



# Bloomfield Public Schools

## Teacher Evaluation Handbook

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## **Acknowledgment**

In 2011, the Bloomfield Public Schools was the recipient of a School Improvement Grant from the Connecticut State Department of Education. Part of the grant included the agreement to create a revised Teacher Evaluation System (TES) aligned to student growth and district goals. The previous TES was drafted in 2001 and served the district for over a decade. In the fall of 2011, the district in collaboration with the Bloomfield Education Association and the Bloomfield Administrators Association created a work group focused on creating a useful and informative evaluation system.

*The Bloomfield Public Schools Evaluation Work Group meets three times a year to review and revise the plan.*

## District Vision Statement

The Bloomfield Public Schools will be a high-performing district with a positive climate of inclusion, an expectation of competitive academic achievement, and a culture of meaningful parent and community engagement.

It is critical to the success of our mission that all segments of the community work together to achieve:

A supportive environment characterized by:

- Mutual respect
- Respect for the value of learning
- High motivation
- Disciplined behaviors
- Timely and adequate communication
- Student participation and involvement
- Parent participation and involvement
- Staff support and involvement
- Community support and involvement
- Positive attitudes

A rigorous program characterized by:

- Comprehensive balanced curriculum aligned with State Standards
- High expectations, achievement and performance
- Mastery of skills and concepts
- Effective instruction

Adequate resources characterized by:

- Appropriate funding
- Appropriate staffing
- Appropriate facilities, equipment, technology and materials
- Competent knowledgeable staff
- Efficient allocation of available resources
- Responsive leadership
- Effective utilization of staff expertise

## **Philosophy Statement**

The purposes of the teacher evaluation program are to facilitate student learning by promoting and improving skillful teaching and to ensure that all members of the teaching staff perform at or above system standards. The teacher evaluation system is a cooperative effort between teachers and administrators to achieve the districts goals of academic excellence. All Bloomfield teachers are expected to demonstrate mastery of teaching standards and student growth.

It is expected that the system will provide appropriate assistance to help teachers maintain the district's standard of excellence as well as to encourage innovation and professional growth. The outcome of the evaluation process is that Bloomfield teachers will continuously strive to refine the skill and art of teaching in order to stimulate their professional growth and the growth of all students.

### **Goals of the Bloomfield Teacher Evaluation System**

1. To improve student learning.
2. To provide a teacher evaluation/professional growth process that recognizes the importance of observations, feedback, goals, and provides support for both individual and collaborative evaluation and professional growth.
3. To provide an opportunity for the staff member and evaluator to collaboratively analyze the staff member's strengths and needs as they relate to the teaching/learning process and to use this knowledge, as a reflective practitioner, to develop plans for continuous professional growth.
4. To provide a means for the evaluator to determine the effectiveness of teacher performance. This includes making decisions and recommendations concerning continued employment, granting of tenure, granting of increment/salary increases and other personnel related responsibilities.

## RESPONSIBILITIES

### All Educators have a shared responsibility to

- To grow professionally;
- To share their knowledge with one another through various methods of data collection and collaborative work;
- To become reflective practitioners; and
- To contribute in a positive manner to the culture and climate of the total school community.

### STAFF MEMBER RESPONSIBILITIES

The primary responsibility of the staff member shall be successful performance in meeting the foundational skills and competencies as delineated in the [Connecticut Common Core of Teaching](#). The teacher must be knowledgeable about this evaluation criteria.

To improve student learning, the staff member will actively participate in the evaluation process by:

- Acknowledging the need for professional growth and self-improvement.
- Developing objectives and a professional growth plan that leads to more skillful teaching
- Engaging in reflection and self-evaluation
- Seeking assistance and advice whenever necessary.

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### Evaluation Timelines

Date	Non- Tenured Timeline	Tenured Timeline
October 9 <sup>th</sup> -19 <sup>th</sup>	Goal Setting Conferences	Goal Setting Conferences
October 26 <sup>th</sup>	SMART Goals Completed. Goals signed off by Administrator.	SMART Goals Completed. Goals signed off by Administrator.
January 7 <sup>th</sup> -18 <sup>th</sup>	Midyear Review of Progress with conference.	Midyear Review of Progress with conference.
March 31 <sup>st</sup>	8 mini observations completed. Reflection Due to Administrator.	
April 18 <sup>th</sup>	Goal Reflections signed off by Administrator. Teacher must also electronically sign off.	
May 29 <sup>th</sup>		8 mini observations completed. Reflection Due to administrator.
June 7 <sup>th</sup>		Goal Reflections signed off by Administrator. Teacher must also electronically sign off.



### **Modifications for Leaves or Part Time Employment**

#### ***FTE Modifications***

The district will modify the number of observations for a teacher based on their Full Time Equivalence (FTE). For example, if a teacher is a .6 FTE then their observations will be calculated at # of required observations \* .6.

Teachers who take leave and return before the end of the year will be reported as non-evaluated.

#### ***Leave Modifications***

The district will modify the number of observations for a teacher who is out on approved leave. For example, if a teacher is on a six week leave then their observations will be calculated at # of required observations \* # of days worked / 186.

