Teacher Evaluation and Development - Conference Form

The New Haven Public School teacher evaluation and development system is intended primarily to facilitate deep professional conversations between each teacher and their instructional manager. The goal for all teachers – at all points in their career, and whether current performance is exemplary, in need of improvement, or in between – is to provide constructive input and coaching that assists teachers in improving and expanding their teaching skills and methodologies. In addition, the goal is to ensure that teacher evaluation and development aligns to growth in student learning, so that better teaching ensures more student learning, regardless of where students start.

The centerpiece of the new evaluation and development system are regular, substantive and collegial discussions between a teacher and that teacher's instructional manager, which will occur through a series of annual conferences, including the initial goal setting conference, the mid-year conference along with any supplemental mid-years, and the end-of-year conference. This document provides the format and structure for those conversations, and delineate the dimensions of assessment – student learning growth, instructional practice, and professional values. The goal of these evaluation and development conferences is to provide comprehensive feedback to each teacher, and to set a defined plan of development opportunities for the teacher. These conferences should be the anchor of the rest of the evaluation and development process, and the foundation of the professional relationship between teacher and instructional manager.

The teacher conference form includes the following sections, which map to the components of the teacher evaluation and development:
- Section 1: Student Learning Goals: (Goals established at the goal setting conference, focused on student learning growth. Monitored through the year in mid-year conferences as appropriate, and then assessed at the end of the year conference)
- Section 2: Teacher Professional Focus and Development plan (Focus and development plan established in the goal setting conference, and then adjusted through mid-year conference and end of year conference)
- Section 3: Instructional practice feedback – Classroom Practice, Planning and Preparation, and Refection and Use of Data (Areas of strength and development assessed in mid-year and end of year conferences)
- Section 4: Professional values feedback (Areas of strength and development assessed in mid-year and end of year conferences)
- Section 5: Summary rating sheet and signatures

The performance ratings for teachers fall into the following five categories: exemplary, strong, effective, developing and needs improvement.

The conferencing process depends on regular and meaningful contact and observation between the instructional manager and the teacher, observing classrooms, data teams, and other professional teaching activities. To support the evaluation of instructional practice and professional values, NHPS has developed a detailed performance continuum that defines exemplary, effective, and needs improvement performance for all aspects of instructional practice and professional values. In addition, an observation worksheet provides one optional way for instructional managers to organize and structure both observations and feedback to teachers. These supporting materials, and all other TEVAL materials, are available at <intranet location>.

Section 1: Student Learning Growth

	2010-11 Goal Setting Conference			Midyear Conference(s)		End of Year conference		
Student Learning Measure	**Target learning growth**	**Goal setting Notes**		**Interim Learning Results (note date and measure)**	**Final Learning**	**Comments and discussion of learning results**		**Growth Level**
Measure or assessment	*Level of growth*	*Anticipated concerns, areas of focus, etc*		*Interim and final student performance on learning measures*		*Compare target and results, note unusual circumstances or obstacles, etc*		*(++), (+), (0) (-), or (--)*
1.								
2.								
3. (Optional)								

Growth Level Guidance: (++): Significant growth, exceeded goal; (+): Solid growth, met goal; (0): Adequate growth, met goal; (-): Insufficient growth, did not meet goal; (--): Little or no growth, did not meet goal

Student Learning Growth Standards	Student Learning Growth Summary			
- Exemplary (Ex-5): Consistent (i.e. 2 out of 3 years) top growth (++) for students in a teachers class, relative to academic peers and across learning measures - Strong (St-4): A preponderance of evidence points to above average learning growth (++ or +), across years and measures - Effective (Ef-3): A preponderance of evidence reflects average student learning growth (+ or 0), and/or mixed results over time and across assessments - Developing (Dv-2): A preponderance of evidence points to below average student learning growth (- or --), across years and measures - Needs Improvement (NI-1): Consistent (i.e. 2 out of 3 years) low growth (- or --) for students in a teachers class, relative to academic peers and across learning measures	**Learning Measure**	**Prior Year Performance**	**2010-11 Performance**	**Student Learning Growth Rating**
	1.	For evaluations in 2010-11 school year, prior year will be evaluated where needed (i.e. needs improvement staff)		
	2.			
	3. (Optional)			

Note: Teachers who teach CMT-assessed subjects in grades 4 – 8 must include CMT as a learning measure.

