Bristol Public Schools Teacher Evaluation & Support Program

2015-16

The Bristol Professional Learning Team Members [aka PDEC]

The following staff engaged in the revision of this plan.

Sandra Adams, Elementary Teacher
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Introduction

Teacher evaluation is intended to be an opportunity to identify excellence in instruction and determine areas where additional professional learning may result in a positive impact on student learning. This document identifies the structure for teacher evaluation of all certified teaching staff in our district. A conscientious effort was made to integrate systems that have proven effective for the learners in Bristol over the past 15 years. Specifically, we honor the collaborative work of teachers in the Data/Inquiry Team Process, through peer evaluation by team members of the important work that drives instructional improvement. Further, by maintaining common language regarding development of SMART goals and the identification of adult actions that when implemented have a positive impact on student learning.

Teacher Evaluation Indicators

The Teacher Evaluation Plan encompasses indicators of teacher practice and student outcomes. Detailed information follows regarding each of the indicators. Decisions regarding teacher selection of Professional Performance Objectives, and Student Learning Objectives and Indicators of Academic Growth and Development are mutually determined in the Goal-Setting conversations that occur between teachers and their supervisors. Revisions to these plans may occur during the formal mid-year review of each teacher's plan as a result of the review of associated data.

Outcomes from all aspects of this evaluation plan will provide feedback to the district Professional Learning Team [CSDE named PDEC] to be used in planning learning opportunities for teachers. Professional learning opportunities are intended to provide differentiated learning based upon identified practice needs. Such learning could include opportunities to become a model classroom; welcoming peers to observe exemplary practice, various teacher leadership roles including curriculum coordinator, Data/Inquiry Team Facilitator or professional development presenter.

A glossary of terms is provided in Section 9 to assure common understanding of each aspect of this program.

Orientation

Newly hired teachers will participate in school-based orientation sessions as part of the Induction Academy held prior to the opening of the school year.

Administrators will receive on-going professional learning opportunities in observation and evaluation and how to provide quality feedback using Connecticut Common Core of Teaching observation criteria.

In addition to the face-to-face orientations planned, the total plan will be accessible to all certified staff through the district Intranet website and through the on-line teacher evaluation program in Bloomboard.

In subsequent years, orientation to the plan for newly hired administrators and teachers will occur during building-based orientations for teachers and as part of the Human Resource Department's orientation for administrators new to the district.

The Teacher Evaluation Plan will be reviewed annually with each teacher during their Goal Setting meeting. Specifically, evaluators will meet with their evaluatees to outline the evaluation process, components and rubric.

A "Glossary of Terms" is located in **Appendix E**.

Teacher Evaluation Process and Time Line

Planning & Goal Setting $\implies$ Mid-Year Formative Conversation $\implies$ End-of-Year Summative Review

September 15th - October 15th   February 15th   May and June*

*If assessment data may have a significant impact on a final rating, a final rating may be revisited before September 15th.

Renewal or Non-Renewal and Recommendation for Tenure

This form, found in **Appendix F** and on the Intranet, is due to Human Resources no later than **February 1** of each year for non-tenured teachers, with exception for those who begin their tenure after the start of the school year. Contact Human resources to determine the date for late hires.

Assignment of Teachers to Year's 1, 2 & 3 in the Evaluation Cycle – [Ideally, 1/3 of teachers would be on each of the years of this cycle].

1. Non-tenured Teachers:
    a. Complete review of practice for the first two years of teaching that include 3 formal observations of practice for which two must have a pre-conference and post-conference..
    b. Continuation on Complete Review of Practice for years 3 and/or 4 **OR**
    c. With a summative rating of *Proficient* or *Distinguished* move to Year 2/3 of the cycle.
2. Tenured Teachers with summative ratings of *Proficient* or *Distinguished*
    a. Complete each of the 3 years in the cycle.
        i. Complete Review of Practice [known as Year 1]
        ii. Review of Practice [known as years 2 & 3]
3. *Tenured Teachers with summative ratings of *Developing* or *Not Meeting the Standard**
    a. Placement on Complete Review of Practice until the summative rating of *Proficien*t is attained for all domains AND/OR
    b. Placement on an Action Plan for Improved Performance

**Planning and Goal Setting – Teachers in Year 1 of the 3-Year Cycle – Complete Review of Practice**

Teachers may meet individually or as teams with their supervisor(s) to create, mutually agreed upon, individualized plans for each teacher, with the exception of teachers with Action Plans. As a result of these meetings, each teacher will have completed the following forms in Bloomboard:

1. Formulation of at least 1 SLI with two related IAGD's [interim and end-of-year] with weights assigned to equal 45%. These are to written in the form of SMART goals.
2. Creation of a Professional Practice Objective [PPO] related to the data-based SLI(s) created, with observable measures of those adult actions as Indicators of Professional Growth and Development [IPGD].

The following weights are given to each aspect of the Year 1 Plan:

Professional Performance & Practice	50%	
	Observations of Practice	20%
	Professional Practice Objective	20%
	Peer Review/Instructional Data Team	10%
Student Outcomes	50%	
	Student Learning Indicators [SLI/IAGD]	45%
	Whole School Learning – Based upon Admin SLI's	5%

Performance & Practice – 50%

1. **Goal Setting & Observation of Professional Performance & Practice** – 40%
   a. The total is comprised of 20% PPO plus 20% Observation of Practice Using the CT Domains.
   b. A **Professional Practice Objective (PPO)** is a SMART goal for changes in adult actions needed to achieve each SLI – Evaluated as part of **_DOMAINS 2 & 3 – Planning for Active Learning & Instruction for Active Learning_** in response to the question_: Do the selected adult instructional actions have sufficient leverage to improve student performance on the IAGD?_ Practice is measured using the rubric in **Appendix A**.
   c. An **Indicator of Professional Growth& Development (IPGD)** measures implementation of the adult actions in the PPO – Evaluated as part of **_DOMAIN 4 – Professional Responsibilities & Teacher Leadership_** in response to the question: _Has the teacher appropriately identified professional learning needs related to data-based student learning needs and taken the initiative to obtain that learning?_
   d. Tenured teachers and Year 3 & 4 non-tenured teachers may, in discussion with their evaluator, identify a focus for observations with their supervisor related to their PPO.
2. **Instructional Data Team – IDT – Peer Feedback** – 10%
   a. Every teacher is a member of an Instructional Data Team. Team members will complete the rubric in Bloomboard and use the IDT practice rubric to determine that rating, with

evidence. All team members will share the summative rating for this rubric. [For concerns about disputed ratings, see **Resolution of Disputes** on page 9].

