

*Quality Teaching
Promotes
Student Learning
And
Performance*

Teacher
EVALUATION
Booklet

DANBURY PUBLIC SCHOOLS

Adopted by the Board of Education on October 10, 2001

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OVERVIEW

The purpose of evaluation is to assess teacher performance in response to the *Connecticut Common Core of Teaching: Foundational Skills and Competencies*, to the *Connecticut Common Core of Learning*, and to the specific job descriptions as developed and articulated by the Danbury Public Schools. A result of this process will be an improved student understanding and application of the concepts identified in the *Danbury Public Schools Learning Tree*. Evaluation is a collaborative process between the evaluatee and evaluator. It provides opportunities to develop a creative and innovative teaching/learning process through implementation of a tiered system.

As with any diagnostic procedure, the first step is to analyze current and past performance against a set of criteria (items in *Connecticut's Common Core of Teaching* and job description) and to establish goals for improvement. Goal setting may be a) evaluator assisted or b) mutually agreed by the evaluatee and evaluator. Annual individual goal setting is the basis of the professional growth and effective instruction -- the major purposes of the evaluation process. Goal statements are put into operation through the objective setting process. The results of the objective-setting phase are reported in the overall performance evaluation at the end of the year.

The core of the evaluation program is the development and documentation of progress toward specific goals. Open communication results in suggestions for improvement, recognition of exceptional effort, and enhanced performance. The objective setting process, observations, conferences, and open communication are based on specific data and substantiating information; therefore there should be no unanticipated conclusions at the final evaluation conference. Appeal procedures have been included in the event that any disagreement occurs in either the setting of the objective or the overall performance evaluation.

Evaluations will be reviewed by the appropriate Central Office Administrator to determine procedural compliance and to insure that the evaluation process is implemented. Information collected during this review will be used to prepare an annual report distributed to the Board of Education as required by the Connecticut State Department of Education and with NEA Danbury. This report will also be shared with the Teacher Evaluation Committee for the process of review and adjustment and with the District Development Council to direct professional development opportunities for the following school year.

Evaluation provides accountability and ensures that effective teaching continues in the school system. An evaluation process based on trust, open communication, sound principles of observation, documentation of progress toward the established goal and application of *Connecticut's Common Core of Teaching: Foundational Skills and Competencies* will result in improved teaching performance, improved student learning outcomes and more meaningful professional development.

Danbury Public Schools

The Improvement Triad

Improving Student and Staff Learning And Performance Through Teacher Evaluation And Professional Development

PROFESSIONAL DEVELOPMENT is based upon:

- Needs identified from an analysis of student performance data
- Group pattern and trend information gathered from the annual Teacher Evaluation Process and from professional development activity evaluations
- Application of Adult Learning and Development Theory and Best Practice
- Multiple professional development opportunities such as Facilitated Instructional Exchanges, Direct Training, Peer Coaching, Professional Reading and Study Groups, Action Research, Administrative Aspirant Preparation (DELTA Program) and creation of Professional Portfolios

TEACHER EVALUATION is based upon:

- Collegial relationships focusing on the identification and development of strategies to improve teacher practice and enhance student learning
- Use of student work to inform instruction and as evidence of improved professional practice
- Focused attention on the formative exploration and growth component of the evaluation process
- Mutual respect, trust building, ongoing high quality communication, and opportunities for self-reflection

FOCUS

The successful integration of the purpose and process of the evaluation plan will result in improvement of student learning outcomes, enhanced teaching skills and continual professional growth and development. The means to achieve this improvement will be supported through annual goal and objective setting and related professional development activities.

BASIC PREMISES

Evaluation is based upon the following beliefs:

- ALL STUDENTS AND TEACHERS CAN LEARN AND FIND SUCCESS IN SCHOOL.
- GOOD TEACHING INCREASES STUDENT LEARNING AND IMPROVES STUDENT PERFORMANCE.
- ALL TEACHERS FOCUS ON CONTINUOUS INSTRUCTIONAL IMPROVEMENT AND ON CONTINUOUS LEARNING.
- **CONNECTICUT'S COMMON CORE OF TEACHING: THE FOUNDATIONAL SKILLS AND COMPETENCIES** (see Appendix A), and **THE CONNECTICUT COMMON CORE OF LEARNING** (see Appendix B) ARE GUIDES TO PROVIDING QUALITY EDUCATION.
- **THE DANBURY PUBLIC SCHOOLS LEARNING TREE** (see Appendix C) and **JOB DESCRIPTIONS** ARE GUIDES TO PROVIDING QUALITY INSTRUCTION.
- A VALID SET OF EXPECTATIONS FOR TEACHING AND STUDENT LEARNING OUTCOMES MUST BE CLEARLY ARTICULATED AND CONSISTENTLY ARTICULATED.
- THE OBJECTIVE SETTING PROCESS PROVIDES THE OPPORTUNITY TO DISCUSS AND EXPLORE AREAS THAT WILL LEAD TO PROFESSIONAL GROWTH AND IS ENHANCED THROUGH PROFESSIONAL DEVELOPMENT.
- REFLECTION IS AN INTEGRAL PART OF THE PROFESSIONAL GROWTH PROCESS.

THE EVALUATION PROCESS

Evaluation proceeds from written criteria specified in the *Connecticut's Common Core of Teaching*, job descriptions, and the student learning outcomes detailed on the Learning Tree. *Connecticut's Common Core of Teaching* and the appropriate current job description must be provided to each teacher and are available from the principal in each building. Complete sets are on file in the Human Resources Office.

SUPPORTING THE EVALUATION AND PROFESSIONAL DEVELOPMENT OF ALL CERTIFIED STAFF MEMBERS

All staff members herein identified as teachers (*see Glossary) evaluators are required on an annual basis to establish goals, to set related objectives, and to be evaluated according to the procedures outlined in this document. All evaluatees are herein identified as certified staff members. For the purpose of evaluation, a certified staff member is referred to as an "evaluatee" throughout this document. The term "evaluator" refers to teachers who supervise and evaluate professional staff members, who hold either the Connecticut Intermediate Supervision Certificate or the Connecticut Superintendent Certificate, and who have evaluation responsibilities. These responsibilities include both supporting the professional development of and the evaluation of assigned teachers.

Certified staff members are to be evaluated at least once annually using guidelines from the tier appropriate to years of service in Danbury, tenured status, and past performance evaluation.

Tier One consists of first year certified Danbury staff members:

As professionals new to the district, these certified staff members need the most professional guidance in order to insure their success and the success of their students. As such, these certified staff members participate in a school based mentoring process supported by the primary evaluator, a BEST mentor (for the first year teachers as defined by the Connecticut State Department of Education), and other professional certified staff as appropriate. Goal setting for these certified staff members is to be mutually agreed on after formal observation (by November 1) and their resultant conferences have taken place. The new certified staff member will draft a reflective assessment based on the job description and/or *Connecticut's Common Core of Teaching: Foundational Skills and Competencies* twice yearly. These reflective assessments will be attached to the two formal evaluations completed by the primary evaluator.

Note: Information shared during mentor conferences and discussions will **not** be used in the formal evaluation process.

Tier Two consists of second through fourth year certified Danbury staff members and Tier Three members as scheduled.

As these certified staff members work to acquire certification and eventually tenure, mentoring will continue for the second year using the same members from the year one mentoring team whenever possible. During the third and fourth years, mentoring may become less formulaic by mutual decision of the team members. Goal setting will continue to be mutual, based on the previous evaluation cycle and/or related to areas of professional development geared to enriching the certified staff member's performance and enhancing student learning outcomes. These certified staff members will keep a reflective journal mirroring the BEST practices put forth in the Connecticut State Department of Education portfolio certification process. A certified staff member on this tier will be required to write a narrative self-evaluation based on the *Foundational Skills and Competencies* to be shared with his/her primary evaluator. Primary evaluators will be required to prepare a formal evaluation to be shared with the certified staff member.

Note: This journal will **not** be used to document formal evaluations.

Tier Three consists of tenured certified staff members with four or more years of service in Danbury whose previous evaluations have indicated no need for a more structured evaluation cycle.

These certified staff members will work in partnership with a primary evaluator or colleague to explore and develop an evaluation plan (see NEW DIRECTIONS FOR ASSESSMENT). This plan will be geared to enhancing individual performance, strengthening student learning, and fostering professional development. The certified staff member and his/her primary evaluator will mutually agree on the plan and its goal(s) and neither will be changed without mutual consent. Documentation for this plan that records progress toward the mutually agreed upon goal and a written narrative assessment must be submitted at the end of the cycle (June 1). Each member of this tier will be required to complete the evaluation process of Tier Two once within every four to five (4/5) year period.

Tier Four consists of those certified tenured staff members whose previous evaluations contain documentation indicating the need for a more structured evaluation process. A referral to place a certified staff member on this tier will be made to the appropriate Assistant Superintendent.

Mentor teams will be created for these certified staff members. These teams will consist of:

- the primary evaluator,
- the certified staff member,
- a certified staff member chosen by the primary evaluator and
- a certified staff member chosen by the evaluatee.

Goals based on areas of documented weaknesses are to be set by the mentor team and included in the evaluatee's professional improvement plan. A specific program with a detailed timeline is to be developed designed to strengthen and support the certified staff member in this tier. Formalized observations by the primary evaluator, an on-going reflective journal, team meetings, possible peer intervention/assistance and release time for the staff member will be implemented throughout the duration of the cycle. The primary evaluator will create the formal evaluation document based on achievement of goals identified in the professional development plan. The certified staff member may be moved to Tier Three based on demonstrated success in the area of documented concern. The lack of success may result in the consideration to terminate employment. A certified staff member

will not stay on this tier for more than ten (10) months unless extenuating circumstances warrant a continuance. The appropriate Assistant Superintendent will review the progress of all staff placed on Tier Four with the Superintendent on a regular basis.

OVERALL PERFORMANCE EVALUATION

Every year all certified staff members must be evaluated to determine the quality of their overall performance in conjunction with their ability to promote student learning. This evaluation is based upon basic tenets of good teaching, which are found in the teacher's respective job description and *Connecticut's Common Core of Teaching: Foundational Skills and Competencies*.

A tier system based on tenure, years of service in Danbury Public Schools and previous performance evaluation will determine the evaluation plan for each evaluatee.

Observations - Observations will be conducted to collect data. This data may be used to supplement the final evaluation. The results of the observation are recorded on the observation report form. The designated evaluator will plan observation schedules for all staff members assigned to him/her. If more than one observation is required, the primary evaluator must conduct at least half of the observations. The remaining observations may be delegated to the secondary evaluator. Optimally, observations should last for the entire instructional period, but shall not be less than twenty minutes in duration. Observations that indicate areas requiring improvement must be communicated to the evaluatee in writing within five school days.

Pre-Observation Communication - Before at least one observation, the primary evaluator and the evaluatee are to communicate orally or in written form in order to establish the objectives and/or the techniques to be observed. Either the evaluator or the evaluatee may initiate this communication. Both parties are to conduct a post-conference within five days after the observation date.

