

Rocky Hill Public Schools
Teacher Evaluation and Professional Development Plan

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Introduction

The Rocky Hill Public School System is committed to the improvement of student learning through the creation and support of a learning community. Accomplished certified teachers continuously seek the appropriate combination of challenging content, instructional strategies and motivational techniques that encourage all students to excel. For the purpose of this document, the term certified teacher is any person currently working in a position requiring Connecticut teacher certification below the rank of Assistant Principal. The goal of the revised Teacher Evaluation and Professional Development Plan is to provide the process and support so that teachers can continue with this commitment to provide the most effective instruction in order to improve student learning.

Development Process and Committee Membership

The Teacher Evaluation and Professional Development Plan is one component of a comprehensive professional development process that was first developed in 1988-1989, revised in 1994-1995 and again in 2000-2001. This latest revision more closely ties together comprehensive professional development, teacher evaluation, standards based curriculum development, and district, school and individual improvement plans in a climate of mutual respect and trust. The ultimate goal is improved student learning.

The Teacher Evaluation and Professional Development Plan includes opportunities for thoughtful goal setting, collegial discussions, formal, informal and focused classroom observations with feedback, sharing best practices, consistent reflection and curricular change based on an analysis of student work. Although Rocky Hill students consistently experience success as measured by traditional and nontraditional measures, the staff recognizes the responsibility to continually upgrade skills and increase standards for both students and teachers. The 2001 Teacher Evaluation and Professional Development Plan facilitates this growth process.

The Teacher Evaluation and Professional Development Plan was developed over the course of the 2000-2001 school year by a representative group of professionals from the teaching and administrative staff and included representation from the Rocky Hill Teachers' Association. This group met at least monthly to review and reflect on research and to develop a plan for the Rocky Hill Public Schools that utilizes best practices. The plan was adopted by the Rocky Hill Board of Education in August 2001 and was piloted during the 2001-2002 school year. Time was allotted at the Administrative Retreat for training for administrators in the elements of the plan. The plan was shared with the entire staff of the Rocky Hill Public Schools during the professional development days at the beginning of the 2002-2003 school year. In addition, extensive professional development, in all aspects of the plan, will be provided during the course of the 2001-2003 school years. Monthly half-day professional development training sessions for building staff were set aside for this purpose. Likewise, administrators will receive monthly training to insure consistency in application of the elements of the plan.

Mission, Vision and Goals of the Rocky Hill Public Schools

The State Department of Education provided direction for this task through the Connecticut Guidelines for Teacher Evaluation and Professional Development and the Common Core of Teaching. These guidelines were adopted by the State Board of Education in May 1999. These guidelines built upon the state's unwavering commitment to equity and excellence in education. This same commitment is shared by the Rocky Hill Board of Education and is reflected in the vision, mission and goals adopted by the Board in 2001. They include:

District Mission

The Rocky Hill Public Schools are committed to providing an educational environment in which all students discover and achieve their maximum potential in preparation for productive, meaningful lives and responsible citizenship.

Vision

The Rocky Hill Public Schools believe in the development of competent, ethical, healthy, responsible, and intellectually reflective citizens who demonstrate high levels of achievement in critical academic domains, and can develop their interests and aptitudes in an atmosphere which respects the differences of others and values learning as a life-long pursuit.

Goals

- All Rocky Hill students will demonstrate knowledge, understanding, and mastery of communication skills (reading, writing, speaking, listening), mathematics, physical/life sciences, and social studies.
- All Rocky Hill students will demonstrate a basic understanding and appreciation for the fine arts, technology, health and fitness, and career options.
- All Rocky Hill students will develop habits conducive to health, personal responsibility, and good citizenship essential for living cooperatively and productively in an increasingly complex world.
- All Rocky Hill students will explore and develop their aptitudes and interest through an expanding array of opportunities in academics, athletics, arts, extracurricular areas, and community service options.

Guiding Beliefs

The Rocky Hill Teacher Evaluation and Professional Development Plan is founded on the belief that effective teacher evaluation and professional development should result in increased student learning and achievement. At the center of this belief is the conviction that all children can learn and that it is the responsibility of all educators in the Rocky Hill Public Schools to insure that this learning occurs. Assessment and analysis of students and their work are critical components of the improvement of teaching and learning. This plan is based on the following beliefs:

All children can learn but not necessarily at the same rate or in the same way.

Educators make a difference.

Learning is a lifelong responsibility.

The foundational skills and competencies found in the Common Core of Teaching define the responsibilities of a teacher in Rocky Hill. Student learning is dependent on the professionals in Rocky Hill demonstrating these competencies.

Improved student learning is a result of professionals adhering to a standards based curriculum, participating in job embedded professional development while supporting the district and/or school improvement plans.

Statement of Purpose

The goals of the Rocky Hill Public Schools Teacher Evaluation and Professional Development Plan are to promote and assess high standards for the performance of teachers leading to, and evidenced by, improved student learning. Collaboration and interaction among the staff, individual choice and decision making and an emphasis on data gathering and analysis for the purpose of informing instruction are critical elements of the plan. While the goals of the plan are collaborative and supportive, it must also be recognized that evaluations are used to make decisions regarding employment status.

The document is framed around the information and guidelines found in the following documents published by the State Department of Education:

Connecticut Code of Professional Responsibility for Teachers
Connecticut's Common Core of Teaching
Connecticut Guidelines for Professional Development
Rocky Hill Certified Teacher Job Description
Rocky Hill Plan for Professional Development
Rocky Hill Plan for Curriculum Development

It is expected that this plan will be reviewed annually by the Teacher Evaluation Committee.

Rocky Hill Public Schools Teaching Standards

The expectations for teachers (defined as anyone below the rank of Assistant Principal) in the Rocky Hill Public Schools are based on the State Department of Education Common Core of Teaching and the Rocky Hill Teacher Job Description (found in the appendix).

Overview of the Teacher Evaluation and Professional Development Plan

The Rocky Hill Public Schools Teacher Evaluation and Professional Development Plan is designed to increase student learning and to promote teacher competence and growth. The plan includes two phases, which correlate with the State Department of Education certification timelines. Options for additional support are also provided. The phases are:

- ◆ Induction Phase
- ◆ Continuous Professional Growth Phase
 - Professional Support Option
 - Intensive Assistance Option

Each phase includes opportunities for self-assessment, annual goal setting, formal and informal classroom observation with feedback, and personal reflection. Through the requirements for continued certification in Connecticut and the subsequent CEU process, a direct link exists between teacher evaluation and professional development.

As part of the Continuous Professional Growth Phase, a **professional support option** has been developed for staff who may need additional assistance for a time-limited period because of a change in their professional responsibilities or personal issues. A staff member or an evaluator may initiate this option. An **intensive assistance option** is included for any tenured staff member who has been identified by an evaluator as experiencing persistent or serious weakness in the foundational skills and competencies in the Common Core of Teaching.

The majority of the professional development activities for a staff member should relate to and support his/her Professional Improvement Plan.

In addition, tenured teachers are encouraged to relate their professional improvement plan to the district and/or school improvement plans. Service in mentoring roles is also encouraged. These opportunities are detailed in the Professional Development Toolbox.

Induction Phase Years 1 through 4
--

Year 1

- 2 Formal Observations (with pre and post conferences)
- 1 Informal Observation
- Videotape for personal use
- Annual Self-Reflection
- Evaluator Annual Evaluation
- Mentor Collaboration

Year 2

- 2 Formal Observations (with Informal Observation optional) and pre and post conferences - optional)
- Videotape for personal use
- Annual Self-Reflection
- Evaluator Annual Evaluation
- Mentor Collaboration

Year 3

- Develop Professional Improvement Plan linked to School Improvement Plan and/or district goals based on CCT Self Inventory and discussions with evaluator
- 1 Formal Observation focusing on 2 CCT based objectives
- 1 Informal Observation focused on CCT
- Annual Self Evaluation on Professional Improvement Plan
- Evaluator Annual Evaluation
- Mentor Collaboration (as needed)

Year 4

- Develop Professional Improvement Plan linked to School Improvement Plan and/or district goals based on CCT Self Inventory and discussions with evaluator
- 1 Formal Observation
- 1 Informal Observation
- Annual Self Evaluation on Professional Improvement Plan
- Evaluator Annual Evaluation
- Mentor Collaboration (as needed)

**Continuous Professional Growth Phase
Years 5 plus**

- Develop Professional Improvement Plan linked to Common Core of Teaching, Discipline Based Professional Standards, District Goals and School Improvement Plan.
- Professional Improvement Plan must have as a goal Improved Student Learning and must document growth.
- Maintain skills reflected in the CCT and Discipline-Based Professional Standards
- Five year cycle must include one or more of each of the following components or any combination thereof:
 - Focused Observation Sequence or Peer Collaboration
 - Collaboration Component
- Self-Reflection through Annual and Five-year Summative Evaluation

Professional Support Option

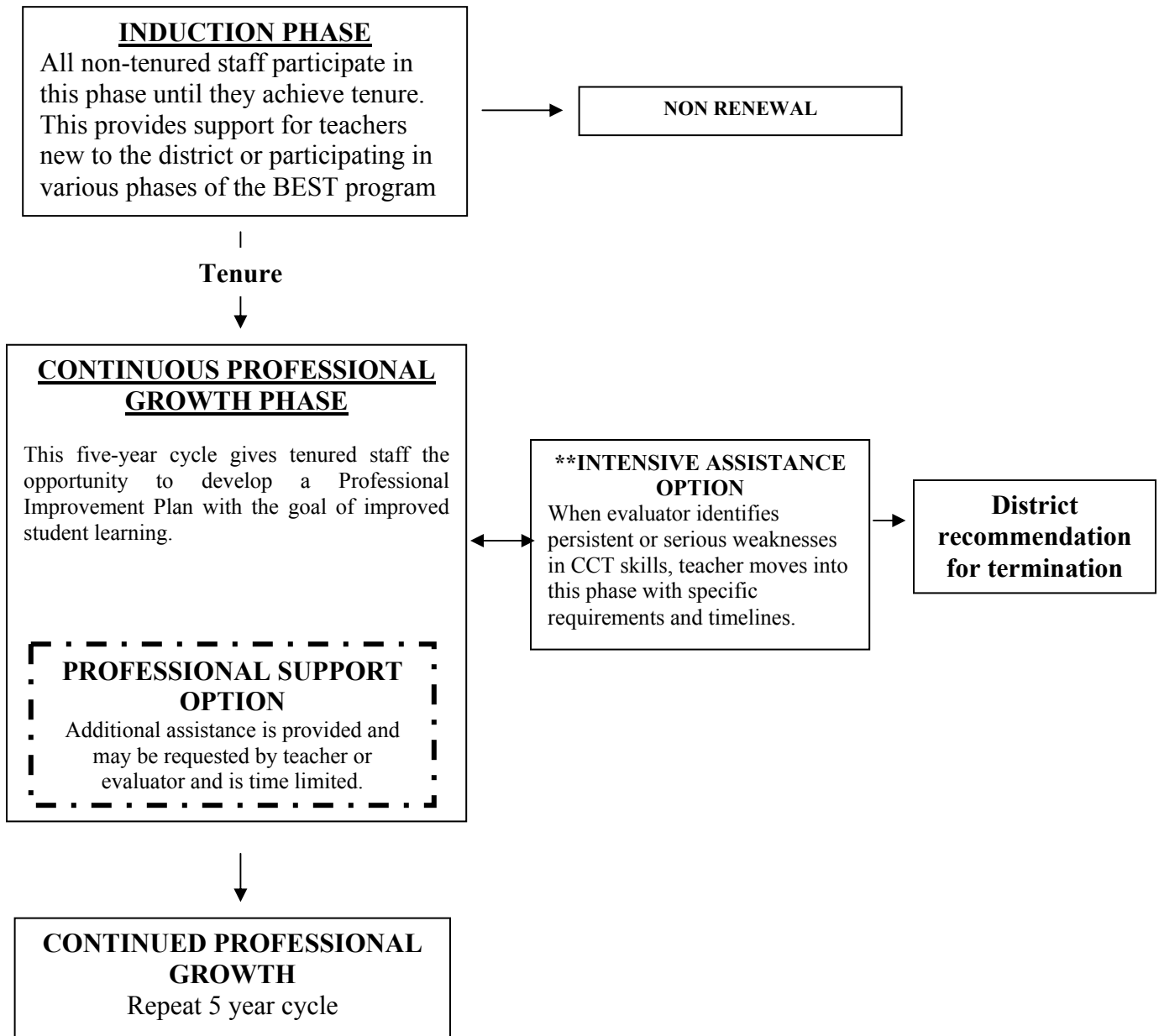
- Extra assistance for tenured or non-tenured staff
- Time limited

Intensive Assistance Option

- Helps teacher improve to meet continued employment standards
- Evaluator identifies and documents persistent or serious weakness in one or more of CCT skills
- Prescriptive timelines

Evaluation Phases

The Rocky Hill Public Schools Teacher Evaluation and Professional Development Plan consists of two phases which align with the State Department of Education's BEST program and certification system. Movement through the phases is represented by the following graphic.