Student Outcomes – 50%

3. **Student Learning Indicators** – SLI's and IAGD's - 45%
   a. During the goal-setting meeting, **at least 1, but no more than 3 goals**/objectives for student growth are determined and Indicators of Academic Growth and Development (IAGD's) are established for each goal. *If only one goal/objective for student growth is created for the evaluation and support plan, multiple indicators (IAGD's) are required with an interim measure that is directly tied to the summative academic measure*.
   b. IAGD's to be mutually agreed-upon by the teacher and their evaluator including an agreement on the balance of weighting standardized and non-standardized for the 45% component.
      i. EXAMPLE: SLI 1: 22.5%, SLI 2: 10%, SLI 3: 12.5%
   c. One half (or 22.5%) of the IAGD's used as evidence of whether goals/objectives are met shall not be determined by a single, isolated test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select a non-standardized indicator, through mutual agreement, subject to the local dispute-resolution procedure as described in the **RESOLUTION OF DISPUTES** section of this plan.
   d. A **minimum of 1 non-standardized** indicator is used in rating 22.5% of IAGD's (e.g. performances rated against a rubric, portfolios rated against a rubric, etc.).

4. **Whole School Learning** - 5%
   a. *Ratings are represented by the aggregate rating (45%) for multiple student learning indicators established for the administrator's evaluation rating.*
      i. Using the following rating parameters:
   (4) Distinguished = substantially exceeds school target (> 5 percentage points)
   (3) Proficient = Meets target
   (2) Developing = Missed target by < 5 percentage points
   (1) Not Meeting Standard = Missed target by 5 or more percentage points

*Mid-Year Formative Conversation***:**

During January and February, supervisors will meet with each teacher or teams of teachers to discuss progress toward meeting their Performance & Practice Goal and Student Outcome Indicators. Data Teams will monitor their progress on SMART Goals as a part of this process. Teams shall complete a mid-year Peer Review status check and identify areas where the Instructional Data Team can improve their collaborative practices.

Items to bring to Mid-Year Conference:

1. Mid-Year Progress & Reflection
2. Data available for SLI/IAGD's
3. Other related artifacts

End-of-Year *Summative Review*:

Beginning in May and completing before the end of the first week in June, teachers and their supervisors will meet for summative conferences regarding their Performance & Practice Goal and Student Outcome Indicators. If all student outcome data is available, summative evaluation forms will be completed. It may be necessary to complete these forms at the start of the next school, but no later than September 14th if student data is not available prior to the end of the school year.

Details of the Evaluation Process

Professional Practice & Performance

1. Observation of Professional Practice & Performance - 40%
   a. Non-Tenured Teachers
      i. 3 – formal, in-class, observations within the first 4 months following start of employment and 1-3 informal observations throughout the year.
         a. Two of these observations must begin with a pre-conference review of learning objectives, strategies and 'look-for's' related to the teacher's SLI's and PPO.
         b. Lesson plans submitted for discussion at the pre-conference. Day prior lesson plan and day of lesson plan.
         c. All formal observations must be followed by a post-conference including written feedback in a timely manner.
      ii. Review of Professional Practice Objectives [PPO] related to Domain's 2 and/or 4 of the Common Core of Teaching [CCT] at post-conferences, mid-year and summative feedback conferences.
   b. Tenured teachers ==designated as proficient or exemplary and are not first or second year teachers== – Year 1 in the Cycle
      i. Review of Professional Practice Objectives related to Domain's 2 and/or 4 of the Common Core of Teaching.
      ii. At least 1 formal in-classroom observation and 1 informal observation
         i. Additional **Review of Practice** requirements:
            a. Pre-observation conversations to include:
               i. Lesson plan for the lesson prior to the one observed, lesson plan for the lesson to be observed, focus for observation based upon teacher's PPO
            b. Post conference conversations to include:

<ol type="i">
Teacher reflection of learning outcomes, professional practice and presentation of student work products
Supervisor's comments, accolades and recommendations to improve/enhance instruction

<ol type="c" start="3">
<li value="c">Observation of participation in the Data/Inquiry Team process, at PPT's, during collaboration time and/or school committees may be included as informal observations.

2. 10% - Peer Feedback – Teacher work in Instructional Data Teams

    a. The Data Team process is a vital professional learning tool in our schools. The effectiveness of the collaborative efforts of team members significantly impacts instructional quality and thereby, student achievement. Therefore, the Peer Feedback component of teacher's evaluation will be based upon the work of Instructional Data Teams (IDT). The rubric for measuring the effectiveness of team processes in the following five (5) domains is located in Bloomboard. Teachers will indicate their team's summative functioning in the domains of Membership, Structure, Data Analysis, SLI SMART Goals, and Process. Domain scores will be averaged to create a summative score that is then 10% of the summative evaluation. A rubric has been developed to evaluate IDT work as *Appendix B* to this plan.

      This matrix calculates the total score for the Teacher Practice Indicators. To use this matrix, look for the rating a teacher receives for the two subsets, and then add those two subset scores together to get a total score for the combined teacher practice indicators. The total rating derived equals 50% of the summative evaluation total.

	Exemplary	Proficient	Developing	Below Standard
Obs. of Prof. Practice Score	4	3	2	1
20% multiplier PPO	.2	.2	.2	.2
20% Obs of Practice	.2	.2	.2	.2
Subset Score	**1.6**	**1.2**	**.8**	**.4**
Peer Feedback	4	3	2	1
10% multiplier	.1	.1	.1	.1
Subset Score	**.4**	**.3**	**.2**	**.1**
TOTAL	**2.0**	**1.5**	**1.0**	**.5**

A total score for the Teacher Practice Indicator is calculated as follows:

40% Observation of Professional Practice & Performance; including 20% Professional Performance Objective(s) [PPO] and Indicators of Professional Growth and Development[IPGD] measured using the PPO rubric and 20% the Connecticut Framework for Teacher Evaluation and Support where:

      a. **4 = Exemplary** – Substantially exceeding indicators of performance

      b. **3 = Proficient/Effective** – Meeting indicators of performance

      c. **2 = Developing** – Meeting some indicators of performance but not others

      d. **1 = Below Standard** – Not meeting indicators of performance

      e. **N/O = Not Observed** – The teacher did not demonstrate this component during the observation.

Student Outcome Indicators

    1. Student Learning Indicators – SLI's – 45%

      a. Teachers develop one to three Student Learning Indicators These goals provide a focus for supervisory observations and feedback conversations. They should be based on relevant student learning data.   Goals must have a clear link to improving student achievement.

      b. As a means for evaluating the effective of instruction and our curricula, a cohort model of student achievement growth is suggested where possible. Student measures of academic achievement are derived from standardized assessments (those assessments scored according to norms across a wide range of students within the state or nationally), and non-standardized measures such as Common Formative Assessments, end of unit tests, literacy benchmarked assessments or portfolios scored against rubrics. Teachers in concert with their supervisors will identify which Indicators of Growth and Development (IAGD's] they intend to utilize during the goal setting conference. Mutually agreed upon changes to these plans may be made at mid-year goal conferences.

      c. Teachers must choose student outcome indicators that are assessments of the majority of the students they teach. For example: If a teacher teaches 4 sections of English 4 and two sections of AP Literature, they should <u>not</u> choose the AP exam as one of their IAGD's unless

      they choose another IAGD aligned with their English 4 curriculum. Teachers must use a standardized measure if one exists for all or some of their students such as the CT Career and Technical Education Assessment.