Section 2a: Teacher Professional Development Focus

	Goal Setting Conference		Midyear adjustment?	End of Year conference
Designate areas of professional focus for the teacher for the next development cycle (i.e. year). Areas of focus should map to the instructional practices and professional values framework	*Professional focus description*	*Associated domain(s) (e.g. C1)*		

Section 2b: Teacher Development Plan

	Goal Setting Conference		Midyear adjustment?	End of Year conference
Activities designed to address the areas of professional focus for the next development cycle, i.e. : - Targeted coaching fro m manger or coach - Mentorship - Intra and/or Inter-School visitation - Professional Learning Community - District PD opportunities - Out of District PD opportunities	Development Activity (including who and when)			
	Resources and support to be made available			

Plan for Improvement Needed?		Date of Notification:		**Note:** Teacher/IM must complete Plan for Improvement form

Section 3a: Instructional Practice – Classroom Practice	Rating		Areas of Strength	Areas of Development
	T	IM		
Purposeful **C1:** Communicates objectives and lesson content clearly and accurately			Mid-year: End-of-year:	Mid-year: End-of-year:
C2: Employs activities aligned with student knowledge and skills, differentiating as appropriate				
C3: Offers students multiple methods to approach material and to demonstrate learning				
C4: Monitors and assesses student understanding and adjusts as necessary				
Supportive **C5:** Develops and maintains standards of conduct that are clear to all students and responds to student needs			Mid-year: End-of-year:	Mid-year: End-of-year:
C6: Engages and includes all students in classroom activities				
C7: Provides opportunities for meaningful student choice				
Meaningful **C8**: Promotes in-depth knowledge, understanding of significant concepts, and higher order thinking skills			Mid-year: End-of-year:	Mid-year: End-of-year:
C9: Engages students in substantive conversations with purposeful question to promote inquiry and learning				
C10: 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				

Section 3b Instructional Practice – Planning and Preparation		Rating		Areas of Strength	Areas of Development
		T	**IM**		
Purposeful	**P1:** Assesses students' prior knowledge and skills			Mid-year: End-of-year:	Mid-year: End-of-year:
	P2: Establishes clearly defined student learning goals and objectives for all students				
	P3: Designs and sequences lessons and activities aligned with student learning goals and objectives				
	P4: Prepares assessments which align with student learning goals and objectives				
Supportive	**P5:** Incorporates and addresses the social, emotional and academic needs of individual students			Mid-year: End-of-year:	Mid-year: End-of-year:
Meaningful	**P6:** Develops lessons and units that are challenging , relevant and promote inquiry			Mid-year: End-of-year:	Mid-year: End-of-year:

Section 3c: Instructional Practice – Reflection and Use of Data		Rating		Areas of Strength	Areas of Development
		T	**IM**		
Purposeful	**R1:** Uses results from ongoing assessments to evaluate student learning and identify areas for further instruction and planning			Mid-year: End-of-year:	Mid-year: End-of-year:
Supportive	**R2:** Reflects on group and individual dynamics and interactions and identify areas for adjustment or refinement			Mid-year: End-of-year:	Mid-year: End-of-year:

				Mid-year:	Mid-year:
Meaningful	**R3:** Evaluates the effectiveness of curriculum and instructional strategies in encouraging meaningful and higher-order learning			End-of-year:	End-of-year:

Section 4: Professional Values	Rating		Areas of Strength	Areas of Development
	T	**IM**		
Collaboration and Collegiality			Mid-year:	Mid-year:
Self-improvement				
Reliability				
High expectations			End-of-year:	End-of-year:
Respect				
Responsiveness and outreach				
Professionalism and judgment				

Student Learning Growth Rating:	

Instructional Practice and Professional Values	
To calculate the Instructional Practice and Professional Values rating, multiply the Instructional Practice rating by .8 and the Professional Values rating by .2 and sum the results.	
Instructional Practice rating:	x .8 =
Professional Values rating:	x .2 =
Instructional Practice and Professional Values Rating:	

		Student Learning Growth Rating:				
		Needs Improvement (NI-1)	**Developing (Dv-2)**	**Effective (Ef-3)**	**Strong (St-4)**	**Exemplary (Ex-5)**
Instructional Practice and Professional Values	**Needs Improvement (NI-1)**	NI-1	NI-1	Dv-2	Ef-3*	Ef-3*
	Developing (Dv-2)	NI-1	Dv-2	Dv-2	Ef-3	St-4*
	Effective (Ef-3)	NI-1	Dv-2	Ef-3	St-4	Ex-5
	Strong (St-4)	Dv-2*	Ef-3	St-4	St-4	Ex-5
	Exemplary (Ex-5)	Ef-3*	Ef-3*	St-4	Ex-5	Ex-5

*Ratings with this degree of mismatch are subject to review by NHPS central office

Summative Rating	

Note: Teachers for whom the CMT/CAPT (or other measure not returned before the end of the school year) is being used as a learning measure will receive a tentative rating at the end of the year pending receipt of results (to be confirmed before the start of the next school year).

Teacher's Signature: _____ Date: _____

Instructional Manager's Signature: _____ Date: _____

School: _____