AVON PUBLIC SCHOOLS
Teacher Evaluation and Development

Focus Area Template

Teacher:		School:		Date:	

1. **Focus Area**

2. **Rationale.** Why is this focus area important? How will achieving this focus area improve learning and student achievement?

3. **Alignment to CCT Rubrics.** Where does this focus area align to the Domain, Indicator and Attribute of the CCT Rubric?

4. **Strategies/Action Steps.** What strategies/actions will be taken to achieve this focus area?

5. **Timeline.** By what dates will the strategies/action steps take place so that monitoring progress can be analyzed?

6. **Monitoring Progress.** What evidence/data will be collected to chart progress towards attainment of this focus area?

7. **Resources Needed.** What resources will be needed (including people) to assist in attaining this focus area?

Parent Feedback Goal Development

Teacher:		School:		Date:	

1. **Parent Feedback Goal.** (written in SMART language format)

2. **School-Wide Improvement Goal.** Which school-wide improvement goal has been selected? How will achieving this goal support the school-wide improvement goal?

3. **Strategies/Action Steps.** What strategies/actions will be taken to achieve this goal?

4. **Timeline.** By what dates will the strategies/action steps take place so that monitoring progress can be analyzed?

5. **Monitoring Progress.** What evidence/data will be collected to chart progress towards attainment of this goal?

6. **Resources Needed.** What resources will be needed to assist in attaining this goal?

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<u>Student Learning Objective (SLO) Development</u>

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Teacher:		School:		Date:	

Grade:		Content area:	

SLO Focus Statement
What will you teach in the SLO? What is the expectation for student improvement related to school improvement goals?

Baseline – Trend Data
What data were reviewed for this SLO? How does the data support the SLO?

Student Population
Who are you going to include in this objective? Why is this target group/student selected?

Standards and Learning Content
What are the standards connected to the learning content?

Interval of Instruction
What is the time period that instruction for the learning content will occur?

Assessments
How will you measure the outcome of your SLO?

Indicators of Academic Growth and Development (IAGDs)/Growth Targets
What are the quantitative targets that will demonstrate achievement of the SLO?

Instructional Strategies
What methods will you use to accomplish this SLO? How will progress be monitored? What professional learning/supports do you need to achieve this SLO?

Does not meet	Meets partially	Meets or exceeds	SLO Development Guide
			SLO Focus Statement *What will you teach in the SLO? What is the expectation for student improvement related to school improvement goals?*
			SLO focus statement describes a broad goal for student learning and expected student improvement.
			Reflects high expectations for student improvement and aims for mastery of content or skill development.
			Is tied to the school improvement plan
			Baseline – Trend Data *What data were reviewed for this SLO? How does the data support the SLO?*
			Identifies *source(s)* of data about student performance, including pre-assessment, trend data, historical data, prior grades, feedback from parents and previous teachers, and other baseline data
			Summarizes student data to *demonstrate specific student need* for the learning content tied to specific standards *(including strengths and weaknesses)*
			Student Population *Who are you going to include in this objective? Why is this target group/student selected?*
			Justifies why this class and/or targeted group was selected, *as supported by data comparing the identified population of students to a broader context of students* (i.e., other classes, previous year's students, etc.)
			Describes characteristics of student population *with numeric specificity* including special needs relevant to the SLO (e.g., I have 6 English language learners, 4 students with reading disabilities…)
			Includes a large proportion of students including specific target groups where appropriate
			Standards and Learning Content *What are the standards connected to the learning content?*
			SLO is a goal for student learning that identifies *big and core* ideas, domains, knowledge, and/or skills students are expected to acquire *for which baseline data indicate a need*
			Aligns to specific applicable standards (Common Core, Connecticut, National or industry standards)
			Interval of Instruction *What is the time period that instruction for the learning content will occur?*
			Specifies *start and stop dates* which includes the majority of the course length
			Assessments *How will you measure the outcome of your SLO?*
			Identifies *by specific name* the pre-assessments, post-assessments, and/or performance measures
			Aligns *most* of the assessment items or rubric criteria to the learning content tightly
			Assessment or performance measure is designed to assess student learning objectively, without bias, and includes plans for standardized administration procedures
			Includes *a majority* of constructed-response items *and* higher order thinking skills Performance measures allow all students to demonstrate application of their knowledge/skills
			Indicates that there are clear rubrics, scoring guides, and/or answer keys for all items
			Indicators of Academic Growth and Development (IAGDs)/Growth Targets *What are the quantitative targets that will demonstrate achievement of the SLO?*
			Sets individual or differentiated growth targets/IAGDs for a large proportion of students that are rigorous, attainable, and *meets* or *exceeds* district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success)
			Baseline and trend data support established targets.
			Growth targets are based on state test data where available.
			Instructional Strategies *What methods will you use to accomplish this SLO? How will progress be monitored? What professional learning/supports do you need to achieve this SLO?*
			Identifies and describes the key instructional philosophy, approach, and/or strategies to be taken during instruction
			States how formative assessments will be used to guide instruction
			Identifies professional learning/supports needed to achieve the SLO
			Defines how each educator contributes to the overall learning content when more than one educator is involved in the SLO
			Overall Rating for SLO

Pre-Observation Plan for Classroom Teachers

Teacher:		School:		Date:	

Grade Level/Subject:		Date/Time of Observation:	

Directions: This plan should be completed and provided to the evaluator at least 24 hours prior to the pre-observation conference and the formal observation. The CSDE does not recommend use of this form for every day planning purposes.