**Only as needed

An administrator may move a teacher through either phase of the Teacher Evaluation Plan at a different pace or in a different sequence after consultation with the superintendent or assistant superintendent.

A teacher who undergoes a major change in his/her teaching assignment may deviate from the normal progression indicated above utilizing the Professional Support Option. An administrator would be involved in this decision.

Glossary of Terms

Action Research: The teacher identifies educational questions or issues to study using field based research, print or electronic media, observations, pilot programs and/or other information. Teachers will study research and use it to improve their teaching and student learning. At the end of the research period, the teachers will report on the effectiveness of their research.

Collaborative Projects: The teacher along with two or three other professional colleagues shall form a team for the purpose of exploring new programs or alternate instructional techniques.

Formal Observation: Formal observations by an evaluator provide an opportunity to collect data relative to the teacher's stated learning objectives, student behaviors, teacher behaviors and classroom activities. Each formal observation is to be for the entire length of a class period or lesson. Following such observations, the evaluator will write an observation report and forward it to the teacher. Numbers of formal observations stated in this plan shall be considered minimum. The total number of observations (both formal and informal) is at the discretion of the evaluator.

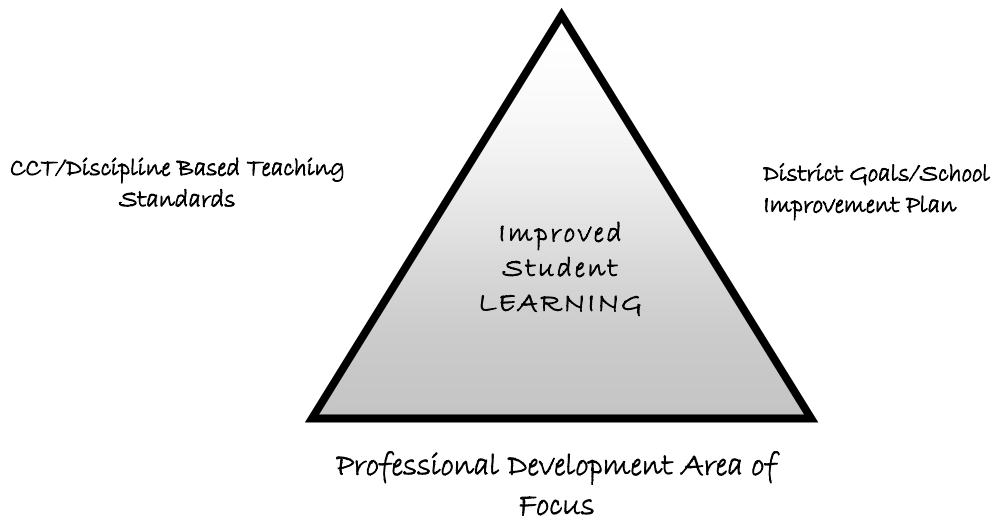
Informal Observation: Informal observations are unannounced visits that allow an evaluator several opportunities to monitor teacher behavior over time and in a variety of situations. It is expected that the evaluator will observe teachers in classroom settings, in parent conferences, in PPT meetings, faculty meetings, grade level or team meetings, etc. Informal brief observations of classrooms that occur as a part of this process are followed by written feedback, but not necessarily a post-observation conference unless the teacher or evaluator requests one.

Mentoring: A teacher mentors another teacher during a school year. The mentoring process includes observing the teacher several times during the year, providing feedback, being observed by the teacher and holding frequent discussions that are documented. This process may be part of the BEST Program or may be an extension of the BEST Program.

Pre-Observation Conference: This conference is intended to establish and clarify lesson objectives and to help the evaluator understand the teacher's thinking related to student learning. During the conference, the teacher may request the evaluator to focus on specific teacher or student behaviors. The teacher can also inform the evaluator of any special circumstances that may impact on the lesson. A Pre-Observation Form is to be completed and submitted to the evaluator at least 24 hours prior to the lesson.

Post-Observation Conference: Following each formal observation, the teacher schedules with the evaluator, a post-observation conference at a time that is convenient to both parties. This important conference provides an opportunity for the teacher and evaluator to analyze and discuss the data collected during the observation and to allow for teachers to reflect about the effectiveness of the lesson (strategies used, learning achieved, differentiation, assessment, etc.). It is during this conference that strategies for improving student learning are explored. The post-observation conferences should take place within 5 days after the classroom observation.

Rocky Hill Public Schools Teacher Evaluation and Professional Development Plan



INDUCTION PHASE

Goal: To improve student learning and promote teacher competence and growth.

This phase of the Teacher Evaluation and Professional Development Plan provides support and direct supervision for all non-tenured teachers. It directly correlates with the requirements of Connecticut's Beginning Educator Support and Training Program (BEST)

**Rocky Hill Public Schools
Teacher Evaluation Document**

**Overview
Year 1**

	Aug/Sept	Sept	Sept/Oct	Nov/Dec	Jan/Feb	Jan/Feb	By Mar 15	Apr-Jun
	New Teacher Induction Phase	Pre-Conference	Formal Observation and Post-Conference	Informal Observation & Post-Conference	Pre-Conference	Formal Observation and Post-Conference	Final Conference	
	District wide meeting with all new teachers followed by building meeting. All new teachers are assigned a mentor within 10 days of the start of school. 10 hrs. release time allotted during school year for collaboration with mentor. Meet with evaluator to discuss CCT Self Inventory (Form 4), District Goals, School Improvement Plan and Professional Development Area of Focus as they relate to the Teacher Evaluation Process and Professional Development.	Meeting with evaluator to review class and lesson to be observed.	Evaluator observes teacher selected class and lesson. Within 5 days review lesson 1 at post-conference. Discuss CCT-related strengths and areas for growth.	Evaluator observes teacher's lesson without prior notice. Post observation and discussion. Revisit CCT in light of strengths and areas for growth.	Meeting with evaluator to review class and lesson to be observed.	Lesson will be videotaped for teacher's reflection. Within 5 days review lesson 2 at post-conference. Discuss CCT related to strengths and areas for growth. Set date for Final Conference.	Teacher completes Annual Self-Reflection Form 3 based on 3 observations and other documentation related to professional responsibilities. Evaluator completes Annual Evaluation Form. Discuss Year 1 growth.	Mutually agreed upon observations and/or discourse between mentee and mentor. Review of video may be a part of this process. Discuss year's growth and future Area of Focus in relation to CCT. Discuss BEST portfolio process.
Teacher forms in bold print.	CCT Self-Inventory Form 4 (for discussion purposes only)	Pre-Observation Form 1 (with lesson plan attached)	Post-Observation Teacher Reflection Form 2		Pre-Observation Form 1 (with lesson plan attached)	Pre-Observation Form 1 Post-Observation Teacher Reflection Form 2	Annual Self-Reflection Form 3	
Evaluator forms in shaded boxes.			CCT Formal Observation Form A	Informal Observation Form B		CCT Formal Observation Form A	Evaluator Annual Evaluation Form C Evaluator completes prior to conference but may provide further comments based on discussion at conference.	

Activities directly support BEST program for those who are required to participate.

**Overview
Year 2**

**Rocky Hill Public Schools
Teacher Evaluation Document**

	Sept	Sept/Oct	Nov/Dec	Jan	By Mar 15	Apr-Jun
	Orientation and Pre-conference	1st Formal Observation and Post- Conference	Informal Observation and Post- Conference (Optional)	2 nd Formal Observation and Post- Conference	Final Conference	Mentor Collaboration
	Meet with evaluator to discuss CCT Self Inventory (Form 4), District Goals, School Improvement Plan and Professional Development Area of Focus as they relate to the Teacher Evaluation Process and Professional Development. Discuss Year 1 growth and professional development and Year 2 observations in relation to BEST portfolio requirements (if applicable) and 3 areas of CCT. Review mentor relationship and use of time (10 hours) for collaboration as per BEST requirements.	Evaluator observes teacher selected class and lesson. Within 5 days review lesson 1 at post-conference. Discuss CCT related strengths and areas for growth.	Evaluator observes teacher's lesson without prior notice. Post observation and discussion. Revisit CCT in light of strengths and areas for growth.	Evaluator observes teacher selected class and lesson. Within 5 days review lesson 3 at post-conference. Discuss CCT related strengths and areas for growth. The lesson may be videotaped by the teacher for BEST and/or personal use. Set date for Final Conference.	Teacher completes Annual Self-Reflection Form 3 based on 3 observations and other documentation related to professional responsibilities. Evaluator completes Annual Evaluation Form. Discuss Year 2 growth.	Mutually agreed upon observations and discourse between mentee and mentor. Review of video may be part of this process. Discuss year's growth and future Area of Focus in relation to CCT
Teacher forms in bold print	CCT Self-Inventory Form 4 (for discussion purposes only) Pre-Observation Form 1 (with lesson plan attached)	Post-Observation Teacher Reflection Form 2		Pre-Observation Form 1 Pre-Conference optional Post-Observation Teacher Reflection Form 2	Annual Self-Reflection Form 3	
Evaluator forms in shaded boxes.		CCT Formal Observation Form A	Informal Observation Form B	CCT Formal Observation Form A	Evaluator Annual Evaluation Form C Evaluator completes prior to conference but may provide further comments based on discussion.	

Activities directly support BEST program for those who are required to participate.

**Overview
Years 3 and 4**

**Rocky Hill Public Schools
Teacher Evaluation Document**

	September/Oct	October/Nov	December/Jan	By February 1	Prior to February Break	By Mar 15	Apr-Jun
	Orientation	Formal Observation and Post-conference	Informal Observation and Post-conference	Professional Improvement Plan update	Annual Self-evaluation	Final Conference	Mentor Collaboration (as needed)
	Meet with evaluator to discuss CCT Self Inventory (Form 4), District Goals, School Improvement Plan and Professional Development Area of Focus as they relate to the Teacher Evaluation Process and Professional Development. Develop Professional Improvement Plan centered on 2 objectives from the CCT and Discipline-Based Standards for focus of observations and goals.	Evaluator observes teacher selected class and lesson related to chosen objectives. Within 5 days review lesson at post-conference.	Evaluator observes teacher's lesson without prior notice. Focus is on CCT and Discipline-Based Standards. Post-observation and discussion follow.	Teacher shares progress with Professional Improvement Plan	Teacher reflects on Professional Improvement Plan and submits Annual Self-Evaluation form to educator.	Evaluator completes Annual Evaluation Form based on input from teacher and own observations. Discuss Continuous Professional Growth Phase for following year (if applicable).	Mutually agreed upon observation and discourse between mentee and mentor. Informal observations may occur at any time during the year.
Teacher forms in bold print	CCT Self-Inventory Form 4 (for discussion purposes only) Professional Improvement Plan Form 5	Pre-Observation Form 1 (with lesson plan attached) (pre-conference optional) Post-Observation Teacher Reflection Form 2		Professional Improvement Plan update (Form 5A)	Annual Self-Evaluation Form 6		
Evaluator forms in shaded boxes.		CCT Formal Observation Form A	Informal Observation Form B			Evaluator Annual Evaluation Form C	

**Rocky Hill Public Schools
Pre-Observation Form 1**

**Form 1
Teacher completes prior to
observation.**

Teacher:	School/Program:
Evaluator:	Grade Level/Subject:
Date of Observation:	Room/Location:
Time of Observation:	Number of Students:
Evaluation Phase: Induction Year <input type="checkbox"/> or Continuous Prof Growth Year <input type="checkbox"/>	
For Focused Observation indicate the Area for Focus: _____	

Directions: This information should be provided by the teacher to the evaluator prior to the observation. The lesson plan must be attached to this form. The lesson plan must include the following: learning objective(s), assessment, instructional strategies, and instructional arrangement. A sample plan is attached. If involved in the BEST program, follow the appropriate lesson plan format for your BEST portfolio.