### **Ongoing Reform and Evaluation**

The Evaluation Workgroup, which is composed of elementary, middle, and high school teachers, building and central office administrators and a representative of the Bloomfield Teachers Association is a standing committee charged with the responsibility of overseeing the implementation and evaluation of the Evaluation Plan.

The committee will meet at least once a quarter during the 2013-2014 year to review progress and revise the plan. In June 2014, revisions to the plan will be brought to the Bloomfield Board of Education for approval.

Every three years, at a minimum, the plan will be formally evaluated to assure that the plan is meeting its stated purposes, goals, and objectives. Input will be sought, through a structured process, from all personnel being evaluated under the plan.

The Evaluation Workgroup will be responsible for recommending modifications to the plan to assure that it meets its stated purposes and the professional development needs of all certified personnel of the Bloomfield Public Schools.

### **Dispute and Conflict Resolution**

All disputes arising from the evaluation process shall be referred to the Grievance Process as outlined in the contract between the Bloomfield Board of Education and the Bloomfield Education Association.

### **Training Component and Calibration**

Evaluators and teachers will be trained in the facilitation of the new Teacher Evaluation Professional Development system through a series of workshops and seminars prior to the start of each school year. This will be part of the state-required 15 hours of training in the evaluation of teachers for the Superintendent of Schools and employees in positions requiring an intermediate administrator or supervisory certificate. All training material will be readily accessible on the district evaluation website.

The training component for all staff members takes place prior to the implementation of the plan and address understanding of the elements of the plan. This is accomplished in a 3-hour session, by school, during Professional Development week. A frequently asked question (FAQ) section is regularly updated on the district evaluation website. A confidential email ([eval@blmfld.org](mailto:eval@blmfld.org)) is established for 24/7 services to aid teachers in the evaluation process. The

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district also employs a Teacher Evaluation Coordinator, a stipend position for a teacher that provides technical assistance to all teachers.

Evaluation system calibration is ongoing throughout the school year via professional development workshops and 1-on-1 meetings with central office. Administrators receive ongoing calibration professional development with all training documents and presentations readily accessible on the district evaluation website. A bank of exemplary lessons and goals are found in the library of documents for administrators to calibrate their use of the system. Additionally, administrators will work together viewing the same lessons to calibrate scoring and feedback.

### Professional Development and Career Development

Building the skills and knowledge of all adults is the core of our Theory of Action. The Teacher Evaluation System utilized real time data to link Professional Development to Evaluation Level. The system provides the data to pinpoint both skill and knowledge competence, as well as the areas of need. With frequent mini-observations and immediate feedback, evaluators quickly identify areas for professional development for each staff member. After participating in targeted professional learning, teachers are held accountable for new learning through subsequent observations and feedback.

The digital system tracks all teacher Professional Development by school, tenure, content area, and certification. The Bloomfield Public Schools offers teachers numerous and varied opportunities for career growth in teacher-leadership aligned to the priorities of the District Accountability Plan and the Teacher Evaluation System. Teachers are encouraged to lead and engage in at least one or more areas to achieve professional growth as displayed in the table below:

PRIORITY GOAL/AREA	LEADERSHIP OPPORTUNITY
Holistic Accountability	Data Team Member, Chair
Rigorous Curriculum/Instruction/Assessment	Curriculum Design Team Member, Chair
Positive School Climate	School-based Climate Specialist
Parent and Community Engagement	Parent Compact Member, Lead
Teacher Evaluation System	TES Specialist/Coordinator

### Data Collection and Analysis

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Three constituent groups participate in Bloomfield Public School's Annual Climate and Satisfaction survey: Staff, Students and Families. Online survey response collection is facilitated by Panorama for all students, and the majority of staff. Panorama also manages the processing of paper surveys for families and some staff without email addresses. Survey questions address three areas: Academics, Climate and Safety, and Welcoming Schools. A copy of the survey and data by school can be found on the district website at [www.blmfld.org](http://www.blmfld.org)

The survey is conducted within a 10 week timeline. Real time participation data is maintained on an online data dashboard, while comprehensive reports are released to school and central office leadership. A district report is provided to the Board of Education.

### 1. Data Collection Process and Timeline

Process: Three constituent groups participate in the survey: Staff, Students and Families. Online electronic responses with Panorama for all students, and the majority of staff. Paper surveys printed and distributed to parents and staff without email addresses.

Timeline: 10 Week window: *January-March*

### 2. Data Analysis Timeline

- ☐ Participation data available online in a dashboard format 24/7, with real-time updates for electronic surveys and weekly updates for paper surveys.
- ☐ District, and school summary and detailed response data available to Executive staff and school leaders by late April
- ☐ Summary data presented to the Board of Education in summer.

### 3. Reporting Process / Information sharing with stakeholders

- ☐ Currently, participation statistics are maintained on a data dashboard by Panorama and updated as surveys are submitted.
- ☐ Online reports will be available in July for central leadership and building administrators.

## MINI OBSERVATION RUBRICS

### Overview

According to Marzano (2007), the teacher is the “one factor that surfaced as the single most influential components of an effective school.” The purpose of this evaluation tool is to identify the knowledge and skills that define effective teaching. This set of rubrics is designed to measure the level of performance, which contribute to student achievement within a classroom environment conducive to learning.