Post-Observation Conference - A conference between the teacher and the evaluator is to be scheduled and conducted within five school days following the observation. At this time, the evaluator must share the results of the observation and all written forms with the evaluatee.

Summative Evaluation - The summative evaluation document reflects the staff member's current level of performance based on elements of the *Connecticut Common Core of Teaching: Foundational Skills and Competencies* and job description. Data collected by both the evaluator and the evaluatee during observations, documentation, and conferences are used to support the summative evaluation. The Commendation Area recognizes involvement beyond position expectations as outlined in the Best Practices which merit recognition. Areas that are indicated as being below position expectations require further explanation. These explanations must include specific information clarifying the designated performance rating.

A summary of the year's objective(s) with area of focus and status is recorded on the summative evaluation form. A copy of the Objective-setting Form will be attached to the summative evaluation. After receiving the evaluation, the evaluatee is required to write a personal assessment of his/her performance for the year. Three to five school days are allowed for this process. A conference is then held to discuss the evaluation, as well as to edit the mutually agreed upon changes. The final evaluation is signed by the evaluator and the evaluatee and forwarded to the appropriate Assistant Superintendent or designee.

OBJECTIVE SETTING

Objectives shall address one or more of the following: 1) items in the *Common Core of Teaching: Foundational Skills and Competencies*, 2) the teacher's job description, 3) areas identified as being in need of improvement, 4) areas for professional growth related to the curriculum, instruction, and assessment issues and/or the local district or school goals. All four of these areas are considered to be important sources to promote on-going growth. All teachers and certified personnel shall provide a focus on instructional improvement consistent with placement on the tiered cycle aligned to district, school and individual goals.

Step I – Selecting Objectives - Both the evaluatee and the evaluator are to review the end of the year evaluation and are to discuss objectives for the next evaluation period. The discussion should focus on:

- 1) The purpose and relationship to an appropriate area of focus.**
- 2) Means of accomplishment.**
- 3) Assistance needed.**
- 4) Type of data to be collected.**
- 5) Method of measurement.**

The objectives are to be set using the collaborative process. The evaluator reserves the right to have the evaluatee include an area of identified need from the previous year's evaluation as an annual objective.

When developing objectives, certain criteria are considered:

- Objectives are to be specific in order to give both parties a reasonable chance to define them, establish evaluation criteria, and achieve results.
- Generalized statements should not be used.
- Objectives are measurable within the evaluation period.
- Objectives are constructed so that the evaluator and the evaluatee can assess the results.
- Objectives are limited in number and scope.
- Objectives require consultation with all parties involved.

Step II - Writing Objectives

Section A – STATEMENT OF THE OBJECTIVE

Statement of what the evaluatee will accomplish – its purpose and relationship to the district, school and individual goals and the intended student outcome.

Section B – PROCESS FOR IMPLEMENTING THE OBJECTIVE

- Means of accomplishment – people involved, materials needed, setting time frame, target dates, etc.
- Assistance Needed – role of the evaluatee and the evaluator along with other resources required for completion.
- Type of Data To Be Collected – evidence of implementation of this objective, e.g., examples of student work, instances of community involvement, etc.
- Method of Measurement- concrete as in test scores or other performance outcomes and/or observable as in change of behaviors and attitudes, professional growth, etc.

Periodic conferences may be scheduled to assess and discuss the progress of the objective, but evaluation should not take place until the end of the evaluation period. In the event that the evaluatee becomes aware that objectives are unattainable due to factors beyond his/her control, the collaborative process will be used to determine if changes are appropriate or not. (see Compliance Procedures, page 10).

Step III - Follow-up - At the end of the specified time period, the evaluatee and evaluator discuss the status of the objective and its degree of completion based on observable, measurable data collected by both. The purposes of follow-up conferences are to discuss the status of the objective and to discuss possible objectives for the following year. Topics for discussion during these conferences might include:

- Planning for the continuation of a partially achieved objective and action plan.
- Revisiting an unachieved objective with whatever modifications are necessary.
- Developing spin-off objectives from the original objectives.
- Planning new objectives.

COMPLIANCE PROCEDURES

Appeal Procedure

It is the responsibility of both the evaluator and the evaluatee to fulfill their roles in the evaluation process. In cases where the evaluator/evaluatee does not follow the steps outlined in the document, the Appeal Procedure may be invoked. The content of the objective or evaluation is not subject to appeal. Evaluations may only be appealed on the grounds of alleged procedural violations as outlined in the Teacher Evaluation Booklet. Appeals will be made to a mediation panel. The Human Resources Director will serve as the moderator of the mediation panel. The panel will consist of a peer chosen by the evaluatee, a peer selected by the evaluator and a third member who is mutually agreed upon. This is to be completed within ten days of written notification by either party. The role of the mediation panel will be to determine whether or not objective setting and/or evaluation procedures have been followed. The mediation panel will:

- Listen to both parties.
- Attempt to get the parties to mediate a final evaluation agreement.
- Review and mediate agreement with Administration and the NEA Danbury.
- Refer any unresolved conflict to the Human Resources Office and to NEA Danbury for final resolution.

The conclusions of the mediation panel will be in written form with copies to all parties and placed in the personnel file of the evaluatee.

Tier Four

In cases when the evaluatee demonstrates a need for improvement, the evaluator shall prescribe objectives for the teacher during the next evaluation period and may require implementation of a professional improvement plan under Tier Four Procedural Guidelines. The following procedure shall be used when a staff member has been assigned to Tier Four:

A meeting is scheduled with the evaluatee, a certified staff member of his/her choice, the evaluator, and the evaluator's next level administrator.

The purpose of this meeting is to help to devise an improvement plan, and to develop a schedule for monitoring the implementation of the improvement plan. The improvement plan may include:

- Peer Support
- Mentoring
- Modeling
- Professional development opportunities
- Keeping a reflective journal
- Dialogue sessions

Procedural Guidelines for Tier Four

- Necessary materials are distributed and explanations of the process are provided.
- The evaluation process must follow the procedures stated in the evaluator document.
- The evaluatee who is not presently meeting job standards must be assigned to performance reappraisal and must be given adequate time and opportunity to improve his/her professional performance.
- The evaluator and evaluatee mutually set the time schedule for observations, conferences, and the completion of forms.

Note: Tier Three methods of evaluation are not viable options for the development of an improvement plan.

COORDINATION OF PROGRAMS

Professional development needs identified through the evaluation process and related to student expectations as detailed on the *Learning Tree* shall be communicated to the District Development Council. After analyzing the areas of professional development needs, evaluators shall report their findings to the system reviewers. The District Development Council will plan CEU workshop offerings based on their analysis of identified needs. Professional development may also be realized through alternative professional development opportunities. Certified staff members are required to provide the necessary documentation to be granted CEU equivalents.

The Danbury Public School District supports the State of Connecticut Beginning Educator and Support Training (BEST) Program. This program affords certified staff the opportunity to serve as mentors to support "beginning teachers" in the achievement of their total job responsibilities. Certified staff may apply to participate as a mentor in the state program.

NEW DIRECTIONS FOR ASSESSMENT

The Danbury Public School system recognizes that the evaluation process is a valuable tool for all certified staff. The process is most effective when it offers a variety of professional growth and evaluation practices that provide constructive feedback to evaluatees at various levels of proficiency and includes a strong professional development component.

Current research and actual evaluation practices in Danbury suggest that the nature of evaluation is changing. With an emphasis on student learning and the reflective process, districts are now providing various ways for certified staff to assess their own performance as it affects student achievement and outcomes. In light of this research we are affording strategies and methodologies for examining professional growth in the following evaluation practices: professional portfolio, peer coaching, and action research. All provide opportunities for sustained and intensive examination of professional performance and allow data based self-examination that in turn encourages growth. It should be noted, however, that these forms of evaluation require advanced planning, in-service training, and the required funding and resources in order to be carried out as intended.

Characteristics of quality professional development to support evaluation practices include activities that are:

- experiential
- inquiry-based
- collaborative
- connected to teacher-student interactions
- continuous
- intensive
- related to aspects of student/school/district growth

The district and NEA Danbury will work jointly to develop such workshops and options for professional activities.

The time and resources necessary for accomplishing the goals of this evaluation plan shall be provided within reasonable budgetary considerations. The plan requires on-going training for all evaluatees in the understanding and applications of its contents including the *Connecticut Common Core of Teaching*, specifically the *Foundational Skills and Competencies* component.

Certified staff members are encouraged to participate in innovative ideas such as mentoring and peer coaching, leadership workshops, and other professional growth opportunities. Such efforts are recognized by the system and trained certified staff should be given the opportunities to share their expertise with others. Documentation of any such activity may be included in the individual's portfolio.

Tier Three Growth and Evaluation Activities

- **Professional Portfolio** – A detailed representation of student work and teacher generated materials collected throughout the academic year. These data illustrate how the teacher has employed various strategies to address individual student needs and their impact on student learning as documented through teacher analysis and reflections.
- **Peer Coaching** – Peers agree to observe each other’s classes a minimum of 6 times during the school year. The purpose is to provide feedback pertaining to their goal. The peer should be someone who is helpful, supportive, and knowledgeable. The teacher may choose to have more than one peer observer at the same time or a series of peer observers over a period of time. With peer observation, two teachers may be working on similar growth plans or be working on very different plans. Alternatively, teachers may request support from district/school consultants to provide professional feedback and support.
- **Action Research** – The teacher develops a hypothesis and a research project to test that hypothesis. The teacher might propose the hypothesis that the use of cooperative learning strategies will improve student achievement in U.S. History. The teacher could then identify lessons or a unit in which to use the strategy and measure student achievement. Findings could be briefly presented in a paper and discussed with other faculty. Teachers are encouraged to meet with a group of 4-6 colleagues to learn new strategies, experiment with strategies, analyze the resulting student work from these strategies, and to problem solve.

WHO EVALUATES WHOM

By the start of the school year, all evaluators will be assigned specific individuals to evaluate by the Superintendent for the upcoming school year.

DANBURY PUBLIC SCHOOLS
Professional Development Growth Plan

Certified Staff Member _____ Tier: _____ Year: _____
Goal(s): _____

Student Learning Outcome(s): _____

School: _____ Evaluator: _____

OBJECTIVE(S) – Relationship to goal(s) and intended student outcome(s).

ACTION STEPS – Setting, time frame, target dates, etc.

DATA COLLECTION – Student work, performance outcomes, etc.

PROFESSIONAL DEVELOPMENT – Seminars, workshops, etc.

RESOURCES NEEDED – Materials, collegial assistance, etc.

Certified Staff Member's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

OBSERVATION AND DATA COLLECTION

Name: _____

_____ General Observation

_____ Specific Observation to Observe: _____

_____ Pre-Observation Communication Date: _____

Time: _____ Date: _____ Length of Observation: _____

Grade and Level of Class: _____

Specific Data Based on *Connecticut's Common Core of Teaching: Foundational Skills and Competencies*:

Signatures

Observer: _____ Date: _____

Evaluatee: _____ Date: _____

(Evaluatee's signature certifies only that the form has been read.)