1. Give a brief description of the unit focusing on enduring understandings (As a result of this unit, the students will understand that.....). Describe where this lesson falls in the context of the unit. List anything the evaluator needs to know about the students, the room, recent events, etc.

SAMPLE LESSON PLAN
 (You may use this format or one of your own choosing)

Lesson Plan

- A. List the major learning objective(s) for the lesson to be observed. What are your expectations of student understanding of this lesson , e.g., students will demonstrate ..., students will be able to..., students will learn...**
- B. For each objective, state (1) assessment (ways of assessing learning); (2) instructional strategies to be used during the class; (3) instructional arrangement, e.g., pairing, small group, whole class.**
- C. Learning objectives should be expressed clearly and specifically for the evaluator to understand the intended outcomes of your lesson. Note: Any additional objectives may be listed on an additional form.**

Learning Objective(s)	Assessment	Instructional Strategies	Instructional Arrangement
1.			
2.			
3.			
4.			

Rocky Hill Public Schools
Post-Observation Teacher Reflection - Form 2

Form 2 Teacher completes prior to post-conference.

Name: _____ Date: _____

Directions: This form is to be completed by the teacher after a formal observation and brought to the post-conference, as the questions will guide the post-observation discussion. **This reflection is not a part of the evaluation documentation. The teacher will maintain this form in his or her own personal file for future reflection.**

1. What do you think went well? If, or when, you teach this lesson again, what, if anything, would you do differently and why?

2. Did anything occur during this lesson that was not typical or anticipated? How did it impact your lesson?

3. What evidence of students' understanding did you gather from this lesson? How might this evidence guide your teaching in the future?

4. Reflect on your progress in relationship to the CCT and/or Discipline-Based standards and identify an area of concentration for further growth (this does **not** apply to Year 1).

**Rocky Hill Public Schools
Annual Self-Reflection - Form 3**

**Form 3
Year 1 and 2 Teachers
complete
prior to final conference.**

Name: _____ Date: _____

This form is intended for teacher's self-reflection, including areas of strength and identified areas for growth. This form should be completed and brought to the final conference using any format (notes, narrative, graphic organizer, etc.) that helps you address the questions. **This reflection form is not a part of the evaluation documentation; rather, it is meant to frame the discussion at the final conference. It does not have to be given to the evaluator as the teacher will maintain this form in his or her own personal file for future reflection.**

1. Reflect on your growth this year in relation to the standards found in the Common Core of Teaching (appendix).
2. Highlight and reflect on professional development activities you participated in this year and their impact on you and your students' growth.
3. To what extent did your activities this year further the District Goals and/or School Improvement Plan?
4. Be prepared to share the outside of the classroom school activities you were involved in this year.
5. Upon reflection, identify areas where you may need additional support in the future?

Rocky Hill Public Schools
Connecticut Common Core of Teaching
Self-Inventory - Form 4

Form 4
Teachers complete prior to
beginning of year
conference or before
developing Professional
Improvement Plan.

Directions: This form is to be completed by the teacher and brought to the beginning of the year conference to guide the discussion. The teacher will maintain this form in his or her own personal file for future reflection.

I. Teachers have knowledge of: *Students*

1. Understanding how students learn and develop:

<i>To what extent am I...</i>	Seldom	Sometimes	Frequently	Almost always
a. knowledgeable about the major concepts, principles, theories and research related to the normal progression and variations in students' physical, emotional and cognitive development to construct learning opportunities that support students' development, acquisition of knowledge and motivation.	1	2	3	4
b. knowledgeable about exceptionalities in learning – including learning differences, visual and perceptual differences, socio-emotional differences, special physical or mental challenges, and gifted and talented exceptionalities and challenging students with exceptionality as well as seeking sources of support within the school.	1	2	3	4

2. Understanding how students differ in their approaches to learning:

<i>To what extent am I...</i>	Seldom	Sometimes	Frequently	Almost always
a. knowledgeable of how student learning is influenced by language, culture, heritage, family and community values and incorporate students' experiences and community resources into instruction.	1	2	3	4
b. knowledgeable about and utilizing strategies for building understanding, acceptance and a positive sense of community into the classroom.	1	2	3	4
c. knowledgeable about language development, including the process of second-language acquisition, and employ strategies to support the learning of students whose first language is not English.	1	2	3	4

I. Teachers have knowledge of: *Content*

3. Proficiency in reading, writing and mathematics, and proficiency in content knowledge.

Assessed through Praxis I CBT Examination

4. Teachers understand the central concepts and skills, tools of inquiry and structures of the discipline(s) they teach:

Assessed through Praxis II Content Examination

<i>To what extent do I...</i>	Seldom	Sometimes	Frequently	Almost always
a. know the major principles and concepts of the subject to be taught and present appropriate lesson content.	1	2	3	4
b. use computer and information technology as an integral part of teaching my discipline(s).	1	2	3	4
c. utilize national and state standards within my discipline(s).	1	2	3	4
d. awareness of the evolving nature of subject-matter knowledge and the need for keeping abreast of new ideas and understandings within my discipline, including the impact of technology and information sources on the nature of teaching, communications and the development of knowledge.	1	2	3	4
e. know that literacy skills and processes that are applicable in all content areas and help students develop the knowledge, skills and dispositions that enable them to construct meaning and make sense of the world through reading, writing, listening, speaking and viewing.	1	2	3	4
f. know and use concepts and skills inherent in numeracy to enable my students to represent physical events, work with data, reason, communicate mathematically, and make connections within my content area in order to solve problems.	1	2	3	4

I. Teachers have knowledge of: *Pedagogy*

5. Teachers know how to design and deliver instruction:

<i>To what extent do I...</i>	Seldom	Sometimes	Frequently	Almost always
a. understand that the specific content taught is part of and connected to a larger universe of knowledge represented in a K-12 curriculum.	1	2	3	4
b. recognize the importance of focusing and sequencing curricular objectives to connect with students' previous and future learning and to prepare students to master state and local achievement goals.	1	2	3	4
c. choose when and how to expand beyond the articulated curriculum to meet student needs and to make connections among different subjects and school, career and work.	1	2	3	4

6. Teachers recognize the need to vary their instructional methods:

<i>To what extent do I...</i>	Seldom	Sometimes	Frequently	Almost always
a. recognize individual differences in approaches to learning and identifying how learners perceive, interact with, and respond to, the learning environment.	1	2	3	4
b. vary my role (e.g., instructor, facilitator, coach and audience) in the instructional process in relation to the content and purposes of instruction.	1	2	3	4

II. Teachers apply this knowledge by: *Planning*

1. Teachers plan instruction based upon knowledge of subject matter, students, the curriculum and the community:

<i>To what extent do I...</i>	Seldom	Sometimes	Frequently	Almost always
a. design instruction and assessment to achieve long- and short-term learning goals that are specific and measurable.	1	2	3	4
b. select appropriate materials – including a wide range of technological resources– to help students find information, interpret the quality of sources, and effectively synthesize and communicate information.	1	2	3	4
c. sequence learning tasks into coherent units of instruction derived from the curriculum and incorporate hands-on, real-world experiences and community resources from which students can build an understanding of abstract concepts and knowledge.	1	2	3	4
d. anticipate common misperceptions, diverse levels of student interest and available resources, and make adjustments as appropriate.	1	2	3	4

2. Teachers create a structure for learning by selecting and/or creating significant learning tasks that make subject matter meaningful to students:

<i>To what extent do I...</i>	Seldom	Sometimes	Frequently	Almost always
a. design tasks that meet curricular goals, build upon students' prior learning, and advance the student toward important learning goals.	1	2	3	4
b. address various learning styles, incorporate multicultural content and foster interdisciplinary connections.	1	2	3	4
c. make purposeful choices about whether students should work individually or collectively.	1	2	3	4

II. Teachers apply this knowledge by: *Instructing*

3. Teachers establish and maintain appropriate standards of behavior and create a positive learning environment that shows a deep commitment to students and their success:

<i>To what extent do I...</i>	Seldom	Sometimes	Frequently	Almost always
a. ensure that standards of behavior are explicit and apply them consistently over time with fitting consequences.	1	2	3	4
b. maximize the amount of time spent in instruction by effectively managing routines and transitions.	1	2	3	4
c. organize, allocate and manage resources of time, space, activities and attention to ensure high levels of student engagement and participation.	1	2	3	4
d. establish high expectations for achievement, promote shared responsibility for learning, and nurture the development of ethical, responsible behavior in students.	1	2	3	4
e. demonstrate enthusiasm, self-confidence and caring about the well-being of students.	1	2	3	4
f. structure student interactions and academic discussions in a non-threatening, safe, learning environment that supports varied learning and performance styles, student interests, and encourages intellectual risk-taking among learners.	1	2	3	4
g. use understanding of individual and group motivation to foster students' independent thinking, perseverance and confidence as learners.	1	2	3	4

4. Teachers create instructional opportunities to support students' academic, social and personal development:

<i>To what extent do I...</i>	Seldom	Sometimes	Frequently	Almost always
a. develop effective lessons by organizing instructional activities and materials to promote achievement of lesson objectives.	1	2	3	4
b. employ techniques that address a variety of learning styles as well as incorporate a wide range of community and technology resources.	1	2	3	4
c. promote the development of critical and creative thinking, problem-solving and decision-making skills and the deeper understanding of concepts.	1	2	3	4
d. integrate into all curriculums and programs opportunities for students to develop and demonstrate ethical and responsible student behavior.	1	2	3	4

5. Teachers use effective verbal, nonverbal and media communications techniques which foster individual and collective inquiry:

<i>To what extent do I...</i>	Seldom	Sometimes	Frequently	Almost always
a. communicate clearly, using precise language and acceptable oral and written expressions that convey expectations for students.	1	2	3	4
b. engage students in purposeful discourse by using appropriate questioning strategies i.e., knowing when to provide information, when to clarify, when to model, when to lead and when to let students struggle with a difficulty.	1	2	3	4

6. Teachers employ a variety of instructional strategies that enable students to think critically, solve problems and demonstrate skills:

<i>To what extent do I...</i>	Seldom	Sometimes	Frequently	Almost always
a. become familiar with principles and techniques associated with various instructional and assessment strategies, including how to use multiple representations and explanations of concepts.	1	2	3	4
b. identify strategies to create learning experiences that make subject matter meaningful for students, encourage students to pursue their own inquiries and interests, and help students make connections between school and career.	1	2	3	4

II. Teachers apply this knowledge by: *Assessing and Adjusting*

7. Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate:

<i>To what extent do I...</i>	Seldom	Sometimes	Frequently	Almost always
a. monitor student understanding of the lesson at appropriate points and adjust teaching when necessary.	1	2	3	4
b. reflect upon and analyze the process of teaching based on student learning or failure to learn, and modify future plans and instructional approaches accordingly.	1	2	3	4
c. share assessment criteria with students on a regular basis and guide students to use these criteria for self-evaluation.	1	2	3	4
d. collect data over time by analyzing student work and determining whether or not instructional strategies promote desired student learning outcomes.	1	2	3	4

e. use multiple sources of data (such as classroom observation, student work, teacher-constructed assessment tasks, standardized test information, state examination student scores or released items, school records, etc.) to examine my students' progress in light of national, state and local performance standards.	1	2	3	4

III. Teachers demonstrate professional responsibility through: *Professional and Ethical Practice*

1. Teachers conduct themselves as professionals in accordance with the Code of Professional Responsibility for Teachers (Section 10-145d-400a of the Certification Regulations).