The following sets of rubrics are divided into four domains:

1. Classroom Environment, Student Engagement and Commitment to Learning
2. Planning for Active Learning
3. Instruction for Active Learning
4. Professional Responsibilities and Teacher Leadership

The four domains are defined by the measurable indicators, which, in sum, contribute to the expectations of each domain for all teachers.

Each domain is based on a four-point scale to assess the overall impact on a specific or group of lessons observed over time through a set of mini-observations. The rubric numerical key represents gradations of performance:

- ☐ **4= Exceeded:**  
The teacher demonstrates consistent exemplary knowledge and skill in all domains of practice.
- ☐ **3=Met:**  
The teacher demonstrates strong knowledge and skill in a majority of domains and indicators.
- ☐ **2= Partially Met:**  
The teacher demonstrates some or inconsistent attempts at each domain and indicators.
- ☐ **1=Did not Meet Expectations:**  
The teacher demonstrates few or none of the skills required in each indicator.
- ☐ **N/O= Not Observed**

The scoring is based on a preponderance of evidence from the mini-observation system within each indicator and across all domains. **Observation score based on total points/possible points earned.**

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### Mini Observation Process

- ☐ Administrator *conducts* 8 mini-observations for each teacher at varying class times per teacher (i.e. opening, middle, closure).
- ☐ Administrator observes the teacher for 10 minutes using the T-Eval app or website on their mobile device.
- ☐ Administrator presses submit on their mobile device, sending a copy of the evaluation to the Administrative Assistant and the teacher unless a technical glitch has occurred.
- ☐ Administrative Assistant schedules a post-observation conference no later than 72 hours after the observation. *If the administrator is out of the district for this period of time, the face-to-face feedback must be completed within two school days of the return to district.*
- ☐ Principals will also have the opportunity to send the teacher an outlook invitation for their post-observation while still in the classroom.
- Scores of a “2” or a “1” will be accompanied by a pop-up screen, where evaluators must submit feedback. The pop-ups will generate on the bottom of the evaluation.

### Mini Observation Guidelines

- ☐ At least one observation will include a review of practice (non-traditional teaching time) Example: Data Team, Concert
- ☐ Unless agreed upon; a maximum of one observation should be conducted in a work week.
- ☐ An observation should not occur until after the previous post-observation meeting has been held.
- ☐ Non-tenured classroom teachers must have a minimum of 6 classroom observations and tenured classroom teachers must have a minimum of 4 classroom observations.
- All observations should be conducted by the teachers’ immediate supervisor unless the teacher and Human Resources has been notified in writing.
- ☐ Observations will not be conducted during confidential sessions with students.
- ☐ All observations will be sent electronically to the teacher immediately following an observation, unless a technical difficulty prevents submission.
- ☐ Observation cut-off dates are March 31<sup>st</sup> (non-tenured) and May 29<sup>th</sup> (tenured).
- ☐ Teachers in year one or two will have a pre-conference before the first two mini observations.

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## **Domain 1: Classroom Environment, Student Engagement and Commitment to Learning**

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

- 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.
- 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.
- 1c. Maximizing instructional time by effectively managing routines and transitions. 1 Domain

## **OVERVIEW**

Domain 1 will be broken into seven subsections. The following are statements of expectation for each section:

- **Rapport and positive social interaction**
- **Respect for student diversity**
- **Environment supportive of intellectual risk-taking**
- **High expectations for student learning**
- **Communicating, reinforcing, and maintaining appropriate standards of behavior**
- **Promoting social competence and responsible behavior**
- **Routines and transitions appropriate to needs of students**

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	<b>4 Exceeds</b>	<b>3 Met</b>	<b>2 Partially Met</b>	<b>1 Did Not Meet Expectations</b>
<b>Rapport and positive social interaction</b>	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.
<b>Respect for student diversity</b>	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.
<b>Environment supportive of intellectual risk – taking</b>	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.	Creates a learning environment in which most students are willing to take intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment that discourages students from taking intellectual risks.
<b>High expectations for student learning</b>	Creates opportunities for students to set high goals and take responsibility for their own learning.	Establishes and consistently reinforces high expectations for learning for all students.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes low expectations for student learning.
<b>Communicating, reinforcing, and maintaining appropriate standards of behavior</b>	Student behavior is completely appropriate. OR Teacher seamlessly responds to misbehavior without any loss of instructional time.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.
<b>Promoting social competence and responsible behavior</b>	Students take an active role in maintaining high standards of behaviors. OR Students are encouraged to independently use proactive strategies <sup>5</sup> and social skills and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.
<b>Routines and transitions appropriate to needs of students</b>	Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.	Establishes routines and transitions resulting in maximized instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.