    2. Examples of IAGD options

        a. 22.5% standardized or norm-referenced assessment:

            i.   using the matched cohort analysis, that is, the same students' achievement measured from year one year to the next on the same instrument, such as the Benchmark Assessment from spring 2014 to spring 2015.

           ii. an end-of-year assessment such as the Advance Placement Test; or the Smarter Balanced Assessment as the standardized measure for teachers of grades 3-8 and some grade 11 teachers. CMT science may be used for grade

6-8 science teachers and the CAPT science may be used for grade 9 & 10 science teachers. Teachers of grades K-8 must use either the Ela or mathematics section of the assessment as their standardized measure of student achievement and a related interim assessment <u>and</u> a like interim assessment must be used if using SBA/CMT/CAPT.

    b. 22.5% non-standardized assessment
       i. This may include:
          a. subject area Common Formative/Interim Assessments;
          b. State physical fitness scores;
          c. completion of Student Success Plans;
          d. rubric-based art portfolios and music performance.
          e. District Math Assessment
          f. Concepts About Print – kindergarten
          g. Letter ID – kindergarten
          h. Percentage of students …
- achieving IEP objectives
- meeting weekly behavior goals
- meeting student created goals
- in a subgroup moving to the next score band
- increasing lexile levels to a preset goal
- mastering Power Standards – evidence from assessment
- mastering lab report writing based upon a rubric

         i. For high school teachers, "Progress toward High School Graduation" - the percentage of students acquiring 6.25 credits annually as a whole school percentage for students in grades 9-12 as a means for meeting the 25.25 credits graduation requirement.

Itinerant teachers will use a weighted score based upon the number of days they are in each school. I.e. 2 days in one school = .4 + 3 days in another school = .6 multiplied by the index for each school.

Rating Scale for IAGD's & IPGD's & Whole School Learning

Rating/Data	Exemplary	Effective/Proficient	Developing	Not Meeting Standard
IAGD/IPGD/Whole School Learning	Exceeds target by 4 or more percentage points.	Meets Target	<5 percentage points below target	>5 percentage points below target
Score	**4**	**3**	**2**	**1**

3. <u>Whole School Learning – 5%</u>

Bristol has adopted the SEED Administrator Evaluation Plan as its plan. Therefore, 5% of teacher's evaluation rating will be derived from the "Student Learning Indicators" of the school principal or supervisor [defined as administrator in the rubric] who evaluates those teachers. This will be measured utilizing the plan rubric as follows:

5% of each teacher's overall summative rating:

4 = Exemplary = Exceeds goals for all of the administrator's student learning objectives

3 = Proficient = Meets Goals for all of the administrator's student learning objectives

2 = Developing = Meets Goals for 1 of the administrator's student learning objective targets

1 = Not Meeting Standard = Meets none of the administrator's student learning objective targets

Teachers who teach in more than one building will use a weighted formula if they spend less than 2.5 days at a school.

Teachers who are supervised by a district level supervisor include:
- All special services teachers and clinicians.
- Physical Education and Wellness Teachers
- Elementary Literacy Coordinator
- Teacher of the Gifted

Teachers in Years 2 & 3 of the Cycle: **Review of Practice**

For tenured teachers in years 2 & 3 of the cycle, observations of Professional Practice & Performance will utilize informal observations, but may also include formal observations.   Informal observations will be followed up with feedback in writing to the teacher. The following steps will be followed:

1. Goal Setting Conference to establish the Professional Performance Objective [PPO] and mutually determine SLI/IAGD's.
2. Mid-year check-in conference.
3. At least 3 informal in-class observations with written feedback.
4. Active participation as a member of an Instructional Data Team [IDT] and assessed by peers using the IDT Rubric.
5. Summative Review of Practice Conference with evaluator.

Weighting of Plan Components for Years 2 & 3

Professional Performance & Practice	50%	
	Informal Observations of Practice	20%
	Professional Practice Objective	20%
	Peer Review/Instructional Data Team	10%
Student Outcome Indicators	50%	
	Student Learning Indicators [SLI/IAGD]	45%
	Whole School Learning – Based upon Admin SLI's	5%

Career Development and Professional Growth

The Professional Learning Team [PDEC] will convene at least each spring to determine professional learning needs that have been identified in each teacher's Professional Practice Objective in concert with student academic growth on a variety of assessments as well as District Data Team recommendations gleaned from School Data Team Student Success Plans. These data will be used to create school and district based professional learning opportunities offered in job-embedded coaching, on Professional Development Days (18 hours), in the Technology Academy, In the New teacher Academy, on Staff Days (32) and through after hours Dine and Discuss sessions.

A variety of career development and professional growth opportunities exist for Bristol teachers including, but not limited to:

1. Serving as a T.E.A.M. mentor
2. Mentoring student teachers
3. Participating as a Peer Advisor to teachers new to the district – both veteran and newly certified
4. Curriculum Coordinator/Department Coordinator
5. Common Core Leader
6. Gifted Coach
7. Curriculum Committee Chair or participant
8. Literacy Coach
9. Mathematics Coach
10. Instructional Data Team Facilitator
11. Individualized learning opportunities gleaned from rubric scores within the observation domains or other aspects of the Teacher Evaluation Program.
12. Aide to the Principal
13. Member of the Professional Learning Team a.k.a. PDEC
14. Leadership Cohort participation

Evaluator Proficiency/Calibration

As part of our on-going work to improve administrator skills in the area of teacher evaluation, administrators will evaluate video vignettes using the Connecticut Common Core of Teaching evidence-based rubric, on a monthly basis at administrative council meetings. Following individual administrator scoring of these videos, small group discussions will focus upon the evidence each administrator selected to support the rubric rating they assigned to the domains areas observed.

Based upon the degree of congruence or lack of congruence between the juried rating for these vignettes and each administrator's evaluation rating, the Superintendent or Deputy Superintendent may determine that differentiated and individualized learning opportunities are needed. Initially, a district level administrator will provide non-evaluative coaching to individual administrators. A walk-through protocol and/or viewing of audio and videotaped lessons will be used as a means for calibrating evaluator ratings of instruction.