2. Teachers share responsibility for student achievement and well-being through means such as:

<i>To what extent do I...</i>	Seldom	Sometimes	Frequently	Almost always
a. work collaboratively with school administrators, colleagues and families to encourage students to take responsibility for their own learning.	1	2	3	4
b. involve families of students in the education of their children by keeping them informed about my students' learning and seeking input to support and meet children's needs.	1	2	3	4
c. identify appropriate agencies in the larger community, businesses and professional organizations that can provide resources for students, classrooms or schools.	1	2	3	4

III. Teachers demonstrate professional responsibility through: *Reflection and Continuous Learning*

3. Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community through means such as:

<i>To what extent do I...</i>	Seldom	Sometimes	Frequently	Almost always
a. work with administrators and colleagues to explore student work and progress, to examine the effectiveness of instructional strategies, to identify school and program needs based on student data, and to ensure that the collective needs of the school are addressed.	1	2	3	4

4. Teachers seek out opportunities to grow professionally through means such as:

<i>To what extent do I...</i>	Seldom	Sometimes	Frequently	Almost always
a. share practices with professional colleagues within the school or district.	1	2	3	4

b. enrich my knowledge about content, learners, pedagogy, technology and the U.S. public school system through the examination of professional literature, participation in professional organizations, attendance at professional development seminars or ongoing graduate-level course work.	1	2	3	4

III. Teachers demonstrate professional responsibility through: *Leadership and Collaboration*

5. Teachers serve as leaders in the school community through means such as:

<i>To what extent do I...</i>	Seldom	Sometimes	Frequently	Almost always
a. work with colleagues to create a positive, collaborative school culture.	1	2	3	4
b. work with colleagues and/or community leaders to secure community support for students and schools and actively promote strategies that support the continuous improvement of student learning.	1	2	3	4
c. work with colleagues in addressing other identified needs of the school and student body.	1	2	3	4

6. Teachers demonstrate a commitment to their students and a passion for improving their profession through such means as:

<i>To what extent do I...</i>	Seldom	Sometimes	Frequently	Almost always
a. bring my enthusiasm about learning and about life into my daily work.	1	2	3	4
b. show a commitment to developing the minds and characters of my students.	1	2	3	4

**Rocky Hill Public Schools
Professional Improvement Plan - Form 5**

Form 5
Year 3+ Teachers complete
prior to October 15
Page 1 of 2.

Teacher:	School/Program:
Evaluator:	Grade Level/Subject:
Evaluation Phase: Induction Year (1-4) _____ OR Continuous Prof Growth Year (1-5) _____	
PIP Focus: <input type="checkbox"/> Collaboration <input type="checkbox"/> Focused Observation OR <input type="checkbox"/> Peer Coaching	

The Professional Improvement Plan including Long Term Goals and Annual Objective(s) is to be agreed upon by both the teacher and evaluator. Refer to the appropriate section of the appendix for assistance in developing your plan.

Long Term Goals

Sketch out a long-term plan for your professional growth taking into consideration the following (found in the appendix): The Connecticut Common Core of Teaching (CCT), the Discipline Based Professional Teaching Standards for your subject area, District Goals and School Improvement Plan. The plan may be two to five years in duration (one to two year plan for non-tenured staff). Include any recommendations from prior years and reflect on your ultimate **goal of improved student learning**. In outlining your plan please respond to the following questions:

- ◆ What is your specific area of focus?
- ◆ Why did you choose this topic/area to focus your efforts and what student data is it based upon?
- ◆ How will this plan impact your students?
- ◆ How will you know that your efforts have been successful? What type of data will you use to demonstrate this? What difference will it make in student learning?

Rocky Hill Public Schools
Professional Improvement Plan - Form 5

Annual Objective(s):

Please describe your objective(s) for the current year. Explain the connection between this objective and the plan described above and include any activities and support you will need to complete your objective(s). If possible, sketch out your objectives for the subsequent years.

Teacher's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

Rocky Hill Public Schools
Professional Improvement Plan Update - Form 5A

Form 5A
Year 3&4 Teachers
complete
prior to February 1, Year 5
prior to March 1.

This interim report is to be completed by the teacher and submitted to the evaluator by March 1st.

Teacher: Evaluator:	School/Program: Grade Level/Subject:
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1. Annual Objective: (Attach original or write a synopsis of this year's objective.)

2. Is your Annual Objective progressing according to your Long Term Goals?

Yes No

You may request a conference at any time. However, if no is checked, you **must** schedule a conference with your evaluator.

3. Accomplished / in progress (check all that apply):

- Action Research
- Collaboration
- Focused Observation / Peer Coaching
- Attended appropriate workshop/conference
- Course work
- Professional readings
- Peer observations
- Other, please describe:

4. Teacher comments (optional):

5. Evaluator comments (optional):

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

**Rocky Hill Public Schools
Annual Self-Evaluation - Form 6**

Form 6
Year 3 & 4 Teachers complete
prior to February break.
Tenured teachers submit prior
to May 1 in years 1 through 4
of their PIP. Form 7 is
submitted in year 5 prior to
April 15.

Teacher:	School/Program:
Evaluator:	Grade Level/Subject:
Evaluation Phase: Induction Year (1-4) _____ or Continuous Prof Growth Year (1-5) _____	

Directions: Complete a narrative addressing the following points and submit to the evaluator prior to the annual evaluation conference as it will be the focus for the discussion. Reference your Professional Improvement Plan when completing this document. This narrative should be approximately two typewritten pages (12 point font, double-spaced).

- Briefly explain how the objectives you focused on this year contributed to the goal of improved student learning? What data supports this?
- Reflect on any connections with the following (if applicable):
 - The Connecticut Common Core of Teaching (CCT)
 - Discipline-Based Standards
 - District Goals
 - School Improvement Plan.
- How can others benefit from your work? How will you share it with them?
- How did your Professional Development activities this year support your plan?
- List the school activities you were involved in this year outside of your classroom teaching.
- Be prepared to discuss your objectives for next year.

The following components must be completed in the five year span of time:

- Collaboration
 Focused Observation OR
 Peer Coaching

Teacher's Signature: _____ Date: _____

Rocky Hill Public Schools
CCT Formal Observation - Form A Non-Tenured

Form A-Non-tenured
 Evaluator completes prior
 to post-conference or
 following post-conference
 Page 1 of 3.

Teacher:	School/Program:
Evaluator:	Grade Level/Subject:
Date of Observation:	Room/Location:
Time of Observation:	Number of Students:
Evaluation Phase: Induction Year (1-4) _____ or Other Phase _____	

Directions: This form is used to gather data about observable areas of the CCT. Not all indicators of each competency may be observed in every lesson. However, for staff in year two and beyond, documentation on areas of the CCT identified for growth must be included (may not apply to all staff). The final form may be completed prior to or after the Post-Observation Conference.

Teachers have knowledge of:

Students

1. Teacher understands how students learn and develop:
 - a. Knowledge about students' development
 - b. Learning about exceptionalities and seeking support within school
2. Teachers understand how students differ in their approaches to learning:
 - a. Aware of influence of language, culture, etc. and incorporate students' experiences and community resources into instruction
 - b. Utilize strategies for building understanding, acceptance and sense of community
 - c. Knowledge about ESOL and use strategies to support ESOL learners

Content

3. Teacher is proficient in reading, writing and mathematics and
4. Teacher understands the central concepts and skills, tools of inquiry and structures of the discipline(s) they teach:
 - a. Knowledge of subject and present appropriate lesson content
 - b. Use computer technology as integral part of teaching
 - c. Utilize national and state standards
 - d. Keep abreast of new ideas and understandings within discipline
 - e. Infuse literacy skills and processes in content areas
 - f. Use concepts and skills inherent in numeracy

Rocky Hill Public Schools
CCT Formal Observation – Form A Non-Tenured

Pedagogy

5. Teacher knows how to design and deliver instruction:
 - a. Make connections in content
 - b. Focus and sequence curricular objectives to previous and future learning and to prepare students for state and local achievement goals
 - c. Expand beyond the articulated curriculum to make connections among different subjects and among school career and work
6. Teacher recognizes the need to vary their instructional methods:
 - a. Recognize individual differences
 - b. Vary role in the instructional process

Teachers Apply this Knowledge by:

Planning

1. Teacher plans instruction based upon knowledge of subject matter, students, the curriculum and the community:
 - a. Design instruction and assessment that are specific and measurable
 - b. Select appropriate materials including technological resources
 - c. Sequence learning tasks and incorporate hands-on experiences and community resources
 - d. Anticipate misperceptions and diverse levels of student interest and make adjustments
2. Teacher creates a structure for learning by selecting and/or creating significant learning tasks that make subject matter meaningful to students:
 - a. Design tasks that meet curricular goals, build upon students' prior learning, advance the student toward important learning goals
 - b. Address various learning styles, incorporate multicultural content and foster interdisciplinary connections
 - c. Make choices about whether students should work individually or collectively

Instructing

3. Teacher establishes and maintains appropriate standards of behavior and create a positive learning environment that shows a deep commitment to students and their success:
 - a. Standards of behavior are explicit and applied consistently
 - b. Manage routines and transitions
 - c. Manage resources of time, space, activities and attention
 - d. Hold high expectations for achievement, promote shared responsibility and nurture development of ethical and responsible behavior in students
 - e. Demonstrate enthusiasm, self-confidence and caring about the well-being of students
 - f. Create a non-threatening, safe learning environment that supports varied learning and performance styles, student interests, encourages risk-taking
 - g. Foster students' independent thinking, perseverance and confidence as learners
4. Teacher creates instructional opportunities to support students' academic, social and personal development:
 - a. Organize instructional activities and materials to promote achievement of lesson objectives
 - b. Use techniques that address a variety of learning styles incorporating a wide range of community and technology resources
 - c. Promote the development of critical and creative thinking, problem-solving and decision-making
 - d. Integrate opportunities for students to demonstrate ethical and responsible student behavior
5. Teacher uses effective verbal, nonverbal and media communications techniques which foster individual and collective inquiry:
 - a. Use precise language and acceptable oral and written expressions that convey expectations for students
 - b. Use appropriate questioning strategies

Rocky Hill Public Schools
CCT Formal Observation - Form A Non-Tenured

6. Teacher employs a variety of instructional strategies that enable students to think critically, solve problems and demonstrate skills:
 - a. Use various instructional and assessment strategies
 - b. Create learning experiences that make subject matter meaningful for students, encourage students to pursue their own inquiries
 - c. Help students make connections between school and career

Assessing and Adjusting

7. Teacher uses various assessment techniques to evaluate student learning and modify instruction as appropriate:
 - a. Monitor student understanding and adjusting
 - b. Reflect and analyze teaching based on student learning or failure to learn, modify future plans and instructional approaches
 - c. Share assessment criteria with student on a regular basis
 - d. Collect data over time by analyzing student work
 - e. Use multiple sources of data to examine their students' progress

Evaluator's Comments:

Recommendations:

Teacher's comments (optional):

Teacher's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

**Rocky Hill Public Schools
Informal Observation -Form B**

Form B Evaluator completes and gives to teacher following observation.

