



Educator Evaluation TalentEd Perform

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Core Values

We believe...

1 Equitable opportunities create the foundation necessary for every child to succeed

2 A culture of continuous improvement will ensure that all staff are learners and reflective practitioners

3 High expectations and standards are necessary to prepare students for college and career

4 Collaboration and partnerships with families and the New Haven community will enhance learning and achievement



Mission

To provide all students in New Haven Public Schools with personalized, authentic, and engaging learning experiences through creativity, exploration, innovation, critical thinking, problem-solving, and high quality instruction. To foster a culture of continuous improvement through collaborative partnerships with staff, families, and the New Haven community. To support students' growth and development by utilizing the Whole Child Framework.

Vision

Our vision is to be a premier urban school district that ensures access to equitable opportunities and successful outcomes for all students as they prepare for college, career, and life.

Priority Areas for 2020-2024

- 1 Academic Learning**
- 3 Youth & Family Engagement**
- 5 Operational Efficiencies**

- 2 Culture & Climate**
- 4 Talented Educators**

Unified Talent Perform - TalentEd Perform



<https://newhaven.tedk12.com/perform>

Username: first.last@new-haven.k12.ct.us example: john.smith@new-haven.k12.ct.us

Initial password: pa\$\$word1 (all passwords must be at least 8 characters and include a special character)

If you have forgotten your password and need to reset please email

ResearchAssessment@new-haven.k12.ct.us

Department web page: <https://www.nhps.net/Page/775>

Process Overview



Teachers & School Professionals

Goal-Setting Conference & Form - **10/31**

Classroom Observations/Reviews of Practice - **On-going**

Mid-Year Conference & Form - **3/1**

End of Year Conference & Form - **6/15**

TalentEd Perform - Incomplete Tasks

The screenshot displays the TalentEd Perform interface. At the top, there is a dark blue header with the 'Unified Talent Perform' logo on the left. In the center of the header, a dark red bar indicates the user is 'Impersonating - Test Teacher' with an 'End' button. On the right side of the header, there are several icons: a document icon with a red notification bubble containing the number '1', an 'HR' icon, a question mark icon, and a circular 'TT' icon.

Below the header, a left sidebar contains a folder icon labeled 'My Folder' and a signature icon labeled 'Signatures'. The main content area is titled 'Incomplete Tasks'. Under this title, there is a 'School Year' dropdown menu currently set to '2021/2022'. Below the dropdown is a table with the following columns: '#', 'Task', 'Process', 'Scheduled', and 'Due'. A single row is visible in the table with the following data: '# 1', 'Task: Goal Setting - Teacher 2021-22 *', 'Process: 2021-22 Teacher Evaluation Process', 'Scheduled: 10/31/2021', and 'Due: 10/31/2021'. A 'Go To Form' button is located to the right of the table row.

At the bottom of the main content area, there is an information icon (i) followed by the text: 'Completed forms and tasks can be found in the History tab' and a link 'Show Icon Legend'.

#	Task	Process	Scheduled	Due
1	Goal Setting - Teacher 2021-22 *	2021-22 Teacher Evaluation Process	10/31/2021	10/31/2021

TEVAL Goal Setting Form



Documents the Student Learning Growth Goal/Objective Development

- What data were reviewed to assist in establishing the SLO?
- Who is included in the SLO? Why is this target group/class selected?
- Which standards are connected to the learning content?

SLO - What is the expectation for student growth and development?

IAGDs - How will you measure progress toward your student learning goal/objective?

What methods will you use to accomplish this SLO? How will progress be monitored?

What professional learning/supports do you need to achieve this SLO?

The goal-setting form submitted by the teacher should drive the goal-setting conference discussion and establish a clear rationale for the goal choice. The teacher's submission of the form and the IM's approval of the form indicate mutual agreement with the SLO and accompanying IAGDs.

Student Learning Growth Goal/Objectives Development



Teachers will develop **one** student learning growth goal with a minimum of **two** indicators, or measures of accomplishment focused on:

- Academic achievement;
- Social and emotional learning for students;
- Student engagement;
- Engaging families; or
- Cultural responsiveness

Indicators or measures of accomplishment must be **mutually agreed upon** between the teacher and evaluator during the goal setting process and could be demonstrated by implementation of school-wide, grade-level, or individual strategies

What is the difference between the SLO and IAGDs?



Student Learning Objective (SLO) - broad goal statement for student learning and expected student improvement

- Identifies core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicate a need
- Reflects high expectations for student learning aligned to relevant state or district standards
- Ties to the School Improvement Plan (SIP)

Indicators of Academic Growth and Development (IAGDs) - How will progress toward the SLO be measured?

- Minimum of 2 required
- Includes instruments & growth target
- Each indicator should make clear: (1) what evidence will be examined, (2) what level of performance is targeted, (3) what proportion of students is projected to achieve the targeted level of performance

Student Learning Goal/Objective Statement



What is the expectation for student growth and development?

English - Students will improve their ability to draw conclusions/make inferences, summarize/retell, and compare/contrast across different texts.

Visual Arts - Students will be able to demonstrate the use of Value in a work of art

Science - Students will demonstrate an increased understanding of scientific argumentation from evidence

Social Studies - Students will demonstrate ability to ask questions through investigation of societal issues, trends and major events in history

Physical Education - Students will demonstrate improvement on personal fitness (muscular strength, muscular endurance, flexibility and cardiovascular endurance) through a variety of learning tasks

Indicators of Academic Growth & Development (IAGDs)



How will you measure progress toward your student learning goal/objective?