Calibration activities will become part of the annual agenda for our opening leadership team meetings. Additionally, through the administrative supervision process, individual needs and professional learning will be identified as part of administrators' professional growth goals.

Performance Intervention

When the performance of a tenured teacher is in the developing or not meeting the standard range, intervention is required. The following ratings should be used as guidelines:

1. Tenured Teachers with final ratings of 1.5 and below or with a single Domain score that is below standard may require an Action Plan for Improved Performance. Those forms are found in *Appendix D* of this document.
2. Non-tenured teachers with final ratings below 1.5 may be subject to non-renewal.

Supervisors/Evaluators should contact the Deputy Superintendent of Schools and complete the form in *Appendix C* regarding such concerns.

Signing a summative evaluation form is only an acknowledgement that the teacher has received a summative evaluation and a conference regarding the rating has been held between the supervisor and teacher.

Resolution of Disputes

Conversations between evaluators and teachers should foster collegiality and professional growth. In the event that there is a disagreement that cannot be resolved through discussions between the teacher and evaluator, either party may request that the superintendent of schools or designee mediate this dispute and make a decision that resolves this impasse.

When a teacher does not agree with the summative outcome ratings of the evaluation process, a letter clearly defining the teacher's reasons for disagreement should be provided to the teacher's supervisor and the Director of Human Resources. Upon receipt of the letter, administrators may schedule a meeting with the teacher to further discuss the dispute, identify an error made in computation that is changed, or respond to the teacher in writing that the previously discussed documentation is consistent with the summative rating presented.

In cases where the teacher and evaluator cannot agree on SLI's and corresponding IAGD's, feedback, or a teachers choice of Professional Practice Objective, using the "Connecticut Guidelines for Educator Evaluation (2012)", a determination of such issues may be made by the superintendent of schools or designee.

Measures of Effectiveness/Ineffectiveness

Teachers' summative ratings will be used to determine effectiveness and ineffectiveness of practice.

Performance Levels:
3.5 ⇨ 4.0 = Exemplary
2.5 ⇨ 3.49 = Proficient
1.5 ⇨2.49 = Developing [ineffective for tenured teachers if rated as such for 2 consecutive years]
1.0 ⇨1.49 = Below Standard [Ineffective]

Tenured Teachers with final ratings of 1.5 and below require an Action Plan for Improved Performance. Those forms are found in Section 9 of this document. Teachers with ratings of *Developing* for two consecutive years without movement to the high point in the range (2.3-2.4) require an Action Plan. This does not preclude supervisors from initiating an Action Plan for Improved Performance for any tenured teacher scoring in the developing range.

If teachers are rates proficient or exemplary they are considered effective.

Action Plans for Improved Performance will be created collaboratively between the teacher, a representative of the collective bargaining group [if the teacher so chooses], and the evaluator.

Non-tenured teachers with final ratings below 1.5 may be subject to non-renewal.

At the request of a district or employee, the State Department of Education or a third party entity approved by SDE will audit the evaluation components that are combined to determine an individual's summative rating in the event that such components are significantly dissimilar [i.e. include both exemplary and below standard ratings] to determine a final summative rating.

The State Department of Education or a third-party designated by SDE will audit evaluations ratings of exemplary and below standard to validate such exemplary or below standard ratings by selecting ten districts at random and reviewing evidence.

Individual Teacher Improvement and Remediation Plans

When the performance of a tenured teacher is in the developing or not meeting the standard range, intervention is required. The following ratings should be used as guidelines:

1. Tenured Teachers with final ratings of 1.5 and below require an Action Plan for Improved Performance.
2. Teachers with ratings of *Developing* for two consecutive years without movement to the high point in the range (2.3-2.4) require an Action Plan. This does not preclude supervisors from initiating an Action Plan for Improved Performance for any tenured teacher scoring in the developing range.
3. Tenured Teachers with a single Domain score that is below standard may require an Action Plan for Improved Performance. Those forms are found in Section 9 of this document.
4. Non-tenured teachers with final ratings below 1.5 may be subject to non-renewal.

Supervisors/Evaluators should contact the Deputy Superintendent of Schools regarding such concerns.

Signing a summative evaluation form is only an acknowledgement that the teacher has received a summative evaluation and a conference regarding the rating has been held between the supervisor and teacher.

Appendix A

Professional Performance Objective Rubric

The teacher or related services staff …

	Exemplary	Effective/Proficient	Developing	Not Meeting the Standard
Professional Performance Objective [PPO]	Individually or with colleagues propose **challenging** attainable, high leverage changes in their Adult Actions based upon the self-reflection of their instructional skills and *detailed analysis of student achievement data.* Professional growth goals are aligned with school and district goals. [At least 85% of students meet a benchmark.]	Individually or with colleagues proposes attainable high leverage changes in their Adult Actions based upon the self-reflection of their instructional skills and *analysis of student achievement data.* Professional growth goals are aligned with school and district goals.	Individually or with colleagues proposes vague or easily attained changes in the Adult Actions with limited self-assessment of areas of needed instructional improvement loosely based upon student data.	Individually or with colleagues proposes vague or easily attained changes in the Adult Actions with little, if any self-assessment of areas of needed instructional improvement without or with limited review of student data.
Indicators of Professional Growth & Development [IPGD]	Identifies multiple quantifiable measures [at least 2] of changes in their Adult Actions against a defined rubric on at least a monthly basis. Measures address the quality, quantity, frequency and consistency of implementation against an existing standard.	Identifies multiple measures [at least 2] of changes in their Adult Actions against a defined rubric on at least a bimonthly [every other month] basis. Measures address the quality and quantity of changes for at least one measure.	Identifies multiple measures of changes in their Adult Actions and reviews attainment of those skill changes at least 3 times each year. Measures address the quality and quantity of changes for one measure.	Measures of Adult Actions are not closely linked to the PPO. Measures do not adequately address quality or quantity of changes.
Coherence with Student Learning Indicators/Objectives SLI's & Indicators of Student Growth & Development IAGD's	There is seamless integration of the PPO/IPGD, SLI(s) and IAGD's. The teacher can verbally articulate this relationship.	Proposed changes in Adult Actions in the PPO/IPGD are directly related to the individual or IDT SLI(s).	There is some relationship between the PPO and SLI(s)/IAGD's.	Coherence between the PPO/IPGD and SLI(s)/IAGD's is unclear or non-existent.

Instructional Data Team Rubric – ALL Ratings MUST be corroborated with evidence of practice.