Teacher:	School/Program:
Evaluator:	Grade Level/Subject:
Date of Observation:	Room/Location:
Time of Observation:	Number of Students:
Evaluation Phase: Induction Year _____ OR Continuous Prof Growth Year _____	

This form is to be used to record informal observations as part of the Teacher Evaluation Plan. It may also be used in other settings at the evaluator's discretion. Other settings may include:

_____ Classroom visit _____ Team meeting _____ Faculty meeting
 _____ PPT/EIP meeting _____ Parent conference _____ Other _____

A. Observation Summary:

B. Commendations/Recommendations:

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

**Rocky Hill Public Schools
Evaluator Annual Evaluation - Form C**

Form C
Evaluator completes for non-tenured teachers prior to March 15.
Evaluator completes for tenured teachers (except in year 5) prior to June 15.

Teacher:	School/Program:
Evaluator:	Grade Level/Subject:
Evaluation Phase: Induction Year ___ OR Continuous Prof Growth Year ___	

Directions: The evaluator completes this form following the annual evaluation conference with the teacher. Reflect on connections with the following (if applicable):

- The Connecticut Common Core of Teaching (CCT)
- Discipline-Based Standards
- District Goals
- School Improvement Plan
- Professional Development Activities
- Other School Related Activities.

1. Reflect on the teacher’s growth and/or Professional Improvement Plan.

2. Recommendations for next year:

The following components of the Teacher Evaluation Plan are complete:

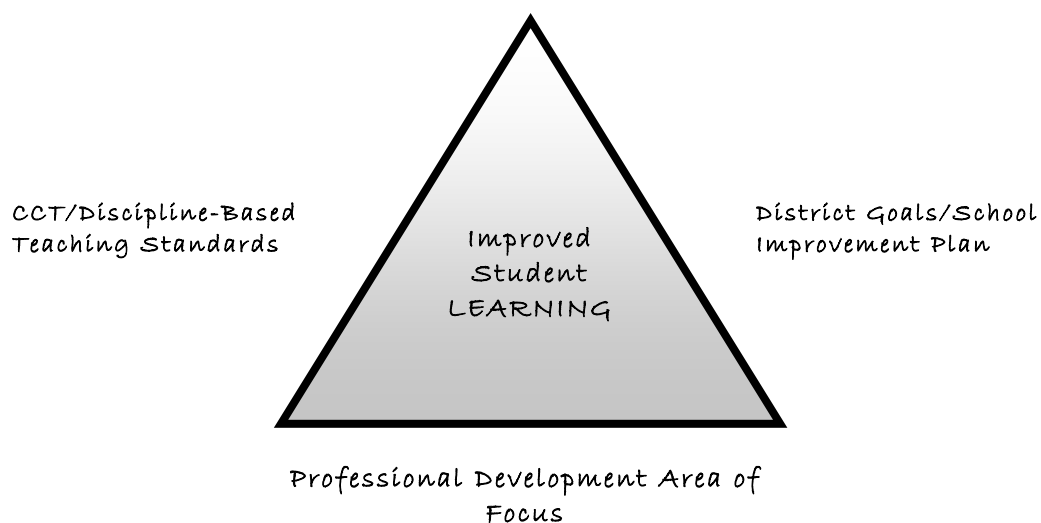
Collaboration Focused Observation OR Peer Coaching

Teacher’s Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

The teacher's signature denotes that s/he has received and read the evaluation. Any written comments the teacher makes concerning this evaluation, if received within 10 working days, will be appended to this document. The teacher may request a second conference.

Rocky Hill Public Schools Teacher Evaluation and Professional Development Plan



CONTINUOUS PROFESSIONAL GROWTH PHASE

Goal: To improve student learning and promote teacher competence and growth.

This phase of the Teacher Evaluation and Professional Development Plan provides support for all tenured teachers as they maintain the competencies of the Common Core of Teaching (CCT) and Discipline-Based Professional Standards

Continuous Professional Growth Requirements of the Five-Year Cycle

The Continuous Professional Growth Phase is a five-year cycle during which the teacher develops and implements a Professional Improvement Plan. During the five-year cycle the teacher has the option of developing one or several plans depending upon the nature of the teacher's goals. The focus of the plan is improved student learning. The teacher and evaluator will mutually determine goals and annual objectives based on six lenses:

- ◆ Common Core of Teaching (CCT)
- ◆ CCT Self-Inventory
- ◆ Discipline-Based Professional Teaching Standards
- ◆ School Improvement Plan
- ◆ District Goals

Once the goals of the Professional Improvement Plan have been established annual objectives will be set. These objectives, focused on improved student learning, will be accomplished by following a sequence of professional growth activities. The duration of these activities may require two to five years. Suggestions for developing and implementing the Professional Improvement Plan are provided in the Appendix.

Requirements

There are two specific requirements that must be met during the implementation of the Continuous Professional Growth Phase. These include an Observation Sequence (by administration or peer) and a Collaboration Component. These requirements may be combined or spread out over the five years.

Important Note: It is expected that analysis of student work will be integrated into all Professional Improvement Plans through Action Research.

Action Research

Action research is systematic process of examining the impact of your work. The action research process includes the following steps:

1. Clearly defined, learning-centered focus question on goal statement. **(What is the specific area of focus in your Professional Improvement Plan and how does it relate to improving student learning?)**
2. A specific plan for collecting data about student behavior (relative to your goal) that usually includes pre - mid and post assessment process. **(What are the long term goals in your Professional Improvement Plan?)**

3. A record of the new strategies you have implemented throughout the period. **(What are your annual objectives?)**
4. An analysis at the end of the cycle that compares changes in student behavior and the effectiveness of the new instructional strategies you implemented. **(How did your Professional Improvement Plan impact your students?)**
5. A reflection on the effectiveness of the entire process in terms of your own growth and in terms of promoting student learning. **(How do you know that your efforts have been successful? What difference did it make in student learning?)**

The Action Research process is at the heart of the 5 year Professional Improvement Plan (Form 5).

Observation Sequence

It is required that all teachers in the Continuous Professional Growth Phase complete at least one Observation Sequence in every five-year cycle. Generally, it will be at the teacher's discretion as to when within the Five-Year Cycle the Observation Sequence will occur. This Observation Sequence may be satisfied by either a focused observation or by using a peer coaching option. The number and timelines for observations will be mutually agreed upon by the teacher and the evaluator (or colleague if peer coaching is chosen as the method for completing this requirement).

Focused Observation

A focused observation is one in which the evaluator concentrates on one or two specific elements of the teacher's lesson based on his/her Professional Improvement Plan. Multiple classroom observations should take place. It is important to note that the Observation Sequence may be completed in conjunction with the Collaboration Component.

Focused Observation Process

Prior to Observation: The Pre-Observation Form (Form 1) and must be submitted to the evaluator prior to the observation. Either the teacher or the evaluator may, at their discretion, request and schedule a pre-conference up to one week prior to the observation date.

Post Observation Reflection: The teacher completes the Post Observation Teacher Reflection Form (Form 2) prior to the post-conference. The reflection form will aid in the post-observation conference, but will not be included in the teacher's file. The teacher is advised to keep his/her reflections in their portfolio as evidence of progress toward his/her Professional Improvement Plan.

Post-Observation Conference: This conference should take place within one week of each observation. The evaluator will complete the Focused Observation Evaluation Form (Form D) following the conference. This form will then become part of the teacher's permanent file.

Peer Coaching

Peer Coaching is a process thorough which teachers share their knowledge with their colleagues and provide one another with professional feedback, support, and assistance for the purpose of improving student learning. The evaluator must agree to the use of this option as an alternative to the focused observation so the teacher is advised to involve the evaluator in the discussion early on in the process. See appendix for further information.

Peer Coaching Process

Training in the peer coaching process will be offered at the beginning of each school year. Participation is required for anyone choosing to participate in this option.

Prior to observation: The Pre-Observation Form (Form 1PC) may be completed prior to the first scheduled peer coaching observation.

Post Observation Reflection: Guiding questions for peer coaching can be found in the appendix.

Post Observation Conference: A Peer Coaching Log (Form 2PC) should be completed and signed by both teachers and brought to a meeting with the evaluator at the completion of this process. Assuming satisfactory completion of the peer coaching option, the evaluator will sign the Peer Coaching Log indicating acknowledgement of the completion of the observation requirement. The document then becomes part of the teacher's evaluation paperwork .

Collaboration Component

It is required that, every five years each teacher participates in a minimum of one Collaboration endeavor. Collaboration provides teachers the opportunity to work collectively with other professionals on improving student learning. Collaborators will meet to design a Professional Improvement Plan that aligns with the Continuous Professional Growth Timeline and forms. The teachers and evaluator should discuss and agree upon which tools will be used. Data collection may be mutual or individual. Examples of collaboration methods may include joint planning of lessons, study groups or committees, and team-teaching. Please see the Professional Toolbox in the appendix for additional examples. It is important to note that the collaboration may be completed in conjunction with the Observation Sequence.

Graduate Coursework

Teachers enrolled in a graduate level program related to the discipline that they teach may utilize their coursework as their Professional Improvement Plan according to the following criteria:

- A link is established between their coursework and their teaching assignment
- Specific lessons or student assignments must be developed integrating the new knowledge into their class with a goal of improved student learning
- All requirements of the Continuous Professional Growth Phase and appropriate paperwork (Forms 5 and 6) must be completed.
- Action research is a central component of all Professional Improvement Plans.

Reflection

Annually, and at the end of the five-year cycle, teachers will reflect upon their activities and growth and submit a self-evaluation. The teacher and evaluator will meet to assess progress in implementing the Professional Improvement Plan and to discuss objectives and activities for the following year. Upon completion of the five-year cycle, the teacher and evaluator will participate in a summative conference to make a final assessment of the teacher's five-year Continuous Professional Growth Phase.

Other Options

If a teacher undergoes a major change in his or her teaching assignment either the teacher or the administrator may deviate from the normal progression through the Continuous Professional Growth Phase. The teacher is required to submit a Professional Improvement Plan (Form 5) and an Annual Self-Evaluation (Form 6). The administrator will complete the Evaluator Annual Evaluation Form (Form C). The five year cycle will be extended by one year.

Rocky Hill Public Schools

Professional Support Option

The Professional Support Option is designed to offer extra assistance to tenured colleagues in need of support for various reasons (i.e. a change in job description or teaching assignment which requires the learning or practicing of a new skill set, personal problems which have impacted the performance of the individual, difficulty with a particular element of the CCT, etc.) Staff members on Professional Support will work cooperatively with their evaluators to develop and implement an individualized plan to address the issue or need and return the staff member to the Continuous Professional Growth Phase.

The following guidelines apply to the Professional Support Option:

1. The staff member may request to utilize the Professional Support option at any time in the five-year cycle (unless he/she is on Intensive Assistance).
2. An administrator may also initiate the transition of a staff member to the Professional Support option at any time in the five-year cycle (unless he/she is on Intensive Assistance).
3. The staff member and evaluator will develop a written plan of action which will include:
 - Identification of the issue(s);
 - Identification of what must be accomplished;
 - Strategies for resolution of the issue/need which may include
 - Selection of a peer coach
 - Focused observations
 - Other options listed in the Professional Development Toolbox
 - Indicators of success;
 - A timeline for demonstrating success and/or completion of the objectives.
4. Upon review of the staff member's progress at the end of the allotted time frame, the evaluator and staff member will meet and agree to transition the staff member back to the Continuous Professional Growth Phase. If the parties do not agree, either party may invoke a one-time extension of up to 25 academic calendar days.
5. A narrative summary of the year's activities and progress toward completing the plan of action will be completed by the teacher and submitted to the administrator. The administrator will respond in writing to the teacher's reflection. Both documents will become part of the teacher's permanent file.

