

**STAFF EVALUATION/
PROFESSIONAL
DEVELOPMENT PLAN**

BRIDGEPORT PUBLIC SCHOOLS

**John J. Ramos Sr., Ed.D.
Superintendent of Schools**

Dated: June 2011

TABLE OF CONTENTS

Bridgeport Board of Education Members	2
Staff Evaluation Committee Members	3
Statement of Purpose.....	4
Guiding Beliefs	5
Evaluation Plan: Development Process	6
Staff Involvement.....	7
Responsibilities of Evaluators/Evaluatees.....	8
Conflict Resolution Procedure	9
Implementation Plan.....	10
Professional Development Component.....	11
Induction Cycle	13
Professional Growth Cycle	21
Assistance Cycle	28
Appendices.....	

BRIDGEPORT BOARD OF EDUCATION MEMBERS

Auden C. Grogins, President

Maximino Medina, Jr., Vice President

Alice B. Nealon, Secretary

Nereyda Robles

Bobby Simmons

John Olson

Sauda Baraka

Thomas Cunningham

Barbara Bellinger

2001 STAFF EVALUATION COMMITTEE MEMBERS

NAME	TITLE
Díaz Salcedo, Sonia Ed.D.	Superintendent of Schools
DiNardo, Nancy	Director of Psychological Services
Fernandes, Cynthia	Associate Principal - Blackham
Gold, Julie	Math Coordinator/Teacher - Central High School
Hartzer, Linda	Consultant
Kelly, Henry	Assistant Superintendent of Schools
Krasko, Meg	Curriculum Specialist
Lyons, Maria	Director of Personnel
Martinelli, Kenneth, Ph.D.	Director of Science/Life Skills, K-12
McAuley, James	UniServ Representative CEA
Moran, Helen	TAG Teacher - Dunbar School, CEA UniServ Intern
Ortiz, Myrna	Grade 5 Teacher - Garfield
Peruso, Allison	Grade K Teacher - Columbus
Rabinowitz, Frances	Executive Director of Teaching & Learning
Reh, Jack	Grade 7 & 8 Teacher - Blackham School, BEA President
Remy, Ronald	Principal - Bassick High School
Schwartz, Kathy	English Teacher - Bassick High School
Undella, Joyce	Supervisor of English, Evaluation Committee Co-Chair
Vizcarrondo, Millie	Principal - Roosevelt, BCAS Executive Board
Weiner, Mary Lou	Literacy Resource Teacher, 1 st Vice President BEA, Evaluation Committee Co-Chair
Yanosy, Nicholas	English Teacher - Harding High School

BRIDGEPORT'S MISSION STATEMENT

All students will become active learners in a safe and nurturing school environment that respects individual differences and promotes critical thinking and problem-solving skills in the context of real life experience that enable students to become successful and productive citizens.

STAFF EVALUATION/PROFESSIONAL DEVELOPMENT PLAN: STATEMENT OF PURPOSE

Bridgeport staff evaluation is a collaborative and collegial process. It is designed to enhance teacher knowledge and professional practice, thus promoting student learning. The process links staff evaluation, curriculum, instruction, assessment, professional development, and continuing education units.

Bridgeport Public Schools' *Staff Evaluation/Professional Development Plan* facilitates teachers in meeting district expectations and in enhancing their educational growth. The plan is designed to do the following:

- provide support for positive completion of the Connecticut's *Teacher Education And Mentoring Program (TEAM)* Program requirements for non-tenured teachers;
- assess development of teaching skills as defined in *Connecticut's Common Core of Teaching*;
- ensure adherence to *Connecticut Guidelines for Teacher Evaluation and Professional Development*;
- ensure implementation of Bridgeport's curricula;
- provide sufficient support to help teachers perform to their potential;
- identify teachers' strengths and needs;
- determine contract renewal;
- provide data for tenure decision in Induction Cycle: Phase II;
- provide professional development opportunities that maximize staff effectiveness for the purpose of promoting student learning and recognizing staff accomplishments within and beyond the classroom.

Bridgeport's Staff Evaluation/Professional Development Plan, along with the job descriptions of the Bridgeport Board of Education, contributes to the assurance of a high caliber teaching staff. The plan's aim is to assess professional performance and also to allow for continuous improvement of instruction through goal-setting procedures mutually agreed upon by the evaluator and evaluatee. The evaluation instrument provides for long-term professional development to support all staff.

GUIDING BELIEFS OF THE EVALUATION PLAN

The Bridgeport Board of Education evaluation plan is based on the belief that effective teaching increases the probability of student learning, that *Connecticut's Common Core of Teaching* is the definition of effective teaching, and that a collegial and collaborative relationship between evaluatee and evaluator creates an optimum climate for good teaching. The tenets of *Connecticut's Common Core of Teaching*, *Connecticut's Common Core of Learning*, *Connecticut Guidelines for Teacher Evaluation and Professional Development*, *Connecticut Guidelines for the Issuance of Continuing Education Units Required for Certification*, and *The Connecticut Framework: K-12 Curricular Goals and Standards* (See Appendix section for all these Connecticut State Department of Education documents.) served to guide the development of the evaluation plan and will continue to do so throughout the life of the plan.

In order to address the challenges unique to inner-city schools and to promote effective teaching, a supportive environment based upon a team-building approach is necessary. Approaching the evaluation process as an opportunity to encourage a collegial relationship between evaluators and evaluatees is crucial to its success.

Bridgeport teachers are charged with teaching students the value of approaching education in a disciplined, motivated and self-directed manner. Bridgeport's evaluation process takes into account factors that are beyond the control of teachers being evaluated and that influence the fulfillment of their charge and the achievement of evaluation goals. These factors include instructional materials, supplies, technological equipment, facilities, and parental involvement. All educators must be provided with the necessary resources to meet their professional obligations while being held to the standards detailed in their respective job descriptions.

EVALUATION PLAN: DEVELOPMENT PROCESS

To ensure that the Bridgeport Public Schools' new *Staff Evaluation/Professional Development Plan* meets the needs of Bridgeport's students and staff and also reflects all the guidelines set forth by the Connecticut State Department of Education (CSDE) and current research, a thorough development process was established and implemented. First, Bridgeport's Executive Director of Teaching and Learning appointed a committee with representatives from all educational echelons and selected co-chairs, one teacher and one administrator. Each committee member received a copy of CSDE's *Connecticut's Commitment to Excellence in Teaching: The Second Generation* document to initiate the project and guide him or her through the staff evaluation plan revision process.

The committee's work began with a review of *Connecticut's Common Core of Teaching* and philosophical, theoretical, and pragmatic discussions about teaching and its inherent responsibilities. After lengthy deliberations and debates about the teaching profession, the committee acknowledged *Connecticut's Common Core of Teaching* as a viable definition of teaching for Bridgeport Public Schools.

To determine the direction of current evaluation plans, the committee next engaged in an extensive research project using the Internet to locate sample evaluation plans from across and outside the United States. Committee members summarized and reported on evaluation plans from Connecticut districts as well as plans from Massachusetts, Tennessee, North Carolina, Missouri, Hawaii, Georgia, Maryland, Wyoming, and Tennessee. They also reported on plans from Canada and South Africa. In the spirit of collegiality, throughout the process, various districts, including Stamford, Cooperative Educational Services (CES), and Newington willingly shared their draft evaluation plans with Bridgeport.

Throughout the development process, committee members participated in relevant training, such as Cooperative Educational Services' two-day *New Directions in Staff Evaluation* workshop. To learn about legal issues and concerns, Bridgeport committee members attended another CES session at which Attorney Thomas Mooney presented pertinent legal information. In November, committee members participated in a full-day NESDEC [New England School Development Council] workshop presented by the evaluation expert and author Charlotte Danielson. In addition, in January, committee members attended the CSDE review of teacher evaluation/professional development plans. At that time, committee members received more extensive information on state expectations for district staff evaluation plans as they critiqued Hartford's plan and other plans from throughout the state. Bridgeport, in fact, submitted a draft of its new plan for review at the above CSDE session and used the eleven-page feedback report to shape and revise the new staff evaluation/professional development plan.

Throughout the life of the plan, the Staff Evaluation Committee will continue to meet to evaluate the plan's effectiveness, make necessary modifications, and provide relevant training to staff.

STAFF INVOLVEMENT IN THE DEVELOPMENT OF THE EVALUATION PLAN

Bridgeport's Staff Evaluation Committee represents all levels of certified tenured and non-tenured staff including elementary teachers, secondary teachers, curriculum consultants, assistant and associate principals, principals, supervisors, directors, and assistant superintendents. Several committee members serve as representatives of the Bridgeport Education Association (BEA) or the Bridgeport Council of Administrators and Supervisors (BCAS). Linda Hartzler, CES consultant, serves as the committee's evaluation consultant.

All committee members, regardless of title or position, are considered equal voting members and participate in every aspect of the developmental process including:

- research analysis
- establishment of evaluation procedures
- development of the staff training design
- development of the information dissemination process

The plan was developed using both whole committee and subcommittee groupings. Subcommittee work was completed using the team approach with each team having an appropriate representation of teachers and administrators. Subcommittee work was then brought back to the whole committee for discussion and consensus.

Special sessions were scheduled throughout the 2000-2001 school year to convey new evaluation information to staff and to secure staff feedback and input on the proposed evaluation plan. To apprise staff of the new directions in staff evaluation set forth by the CSDE and to receive staff input for the first draft, Focus Groups were held. At ensuing Update Sessions, Administrators' Institutes, and meetings with Board members, Staff Evaluation Committee members presented an overview of proposed changes to the district evaluation plan and received further feedback on the proposed changes.

Upon obtaining approval of this plan from the Bridgeport Board of Education, each certified staff member will receive a copy.

RESPONSIBILITIES OF EVALUATORS AND EVALUATEES

Establishing a collaborative relationship is the joint responsibility of the evaluator and the evaluatee. The evaluator uses the evaluation plan to promote student learning by observing, supporting, and assessing teaching and by facilitating professional growth. The evaluatee meets the requirements of the evaluation plan, fulfills his/her job description, and utilizes the evaluation process to facilitate the attainment of the Bridgeport Board of Education's mission.

Regular K-6 classroom teachers are evaluated by building administration in collaboration with supervisors/directors. All special area teachers are evaluated by special area directors/supervisors in collaboration with building administrative personnel. Grade 7-12 teachers are evaluated by subject area directors/supervisors in collaboration with building administrative personnel. Throughout this document, the term "teacher" includes, but is not limited to, the following staff: psychologists, social workers, guidance counselors, curriculum specialists, speech pathologists, special area teachers, and subject area teachers.

EVALUATEES

- Fulfill the criteria of the evaluation plan and the relevant job description
- Set mutually agreed upon goals and identify strategies during the Professional Growth Cycle
- Confer with evaluators to establish mutually agreed upon goals and strategies
- Work to attain established goals
- Confer with evaluators to discuss progress and to modify or develop new goals
- Participate, as appropriate, in all formative and summative evaluation procedures
- Use evaluation feedback to promote student learning and facilitate professional growth
- Compile multiple sources of data to be used in the evaluation process

EVALUATORS

- Fulfill the criteria of the evaluation plan and the relevant job description
- Team with evaluatees to finalize evaluation goals, to cooperatively develop teaching strategies, and to provide support in the attainment of agreed upon goals
- Monitor and observe evaluatees' teaching strategies and other job related efforts
- Conduct periodic conferences
- Provide constructive feedback
- Complete all appropriate documentation
- Confer with evaluatees regarding observations and evaluation

CONFLICT RESOLUTION PROCEDURE

In the event that the evaluator and the evaluatee are unable to mutually agree on the establishment of goals and objectives, the selection of professional growth opportunities, or the written appraisals of performance, the parties are encouraged to first make efforts to resolve any disagreement(s) informally. It might also be productive to use other willing staff members to mediate these disagreements prior to implementing the formal Conflict Resolution Procedure.