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## **Domain 2: Planning for Active Learning**

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

- 2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.
- 2b. Planning instruction to cognitively engage students in the content.
- 2c. Selecting appropriate assessment strategies to monitor student progress

### **OVERVIEW**

This domain will be broken into eight subsections. The following are statements of expectation for each section:

- **Content of lesson plan is aligned with standards**
- **Content of lesson appropriate to sequence of lessons and appropriate level of challenge**
- **Use of data to determine students' prior knowledge and differentiation based on students' learning needs.**
- **Literacy strategies**
- **Strategies, tasks and questions cognitively engage students**
- **Instructional resources and flexible groupings support cognitive engagement and new learning**
- **Criteria for student success**
- **Ongoing assessment of student learning**

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	<b>4 Exceeds</b>	<b>3 Met</b>	<b>2 Partially Met</b>	<b>1 Did Not Meet Expectations</b>
<b>Content of lesson plan is aligned with standards</b>	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards.
<b>Content of lesson appropriate to sequence of lessons and appropriate level of challenge</b>	Plans to challenges students to extend their learning to make interdisciplinary connections.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Does not appropriately sequence content of the lesson plan.
<b>Use of data to determine students' prior knowledge and differentiation based on students' learning needs.</b>	Plans for students to identify their own learning needs based on their own individual data.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.
<b>Literacy strategies</b>	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.	Plans instruction that integrates literacy strategies and academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.
<b>Strategies, tasks and questions cognitively engage students</b>	Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse <sup>11</sup> or inquiry-based learning <sup>12</sup> and/or application to other situations.	Plans primarily teacher-directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Plans instructional tasks that limit opportunities for students' cognitive engagement.
<b>Instructional resources and flexible groupings support cognitive engagement and new learning</b>	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.
<b>Criteria for student success</b>	Plans to include students in developing criteria for monitoring their own success.	Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.
<b>Ongoing assessment of student learning</b>	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.

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## **Domain 3: Instruction for Active Learning**

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

- 3a. Implementing instructional content for learning.
- 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.
- 3c. Assessing student learning, providing feedback to students and adjusting instruction.

## **OVERVIEW**

The Delivery of Instruction Section will be broken into eleven subsections. The following are statements of expectation for each section:

- **Instructional purpose**
- **Content accuracy**
- **Content progression and level of challenge**
- **Literacy strategies**
- **Strategies, tasks and questions**
- **Instructional resources and flexible groupings**
- **Student responsibility and independence**
- **Criteria for student success**
- **Ongoing assessment of student learning**
- **Feedback to students**
- **Instructional adjustments**

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	<b>4 Exceeds</b>	<b>3 Met</b>	<b>2 Partially Met</b>	<b>1 Did Not Meet Expectations</b>
<b>Instructional purpose</b>	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Does not clearly communicate learning expectations to students.
<b>Content accuracy</b>	Invites students to explain the content to their classmates.	Makes no content errors.	Makes minor content errors.	Makes multiple content errors.
<b>Content progression and level of challenge</b>	Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students	Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.	Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.
<b>Literacy strategies</b>	Provides opportunities for students to independently select literacy strategies that support their learning.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary.
<b>Strategies, tasks and questions</b>	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem solving strategies.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.

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<b>Instructional resources and flexible groupings</b>	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Uses resources and/or groupings that minimally engage students cognitively and support new learning.	Uses resources and/or groupings that do not cognitively engage students or support new learning.
<b>Student responsibility and independence</b>	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.
<b>Criteria for student success</b>	Integrates student input in generating specific criteria for assignments.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.
<b>Ongoing assessment of student learning</b>	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.
<b>Feedback to students</b>	Encourages peer feedback that is specific and focuses on advancing student learning.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.
<b>Instructional adjustments</b>	Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.	Adjusts instruction as necessary in response to individual and group performance.	Makes some attempts to adjust instruction that is primarily in response to whole-group performance.	Makes no attempts to adjust instruction.
<b>Instructional purpose</b>	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Does not clearly communicate learning expectations to students.

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## **Domain 4: Professional Responsibilities and Teacher Leadership**

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

- 4a. Engaging in continuous professional learning to impact instruction and student learning.
- 4b. Collaborating to develop and sustain a professional learning environment to support student learning.
- 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

### **OVERVIEW**

The Domain 4 section will be broken into nine subsections. The following are statements of expectation for each section:

- **Teacher self-evaluation/ reflection and impact on student learning**
- **Response to feedback**
- **Professional learning**
- **Collaboration with colleagues**
- **Contribution to professional learning environment**
- **Ethical use of technology**
- **Positive school climate**
- **Family and community engagement**
- **Culturally responsive communications**

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	<b>4 Exceeds</b>	<b>3 Met</b>	<b>2 Partially Met</b>	<b>1 Did Not Meet Expectations</b>
Teacher self-evaluation/ reflection and impact on student learning	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and impact on student learning, identifies areas for improvement, and takes action to improve professional practice.	Insufficiently reflects on/ analyzes practice and impact on student learning.
Response to feedback	Proactively seeks feedback in order to improve a range of professional practices.	Reluctantly accepts feedback and recommendations for improving practice, but changes in practice are limited.	Willingly accepts feedback and makes changes in practice based on feedback.	Unwillingly accepts feedback and recommendations for improving practice.
Professional learning	Takes a lead in and/or initiates opportunities for professional learning with colleagues.	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Attends required professional learning opportunities but resists participating.
Collaboration with colleagues	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and instructional practices that support professional growth and student learning.	Participates minimally with colleagues to analyze data and uses results to make minor adjustments to instructional practices.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning.	Attends required meetings to review data but does not use data to adjust instructional practices.
Contribution to professional learning environment	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.	Acts in accordance with ethical codes of conduct and professional standards.	Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	Disregards ethical codes of conduct and professional standards.
Ethical use of technology	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.