Rocky Hill Public Schools

Intensive Assistance Option

At times, there is a need for Intensive Assistance procedures relative to the decisions for continued employment of tenured teachers. A teacher is placed on Intensive Assistance at any point during the evaluation cycle when the evaluator observes and documents persistent or serious weakness in one or more of the foundational skills and competencies as identified in the Common Core of Teaching and Discipline Based Standards. The teacher will be notified in writing by the evaluator of their placement on Intensive Assistance, with a copy of the letter sent to the Superintendent of Schools. Intensive Assistance is a procedure used to help the teacher improve sufficiently to meet the employment standards.

The following procedures and timetables will be regarded as district guidelines:

After Placement on
Intensive Assistance

Intensive Assistance Timetable

By the 15th school day:

Evaluator and teacher will have an initial conference to:

1. Identify specific areas of concern
2. Develop plans to resolve areas of concern
3. Define the Intensive Assistance to be offered

A summary of this meeting will be sent to the Superintendent of schools.

By the 30th school day:

Evaluator will conduct at least one formal classroom observation with a pre and post conference and/or will review with the teacher the progress toward resolving specific areas of concern.

By the 50th school day:

Evaluator will conduct at least a second formal classroom observation with a pre and post conference and/or will review with the teacher the progress toward resolving specific areas of concern.

By 70th school day:

Evaluator will conduct at least a third formal classroom observation with a pre and post conference and/or will review with the teacher the progress toward resolving specific areas of concern.

By 90th school day:

Evaluator will conduct at least one informal classroom observation with a pre and post conference and/or will review with the teacher the progress toward resolving specific areas of concern.

Prior to the 110 school day:

Evaluator will submit a summary report to the Superintendent of Schools with copies of all data and will recommend to the Superintendent removal from Intensive Assistance or termination.

By the 110th school day:

The Superintendent will notify the teacher in writing of his/her decision. If a decision for continued employment is rendered, the teacher will return to the appropriate phase of the evaluation cycle including continuing on Intensive Assistance. If a decision for non-renewal is rendered, the Superintendent will present the name of the teacher to the Board of Education recommending such action.

The teacher will remain on Intensive Assistance until one of the following occurs:

1. Removal from Intensive Assistance
2. Termination of contract

Under no circumstances will a teacher remain on Intensive Assistance longer than twelve (12) calendar months unless a recommendation for termination of contract has been made.

During the period of intensive Assistance the teacher and the evaluator will meet at least once every thirty (30) calendar days to discuss areas of concern. The evaluator will send written progress reports to the Superintendent after each conference.

A report to the Superintendent will include the following:

1. Specific areas of concern
2. Plans to remove areas of concern
3. Supervisory assistance to be offered
4. Progress made to date
5. Date(s) of conference(s)

Copies of all written materials will be shared among the teacher, evaluator, and Superintendent. Each may attach written comments to any reports or other written materials.

If classroom observations are part of the Intensive Assistance plan, they will not be scheduled during the first 10 days of school or within the last 10 days at the end of the school year. In all other matters, the Intensive Assistance timetable will remain unchanged.

4. The Conflict Resolution Committee may ask for additional information, in writing or by interview. The additional information will be only for clarification of points already made in writing.
5. In resolving the issues, the Conflict Resolution Committee will be limited to deciding either for the evaluator or for the teacher, or for a combination of the points of view on the issues presented.
6. In the case of a conflict over the contents of an observation or written evaluation, the Conflict Resolution Committee may require an additional observation by a different evaluator.
7. The Conflict Resolution Committee will render its decision in writing, with reasons, within 5 school days of its initial meeting and this decision shall be final and binding on both parties.
8. If the Conflict Resolution Committee cannot come to a unanimous decision, then the conflict shall be submitted by the committee to the Superintendent for resolution and this decision shall be final and binding on both parties.

The Conflict Resolution Committee will be composed of three tenured members -- two from the Professional Development Committee and one administrator. At the first faculty meeting in September, each building will elect the Conflict Resolution member for the building from the Professional Development Committee members in the building. Depending on the origin of the conflict, the committee will be composed of:

<u>Origin of Conflict</u>	<u>PD Member</u>	<u>PD Member</u>	<u>Administrator</u>
RHHS	Griswold	Stevens/Moser	West Hill Principal
Griswold	RHHS	West Hill	Stevens/Moser Principal
West Hill	Stevens/Moser	RHHS	Griswold Principal
Stevens/Moser	West Hill	Griswold	RHHS Principal

Rocky Hill Public Schools

Due Process Considerations

1. Both administrators and teachers at all levels have had extensive involvement and committee representation in the design, research, development, and review of the evaluation system and instrument. Knowledge and understanding of performance expectations are provided for faculty through distribution of this document and through subsequent progress reports to be created by the Teacher Evaluation Committee at the end of each year, which will include faculty surveys.
2. Throughout the evaluation process, teachers are provided a response opportunity at each reporting period. The appeals channel is to the next higher line position or through the Conflict Resolution Process.
3. Each teacher must be provided a copy of his/her year end evaluation report. The signature of the teacher on the year end evaluation report indicates that he/she has read the report.
4. Any informal input data related to the teacher's performance will be shared with the teacher; the teacher will have the right to respond in writing.
5. Finally, beyond the above procedural due process considerations, all parties to the teacher evaluation system have a shared responsibility to insure that the evaluation process is reasonable and fair.

Rocky Hill Public Schools

Annual Timeline for Continuous Professional Growth Phase Five Year Cycle	
Oct. 15th	The teacher develops ideas for a Professional Improvement Plan (Form 5) to bring to a conference with the evaluator. The Professional Improvement Plan and Annual Objectives are mutually agreed upon by both the teacher and evaluator. The long term plan for professional growth and objectives for the year must focus on improved student learning . Suggestions for demonstrating growth through collaboration, peer coaching or action research may be found in the Professional Toolbox located in the appendix. The CCT Self-Inventory should be used to help determine goals and objectives (Form 4 found in appendix).
By March 1st	Evaluator and teacher may conference to discuss progress of Professional Improvement Plan. Teachers must submit the Professional Improvement Plan Update (Form 5A)
* <i>Observation Requirement</i> (For Observation Year only)	Evaluator and teacher determine dates for observation requirement through a focused observation sequence or peer coaching. Teacher completes Pre-Observation Form 1 prior to observation and Post-Observation Reflection (Form 2) following observation sequence. Evaluator completes Focused Observation (Form D) following focused observation sequence. If peer coaching option is used a Peer Coaching Log is completed (Form 2 PC).
By May 1st	All teachers complete the Annual Self-Evaluation (Form 6) and submit to their evaluator to review evidence that objectives have been completed prior to writing their Evaluation (Form C). Include any Peer Coaching logs (2PC) if this option was used. Objectives for the following year will be discussed.
June 15th	The evaluator will complete the Evaluator Annual Evaluation Form (Form C). The document will be shared with the teacher at an end of the year conference.
April 15th of the 5th year	All teachers submit the Five Year Summative Self-Evaluation (Form 7) in preparation for the five-year summative evaluation conference. The teacher will bring the annual evaluation reports from years 1-5, and all pertinent documentation and information from each year to the conference.
June 15th of the 5th Year	The Evaluator Five Year Summative Evaluation (Form E) based on the Annual Evaluation Documents, will be developed at the end of the five-year cycle.

* **This requirement may be completed using a peer coaching model if mutually agreed upon by teachers and administrator.**

Please note: An evaluator may conduct an informal observation(s) at any time.

**Rocky Hill Public Schools
Pre-Observation - Form 1**

**Form 1
Teacher completes prior to
observation.**

Teacher:	School/Program:
Evaluator:	Grade Level/Subject:
Date of Observation:	Room/Location:
Time of Observation:	Number of Students:
Evaluation Phase: Induction Year <input type="checkbox"/> or Continuous Prof Growth Year <input type="checkbox"/>	
For Focused Observation indicate the Area for Focus: _____	

Directions: This information should be provided by the teacher to the evaluator prior to the observation. The lesson plan must be attached to this form. The lesson plan must include the following: learning objective(s), assessment, instructional strategies, and instructional arrangement. A sample plan is attached. If involved in the BEST program, follow the appropriate lesson plan format for your BEST portfolio.

1. Give a brief description of the unit focusing on enduring understandings (As a result of this unit, the students will understand that.....). Describe where this lesson falls in the context of the unit. List anything the evaluator needs to know about the students, the room, recent events, etc.

SAMPLE LESSON PLAN
(You may use this format or one of your own choosing)

Lesson Plan

- A. List the major learning objective(s) for the lesson to be observed. What are your expectations of student understanding of this lesson , e.g., students will demonstrate ..., students will be able to..., students will learn...**
- B. For each objective, state (1) assessment (ways of assessing learning); (2) instructional strategies to be used during the class; (3) instructional arrangement, e.g., pairing, small group, whole class.**
- C. Learning objectives should be expressed clearly and specifically for the evaluator to understand the intended outcomes of your lesson.**
Note: Any additional objectives may be listed on an additional form.

Learning Objective(s)	Assessment	Instructional Strategies	Instructional Arrangement
1.			
2.			
3.			
4.			

Rocky Hill Public Schools
Peer Coaching Pre-Observation Discussion - Form 1PC
(optional)

Form 1PC Teacher may complete prior to a peer coaching observation.
--

Teacher:	Date of lesson:
Peer Coach:	Grade Level/Subject:

1. Briefly describe concepts, activities, and/or content developed immediately before this observation. Upon what are you building?

2. List the objectives for this class session, and describe how the objectives support your PIP.

3. List the strategies/activities you will employ to help students achieve these objectives.

4. How will you know the lesson was successful?

5. List any particular areas for which you would like feedback.

6. List any special circumstances of which the observing teacher should be aware.

**Rocky Hill Public Schools
Peer Coaching Log - Form 2PC
(To be completed for each observation)**

Form 2 PC Teacher and peer coach complete following each observation. These forms are attached to Form 6 & passed in by April 15 th .
--

Teacher:	School:
Peer Coach:	Evaluator:

Class Observed (if applicable):

Date(s) of Observation/Discussion:

Focus of observation/discussion:

Teacher's Signature: _____ **Date:** _____

Peer Coach's Signature: _____ **Date:** _____

Evaluator's Signature: _____ **Date:** _____

(Evaluator's signature denotes the administrator has received and reviewed the logs.)

**Rocky Hill Public Schools
Connecticut Common Core of Teaching
Self-Inventory - Form 4**

**Form 4
Teachers complete prior to
beginning of year
conference or before
developing Professional
Improvement Plan.**

Directions: This form is to be completed by the teacher and brought to the beginning of the year conference to guide the discussion. The teacher will maintain this form in his or her own personal file for future reflection.