Any complaint or dispute arising from the evaluation of staff shall be subject to the following:

- Step 1. Where the evaluator and the evaluatee are unable to resolve their dispute informally, the Evaluation Staff Mediator shall be notified, and a conference shall be held with all parties in an effort to mediate the conflict and reach agreement. This conference shall be held within five school days of the notice.

- Step 2. In the event the evaluator and the evaluatee are unable to resolve the dispute at Step 1, the parties shall prepare and execute a written statement of impasse. This Impasse Statement may be used to initiate the Grievance Procedure commencing at Level 3 as outlined in the *Agreement between the Bridgeport Board of Education and the Bridgeport Education Association*. Pending final resolution, the position of the evaluator shall stand.

The Evaluation Staff Mediator shall be a certified staff member who has served no fewer than five years as a teacher in the Bridgeport School District. The standing Staff Evaluation Committee shall serve as the screening committee for candidates and shall recommend no more than three candidates from whom the Superintendent shall select the Evaluation Staff Mediator. The sole purpose of the Mediator shall be to assist the parties in their efforts to reach mutual agreement.

BRIDGEPORT'S STAFF EVALUATION IMPLEMENTATION PLAN: Phase-in Process

To help ensure that the new Bridgeport Staff Evaluation/Professional Development Plan effectively meets state guidelines and district needs, the plan will be phased in over a three-year period. In the first year, selected administrators on the Staff Evaluation Committee (SEC) will utilize the plan with their staff and present ongoing feedback to the committee. In addition, during the 2001-2002 school year, the administrators' component of the new Staff Evaluation Plan will be developed. In the second year, the entire Central High School cluster, with all its feeder schools, along with all alternative school teaching personnel and a selected group of administrators, will participate in the phase-in. Throughout the second year, the SEC will review the pilot and make modifications to the plan as necessary. In the third year, all remaining teachers and administrators will participate in the new plan, and the SEC will continue assessing the plan's effectiveness and making any indicated adjustments to ensure that the plan is promoting student learning and professional growth. Thereafter, the plan will be reviewed on a yearly basis.

2001-2002	2002-2003	2003-2004
Central High School Magnet Component	Remaining CHS certified personnel	Bassick High School
Roosevelt	Blackham	Barnum
Webster	Columbus	Barnum Annex
Health educators	Cross	Beardsley
Aqua science teachers	Hallen	Black Rock
Harding High School	High Horizons	Bryant
	Madison	Curiale
	Maplewood Annex	Dunbar
	Multicultural	Edison
	Park City Magnet	Garfield
	Read	Hall
	Skane	Hooker
	Winthrop	Howe
	Remaining Aqua personnel	Longfellow
		Luis Munoz Marin
		Maplewood
		McKinley
		Newfield
		Waltersville
		Whittier
		Alternative Programs: Aspira, CIE, PCA, Sheridan, STEA, TPA
		All administrators
	Generate the administrative component.	All other certified staff members
Review pilot of Bridgeport's <i>Staff Evaluation/Professional Development Plan</i> and modify plan/forms, as necessary	Review pilot of teacher component of Bridgeport's Staff Evaluation/Professional Development Plan and modify plan/forms, as necessary.	Review pilot of teacher component. Implement administrator component of Bpt's Staff Evaluation/Professional Development Plan. Modify both plan/forms, as necessary.

STAFF EVALUATION PLAN:

Professional Development Component 2001-2002

A planned, ongoing program for professional growth is inextricably linked to *Bridgeport's Staff Evaluation/Professional Development Plan*. Each year, the Staff Evaluation Committee will assess the effectiveness of the plan, including the professional development component, and adjust it accordingly to ensure it promotes effective student learning and educators' growth. The following is one module in the district's overall PD Plan, which encompasses an extensive program of teacher-select, site-based, and district-based CEU series to meet the individual needs of staff members. The PD Plan adheres to the criteria outlined in the *Connecticut Guidelines for the Issuance of Continuing Education Units Required for Certification* (See Appendix.).

Professional Development Needs	Rationale	Participants	Presenters	Dates/Times
New Directions in Staff Development/New District Staff Evaluation Plan	To prepare administrators to implement plan including providing models of forms	Administrators	SEC members	June 22, 2001 8:30 – 2:30
New Directions in Staff Development/New District Staff Evaluation Plan: <i>Induction Cycle</i>	To introduce the SEP to teachers new to Bridgeport	All teachers new to Bridgeport	SEC members	August 23, 2001 8:00 – 12:00
New Directions in Staff Development/New District Staff Evaluation Plan: <i>Induction and Professional Growth Cycle</i>	To prepare teachers for their role in the implementation of the new plan including providing a goal bank and model forms	All teachers in year 1 Phase-in Whole Group followed by two break-out sessions	SEC members	September 11, 2001 1:40 – 3:40 November 6, 2001 1:00 – 2:40
<i>Connecticut's Common Core of Teaching & Using Peer Support</i>	To inform participants of district/state "definition" of teaching & its relevance to the new SEP	All participants in the pilot	Lyn Nevins	November 2001
Institute For Learning's Nine Principles of Learning: Overview and training on the district's 2001-2002 foci: 1) clear expectations 2) academic rigor	To provide training and support in the area of effective instruction including reviewing student work to inform instruction.	Administrators	Judy Simmons	<i>Administrative Training:</i> August 23, 2001 October 4, 2001 November 1, 2001 December 6, 2001 January 3, 2002 February 7, 2002 March 7, 2002 April 5, 2002 May 29, 2002

Professional Development Needs	Rationale	Participants	Presenters	Dates/Times
Nine Principles of Learning foci: 1) clear expectations 2) academic rigor	To provide training and support in the area of effective instruction including reviewing student work to inform instruction.	Pre K- 12 Teachers	Principals	Monthly following Administrators' Institutes
Follow-up session for teachers in Induction pilot	To provide support and to determine effectiveness of plan thus far	Teachers in Induction pilot Administrators working w/ them	SEC Members	January – February 2002
Follow-up session for teachers in Professional Growth pilot	To provide support and to determine effectiveness of plan thus far	Teachers in Professional Growth pilot Administrators working w/ them	SEC Members	January – February 2002
Follow-up session for administrators in pilot	To provide support and to determine effectiveness of plan thus far	Administrators working w/ teachers in the SEP pilot	SEC Members	January – February 2002
Completing new summative forms: evaluatees	To help teachers learn to complete summative self-evaluations	Teachers in Professional Growth pilot	SEC Members	March 2002
Completing new summative forms: evaluators	To help administrators learn to complete new summative forms	Administrators working w/ teachers in the SEP pilot	SEC Members	April 2002
Assessment Part II: Using test results and other student work to inform instruction	To address one of the key professional growth options in the SEP	Teachers & Administrators	Linda Hartzler	Administrators: Nov Teachers: monthly grade level or department meetings
New Directions in Staff Development/New District Staff Evaluation Plan: <i>Induction Cycle</i>	To prepare teachers for their role in the implementation of the new plan	All non-tenured teachers Teachers tenured elsewhere in CT but new to our district	SEC members	May – June 2002
New Directions in Staff Development/New District Staff Evaluation Plan: <i>Professional Growth Cycle</i>	To prepare teachers for their role in the implementation of the new plan including providing a goal bank and model forms	All tenured teachers in year 1 Phase-in group (excluding those in Assistance Cycle)	SEC members	May – June 2002
Common Core of Teaching	To inform participants of district "definition" of teaching & its relevance to the new SEP	All participants in the pilot	Lyn Nevins	June 2002

Induction Cycle:

Phases I & II

EVALUATION IMPLEMENTATION PROCEDURE

The evaluation process consists of the following cycles:

- Induction Cycle: Phase I (months 1-20)
Induction Cycle: Phase II (months 21-40)
- Professional Growth Cycle: Phase I: Goal Setting & Implementation
Professional Growth Cycle: Phase II: Observation
- Assistance Cycle

INDUCTION CYCLE: Phase I

Who	<p>Non-tenured, certified staff with Initial Certificates * Exception: Non-tenured teachers who have not met TEAM requirements within 20 months will continue to be evaluated in Induction Cycle: Phase I.</p>
When	<ul style="list-style-type: none"> • Months 1-20 and/or until TEAM requirements are completed
Purpose	<ul style="list-style-type: none"> • Provide support for positive completion of TEAM requirements (excluding non-classroom certified personnel for whom no TEAM requirements currently exist) • Assess development of teaching skills as defined in <i>Connecticut's Common Core of Teaching</i> • Ensure adherence to <i>Connecticut Guidelines for Teacher Evaluation and Professional Development</i> • Ensure implementation of Bridgeport's curricula • Provide sufficient support so that teachers perform to their potential in meeting the diverse needs of all students through the use of varied teaching techniques • Identify teachers' strengths and needs; provide support • Identify, if appropriate, areas of notable concern, suggestions for improvement, and support. • Determine contract renewal
Process	<ul style="list-style-type: none"> • Four-day New Teacher Orientation Program addressing <i>TEAM</i>, <i>CCT</i>, <i>CCL</i>, and other topics specific to beginning educators • Mentors or mentor teams assigned • New Teacher Induction Program and other specialized workshops for first and second year teachers throughout school year • Minimum of two formal observations by principal and supported by supervisor/director, if applicable, completed by March 15. [Recommendation: First observation completed by December 15 or, for late hires, within 12 weeks of hire date.]

	<p><i>Formal observation:</i></p> <ul style="list-style-type: none"> ✓ <i>Teacher choice of pre-observation conference or pre-observation form (Form 1)</i> ✓ <i>scheduled visit</i> ✓ <i>written feedback (Form 2)</i> ✓ <i>post-conference</i> • Collection and review of student work samples • Informal observation(s), e.g., parent meetings, school activities, classroom visits, etc. • Self-reflection form (Form 3) or excerpt from TEAM module submitted no later than April 30 • Annual written summative (Form 4) by May 30: checklist with evaluator(s)' comments, commendations, and recommendations • Conference to discuss summative report
<p>Criteria</p>	<ul style="list-style-type: none"> • <i>Connecticut's Common Core of Teaching, Connecticut Guidelines for Teacher Evaluation & Professional Development, The Connecticut Frameworks</i> • Observations • Student work samples, which reflect student learning (may be excerpted from TEAM module) • Bridgeport's curricula, district/school goals, Bridgeport's <u><i>Expectations for Student Learning</i></u> • Written job descriptions

