

Appendix A: Framework for Student Learning Measures in NHPS Teacher Evaluations

New Haven's teacher evaluation system will measure three main components: (1) student learning, (2) teacher instructional practice, and (3) teacher professional values. The proposal included in this document outlines the specific measures to incorporate in evaluation of teacher impact on student learning, both in the 2010-2011 school year and for the long-term, including the different categories of teachers by content area and grade level and the proposed assessments to be used in measuring student performance.

Guiding Principles for Use of Assessments in Teacher Evaluations

In using student performance as a factor in teacher evaluation and development, whenever possible:

- Multiple measures (assessments) of student learning should be used
And Assessments should be:
 - Oriented to measure student progress (growth);
 - Aligned to meaningful standards;
 - Broad enough to allow teachers flexibility and professional judgment in their methods of instruction; and
 - Scored externally (e.g., by the district or teacher scoring groups) to ensure that the data used to drive decisions are as consistent as possible.

Student Learning Measures by Teacher Group

While some district assessments currently exist, many will need to be refined or created to align with the principles above. Beginning in 2010-2011, where at least 2 district assessments are not available, the teacher and Instructional Manager (IM) will select measures of learning, following the principles above and using the toolkit described on the next page. Over time, as district assessments are refined and created, reliance on teacher / instructional manager selected measures will be less critical.

Group	Teachers by Subject and Grade	Growth Measures to Be Used in 2010 - 2011	Growth Measures to Be Used in the Long-term
1	General Ed (including Bilingual) (K-3)	<ul style="list-style-type: none"> • Teacher and IM selected (2+) 	<ul style="list-style-type: none"> • District-wide assessment aligned to guiding principles • Portfolio-based assessment of 21st Century Competencies • Teacher and IM selected (as needed)
2	General Ed (including Bilingual) (4-6)	<ul style="list-style-type: none"> • CMT (Reading, Math, Writing) • Teacher and IM selected (1+) 	<ul style="list-style-type: none"> • CMT (Reading, Math, Writing) • District-wide assessment aligned to guiding principles
3	English & Math (7-8)	<ul style="list-style-type: none"> • CMT (Reading, Math, Writing) • Teacher and IM selected (1+) 	<ul style="list-style-type: none"> • Portfolio-based assessment of 21st Century Competencies • Teacher and IM selected (as needed)
4	Social Studies, Science, & World Languages (7-8)	<ul style="list-style-type: none"> • Teacher and IM selected (2+) 	<ul style="list-style-type: none"> • District-wide assessment aligned to guiding principles • Portfolio-based assessment of 21st Century Competencies • Teacher and IM selected (as needed)
5	English, Math, Social Studies, Science, & World Languages (9-12)	<ul style="list-style-type: none"> • Teacher and IM selected (2+) 	
6	Specials/ Electives (e.g. Art, PE, Music, Tech Ed) (K-12)	<ul style="list-style-type: none"> • Teacher and IM selected (2+) 	<ul style="list-style-type: none"> • Portfolio-based assessment of 21st Century Competencies • Teacher and IM selected (1+)
7	ESL (K-12)	<ul style="list-style-type: none"> • CMT (Reading, Writing) where appropriate / applicable by grade • Teacher and IM selected (1-2+) 	<ul style="list-style-type: none"> • CMT (Reading, Writing) where applicable by grade • District-wide LA assessment aligned to guiding principles, where appropriate • Portfolio-based assessment of 21st Century Competencies • Teacher and IM selected (as needed)
8	Special Education (K-12)	<ul style="list-style-type: none"> • CMT or MAS (Reading, Math, Writing) where appropriate / applicable by grade and student inclusion • Teacher and IM selected, based on IEP (1-2+) 	<ul style="list-style-type: none"> • CMT or MAS (Reading, Math, Writing), where appropriate and applicable by grade • District-wide assessment aligned to guiding principles, where appropriate • Portfolio-based assessment of 21st Century Competencies • Teacher and IM selected, based on IEP (as needed)
9	NHFT *not* primary instructors	<ul style="list-style-type: none"> • Teacher and IM selected (2+) 	<ul style="list-style-type: none"> • Teacher and IM selected (2+)

Note: Portfolio-based assessments of 21st Century Competencies are currently in development and will be guided by district-developed standards and common rubrics. Portfolio content will be based on teacher-developed performance assessments.