Domain/Rating	Exemplary - 4	Effective/Proficient - 3	Developing - 2	Not Meeting the Standard - 1
Membership	In addition to an Instructional Data Team [IDT] and evidence for effective/proficient, the teacher/related service staff is also a member of the Building Data Team, Building Literacy Team and/or the Building PBIS Team.	The teacher/related services staff is a member of an IDT and meets with them every time they meet.	The teacher/elated services staff is a member of an IDT on an occasional basis.	The teacher/related services staff is not a member of an IDT.
Structure	*All of Effective/Proficient plus*: meeting notes are shared using a shared file such as Google Drive folder and/or a building leader has identified this IDT as a model working group for others to observe.	IDT's meet for the prescribed dates and times. The focus of IDT work is monitoring progress toward effective performance for IAGD's and IPGD/s. Meeting notes are maintained with clear indications of successes, revised goals and outcomes.	IDT uses time for a purpose other than that listed as Effective/Proficient for some meetings. The meeting time does not always focus on changes in adult and student performance. The IDT notes do not always provide the reader with a clear understanding of their work.	IDT members meet, but do not regularly discuss IAGD's and IPGD's, meeting notes are non-existent or unclear. SMART goals are not attained or attainable. Roles of members are not defined/
Data Analysis	*All of Effective/Proficient plus*: Evidence of the IDT's work is collected and analyzed at each meeting including evidence of changes in adult actions and student achievement outcomes that validate changes in plan actions.	The IDT SMART goal is crafted based upon identification of the most high leverage needs of the students. The SMART goal includes all required components. The IDT conducts a comprehensive analysis of their SMART goals and adult and student actions *at least twice* annually. IDT work is shared with S/BDT at least monthly.	The IDT makes an educated guess about needed changes in adult actions to improve student achievement. Some evidence of the IDT's work is gathered as evidence for the IDT rubric. IDT discussions are redundant or are not focused upon improving teachers' instructional capacity.	The IDT does not collect appropriate data to measure changes in adult actions. Components of the IDT's intended work are missing.

SLI/PPO Coherence	*All of Effective/Proficient plus*: The IDT's plan is so coherent that its work is used to share best practice within and/or outside of the school. These teachers understand that improving their instructional practice requires a model of shared practice as opposed to isolated practice.	The IDT creates an Action Plan for an identified SMART goal that describes the major actions the team has agreed upon that will result in changed adult behaviors that are specifically tied to SLI's, and the desired change in adult behavior including timelines, persons responsible, and other relevant information framed as a PPO & IPGD [specific measures].	The IDT SMART goal is loosely tied to the SLI and PPO. The steps in the plan lack some of the major components of effective practice.	The relationship between SLI's and PPO's is uncoupled or is unclear.
Process	All of Effective/Proficient plus: The IDT is so focused that they are able to tweak their adult actions resulting in immediate gains in student achievement as evidenced by specific data.	Meeting discussions are focused; use evidence/data of changes in adult actions and student achievement. The plan is a living document with adjustments made that are data based.	The IDT is still learning the process for using data from changes in adult actions and student achievement to make decisions.	The IDT has difficulty remaining on task and therefore does not use time well or does not collect sufficient data to make effective decisions.

Appendix C

Bristol Public School
Bristol Connecticut

Teacher Practice in Need of Intervention

Teacher:_____   **School:**_____

Assignment:_____   **Date:**_____

Evaluator:_____

Directions: Indicate the reason this teacher requires supervisory intervention and append supporting documentation such as the end-of-year Summative Rating Form.

☐ **Check this box if an Action Plan has been created.**

Return this completed form to the Deputy Superintendent of Schools and send a copy to Human Resources for inclusion in the teacher's personnel file.

Appendix D

Bristol Public School
Bristol, Connecticut

Teacher Evaluation Plan

ACTION PLAN EVALUATION

Teacher _____   School_____

Assignment_____   Date_____

Evaluator/Supervisor_____

Plan initiation guidelines: Performance ratings from the *Final Summative Rating Sheet* should be entered here if available.

Teacher Practice Indicators: 50%   Rubric Rating

     Observation of Teacher Practice & Performance - 20%   _____

     Professional Performance Objective – 20%   _____

     Peer Feedback   _____

Student Outcome Indicators: 50%

     Student Growth & Development - 45%   _____

     Whole School Learning- 5%   _____

Total of all Indicators   **_____**

Performance Levels:
3.55 ⇨ 4.0 = Exemplary   2.55 ⇨ 3.5 = Proficient   1.55 ⇨2.5 = Developing   1.00 ⇨1.5 = Below Standard

☐ Mid-Plan Review   ☐ Summative Plan Evaluation

For each of the goals and actions in the attached action plan indicate progress using the scale below: Progress should be noted aside each goal and action in the spaces provided.

    a. B - Below Standard – Not meeting indicators of performance
    b. D - Developing – Meeting some indicators of performance, but not others
    c. P - Proficient– Meeting the Indicators of Performance
    d. E – Exemplary – Substantially exceeding indicators of performance

Bristol Public Schools
Bristol, Connecticut
Teacher Evaluation Plan - ACTION PLAN

Teacher _____   School_____

Assignment_____   Date_____

Evaluator/Supervisor_____

This plan has been developed in accordance with procedures outlined in the Teacher Evaluation Plan as a means of improving the specific area(s) of performance noted below. A date for mid-plan review will be established when the plan is initiated.

Rubric: Exemplary, Proficient, Developing, Below Standard utilizing the CT Common Core of Teaching attributes in the teacher observation protocol.

Area(s) for Improvement (Language should be taken directly from the Connecticut Common Core of Teaching and subsets located in the Teacher Evaluation Plan):

1.

2.

Comments:

Plan Goals: Numbering of goals should correspond with the numbers above in areas for improvement.

                                                                                    Evaluation

1.   _____

2.   _____

Plan Actions: Plan actions should correspond with the numbers in the Areas for Improvement.

<u>Evaluation</u>

1.   _____

2.   _____

3.   _____

Plan of Assistance Resources: [Name and title of each potential resource or other specifics. I.e. book titles, Professional learning opportunities, software]

1.

2.

3.

4.

5.

Action Plan Timeline: [include dates on lines provided]

Plan initiated:_____   Mid-plan Review_____ Completion of Plan _____

            (date)   (date)   (date)

Signing below indicates that the evaluator/supervisor(s) and evaluatee met to discuss and initiate/evaluate this plan

_____   _____

       Evaluator/Supervisor   Date

_____   _____

       Evaluator/Supervisor   Date

_____   _____

          Evaluatee   Date

Cc: evaluation file [teacher name]

Appendix E

Glossary of Terms/Concepts Used in the Teacher Evaluation Document

1. **Cohort:** Students who were present in your school on October 1 of the previous year and remain in your school through the completion of state testing in the current school year.

2. **Connecticut Common Core of Teaching:** Those skills that a teacher must exhibit/practice as a means for determining instructional and collegial effectiveness.

3. *Credits towards Graduation*: Students are required to attain 25.25 credits to graduate from high school.

