



June 8<sup>th</sup>, 2015

## EDITS AND REVISIONS TO 2014 – 2015 TEACHER EFFECTIVENESS AND PERFORMANCE EVALUATION HANDBOOK

1. Page 6. **Revised Intro. Added MPS Mission Statement and Graphic of MPS Academic Theory of Change.**
2. **Page 7 AND Beyond – Marginally Effective is now referred to DEVELOPING.**
3. Page 10. Goal Setting and Planning. #2. Current Language: Teacher Reflection and Goal Setting. The teacher examines student data, prior year evaluations and survey results, and drafts performance and practice goal(s), parent feedback action steps, and student learning objectives for the school year. The teacher may collaborate in grade-level or subject matter teams to support the goal-setting process, being mindful that the goal is tied to individual practice.  
**New Language: add the following to #2. Through mutual agreement, the Evaluator and Teacher will establish teacher SLOs and IAGDs through the form submission process by indicating whether or not the teacher's proposed SLOs and IAGDs meet the following three criteria: (i) Priority of Content – the objective is deeply relevant to teachers' assignment and addresses a representative sample of his/her students. (ii) Quality of Indicators – Indicators provide specific, measurable evidence and allow judgment about students' progress over the school year or semester. (iii) Rigor of Objective – Objective is attainable, but ambitious, and represents appropriate student growth in keeping with a student growth model.**
4. Page 10. Goal Setting and Planning. #3. All goal-setting conferences are to be completed by November 30<sup>th</sup>.  
**New Language: All goal-setting conferences and submission of Form A are to be completed by November 15<sup>th</sup>.**
5. Page 10. Goal Setting and Planning. #4. The principal will advise all teachers of the school's Whole School Learning Measure objectives after that have been established in the principal's evaluation goal conference. This is to be completed by November 15<sup>th</sup>.  
**New Language: This is to be completed by November 15<sup>th</sup>.**
6. Page 11. Mid-Year Check in. Mid-Year Conference. Current Language: The evaluator and teacher complete a mid-year check-in conference during which they review progress on the teacher practice goals, parent feedback target, student learning objectives (SLOs) and performance on each to date.  
**New Language: The evaluator and teacher complete a mid-year check-in conference during which they review progress on the teacher practice goals, parent feedback target, student learning objectives (SLOs) and performance on each to date. Reflection, feedback, and discussion around supports within the four teacher practice domains are also recommended at this point in the school year. The Mid-Year must be completed by February, 28<sup>th</sup>.**
7. Page 11. End-of-Year Summative Review. #1. Teacher Self Assessment. Current Language: This self-assessment will focus specifically on the areas for development established in the goal-setting conference.  
**New Language: This self-assessment will focus specifically on the areas for development established in the goal-setting conference and the mid-year conference.**
8. Page 11. End-of-Year Summative Review. #2. Current Language: ...parent feedback objective must be determined and shared with teachers by May 23<sup>rd</sup>.  
Proposed Language: ...parent feedback results must be determined and shared with teachers by **May 15<sup>th</sup>.**