**DANBURY PUBLIC SCHOOLS
OBSERVATION REPORT**

Based on the *Connecticut's Common Core of Teaching: Foundational Skills and Competencies*

Teacher's Name: _____
Class Observed: _____

Date: _____
Beginning Time: _____ Ending Time: _____

<u>Planning, Instruction, Assessment</u>	<u>Comments</u>
<ul style="list-style-type: none"> — Evidence of effective planning — Evidence of instructional opportunities that support academic/social development — Evidence of effective communication techniques that foster individual and collaborative inquiry — Evidence of a variety of instructional strategies to address the variety of student needs — Evidence of varied assessment techniques (formal/informal) 	
<p><u>Classroom Management</u></p> <ul style="list-style-type: none"> — Uses instructional time effectively — Evidence of established rules — Evidence of student engagement in lesson 	
Additional Comments or Commendations:	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Teacher's Signature : _____</p> <p>Date: _____ (Evaluatee's signature certifies only that the form has been read.)</p> </div> <div style="width: 45%;"> <p>Evaluator's Signature: _____</p> <p>Date: _____</p> </div> </div>	

Part I - Overall Performance Evaluation - Categories based on *Connecticut's Common Core of Teaching: Foundational Skills and Competencies* and respective job descriptions. Commendation areas shall be used to state performances beyond position expectations.

	Shows little or no evidence of meeting position expectations.	Continued improvements needed to meet position expectations.	Has met position expectations.
I. Teachers Have Knowledge Of:			
Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<div style="border: 1px solid black; padding: 5px; width: fit-content;"> Indicate in the appropriate columns the extent to which each behavior was demonstrated. If No Evidence is checked, state the reason on page 3 of this form. </div>	Commendations Beyond Expectations: _____		
II. Teachers Apply This Knowledge By:			
Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessing and Adjusting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<div style="border: 1px solid black; padding: 5px; width: fit-content;"> Indicate in the appropriate columns the extent to which each facet of knowledge was applied. If No Evidence is checked, state the reason on page 3 of this form. </div>	Commendations Beyond Expectations: _____		

Shows **little or no evidence** of meeting position expectations.

. Continued improvements needed to meet position expectations.

Has met position expectations.

II. Teachers Demonstrate Professional Responsibility Through:

Professional and Ethical Practice

Reflection and Continuous Learning

Leadership and Collaboration

Indicate in the appropriate column the extent to which each behavior was demonstrated. If **No Evidence** is checked, state the reason on page 3 of this form.

Commendations Beyond Expectations:

Part II - Evaluation of specific Objectives:

Focus of Objectives (Use key words to indicate focus).

Was the Objective Achieved?

Evaluatee

Evaluator

Indicate in the appropriate columns whether the objective was achieved. If **No Progress** is checked, state the reason on page 3 of this form.

No Progress

No Progress

In Progress

In Progress

Achieved

Achieved

No Progress

No Progress

In Progress

In Progress

Achieved

Achieved

Statement of Progress or Completion:

EVALUATEE: _____

COMMENTS/SUMMARY

Part I - The evaluator is required to write a summary paragraph, which includes an identified area for professional growth and a suggested objective for the next school year. Further explanation is required for areas that are indicated as being above or below position expectations. In addition, comments may address areas not referred to in this form.

Part II - If an objective has not been attained, please explain.

COMMENTS OF EVALUATOR:

COMMENTS OF EVALUATEE: The evaluatee is required to complete a personal assessment of his/her performance for the year, i.e., strengths, objectives reached, areas for professional growth, etc. This space may also be used to respond to the evaluator's judgments.

Signatures

Evaluator: _____ Date: _____

Evaluatee: _____ Date: _____

(Signature certifies only that the form has been read.)

System Reviewer: _____

(Signature certifies only that the form has been read.)

TIME FRAME

Objective-Setting Process

The following schedules will be followed:

1. **All Administrative Staff**

In September - Objectives established.

In May - The objective-setting evaluation shall have been completed, reviewed and copies distributed according to procedure; follow-up activities and objectives for the next year should be discussed.

2. **All Other Staff**

In October - Objectives discussed.

In May - The objective-setting evaluation is completed, reviewed and copies distributed according to procedure and follow up activities and objective for the next year should be identified.

Interim conferences may be scheduled throughout the year. If the evaluator has concerns related to the status of the objective, conferences must be held to discuss progress.

Observations

The Superintendent or his designee will develop an observation assignment schedule for the secondary evaluator on an annual basis.

Tier One and Two - Non-tenured personnel will have no fewer than four observations by the designated evaluators. A non-tenured evaluatee must have demonstrated superior performance by February 1 of the year in order to receive a recommendation for contract renewal. In order for tenure to be granted, superior performance must be sustained throughout.

Tier Three – Tenured personnel on the Tier Two evaluation cycle shall have a minimum of two observations by the designated evaluators. Otherwise, the individual professional growth plan determines the number of observations.

Tier Four – Tenured personnel shall have no fewer than four observations as indicated in the professional growth plan.

Additional observations and evaluations may be scheduled by the evaluator or requested by the evaluatee.

Overall Evaluation

The primary evaluator completes evaluations.

Schedule of Evaluative Reports

The plan provides for the evaluation of all certified staff at least once a year. A signed copy of the completed final evaluation is to be given to the evaluatee.

- A. **Tier One and Two** certified staff will be evaluated two times a year.
- B. **Tier Three** certified staff will be evaluated at least once during the school year.
- C. **Tier Four** certified staff will be evaluated at least two times during the school year.

Note: All administrative personnel will conform to the guidelines delineated above.

Reports are to be completed and sent to the office of the Director of Human Resources, **after the Review Process**, according to the following schedule:

Group A - December; June

Group B - May (Tenured certified staff members with evaluation responsibilities - June)

The primary evaluator and the evaluatee sign evaluations. The primary evaluator discusses the completed evaluations with any administrator who is involved in the evaluation process for that staff member.

REVIEW PROCESS

The appropriate System Reviewer (see Glossary) signs all completed evaluation forms. The signature of the System Reviewer acknowledges the document has been read but does not necessarily mean agreement with the contents. **The personnel file copy of the final evaluation form and objective setting forms must be sent to the appropriate person for review.** The information derived from this review would then be used in developing evaluations for individual evaluators.

RECOMMENDATION FOR RENEWAL OF CONTRACT

1. The administrator(s) responsible for the evaluation of the certified staff member makes recommendations for renewal of contracts for non-tenured certified staff member and submits it to the Director of Human Resources in the Personnel Office by February 1 of each year.
2. Certified staff members eligible for tenure shall be recommended for tenure by the administrator(s) responsible for the evaluation of the professional staff member. A written recommendation is submitted to the Director of Human Resources in the Personnel Office by February 1 of that year.

GLOSSARY OF TERMS

Action Research - The teacher develops a hypothesis and a research project to test that hypothesis.

Appeal Procedure - A step in the evaluation process designed to resolve differences either in objective setting, or related to due process in the overall evaluation.

Assessment - Process of evaluating teachers with initial certificates for state certification.

Beginning Educator Support and Training (BEST) Program - State program, which provides for mentoring and assessment of teachers with Initial Educator Certificates.

Best Practices – District – produced document focused on the effective instructional delivery, strategies and methodologies within each curricular area.

Certified Staff – Staff members employed by Danbury Public School directly involved with students and holding a position requiring certification by the State Department of Education.

Collaborative Process – Open communication between evaluator and evaluatee often in the form of clear, specific and constructive feedback which results in enhanced performance, suggestions for improvement and /or recognition of exceptional effort.

Connecticut Common Core of Learning - A valid set of expectations for teaching and learning outcomes. (see Appendix B)

Connecticut Common Core of Teaching (CCT) - (see Appendix A)

Connecticut State Department of Education Trained Assessor – Certified staff member who has been trained by the CSDE to observe teacher performance, collect data, and analyze it using specific established criteria such as the former CCI.

Continuing Education Unit (CEU) – Indicator of participation in professional development activity. State formula requires 10 hours professional development for 1 CEU. Units may be offered at .1 per hour.

Continuing Education Unit Equivalent – Indicator of planning and implementation of professional development activity - offered in lieu of CEU.

Critical Friends – Teachers whose relationship is such that they can sit down with each other's work to discuss its strengths and weaknesses and develop avenues for improvement.

Data - Factual information that determines the extent to which objectives are being met.

Descriptor - Overall performance form

District Development Council – A representative body comprised of elementary, middle and high school level staff who plans CEU workshop offerings based on their analysis of professional development needs.

Draft - An unofficial work copy of the evaluation report.

Evaluation Period - The time from agreement upon objectives through final assessment. (This period will usually coincide with the school year.)

Evaluatee - Person being evaluated (See "Teacher").

Evaluator - Teacher whose job description includes supervisor and evaluation of other teachers:
a) Primary b) Secondary.

Foundational Skills and Competencies – Connecticut's definition of effective teaching practice common to all teachers from kindergarten through grade 12. (See Appendix A)

Learning Tree- Danbury's *Learning Tree* is a graphic depiction of the exit standards that students are expected to demonstrate. They articulate what students will know, are able to do, and deeply understand in each content area. The *Learning Tree* also articulates the Universal/Life-Long Learning Skills that students are expected to master in order to become independent learners. Lastly, the roots of the *Learning Tree* illustrate the attributes and aspects of character that promote the development of a healthy and contributing citizen. There are three versions of the learning tree that reflect the elementary, middle, and high school developmental levels of our students. (See Appendix C)

Mediation Panel - Persons selected to facilitate appeals procedures.

Narrative - A written description dealing with factual data.

Objective-Setting Evaluation - A process by which specific tasks are defined and assessed.

Observation - A method through which the evaluator collects data.

Observation Data Collection Form - Form used to connect observation to final evaluation.

Overall Performance Evaluation - An annual assessment conducted to determine the quality of performance.

Peer Coaching – On going mentoring and or professional development offered by teachers for teachers. Those providing peer coaching are not identified as evaluators and may not be used for staff evaluation.

Peer Reflection – The ability to think about strengths, weaknesses, and/or needed modifications of a lesson by conversing with another member of the teaching profession.

Peer Support - Offered to a person on reappraisal.

Professional Development Growth Plan – When developing objectives, the objective(s) are written on the appropriate form which includes statement of objective as well as the process for implementing the

objective. (See page 15)

Professional Portfolio - The structured, documentary history of a set of coached or mentored acts of teaching substantiated by samples of student work and fully realized through reflective writing, deliberation, and serious conversation. (See Appendix D)

Reflection – Deliberate analysis and/or interpretation by an individual on planned or delivered instruction.

Review - An examination of parts of the evaluation process.

System Reviewer - One of the three designated Central Office Administrators who examines staff final evaluations for compliance and content.

Teacher - Certified professional employee of a board of education below the rank of Superintendent employed for at least ninety days in a position requiring a certificate issued by the State Board of Education. (Conn. General Statutes Section 10-151 (a)(2))

Tier – Placement on evaluation schedule based on years in Danbury, tenure, and/or past performance evaluation.