INDUCTION CYCLE: Phase II

Who	<p>Non-tenured staff with initial certification, provisional certification, or professional certification</p> <ul style="list-style-type: none"> • Teachers who have completed the TEAM Program in Bridgeport but still must earn tenure in the system • Teachers tenured in another Connecticut school district but new to Bridgeport <p>[Non-tenured teachers who have not met TEAM requirements by the conclusion of year two continue in Induction Cycle: Phase I.]</p>
When	<ul style="list-style-type: none"> • Until tenure is achieved
Purpose	<ul style="list-style-type: none"> • Assess development of teaching skills as defined in <i>Connecticut's Common Core of Teaching</i> • Ensure adherence to <i>Connecticut Guidelines for Teacher Evaluation and Professional Development</i> • Enhance implementation of Bridgeport's curricula • Provide sufficient support so that teachers perform to their potential in meeting the diverse needs of all students through the use of varied teaching techniques • Identify teachers' strengths and needs; provide support. • Provide data for tenure decision • Identify, if appropriate, areas of notable concern, suggestions for improvement, and support. • Determine contract renewal
Process	<p><u>Year 3:</u></p> <ul style="list-style-type: none"> • Minimum of one formal observation by principal and supported by supervisor/director, if applicable, completed by March 15. [Recommendation: First observation completed by December 15 or, for late hires, within 12 weeks of hire date.] <p><i>Formal observation:</i></p> <ul style="list-style-type: none"> ✓ <i>Teacher choice of pre-observation conference or pre-observation form (Form 1)</i> ✓ <i>scheduled visit</i> ✓ <i>written feedback (Form 2)</i> ✓ <i>post-conference</i> <ul style="list-style-type: none"> • Collection and review of student work samples • Informal observation(s), e.g., parent meetings, school activities, classroom visits, etc. • Annual written summative (Form 4) by May 30: checklist with evaluator(s)' comments, commendations, recommendations • Conference to discuss summative report

	<p><u>Year 4:</u></p> <ul style="list-style-type: none"> • Minimum of one formal observation by principal and supported by supervisor/director, if applicable, completed by March 15. [Recommendation: First observation completed by December 15 or, for late hires, within 12 weeks of hire date.] <p><i>Formal observation:</i></p> <ul style="list-style-type: none"> ✓ <i>Teacher choice of pre-observation conference or pre-observation form (Form 1)</i> ✓ <i>scheduled visit</i> ✓ <i>written feedback (Form 2)</i> ✓ <i>post-conference</i> <ul style="list-style-type: none"> • Collection and review of student work samples • Informal observation(s), e.g., parent meetings, school activities, classroom visits, etc. • Annual written summative (Form 4) by May 30: checklist with evaluator(s)' comments, commendations, recommendations • Conference to discuss summative report
<p>Criteria</p>	<ul style="list-style-type: none"> • <i>Connecticut's Common Core of Teaching, Connecticut Guidelines for Teacher Evaluation & Professional Development, The Connecticut Frameworks</i> • Observations • Student work samples • Bridgeport's curricula, district/school goals, Bridgeport's <u><i>Expectations for Student Learning</i></u> • Written job descriptions

INDUCTION CYCLE

The Induction Cycle is designed for non-tenured beginning teachers and teachers entering the system from another school district. The purposes of the Induction Cycle are to do the following:

- provide support for positive completion of TEAM requirements;
- assess development of teaching skills as defined in *Connecticut's Common Core of Teaching, Connecticut's Common Core of Learning*;
- ensure adherence to *Connecticut Guidelines for Teacher Evaluation and Professional Development*;
- ensure implementation of Bridgeport's curricula;
- provide sufficient support so that teachers perform to their potential in meeting the diverse needs of all students through the use of varied teaching techniques;
- identify teachers' strengths, needs and provide support;
- identify, if appropriate, areas of notable concern, suggestions for improvement, and support;
- determine contract renewal.

The Induction Cycle includes both formal and informal observations. Informal observations may take place during classroom visits, parent meetings, school activities, planning and placement team meetings, and other functions. Throughout the Induction Cycle, teachers individually and collaboratively review, analyze, and assess student work samples, including portfolios, district standardized tests, CMT and CAPT results, to inform instruction.

To address the different needs of non-tenured teachers, the Induction Cycle is divided into two distinct phases. Teachers' goals in the first two years (Induction Cycle: Phase I) are to fulfill TEAM requirements.

INDUCTION CYCLE: PHASE I

Induction Cycle: Phase I is designed for teachers in their first two years of teaching in the Bridgeport system. It is meant to support teachers as they enter the profession and to determine continued employment in the system.

Before beginning the Induction Cycle, educators new to Bridgeport participate in a mandatory summer orientation program, which is a collaboration between Bridgeport Public Schools and the Bridgeport Education Association. During the four-day summer orientation, educators new to the district participate in comprehensive workshops. Sessions are devoted to classroom management, preparation for the first day of school, parental communication, classroom setup, elements of an effective lesson, cumulative record cards, and other topics. Another workshop is a school-based orientation, which affords new teachers the opportunity to meet with their individual building principals, supervisors, and mentors. Other session topics include:

- Connecticut TEAM Program
- Bridgeport Education Association
- Curriculum & Assessment
- Staff Evaluation Plan
- Board Policies & Procedures
- Open Forum

In addition to the summer orientation program, beginning educators and their assigned mentors as well as educators new to Bridgeport are offered a series of workshops throughout the school year. This entire initiative, the New Teacher Induction Program (NTIP), is a partnership between Bridgeport Public Schools and the Bridgeport Education Association. The NTIP offers a series of workshops designed to provide beginning educators and mentor teams quality professional development and support. Session topics include the following:

- *Bridgeport Public Schools' Expectations for Student Learning*
- Classroom management techniques
- School-family-community partnerships
- Instruction and assessment
- Special education issues

Bridgeport's Induction Cycle takes into account the requirements and expectations of the CSDE's TEAM Program, a comprehensive induction program of support and assessment for the purpose of determining eligibility for continued certification. The Bridgeport Board of Education encourages beginning teachers to participate in seminars offered by Regional Education Service Centers. Every attempt will be made to provide release time, if requested, for mentors and mentees to collaborate.

Both formal and informal classroom observations are integral components of the Induction Cycle. The purpose of all observations is both accountability and support. Two formal scheduled observations are required in Induction Cycle: Phase I. The two formal observations, conducted by the principal with support from supervisors or directors, if applicable, must occur prior to March 15th; it is recommended that the first observation be completed by December 15th or, for late hires, within twelve weeks of hire date.

Formal observations are defined as observations with a pre-observation conference and/or a completed pre-conference form (Form 1), observation (Form 2), post-conference, and written feedback (Form 2). The conferencing process between the evaluatee and evaluator is essential to identify strengths, needs, suggestions for improvement, and support. Informal observations, which may occur at any time in any cycle, are defined as observations that do not require pre- and post-conferences or written feedback. Informal observations include, but are not limited to, parent meetings, school activities, and classroom visits.

If appropriate, areas of notable concern are identified and suggestions for improvement are made. A concern is considered "notable" based on its seriousness, and/or persistence, and/or the evaluatee's failure to address said concern after being apprised of it. When an area of notable concern is identified, a conference is held to discuss both the notable concern and the plan for improvement that includes a support component.

At the end of each year in Induction Cycle: Phase I, teachers must submit a completed self-reflection form (Form 3) by April 30. The self-reflection form provides a series of questions that prompts teachers to reflect upon their professional skills and experiences. Excerpts from the TEAM module of second year teachers may be used as the self-reflection for that particular year. Annual summatives (Form 4), checklists with comments, commendations, and recommendations, must be submitted by May 30th. A conference to discuss the summative evaluation must be held.

Non-tenured teachers who successfully meet the expectations for their position and TEAM requirements, if applicable, move from Phase I to Phase II; if they do not successfully meet the expectations, then non-renewal of contract may be recommended.

INDUCTION CYCLE: PHASE II

Induction Cycle: Phase II is designed for non-tenured staff in years three and four or tenured teachers entering from another Connecticut district. Phase II requires a minimum of one formal observation conducted by the principal with supervisor/director support, if applicable. The formal observation (Forms 1 & 2) must occur by March 15th (For clarification of observation process, refer to the frame or narrative of Induction Cycle: Phase I).

Non-tenured staff in year three and four complete a self-reflection form (Form 3).

Annual summatives (Form 4), checklists with comments, commendations, and recommendations, must be submitted by May 30th to the appropriate district office. A conference to discuss the summative evaluation must be held. Third year non-tenured teachers who successfully meet the expectations for their position move to year four; if they do not successfully meet the expectations, then non-renewal of contract may be recommended.

Fourth year non-tenured teachers who successfully meet the expectations for their position move to the Professional Growth Cycle; if they do not successfully meet the expectations, non-renewal of contract may be recommended.

Professional Growth Cycle:

Phases I & II

PROFESSIONAL GROWTH CYCLE: Phases I & II

Who	Tenured teachers
When	<ul style="list-style-type: none"> • Duration: Four years • Two Phases: 1) Goal Setting & Implementation 2) Observation
Purpose	<ul style="list-style-type: none"> • Provide professional growth opportunities that maximize staff effectiveness for the purpose of promoting student learning • Recognize staff accomplishments within and beyond the classroom • Continue enhancement of implementation of the <i>Common Core of Teaching</i> and district curricula • Ensure adherence to <i>Connecticut Guidelines for Teacher Evaluation and Professional Development</i> • Provide sufficient support so that teachers perform to their potential in meeting students' diverse needs by using varied teaching techniques • Identify teachers' strengths and needs; provide support • Encourage teachers to assume leadership roles • Determine contract renewal
Process	<p>Professional Growth Cycle: two phases within a rotating four-year cycle <u>Phase I: Goal Setting and Implementation Phase</u></p> <ul style="list-style-type: none"> • One or two goals aligned with district and school goals and focused on promoting student learning and using multiple sources of data, including student work • Goal(s) mutually agreed upon by teacher and evaluator(s) • Set/reviewed (Form 5, Part I) by October 31 • Goal(s) addressed for one, two, or three years • Evaluatee's Self-Evaluation: Summative Evaluation (Form 5, Part IIA) supported by multiple data submitted no later than April 30 • Evaluator to submit Summative Evaluation to evaluatee(s) no later than May 30th • Annual summative completed by evaluator and entire form submitted to district office by June 10th • Conference to discuss summative report strongly recommended • Informal observations (e.g., parent meetings, school activities, classroom visits, etc.) • <u>Professional Growth Options/Individual or Small Group Vehicles for Addressing Goals:</u> <ul style="list-style-type: none"> ○ National Teacher Board Certification ○ Collaborative Project ○ Independent Research/Action Research ○ Mentoring/Cooperating Teacher ○ Presenting Professional Development or Parent Training ○ Serving on District Committee(s) ○ Curriculum Development ○ Videotapes with Reflections ○ Teacher Portfolios ○ Publishing an Educational Article ○ Peer Coaching ○ Using Multiple Student Data Sources to Inform Instruction

	<ul style="list-style-type: none"> ○ Study Groups ○ Other mutually agreed upon professional growth opportunities <p><u>Phase II: Observation Phase</u></p> <ul style="list-style-type: none"> • Minimum of one formal observation by principal and supported by supervisor/director, if applicable, with pre-observation conference and/or pre-observation form (Form 1), post-conference, and written feedback (Form 2) by March 15th • Informal observations (e.g., parent meetings, school activities, classroom visits, etc.) • Annual summative, a checklist with evaluator(s)' comments, commendations, and recommendations (Form 4) submitted by evaluator to district office by June 10th • Conference to discuss summative report strongly recommended <p><u>End of Professional Growth Cycle Phases I & II</u></p> <ul style="list-style-type: none"> • If teacher is accomplishing goals and meeting district professional expectations, s/he continues in Professional Growth Cycle. • If teacher is not meeting district professional expectations, s/he: <ul style="list-style-type: none"> A. returns or remains in Professional Growth Cycle: Observation Phase with Structured Support Plan <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> B. moves into Assistance Cycle.
<p>Criteria</p>	<ul style="list-style-type: none"> • <i>Connecticut's Common Core of Teaching, Connecticut Guidelines for Teacher Evaluation & Professional Development, The Connecticut Frameworks</i> • Observations • Student work samples • Bridgeport's curricula, district/school goals, <i>Expectations for Student Learning</i> • Written job descriptions

PROFESSIONAL GROWTH CYCLE: PHASE I & II

The Professional Growth Cycle is designed for tenured teachers. The purposes are to do the following:

- provide professional growth opportunities that maximize staff effectiveness for the purpose of promoting student learning;
- recognize staff accomplishments within and beyond the classroom;
- continue to enhance the implementation of the *Common Core of Teaching* and district curricula;
- ensure adherence to *Connecticut Guidelines for Teacher Evaluation and Professional Development*;
- provide sufficient support so that teachers perform to their potential in meeting the diverse needs of all students through the use of varied teaching techniques;
- identify teachers' strengths, needs and provide support;
- encourage teachers to assume leadership roles;
- determine contract renewal.

