator conducts the Formal Observation
  - Evaluatee submits a Post Observation Reflection Form
  - Post-observation conference
  - Evaluator submits a Classroom Observation Report
6. At the end of Phase 1 (up to 45 school days) of Professional Intervention:
    - The evaluator submits an Intervention Summative Report and recommends either removal from Professional Intervention, or continuation in Professional Intervention, Phase 2 (up to 45 days)
  7. Process for Phase 2 is the same as Phase 1 except for the Intervention Summative Report where the evaluator recommends either removal from Professional Intervention or recommends termination.

## MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN PROFESSIONAL INTERVENTION PLAN

### Action Plan Format Directions

1. **Relevant Standard Identified** – Cite standard being assessed
2. **Problem** – Supervisor clearly states problem:
  - Aligned with a standard using similar language;
  - A two sentence statement of gap in performance followed by a statement of impact on students; and
  - Supported by data. Problem statements are developed by the supervisor.
3. **Goal** – Problem is converted to a mutually agreed upon goal based on the area(s) of concern.

<b>Action Step</b>	This section specifies an action to be undertaken by the educator or supervisor. Three to five action steps with a time table are recommended. Educators are involved in designing action steps.
<b>Data Collected</b>	Data which will be produced and collected. The educator is responsible for collecting data pertaining to the Action Plan. The evaluator is responsible for collecting data pertaining to the performance.
<b>Indicators for Success</b>	Criteria for a successful performance listed. Developed jointly by the educator and the supervisor.
<b>Summary Assessment</b>	At this time, a decision is made to continue action plan goals, removal from Phase 1 plan, or develop new action plan for Phase 2. An Intervention Summative Report will be expected on the date of completion.

Document must be filled out, signed, scanned, and uploaded to the educator's Goal Setting Conference as an artifact by the evaluator.

Professional Intervention:

Phase 1 \_\_\_\_\_

Phase 2 \_\_\_\_\_

**MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN  
PROFESSIONAL INTERVENTION ACTION PLAN**

Evaluatee: \_\_\_\_\_

Date/School Year: \_\_\_\_\_

Position: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Building: \_\_\_\_\_

Assignment(s): \_\_\_\_\_

Union Representative: \_\_\_\_\_

Timeline: \_\_\_\_\_ to \_\_\_\_\_ (45 school days)

*This form should be completed by the educator, union representative and the supervisor during the initial objective setting intervention conference.*

**Component(s) of professional practice needing immediate attention:**

**Professional Development Objective(s) and Action Plan:  
(Set measurable goals with expected dates of completion)**

<b>Objective 1</b>	
<b>Action Step(s)</b>	
<b>Measure(s) of Success</b>	
<b>Support and Resources</b>	
<b>Expected Date of Completion</b>	

<b>Objective 2</b>	
<b>Action Steps(s)</b>	
<b>Measure(s) of Success</b>	
<b>Support and Resources</b>	
<b>Expected Date of Completion</b>	

**Schedule of Observation(s) and Progress Meetings (as appropriate to plan):**

\_\_\_\_\_  
Evaluatee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date



## **MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN DISPUTE RESOLUTION/APPEALS PROCESS**

### **I. Purpose**

The purpose of this dispute resolution procedure shall be to find equitable solutions to disagreements between an evaluator and an evaluatee with regard to mutually agreed upon objective(s), the evaluation period, feedback, or the professional development plan.

Regardless of the level of dispute resolution, the educator has the right to submit a written rebuttal which will be placed in the permanent file.

The educator shall be entitled to union representation at all levels of this process.

### **II. Time Limits**

1. Since it is important that the dispute resolution be processed as rapidly as possible, the number of days indicated at each step shall be considered maximum.
2. Days shall mean school days. Both parties may agree, however, to meet during the summer break at mutually agreeable dates.
3. If an educator or an evaluator does not initiate the dispute resolution process within five (5) days of the objective-setting conference, both will have waived the right to a dispute resolution.
4. Failure at any step of the dispute resolution to proceed to the next step of the dispute resolution process within the specified time shall be deemed to be acceptance of the decision rendered at that step.

### **III. Steps**

1. To initiate the dispute resolution process, the evaluator or evaluator will file the Dispute Resolution/Appeal form within five (5) days of the objective-setting conference.
2. Within three (3) days of the initiation of the dispute resolution, the evaluatee and evaluator will meet and discuss the matter with the goal of resolving the matter informally. The two parties have the option of choosing a facilitator who will review the areas of difference and suggest compromises or resolutions.
3. If there has been no resolution at this point, within three (3) school days of the informal meeting, each party will appoint one member from the Meriden Professional Development and Evaluation Committee to a Dispute Resolution Committee. The third person to the Dispute Resolution Committee will be the Associate Superintendent. The Committee will have access to the evaluatee, the evaluator, and all pertinent documents.

4. The Dispute Resolution Committee will meet within five (5) school days of appointment.
5. Within three (3) school days the Dispute Resolution Committee will render a decision.
6. Should the Dispute Resolution Committee fail to render a decision, the determination regarding the issue may be made by the Superintendent.

**MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN  
DISPUTE RESOLUTION/APPEAL FORM**

*This form must be filed within five (5) school days of the conference or meeting.*

Educator	School	Date
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**The purpose of this appeals procedure shall be to find equitable solutions to disagreements between an evaluatee and an evaluator with regard to mutually agreed upon objectives, the evaluation period, feedback, or the professional development plan.**

I. The undersigned educator disagrees and requests an informal meeting within (3) days regarding:

- \_\_\_\_\_ Mutually Agreed Upon Objectives
- \_\_\_\_\_ Evaluation Process
- \_\_\_\_\_ Feedback
- \_\_\_\_\_ Professional Development Plan

II. At the informal meeting to discuss the matter, the undersigned parties:

- \_\_\_\_\_ Informally resolved the matter
  - \_\_\_\_\_ Request an appeal to the Dispute Resolution Committee (within 3 days of meeting)
- Dispute Resolution Committee must meet within (5) school days of appointment

**SPECIFIC NATURE OF DISAGREEMENT:**

**ATTEMPTS TO RESOLVE THE DISAGREEMENT TO DATE:**

Please attach any other documentation needed to communicate your position. Signing this document verifies that you are in agreement to enter in a Dispute Resolution process, but not necessarily that you agree with the content of the appeal form.

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Educator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## Members of the Meriden Professional Development Evaluation and Development Committee

<b>Erin Benham</b>	President MFT
<b>Mark Benigni, Ed. D</b>	Superintendent of Schools
<b>Lawrence Boada</b>	Teacher Platt High School
<b>Louis Bronk</b>	Assistant Superintendent for Personnel and Talent Development
<b>Miguel Cardona, Ed. D</b>	Assistant Superintendent for Teaching and Learning
<b>Barbara Haeffner</b>	Director of Curriculum and Instructional Technology
<b>Marylea James</b>	Teacher Lincoln Middle School
<b>Lois Lehman</b>	Grants and Special Programs Coordinator
<b>David Levenduski</b>	Supervisor of Instruction and Learning, MAA President
<b>Lauren Mancini-Averitt</b>	S.S. Department Leader Maloney High School MFT Vice President
<b>Gary Maratea</b>	Math Department Leader Platt High School
<b>Colleen May</b>	Teacher Israel Putnam
<b>Jennifer Straub</b>	Principal Maloney High School
<b>Lysette Torres, Ed.D.</b>	Principal MAA Vice President
<b>Dianne Vumback</b>	Principal Lincoln Middle School MAA Treasurer
<b>Stacy Whittington</b>	Kindergarten Teacher Benjamin Franklin School MFT Vice President