## Teacher Evaluation System (TES)

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Positive school climate	Leads efforts within and outside the school to improve and strengthen the school climate	Participates in schoolwide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Does not contribute to a positive school climate.
Family and community engagement	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; and seeks input from families and communities to support student growth and development.	Communicates with families about student academic or behavioral performance through required reports and conferences; and makes some attempts to build relationships through additional communications.	Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance; and develops positive relationships with families to promote student success.	Limits communication with families about student academic or behavioral performance to required reports and conferences.
Culturally responsive communications	Leads efforts to enhance culturally-responsive communications with families and the community	Generally communicates with families and the community in a culturally-responsive manner.	Consistently communicates with families and the community in a culturally-responsive manner.	Sometimes demonstrates lack of respect for cultural differences when communicating with students and families OR demonstrates bias and/or negativity in the community.



# Teacher Evaluation System (TES)

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## Professional Assistance

### A. Focused Support:

Teacher receives the following score: “did not meet expectations” in the same category for 3 consecutive observations. This is short term support to address a specific weakness in the early stages.

### B. Special Assistance:

Teacher gets below a 65 on end of the year evaluation. This teacher is having difficulty consistently demonstrating proficiency.

### C. Intensive Assistance:

A teacher who does not meet expectations of the special assistance plan. This plan is to build a staff member’s capacity.

### Professional Assistance Expectations:

- Evaluations must be spread out over the year to see growth and development. A minimum of once a month is required. If an area of weakness is identified every two weeks will then be required. In order to place a teacher on professional assistance this schedule must have been followed.
- An improvement objective will be formed.
- A neutral evaluator will be chosen as co-evaluator
- A timeline for improvement will be established (45-60 days recommended)
- Only the part of the rubric in question will be observed
- Strategies and interventions along with who will provide the support will be established.
- Co-evaluators do separate evaluations and share at follow-up meeting
- Number of days on assistance will be mutually agreed upon by PAT.
- Additional observations must score between 2-4 to move out of assistance phase.
- Specific written feedback will be given to teacher
- Feedback meetings with the team will be held 24 hours after observation to be scheduled ahead of time
- Observations will be 20-30 minutes in length and scheduled ahead of time
- Assistance plans should be developed in consultation with the teachers and his/her exclusive bargaining representative
- This plan will follow the guidelines which can be changed if mutually agreed upon by all parties
- All forms will be on the TEVAL site and are available in the Appendix

### **SMART Goal Guidelines**

- Goals are aligned to the School Accountability Plan and established between the Teacher and the Administrator per mutual agreement in accordance with the designated timelines.
- Staff members will develop two goals regardless of content area: One in Literacy and one in Numeracy in their content area.
- Each goal is worth 22.5% of the total evaluation.
- Staff members write specific objectives based on individual classes and students as measured by assessments in or out of the classroom.
- SMART goals will be based on a teacher's discipline and student growth as measured by an assessment appropriate for the teacher's discipline.
- Student Learning Objectives (SLO) are developed specific to the needs of students assigned to support district and school targets
- Use CCSS and Creative Curriculum to support your Student Learning Objectives.
- A midyear conference will be held between January 17<sup>th</sup>-31<sup>st</sup> to review and/or revise goals if needed.

# Teacher Evaluation System (TES)

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## Annual Goal Setting Form Literacy

Name \_\_\_\_\_

School

*DROP DOWN*

Assignment \_\_\_\_\_

Date

SMART goal for 20\_\_ -20\_\_

Teacher SMART goals in literacy will be written using specific objectives based on individual classes and students as measured by assessments in or out of the classroom.

Goals are aligned to the School Accountability Plan and established between the Teacher and the Administrator per mutual agreement in accordance with the designated timelines.

**District Literacy Target for 2016-2017:**

**School Literacy Target for 2016-2017:**

**SPECIFIC SLO (Student Learning Objectives):** What is your focus or objective for improving student performance in literacy for your class?

**Measureable/IAGD (Indicator of Academic Growth and Development):** How will you establish a baseline and show student growth? What data will you collect to document progress?

**Attainable:** What strategies or actions will help you to improve student performance in this area?

**Relevant:** How does your SLO align with school and district improvement efforts?

**Time Bound:** When do you expect to reach your goal?

Goal approved by evaluator

Goal approved with revisions

Teacher signature \_\_\_\_\_

Date \_\_\_\_\_

Administrator signature \_\_\_\_\_

Date to meet again if not approved \_\_\_\_\_

# Teacher Evaluation System (TES)

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## Annual Goal Setting Form Numeracy

Name \_\_\_\_\_

School

*DROP DOWN*

Assignment \_\_\_\_\_

Date

SMART goal for 20\_\_ -20\_\_

Teacher SMART goals in numeracy will be written using specific objectives based on individual classes and students as measured by assessments in or out of the classroom.