Throughout the entire Professional Growth Cycle, teachers are encouraged to enhance their leadership capacities within and beyond the classroom. The district provides various methods of recognizing teacher leaders. Teachers are appointed to chair various district and school committees. Teachers participate in district, state, and regional initiatives.

The Professional Growth Cycle is structured in two phases within a rotating four-year cycle. Phase I is the Goal Setting and Implementation Phase; Phase II is the Observation Phase. The key elements of each of the two phases are described on the following pages.

PROFESSIONAL GROWTH CYCLE:

PHASE I: Goal Setting & Implementation Phase

Teachers are encouraged to challenge themselves professionally during the Professional Growth Cycle. This cycle provides opportunities for teachers to implement changes in their classrooms and to assume leadership roles. In addition, it provides opportunities for teachers to address challenging initiatives such as working towards National Board Certification and engaging in other professional growth options.

In Phase I, tenured teachers confer with the designated evaluator(s) to establish one or two professional growth goals (Form 6) aligned with district and school goals; teachers' goal(s) focuses on promoting student learning and uses multiple sources of data to gauge success. Those sources of data include student portfolios, samples of student work over time, classroom observation reports, district standardized tests, and state tests, such as the CMT and CAPT. Teachers' goal or goals are to be mutually agreed upon by the teacher and the evaluator(s) and finalized on or before October 31st. Goals for tenured teachers may be of a one, two, or three year duration.

If during the Goal Setting and Implementation Phase teachers are reassigned to other positions or buildings after goals have been set, the evaluators and evaluatees may mutually agree to continue current goal(s) if it is appropriate to the new situation. If it is not appropriate, they may mutually agree on a new goal or have the individuals move to Professional Growth Cycle: Observation Phase.

Teachers complete a self-evaluation form (Form 5, Part IIA) each year by April 30th. The designated evaluator(s) completes a written summative evaluation by May 30th (Form 5, Part IIB). A conference to discuss the summative report is strongly recommended. During the conference, the evaluatee and evaluator(s) discuss both sections of the summative. Based on the work accomplished during the year, the goal(s) either continues without modifications or modifications are made and documented.

Informal observations occur throughout the Professional Growth Cycle: Phase I. Informal observations are defined as observations without pre- and post- conferences and may include observation feedback for the teacher to discuss with the evaluator. Informal observations can be conducted either in the classroom or within other activities that support student learning, e.g., committee meetings, study group, in-service workshops.

Professional growth options for the Goal Setting and Implementation Cycle: Phase I include, but are not limited, to the following:

Collaborative Projects: A teacher works with another colleague(s) to develop and implement units of learning and to analyze the impact on student learning.

Mentor/Cooperating Teacher: Participants who agree to serve as mentors and/or cooperating teachers fulfill the responsibilities outlined in the TEAM program. They, for example, observe and provide feedback to the beginning and/or student teachers and confer on a regular basis.

Staff Development Sessions: Teachers with interest and expertise in an area of instruction develop and present training on the topic. The presentation focuses on developing skills and strategies that teachers may use in their classes.

Portfolios: Teachers may opt to maintain detailed representations of work over a significant period of time to demonstrate accomplishment of goals or progress toward completion of goals.

National Board Certification: Teachers work towards completion of the National Board requirements including an extensive portfolio that documents evidence of effective analysis of student learning and student growth over time.

Self-Analysis Videotapes: Teachers videotape a number of lessons per year, analyze the lessons, and write an assessment/reflection on the effectiveness of each lesson and on how instruction was monitored and adjusted over time as a result of the reflection.

Submission of Articles for Publication: Teachers prepare and present an article for publication in a professional journal.

Independent Research: Teachers select a topic related to student learning and conduct research on the topic with the goal of developing an instructional unit based on this research.

Parent Training: Teachers plan and present a training program for parents. The presentation includes skills the parents will be able to use to help their children become better learners.

District Committee: Teachers serve on district-level committees designed to improve student learning, e.g., curriculum, instruction, or assessment.

Curriculum Development: Teachers work to design curriculum that will improve student learning.

Continuing Education: Teachers take a course to increase knowledge of curriculum, instruction, assessment, and apply it to improve student learning.

Peer Coaching: Colleagues agree to observe each other's classes a minimum of two times during the school year. The purpose is to provide and receive feedback pertaining to their goal(s). The peer should be someone who is helpful, supportive, and knowledgeable. With peer observation, two teachers may be working on similar growth plans or on different plans.

Study Group: Participants meet with a group of three to five colleagues to learn, experiment with, and analyze new instructional strategies. Study groups may be formed to focus on content that supports a teacher's goal or to support the implementation of a program goal.

Action Research: Teachers, for a research project, develop and analyze a hypothesis relating to student learning. The teachers then identify lessons or a unit in which to test the hypothesis and measure student achievement. Findings may be presented in a paper and discussed with other faculty.

Although teachers in the Goal Setting and Implementation Phase are responsible for documenting the progress made towards their goals, the district will make every effort to provide the necessary time for collaboration and sharing among teachers including the use of professional development days, where possible. In addition, incentives to promote professional growth options are being

investigated. For example, teachers who select the option of mentor/cooperating teacher may be given release time in order to facilitate communications between the mentor and mentee.

METHODS TO MEASURE GOAL ACHIEVEMENT (data collection sources)

Evidence of student progress may include a variety of qualitative or quantitative examples that the teacher collects from actual student work and other sources. Indicators may include the following:

- Pre- and post- measures
- Formal and/or informal student assessments
- Observations
- Interviews/questionnaires
- Standardized/teacher-made tests
- Feedback from coach/students/colleagues/parents
- Work samples
- Portfolio analysis
- Comparison and differentiation of team members' results
- Teacher journals
- Self-assessment
- Study group feedback
- Self-analysis of videotapes
- Curriculum work
- Workshop outlines and handouts
- Professional readings
- Conferences attended

PROFESSIONAL GROWTH CYCLE: PHASE II: Observation

Teachers spend one year in the Professional Growth Cycle: Phase II Observation. Phase II consists of one formal observation (Form 2) by principal and supported by supervisor/director, if applicable, with a pre-observation conference and/or pre-observation form (Form 1), a post-conference, and written feedback (Form 2). Informal observations occur throughout the Professional Growth Cycle: Phase II. An informal observation is defined in the Phase I narrative of this cycle. An annual written summative (Form 4) is submitted to the district office by June 10th. This summative includes both a list with evaluator(s)' comments, commendations, and recommendations. A conference to discuss this summative report is strongly recommended.

Continuing or Exiting Phases I & II PROFESSIONAL GROWTH CYCLE:

- If teachers are accomplishing their goals and meeting professional expectations, as outlined in the district staff evaluation plan, they continue in the Professional Growth Cycle.
- If teachers are not meeting district professional expectations, the evaluator assesses the extent, severity, and/or persistence of deficiencies to recommend that the evaluatee:

A) return or remain in Professional Growth Cycle: Observation Phase II with a Structured Support Plan (Form 8)

Structured Support Plan: When an evaluatee is not meeting district professional expectations, the evaluator sets one to three performance-related goals in the area(s) of concern noted in previous observation reports and/or evaluations. In order to accomplish these goals, specific strategies, means of measuring goals, and support are developed by the evaluator and the evaluatee. The strategies may include assistance from the Employee Assistance Plan, from mentors, from subject area specialists and from curriculum specialists. The strategies may also include opportunities for the evaluatee to attend relevant workshops or other training sessions. The evaluator provides written documentation of all strategies and assistance offered and/or provided during this phase.

If the evaluatee is successful in addressing the Structured Support Plan's performance goals by the end of the school year, s/he will be placed in the Observation Phase of the Professional Growth Cycle. If an evaluatee is demonstrating progress with the established goals but has not met them, s/he may be given the opportunity to continue working on the goals in the Structured Support Plan. If the evaluatee is not successful, s/he moves into the Assistance Cycle of the Staff Evaluation Plan. Notification of possible placement in the Assistance Cycle must be included on the May 30th summative.

Or

B) is referred to the Superintendent for placement in the Assistance Cycle of the Staff Evaluation Plan.

Assistance Cycle

ASSISTANCE CYCLE

Who	<ul style="list-style-type: none"> Any teacher who is not meeting the district's professional expectations and who may have previously exercised the Conflict Resolution Procedure, and is still in danger of consideration for fair dismissal under CGS 10-151.
When	<ul style="list-style-type: none"> After being made aware of unsatisfactory performance during the Professional Growth Phase of the district's Evaluation Plan AND After being provided written notice of the specific areas for which performance has been assessed as unsatisfactory AND After being provided recorded supervisory assistance and support in the Professional Growth Cycle AND After failing to show satisfactory improvement in specific areas noted AND After being formally notified by the Superintendent of Schools of their removal from the regular evaluation process
Purpose	<ul style="list-style-type: none"> Provide structured assistance, necessary resources, and regular monitoring so that performance improvements have a greater likelihood of occurring Provide sufficient notice of jeopardized job security
Process	<ul style="list-style-type: none"> <u>Notice</u>: Prior to September 15th, the evaluatee shall be provided written notice by the Superintendent that his/her performance fails to meet district standards. <u>Goal Setting & Support</u>: At a meeting held prior to September 30, the evaluatee shall be presented with no more than three performance objectives (Form 7, Part 1) and the means by which these objectives shall be measured. In addition, the nature of that support, the individuals responsible for providing support, and the process and time frame for meeting objectives shall be agreed upon. The meeting shall include the appropriate evaluators, the evaluatee, and the Bridgeport Education Association (BEA) representative. <u>Formal and Informal Observations</u>: Throughout each of the assessment periods, a minimum of three observations (Form 2), followed by post observation conferences, are conducted. At the end of each assessment period, the lead evaluator completes Part II of Form 7, "Summary of the Assessment Period" and facilitates the meeting with the evaluatee, the BEA representative, and the evaluation team. <u>Assessment and Evaluation Cycle</u>: At scheduled conferences, the evaluatee shall be provided with written assessments of performance as follows: <ul style="list-style-type: none"> <u>Assessment I</u>: October-December <u>Assessment II</u>: January-March <u>Assessment III</u>: April-June <u>End of Cycle</u>: If after any assessment period during the Assistance Cycle the evaluatee demonstrates satisfactory improvement in the noted areas, s/he shall be removed from the Assistance Cycle and placed in or returned to the Observation Phase within the Professional Growth Cycle. If the evaluatee has not demonstrated sufficient improvement, s/he shall continue in the

Accountability	<p>Assistance Cycle for a duration not to exceed six assessment periods or until s/he is provided notice of consideration of contract termination (Form 8).</p>
	<p><u>Evaluators:</u> The team shall include an assistant superintendent, an appropriate director/supervisor, and a building administrator. They will do the following:</p> <ul style="list-style-type: none"> • clearly identify specific areas of weakness; • participate in determining and defining performance expectations; • provide access to the identified support personnel; • coordinate and schedule observations so that they occur at reasonable intervals throughout the assessment period; • provide at least one written record of observation during each assessment period; • participate in conferences held after each assessment period. <p><u>Evaluatee:</u> The evaluatee will do the following:</p> <ul style="list-style-type: none"> • collaborate with assigned support personnel to create a plan to meet the defined performance objectives as they relate to teaching competencies; • participate in training and other relevant activities provided by the district to help improve performance; • fulfill the responsibilities in the improvement plan, which must be aligned with: <ol style="list-style-type: none"> 1. <i>Connecticut's Common Core of Teaching, Connecticut's Guidelines for Teacher Evaluation & Professional Development, The Connecticut Frameworks,</i> 2. <i>Bridgeport's curricula and district/school goals, district job descriptions.</i>

ASSISTANCE CYCLE

The Assistance Cycle is the process by which the school district identifies teachers who are not meeting district standards of performance. It is a program that combines strategies of support, intervention, and intensive supervision designed to assist the evaluatee in making a focused effort to meet district standards in identified deficient areas. The Assistance Cycle is a communication of grave importance to the evaluatee that if the district's performance expectations remain unmet, termination of contract will follow in accordance with CGS 10-151. The Bridgeport Education Association shall be party to all conferences held to identify the performance objectives to be evaluated and to review progress throughout the cycle.