Note: Measures used by Special Education teachers will vary depending on the nature and level of support provided. For teachers who teach students who are exempt from CMT or other standardized assessments, measures will be based on student IEP goals. For teachers who support students who are not exempt, measures will be a combination of standardized assessments and teacher / IM selected based on student IEP goals.

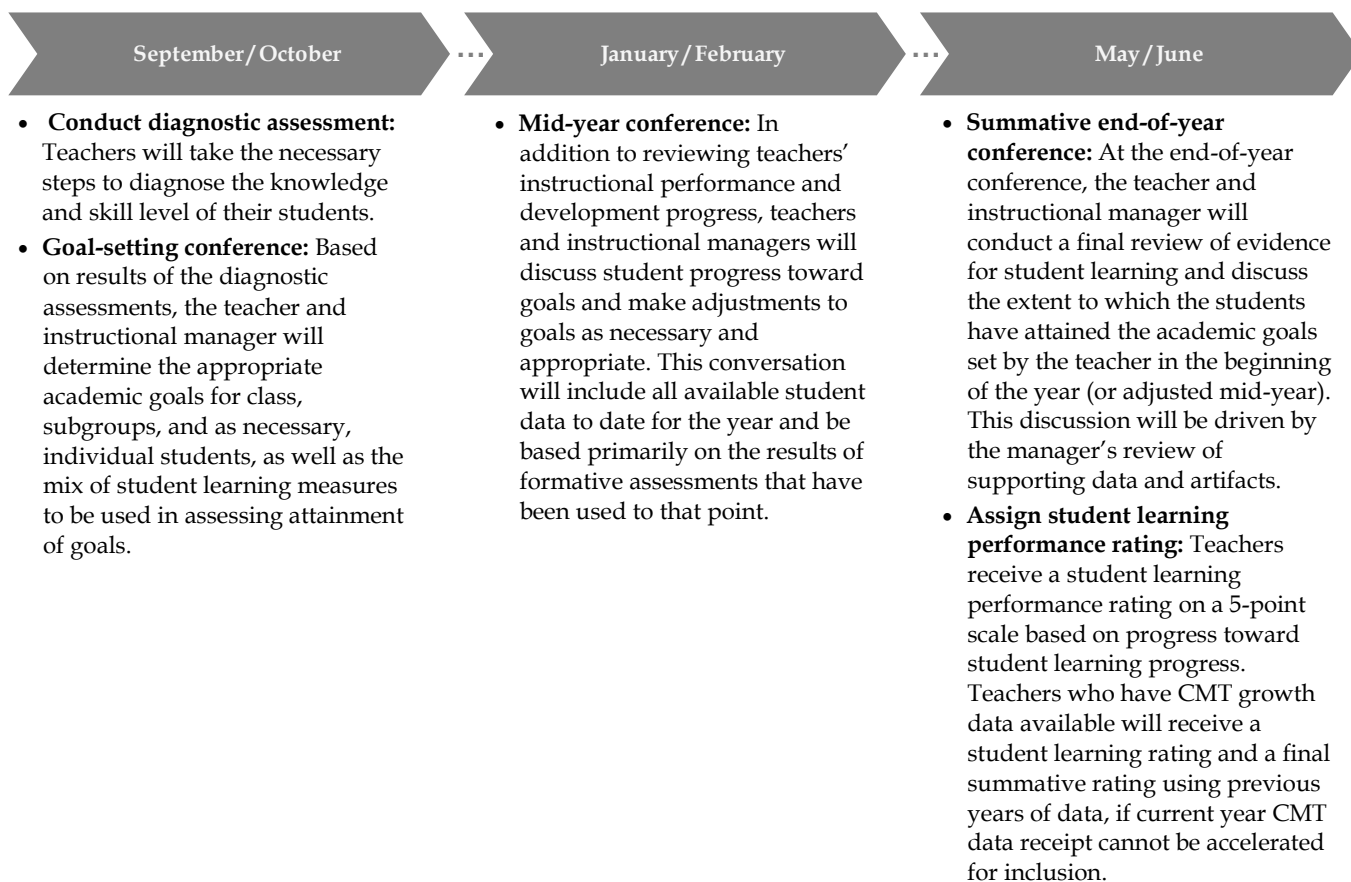
More on District-wide Assessments

Assessments that are standardized across the district will be scored externally, either centrally by the Department of Research, Assessment & Student Information or by a designated teacher scoring group. Student growth will be measured against a specific peer group, defined by a variety of factors, most significantly past and current performance on the assessment(s). Where possible, a growth model will be used to analyze student growth relative to other students with similar academic histories. The relative growth of each of a teacher's students will be aggregated into a teacher-level result indicating the extent to which that teacher's students progressed. Teacher-level growth results will be assigned a rating based on district growth standards.

As district-wide assessments are developed, the use of these assessments as measures of growth will function as a counterpart to the attainment of goals on teacher/IM-selected assessments. Eventually, as the district-wide assessments are refined and are determined to be highly reliable, teacher / IM-selected assessments will become less critical and district-wide assessments will play a more prominent role in determining teacher impact on student learning.

Use of Student Learning Measures in the Teacher Evaluation Process

The student learning component of the teacher evaluation system will align with the process for teacher evaluation and development conferences, outlined below:



Guidelines for Goal-Setting Process

The goal-setting process will be used for all assessments selected and/or scored by the teacher and approved by the instructional manager. They will follow the guidelines outlined below:

- Teachers will administer formative / diagnostic assessments for each of his / her groups of students prior to the Goal-Setting Conference with their instructional manager.
- During the Goal-Setting Conference, teachers will set appropriate academic goals for each of his/her groups of students in collaboration with his/her instructional manager.