Tier Three Evaluation Procedures– Options to the evaluation process which provide opportunities for sustained and intensive examination of professional performance and allow data based self- examination that in turn encourages growth. Predetermined, mutually agreed upon method of staff evaluation based on evaluation criteria found in the teacher evaluation booklet.

Timeframe - Dates by which activities in the objective must be accomplished.

APPENDIX A

CONNECTICUT COMMON CORE OF TEACHING: **Foundational Skills and Competencies**

I. TEACHERS HAVE KNOWLEDGE OF:

Students

- Teachers understand how students learn and develop.
- Teachers understand how students differ in their approaches to learning.

Content

- Teachers are proficient in reading, writing and mathematics.
- Teachers understand the central concepts and skills, tools of inquiry and structures of the discipline(s) they teach.

Pedagogy

- Teachers know how to design and deliver instruction.
- Teachers recognize the need to vary their instructional methods.

II. TEACHERS APPLY THIS KNOWLEDGE BY:

Planning

- Teachers plan instruction based upon knowledge of subject matter, students, the curriculum and the community.
- Teachers select and/or create learning tasks that make subject matter meaningful to students.

Instructing

- Teachers establish and maintain appropriate standards of behavior and create a positive learning environment.
- Teachers create instructional opportunities that support students' academic, social and personal development.
- Teachers use effective verbal, nonverbal and media communications techniques, which foster individual and collaborative inquiry.
- Teachers employ a variety of instructional strategies that enable students to think critically, solve problems and demonstrate skills.

Assessing and Adjusting

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

III. TEACHERS DEMONSTRATE PROFESSIONAL RESPONSIBILITY THROUGH:

Professional and Ethical Practice

- Teachers conduct themselves as professionals in accordance with the Code of Professional Responsibility for Teachers (Section 10-145d-400a of the Connecticut Certification Regulations).
- Teachers share responsibility for student achievement and well being.

Reflection and Continuous Learning

- Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community.
- Teachers seek out opportunities to grow professionally.

Leadership and Collaboration

- Teachers serve as leaders in the school community.
- Teachers demonstrate a commitment to their students and a passion for improving their profession.

APPENDIX A-1

This modified evaluation plan extends beyond the Common Core of Teaching definition to outline an evaluation plan specifically tailored for pupil personnel services staff who include the following: school psychologists, school social workers and speech-language pathologists.

Danbury Competencies and Indicators For Performance Evaluation of Pupil Personnel Service Staff (*adapted from CT. Competencies, 1993*)

I. Pupil Personnel Staff Have Knowledge of:

Students:

- Understands human growth and development as it relates to the educational process
- Effectively meets the needs of exceptional students

Content:

- Are proficient in reading, writing and mathematics
- Understands theory and practice of the discipline
- Understands the rights and responsibilities of children, parents and educators

Pedagogy:

- Effectively implements programs and interventions to achieve established objectives

II. Pupil Personnel Service Staff Apply this Knowledge By:

Planning:

- Effectively organizes time, space, materials and equipment
- Plans programs and interventions to achieve established objectives

Instructing:

- Promotes a positive learning environment
- Helps students develop positive self-concepts.
- Effectively communicates with students, family members, school personnel and members of the community.
- Facilitates the development of student independence.

Assessing and Adjusting:

- Effectively assesses student needs and progress

III. Pupil Personnel Service Staff Demonstrate Professional Responsibility Through:

Professional and ethical practices:

- Conduct themselves as professionals in accordance with the Code of Professional Responsibility for Teachers (Section 10-145d-400a of the Connecticut Certification Regulations)
- Share responsibility for student achievement and well-being

Reflection and Continuous Learning:

- Demonstrates responsibility for self-growth, professional improvement and on-going self-evaluation

Leadership and Collaboration:

- Facilitates, encourages and maintains the cooperative involvement and support of parents and the community

APPENDIX B

CONNECTICUT COMMON CORE OF LEARNING

INTRODUCTION

Connecticut's Common Core of Learning has been created as a set of high expectations we hold for all of Connecticut's students. While it is understood that students enter school at different levels of readiness, with different interests and with varying aspirations, these differences do not justify the development of a different *Common Core* for each student. To the contrary, the goal of each student developing to his or her fullest potential argues for the creation of one *Common Core* that sets no limits on anyone and allows each to attain his or her dreams.

Accordingly, the Common Core establishes a vision of what Connecticut's high school graduates should know and be able to do as a result of participating in the entire K-12 school experience. The Common Core articulates Connecticut's expectations for all of its schools and all its youth by describing abilities that are necessary not just for employment and further education, but also for becoming a productive member of society. The *Common Core* is not meant to define a minimum set of competencies; rather, it is designed to set and define the high standards required for students to become fully educated citizens.

This revision of *Connecticut's Common Core of Learning* is organized under the three major headings that follow, with subheadings that reflect significant groups of skills, knowledge and aspects of character:

Foundational Skills and Competencies

Reading
Writing
Speaking, Listening and Reviewing
Quantifying

Problem Solving, Reasoning and Creative Thinking
Learning Resources and Information Technology
Working Independently and Collaboratively

Understanding and Applications: Discipline –Based and Interdisciplinary Skills

Language Arts
Mathematics
Science
Social Studies
Technology Education

World Languages
The Arts
Health and Safety Education
Physical Education
Applied Education
• School-To-Career Transition
• Preparing for Adult Life and Lifelong Learning

Aspects of Character

Responsibility and Integrity
Effort and Persistence
Intellectual Curiosity

Respect
Citizenship and Sense of Community

The order of the three major headings does not represent their relative importance nor does it imply a sequence of instruction. Rather, the order reflects a belief that discipline-based content must be interconnected. This represents a larger view of curriculum in which instruction across the disciplines includes the development of the necessary aspects of character and foundational skills.

Students learn best when they are appropriately motivated and self-confident. Although these are by-products of effective instruction, the attitudes and aspects of character delineated in the Common Core are also preconditions for mastering specific skills. While generally taught directly or included in written curriculum, these aspects of character, along with many of the curriculum described in the understandings and applications area and though guidance formally provided in the schools.

Further, the *Common Core of Learning* should not be misconstrued as a set of isolated skills and understandings. To the contrary, it should be viewed as an integrated and interdependent set of expectations. Users of the *Common Core* should continually look for cross-disciplinary and interdisciplinary approaches and for the transfer of skills and knowledge from one subject area to another. In fact, many items listed under a particular subheading could easily have been included in others.

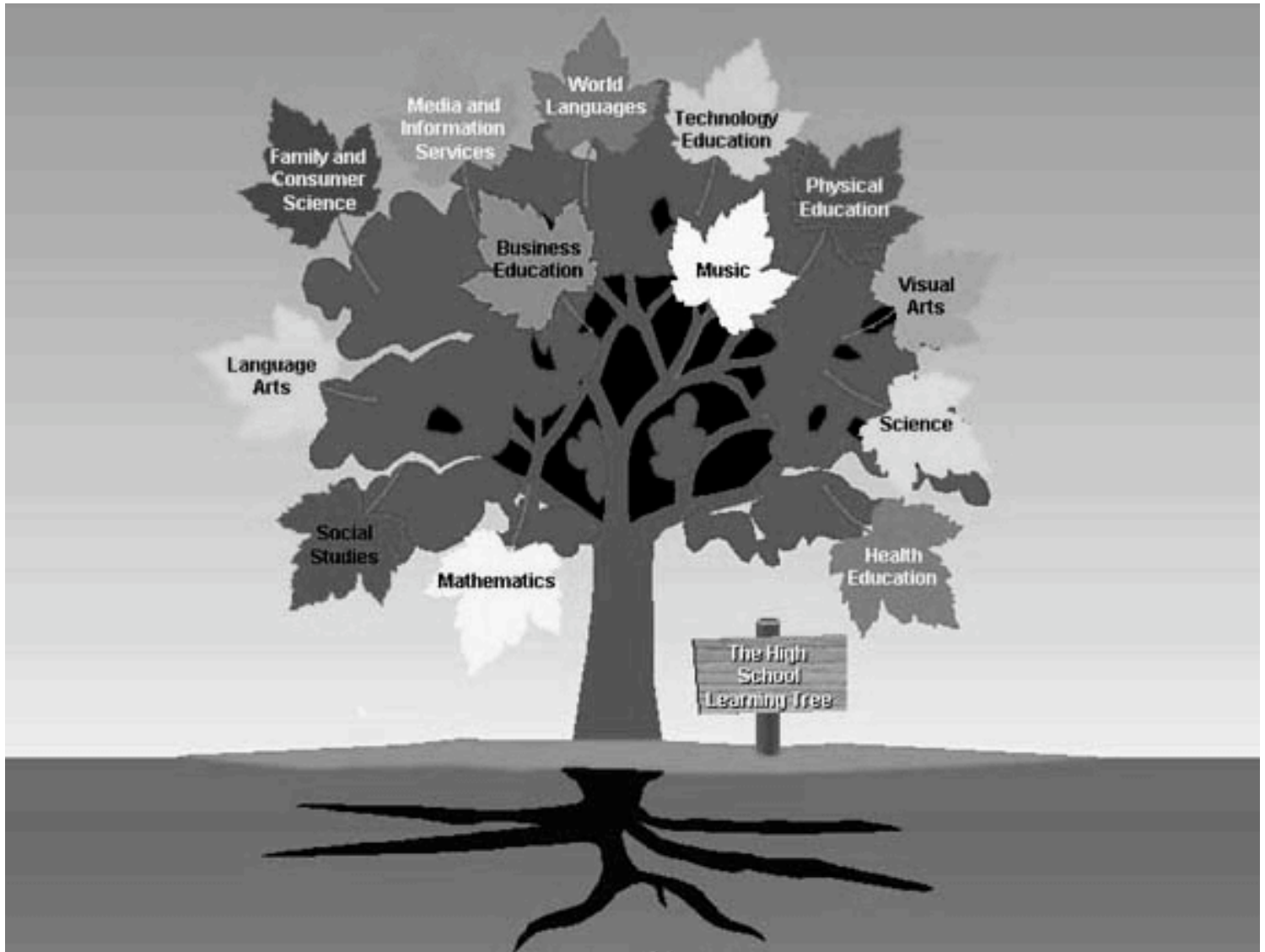
The *Common Core* is not a curriculum. Each school district's curriculum will be more comprehensive and significantly more specific, including a wide range of learning experiences and instructional strategies. To assist districts in setting forth their own curriculum standards, the State Department of Education is publishing a companion document to *Connecticut's Common Core of Learning* titled *The Connecticut Framework: K-12 Curricular Goals and Standards*.

Finally, the *Common Core of Learning* has been developed neither as a state mandate nor as a condition for graduation. It has been developed to generate discussion and stimulate change in school programs, student objectives, resource allocations and teaching. It is offered as a catalyst for curricular change and school improvement by providing a statement of the high expectations needed in order that all Connecticut students become fully educated.