Placement into the Assistance Cycle occurs only after other less structured interventions have failed. The evaluator shall set no more than three performance related objectives in the area(s) of concern noted in previous observation reports and/or evaluations. In order to accomplish these objectives, specific strategies shall be developed by the evaluator and the evaluatee. These strategies may include assistance from mentors, subject area specialists, and curriculum specialists; the strategies may also include opportunities for the evaluatee to attend relevant workshops or other training sessions. The evaluator shall provide written documentation of all strategies and assistance during this phase.

To communicate the serious nature of placement into the Assistance Cycle, notice shall come from the superintendent of schools no later than September 15th. By September 30th, the evaluatee shall meet with the superintendent of schools (or designee), the three assigned evaluators who make up the assessment team, and the BEA representative to discuss the specific performance objective(s), which the evaluatee must address. At this meeting, the process for meeting district standards on the deficit performance objective(s) is determined. This meeting shall also clearly set forth the individuals responsible for providing support (Form 9) and a time frame for providing that support.

The Assistance Cycle shall be divided into three assessment periods so that progress may be closely monitored throughout the school year. Each assigned administrator shall complete an observation during each of the three cycles. The three assessments and one summative evaluation will be completed as follows: Assessment 1: October-December; Assessment 2: January-March; Assessment 3: April-June; and the Summative Evaluation: June. At the end of each of the three cycles, a meeting with a written summary of each evaluator's observation will be held with the evaluatee, evaluators, and the BEA representative. All members attend this meeting. Progress or lack of progress is discussed and recorded. At the conclusion of the school year, a final conference is held to review progress and recommend placement in the evaluation cycle for the following school year or to begin proceedings for termination (see Form 10)

If at any time during the end of an assessment period (1, 2, or 3) in the Assistance Cycle, the evaluatee improves performance so as to meet district standards, he/she shall be removed from the cycle and placed in the Professional Growth Cycle: Observation Phase II.

If the evaluatee is successful in addressing the performance objectives by the end of the school year, s/he will return to or be placed in the Observation Phase of the Professional Growth Cycle. If the evaluatee is not successful, s/he may 1) remain in the Assistance Cycle of the Staff Evaluation Plan for a maximum of three more assessment periods (N.B. The Assistance Cycle consists of a maximum of six assessment periods) or 2) be recommended for nonrenewal of contract.

The Assistance Cycle sets forth identified areas of accountability for both evaluators and evaluatees (see Assistance frame.) A conflict resolution mechanism is built into the entire Bridgeport Staff Evaluation Plan so that the due process rights of all involved are protected (see page 9).

Evaluation Forms- All Cycles

Form 1	Informal Observation Report
Form 2	Pre-Observation Form
Form 3	Formal Observation Report
Form 4	Teacher Reflection
Form 5	Summative Teacher Evaluation
Form 6	Goal Setting/Implementation Plan & Summative
Form 7	Structured Support Plan
Form 8	Assistance Cycle
Form 8	Summative Teacher Evaluation: Assistance Cycle

PLEASE NOTE:

Forms 1-4 are specific only to classroom teachers, non-classroom teachers, and support staff assignments.

Bridgeport Public Schools
 John J. Ramos Sr., Ed.D Superintendent of Schools
 Informal Observation Report

Date of Observation _____ School _____
 Evaluatee _____ Subject/Grade _____
 Evaluator _____ Title _____
 Number of students present _____ Time/Length of Observation _____

Use the grid below to make comments during the Informal Observation. This may be handwritten. It is not required to make comments or recommendations in all four of the areas of focus.

PLANNING	INSTRUCTION
CLASSROOM MANAGEMENT	PROFESSIONALISM

Additional Comments:

 Evaluator signature/Date

 Evaluatee signature/Date

PRE-OBSERVATION

Induction Cycle: year 1 <input type="checkbox"/> year 2 <input type="checkbox"/> year 3 <input type="checkbox"/> year 4 <input type="checkbox"/>	Professional Growth Cycle: Observation Phase <input type="checkbox"/>
Assistance Cycle: Assessment Period 1 <input type="checkbox"/> Assessment Period 2 <input type="checkbox"/> Assessment Period 3 <input type="checkbox"/>	

Date of Observation: _____ **School(s):** _____
Evaluatee: _____ **Subject/Grade:** _____
Evaluator: _____ **Title:** _____

In preparation for your classroom observation, please fully complete this form; submit it and a copy of your lesson plan to your evaluator at least 24 hours prior to the scheduled observation date.

What would you like the evaluator to know about your class/lesson?

On what aspect of your instruction would you like the evaluator to provide specific feedback?

Other comments

FORMAL OBSERVATION REPORT

Induction Cycle: year 1 <input type="checkbox"/> year 2 <input type="checkbox"/> year 3 <input type="checkbox"/> year 4 <input type="checkbox"/>	Professional Growth Cycle: Observation Phase <input type="checkbox"/>
Assistance Cycle: Assessment Period 1 <input type="checkbox"/> Assessment Period 2 <input type="checkbox"/> Assessment Period 3 <input type="checkbox"/>	

Date of Observation: _____ School(s): _____

Evaluatee: _____ Subject/Grade: _____

Evaluator: _____ Title: _____

No. of students present: _____

1 = MEETS DISTRICT EXPECTATIONS 2 = NEEDS ASSISTANCE MEETING EXPECTATIONS
3 = NOT MEETING DISTRICT EXPECTATIONS/NOTABLE CONCERN 4 = NOT APPLICABLE / NOT OBSERVED

I. KNOWLEDGE

	1	2	3	4
Content				
Demonstrates comprehensive and current knowledge of subject taught *1-4				
Models acceptable written and oral expressions *1-3, 2-5				

II. INSTRUCTION

Planning				
Identifies and sequences goals, objectives, strategies, and assessments *2-1,2-6, 2-7				
Selects appropriate resources, materials, and media *2-2,2-5				
Plans instructional activities which provide for individual differences and learning styles *1-2,2-4				
Implementation				
States and records lesson's objective and purpose *1-5				
Implements the elements of an effective lesson design, e.g.: initiation, modeling, guided practice and closure *1-5				
Conducts logically sequenced activities appropriate to student needs *1-6, 2-4				
Provides models using a variety of instructional materials/technology *1-6, 2-2				
Uses a variety of teaching techniques that foster student involvement *2-6				
Presents opportunities for critical and divergent thinking and problem solving *2-6				
Uses effective questioning strategies *2-5				
Assessment				
Aligns assessment with instructional objectives *2-7				
Monitors student progress and adjusts instruction on the basis of student questions and performance *2-7				
Encourages students' self-assessment *2-7				
Develops and maintains systems for keeping group and individual records, including student portfolios				

III. CLASSROOM MANAGEMENT

Student Motivation				
Develops an atmosphere which fosters self-discipline *2-3,2-4				
Maintains high expectations for student learning and behavior				
Management				
Maintains a safe and orderly classroom environment by consistently implementing routines, transitions, and procedures that maximize student's time on task *2-3				
Engages and re-engages students in lesson				
Climate				
Promotes students' ability to communicate effectively with others				
Establishes rapport and creates a positive learning environment				
Helps students develop positive self-concepts				

* REFERS TO ONLY CONNECTICUT COMMON CORE OF TEACHING FOUNDATIONAL SKILLS AND COMPETENCIES THAT MAY REPRESENT BEHAVIORS OBSERVABLE IN THE CONTENT OF A SINGLE LESSON

Commendations/Recommendations:

(Specific recommendations are to be included for any item(s) checked as a 2 or 3 on the preceding page along with any other recommendations.)

Signatures

Evaluator: _____ Date: _____

I agree

I disagree

Evaluatee: _____ Date: _____

Additional Comments (Evaluatee: Use this space to note any exceptions to comments made above or elsewhere in this evaluation. Use additional sheets, as necessary.)

**FORMAL OBSERVATION REPORT
 (NONCLASSROOM ASSIGNMENT)**

Induction Cycle: year 1 <input type="checkbox"/> year 2 <input type="checkbox"/> year 3 <input type="checkbox"/> year 4 <input type="checkbox"/> Assistance Cycle: Assessment Period 1 <input type="checkbox"/> Assessment Period 2 <input type="checkbox"/> Assessment Period 3 <input type="checkbox"/>	Professional Growth Cycle: Observation Phase <input type="checkbox"/>
--	---

Date of Observation: _____ School(s): _____
 Evaluatee: _____ Subject/Grade: _____
 Evaluator: _____ Title: _____

 No. of students present: _____

1 = MEETS DISTRICT EXPECTATIONS 2 = NEEDS ASSISTANCE MEETING EXPECTATIONS
 3 = NOT MEETING DISTRICT EXPECTATIONS 4 = NOT APPLICABLE/NOT OBSERVED

I. KNOWLEDGE

<i>Content</i>	1	2	3	4
Demonstrates comprehensive and current knowledge of the role and function of the discipline				
Demonstrates the ability to identify and use appropriate resources for additional information related to instruction and learning				
Is aware of current research and educational trends at appropriate instructional level				
<i>Child Development</i>				
Demonstrates knowledge of human growth and development as it relates to the educational process				
Demonstrates an awareness and respect for diversity of culture backgrounds and lifestyles				

II. DELIVERY OF SERVICES

<i>Planning</i>				
Identifies and sequence goals, objectives, procedures, and activities for self and those served				
Identifies, develops, secures and organizes resources to support program responsibilities				
Coordinates plans and builds support for programs with staff members, parents and community members				
<i>Implementation</i>				
Provides technical assistance in support of others' instructional or service efforts, including advice on how to address the needs of individual students and students generally				
Researches, develops or secures and makes available materials to support others' efforts				
Conducts orientations, in-service training and/or other presentations in one's area of responsibility				

III. ASSESSMENT

Diagnoses the problems or needs of individual students or others who require special attention, and provides/or arranges for necessary attention				
Uses information on the progress, problems and needs of those served to assess program objectives and program effectiveness				
Communicates with students, parents and staff individually or collectively about their needs and progress				
Identifies, monitors and assess the progress of students in relation to objectives				
Involves staff members and where appropriate, students, parents and other community members in the assessment of program progress, problems and needs				

Commendations/Recommendations

(Specific recommendations are to be included for any item(s) checked as a 2 or 3 on the preceding page along with any other recommendations.)