 - At the secondary level, this will, in most cases, mean setting goals for each of the teacher's individual classes, with academic goals focused solely on the knowledge and skills that are relevant to the content area. At the elementary level, where a teacher works primarily with one group of students (or a class) across multiple disciplines, the teacher would be expected to devise academic goals that generally cover the breadth of instruction, with a focus on the priority learning areas as agreed upon by the teacher and instructional manager.
 - Teachers, in collaboration with their instructional manager, will determine the appropriate number of goals to set for their particular class(es), as well as determine whether or not the goals set are "acceptable" – i.e., goals should be aligned to standards, challenging but attainable, measureable, and based on assessment(s) that meet district criteria outlined in this document
 - Should a teacher and instructional manager not be able to reach an agreement on an appropriate set of goals, a third party individual (for example, a district supervisor) will support the process through mediation and, if necessary, act as the final decision-maker.

Detailed guidelines for the goal-setting process will be included in a toolkit, to be developed and prepared by the district to assist teachers and instructional managers in setting goals that are both appropriate and ambitious. The toolkit will also include information to guide teachers and instructional managers in the selection and/or development of high-quality assessments, described in further detail in the following section.

'Toolkit of Assessment Options'

Where the specific nature of the subject or class makes it unfeasible to administer a district-wide assessment or in addition to a district-wide assessment, teachers will measure growth and set goals using assessments selected, with the approval of their instructional manager, which are valid, reliable, and aligned to meaningful standards. Teacher evaluation will be based on students' progress toward the goals set during the Goal-Setting Conference in the fall of each year.

A 'Toolkit of Assessment Options' will be developed as described above and will include three primary components:

- Suggested assessments for teacher / instructional manager selected measures, including subject-specific frameworks for exemplary assessments
- Example teacher goals for each grade and subject level
- An outline of procedures for assessing student baseline performance at the beginning of the school year

The toolkit will also include a worksheet for use by instructional managers. The worksheet will provide guidance for incorporating growth scores on district-wide assessments and goal attainment outcomes into a final student learning rating. Sample assessments and goals are listed below.