I. Teachers have knowledge of: *Students*

1. Understanding how students learn and develop:

<i>To what extent am I...</i>	Seldom	Sometimes	Frequently	Almost always
a. knowledgeable about the major concepts, principles, theories and research related to the normal progression and variations in students' physical, emotional and cognitive development to construct learning opportunities that support students' development, acquisition of knowledge and motivation.	1	2	3	4
b. knowledgeable about exceptionalities in learning – including learning differences, visual and perceptual differences, socio-emotional differences, special physical or mental challenges, and gifted and talented exceptionalities and challenging students with exceptionality as well as seeking sources of support within the school.	1	2	3	4

2. Understanding how students differ in their approaches to learning:

<i>To what extent am I...</i>	Seldom	Sometimes	Frequently	Almost always
a. knowledgeable of how student learning is influenced by language, culture, heritage, family and community values and incorporate students' experiences and community resources into instruction.	1	2	3	4
b. knowledgeable about and utilizing strategies for building understanding, acceptance and a positive sense of community into the classroom.	1	2	3	4
c. knowledgeable about language development, including the process of second-language acquisition, and employ strategies to support the learning of students whose first language is not English.	1	2	3	4

I. Teachers have knowledge of: *Content*

3. Proficiency in reading, writing and mathematics, and proficiency in content knowledge.

Assessed through Praxis I CBT Examination

4. Teachers understand the central concepts and skills, tools of inquiry and structures of the discipline(s) they teach:

Assessed through Praxis II Content Examination
--

<i>To what extent do I...</i>	Seldom	Sometimes	Frequently	Almost always
a. know the major principles and concepts of the subject to be taught and present appropriate lesson content.	1	2	3	4
b. use computer and information technology as an integral part of teaching my discipline(s).	1	2	3	4
c. utilize national and state standards within my discipline(s).	1	2	3	4
d. awareness of the evolving nature of subject-matter knowledge and the need for keeping abreast of new ideas and understandings within my discipline, including the impact of technology and information sources on the nature of teaching, communications and the development of knowledge.	1	2	3	4
e. know that literacy skills and processes that are applicable in all content areas and help students develop the knowledge, skills and dispositions that enable them to construct meaning and make sense of the world through reading, writing, listening, speaking and viewing.	1	2	3	4
f. know and use concepts and skills inherent in numeracy to enable my students to represent physical events, work with data, reason, communicate mathematically, and make connections within my content area in order to solve problems.	1	2	3	4

I. Teachers have knowledge of: *Pedagogy*

5. Teachers know how to design and deliver instruction:

<i>To what extent do I...</i>	Seldom	Sometimes	Frequently	Almost always
a. understand that the specific content taught is part of and connected to a larger universe of knowledge represented in a K-12 curriculum.	1	2	3	4
b. recognize the importance of focusing and sequencing curricular objectives to connect with students' previous and future learning and to prepare students to master state and local achievement goals.	1	2	3	4
c. choose when and how to expand beyond the articulated curriculum to meet student needs and to make connections among different subjects and school, career and work.	1	2	3	4

6. Teachers recognize the need to vary their instructional methods:

<i>To what extent do I...</i>	Seldom	Sometimes	Frequently	Almost always
a. recognize individual differences in approaches to learning and identifying how learners perceive, interact with, and respond to, the learning environment.	1	2	3	4
b. vary my role (e.g., instructor, facilitator, coach and audience) in the instructional process in relation to the content and purposes of instruction.	1	2	3	4

II. Teachers apply this knowledge by: *Planning*

1. Teachers plan instruction based upon knowledge of subject matter, students, the curriculum and the community:

<i>To what extent do I...</i>	Seldom	Sometimes	Frequently	Almost always
a. design instruction and assessment to achieve long- and short-term learning goals that are specific and measurable.	1	2	3	4
b. select appropriate materials – including a wide range of technological resources– to help students find information, interpret the quality of sources, and effectively synthesize and communicate information.	1	2	3	4
c. sequence learning tasks into coherent units of instruction derived from the curriculum and incorporate hands-on, real-world experiences and community resources from which students can build an understanding of abstract concepts and knowledge.	1	2	3	4
d. anticipate common misperceptions, diverse levels of student interest and available resources, and make adjustments as appropriate.	1	2	3	4

2. Teachers create a structure for learning by selecting and/or creating significant learning tasks that make subject matter meaningful to students:

<i>To what extent do I...</i>	Seldom	Sometimes	Frequently	Almost always
a. design tasks that meet curricular goals, build upon students' prior learning, and advance the student toward important learning goals.	1	2	3	4
b. address various learning styles, incorporate multicultural content and foster interdisciplinary connections.	1	2	3	4
c. make purposeful choices about whether students should work individually or collectively.	1	2	3	4

II. Teachers apply this knowledge by: *Instructing*

3. Teachers establish and maintain appropriate standards of behavior and create a positive learning environment that shows a deep commitment to students and their success:

<i>To what extent do I...</i>	Seldom	Sometimes	Frequently	Almost always
a. ensure that standards of behavior are explicit and apply them consistently over time with fitting consequences.	1	2	3	4
b. maximize the amount of time spent in instruction by effectively managing routines and transitions.	1	2	3	4
c. organize, allocate and manage resources of time, space, activities and attention to ensure high levels of student engagement and participation.	1	2	3	4
d. establish high expectations for achievement, promote shared responsibility for learning, and nurture the development of ethical, responsible behavior in students.	1	2	3	4
e. demonstrate enthusiasm, self-confidence and caring about the well-being of students.	1	2	3	4
f. structure student interactions and academic discussions in a non-threatening, safe, learning environment that supports varied learning and performance styles, student interests, and encourages intellectual risk-taking among learners.	1	2	3	4
g. use understanding of individual and group motivation to foster students' independent thinking, perseverance and confidence as learners.	1	2	3	4

4. Teachers create instructional opportunities to support students' academic, social and personal development:

<i>To what extent do I...</i>	Seldom	Sometimes	Frequently	Almost always
a. develop effective lessons by organizing instructional activities and materials to promote achievement of lesson objectives.	1	2	3	4
b. employ techniques that address a variety of learning styles as well as incorporate a wide range of community and technology resources.	1	2	3	4
c. promote the development of critical and creative thinking, problem-solving and decision-making skills and the deeper understanding of concepts.	1	2	3	4
d. integrate into all curriculums and programs opportunities for students to develop and demonstrate ethical and responsible student behavior.	1	2	3	4

5. Teachers use effective verbal, nonverbal and media communications techniques which foster individual and collective inquiry:

<i>To what extent do I...</i>	Seldom	Sometimes	Frequently	Almost always
a. communicate clearly, using precise language and acceptable oral and written expressions that convey expectations for students.	1	2	3	4
b. engage students in purposeful discourse by using appropriate questioning strategies i.e., knowing when to provide information, when to clarify, when to model, when to lead and when to let students struggle with a difficulty.	1	2	3	4

6. Teachers employ a variety of instructional strategies that enable students to think critically, solve problems and demonstrate skills:

<i>To what extent do I...</i>	Seldom	Sometimes	Frequently	Almost always
a. become familiar with principles and techniques associated with various instructional and assessment strategies, including how to use multiple representations and explanations of concepts.	1	2	3	4
b. identify strategies to create learning experiences that make subject matter meaningful for students, encourage students to pursue their own inquiries and interests, and help students make connections between school and career.	1	2	3	4

II. Teachers apply this knowledge by: *Assessing and Adjusting*

7. Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate:

<i>To what extent do I...</i>	Seldom	Sometimes	Frequently	Almost always
a. monitor student understanding of the lesson at appropriate points and adjust teaching when necessary.	1	2	3	4
b. reflect upon and analyze the process of teaching based on student learning or failure to learn, and modify future plans and instructional approaches accordingly.	1	2	3	4
c. share assessment criteria with students on a regular basis and guide students to use these criteria for self-evaluation.	1	2	3	4
d. collect data over time by analyzing student work and determining whether or not instructional strategies promote desired student learning outcomes.	1	2	3	4

e. use multiple sources of data (such as classroom observation, student work, teacher-constructed assessment tasks, standardized test information, state examination student scores or released items, school records, etc.) to examine my students' progress in light of national, state and local performance standards.	1	2	3	4

III. Teachers demonstrate professional responsibility through: *Professional and Ethical Practice*

1. Teachers conduct themselves as professionals in accordance with the Code of Professional Responsibility for Teachers (Section 10-145d-400a of the Certification Regulations).

2. Teachers share responsibility for student achievement and well-being through means such as:

<i>To what extent do I...</i>	Seldom	Sometimes	Frequently	Almost always
a. work collaboratively with school administrators, colleagues and families to encourage students to take responsibility for their own learning.	1	2	3	4
b. involve families of students in the education of their children by keeping them informed about my students' learning and seeking input to support and meet children's needs.	1	2	3	4
c. identify appropriate agencies in the larger community, businesses and professional organizations that can provide resources for students, classrooms or schools.	1	2	3	4

III. Teachers demonstrate professional responsibility through: *Reflection and Continuous Learning*

3. Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community through means such as:

<i>To what extent do I...</i>	Seldom	Sometimes	Frequently	Almost always
a. work with administrators and colleagues to explore student work and progress, to examine the effectiveness of instructional strategies, to identify school and program needs based on student data, and to ensure that the collective needs of the school are addressed.	1	2	3	4

4. Teachers seek out opportunities to grow professionally through means such as:

<i>To what extent do I...</i>	Seldom	Sometimes	Frequently	Almost always
a. share practices with professional colleagues within the school or district.	1	2	3	4

b. enrich my knowledge about content, learners, pedagogy, technology and the U.S. public school system through the examination of professional literature, participation in professional organizations, attendance at professional development seminars or ongoing graduate-level course work.	1	2	3	4

III. Teachers demonstrate professional responsibility through: *Leadership and Collaboration*

5. Teachers serve as leaders in the school community through means such as:

<i>To what extent do I...</i>	Seldom	Sometimes	Frequently	Almost always
a. work with colleagues to create a positive, collaborative school culture.	1	2	3	4
b. work with colleagues and/or community leaders to secure community support for students and schools and actively promote strategies that support the continuous improvement of student learning.	1	2	3	4
c. work with colleagues in addressing other identified needs of the school and student body.	1	2	3	4

6. Teachers demonstrate a commitment to their students and a passion for improving their profession through such means as:

<i>To what extent do I...</i>	Seldom	Sometimes	Frequently	Almost always
a. bring my enthusiasm about learning and about life into my daily work.	1	2	3	4
b. show a commitment to developing the minds and characters of my students.	1	2	3	4

**Rocky Hill Public Schools
Professional Improvement Plan - Form 5**

**Form 5
Year 3+ Teachers complete
prior to October 15
Page 1 of 2.**

Teacher:	School/Program:
Evaluator:	Grade Level/Subject:
Evaluation Phase: Induction Year (1-4) _____ OR Continuous Prof Growth Year (1-5) _____	
PIP Focus: <input type="checkbox"/> Collaboration <input type="checkbox"/> Focused Observation OR <input type="checkbox"/> Peer Coaching	

The Professional Improvement Plan including Long Term Goals and Annual Objective(s) is to be agreed upon by both the teacher and evaluator. Refer to the appropriate section of the appendix for assistance in developing your plan.

Long Term Goals

Sketch out a long-term plan for your professional growth taking into consideration the following (found in the appendix): The Connecticut Common Core of Teaching (CCT), the Discipline Based Professional Teaching Standards for your subject area, District Goals and School Improvement Plan. The plan may be two to five years in duration (one to two year plan for non-tenured staff). Include any recommendations from prior years and reflect on your ultimate **goal of improved student learning**. In outlining your plan please respond to the following questions:

- ◆ What is your specific area of focus?
- ◆ Why did you choose this topic/area to focus your efforts and what student data is it based upon?
- ◆ How will this plan impact your students?
- ◆ How will you know that your efforts have been successful? What type of data will you use to demonstrate this? What difference will it make in student learning?

Rocky Hill Public Schools
Professional Improvement Plan -Form 5

Annual Objective(s):

Please describe your objective(s) for the current year. Explain the connection between this objective and the plan described above and include any activities and support you will need to complete your objective(s). If possible, sketch out your objectives for the subsequent years.

Teacher's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

Rocky Hill Public Schools
Professional Improvement Plan Update - Form5A

Form 5A Year 3&4 Teachers complete prior to February 1, Year 5 prior to March 1.

This interim report is to be completed by the teacher and submitted to the evaluator by March 1st.

Teacher: Evaluator:	School/Program: Grade Level/Subject:
------------------------	---

1. Annual Objective: (Attach original or write a synopsis of this year's objective.)

2. Is your Annual Objective progressing according to your Long Term Goals?

Yes No

You may request a conference at any time. However, if no is checked, you **must** schedule a conference with your evaluator.

3. Accomplished / in progress (check all that apply):

- Action Research
- Collaboration
- Focused Observation / Peer Coaching
- Attended appropriate workshop/conference
- Course work
- Professional readings
- Peer observations
- Other, please describe:

4. Teacher comments (optional):

5. Evaluator comments (optional):

Teacher's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

**Rocky Hill Public Schools
Annual Self-Evaluation - Form 6**

Form 6
Year 3 & 4 Teachers complete prior to February break. Tenured teachers submit prior to May 1st in years 1 through 4 of their PIP. Form 7 is submitted in year 5.