Content Standards: Identify one or two **primary** content standards, including CCSS that this lesson is designed to help students attain.

Literacy through the Content Area: If you will be using any strategies for teaching literacy in the content area, describe your plan.

Placement of Lesson within Broader Curriculum/Context: Where does this lesson fall within the sequence of the larger content standards or curriculum? Is it at the beginning, middle or end of a sequence of lessons/or unit leading to attainment of the content standards? How will the outcomes of this lesson and student learning impact subsequent instruction?

Learner Background: Describe the students' prior knowledge or skill, and/or their present level, related to the learning objective(s) and the content of this lesson, using data from pre-assessment as appropriate.

Objective(s) for Lesson: Identify specific and measurable learning objectives/purpose for this lesson.

Assessment: How will you ask students to demonstrate mastery of the student learning objective(s)? *Attach a copy of any assessment materials you will use, along with assessment criteria.* What data or evidence of student learning will be collected through the assessment?

Materials/Resources: List the materials you will use in each learning activity including any technological resources.

Lesson Development/Instructional Strategies

- Identify the instructional grouping/s (whole class, small groups, pairs, individuals) you will use in each lesson segment and approximate time frames for each.

- Describe what instructional strategies you will use, and the learning activities in which students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). This may also include a description of how you will *initiate* (set expectations for learning and purpose) and *close* (understanding the purpose) the lesson.

Students Needing Differentiated Instruction:

Note: Differentiated instruction may not be necessary in every lesson. However, over the course of the year, it is expected that each teacher will demonstrate the ability to differentiate instruction in order to meet the needs of students with learning differences.

Identify several students with learning differences. Students should represent a range of ability and/or achievement levels, including students with IEPs, gifted and talented students, struggling learners, and English language learners.

Which students do you anticipate may struggle with the content/learning objectives of this lesson?		
Student initials or group	Evidence that the student needs differentiated instruction	How will you differentiate instruction **in this lesson** to support student learning?

Which students will need opportunities for enrichment/higher level of challenge?		
Student initials or group	Evidence that the student needs differentiated instruction	How will you differentiate instruction **in this lesson** to support student learning?

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Pre-Observation Conference Protocol

Teacher:		School:		Date:	

Directions: These questions should be asked of the teacher before the observation and based on the plan received prior to the observation.

1. Will you still be implementing the plan you submitted or has it changed?

2. In what ways has your plan changed and why? (follow-up to question 1 if plan has changed)

3. Is there anything specific that you would like me to focus on during the observation?

4. Any additional information or points of discussion.

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Post-Observation Reflection

Teacher:		School:		Date:	

Directions: This reflection may be completed and provided to the evaluator prior or recorded with the evaluator during the post-observation conference.

1. As you think about your lesson and how it progressed, which of your instructional strategies were most effective in helping students learn? What evidence supports your conclusions?

2. If you made changes or adjustments during your lesson, what were they and what led you to make them?

3. To what extent did students achieve the learning outcomes you intended? What evidence from student work or assessment do you have that provides you with sufficient information about student learning/progress towards the learning outcome? (Bring student work or assessments from the lesson to the post-conference.)

4. In our pre-conference we discussed students requiring differentiated instruction. **Briefly** describe what you observed about the performance of the students for whom the instruction was differentiated.

5. What have you learned from this lesson or others that will impact your planning for future lessons, either in terms of your own instructional skills or in addressing students' instructional needs? If you were to teach this lesson again, would you do anything differently and why?

6. As you reflect on your overall instruction and student learning, what have you identified as areas for your own professional growth to support student learning?

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<u>Mid-Year Teacher Reflection</u>

Teacher:		School:		Date:	

1. Describe your progress to date for each goal/SLO in the Evidence of Progress and Reflection Section of your goal plan.
As part of your reflection, please include: 1) The professional learning and/or strategies that have contributed to your progress 2) Any modified action steps and/or adjustments you will implement to address challenges or continue to make progress towards your goals/SLOs
2. Other comments.

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End of Year Teacher Self-Assessment

Teacher:		School:		Date:	

3. Goal Plan Evidence of Progress and Reflection Section

Describe the results for each goal/SLO in the Evidence of Progress and Reflection Section of your goal plan. As part of your reflection in each area, please:

1. Describe the results of your **SLO** and provide evidence for each indicator (IAGD). Describe what you did that produced these results, what you have learned, how you will use it going forward and indicate how you would rate (did not meet, partially met, met exceeded) your overall progress attaining the objective.

2. Describe what you did to contribute to the achievement of the **Whole-School Student Learning Indicator**.

3. Describe what you did to achieve your **Parent Feedback** goal, what you learned and how you might use the results going forward. Include any specific evidence that supports the achievement of your goal and indicate how you would rate (did not meet, partially met, met exceeded) your overall progress attaining the goal.

4. Describe the action steps you took to develop your **Focus Area** and your growth related to student achievement.

4. Professional Learning

List the professional learning activities you participated in throughout the year.

What professional learning and/or other type of support would help you to continue to make progress into the coming academic year?

5. Other Comments