4. *End-of-Year Summative Review & Conference*: meeting with an administrator to create the summative evaluation rating. This conference includes discussion of a teacher's reflection of their goals, review of teacher practice indicators and whole school learning indicator (SPI or DPI), if available.

5. *Goal Setting:* student learning centered goals established in concert with administrators.

6. *Indicator of Academic Growth and Development (IAGD*) is a measure you use to determine success in achieving the SLO. This may include performance assessments, common formative assessments, standardized test data, and/or other indicators of student performance.

7. *Indicator of Professional Growth & Development (IPGD)* measures implementation of the adult actions in the PPO.

8. *Mid Year Check-In:* Formal meetings to review progress to date on student learning goals.

9. *Performance Levels:*
   a. *Exemplary – Substantially exceeding indicators of performance*
   b. *Proficient – Meeting the indicators of performance*
   c. *Developing – Meeting some of the indicators of performance, but not others*
   d. *Below Standard – Not meeting indicators of performance*

10. *Performance Indexes [IPI, SPI, DPI]:*
    a. Individual student performance on each subtest of the state test is used to calculate the Individual Performance Index (**IPI**);
    b. An aggregation of student performance among all students in a school scores is used to calculate School Performance Index (**SPI**). SPI = the sum of all students IPI divided by the total number of students.; and

c. An aggregation of scores in all schools grades 3-8 or grade 10 creates either the CMT or CAPT District performance Index (**DPI**). DPI = the sum of all students IPI divided by the total number of students in the district for CMT and then for CAPT. *Note: This may become one index in 2015 with the implementation of the SBA.*

Each index is derived by using student performance on subtests of the state test. A student may take 3 or 4 subtest [reading, mathematics, writing and science (gr. 5, 8, 10/11)]. Index ratings are on a scale of 0-100. Individual student's scores on each subtest are assigned values as follows:

d. Standard Administration:
   i. Goal and above = 100, Proficient = 67, Basic = 33, Below Basic = 0

IPI Examples:

Student A is assessed using the grade 3 standard administration and scores at goal in reading, proficient in mathematics and goal in writing. 100 + 67 + 100 = 267/3 (subtests) = IPI = 89

Student B scores proficient in reading, mathematics and writing and at goal in science. In this case the subtests are weighted .3 for reading, mathematics and writing and .1 for science.   (67 x.3) + (67 x .3) + (67 x .3) + (100 x .1) = IPI

   20.1 + 20.1   + 20.1   +   10   = 70.3

11. *Performance Ratings*: There are four rating levels in the teacher performance category of the teacher evaluation instrument.
    a. Exemplary: substantially exceeding indicators of performance
    b. Proficient: meeting the indicators of student performance
    c. Developing: meeting some indicators of performance, but not others
    d. Below Standard: Not meeting the indicators of performance

12. **Professional Practice Objective (PPO)** should be a SMART goal for changes in adult actions needed to achieve each SLI with corresponding Indicators of Professional Growth & Development.

13. *Smarter Balanced Assessment (SBA):* a computer-based, adaptive test of student learning in mathematics, reading and writing. This assessment is administered to all students in states who are members of the Smarter Balanced Assessment Consortium (SBAC).

14. *Student Learning Indicator (SLI)* should be a broad SMART goal for student learning. It should reflect rigorous expectations for student learning and should be aligned with district curriculum.

15. *Student Outcome Indicator:* measures of student growth and development (45%) and whole school learning indicator (5% - from Administrator Evaluation SLI's), totaling 50% of the teacher performance rating.

16. *Summative Ratings*: A numeric score derived from the four indicator ratings and then a final rating by rubric category where 4 = Exemplary, 3 = Proficient, 2 = Developing, and 1 = Below Standard*. Standard mathematical rounding up or down will be utilized.*

17. *Teacher*:   all members of the certified staff with the exception of administrators and the Superintendent of Schools.

18. *Teacher Performance and Practice Goal:* Teachers develop a Professional Practice Objective and measures of that professional growth. These goals provide a focus for the observations and feedback conversations. They should be based on relevant student learning data, a self assessment of performance and practice relative to the CT Framework for Teacher Evaluation and Support, feedback from your principal, and previous professional development and survey data. Goals should have a clear link to improving student achievement and/or building school community and culture. They should also move teachers toward Proficient or Exemplary on the Connecticut Framework for Teacher Evaluation and Support. This plan should anchor and be responsive to professional growth conversations throughout the year.

19. *Teacher Practice Indicator*: observation of teacher practice and performance (40% - 20% observations of practice + 20% professional performance objective) and peer feedback (10%), totaling 50% of the teacher performance & practice rating.

NON-TENURE RECOMMENDATION FORM

Teacher Name:

Date began teaching in Bristol:

Date of Eligibility for Tenure:

Date of Evaluation Summary Conference:

The task of approving teachers for tenure or recommending that a contract be renewed is a legal obligation as well as an educational responsibility of major consequence.

To receive a recommendation for renewal of contract or tenure, a person must:

Demonstrate proficient performance by year three (3) and demonstrate the potential for exemplary performance.

Recommendation as of (date):

I.   Renewal

☐ I recommend contract renewal.

   ☐ Continue with non-tenure evaluation protocols

   ☐ At the discretion of a teacher's supervisor, upon achievement of a proficient or better summative evaluation rating, the teacher may be moved to the observation requirements of a tenured teacher beginning year three.

☐ I do not recommend contract renewal.

II.   Tenure

☐ I recommend this teacher for tenure.

☐ I do not recommend this teacher for tenure.

Comments:

Summary of any plans of action and any other pertinent comments:

A conference was held to discuss this recommendation.

Teacher's Signature_____   **School**_____

Evaluator's Signature_____   **Date**_____

Bristol Public Schools

Bristol Connecticut

Administrator Evaluation Plan - 2015

The Bristol Professional Learning Team Members [PDEC]
The following staff engaged in the revision of this plan.

Sandra Adams, Elementary Teacher
Dennis Bieu, Director of Human Resources
Denise Carabetta, Director of Teaching & Learning
Carly Fortin, High School Principal
Scott Gaudet, Principal Greene-Hills Schools
Kim Hapken Ed.D., Director of Special Services
Matthew Harnett, Middle School Principal
David Hayes, Elementary Teacher
Ray LeCara, High School Teacher
Walter Lewandowski, Art Teacher
Michelle LeVasseur, Ass't Principal and Literacy Supervisor
Susan Kalt Moreau Ph.D., Deputy Superintendent of Schools
Gerard Plourde, High School Teacher
Geoffrey Sinatro, High School Ass't Principal
Ellen W. Solek, Ed.D., Superintendent of Schools
Debra Vitale, Elementary Math Coach
RoseAnne Vojtek Ph.D., Elementary Principal

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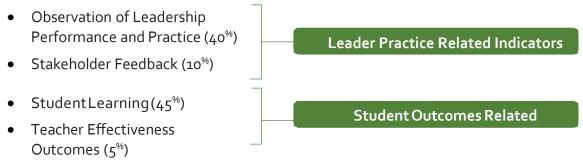
Table of Contents

Administrator Evaluation and Support

The Connecticut State Department of Education (CDSE) designed model for the evaluation and support of administrators in Connecticut is based on the Connecticut Guidelines for Educator Evaluation (Core Requirements), developed by a diverse group of educators in June 2012 and based upon best practice research from around the country. The contents of this document are meant to guide districts in the implementation of Connecticut's System for Educator Evaluation and Development (SEED) Administrator Evaluation and Support model. The CDSE, in consultation with PEAC and the SBE, may continue to refine the tools provided in this document for clarity and ease of use.