Goals are aligned to the School Accountability Plan and established between the Teacher and the Administrator per mutual agreement in accordance with the designated timelines.

**District Numeracy Target for 2016-2017:**

**School Numeracy Target for 2016-2017:**

**SPECIFIC SLO (Student Learning Objectives): What is your focus or objective for improving student performance in numeracy for your class?**

**Measureable/IAGD (Indicator of Academic Growth and Development): How will you establish a baseline and show student growth? What data will you collect to document progress?**

**Attainable: What strategies or actions will help you to improve student performance in this area?**

**Relevant: How does your SLO align with school and district improvement efforts?**

**Time Bound: When do you expect to reach your goal?**

Goal approved by evaluator

Goal approved with revisions

Teacher signature \_\_\_\_\_

Date \_\_\_\_\_

Administrator signature \_\_\_\_\_

Date to meet again if not approved \_\_\_\_\_

# Teacher Evaluation System (TES)

## Annual CLIMATE SURVEY Goal Setting Form

Name \_\_\_\_\_

School

*DROP DOWN*

Assignment \_\_\_\_\_

Date

CLIMATE SURVEY goal for 20\_\_ -20\_\_

The CLIMATE SURVEY goal is based on District School Climate Survey and aligned to the School Accountability Plan. Data collection and analysis for this goal in accordance with the previously stated guidelines.

This goal is worth 10% of the total evaluation.

*Enter CLIMATE SURVEY goal:*

**Specific:** What is your focus or objective for improving climate in your school?

**Measureable:** How will you establish a baseline and show growth? What data will you collect to document progress?

**Attainable:** What strategies or actions will help you to improve climate in this area?

**Relevant:** How does your goal align with school and district improvement efforts?

**Time Bound:** When do you expect to reach your goal? What are the benchmarks or checks along the way to indicate that you are making progress?

CLIMATE SURVEY goal approved by evaluator

CLIMATE SURVEY goal approved with revisions

Teacher signature \_\_\_\_\_

Date \_\_\_\_\_

Administrator signature \_\_\_\_\_

Date to meet again if not approved \_\_\_\_\_

# Teacher Evaluation System (TES)

## Annual STUDENT FEEDBACK Goal Setting Form

Name \_\_\_\_\_

School DROP DOWN

Assignment \_\_\_\_\_

Date \_\_\_\_\_

STUDENT FEEDBACK goal for 20\_\_ -20\_\_

The STUDENT FEEDBACK goal is teacher designed based on action research and small group analysis. The teacher will develop a classroom level survey through the use of paper, digital, or video. This survey will be approved by mutual agreement between the teacher and the administrator.

This goal is worth 5% of the total evaluation.

*Enter STUDENT FEEDBACK goal here:*

**Specific:** What is your focus or objective for improving student feedback in your classroom?

**Measureable:** How will you establish a baseline and show growth? What data will you collect to document progress?

**Attainable:** What strategies or actions will help you to improve feedback in this area?

**Relevant:** How does your goal align with school and district improvement efforts?

**Time Bound:** When do you expect to reach your goal? What are the benchmarks or checks along the way to indicate that you are making progress?

STUDENT FEEDBACK goal approved by evaluator

STUDENT FEEDBACK goal approved with revisions

Teacher signature \_\_\_\_\_

Date \_\_\_\_\_

Administrator signature \_\_\_\_\_

Date to meet again \_\_\_\_\_

# Teacher Evaluation System (TES)

## End of Year Self-Reflection Form (SMART GOALS)

Name \_\_\_\_\_

School

**DROP DOWN**

Assignment \_\_\_\_\_

Date

*Please complete this self-reflection form in advance of your end-of-year reflection meeting with your evaluator. If a meeting is requested you should come prepared to discuss the following areas:*

### I. Revisit LITERACY SMART Goal

*Literacy SMART goal: (22.5 % of Evaluation)*

### II. Assessing progress towards goal

Did you make progress towards your goals? (Please attach data, student work, observational or anecdotal evidence to explain your assessment)

### III. Reflection

Where did you make the greatest gains or the most satisfying personal growth? Are there any events or accomplishments you want to highlight or celebrate?

Teacher requests a conference to review this data with Administrator.

Administrator requests a conference to review this data with teacher

# Teacher Evaluation System (TES)

## End of Year Self-Reflection Form (SMART GOALS)

Name \_\_\_\_\_

School

DROP DOWN

Assignment \_\_\_\_\_

Date

Please complete this self-reflection form in advance of your end-of-year reflection meeting with your evaluator. If a meeting is requested you should come prepared to discuss the following areas:

### I. Revisit NUMERACY SMART Goal

Literacy SMART goal: (22.5 % of Evaluation)

### II. Assessing progress towards goal

Did you make progress towards your goals? (Please attach data, student work, observational or anecdotal evidence to explain your assessment)

### III. Reflection

Where did you make the greatest gains or the most satisfying personal growth? Are there any events or accomplishments you want to highlight or celebrate?

Teacher requests a conference to review this data with Administrator.

Administrator requests a conference to review this data with teacher



# Teacher Evaluation System (TES)

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## **Smart Goal Rating**

Goals are worth a total of 45% of the total Evaluation System.