Connecticut's Common Core of Learning reflects a commitment to excellence in public elementary and secondary education. The implementation of the *Common Core* will help develop young people who can think and act independently and work with others, and will assist Connecticut's schools in leading its students into the 21st century with confidence and clear direction.

APPENDIX C

The following goal statements are an important component of this evaluation plan and are to be considered as topics for objective setting.



Danbury Public Schools' *LEARNING TREE*

- THE ELEMENTARY SCHOOL LEARNING TREE -

Indicated below are the expected learning outcomes that students in the **Danbury Elementary Schools** are expected to demonstrate. These outcomes indicate what each student should know and be able to do at the conclusion of fifth grade. It is important to note that students learn at different rates and bring different experiences, strengths, and needs to the learning experience. Therefore some students will exceed the stated learning expectations, others will need additional resources to reach the desired level of performance, and some will require further modifications to achieve the desired outcomes.

By the end of Grade 5 students will be able to:

LANGUAGE ARTS

- Develop proficiency in the areas of reading, writing, speaking, listening, and viewing.
- Construct meaning and to respond thoughtfully to a variety of material from print, non-print, and electronic materials.
- Use a variety of strategies to create and develop meaning when reading, writing, and listening, speaking, and viewing.
- Express questions, thoughts, interpretations, and opinions related to material from print, non-print, and electronic source content, and purpose in both oral and written form.
- Develop stories, essays, and poems using the writing process.
- Read to learn and for pleasure.

MATHEMATICS

- Use mathematical skills, techniques, and applications to solve problems.
- Demonstrate an operational sense of the fact families in addition and subtraction through 18, and multiplication and division through the 9's table.
- Demonstrate number sense by counting, comparing, estimating, and using place-value concepts in whole numbers, fractions and decimals.
- Demonstrate spatial sense by describing, modeling, drawing, and classifying shapes, and be able to relate geometric ideas to numbers and measurement ideas.
- Use mathematical reasoning to solve problems by applying number sense or using spatial relationships.
- Use common units of measure such as length, capacity, weight, area, volume, time, temperature, and angles.
- Select and use computational techniques appropriate to specific whole number problems, and determine whether the results are reasonable.
- Collect, organize, and describe data.
- Explain verbally and in writing all taught mathematical concepts.

SCIENCE

- Make accurate observations involving biology, physical and chemical characteristics.
- Describe how organisms share basic characteristics, which include life cycles that begin with birth and end with death.
- Describe why water is important for life.
- Diagram the earth and describe how it obtains its energy from the Sun.
- Demonstrate that matter has physical and chemical properties that can be changed.
- Use scientific instruments correctly in gathering data.
- Demonstrate how science, math, and technology are interrelated.

SOCIAL STUDIES

- Demonstrate an understanding of social studies units of study by acquiring, organizing, interpreting, and applying data from various forms of print and non-print material.
- Use historical statements and concepts to assist in decision-making about public issues.
- Recognize and apply distance, direction, scale, map symbols, latitude, and longitude through the use of maps and globes.
- Recognize and understand events, personalities, geographic and economic factors that have shaped the history and culture of Danbury, Connecticut and of regions of the United States.
- Demonstrate an understanding of the historical and economic events that created and transformed the new American Nation to 1800.

MEDIA AND INFORMATION SERVICES

- State a simple research question, present research findings in a variety of formats, and compile a list of works cited for any presentation.
- Locate and use materials with appropriate guidance from a variety of sources including print, non-print, electronic, and the Internet to answer a research question.
- Select books and articles from the major literary genres: novels, short stories, poetry, and non-fiction for independent reading.
- Select, access and use software appropriate to a given task and create a multi-media presentation to communicate ideas.

MUSIC

- Develop introductory listening, singing, movement and instrumental skills.
- Read, understand and apply basic musical notation and vocabulary.
- Discuss appropriate historical, cultural and interdisciplinary elements of music.

VISUAL ARTS

- Demonstrate a basic knowledge of elements and principles of art and their creative application to two and three-dimensional design.
- Explore a variety of appropriate art methods, media and subjects.
- Understand appropriate historical, cultural and interdisciplinary elements of art.

PHYSICAL EDUCATION

- Demonstrate age appropriate form in the fundamental movement skills: locomotor, nonlocomotor, and selected manipulative skills.
- Recognize the personal physiological effects that accompany moderate to vigorous physical activity.
- Recognize the contributions that individual differences add to group activities

HEALTH EDUCATION

- Explain how childhood injuries and illnesses can be prevented.
- Demonstrate the ability to locate school and community health helpers.
- Compare behaviors that are safe to behaviors that are risky or harmful.
- Explain how media influences thoughts, feelings, and health behaviors.
- Demonstrate the ability to apply a decision-making process to health issues and problems.

- THE MIDDLE SCHOOL LEARNING TREE -

Indicated below are the expected learning outcomes that students in the **Danbury Middle Schools** are expected to demonstrate. These outcomes indicate what each student should know and be able to do at the conclusion of eighth grade. It is important to note that students learn at different rates and bring different experiences, strengths, and needs to the learning experience. Therefore some students will exceed the stated learning expectations, others will need additional resources to reach the desired level of performance, and some will require further modifications to achieve the desired outcomes.

By the end of Grade 8 students will be able to:

LANGUAGE ARTS

- Apply a variety of strategies to understand, explain, and evaluate material from print, non-print, and electronic sources to construct meaning.
- Communicate effectively in written and oral forms to describe, explain, persuade, and/or create meaning.
- Engage in basic research activities using a variety of materials from print, non-print, and electronic sources.
- Recognize the characteristics of the different literary genre.
- Read and respond to material from print, non-print, and electronic sources for learning and pleasure.
- Use ratio, proportion and percent to represent and describe mathematical relationships

MATHEMATICS

- Solve open-ended problems using graphs, geometry, and symbols.
- Demonstrate an understanding of the relationship of operations on whole numbers, fractions, decimals, integers, and rational numbers.
- Use statistical methods to describe, analyze, evaluate, and make decisions.
- Describe patterns by using tables, graphs, and functional relationships.
- Demonstrate an algebraic understanding of variables, expressions, and equations.
- Understand geometric concepts of lines, angles, figures, area, perimeter and volume.
- Use ratio, proportion and percent to represent and describe mathematical relationships.

SCIENCE

- Communicate in a logical manner using written, verbal and portfolio methods.
- Conduct scientific investigations that involve the scientific method while identifying and controlling variables in experiments.
- Describe the major characteristics found in the kingdoms of living organisms.
- Explain how nature and human activities have changed the Earth's land, oceans, and atmosphere.
- Identify important relationships among issues related to science, math, and technology that affect society.
- Describe the roles of producers, consumers, and decomposers in the Earth's ecosystems.
- Identify interactions between matter and energy on Earth and in space.
- Describe human body systems and how each contributes to the health of the individual.

SOCIAL STUDIES

- Describe the relationship between geography and history in terms of time and place and as a context for events.
- Use a variety of research skills that pose, identify, and define geographic and historic issues, problems and questions.
- Participate in persuading, compromising, debating and negotiating the resolution of current, historical, or geographical conflicts and differences.
- Demonstrate an understanding of the historical and economic events that transformed America in the 19th century.
- Understand the basic concepts of economics.

MEDIA AND INFORMATION SERVICES

- Demonstrate the skills needed to develop and explore a variety of critical instructional questions.
- Evaluate the authenticity and relevance of information from a variety of sources, including print, non-print, and electronic and demonstrate knowledge of the ethical use of copyrighted materials.
- Present findings in written and multimedia formats.
- Create and implement simple Internet searches with guidance and prepare presentations for Intranet publication.
- Give complete, standard bibliographic citations for all resources used.
- Use the school network to access materials, to manipulate information, and to communicate.

WORLD LANGUAGES

- Use the basic vocabulary and grammar of the target language, formulate statements and opinions in the target language, and write developmentally appropriate compositions.
- Understand and respond appropriately to instructions and questions in the target language.
- Describe similarities and differences between their culture and lifestyle and the cultures and lifestyles studied.
- Describe the various aspects of diversity in a multicultural community.
- Read appropriate material and answer questions based on the reading.
- Use correct spelling, accents, punctuation and capitalization in the target language.

MUSIC

- Develop more complex choral and/or instrumental skills with rhythm, phrasing, reading, and notating.
- Develop an understanding of the skills utilized in basic improvisation and composing.
- Develop basic skills in analyzing, evaluating, classifying and comparing musical elements, performances and genres.

VISUAL ARTS

- Develop independent, creative, artistic approaches to self-expression.
- Effectively utilize a variety of art methods, media and subjects to communicate ideas.
- Exhibit basic skills in analyzing, evaluating, classifying and comparing artistic elements, work and genres.

PHYSICAL EDUCATION

- Demonstrate developmentally appropriate applications of physical education techniques by combining a variety of movement and body activities.
- Maintain personal records of moderate to vigorous physical activities.
- Develop personal goals and strategies for the improvement of selected fitness components necessary for a healthy lifestyle.
- Demonstrate supportive and inclusive behaviors when meeting the individual needs of peers in physical activity settings.

HEALTH EDUCATION

- Describe the interrelationship of mental, emotional, social, and physical health during adolescence.
- Demonstrate the ability to utilize health resources from home, school, and community that provide valid information to develop a personal health assessment that determines strengths and risks.
- Determine how to effectively communicate information, ideas, feelings, and opinions about health related issues and understand the impact of peer influence on personal health.
- Describe how changes in personal capabilities, priorities, and responsibilities influence personal health goals.

FAMILY AND CONSUMER SCIENCE

- Demonstrate the ability to manage financial resources to meet the goals of individuals and families across one's life span.
- Demonstrate the ability to acquire, handle, and use food to meet nutrition and wellness needs of individuals and families across one's life span.
- Recognize the psychological, historical, and economic importance of clothing and demonstrate basic hand and machine sewing techniques through design ideas and visual presentations.

TECHNOLOGY EDUCATION

- Demonstrate an understanding of technology and its systems and how they affect the areas of production, communication, and transportation.
- Recognize the scope of technology and evaluate the impact and consequences technology has on society, culture, and the environment.
- Investigate ideas and develop research skills to address technology-related needs and problems and to design and construct technology-based products.
- Apply science, mathematics, language arts, and technological concepts to solve real world problems.
- Use technology resources, processes, and tools safely and effectively.
- Demonstrate a general understanding of technology-based roles and careers including engineers, technologists, technicians, and craftspeople.

- THE HIGH SCHOOL LEARNING TREE -

Indicated below are the expected learning outcomes that students in **Danbury High School** are expected to demonstrate. These outcomes indicate what each student should know and be able to do at the conclusion of twelfth grade. It is important to note that students learn at different rates and bring different experiences, strengths, and needs to the learning experience. Therefore some students will exceed the stated learning expectations, others will need additional resources to reach the desired level of performance, and some will require further modifications to achieve the desired outcomes.

By the end of Grade 12 students will be able to:

LANGUAGE ARTS

- Select and apply a variety of strategies to construct, interpret, and evaluate meaning of complex text.
- Demonstrate an understanding of the nature and use of the different literary genres.
- Communicate effectively as writers, listeners, and speakers.
- Demonstrate resourcefulness and effective communication in a research activity using material from print, non-print, and electronic sources.
- Read for life-long learning, work, and pleasure.