The SEED Model for administrator evaluation and support includes specific guidance for the four components of administrator evaluation:

- Observation of Leadership Performance and Practice (40$^{%}$)
- Stakeholder Feedback (10$^{%}$)

> **Leader Practice Related Indicators**

- Student Learning (45$^{%}$)
- Teacher Effectiveness Outcomes (5$^{%}$)

> **Student Outcomes Related**

This document includes "Points for Consideration" to assist district PDEC in developing processes or enhancing existing processes necessary for ongoing development and support of administrators for the following requirements:

- Evaluator Training
- Evaluation-Informed Professional Learning
- Improvement and Remediation Plans
- Career Development and Growth

PLEASE NOTE: In electing to implement the SEED model, your district is expected to implement the components of evaluation and support, as well as the additional requirements referenced above with fidelity as outlined in this handbook. In addition, evaluators of administrators are expected to participate in the multi-day CSDE sponsored training as described within this document. In response to requests from districts for further clarification on these requirements, we have provided "Points for Consideration" to assist districts and their PDEC in plan development.

Any variation from the components of administrator evaluation and support as outlined within this handbook is no longer the SEED model and would be considered a "district-developed" evaluation and support plan. Districts are required to submit an Educator Evaluation and Support plan annually to the CSDE.

ADMINISTRATOR EVALUATION
and development

Purpose and Rationale

This section of the 2014 SEED Handbook outlines the state model for the evaluation of school and school district administrators in Connecticut. A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for the state of Connecticut. The Connecticut administrator evaluation and support model defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in his/her community.

The model describes four levels of performance for administrators and focuses on the practices and outcomes of *Proficient* administrators. These administrators can be characterized as:

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 3 other areas of practice;
- Meeting 1 target related to stakeholder feedback;
- Meeting state accountability growth targets on tests of core academic subjects[6];
- Meeting and making progress on 3 Student Learning Objectives aligned to school and district priorities; and
- Having more than 60% of teachers proficient on the student growth portion of their evaluation.

The model includes an exemplary performance level for those who exceed these characteristics, but exemplary ratings are reserved for those who could serve as a model for leaders across their district or even statewide. A proficient rating represents fully satisfactory performance, and it is the rigorous standard expected of most experienced administrators.

This model for administrator evaluation has several benefits for participants and for the broader community. It provides a structure for the ongoing development of principals and other administrators to establish a basis for assessing their strengths and growth areas so they have the feedback they need to get better. It also serves as a means for districts to hold themselves accountable for ensuring that every child in their district attends a school with effective leaders.

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1 Smarter Balanced Assessments *will be administered for the first time in the 2014-2015 academic year. These assessments are administered in Grades 3-8 and Grade 11. Contingent upon approval of the waiver submitted to the U.S .Department of Education (USED) regarding the use of student test data in educator evaluation in 2014-2015, districts may not be required to link student test data to educator evaluation and support in 2014-2015 only. Additionally, due to the transition to the new state assessments, there will not be an SPI available for 2014-2015.*

As noted, the model applies to all administrators holding an 092 endorsement. Because of the fundamental role that principals play in building strong schools for communities and students, and because their leadership has a significant impact on outcomes for students, the descriptions and examples focus on principals. However, where there are design differences for assistant principals and central office administrators, the differences are noted.

System Overview

Administrator Evaluation and Support Framework

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of administrator performance. All administrators will be evaluated in four components, grouped into two major categories: Leadership Practice and Student Outcomes.

1. **Leadership Practice Related Indicators:** An evaluation of the core leadership practices and skills that positively affect student learning. This category is comprised of two components:

   a) **Observation of Leadership Performance and Practice (40%)** as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards.

   b) **Stakeholder Feedback (10%)** on leadership practice through School Climate Survey of staff, students and parents.

2. **Student Outcomes Related Indicators:** An evaluation of an administrator's contribution to student academic progress, at the school and classroom level. This category is comprised of two components:

   a) **Student Learning (45%)** assessed in equal weight by: (a) progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures.

   b) **Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs)

Scores from each of the four components will be combined to produce a summative performance rating of *Exemplary*, *Proficient*, *Developing* or *Below Standard*. The performance levels are defined as:

- *Exemplary* – Substantially exceeding indicators of performance

  Proficient – Meeting indicators of performance

- *Developing* – Meeting some indicators of performance but not others

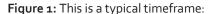- *Below Standard* – Not meeting indicators of performance

Process and Timeline

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. The annual cycle (see **Figure 1** below) allows for flexibility in implementation and lends itself well to a meaningful and doable process. Often the evaluation process can devolve into a checklist of compliance activities that do little to foster improvement and leave everyone involved frustrated. To avoid this, the model encourages two things:

1. That evaluators prioritize the evaluation process, spending more and better time in schools observing practice and giving feedback; and

2. That both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps.

Each administrator participates in the evaluation process as a cycle of continuous improvement. The cycle is the centerpiece of state guidelines designed to have all educators play a more active, engaged role in their professional growth and development. For every administrator, evaluation begins with goal-setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a Mid-Year Formative Review, followed by continued implementation. The latter part of the process offers administrators a chance to self-assess and reflect on progress to date, a step that informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the subsequent year.

Superintendents can determine when the cycle starts. For example, many will want their principals to start the self-assessment process in the spring in order for goal-setting and plan development to take place prior to the start of the next school year. Others may want to concentrate the first steps in the summer months.