Teacher:	School/Program:
Evaluator:	Grade Level/Subject:
Evaluation Phase: Induction Year (1-4) _____ or Continuous Prof Growth Year (1-5) _____	

Directions: Complete a narrative addressing the following points and submit to the evaluator prior to the annual evaluation conference as it will be the focus for the discussion. Reference your Professional Improvement Plan when completing this document. This narrative should be approximately two typewritten pages (12 point font, double-spaced).

- Briefly explain how the objectives you focused on this year contributed to the goal of improved student learning? What data supports this?
- Reflect on any connections with the following (if applicable):
 - The Connecticut Common Core of Teaching (CCT)
 - Discipline-Based Standards
 - District Goals
 - School Improvement Plan.
- How can others benefit from your work? How will you share it with them?
- How did your Professional Development activities this year support your plan?
- List the school activities you were involved in this year outside of your classroom teaching.
- Be prepared to discuss your objectives for next year.

The following components must be completed in the five year span of time:

- Collaboration Focused Observation OR Peer Coaching

Teacher's Signature: _____ Date: _____

Rocky Hill Public Schools
Five-Year Summative Self-Evaluation - Form 7

Form 7 Teacher completes during CPG year 5 prior to April 15th.

Teacher:	School/Program:
Evaluator:	Grade Level/Subject:

Directions: Complete and submit to the evaluator prior to **April 15th** in preparation for the five-year summative evaluation conference. **Information from the previous five year's plans should be addressed in the narrative.**

Please reflect on the following questions and prepare a narrative response on separate paper. This narrative should be no longer than two typewritten pages (12 point font, double spaced).

- Reflect on your professional growth over the last five years.
- Given your response to question 1, what impact has your teaching had on student learning during this same time frame? (Refer to action research data as appropriate)
- Which area(s) do you need to focus on for revision/improvement to strengthen teaching and learning in your next five-year evaluative cycle?

Teacher's Signature: _____ Date: _____

**Rocky Hill Public Schools
CCT Formal Observation - Form A Tenured**

Form A-Tenured Evaluator completes prior to post-conference or following post-conference Page 1 of 2.
--

Teacher:	School/Program:
Evaluator:	Grade Level/Subject:
Date of Observation:	Room/Location:
Time of Observation:	Number of Students:
Evaluation Phase: Continuous Professional Growth Year _____	

Directions: This form is used to gather data about observable areas of the CCT. Not all indicators of each competency may be observed in every lesson. However, for staff in year two and beyond, documentation on areas of the CCT identified for growth must be included (may not apply to all staff). The final form may be completed prior to or after the Post-Observation Conference.

Teachers have knowledge of: Students Content Pedagogy

Teachers apply this knowledge by: Planning Instructing Assessing and Adjusting

Rocky Hill Public Schools
CCT Formal Observation Form – A Tenured

Evaluator's Comments:

Recommendations:

Teacher's comments (optional):

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

**Rocky Hill Public Schools
Informal Observation -Form B**

Form B Evaluator completes and gives to teacher following observation.

Teacher:	School/Program:
Evaluator:	Grade Level/Subject:
Date of Observation:	Room/Location:
Time of Observation:	Number of Students:
Evaluation Phase: Induction Year _____ OR Continuous Prof Growth Year _____	

This form is to be used to record informal observations as part of the Teacher Evaluation Plan. It may also be used in other settings at the evaluator's discretion. Other settings may include:

_____ Classroom visit _____ Team meeting _____ Faculty meeting
 _____ PPT/EIP meeting _____ Parent conference _____ Other _____

A. Observation Summary:

B. Commendations/Recommendations:

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Rocky Hill Public Schools
Evaluator Annual Evaluation - Form C

Form C
Evaluator completes for non-tenured teachers prior to March 15.
Evaluator completes for tenured teachers (except in year 5) prior to June 15.

Teacher:	School/Program:
Evaluator:	Grade Level/Subject:
Evaluation Phase: Induction Year ___ OR Continuous Prof Growth Year ___	

Directions: The evaluator completes this form following the annual evaluation conference with the teacher. Reflect on connections with the following (if applicable):

- The Connecticut Common Core of Teaching (CCT)
- Discipline-Based Standards
- District Goals
- School Improvement Plan
- Professional Development Activities
- Other School Related Activities.

1. Reflect on the teacher’s growth and/or Professional Improvement Plan.

2. Recommendations for next year:

The following components of the Teacher Evaluation Plan are complete:

Collaboration Focused Observation OR Peer Coaching

Teacher’s Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

The teacher's signature denotes that s/he has received and read the evaluation. Any written comments the teacher makes concerning this evaluation, if received within 10 working days, will be appended to this document. The teacher may request a second conference.

**Rocky Hill Public Schools
Focused Observation - Form D**

**Form D
Evaluator completes prior
to post-conference
Page 1 of 2.**

Teacher:	School/Program:
Evaluator:	Grade Level/Subject:
Date of Observation:	Room/Location:
Time of Observation:	Number of Students:
Evaluation Phase:	Cont Prof Growth Year _____

Specific area(s) for focus of observation:

Observations in relation to Teacher's Professional Improvement Plan:

Rocky Hill Public Schools
Focused Observation - Form D

Other Comments:

Recommendations:

Teacher's Comments:

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

The teacher's signature denotes that s/he has received and read the evaluation. Any written comments the teacher makes concerning this evaluation, if received within 10 working days, will be appended to this document. The teacher may request a second conference.

Rocky Hill Public Schools
Evaluator Five-Year Summative Evaluation –Form E

Form E
Evaluator completes for
CPG Teacher in year 5
prior to June 15.

Teacher:	School/Program:
Evaluator:	Grade Level/Subject:

Directions: Reflect on the five-year summative conference with the teacher. Include strengths and accomplishments relating to:

Common Core of Teaching
Discipline Based Professional Standards
District Goals and
School Improvement Plan

Also, include suggestions for enhancement and/or continuous growth that the teacher should focus on over the next five-year cycle. Outline proposed goals and/or objectives that were discussed during the five-year summative evaluation conference.

The following components of the Teacher Evaluation Plan are complete:

Collaboration Focused Observation OR Peer Coaching

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

The teacher's signature denotes that s/he has received and read the evaluation. Any written comments the teacher makes concerning this evaluation, if received within 10 working days, will be attached to this document. The teacher may request a second conference.

Guidelines For Analysis Of Student Work

What is student work?

- What they write
- Things students make
- Activities they are engaged in
- What they read and how they use it
- How they behave – cooperate, discuss, negotiate, compromise
- Any activity that shows what they know, understand, and can do

Examples of student work:

- Drawings
- Writings
- Videos
- Presentations (oral, computer, etc.)
- Projects
- Photographs
- Discussions
- Others – not to be limited to these definitions

Methods of collecting student work:

- Three representative students
- One piece from each content area
- One pupil over “x” days/weeks/months
- Work of all students in one class
- One full set of work from one student in each class
- One piece of work which raises issues
- Student self-selected work

How to analyze student work:

1. What data will you collect and from what classes will you analyze student work?
2. How will you analyze data, what criteria will you use?
3. How does student work relate to district/school/professional goals?
4. What did you learn about the students’ knowledge and understanding from their performance?
 - How did you/would you adjust the content to help students improve?
 - Would you adjust your instructional techniques as a result of the assessment?
5. What other ways do you use to assess student learning/understanding?
 - How have the results of these assessments affected your teaching?
6. How do you know if the curriculum is challenging the range of students in your classes?
 - Have you/how have you adjusted what you teach as a result of unexpected student performances?

Components of Reflective Practice

1. Analysis of teaching

“What did you do?”

“Why did you do it?”

“What beliefs underlie what you did and why you did it?”

2. SELF-Evaluation

“How well did it work?”

“What evidence for this is there?”

3. SELF-Prescription

“What beliefs need to be modified?”

“What do you need/want to do differently?” “Why?”

Peer coaching...What it is...What it isn't

- Observation based and specific not general
- Professional not social
- Collegial not competitive
- Helping not evaluating
- Confidential not public
- Future oriented & dynamic not static

Timing	Formative (throughout the year)
Climate	Safe environment to experiment and thoughtfully examine results; permission to fail, revise and try again while continually practicing new and still awkward skills and procedures
Format	Cyclical
Purposes	Facilitate transfer of new skills to the classroom setting to meet the professional needs of teachers
Sources of Criteria	Teacher
Structure	Collegial
Use of Data Collected	Return to teacher
Decision-Making Authority	In hands of teacher
Topics covered	Areas determined by the inviting teacher: possibly classroom instruction, individual student behaviors, specific teacher behaviors, subject content areas
Value judgments	Made by the inviting teacher
Role of observer	Directed by the inviting teacher
Feedback	Developed by and for both teacher and coach
Involvement	Active, ongoing involvement: "together we can..."
Communication	Problem-solving, inquiry, questioning, two-way communication.

Peer Coaching Sequence

I. Planning Stage

This option may meet the requirements of the Observation Requirement of the teacher Evaluation Plan. Your evaluator must be included in the discussion about utilizing this option preferably in June at the end of the year conference. Assuming approval is given then:

- After getting initial approval from an administrator, choose a colleague with whom you would like to collaborate and meet with him/her to discuss the process and establish a timeline.
- Meet with your administrator to discuss your plan. The peer may be requested to attend.
- Prior to any observation, complete the Pre-Observation Discussion Form 1PC (optional).

II. Pre-Observation Discussion

The purpose of the initial discussion is to “set the stage” for the observation. Form 1 PC may be used to structure this conversation. During the pre-observation discussion, the observing teacher meets with the teacher being observed (the inviting teacher) to gather information about:

- The lesson objective(s), purpose, and relationship to PIP
- The context of the lesson
- What the teacher plans to do
- What the teacher expects the students to do
- Any concerns the teacher might have
- The role of the observer

The inviting teacher determines the focus of the observation. He/she determines what kind of information from the observer would be most useful for his/her future growth. It is important that the observations remain objective, with a focus on the inviting teacher’s PIP.

III. The Observation

During the observation, the observing teacher looks for the areas the inviting teacher identified in the pre-observation discussion. He or she gathers information in any format that will facilitate discussion. No paperwork other than the Peer Coaching Log (Form 2PC) is required.

IV. Post-Observation Reflection

The purpose of the post-observation reflection is to promote teacher reflection on the observed lesson, and its support of the teacher's PIP. During the reflection, the observer shares details from the observation and assists the teacher in "thinking back through" the lesson.

The goal of the post-observation reflection is to generate a meaningful conversation about teaching and learning, in which both teachers collaborate to achieve professional growth.

Complete at least two more observations with your coach prior to the end of the year (3 total).

IV. Final Stage

- Complete the Peer Coaching Log (Form 2PC).
- At the end of year Conference with Administrator and submit with Form 6 by April 15th. Be prepared to discuss your experiences with Peer Coaching at this annual review conference. The Peer Coach may be asked to attend this meeting.

Peer Coaching Post-Observation Reflection Guiding Questions

The following guiding questions could be used to facilitate the conversation between the inviting teacher and the observing teacher during the post-observation conversation.

Possible questions to be asked by the inviting teacher:

- a. What are your observations about the lesson and its support of my PIP?
- b. Can you provide some examples of effective strategies I used to achieve my objective?
- c. How effectively did my teaching strategies align with the content?
- d. What comments do you have about students' behaviors during the lesson?
- e. What ideas do you have about lessons that will build upon this one?

Possible questions to be asked by the observing teacher:

1. Do you think you achieved your objective?
2. What would you do differently next time?
3. What might build upon this lesson to further the goals of your PIP?
4. How can I help you reflect on your teaching?
5. How else can I help you?