- Identifies by specific name the standardized and/or non-standardized assessment(s)/measures of progress that will be used as indicators
- Allows all students to demonstrate application of their knowledge and skills through multiple measures

Growth Targets - **What targets will you establish to demonstrate attainment of your student learning objective?**

- Sets individual or differentiated growth targets for a large proportion of students that are rigorous and reflect both greater depth of knowledge and complexity of thinking required for student success
- Specifies end dates which includes a majority of the course length

Sample Goal (Visual Arts)



SLO - Students will be able to demonstrate the use of Value in a work of art

IAGDs

- Assessments/Measures of Progress - 3 student projects will be used to assess student progress.
 - Kitchen utensil drawing (rubric)
 - Tool Drawing (rubric)
 - Value Scale
- Growth Targets
 - In Period A, 16 students out of 20 will achieve 80% proficiency as measured by the scoring rubric for Value
 - In Period B, 20 students out of 25 will achieve 80% proficiency as measured by the scoring rubric for Value
 - In Period D, 20 students out of 27 will achieve 70% proficiency as measured by the scoring rubric for Value

Baseline/Trend Data & Student Population

What data were reviewed to assist in establishing the SLO?

Class- Intro to Art	# Students demonstrating Proficiency in Value	% Of Students at P or Above
Period A	10 out of 20	50%
Period B	5 out 25	20%
Period C	5 out of 5	100%
Period D	10 out of 30	33%

I found that students in Period B could define what Value was, but could not replicate value in their drawing. In period D, students who didn't meet proficiency had trouble defining value in addition to applying it in their drawing.

Who is included in this SLO? Why is this target group/class selected?

Students in Periods A, B and D will be targeted because of their performance on the diagnostic.

Standards and Learning Content



Which standards are connected to the learning content?

VA12:1- To understand, select and apply media, techniques and processes in creating works of art.

CCSS: *Craft and Structure* RST (Reading for Science and Technical Subjects)

RST. 9-10.4. Determine the meaning of words and phrases as they are used in a text (or artwork), including vocabulary describing political, social or economic aspects of history/ social science.

(Students will complete various tasks such as a 10% summary on the Elements of Art, artist statements outlining their use of the Elements, and identifying the use of the Elements of Art within a professional print.)

***Text Types and Purposes* WHST (Writing for History, Science and Technical Subjects) .9-10.2 (d)**

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers

(Students will complete a matching task as well as complete an additional still-life drawing where they verbally explain their use of value and the importance it has in a specific drawing.)

Instructional Strategies/Supports

What methods will you use to accomplish this SLO?

How will progress be monitored?

- Class discussion and analysis (John Collins Type 2) of the works of Goya
- 10% Summary on Leonardo DaVinci and his use of Value
- Value Scale worksheets
- Student project work (Tool Drawing, Kitchen Utensil Drawing, etc.)
- John Collins Vocabulary Cards on the Elements of Art
- Vocabulary section of CBA (John Collins Type 3)
- Intro to Art *Final Exam*

What professional learning/supports do you need to achieve this SLO?

Learning Supports: I would like to have time to work collaboratively during data team to revise the value scoring rubric. I would also like to meet with the 6-8 art teachers to align units on the Elements.

Family Engagement/Stakeholder Feedback



Describe the strategies you will implement to promote ongoing communication and engagement with families.

Include any strategies you will use to obtain feedback from students and/or families.

Please note: Feedback is not the results of academic assessments.

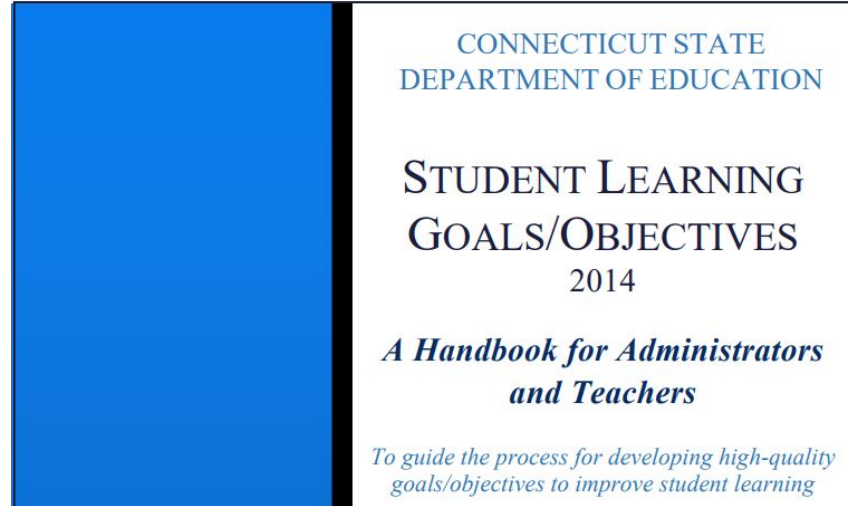
Resources for Teacher Goal Setting



NEW HAVEN PUBLIC SCHOOLS



TEVAL: Content-Specific
Goal Setting Guidelines



[https://portal.ct.gov/-/media/SDE/SEED/Student Learning Goals Objectives Handbook 2014.pdf](https://portal.ct.gov/-/media/SDE/SEED/Student_Learning_Goals_Objectives_Handbook_2014.pdf)