MATHEMATICS

- Demonstrate logical reasoning by making and testing conjectures, following a logical argument, and constructing simple and valid arguments.
- Interpret and define situations using variables, equations, tables, and graphs.
- Illustrate real world phenomena with a variety of functions, verbal rules, equations and graphs.
- Represent and solve problems using geometric models.
- Use data analysis, statistics, and probability to draw inferences from charts, tables, and graphs that summarize data from real-world situations.
- Use technology to learn, explore and solve mathematical problems and concepts

SCIENCE

- Demonstrate that science is a learning experience that is based upon asking questions and seeking and validating information.
- Describe how science has influenced cultures and societies.
- Demonstrate an understanding of the processes and forces that have shaped the structure and composition of the Earth and the Universe.
- Explain how all organisms in the biosphere are linked to each other and to their physical environment by the transfer of matter and energy.
- Demonstrate how the Earth is a unique and dynamic member of the solar system, its relationship within our galaxy and our relationship within a continuously changing universe.
- Describe the relationship between all life forms and the environment.
- Demonstrate the relationship between mathematics, science, technology and written communication and explain how people effect and are effected by this relationship.

SOCIAL STUDIES

- Demonstrate an understanding that the world encompasses the historical experience from Ancient Times to modern civilization of peoples in Africa, the Americas, Asia and Europe.
- Apply critical thinking and knowledge of history and the social sciences to the decision-making process and the analysis of controversial issues in order to understand the present and anticipate the future.
- Read widely and critically to develop perspectives and thoughtful judgment and to make informed choices as they related to history and the social sciences.
- Explain the legal purposes and obligation to participate in our constitutional democracy and understand the relationship between participation in civic life and the attainment of personal and public goals.

MEDIA AND INFORMATION SERVICES

- Demonstrate the ability to create a hypothesis and use primary and secondary sources to explore and validate the hypothesis.
- Present research findings in multimedia and in writing, as position papers, case studies, briefs and other appropriate forms.
- Demonstrate effective and appropriate use of the Internet as an information source.
- Demonstrate effective and efficient use of the school-based technology network and other media equipment in order to complete projects.

WORLD LANGUAGES

- Demonstrate a thorough knowledge of the vocabulary and grammar of the language studied and an in-depth knowledge of the cultures studied.
- Analyze critically what they have read and recognize main ideas as well as details.
- Demonstrate correct writing skills in the target language and write with accuracy and detail about a variety of topics.
- Demonstrate knowledge of the literature of the target language.
- Comprehend and use a variety of materials written for native speakers.
- Demonstrate the skills necessary to engage in extensive conversation with native speakers.
- Demonstrate the ability to plan a trip to one of the countries studied.

MUSIC

- Sing and/or perform instrumentally with expression, improvisation and technical, reading, and notational accuracy.
- Develop basic improvisational and/or composing skills.
- Understand and interpret musical elements, performances and genres aesthetically and historically.

VISUAL ARTS

- Demonstrate independence, creativity and self-awareness in a concentrated area of artistic specialization.
- Demonstrate the skills necessary to continue to develop technical proficiency in varied art methods, media and subjects in one or more areas of artistic specialization.
- Understand, interpret and critique works of art and genres aesthetically and historically.

HEALTH EDUCATION

- Explain the impact of personal health behaviors on the functioning of body systems.
- Demonstrate the ability to access school and community health services for self and others.
- Develop strategies to improve or maintain personal, family and community health.
- Evaluate the effect of media and other factors on personal, family, and community health.
- Demonstrate healthy ways to express needs, wants, and feelings.
- Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.

PHYSICAL EDUCATION

- Use basic movement skills to participate in a wide variety of leisure and work-related physical activities.
- Design a personal health fitness program based on an accurately assessed fitness profile.
- Demonstrate the ability to adjust individual performance to address differences in the individual physical, emotional and social characteristics of others.
- Recognize the influence physical activity can have in fostering an appreciation of cultural, ethnic, gender, physical and age differences.

BUSINESS EDUCATION

- Function as an economically literate citizen through the development of personal consumer economic skills, knowledge of social and governmental responsibility, and an understanding of business operations.
- Demonstrate the skills needed to become an entrepreneur.
- Demonstrate an understanding of the role of business in society.
- Select and apply computer skills including keyboarding, and word processing, and the use of spreadsheets, databases, and graphics as they relate to personal and business decision making.
- Communicate effectively as writers, listeners, and speakers in social and business settings.
- Use a variety of analytical tools needed to understand and make reasoned decisions involving personal and societal economic issues.
- Develop career awareness and related skills in order to make viable career choices and become employable in a variety of business careers.

TECHNOLOGY EDUCATION

- Demonstrate knowledge and a variety of skills about diverse technology systems, including their nature, functioning and applications and how this technology has changed society.
- Demonstrate the ability to creatively solve problems with technology using a systems approach, higher order thinking skills, and a variety of resources including information, tools, and materials.
- Demonstrate the safe, effective, and creative use of technological resources including tools, machines, and materials throughout various technological processes.
- Demonstrate knowledge of and the ability to perform tasks representative of careers in technology-based positions such as engineers, technologists, and technicians.

FAMILY AND CONSUMER SCIENCE

- Use various strategies to manage multiple individual, family, career, and community roles and responsibilities.
- Demonstrate an understanding of the interrelationships between the economic system and consumer actions.
- Demonstrate the skills necessary to pursue a variety of career paths within the Family and Consumer Sciences fields.
- Demonstrate the ability to apply Family and Consumer Science principles in order to address the diverse perspectives, needs, and characteristics of individuals and families.
- Demonstrate practices and skills involved in meeting customer and legal expectations in commercial and professional ventures.
- Demonstrate Family and Consumer Science standards that guide behavior in interpersonal relationships.

APPENDIX D

SUGGESTED PORTFOLIO DOCUMENTATION

Teacher developed material	-lesson plans -texts/examinations -project outlines -unit overview -worksheets
Student developed material	-projects -long/short term assignments -tests/written work
Continuing Education Unit work and records	
Videotapes lessons	
Coaching/observations verbatim scripts	
Self assessment	
Student assessment of teacher	
Parent assessment of teacher	
Extra-curricular activities/sponsorship	
Parent/teacher communication	
Teacher reflections	
Curriculum work	
Graduate courses	
Workshop/conferences attended/presented	
Intra-staff relations - coaching, mentoring, communications, etc.	
Published/prepared professional articles	
Awards/recognition received	
Professional activities - cooperating teacher, union/staff leadership, roles, etc.	

DANBURY PUBLIC SCHOOLS

GUIDE TO:

**ACTION
RESEARCH**

**TEACHER
PORTFOLIOS**

PEER COACHING

Prepared July 2001 by:

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Sue Rice
Donna Sue Tucciarone**

Action Research

- 1. Definition:** Action Research is a cyclical process which integrates research and exploration on that research in order to improve educational practice and to lead to making informed decisions. This is not intended to be or to employ the strategies of formal research.
- 2. Purpose:** The overall process of Action Research is designed to improve academic performance by enhancing student achievement. Action Research can be done as an individual or as a common interest group.
 - The individual – to improve their practice; can be used as a basis for reflection
 - The group – as a team or a department to focus on the common interest of improving student learning outcomes. No larger than three or four.
- 3. Strategies:** A minimum of two years is required to fully implement the five steps of the Action Research process which involves the following sequential steps:
 - **Select a focus.** This could be a goal, a problem or a particular area of concern centered on student learning and/or teacher performance that is measurable and manageable.
 - **Collect data.** Review the literature about this particular focus. Search books, publications, web sites or interview experts to find out what the latest thinking and trends are on this focus. Develop and gather information about the learner(s) and the learning environment from archival sources like the school profile, referrals, surveys (parent, student, and teacher), interviews, student projects (exhibits, portfolios, student work). Evidence from multiple sources makes this part of the process more valid.
 - **Organize data.** In a meaningful and relevant way, order the information into categories that make it meaningful to the original focus.
 - **Analyze and interpret the data.** Summarize the information. What does the data mean regarding the focus? What does the information say about your focus, concern, or goal? What does the data imply? What does the data say about student learning and/or about teaching performance? *Given what I now know, what do I want to do or what do I think I should do differently?*
 - **Take action.** Make a decision about what to do next to improve or to change or to solve the original problem based on what you found out in your research. Decide what to do next. Make and take an action.
- 4. Data Collection:** After implementing the action, collect evidence that shows the effect of anticipated outcome(s). Collect data that is tied back to instructional strategies and student learning.
- 5. Assessment: Reflect.** What did you learn about your students, the way the students learned, and about your teaching? Summarize what happened. Analyze your students' work based on your teaching. Reflect on the impact or effect your teaching had on your students' learning based on the data collected. Explain the effectiveness of your plan. Draw conclusions based on your teaching practice.

Resources:

Action Research: Inquiry, Reflection, and Decision Making. ASCD video series. 2000. 23 minutes.
Sagor, Richard. Guiding School Improvement with Action Research. Virginia: SCD, 2000.

Teacher Portfolios

- 1. Definition:** A teaching portfolio is a dynamic, ever-growing, ever-changing evaluation tool whose parameters are decided upon in advance for presenting a teacher's learning process against a set of teaching standards. This very personal collection of artifacts and reflections on ones' accomplishments, learnings, and strengths demonstrate how the teacher has reached a specific goal(s) and gives both the teacher and evaluator a comprehensive and sophisticated understanding of the teaching process.
- 2. Purpose:** The primary purpose of teacher evaluation is to promote teacher growth. Portfolios enhance professional practice that leads to student learning. In addition, they provide teachers with a professional tool to evaluate and improve their own development by keeping track of their progress and reflecting on specific aspects of instruction that are aligned to district goals.
- 3. Strategies:** A process approach to portfolios helps teachers to understand the items that must be present for the portfolio to be complete, effective, and successful. The operational steps include the collection, organization, and reflection on selected data, as well as the presentation of the product. Steps in this process may include:
 - Select goal(s) related to district, building, or department priorities
 - Select portfolio type based on goals chosen i.e. subject knowledge, pedagogy, student remediation, curriculum, or school improvement
 - Select presentation format i.e. electronic, oral, binders, video, boxes of "stuff"
 - Agree on the standards by which the portfolio's contents will be assessed (teacher and evaluator reach mutual agreement)
 - Collect data and select specific materials that support the standards and demonstrate teacher skills related to them
 - Reflect on artifacts through a narrative summary in order to show growth and development over time, as well as to justify the artifacts' inclusion within the frameworks of the standards
 - Present completed portfolio informally in conversations with peers and faculty, as well as formally to final evaluator
- 4. Data Sources and Collection:** The teaching portfolio is an opportunity to gather evidence of developing teaching skills and reflect on personal growth. They contain both teacher and student work and often compare early to recent work showing growth over time. Sample portfolio artifacts (may include but are not limited to):
 - Student work samples
 - Lesson or study plans
 - Communications between teachers and parents
 - Communications between teachers and students
 - Personal writings and reflections
 - Web sites or programs developed by the teacher
 - Critiques of lessons
 - Behavior modification plans
 - Committee work i.e. curriculum and program design
 - Professional materials used to enhance instruction
 - Work from graduate classes or staff development
 - Assessment and evaluation tools used with students

Organizational components (may include but are not limited to):

- Checklists- insure that all components are included
- Rubrics-used as instructional tools as well as benchmarks of growth

5. **Assessment:** Thoughtful reflection is the key to portfolio success. Once a portfolio is agreed upon as a device for assessment, evaluator and evaluatee involved need to reach an agreement as to what should be examined for presentation. Valid portfolio assessment must be flexible enough for each evaluatee to include those artifacts that best represent one's teaching ability and its impact on student learning. Professional dialogue about growth and development may be a by-product of portfolio development.