Signatures

Evaluator: _____ Date: _____

I agree I disagree

Evaluatee: _____ Date: _____

Additional Comments (Evaluatee: Use this space to note any exceptions to comments made above or elsewhere in this evaluation. Use additional sheets, as necessary.)

FORMAL OBSERVATION REPORT: GUIDANCE COUNSELOR

Induction Cycle: year 1 <input type="checkbox"/> year 2 <input type="checkbox"/> year 3 <input type="checkbox"/> year 4 <input type="checkbox"/> Assistance Cycle: Assessment Period 1 <input type="checkbox"/> Assessment Period 2 <input type="checkbox"/> Assessment Period 3 <input type="checkbox"/>	Professional Growth Cycle: Observation Phase <input type="checkbox"/>
--	---

Date of Observation: _____ School(s): _____
 Evaluatee: _____ Subject/Grade: _____
 Evaluator: _____ Title: _____
 No. of students present: _____

1 = MEETS DISTRICT EXPECTATIONS 2 = NEEDS ASSISTANCE MEETING EXPECTATIONS
 3 = NOT MEETING DISTRICT EXPECTATIONS 4 = NOT APPLICABLE/NOT OBSERVED

I. KNOWLEDGE

	1	2	3	4
Demonstrates knowledge of the role and the function of the school counselor				
Demonstrates knowledge of the theory and practice of individual and group guidance and counseling.				
Demonstrates understanding of the interrelationship of physical, social, emotional, and intellectual development on the learning process, including that which exists between teaching styles and learning styles.				

II. DELIVERY OF SERVICES

Selects and utilizes appropriately, a wide range of treatment interventions such as consultation, casework, group work, and school/community organizing.				
Collaborates, as appropriate, with school personnel, students, families and community providers to develop goals and objectives for each student receiving services.				
Promotes student independence and positive self-concepts by assisting students to develop their own problem-solving , communication and self-evaluation skills.				

III. COMMUNICATION

Effectively communicates with students, family members, school personnel, and community service providers.				
Facilitates cooperation and trust among staff and co-workers.				
Demonstrates ethical and professional practices in working with students with special abilities and needs.				
Demonstrates effective communication skills, both written and oral.				

IV. PROFESSIONALISM

Works cooperatively with colleagues, administrators and community agencies.				
Follows the policies and procedures of the school district.				
Is accurate and prompt in keeping necessary records.				
Organizes effectively time, space, materials and equipment for the provision of guidance and counseling services.				

Recommendations/Recommendations
(Specific recommendations are to be included for any item(s) checked as a 2 or 3 on the preceding page along with any other recommendations.)

Signatures

Evaluator: _____ Date: _____

I agree

I disagree

Evaluatee: _____ Date: _____

Additional Comments (Evaluatee: Use this space to note any exceptions to comments made above or elsewhere in this evaluation. Use additional sheets, as necessary.)

FORMAL OBSERVATION REPORT: SCHOOL PSYCHOLOGIST

Induction Cycle: year 1 <input type="checkbox"/> year 2 <input type="checkbox"/> year 3 <input type="checkbox"/> year 4 <input type="checkbox"/>	Professional Growth Cycle: Observation Phase <input type="checkbox"/>
Assistance Cycle: Assessment Period 1 <input type="checkbox"/> Assessment Period 2 <input type="checkbox"/> Assessment Period 3 <input type="checkbox"/>	

Date of Observation: _____	School(s): _____
Evaluatee: _____	Activity: _____
Evaluator: _____	Title: _____

1 = MEETS DISTRICT EXPECTATIONS 2 = NEEDS ASSISTANCE MEETING EXPECTATIONS
3 = NOT MEETING DISTRICT EXPECTATIONS 4 = NOT APPLICABLE/NOT OBSERVED

I. KNOWLEDGE

<i>Content</i>	1	2	3	4
Demonstrates comprehensive knowledge of relevant theoretical frameworks for assessment and intervention of school psychology				
Models acceptable written and oral expression				
Prepares records and reports with accuracy and timeliness				

II. DELIVERY OF SERVICES

<i>Planning</i>	1	2	3	4
Actively participates in interdisciplinary teams (e.g. Student Assistance Teams, Planning and Placement Teams) to assist students to benefit from their educational experiences				
Participates in consultation and collaboration with school personnel, families and agencies to facilitate the educational progress of children				
Consults with school personnel and community agencies to assist in resolving school issues and crises that impact on the well being of students and staff				
<i>Monitoring</i>				
Establishes priorities, schedules and procedures for the timely delivery of services				
Monitors the effectiveness and outcomes of intervention programs				
Provides services which protect the due process rights of students and their parents in accordance with state and federal laws and regulations				

III. ASSESSMENT/TREATMENT SKILLS

<i>Instruments</i>	1	2	3	4
Has a broad knowledge of a variety of assessment tools				
Selects assessment techniques that are appropriate to the referral question as well as to the needs of the child				
<i>Skills</i>				
Establishes and maintains rapport with students				
Administers assessment tools appropriately				
Interprets assessment tools accurately				
Reports psychological evaluation findings, both written and oral, in clear, concise, and accurate terms				
Assists in developing the implementing IEP components when school psychology related services are needed				
<i>Treatment</i>				
Plans and implements individual and/or group treatment services (i.e. individual or group counseling, behavior management strategies)				
Assists in the development of educational programs which address the individual needs of all students				

Commendations/Recommendations

(Specific recommendations are to be included for any item(s) checked as a 2 or 3 on the preceding page long with any other recommendations.)

Signatures

Evaluator: _____ Date: _____

I agree

I disagree

Evaluatee: _____ Date: _____

Additional Comments (Evaluatee: Use this space to note any exceptions to comments made above or elsewhere in this evaluation. Use additional sheets, as necessary.)

Bridgeport Public Schools
 John J. Ramos Sr., Ed.D. Superintendent
SPEECH –LANGUAGE PATHOLOGIST:
FORMAL OBSERVATION REPORT

Induction Cycle: year 1 <input type="checkbox"/> year 2 <input type="checkbox"/> year 3 <input type="checkbox"/> year 4 <input type="checkbox"/> Assistance Cycle: Assessment Period 1 <input type="checkbox"/> Assessment Period 2 <input type="checkbox"/> Assessment Period 3 <input type="checkbox"/>	Professional Growth Cycle: Observation Phase <input type="checkbox"/>
--	---

Date of Observation: _____ **School(s):** _____

Evaluatee: _____ **Subject/Grade:** _____

Evaluator: _____ **Title:** _____

No. of students present: _____

1 = MEETS DISTRICT EXPECTATIONS 2 = NEEDS ASSISTANCE MEETING EXPECTATIONS
 3 = NOT MEETING DISTRICT EXPECTATIONS 4 = NOT APPLICABLE/NOT OBSERVABLE

I. KNOWLEDGE				
	1	2	3	4
Demonstrates accurate and up to date knowledge of theory and practice of prevention, assessment and intervention in communication disorders				
Demonstrates knowledge of human growth and development as it relates to the teaching-learning process				
II. DELIVERY OF SERVICES				
Selects appropriate materials for assessment and accurately interprets all information to describe the current level of communication skills				
States session's objective and purpose				
Effectively organizes time, space, materials and equipment				
Implements programs and interventions to achieve established objectives				
Presents materials at a level appropriate to the needs, interests, abilities and backgrounds of children				
III. SESSION MANAGEMENT				
Demonstrates skills in managing behaviors of individuals and groups				
Communicates directions, explanations, and expectations in a clear, coherent, and logical manner				
Provides an environment that is conducive to learning				
Establishes rapport and fosters positive reinforcement through verbal and non-verbal communication				
IV. PROFESSIONALISM				
Demonstrates responsibility for self-growth, professional improvement, ongoing self-reflection or self-evaluation				
Effectively communicates with students, family members, school personnel and members of the community				
Uses acceptable written and oral expressions				
Prepares records and reports with accuracy and timeliness				

Commendations/Recommendations

(Specific recommendations are to be included for any item(s) checked as a 2 or 3 on the preceding page along with any other recommendations.)

Signatures

Evaluator: _____ Date: _____

I agree

I disagree

Evaluatee: _____ Date: _____

Additional Comments (Evaluatee: Use this space to note any exceptions to comments made above or elsewhere in this evaluation. Use additional sheets, as necessary.)

FORMAL OBSERVATION REPORT: SCHOOL SOCIAL WORKER

Instruction Cycle: year 1 year 2 year 3 year 4 Professional Growth Cycle: Observation Phase
Assistance Cycle: Assessment Period 1 Assessment Period 2 Assessment Period 3

Date of Observation: _____ School(s): _____
Evaluatee: _____ Activity: _____
Evaluator: _____ Title: _____

1 = MEETS DISTRICT EXPECTATIONS 2 = NEEDS ASSISTANCE MEETING EXPECTATIONS
3 = NOT MEETING DISTRICT EXPECTATIONS 4 = NOT APPLICABLE/NOT OBSERVED

I. KNOWLEDGE

<i>Content</i>	1	2	3	4
Demonstrates knowledge of the role and the function of a school social worker				
Demonstrates knowledge of the theory and practice of individual/group counseling and crisis intervention services				
Has broad knowledge of a variety of curricula/materials for implementation in classrooms and with small groups				
Demonstrates understanding of the interrelationship of physical, social, emotional, and intellectual development on the learning process, including that which exists between teaching styles and learning styles				

II. DELIVERY OF SERVICES

Planning

Selects and utilizes appropriately a wide range of treatment interventions such as consultation, casework, group work, and school/community organization				
Actively participates in interdisciplinary teams (Student Assistance Team, Planning and Placement Team, etc.) to assist students in maximizing their educational experiences				
Consults and collaborates with school personnel, families and agency representatives to facilitate the academic progress and emotional well-being of students				
Promotes student independence and positive self-concepts by assisting students to develop their own problem-solving, communication and self-evaluation skills				

Monitoring

Establishes priorities, schedules and procedures for the timely delivery of services				
Provides appropriate follow-up services for referred students				
Monitors the effectiveness and outcomes of interventions				
Demonstrates ethical and professional practices in working with students with special abilities and needs				
Demonstrates effective communication skills, both written and oral				

III. ASSESSMENT/TREATMENT SKILLS

Establishes and maintains rapport with students				
Conducts social work assessments and completes necessary social/developmental histories				
Reports social/developmental information, both written and oral, in clear, concise, and accurate terms				
Develops and implements IEP components when social work related services are needed				
Effectively implements individual and/or group counseling services				
Effectively intervenes with and manages crises that affect individuals or the school community				

Commendations/Recommendations

(Specific recommendations are to be included for any item(s) checked as a 2 or 3 on the preceding page long with any other recommendations.)

Signatures

Evaluator: _____ Date: _____

I agree

I disagree

Evaluatee: _____ Date: _____

Additional Comments (Evaluatee: Use this space to note any exceptions to comments made above or elsewhere in this evaluation. Use additional sheets, as necessary.)

TEACHER REFLECTION

[To be submitted by the teacher to the primary evaluator by April 30; a TEAM module may replace this form.]

Induction Cycle only: year 1 year 2 year 3 year 4

Period covered: _____ to _____
month/year month/year

School(s): _____

Evaluatee: _____

Subject/Grade: _____

Evaluator: _____

Title: _____

Please use this form as an opportunity to reflect on your professional growth this year.

1. Planning

What worked for you? Identify any modifications for next year.

2. Knowledge

What professional development activities and resources have been most meaningful for you? Why? What other professional development might you want?