Examples of assessments/measures:

Growth on...

- Basic literacy assessments (e.g., Letter Identification, Letter Sound, Oral Language, Phonemic Awareness tests)
- Developmental Reading Assessment (DRA)
- District benchmark assessments (e.g., district Minis and Quarterlies)
- District Connecticut Mastery Test (DCMT)
- LAS Links (English language proficiency assessment for ELL students)
- Unit tests from NHPS-approved textbooks
- Off-the-shelf standardized assessments that are aligned to standards
- Teacher-created assessments that are aligned to standards
- Portfolios of student work that are aligned to standards
- Advanced Placement (AP)/International Baccalaureate (IB) exams by subject

In addition, the toolkit will contain subject-specific frameworks for exemplary assessments so that teachers can ensure that the assessment packages they currently use meet the standards set by the district. The frameworks will also assist teachers who wish to create their own assessments. Eventually, district supervisors (or other appropriate individuals) will aim to collect outstanding examples used by teachers in NHPS and include them in a library that other teachers can use as-is or as a guiding resource.

Examples of goals:

While the teacher and Instructional Manager will ultimately make the final decisions around what constitutes an “acceptable” goal, sample goals will provide teachers with ideas and guidance in developing their own student goals.

<p>Group 2 (e.g., 5th Grade General Ed)</p>	<p>Sample Goal 1: Increase class average of % mastery across all prioritized math standards from X% (as measured on formative assessments) to 85% on teacher-scored summative assessment. Sample Goal 2: 80% of students in Subgroup A will demonstrate growth from beginning-of-year formative assessment results on prioritized science and writing standards through achievement of at or above “meets expectations” on summative “Animal Encyclopedia” project (>3 out of 4 on rubric)</p>
<p>Group 5 (e.g., 11th Grade English)</p>	<p>Sample Goal 1: 90% of students score at or above “above expectations” for final research paper (≥85/100) Sample Goal 2: Median score of at least 80% on end of year summative examination</p>
<p>Group 6 (e.g., 9th Grade Art)</p>	<p>Sample Goal 1: 90% of final portfolio presentations attain the level of “shows significant improvement” or “shows outstanding improvement” on rubric at year-end review. Sample Goal 2: 80% of “Artist Spotlight” booklet submissions show growth AND achieve a rating of at least “Good” (≥40/50) on rubric and are published in our end-of-year famous artist profiles magazine.</p>

In addition to providing sample goals, the toolkit will outline procedures for assessing student baseline performance at the beginning of the school year. As administering a formative assessment to establish current student knowledge and skill levels is a pre-requisite for setting a meaningful goal, the toolkit will provide lists of acceptable diagnostic tools, characteristics for creating a diagnostic assessment where necessary, and in some subjects might ideally provide teachers with actual assessments they can use.

**Appendix B:
Framework for Instructional Practice in NHPS Teacher Evaluations**

New Haven’s teacher evaluation system will measure three main components: (1) student learning, (2) teacher instructional practice, and (3) teacher professional values. This proposed framework outlines the specific competencies by which teacher instructional practice will be measured.

Area	#	Planning and Preparation...	Classroom Practice...	Reflection and Use of Data...
Purposeful	1	Assesses students’ prior knowledge and skills	Communicates objectives and lesson content clearly and accurately	Uses results from ongoing assessments to evaluate student learning and identify areas for further instruction and planning
	2	Establishes clearly defined student learning goals and objectives for all students	Employs activities aligned with student knowledge and skills, differentiating as appropriate	
	3	Designs and sequences lessons and activities aligned with student goals and objectives	Offers students multiple methods to approach material and to demonstrate learning	
	4	Prepares assessments which align with student learning goals and objectives	Monitors and assesses student understanding and adjusts as necessary	
Supportive	5	Incorporates and addresses the social, emotional and academic needs of individual students	Develops and maintains standards of conduct that are clear to all students and responds to student needs	Reflects on group and individual dynamics and interactions and identify areas for adjustment or refinement
	6		Engages and includes all students in classroom activities	
	7		Provides opportunities for meaningful student choice	
Meaningful	8	Develops lessons and units that are challenging, relevant and promote inquiry	Promotes in-depth knowledge, understanding of significant concepts, and higher order thinking skills	Evaluates the effectiveness of strategies and identifies alternate methods
	9		Engages students in substantive conversations with purposeful questions to promote inquiry and learning	
	10		Makes connections to increase relevancy for students, including connections to different lessons, to different content areas, and to each student’s world outside of the classroom	