### **4= Exceeds:**

The teacher demonstrates consistent exemplary knowledge in all domains of practice.

### **3= Met:**

The teacher demonstrates strong knowledge and skill in a majority of indicators.

### **2= Partially Met:**

The teacher demonstrates some or inconsistent attempts at some indicators.

### **1=Mandatory Professional Assistance:**

The teacher demonstrates few or none of the skills required in each indicator.

A comment is expected to be provided with each goal rating.

### **Literacy Goal Rating (22.5% of Total Evaluation):** \_\_\_\_\_

COMMENT TEXT BOX

### **Numeracy Goal Rating (22.5% of Total Evaluation):** \_\_\_\_\_

COMMENT TEXT BOX

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# Teacher Evaluation System (TES)

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## End of Year Self-Reflection Form (CLIMATE SURVEY GOAL)

Name \_\_\_\_\_

School

**DROP DOWN**

Assignment \_\_\_\_\_

Date

*Please complete this self-reflection form in advance of your end-of-year reflection meeting with your evaluator. If a meeting is requested you should come prepared to discuss the following areas:*

### I. Revisit CLIMATE SURVEY goal

*Enter CLIMATE SURVEY goal:*

### II. Assessing progress towards goal

Did you make progress towards your goals? (Please attach data, student work, observation or anecdotal evidence to explain your assessment)

*TEXT BOX.... (No more than 250 Words)*

### III. Reflection

Where did you make the greatest gains or the most satisfying personal growth? Are there any events or accomplishments you want to highlight or celebrate?

*TEXT BOX.... (No more than 250 words)*

Teacher requests a conference to review this data with Administrator.

Administrator requests a conference to review this data with teacher

## Teacher Evaluation System (TES)

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### **CLIMATE SURVEY Goal Rating**

CLIMATE SURVEY Goal is worth a total of 10% of the total Evaluation System.

**4= Exceeds:**

The teacher demonstrates mastery of the indicator.

**3=Met:**

The teacher demonstrates strong knowledge and skill in a majority of indicators.

**2= Partially Met:**

The teacher demonstrates some or inconsistent attempts at indicators.

**1=Mandatory Professional Assistance:**

The teacher demonstrates few or none of the skills required in indicator.

A comment is expected to be provided with the rating.

**Climate Survey Goal Rating (10% of Evaluation) :**

*COMMENT TEXT BOX*

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# Teacher Evaluation System (TES)

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## End of Year Self-Reflection Form (STUDENT FEEDBACK GOAL)

Name \_\_\_\_\_

School

**DROP DOWN**

Assignment \_\_\_\_\_

Date

*Please complete this self-reflection form in advance of your end-of-year reflection meeting with your evaluator. If a meeting is requested you should come prepared to discuss the following areas:*

### I. Revisit STUDENT FEEDBACK goal

*Enter STUDENT FEEDBACK goal:*

### II. Assessing progress towards goal

Did you make progress towards your goals? (Please attach data, student testimonial, observation or anecdotal evidence to explain your assessment)

*TEXT BOX.... (No more than 250 Words)*

### III. Reflection

Where did you make the greatest gains or the most satisfying personal growth? Are there any events or accomplishments you want to highlight or celebrate?

*TEXT BOX.... (No more than 250 words)*

Teacher requests a conference to review this data with Administrator.

Administrator requests a conference to review this data with teacher

## Teacher Evaluation System (TES)

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### **STUDENT FEEDBACK Goal Rating**

STUDENT FEEDBACK Goal is worth a total of 5% of the total Evaluation System.

**4= Exceeds:**

The teacher demonstrates mastery of the indicator.

**3=Met:**

The teacher demonstrates strong knowledge and skill in a majority of indicators.

**2= Partially Met:**

The teacher demonstrates some or inconsistent attempts at indicators.

**1=Mandatory Professional Assistance:**

The teacher demonstrates few or none of the skills required in indicator.

A comment is expected to be provided with the rating.

**STUDENT FEEDBACK Goal Rating (5% of Evaluation) :**

*COMMENT TEXT BOX*

# Teacher Evaluation System (TES)

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## Final Evaluation

### **Cumulative OBSERVATION Rating**

There are 8 mini-observations worth 40% of the total Evaluation System. Each observation is worth 5% of the Annual Evaluation.

Observation #1: \_\_\_\_\_

Observation #2: \_\_\_\_\_

Observation #3: \_\_\_\_\_

Observation #4: \_\_\_\_\_

Observation #5: \_\_\_\_\_

Observation #6: \_\_\_\_\_

Observation #7: \_\_\_\_\_

Observation #8: \_\_\_\_\_

**Total OBSERVATION Rating: \_\_\_\_\_**

### **Cumulative SMART GOAL Rating**

There are two SMART Goals worth 45% of the total Evaluation System.