9. Page 11. End-of-Year Summative Review. #3. Scoring. Current Language: Summative ratings must be completed by the last day of school for each school year.  
**Proposed Language:** Summative ratings must be completed **five school days before the last day of school.**
10. **FLIPPED THE ORDER OF EDITS 8 AND 9** Page 11. End-of-Year Summative Review. #4. End-of-Year Conference. Current Language: Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation by the last day of school.  
**New Language:** Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation **10 school days before the last day of school.**
11. Page 12. (F) Primary and Complementary Evaluators. Paragraph #2. Current Language: Primary evaluators will have sole responsibility for assigning final summative ratings and must achieve proficiency on the training modules provided.  
**New Language:** Primary evaluators will have sole responsibility for assigning final summative ratings and must achieve proficiency on the training modules provided. **The primary evaluator has the ability to assign teacher practice /observation forms to a complementary evaluator if the faculty member is (a) shared amongst buildings, (b) if a non-tenured teacher is in danger of being non-renewed, or (c) if a tenured teacher is on a formal Teacher Assistance Plan.**
12. Page 12. (H) Dispute Resolution Process. Current Language: In cases where the evaluator and teacher cannot agree on goals/objectives, Indicators of Student Growth and Development, the evaluation period, feedback, summative evaluations, or the professional development plan, the issue in dispute will be referred for resolution to a three member panel. The Superintendent and the respective bargaining unit for the district will each select one person, as well as a neutral party as mutually agreed upon between the Superintendent and the collective bargaining unit. The evaluatee must submit a written request for a hearing to the Director of Performance, Evaluation and Talent Development within five school days of receiving a written notice from the evaluator about goals/objectives, indicators of Student Growth and Development, evaluation period, feedback, or professional plan. The panel must hold a formal meeting with the evaluatee and the evaluator within five school days of receiving the evaluatee's request for a hearing. The Director of Performance, Evaluation and Talent Development must respond to the appeal in writing with the panel's decision no later than five school days after the conclusion of the formal meeting. In the event the designated panel does not reach a unanimous decision, the issue shall be considered by the Superintendent whose decision shall be binding.  
**New Language:** **In cases where the evaluator and teacher cannot agree on goals/objectives, Indicators of Student Growth and Development , the evaluation period, summative evaluations, or the professional development plan, the issue in dispute will be referred to the Director of Performance, Evaluation and Talent Development for initial review and resolution. The evaluatee must first submit the Dispute Resolution Form (to be developed for 2015 -2016) to the director within 5 school days of receiving written notice from the evaluator about the disputed goals/objectives, Indicators of Student Growth and Development, the evaluation period, professional development plan, or summative evaluation. A Dispute Resolution Conference shall be held with the evaluator, evaluatee, collective bargaining representative and the director within 10 school days of the director receiving the Dispute Resolution Form. The director must respond in writing with the outcome to the dispute by the 10<sup>th</sup> school day following the Dispute Resolution Conference. In the event the dispute cannot be resolved at the conference with the participants identified above, the dispute shall be considered by the Superintendent or designee(s), whose decision shall be binding.**

**If a teacher is in disagreement about teacher practice feedback (Observations, Mid-Year Conference, Review of Practice) he/she can avail themselves of the right to attach an addendum/commentary to the evaluation form and it becomes a part of the formal evaluation record.**

13. Page 14. Category 1: Teacher Practice ( 40% of Summative Evaluation). Current Language: During the school year, evaluators are expected to ensure that each of their evaluatees has received at least one rating on all 14 of the attributes of the Manchester Professional Educator Performance and Practice Continuum.

**New Language:** During the school year, evaluators are expected to **make the attempt to assess all 14 attributes, but it is possible that there may be attributes that could not be observed for teachers in a given year for a variety of reasons. The teacher can provide evidence of those attributes by the end of year summative meeting. The administrator will complete a Review of Practice form for those attributes and upload the evidence into the system as support.**

*The Manchester Professional Educator Performance and Practice Continuum includes performance and practice rubrics for classroom teachers, instructional coaches, social workers, school psychologists, and speech pathologists. They were developed by a committee of educators and administrators from the schools of the Manchester Public Schools District. The process included an opportunity for district teachers to review and provide feedback on the content of the Continuum. The entire continuum for the faculty members listed above can be found in the appendix of this document.*

14. Page 17. **Changes in Blue.**

Teacher Group	Observations and Reviews
Non-Tenured Year 1 or Year 2 Teachers Teachers in their first year in the district Teachers rated Ineffective or Marginally Effective <b>in previous school year</b>	Three formal observations, <b>1 complete by December 31st</b> Two with pre-conference Reviews of practice as needed
Non-Tenured Year Three or Year Four Teachers rated Effective or Highly Effective <b>in previous school year</b>	One formal observation with pre-conference <b>One informal observation</b> One Review of Practice
Tenured teachers rated Effective or Highly Effective <b>(on a 3-year evaluation cycle)</b>	One Formal observation with pre-conference once every three years. informal observations in all other years One review of practice every year
<b>Non-Tenured teachers in danger of non-renewal Teachers on Teacher Assistance Plan</b>	<b>Two formal observations completed by December 31st</b>

15. Page 19. B. Student Outcome Ratings. Current Language: The “Student Outcome Rating” will be measured based on results associated with student achievement as measured by a combination of local assessments and whole school student learning goals.