Appendix C:
Framework for Professional Values in NHPS Teacher Evaluations

New Haven's teacher evaluation system will measure three main components: (1) student learning, (2) teacher instructional practice, and (3) teacher professional values. This proposed framework outlines the competencies to incorporate in evaluation of a teacher's professional values.

Professional Values Competencies	
1	Collaboration and collegiality
2	Self-improvement
3	Reliability
4	High expectations
5	Respect
6	Responsiveness and outreach
7	Professionalism and judgment

Appendix D: Framework for Teacher Support and Development

Purpose of the Teacher Support and Development Program:

To provide high-quality, targeted support to teachers at all levels with a focus on their specific areas of development, with the goal of enhancing student achievement in New Haven. The system should be structured enough to provide high-quality opportunities and resources for development, and flexible enough to meet the varied needs of New Haven's schools.

Guiding Principles:

- 1) Development is **targeted** to each teacher's specific needs as identified by the evaluation process;
- 2) **All teachers** will receive the opportunity to develop, regardless of their evaluation rating; and
- 3) Development opportunities are **ongoing and job-embedded** - not separated from the school/classroom context.

Development Program Components:

Component	Personnel	Purpose	Process
Self-assessment and reflection	Teacher , completes conferences with manager	To allow teachers the opportunity to assess their own performance in advance of evaluation conference to facilitate engagement in reflective dialogue	Using a self-assessment tool aligned to the evaluation tool, teachers will assess their performance in instructional practice, professional values, and impact on student learning. Teachers will assign themselves a performance rating, note improvement since previous evaluation, and discuss student evidence (both student performance data and in-class student behaviors) that supports the above. This self-assessment will be completed prior to each evaluation conference and provide teachers with the opportunity to drive evaluation conversations.
Identifying areas of professional focus	Teacher completes, conferences with manager	To align professional development focus areas to the targeted needs identified by the evaluation process and the teacher's self-assessment.	There will be specific objectives that relate to teacher professional development for each of the evaluation and development conferences: (1) identify and prioritize professional focus areas for improvement and map out development activities to address specified needs, (2) revisit focus areas, chart progress and adjust as needed.
Targeted development activities	Teacher and teacher leader or instructional manager as appropriate	To provide teachers the level and type of individual support needed to improve areas of professional focus. Teachers identified as needing improvement will be supported and or paired with a teacher leader/coach/content specialist. Effective teachers will drive their own targeted development activities.	Targeted development activities will vary according to individual need, and be tightly linked to the areas of professional focus identified through observations. For teachers needing support, activities will follow the basic components below: <ol style="list-style-type: none"> 1.) Co-teaching, mentoring, coaching 2.) Implement changes in classroom practice 3.) Evaluate student outcomes Effective/Exemplary teachers will exercise autonomy in selecting professional development to support their identified professional growth goals.
Professional Learning Communities (PLC)	Teacher and peer group, led by instructional coach or lead teacher	To create collaborative learning communities to gain pedagogical and content area knowledge and research-based strategies.	All PLCs may be organized by content area, grade level, or professional need/interest as laid out at the end of each school year , by the team of instructional managers and may be led by an instructional coach lead teacher, grade level colleague or content area specialists. PLCs will have 3 sequential components: <ol style="list-style-type: none"> 1.) Professional learning and work sessions with a strong focus on student performance data analysis 2.) Inter-class visitations 3.) Collegial feedback and review of student work, including integration of this information in student performance data analysis

Personnel Roles:

The following personnel roles will be required to implement the proposed teacher support and development program. Instructional manager roles will be filled by principals, assistant principals, or as necessary and appropriate, a designee. Coach, lead teacher, and mentor teacher roles will be filled by individuals from the NHFT bargaining unit who are experienced and expert teachers who wish to play a leadership role in the district.

