

**CITY OF NORWALK  
BOARD OF EDUCATION  
NEGOTIATION AND PERSONNEL COMMITTEE  
SPECIAL MEETING  
MARCH 13, 2012  
DRAFT**

**ATTENDANCE:** Sue Haynie, Chair, Mike Lyons, Rosa Murray

**STAFF:** Dr. Susan Marks

**OTHERS:** Bruce Mellion, Lynne Moore

The meeting was called to order at 7:30.

Working off a Power Point presentation on 'Teacher and Principal Evaluations' (see attached), Dr. Marks first described elements in effective evaluation systems. There should be clear and rigorous expectations and multiple measures with regular feedback. Norwalk has 4 rating levels for teachers; there are currently no rating levels for Administrators or Principals in Norwalk but the plan is to change that.

Dr. Marks stressed that evaluation outcomes are important and they should be a major factor in employment of teachers. She stressed the importance of high quality teaching and that teacher quality has more value than class size in regard to student achievement. Dr. Marks mentioned the value of job-embedded professional development in increasing teacher effectiveness and that a very big part of evaluations is to form the basis for targeted principal and teacher professional development.

A Principals most important job is helping teachers become highly effective and that evaluations need to be used in the hiring, tenure, compensation and retention of teachers.

Dr. Marks handed out copies of the Connecticut State Board of Education Policy adopted on February 10, 2012 that would serve as the framework for the State's Administrator/Principal and Teacher Evaluation Plan. (See attached Framework) She noted the PEAC (Performance Education Advisory Council) developed the new Evaluation framework and that it was a multi-stakeholder workgroup and they adopted the framework unanimously. There are new weights in the evaluation model---multiple measures of student learning-45%; whole school student learning-5%; observations-40%; peer or parent feedback 10%. The evaluation model was based off of National Standards. There are many more details to work out in the State framework but there will be a rigorous process before a district can opt-out. There will be 4 rating levels: exemplary, proficient, developing and below-standard. It will provide the number and duration of formal/informal observations and a detailed standards-based observation rubric. Evaluators must receive training in evaluations and demonstrate proficiency. The State will provide districts some funding and training capacity to accomplish this. Dr. Marks spoke about the detailed training process that evaluators in Montgomery County, Maryland went through before

conducting evaluations. Bruce Mellion mentioned that there are evaluation assessments for every staff position in NPS. It was noted that the Norwalk Principal and Administrator Evaluation document is not very good and does not have performance ratings. Dr. Marks has begun talks with NASA regarding the Principal/Administrator evaluation document. The State of Connecticut will run pilots in districts of the Principal/Administrator and Teacher evaluation documents. Ms. Haynie asked if Norwalk was planning on piloting an evaluation for Principal/Administrators and was told it can be discussed.

Discussion about the Norwalk Teacher evaluation document began. According to the Teacher Evaluation document, the plan is supposed to be reviewed annually but that hasn't been done for a long time. The document is based off of the Charlotte Danielson model and there are 4 'domains': 1. Planning & Preparation; 2. Classroom Environment; 3. Instruction; 4. Professional Responsibilities. There are 4 levels of performance: Unsatisfactory; Basic; Proficient and Distinguished. Discussion ensued about the Observation Process in Norwalk. In Norwalk, the formal teacher observation must be scheduled and announced, the pre-observation conference describes what will be observed. There is also a post-observation conference. Dr. Marks noted that in Montgomery County, their evaluations required a minimum of 3 formal observations and only 1 had to be announced, the others were all unannounced. Ms. Haynie asked why all formal observations must be announced in Norwalk. Mr. Mellion said that unannounced observations were a 'gotcha' and not acceptable. Ms. Haynie didn't understand why unannounced formal observations were not acceptable in Norwalk but had worked very well in many other districts and noted that Montgomery County had 140,000 students. Dr. Moore mentioned that the announced formal observation was very informative. Ms. Haynie stated that announced and unannounced formal observations would be even more informative. Discussion continued regarding the detailed scheduled for Norwalk's formal observations, the process, how they are handled for tenured and non-tenured teachers, examples of documentation used and Self-directed professional growth for tenured teachers. Mr. Mellion said that he thought Norwalk's Teacher Evaluation only needed some minor tweaking. Ms. Haynie asked what happens if the administration and the Union disagree with elements of the evaluation documents. Dr. Marks said that they continue to talk and collaborate.

Dr. Marks described a 'Distinguished' rating for a teacher. A teacher can get a Distinguished rating if they make 'Distinguished' in 2 of the 4 Domains. No components on Domains 2 (classroom environment) or 3 (instruction) can be assessed Below Proficient. No more than 1 component in Domain 1 (planning & preparation) or Domain 4 (professional responsibilities) may be assessed at the Basic level. Ms. Haynie noted that Domain 1 and Domain 4 had many components that dealt with important student and parent information and outreach and it seemed that to be classified as 'distinguished', all 4 domains should be highly rated. Mr. Mellion noted that classroom management and instruction were the most important.

Discussion continued about 'Focused Assistance' for tenured teachers who have areas of teaching that need improvement. The teacher's unsatisfactory performance has to improve to a basic level at a minimum. 'Intervention' is what happens when a tenured teacher's performance has been evaluated as 'Basic' in 2 or more Domains in the annual assessment. This teacher could be terminated. Mr. Mellion noted that Norwalk no longer has any teachers in 'Intervention'. Dr. Marks felt that there were some teachers who should be in Intervention and were not.

Discussion about the CAFE leadership team self-assessment for Board members ensured. Ms. Haynie mentioned that only 5 BOE members were at the CAFE presentation where the Board self-assessment was discussed and that those there seemed interested. She noted that the committee was discussing Teacher, Principal, Administrator and Superintendent Evaluations and it seemed fitting to discuss a BOE self-assessment. She stated that it did require an additional 3 hour investment in time for the presentation. CAFE dues were cut for the 2012/13 school year; the self-assessment is already paid for. After June 30, 2012, the option won't be available anymore. Ms. Murray suggested that the topic be brought up during the Board comment section of the next BOE meeting since it is only a discussion item and is by consensus not a formal vote.

Future committee meeting topics were discussed. Ms. Haynie was interested in finding out more information on the quality of programming at Connecticut schools of higher education, noting that during BOE Lighthouse training, a presenter mentioned that some districts in northeastern Connecticut will not hire graduates from a certain Connecticut college because they are known to be not well-prepared. Dr. Marks suggested that the Human Resource Director could provide some guidance on that issue. It was decided that there would be a continued discussion on the evaluation processes. The next meeting will be on Monday, April 23, 2012 at 7:30pm, room TBD.

The meeting was adjourned at approximately 9:30pm.

Sue Haynie, Chair, Negotiation & Personnel Committee