**New Language:** **The “Student Outcomes Rating” will be measured based on results associated with student growth on student work rubrics, benchmark assessments and whole school student learning goals.**

16. Page 19. Category 3 – Student Growth and Development (45% of Summative Evaluation).

**New Language:** after the sentence ending with “students’ profiles, and context into account.” **Remove the sentence** “Connecticut has selected a goal-setting process called Student Learning Objectives (SLOs) as the approach for measuring student growth throughout the school year.” **Add: Teachers should select a representative sample of students, the number and make up of which, are mutually agreed upon by both teacher and evaluator. To determine IAGDs for the identified SLOs, multiple indicators of student growth over time will be utilized.**

17. Page 20. SLO Phase 2: Set Student Learning Objectives and Indicators of Academic Growth and Development.

**New Language Paragraph 2: Replace last sentence with: In all years when Connecticut is granted a waiver from using standardized indicators in evaluation, all indicators will be a combination of standardized and non-standardized indicators mutually agreed upon by the PDEC.**

18. Page 22. Step Two: Select Indicator of Academic Growth and Development (IAGD) aligned to SLO. #3 Current Language: Goal for percent of students who will achieve the targeted level of performance.  
**New Language: Goals for students can be based on a student growth model with movement within or among bands of an assessment tool or rubric.**
19. Page 23. **Different IAGD sample language provided that align with a student growth model over time.**
20. Page 25. Category 4 Whole School Student Learning Objectives (5% of Summative Evaluation). Current Date: May 23<sup>rd</sup>. **New date: The last day of May.**
21. Page 26. Adjustment of Summative Rating. Current Language: Summative ratings must be completed for all teachers by the last day of school for each year.  
**New language: Summative ratings must be completed for all teachers no later than 5 school days before the last day of school.**
22. Page 27. Teacher Assistance Program (TAP) Current Language: The Manchester Teacher Effectiveness and Performance Evaluation Handbook supports the State Department of Education's premise that teachers are on a continuum in their career. It recognizes the need to provide specialized support for new teachers aligned with the Teacher Education and Mentoring Program (TEAM).

After being notified of being placed on a Teacher Assistance Plan, a copy of notification will be given to the teacher, superintendent and the president of the MEA and placed in the teacher's personnel file within five (5) school days. On or before the last day of school, the evaluatee and evaluator will develop a Teacher Assistance Plan to be implemented for the following school year. A teacher may ask for union assistance at any point through this process.

A Teacher Assistance Plan will be implemented in the following cases:

- TEAM teachers who have received an Ineffective rating at a mid-year conference
- Teachers who have received a summative Marginally Effective or Ineffective rating.

**New Language: The Manchester Teacher Effectiveness and Performance Evaluation Handbook supports the State Department of Education's premise that teachers are on a continuum in their career. Every certified teacher should be involved in self-reflection regarding his/her areas for professional growth within the four teacher practice domains. In collaboration with his/her evaluator, a review of teacher strengths and areas for growth will be identified and developed throughout the school year.**

**The Teacher Assistance Program is designed to provide intensive support for teachers who are having difficulty meeting the standard of performance deemed Effective, as defined in the Manchester Teacher Effectiveness and Performance Evaluation Handbook. Additional resources, strategies and guidance, along with the teacher deeply engaged in professional practice, are all components of an effective Teacher Assistance Plan.**