Instructional Managers

Instructional managers are ultimately responsible for the observation, evaluation and overall instructional development of the teachers who are assigned to their caseload.

- Instructional managers will be responsible for working with teachers in their caseload to identify areas of professional focus and map out corresponding targeted development opportunities, though they may be relatively uninvolved in the actual delivery of teacher development.
- Instructional manager caseload will vary, depending on capacity and school-level variances. Caseloads will be assigned by the principal on the basis of instructional manager content area expertise, tenure status, and anticipated teacher performance level. Any teacher who receives a rating of 1 or 2 is the primary responsibility of the principal or assistant principal.

Coaches

- A. Instructional coaches: Content area and pedagogical specialists with no class load whose primary responsibilities include providing individual coaching and feedback to teachers at all levels (K-8). Instructional coaches may also lead professional learning communities, and will be responsible for delivering professional development to teachers related to their area of expertise.
- B. Content coaches: Serving grades 7-12, content specialists will provide development in the core content areas and grades not covered by current instructional coach cohort. Content coaches may be itinerant positions providing content-specific coaching and development in multiple schools.

Lead teachers

Lead teachers are master teachers with a reduced class load who lead professional learning communities/data teams and act as models of best instructional practice, co-teach, and give feedback on an individual basis. Responsibilities will most often involve the leadership of Professional Learning Communities (PLCs)/Data Teams.

Mentor teachers

Mentor teachers trained in the Teacher Education And Mentoring (TEAM) process are responsible for the development of non-tenured teachers and the completion of the state-mandated TEAM modules. Mentor teachers, who will be selected and trained centrally, will work with school-based staff to ensure that development opportunities for non-tenured teachers are meaningful and do not overlap with the state-mandated modules.

Note: Teachers who earned ratings of 4 or 5 on the previous year's evaluation are eligible to apply for lead teacher, mentor, and coach positions. (Anyone considering a coach position must be certified in that area.)

Note: With the exception of the Content Coach role, all roles listed below are ones that already exist at either the district or school level, though the specific responsibilities assigned to these individuals may be slightly different than what is currently expected of these roles. Content coaches are a new position that is being requested by the Teacher Development working group in order to aid the development and support of secondary level core content teachers. No such position currently exists, a needed gap identified by the working group.

Appendix E: Framework for Peer Validation

New Haven's teacher evaluation system will include a peer validation component, pending funding.

Peer Validation Program Design:

Purpose:

- Peer validation should be a norming mechanism to validate administrator judgments.
- Peer validation should start by norming judgments for teachers rated a "1" or a "5" – the district's highest and lowest performers (exemplary and in need of improvement).
- Peer validation will confirm excellence and exits.

Validator Selection:

- The district and the union will issue a joint contract to hire peer validators. Validators will be selected by the contractor in consultation with the district and the union. Validators will be former teachers not currently affiliated with the district. The district and the union can recommend individuals to the contractor but validators will be hired by the contractor. The main selection criteria for hiring validators will be that they are former teachers who have demonstrated effectiveness in the classroom.

Process:

- Teachers rated a "1" or a "5" will be automatically referred based on administrator judgments. The referral must occur before November 1. This will begin a plan of improvement for those teachers rated a "1".
- The validator will conduct three observations during the November 1 and March 31 timeline. These observations will occur jointly with the administrator. Each observation will be conducted by the same validator. At least one of the observations should be unannounced. For announced observations, validators will participate in the pre and post observation discussions. Before the observation, the peer evaluator and instructional manager will meet together to prepare for the observation.
- Validators will be trained by viewing a variety classrooms and performance levels to ensure consistency and accuracy of norming judgments.
- Validators will receive the same training as instructional managers.

Resources:

- Contractor estimate is pending. In addition, a coordinator will be needed in the district's teacher development office. The coordinator will be responsible for all of the administration of the program, including scheduling of visits, coordination with schools etc.