3. Classroom Management

What practices helped you to maintain a positive learning environment? Identify any modifications for next year.

4. Instruction

What instructional strategies have you used most effectively? Identify any modifications for next year.

5. Assessment

What data/assessment techniques have you used to evaluate student learning? How have you modified your instruction based upon assessment?

6. Professional Responsibilities

What has been most effective in improving your relationships with students, families, colleagues, and administration?

SUMMATIVE TEACHER EVALUATION

(To be submitted by the evaluator by May 30)

Induction Cycle: year 1 <input type="checkbox"/> year 2 <input type="checkbox"/> year 3 <input type="checkbox"/> year 4 <input type="checkbox"/>	Professional Growth Cycle: Observation Phase <input type="checkbox"/>
---	--

Period covered: _____ to _____ <small style="margin-left: 100px;">month/year</small> <small style="margin-left: 100px;">month/year</small>	School(s): _____
Evaluatee: _____	Subject/Grade: _____
Evaluator: _____	Title: _____
Evaluator: _____	Title: _____

1 = MEETS DISTRICT EXPECTATIONS 2 = NEEDS ASSISTANCE MEETING EXPECTATIONS 3 = NOT MEETING DISTRICT EXPECTATIONS

I. KNOWLEDGE			
Content	1	2	3
Demonstrates comprehensive and current knowledge of subject taught *1-4			
Child Development			
Demonstrates knowledge of human growth and development as it relates to the teaching-learning process *1-1, 1-2			
Demonstrates an awareness and respect for diversity of cultural backgrounds and lifestyles			
II. INSTRUCTION			
Planning			
Identifies and sequences goals, objectives, strategies, and assessments *2-1, 2-4, 2-7			
Selects appropriate resources, materials, and media *2-2, 2-5			
Plans instructional activities which provide for individual differences *1-2, 2-4			
Implementation			
Implements the elements of an effective lesson design *1-5			
Conducts logically sequenced activities appropriate to student needs *1-6, 2-4			
Provides models using a variety of instructional materials/technology *1-6, 2-4			
Uses a variety of teaching techniques that foster student involvement *2-6			
Presents opportunities for critical and divergent thinking and problem solving *2-6			
Assessment			
Aligns assessment with instructional objectives *2-7			
Monitors student progress and adjusts instruction on the basis of student questions and performance *2-7			
Communicates with students both individually and collectively about their needs and progress			
III. CLASSROOM MANAGEMENT			
Student Motivation			
Develops an atmosphere which fosters self-discipline *2-3, 2-4			
Maintains high expectations for student learning and behavior			
Management			
Maintains a safe and orderly classroom environment by consistently implementing routines, transitions, and procedures			
Develops and maintains systems for keeping group and individual records			
Climate			
Models enthusiasm for content and the spirit of lifelong learning			
Promotes students' ability to communicate effectively with others			
Establishes rapport and fosters positive reinforcement			
Helps students develop positive self-concepts			
IV. PROFESSIONALISM			
Professional Growth			
Demonstrates responsibility for self-growth, professional improvement, ongoing self-reflection or self-evaluation *3-3			
Demonstrates ethical behavior in accordance with the Code of Professional Responsibility for Teachers (Section 10-145d-400a of the Connecticut Certification Regulation) *3-1			
Encourages the cooperative involvement and support of parents *3-2			
Works cooperatively with colleagues and administrators *3-1			
Follows the policies, procedures, and curricula of the school district *3-1			
Models acceptable written and oral expressions *1-3, 2-5			
Prepares records and reports with accuracy and timeliness *3-1			
Models good attendance and punctuality *3-1			

* REFERS TO CONNECTICUT COMMON CORE OF TEACHING

Summary

brief summative statement must be included with this evaluation; the evaluator must address the following:

- Areas of Strength/Commendations:
- Areas of Growth Needed
- Recommendations: Specific recommendations are to be included for any item(s) checked as a 2 or 3 on the preceding page along with any other recommendations.

Formal Observation(s)

Minimum requirement: Induction Cycle, Phase I: 2 formal observations; Induction Cycle, Phase II and Professional Growth, Observation Phase: 1 formal observation

Date	Participants

- Areas of notable concern
- No areas of notable concern

Signatures 24 hours after receiving document if necessary

Evaluator: _____ Date: _____
Evaluatee: _____ Date: _____

- I agree
- I disagree

Additional Comments (Evaluatee: Use this space to note any exceptions to comments made above or elsewhere in this evaluation. Use additional sheets, as necessary.)

Summary

A brief summative statement must be included with this evaluation; the evaluator must address the following:

- Areas of Strength/Commendations:
- Areas of Growth Needed
- Recommendations: Specific recommendations are to be included for any item(s) checked as a 2 or 3 on the preceding page along with any other recommendations.

Formal Observation(s)

Minimum requirement: Induction Cycle: Phase I - 2 formal observations; Induction Cycle Phase II and Professional Growth: Observation Phase - 1 formal observation

Date	Participants

- No areas of concern
- Areas of notable concern

Signatures 24 hours after receiving document if necessary

Evaluator: _____ Date: _____
Evaluatee: _____ Date: _____

- I agree
- I disagree

Additional Comments (Evaluatee: Use this space to note any exceptions to comments made above or elsewhere in this evaluation. Use additional sheets, as necessary.)

SUMMATIVE TEACHER EVALUATION: GUIDANCE COUNSELOR

(To be submitted by the evaluator by May 30)

Instruction Cycle: year 1 year 2 year 3 year 4 Professional Growth Cycle: Observation Phase

Period covered: _____ to _____
month/year month/year

Evaluatee: _____ School(s): _____

Evaluator: _____ Subject/Grade: _____

Evaluator: _____ Title: _____

Evaluator: _____ Title: _____

1=MEETS DISTRICT EXPECTATIONS 2=NEEDS ASSISTANCE MEETING EXPECTATIONS 3=NOT MEETING DISTRICT EXPECTATIONS			
	1	2	3
I. KNOWLEDGE			
Demonstrates knowledge of the role and the function of the school counselor.			
Demonstrates knowledge of the theory and practice of individual and group guidance and counseling.			
Demonstrates knowledge of occupational trends and their relevance to students' educational planning and career development.			
Demonstrates understanding of the interrelationship of physical, social, emotional, and intellectual development on the learning process, including that which exists between teaching styles and learning styles.			
Demonstrates an understanding and respect for cultural diversity and varying lifestyles, and their influence on the student, school, and community.			
Articulates and understands the relationship between learning problems and school adjustment problems.			
II. DELIVERY OF SERVICES			
Helps students relate their abilities, aptitudes and interests to current and future educational and occupational choices.			
Assists in administering and interpreting the results of measurements, inventories and evaluations relevant to guidance and counseling services.			
Demonstrates the ability to observe and to interpret the behavior of individual students and groups of students in school.			
Interprets appropriate individual and group tests and evaluations to assess student ability, achievement and development.			
Selects and utilizes appropriately, a wide range of treatment interventions such as consultation, casework, group work, and school/community organizing.			
Collaborates, as appropriate, with school personnel, students, families and community providers to develop goals and objectives for each student receiving services.			
Promotes student independence and positive self-concepts by assisting students to develop their own problem-solving, communication and self-evaluation skills.			
III. COMMUNICATION			
Effectively communicates with students, family members, school personnel, and community service providers.			
Selects and provides parents with appropriate information for their use in educational, vocational, or personal decision making for their children.			
Facilitates cooperation and trust among staff and co-workers.			
Facilitates the cooperative involvement between home, school, and community service providers.			
Demonstrates ethical and professional practices in working with students with special abilities and needs.			
Demonstrates effective communication skills, both written and oral.			
IV. PROFESSIONALISM			
Demonstrates responsibility for self-growth, professional improvement and ongoing self-evaluation.			
Works cooperatively with colleagues, administrators and community agencies.			
Follows the policies and procedures of the school district.			
Is accurate and prompt in keeping necessary records.			
Organizes effectively time, space, materials and equipment for the provision of guidance and counseling services.			

Summary

A brief summative statement must be included with this evaluation; the evaluator must address the following:

- Areas of Strength/Commendations:
- Areas of Growth Needed
- Recommendations: Specific recommendations are to be included for any item(s) checked as a 2 or 3 on the preceding page along with any other recommendations.

Formal Observation(s)

Minimum requirement: Induction Cycle: Phase I - 2 formal observations; Induction Cycle Phase II and Professional Growth: Observation Phase - 1 formal observation

Date	Participants

- No areas of concern
- Areas of notable concern

Signatures 24 hours after receiving document if necessary

Evaluator: _____ Date: _____
Evaluatee: _____ Date: _____

- I agree
- I disagree

Additional Comments (Evaluatee: Use this space to note any exceptions to comments made above or elsewhere in this evaluation. Use additional sheets, as necessary.)

Summary

brief summative statement must be included with this evaluation; the evaluator must address the following:

- Areas of Strength/Commendations:
- Areas of Growth Needed
- Recommendations: Specific recommendations are to be included for any item(s) checked as a 2 or 3 on the preceding page along with any other recommendations.

Formal Observation(s)

Minimum requirement: Induction Cycle: Phase I - 2 formal observations; Induction Cycle Phase II and Professional Growth: Observation Phase - 1 formal observation

Date	Participants

- No areas of concern
- Areas of notable concern

Signatures 24 hours after receiving document if necessary

Evaluator: _____ Date: _____
Evaluatee: _____ Date: _____

- I agree
- I disagree

Additional Comments (Evaluatee: Use this space to note any exceptions to comments made above or elsewhere in this evaluation. Use additional sheets, as necessary.)

SUMMATIVE EVALUATION: SPEECH-LANGUAGE PATHOLOGIST

(To be submitted by the evaluator by May 30)

Induction Cycle: year 1 year 2 year 3 year 4 Professional Growth Cycle: Observation Phase

Period covered: _____ to _____
month/year month/year School(s): _____

Evaluatee: _____ Subject/Grade: _____

Evaluator: _____ Title: _____

Evaluator: _____ Title: _____

1 = MEETS DISTRICT EXPECTATIONS 2 = NEEDS ASSISTANCE MEETING EXPECTATIONS 3 = NOT MEETING DISTRICT EXPECTATIONS

I. KNOWLEDGE

<i>Content</i>	1	2	3
Demonstrates accurate and up to date knowledge of theory and practice of prevention, assessment and intervention in communication disorders			
Demonstrates the ability to identify and use appropriate resources for additional information related to students' needs			
<i>Child Development</i>			
Demonstrates knowledge of human growth and development as it relates to the teaching-learning process			
Demonstrates an awareness and respect for diversity of cultural backgrounds and lifestyles			
Demonstrates understanding of the learning processes in students with special needs			

II. DELIVERY OF SERVICES

<i>Assessment</i>	1	2	3
Selects appropriate materials and procedures for formal and informal assessment of children's communication skills			
Accurately interprets all information to describe the current level of communication skills			
Documents and reports assessment results and intervention progress			
Uses appropriate procedures for monitoring children's progress relative to instructional objectives			
<i>Planning</i>			
Identifies and sequences goals, objectives, strategies and assessments			
Effectively organizes time, space, materials and equipment			
Plans instructional activities which provide for individual differences			
<i>Implementation</i>			
Effectively implements programs and interventions to achieve established objectives			
Uses a variety of service delivery models including different methods, technology and media			
Presents materials at a level appropriate to the needs, interests, abilities and backgrounds of children			
Provides opportunities for generalization of communication skills and behaviors across a variety of settings			

III. TEACHING AND LEARNING CLIMATE

<i>Management</i>	1	2	3
Demonstrates skills in managing behaviors of individuals and groups			
Communicates directions, explanations, and expectations in a clear, coherent, and logical manner			
<i>Climate</i>			
Maintains high expectations for student learning and behavior			
Provides an environment that is conducive to learning			
Establishes rapport and fosters positive reinforcement through verbal and non-verbal communication			
Helps students develop positive self-concepts			

IV. PROFESSIONALISM

<i>Professional Growth</i>	1	2	3
Demonstrates responsibility for self-growth, professional improvement, ongoing self-reflection or self-evaluation			
Effectively communicates with students, family members, school personnel and members of the community			
Works cooperatively with colleagues and administrators			
Follows the policies, procedures, and curricula of the school district			
Uses acceptable written and oral expressions			
Prepares records and reports with accuracy and timeliness			
Models good attendance and punctuality			

Summary

A brief summative statement must be included with this evaluation; the evaluator must address the following:

- Areas of Strength/Commendations:
- Areas of Growth Needed
- Recommendations: Specific recommendations are to be included for any item(s) checked as a 2 or 3 on the preceding page along with any other recommendations.