- Assessments consist of the following:
- Checklists - insure that all components are included
- Rubrics - used as instructional tools as well as benchmarks of growth
- Informal assessments - conversations with peers and faculty
- Formal conferences - bring focus to the portfolio's progress and motivate the teacher toward greater understanding of its contents

Resources:

Danielson, C., and McGreal, T.L. Teacher Evaluation to Enhance Professional Practice. Alexandria; VA; ASCD, 2000.

Painter, B., Painteb@gwkirkwood.k12.mo.us "Using Teaching Portfolios." Educational Leadership. (February 2000: 30-34).

Teacher Portfolio Evaluation: To Do or Not To Do?. Issues in Public Education: Connecticut Education Association. Summer, 2000.

Wyatt, R.L. and Looper, S. So You Have To Have A Portfolio - A Teachers' Guide To Preparation and Presentation. Thousand Oaks, California: Corwin Press, Inc., 1999.

Peer Coaching

1. **Definition:** Peer Coaching is a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; and teach one another. (How to Plan and Implement a Peer Coaching Program) Successful coaching requires an atmosphere of trust and support. Teachers need to feel it is safe to experiment, fail, reflect, question, solicit help, revise, and try again.
2. **Purpose:** Ongoing mentoring and/or collaboration is offered by teachers for teachers for the purpose of teacher self-evaluation.
3. **Strategies:** Peer coaching has a focus on the teacher as a learner. Who works with whom or for how long should reflect teacher choice. Peer coaching is a mutually agreed upon process which is as individual and unique as the people who engage in it. It can involve two or more colleagues working together around the shared observation of teaching.

Released time is necessary so that coaching partners may meet. This must be accomplished in creative ways unique to each school. Teachers can share prep periods, guest lecturers can teach the students while their teacher is out peer coaching, the principal can teach the class occasionally, or substitute teachers can be used. Teachers may be paired for instruction of a larger group or may enlist the aid of student teachers or interns. The lessons can be videotaped for future viewing and discussion. Talk-walking is a technique by which the peer coaches get their exercise walking while discussing and analyzing their data collection.

Peer coaching is often used to provide support for implementation of a new strategy. Educators are paired or teamed to provide support and encouragement through the various phases of a new implementation. It is also a technique used to refine peer support, and it is often used by educators who want to improve existing skills.

- Co-Plan lessons/confer
- Cooperatively develop interdisciplinary units
- Create grade-level cooperative learning materials
- Analyze and discuss teaching
- Solve problems
- Teach one another new instructional and curricular approaches
- Classroom visitations or videotaped lessons

The areas of focus may include:

- Instructional strategies
- Curriculum content
- Classroom management practices
- Instructional skills
- Questioning techniques
- Process skills to promote high-order thinking skills

4. **Data Collection:** Peers agree to observe each other's classes at least six times a year. Coaches focus data collection based upon what was mutually agreed, Together they focus the data collection based

upon individual growth plan(s) and its intended outcomes. It must include evidence of student work and evidence of progress. Learning outcomes must be clearly stated.

5. **Assessment:** Peers guide each other to self-evaluation using the data collected. Peers never evaluate each other. Mutual discussions focus on the teaching observed and the reflection on the process and suggestions for self-improvement.

Resources:

How to Plan and Implement a Peer Coaching Program by Pam Robbins (summary)
<http://www.ascd.org/readingroom/books/robbins91book.html#chapter1>

New Roles, New Relationships: Reflections on Cognitive Coaching by Robert Garmston with Christina Linder and Jan Whitaker. <http://www.ascd.org/readingroom/edlead/9310/garmston.html>

Peer Coaching: An Effective Staff Development Model for Educators of Linguistically and Culturally Diverse Students by Paul Galbraith and Kris Anstrom.
<http://www.ncbe.gwn.edu/ncbepuba/directions/03.html>

Peer Coaching: An Innovation in Teaching by Jon'a Meyer and Tara Gray.
<http://leahi.kcc.hawaii.edu/org/tcc.conf96/meyer.html>

Becker, Jean M. *Peer Coaching for Improvement of Teaching and Learning*.
<http://www.teachnet.org/ntpi/research/growth/becker.html>

Robbins, Pam. How to Plan and Implement a Peer-Coaching Program. Alexandria, VA: ASCD, 1991

21st Century Leadership Skills for Peer Coaches: Meeting the Challenge of the 21st Century Teaching <http://www.trngeedu.com/peercoch.html>

Danbury Public Schools

**PROFESSIONAL
DEVELOPMENT
PLAN**



Effective 2001

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This Professional Development Plan has been prepared by a subcommittee of the District Development Council. Its members are:

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PHILOSOPHICAL PRINCIPLES

The Danbury Public School System is committed to a comprehensive professional development program which is linked to teacher evaluation. The primary goal of this program is to promote high levels of student outcomes through determining and addressing what educators need to know and to do and understand, both individually and collectively. Commitment to these professional development activities opens a teacher's perspective concerning patterns of thinking, working with others and monitoring classroom efforts with the primary focus on improving student learning.

PURPOSE

The Danbury Public School System is committed to the concept of a continuous, on-going process of professional improvement and teacher evaluation. The primary purpose of this process is to improve teaching in order to ensure that students perform at high levels. This is accomplished by providing staff members with a systematic series of activities, experiences and opportunities in professional development, as identified through the professional improvement and evaluation process. Danbury's Professional Development Plan is based upon the beliefs that:

- All students can learn and find success in school.
- Teachers are the most important link and have the greatest impact on the education of students.
- Teacher self-reflection and collaboration lead to continual improvement.
- Student learning and overall school improvement are enhanced by the professional growth of staff.
- Professional improvement plays an integral role in the teacher evaluation program.
- High expectations for teachers and students are based on *Connecticut's Common Core of Learning, Connecticut's Common Core of Teaching, The Connecticut Framework: K-12 Curriculum Goals and Standards* and *The Danbury Public Schools' Learning Tree*.
- Learning is life-long for teachers as well as students.

This plan recognizes that for professional development to be most effective, the focus of the activities should reflect the individual learning needs of the teaching community. In addition, the District Development Council recognizes the critical need for regular on-going follow-up opportunities wherever appropriate.

These activities will provide certified staff members with multiple opportunities to enrich or improve their skills, knowledge and abilities directly linked to district goals and objectives in order to improve student learning. To achieve its goal this plan is based on the following:

- All certified staff should be involved in identifying his/her own professional development needs and in collaboratively planning their own staff development programs which will extend their knowledge and skill base related to the *Connecticut Common Core of Learning, Connecticut Common Core of Teaching, Connecticut Framework* and the *Danbury Public Schools' Learning Tree* resulting in improved student outcomes.
- All certified staff must be involved in the creation of their own *Professional Development Growth Plan*.
- All certified staff need options in professional development programs which are based upon concrete, practical experiences directly related to the needs of staff and students, and reinforced through supervision, modeling, coaching, peer support and sharing as appropriate.
- Professional development programs should include a variety of opportunities and activities for growth and renewal. These activities may include but not be limited to the following during the next three year period according to state mandates:
 - a. direct training
 - b. building based, department or district professional development days
 - c. study groups
 - d. instructional exchanges
 - e. action research
 - f. portfolios
 - g. National Board Certification
 - h. DELTA Administrative Aspirants Program
 - i. visitations – inter and intra-district
 - j. reflection journals
 - k. peer coaching
 - l. curriculum development
 - m. technology based Distance Learning
 - n. action research

- Professional development programs should be geared to adult learning and developmental theory, best practices and be sensitive to learning styles, individual differences and cultural diversity.
- Professional development and teacher evaluation should be conducted in a non-threatening manner, which promotes mutual respect, trust building, on-going high quality communication and opportunities for self-reflection.
- Professional development and teacher evaluation programs must be organized and supported by an adequately funded, effective plan.

ELEMENTS OF THE PROFESSIONAL DEVELOPMENT PLAN

As a community of professionals, which include classroom teachers, non-classroom teachers and administrators, all professional staff members recognize their responsibility to work collaboratively to enhance the value of learning. Teachers demonstrate professional responsibility through professional and ethical practice, reflection and continuous learning, as well as leadership and collaboration within the school community. Therefore, it is the responsibility of certified staff members to:

- Broaden and refine their knowledge and skills related to students, content and pedagogy.
- Develop their abilities to analyze and reflect on their performance related to planning, instructing, assessing and adjusting for instruction.
- Serve as leaders in the school community and demonstrate a commitment to their students and a passion for improving their profession.
- Develop their own *Professional Development Growth Plan* and activities which serve to stretch one's competencies in collaboration with other certified staff members.
- Seek out opportunities to grow professionally and thus improve skills to enhance student outcomes.

GOALS AND OBJECTIVES BASED UPON THE DANBURY PUBLIC SCHOOLS' LEARNING TREE

System-wide student outcome expectations are articulated in the *Danbury Public Schools Learning Tree*. Information regarding activities relating to the Learning Tree will be distributed through the District Development Council to all certified staff on a timely basis. The major purpose of this initiative is to provide training:

- To improve professional staff members' teaching and supervisory skills in areas specific to identifiable student needs.
- To implement district curriculum and/or program additions/revisions.
- To enhance awareness of and appreciation for cultural diversity in the Danbury Public Schools.

MAJOR STRANDS

In order to bring increased focus to the district's professional development and instructional improvement efforts, major strands of our training and development initiatives have been identified. The use of educational technology and all related training will be integrated into one or more of the Focus Areas. The Main Focus Areas are:

- Integrated Instruction and Assessment
- Best Practices
- Data Driven Decision Making

In addition the following areas will be addressed:

- State statutes and regulations including “*Connecticut’s BluePrint For Reading Achievement: The Report of the Early Reading Success*” (Public Act 99-227).
- Needs of classroom teachers, special area teachers, and administrators who hold the Initial, Provisional, and Professional Educator Certificates.
- Topics identified in the *Professional Development Growth Plan*.