**All certified educators demonstrating insufficient progress or lack of effectiveness can be placed on a Teacher Assistance Plan at any time during the school year after consistent teacher practice concerns have been identified through meaningful feedback from the evaluator. Non-tenured teachers determined to be Developing or Ineffective, despite the aforementioned supports and resources, may be placed on a Teacher Assistance Plan or eventually moved to termination through the district's Non-Tenure Review Process. Teachers are encouraged to have union representation throughout this process.**

Action/Support	Timeline	Additional Information
<p><b>Notify Teacher of Being Placed on a Teacher Assistance Plan and Develop the TAP with Specific Timelines and Supports.</b></p>	<p><b>By Mid-Year Conference and/or February 28<sup>th</sup>.</b> After being notified of being placed on a Teacher Assistance Plan, a copy of notification will be given to the teacher, superintendent and the president of the MEA and placed in the teacher's personnel file within five (5) school days.</p>	<p>The TAP is created in collaboration with evaluator, teacher and his/her bargaining representative. <b>A teacher on a TAP can be assigned a Complimentary Evaluator for up to two of the observations included in the TAP ( Formal or Informal).</b></p>
<p><b>Two Formal Observations, Two Informal Observations (with Post-observation conferences).</b></p>	<p><b>One Formal and One Informal within the first 45 school days of the TAP's start date. Additional Formal and Informal by the end of the school year. If the 90-school day period extends beyond the end of the school year, the teacher will begin the following school year on TAP.</b></p>	<p>At the conclusion of 90 school days, if sufficient growth has not been demonstrated, a recommendation will be made to the Superintendent for non-renewal.</p>
<p><b>Removal From TAP</b></p>	<p><b>The minimum Teacher Assistance Plan duration is 90 school days.</b></p>	<p>If at the conclusion of the 90 school day period the teacher has demonstrated significant growth in the areas identified, and met indicators of success as outlined in the TAP, he/she will be removed from the Teacher Assistance Plan.</p>
<p><b>Non-Tenure Review Process. All Evaluators will participate in the Non-Tenure Review Process with the Superintendent's Cabinet for all non-tenured teachers at each school.</b></p>	<p><b>Evaluators will conference with the Superintendent's Cabinet December – January. Teachers in question will receive In-Danger of Non-Renewal letters by January 31<sup>st</sup>. Notification of Non-Renewal will go out to identified teachers from the Superintendent's Office by mid-March.</b></p>	

**Appendix C: Addition of Professional Educator Performance and Practice Continuum for:**

- 1. School Social Workers**
- 2. School Psychologists**
- 3. Speech, Language Pathologists**
- 4. Instructional Coaches**

## Appendix D

### Teacher Evaluation Process Timeline

By September 15

- Complete Orientation to Evaluation Process
- Identify Whole School Parent Survey Goals (10%)
- Revise and IAGD rating and summative ratings from prior year as needed
- **Principal shares his/her Whole School Learning Objectives and IAGDs (5%) (previously November 15)**

**By November 15 (previously November 30)**

- Complete goal setting conferences
- Set teachers' Action Steps for School-Level Parent Feedback Goal
- Set teachers' Student Learning Objective(s) and two IAGDs
- FORM A: TEACHER GOALS ( teacher completes, administrator approves)

By February 28

- Complete Mid-year Conferences
- FORM F: MID-YEAR TEACHER SELF-ASSESSMENT AND REVIEW (teacher completes 2 school days prior to mid-year conference, **administrator reviews with teacher at the conference, adds feedback, both sign**).

**Last Day of May (previously May 23)**

- The principal's summative ratings for the Whole School Student Learning Objectives and the school's Parent Feedback Goal must be determined and shared with teachers by **the last day of May**.
- FORM G: END OF YEAR SUMMATIVE TEACHER SELF-ASSESSMENT (**teacher completes no later than 7 days before the last day of school**).
- FORM H: END OF YEAR SUMMATIVE TEACHER EVALUATION RATING (**administrator completes no later than 5 days before the last day of school**).