Formal Observation(s)

Minimum requirement: Induction Cycle: Phase I - 2 formal observations; Induction Cycle Phase II and Professional Growth: Observation Phase - 1 formal observation

Date	Participants

- No areas of concern
- Areas of notable concern

Signatures 24 hours after receiving document if necessary

Evaluator: _____ Date: _____
Evaluatee: _____ Date: _____

- I agree
- I disagree

Additional Comments (Evaluatee: Use this space to note any exceptions to comments made above or elsewhere in this evaluation. Use additional sheets, as necessary.)

SUMMATIVE EVALUATION: SOCIAL WORKER

(To be submitted by the evaluator by May 30)

Induction Cycle: year 1 <input type="checkbox"/> year 2 <input type="checkbox"/> year 3 <input type="checkbox"/> year 4 <input type="checkbox"/>	Professional Growth Cycle: Observation Phase <input type="checkbox"/>
--	---

Period covered: _____ to _____ <small>month/year month/year</small>	School(s): _____
Evaluee: _____	Subject/Grade: _____
Evaluator: _____	Title: _____
Evaluator: _____	Title: _____

1 = MEETS DISTRICT EXPECTATIONS	2 = NEEDS ASSISTANCE MEETING EXPECTATIONS	3 = NOT MEETING DISTRICT EXPECTATIONS
---------------------------------	---	---------------------------------------

I. KNOWLEDGE			
	1	2	3
Demonstrates understanding of the vision and purpose of school social work goals and objectives			
Demonstrates knowledge of major theories of human growth and development, as they relate to the learning process and the educational environment			
Demonstrates knowledge of individual, group, and community dynamics and their interrelationships			
Demonstrates understanding of the interrelationship of physical, social, emotional, and intellectual development on the learning process, including that which exists between teaching styles and learning styles			
Demonstrates an understanding and respect for cultural diversity and varying lifestyles, and their influence on the student, school, and community			
Articulates and understands the relationship between learning problems and school adjustment problems, specifically the causes and effects of stress, disability, disease, and deprivation (including abuse and neglect)			

II. DELIVERY OF SERVICES

<i>Assessment</i>			
Conducts multifaceted assessments which may include both formal procedures (interviews and observation) and standardized procedures that are valid and reliable for the populations and purposes intended			
Conducts screening activities according to current professional standards of practice and school district policies and procedures			
Collaborates with school personnel, students, families, and community providers in planning for and delivering services			
In conducting assessments and interpreting results, considers factors such as cultural and language background, educational experience, family priorities, and health status			
Writes reports, either individually or as part of a team, that specify sources of information, results, interpretations and recommendations, including goals that are implemented in the IEP			
<i>Intervention</i>			
Selects and utilizes appropriately a wide range of treatment interventions including consultation, individual casework, group work, and family counseling			
Collaborates, as appropriate, with school personnel, students, families and community providers			
Effectively implements the social work component of the IEP			
Recognizes, respects and demonstrates sensitivity to the needs and feelings of all students and families taking into consideration racial, cultural, sexual and religious factors			
Promotes students' independence in developing their own problem-solving, communication and self-evaluation skills			

III. COMMUNICATION			
Understands and effectively communicates the purposes and values of social work interventions to school, community and client groups			
Clearly writes and verbally communicates treatment goals, objectives, and intervention strategies			
Effectively communicates with and facilitates communication between home, school, and community service providers			
Establishes and maintains a liaison role with client groups, school personnel, and community service providers			
Develops and clearly explains the social work component of the IEP			
Demonstrates effective communication skills, both oral and written			

IV. PROFESSIONALISM			
Demonstrates responsibility for self-growth, professional improvement, self-reflection and ongoing self-evaluation			
Works cooperatively with colleagues, administrators and community agencies			
Follows the policies and procedures of the school district			
Follows the NASW Code of Ethics and NASW "Standards for School Social Work Services" in daily practice			

Summary

A brief summative statement must be included with this evaluation; the evaluator must address the following:

- Areas of Strength/Commendations:
- Areas of Growth Needed
- Recommendations: Specific recommendations are to be included for any item(s) checked as a 2 or 3 on the preceding page along with any other recommendations.

Formal Observation(s)

Minimum requirement: Induction Cycle: Phase I: 2 formal observations; Induction Cycle, Phase II and Professional Growth, Observation Phase: 1 formal observation

Date	Participants

- No areas of concern
- Areas of notable concern

Signatures 24 hours after receiving document if necessary

Evaluator: _____ Date: _____
Evaluatee: _____ Date: _____

- I agree
- I disagree

Additional Comments (Evaluatee: Use this space to note any exceptions to comments made above or elsewhere in this evaluation. Use additional sheets, as necessary.)

GOAL SETTING/IMPLEMENTATION PLAN & SUMMATIVE

PART I: GOAL SETTING & IMPLEMENTATION PLAN (TO BE COMPLETED & REVIEWED BY OCTOBER 31)

Professional Growth Cycle: year 1 year 2 year 3

Evaluatee: _____ Program/Grade _____ Evaluator: _____ Title: _____
 Signature: _____ Date: _____ Signature: _____ Date: _____
 Peer Partner/ _____ Evaluator: _____ Title: _____
 Team Members: _____ Signature: _____ Date: _____
 District/School Goal: _____

Teacher/Team Goal #1: _____ Duration of goal #1: _____
 1 yr. 2yrs. 3yrs.
 Teacher/Team Goal #2: _____ Duration of goal #2: _____
 1 yr. 2yrs. 3yrs.

***Professional Growth Options**

<input type="checkbox"/> Collaborative Project	<input type="checkbox"/> Teacher Portfolio	<input type="checkbox"/> Curriculum Development	<input type="checkbox"/> Independent/Action Research
<input type="checkbox"/> Video/Audio Tapes with Reflection	<input type="checkbox"/> Peer Coaching	<input type="checkbox"/> National Board Certification	<input type="checkbox"/> Planning/Presenting a workshop
<input type="checkbox"/> Mentoring/Cooperating Teacher	<input type="checkbox"/> Assessor Training	<input type="checkbox"/> District Committees	<input type="checkbox"/> Study Groups
<input type="checkbox"/> Grant Writing	<input type="checkbox"/> Publishing an Educational Article	<input type="checkbox"/> Other Approved Option: _____	

DESIRED STUDENT LEARNING OUTCOMES/OBJECTIVES	ACTION STEPS	PROFESSIONAL DEVELOPMENT & RESOURCES NEEDED	INDICATORS OF PROGRESS / DATA COLLECTION

PART II: SUMMATIVE EVALUATION: GOAL SETTING & IMPLEMENTATION

(To be submitted by the evaluator to Human Resources by June 10)

Evaluatee:

Part II A: This section is to be completed by the evaluatee by April 30.

Discuss your progress with your goal(s). The following may serve as a guideline:

- An analysis of the supporting evidence that was collected as a part of this goal(s)
- Data illustrating the impact on student learning
- Obstacles encountered while working toward this goal
- Insights into teaching and learning that were discovered during the year
- Changes you will make as a result of working on this goal
- Recommendations for team or school wide adjustments or restructuring that the evaluatee would make as a result of working on this goal

Part II B: This section is to be completed by the evaluator after reviewing the teacher's self-evaluation by May 30.

Evaluator's summative response to include: [Areas of Strength/Commendations, Areas for Growth/Improvement, Recommendations]

- No areas of concern
- Areas of notable concern

- Submitted data (e.g., reports, students' work) reflect goal progress and/or accomplishment

Signatures 24 hours after receiving document if necessary

Evaluator: _____

Date: _____

Evaluatee: _____

Date: _____

I agree

I disagree

STRUCTURED SUPPORT PLAN

Evaluatee: _____ Program/Grade _____ Evaluator: _____ Title: _____
 Signature: _____ Date: _____ Signature: _____ Date: _____

ONE TO THREE PERFORMANCE-RELATED GOALS	RECOMMENDED STRATEGIES FOR MEETING EACH GOAL	MEANS OF MEASURING SUCCESS WITH EACH GOAL	SUPPORT OFFERED

ASSISTANCE CYCLE

Evaluatee: _____	School(s): _____
Subject/Grade: _____	School Year: _____
Recommended # of Assessment Periods: _____	Assessment Period: _____
	Date: _____

PART I: The evaluation team collaborated to develop the following assessment plan, which includes a maximum of three performance objectives.

1st AREA OF NOTABLE CONCERN

PERFORMANCE OBJECTIVE

MEANS OF MEASURING OBJECTIVE

COMMENT

2nd AREA OF NOTABLE CONCERN

PERFORMANCE OBJECTIVE

MEANS OF MEASURING OBJECTIVE

COMMENT

3rd AREA OF NOTABLE CONCERN

PERFORMANCE OBJECTIVE

MEANS OF MEASURING OBJECTIVE

COMMENT

SUPPORT/ SUPPORT PERSONNEL/ TIME FRAME

--	--

Signatures/Dates indicating initial review of Assistance Cycle Plan	
Teacher's signature:	Date:
BEA Representative:	Date:
Evaluator:	Date:
Evaluator:	Date:
Evaluator:	Date:

PART II: ASSESSMENT AND EVALUATION CYCLE: Three assessments and one summative evaluation will be completed as follows: **Assessment I:** October-December; **Assessment II:** January-March; **Assessment III:** April-June; **Summative Evaluation:** June

SUMMARY OF ASSESSMENT PERIOD	CIRCLE ONE: I II III
-------------------------------------	----------------------

Check one: The evaluatee will continue in the next Assessment Period.
 The evaluatee will return to the Professional Growth Cycle: Observation Phase.
 Other:

Teacher's signature:	Date:
BEA Representative:	Date:
Evaluator:	Date:
Evaluator:	Date:
Evaluator:	Date:

SUMMATIVE TEACHER EVALUATION: ASSISTANCE CYCLE

Teacher's Name: _____ School(s): _____

Grade/Subject: _____ School Year: _____

Summary

A summative statement must address the evaluatee's progress or lack of progress with the identified Performance Objectives on Form 7. For an evaluatee remaining in Bridgeport Public Schools, specific recommendations to ensure ongoing improvement must be included.

The team recommends:

- _____ Exit from the Assistance Cycle
- _____ Continue in Assistance Cycle for the following period of time: _____
- _____ Continue Termination

Evaluatee' signature:		Date:	
BEA Representative:		Date:	
Evaluator:		Date:	
Evaluator:		Date:	
Evaluator:		Date:	