COOPERATIVE ROLES AND RESPONSIBILITIES

In order to promote school improvement and to implement identified goals, administrators and others educators in leadership roles shall be trained to provide growth opportunities for themselves and certified staff under their authority. These personnel shall provide guidance and support in the understanding and the implementation of the *Connecticut Common Core of Teaching – Foundational Skills and Competencies and The Danbury Public Schools’ Learning Tree*. The responsibilities of the individual certified staff members—whether in an instructional, administrative, or other leadership role—which are necessary to this professional development plan are enumerated below.

Professional Staff Members

Professional certified staff members shall identify their professional growth and renewal interests and needs. Teachers are encouraged to seek opportunities for alternative growth options. These include, but are not limited to action research, professional portfolio development, peer coaching or other avenues. Procedures for requesting one of these options are addressed on page 14 of the *Danbury Public Schools’ Teacher Evaluation* document. The certified staff member is responsible for:

- Completing the *Professional Development Growth Plan*.
- Submitting all appropriate forms in a timely manner.

Representatives to the District Development Council

Each school will have a representative/s to the District Development Council. The representative/s should be selected from the building’s School Improvement Team—preferably an experienced teacher who has been in the building at least one year prior to serving. The responsibilities of the representative to the District Development Council are:

1. Participating fully in all meetings of the District Development Council.
2. Acting as a liaison between staff, the building principal and the District Development Council.
3. Assisting with system-wide school improvement, professional development and curricular initiatives.
4. Assisting individual staff members in their efforts in planning and pursuing a program of professional growth.
5. Monitoring with the building administrator professional development initiatives.
6. Assisting with the planning of building-based professional development days.

Building Administrators

As instructional leaders, building administrators are responsible for:

1. Providing for the selection of the representative/s to the District Development Council.
2. Identifying building needs with the staff, department coordinators, supervisors and/or assistant superintendents.
3. Developing a building plan for professional development that reflects identified building needs.
4. Submitting *Description of Professional Development Activity* forms to the Assistant Superintendent for Instruction, for CEU approval and allocation of funds.
5. Planning for and delivering professional development activities according to identified goals and objectives.
6. Approving individual professional development related released-time requests.
7. Meeting with individual staff members to identify individual Professional Development Growth Plans.
8. Working with the department coordinators, supervisors and the District Development Council in planning system-wide PD programs that may affect the building.
9. Completing the *Professional Growth Plan*.
10. Promoting a vision of professional development as a dynamic force for educational improvement.

Program Coordinators and Supervisors

As instructional leaders, coordinators and supervisors are responsible for:

1. Developing professional development activities that reflect their program's goals, as well as staff identified needs.
2. Working with principals to determine specific building PD needs.
3. Determining through department meetings the needs of the program staff in order to develop PD proposals.
4. Submitting *Description of Professional Development Activity* forms to the Assistant Superintendent for Instruction for CEU approval and allocation of funds.
5. Planning for and delivering professional development activities according to identified goals and objectives.
6. Developing program improvement plans in conjunction with department members to be submitted to Assistant Superintendent for Instruction.
7. Meeting with staff members to identify individual *Professional Growth Plans*.
8. Completing the *Professional Growth Plan*.

Teacher Leader for Professional Development

The Teacher Leader for Staff Development is responsible for:

1. Co-chairing the District Development Council.
2. Coordinating all district professional development activities.

3. Distributing the *Connecticut Guidelines for the Issuance of Continuing Education Units Required for Certification* to all staff.
4. Overseeing the approval of CEU Equivalents and the processing and distribution of CEU certificates.

Assistant Superintendents

The Assistant Superintendents collaborate with principals and coordinators/supervisors to design professional development activities in response to staff and system needs. The Assistant Superintendent for Instruction shall serve as the Co-chair of the District Development Council. In addition, the Assistant Superintendent for Instruction shall serve as the Professional Development Program Manager and have the responsibility of granting and managing the accumulation of CEUs for the Danbury Public School System. The Assistant

Superintendent for Instruction and/or his/her designee shall have the responsibility for developing, implementing, evaluating, and revising the Professional Development Plan and CEU guidelines with the District Development Council. The Assistant Superintendents are responsible for:

1. Providing overall instructional leadership for their area of responsibility.
2. Coordinating school improvement/professional development among secondary, elementary, and pupil service areas.
3. Working with principal and building committees in developing building plans.
4. Assisting in the coordination needed to achieve individual, building, and system goals.
5. Assisting building administrators in identifying professional development goals.
6. Assisting building administrators in establishing actions for school improvement.
7. Communicating current trends and issues to the professional staff, administrators, Board of Education members, parents and community.
8. Reviewing policies and goals that relate to professional development and school improvement.
9. Approving administrator's professional development related released-time requests.
10. Directing coordinators/supervisors in planning departmental programs.
11. Communicating and consulting with the co-chair of the District Development Council.
12. Reporting professional development and district improvement needs, activities, and opportunities at monthly administrative meetings.

The District Development Council

The District Development Council (DDC) has been established to coordinate all Curriculum and Instructional Enhancement Initiatives for the District.

The DDC shall be composed of one representative from each elementary school, two representatives from each middle school, three representatives from Danbury High School, one representative from the Alternative Center and shall include a principal, a coordinator, representation from the Board of Education, the chairperson of the Teacher Evaluation Committee and cabinet representation. Additional members may be added as determined by the DDC. Co-chairs are to be appointed by the Superintendent of Schools and the president of NEA-Danbury. Released time shall be provided as appropriate.

The District Development Council is responsible for:

1. Studying all aspects of curriculum, instruction and assessment in the district and implementing program changes, recommendations and/or improvements.
2. Providing strategies to align all instructional enhancement initiatives.
3. Planning, supporting and evaluating professional development activities.
4. Promoting communication within and between schools relating to instructional enhancement, professional development and school improvement initiatives.
5. Providing a link between professional development and teacher evaluation.
6. Disseminating to staff information concerning the issuance of Continuing Education Units required for certification.
7. Discussing during the May DDC meeting, professional development areas to be considered for the coming school year and any recommendations for procedural changes.

BOARD OF EDUCATION SUPPORT FOR PROFESSIONAL DEVELOPMENT

The Danbury Board of Education has demonstrated commitment to the district Professional Development Plan through their board policies. The time and resources necessary for accomplishing the goals of this professional development plan shall be provided within reasonable budgetary considerations. It is imperative that the four full professional development days be provided each year, and that the position of Teacher Leader for Professional Development continues in order to coordinate all areas of professional development.

PROPOSALS FOR PROFESSIONAL DEVELOPMENT

Proposals for professional development activities may be made by building, department, grade-level, special area, pupil personnel committees, or individuals. Funding, which may include substitute coverage, will be granted to professional development proposals which go beyond school preparation with special emphasis placed on the intended purpose of all professional development, which is improved student learning. Proposals, which meet one or more of the following criteria, will be considered for funding.

- The proposal meets a need documented in the individual evaluations made by the professional staff member's evaluator.
- The proposal meets a need expressed in an individual professional growth plan.
- The proposal meets an expressed goal or objective of the building or department.
- The proposal meets a need identified by informal needs assessments of the building.
- The proposal meets an expressed goal or objective of the system as addressed in the *Danbury Public Schools' Learning Tree*.
- The proposal begins or continues an activity valuable to the system or to the profession such as a leadership position in an educational organization.
- The proposal meets a need responsive to statutory and regulator requirements (see Connecticut General Statutes, Subsection(k)(l)(1) of Section 10-145)
The proposal addresses *Connecticut's Common Core of Learning*, *Connecticut Framework: K-12 Curriculum Goals and Standards*, or *Connecticut's Common Core of Teaching*.

In order for participants to receive CEUs for a professional development activity the proposal must follow the *Connecticut Guidelines for the Issuance of Continuing Education Units Required for Certification* and be pre-approved by the Assistant Superintendent for Instruction or the Teacher Leader for Professional Development.

Workshops, conferences, etc. to fulfill identified needs shall be provided in a variety of formats. Each year there will be a number of full school days devoted to professional development activities. These days are regular workdays for certified staff and attendance is the same as for any other workday. These professional development days will feature programs developed by building committees, department committees and the District Development Council to improve student learning and to enhance professional attitudes and attributes. After school and weekend activities may also be scheduled. Presenters and facilitators will be informed of the make up of their audience in order to meet the needs of differing career levels, learning styles, experience, and degree of expertise as well as other significant factors.

In addition to the full professional development days, and the time spent in voluntary activities, professional development may also be realized through alternative professional development opportunities that may include:

- Released time. A limited number of substitute days are available to teachers attending workshops, conferences, training sessions, and making visitations.
- Funding for conferences. A limited amount of money is available to pay conference costs.
- Guest speakers. The DDC may schedule keynote speakers on non-school time.
- Individual Training. A limited amount of funding for training teachers to be trainers is available through application to the DDC.
- Administrator Training. A limited amount of resources is provided through the DDC for administrative training.
- Workshop Presentations. Professional staff members are encouraged to be workshop presenters and are compensated for their presentations.
- Best Practices Afternoon Seminar Series. Series of afternoon workshops designed to meet the instructional needs of our students.

PROFESSIONAL DEVELOPMENT REPORT AND EVALUATION

Professional development needs identified through the evaluation process and related to student expectations as detailed on the *Danbury Public Schools' Learning Tree* shall be communicated to the District Development Council. After analyzing the areas of professional development needs, evaluators shall report their findings to the system reviewers. The District Development Council will plan CEU workshop offerings based on their analysis of identified needs. Professional development may also be realized through alternative professional development opportunities for which certified staff may also request CEU equivalents.

The professional development needs will be translated into goals and objectives to be implemented. Information regarding activities relating to these objectives will be distributed to all staff in a timely basis. The District Development Council evaluates the Professional Development Program in an ongoing and systematic way. Both the program itself and activities under the auspices of the program are evaluated.

The District Development Council cooperates with the Assistant Superintendent for Instruction in the evaluation process. Procedures used for evaluation include:

- Review of the needs assessment techniques and instruments to determine their comprehensiveness.
- Checking of program activities to assess the degree to which they are addressing the objectives of the system and the identified needs of participants.
- Review of resources to assess their quality, availability, and use.
- Review and assess use of new teaching models.
- Review of professional development programs and their impact on student learning outcomes.

Program evaluation will assess the extent to which the program was true to its focus, what impact it had on helping staff members meet their assessed needs, to what degree the objectives of the system were addressed, and the program's impact upon the teaching/learning connection.

Activity evaluation provides immediate feedback of the degree of participant satisfaction with a given activity. This is done through the use of a structured survey instrument. The activity evaluation also examines the impact that an activity or series of activities had on teacher performance, morale, and/or attitude and their effect on improved student learning outcomes. In each case, outcomes of an activity are measured against the objectives set for that activity. Comparison of pre and post activity behaviors and performance may take place in some areas; in others, anecdotal or descriptive summaries may be solicited.

Components of this plan-including purpose, goals, and activities-shall be distributed to the Board of Education members and District Development Council representatives for distribution to certified staff. These aspects shall be linked directly to the teacher evaluation procedure, through development of a Professional Growth Plan and other existing programs such as the Connecticut State Beginning Educator Support and Training Program and the Cooperating and Mentor Teacher Programs.