Literacy Goal: (22.5% of Total Evaluation):

Numeracy Goal: (22.5% of Total Evaluation):

**Total SMART GOAL Rating: \_\_\_\_\_**

### **Cumulative CLIMATE GOAL Rating**

The Climate Goal is worth 10% of the Annual Evaluation:

Climate Goal (10% of Total Evaluation):

**Total CLIMATE GOAL Rating: \_\_\_\_\_**

# Teacher Evaluation System (TES)

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## **Cumulative STUDENT FEEDBACK GOAL Rating**

The Student Feedback Goal is worth 5% of the Annual Evaluation:

Student Feedback Goal (5% of Total Evaluation):

**Total STUDENT FEEDBACK GOAL Rating: \_\_\_\_\_**

## **Overall Rating**

**(OBSERVATION ) + (SMART GOAL ) + (CLIMATE GOAL ) + (STUDENT FEEDBACK GOAL )**

## **Rating Scale**

86-100 = Exceeds

71-85 = Met

60-70 = Partially Met

59 or below = Mandatory Professional Assistance

### **NON-TENURED**

Candidate for non -renewal

### **TENURED**

Year 1 in this category placed on Mandatory Assistance Plan.

Year 2 in this category is candidate for non-renewal.

## **Renewal**

Contract renewed:     Yes                       Yes, with Assistance Plan\*                       No\*

\*Evaluator may attach notes or other documentation

Teacher signature \_\_\_\_\_

Date \_\_\_\_\_

Evaluator signature \_\_\_\_\_

## Teacher Evaluation System (TES)

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### Definition of an Effective and Ineffective Teacher

Effectiveness and ineffectiveness will be determined utilizing a pattern of summative ratings derived from the TES based on the following table below:

Category	Final Evaluation Score
Exceeds	86-100
Met	71-85
Partially Met	60-70
Mandatory Professional Assistance	59 or Below

Year 1 and 2 (non-tenured/beginning) teachers are automatic candidates for non-renewal. Beginning teachers shall generally be deemed effective if said educator receives at least two sequential *proficient* ratings. A teacher (regardless of tenure) can only spend one year in the “Attempted/Needs Improvement.” Ineffective teaching is defined as two consecutive years in the “Attempted/Needs Improvement” which qualifies the teacher as an automatic candidate for non-renewal.



Teacher Evaluation System (TES)

**Notification of Status Change**

Staff Member: \_\_\_\_\_ Date: \_\_\_\_\_

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

As of \_\_\_\_\_ you will be in the \_\_\_\_\_ Phase of the Evaluation Process. This change is being made to address weakness in these areas of your performance.

Classroom Management    Assessment Practices    Delivery of Instruction    Planning

To date, the following intervention strategies have been recommended by the administration:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

The strategies listed above have been discussed in detail and reviewed with you on previous occasions. However, the weaknesses persist. A plan will be developed to address these concerns and monitored for the duration of the Assistance Phase.

The staff member shall sign in the space provided below. The staff member's signature indicates only that she/he has read this document.

Staff Member: \_\_\_\_\_ Date: \_\_\_\_\_

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

# Teacher Evaluation System (TES)

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## Phase Timeline

Staff Member \_\_\_\_\_ School Year \_\_\_\_\_

Team Member(s) \_\_\_\_\_

Meeting 1 \_\_\_\_\_ Phase is Reviewed with the Staff Member Date: \_\_\_\_\_  
Staff Member Signature \_\_\_\_\_

Meeting 2 Formal Observation/Conference or Meeting Team Member \_\_\_\_\_  
Staff Member \_\_\_\_\_  
Date: \_\_\_\_\_

Meeting 3 Formal Observation/Conference or Meeting Team Member \_\_\_\_\_  
Staff Member \_\_\_\_\_  
Date: \_\_\_\_\_

Meeting 4 Formal Observation/Conference or Meeting Team Member \_\_\_\_\_  
(if necessary) Staff Member \_\_\_\_\_  
Date: \_\_\_\_\_

Meeting 5 Formal Observation/Conference or Meeting Team Member \_\_\_\_\_  
(if necessary) Staff Member \_\_\_\_\_  
Date: \_\_\_\_\_

Meeting 6 (if necessary) – A written recommendation of a status decision and a copy of the assistance phase packet will be forwarded to the superintendent at the conclusion of the final meeting.

Prime Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Support Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Support Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Staff Member: \_\_\_\_\_ Date: \_\_\_\_\_

(Staff Member's Signature indicates that the staff member has reviewed this document.)

# Teacher Evaluation System (TES)

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## \_\_\_\_\_ Phase Plan

Staff Member: \_\_\_\_\_

School: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_

### Specific Measureable/Observable Objectives for Improvement:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Date: \_\_\_\_\_

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

Date: \_\_\_\_\_

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

Date: \_\_\_\_\_

## \_\_\_\_\_ Phase Team Action Plan

Date of commencement of activities \_\_\_\_\_

Date of end of Plan \_\_\_\_\_

Plan Review Dates:

\_\_\_\_\_

# Teacher Evaluation System (TES)

## Team Action Plan Form

Specific Action Steps	Person(s) Responsible	Target Completion Date	Method of Assessment	Evaluation Outcome

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

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

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

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

# Teacher Evaluation System (TES)

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## Meeting Log

Staff Member: \_\_\_\_\_ Date of Meeting: \_\_\_\_\_

Persons Present: \_\_\_\_\_

Summary of Meeting:

Recommendations:

Staff Member's Signature: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_