Figure 1: This is a typical timeframe:

Goal Setting & Planning

- Orientation on process
- Goal-setting and plan development

Prior To School Year

Mid-Year Review

- Review goals and performance
- Mid-year formative review

Mid-Year

End-of-Year Review

- Self-assessment
- Preliminary summative assessment*

Spring / End-of-Year

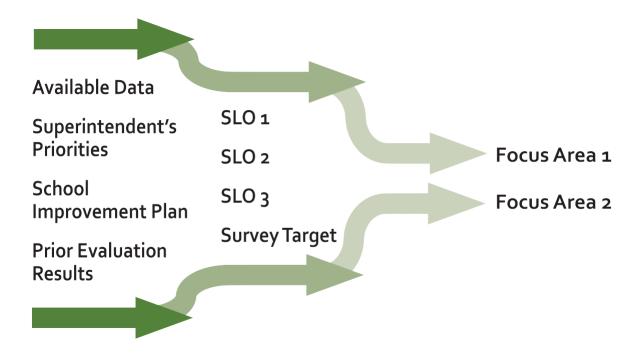*Summative assessment to be finalized in August.*

Step 1: Orientation and Context-Setting

To begin the process, the administrator needs five things to be in place:

1. <mark>Student learning data are available for review by the administrator</mark>

2. Stakeholder survey data are available for review by the administrator.

3. The superintendent has communicated his/her student learning priorities for the year.

4. The administrator has developed a school improvement plan that includes student learning goals.

5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process. Only #5 is required by the approved Guidelines for Educator Evaluation, but the data from #1-4 are essential to a robust goal-setting process.

Step 2: Goal-Setting and Plan Development

Before a school year starts, administrators identify three Student Learning Objectives (SLOs) and one survey target, drawing on available data, the superintendent's priorities, their school improvement plan and prior evaluation results (where applicable). They also determine two areas of focus for their practice. This is referred to as "3-2-1 goal-setting."

Available Data
Superintendent's Priorities
School Improvement Plan
Prior Evaluation Results

SLO 1
SLO 2
SLO 3
Survey Target

Focus Area 1
Focus Area 2

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2 Smarter Balanced Assessments *will be administered for the first time in the 2014-2015 academic year. These assessments are administered in Grades 3-8 and Grade 11. Contingent on approval of the waiver submitted to the U.S .Department of Education (USED) regarding the use of student test data in educator evaluation in 2014-2015, districts may not be required to link student test data to educator evaluation and support in 2014-2015 only. Additionally, due to the transition to the new state assessments, there will not be an SPI available for 2014-2015.*

Administrators should start with the outcomes they want to achieve. This includes setting one to three SLOs with multiple measures of success (see page 69 for details) and one target related to stakeholder feedback (see **page 62** for details).

Then administrators identify the areas of focus for their practice *that will help them accomplish* their SLOs and survey targets, choosing from among the elements of the ConnecticutSchoolLeadershipStandards.WhileadministratorsareratedonallsixPerformance Expectations, administrators are not expected to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that at least one and perhaps both, of the practice focus areas will be in instructional leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet to discuss and agree on the selected outcome goals and practice focus areas. This is an opportunity to discuss the administrator's choices and to explore questions such as:

- Are there any assumptions about specific goals that need to be shared because of the local school context?

- Are there any elements for which proficient performance will depend on factors beyond the control of the principals? If so, how will those dependencies be accounted for in the evaluation process?

- What are the sources of evidence to be used in assessing an administrator's performance?

The evaluator and administrator also discuss the appropriate resources and professional learning needs to support the administrator in accomplishing his/her goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation and support plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used. **The following completed form represents a sample evaluation and support plan.**

The focus areas, goals, activities, outcomes and time line will be reviewed by the administrator's evaluator prior to beginning work on the goals. The evaluator may suggest additional goals as appropriate.

DOES THE DISTRICT HAVE A GOOD EVALUATION PLAN?

Here are some questions to consider in assessing whether an administrator's evaluation and support plan is likely to drive continuous improvement:

1. Are the goals clear and measurable so that an evaluator will know whether the administrator has achieved them?
2. Can the evaluator see a through line from district priorities to the school improvement plan to the evaluation and support plan?
3. Do the practice focus areas address growth needs for the administrator? Is at least one of the focus areas addressing instructional leadership?

Step 3: Plan Implementation and Evidence Collection

As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. For the evaluator, this must include at least two and preferably more, school site visits. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence and analyze the work of school leaders. At a minimum, fall, winter and spring visits to the school leader's work site will provide invaluable insight into the school leader's performance and offer opportunities for ongoing feedback and dialogue.

Unlike visiting a classroom to observe a teacher, school site visits to observe administrator practice can vary significantly in length and setting. It is recommended that evaluators plan visits carefully to maximize the opportunity to gather evidence relevant to an administrator's practice focus areas. Further, central to this process is providing meaningful feedback based on observed practice: see the SEED website for forms that evaluators may use in recording observations and providing feedback. Evaluators should provide timely feedback after each visit.

Besides the school site visit requirement, there are no prescribed evidence requirements. The model relies on the professional judgment of the administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence.

Building on the sample evaluation and support plan on page 49, this administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to his or her focus areas and goals:

- Data systems and reports for student information
- Artifacts of data analysis and plans for response
- Observations of teacher team meetings
- Observations of administrative/leadership team meetings
- Observations of classrooms where the administrator is present
- Communications to parents and community
- Conversations with staff
- Conversations with students
- Conversations with families
- Presentations at Board of Education meetings, community resource centers, parent groups etc.

Further, the evaluator may want to establish a schedule of school site visits with the administrator to collect evidence and observe the administrator's work. The first visit should take place near the beginning of the school year to ground the evaluator in the school context and the administrator's evaluation and support plan. Subsequent visits might be planned at two-to three-month intervals.

State guidelines call for an administrator's evaluation to include:

- 2 observations for each administrator.
- 4 observations for any administrator new to their district, school, the profession or who has received ratings of *developing* or *below standard*.

School visits should be frequent, purposeful and adequate for sustaining a professional conversation about an administrator's practice.

Step 4: Mid-Year Formative Review

Midway through the school year (especially at a point when interim student assessment data are available for review) is an ideal time for a formal check-in to review progress. In preparation for meeting:

- The administrator analyzes available student achievement data and considers progress toward outcome goals.
- The evaluator reviews observation and feedback forms to identify key themes for discussion.

The administrator and evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could influence accomplishment of outcome goals; goals may be changed at this point. **Mid-Year Conference Discussion Prompts** are available on the SEED website.

Step 5: Self-Assessment

In the spring, the administrator takes an opportunity to assess his/her practice on all 18 elements of the CCL: Connecticut School Leadership Standards. For each element, the administrator determines whether he/she:

- Needs to grow and improve practice on this element;
- Has some strengths on this element but needs to continue to grow and improve;
- Is consistently effective on this element; or
- Can empower others to be effective on this element.

The administrator should also review his/her focus areas and determine if he/she considers him/herself on track or not.

In some evaluation systems, self-assessment occurs later in the process after summative ratings but before goal setting for the subsequent year. In this model the administrator submits a self-assessment prior to the End-of-Year Summative Review as an opportunity for the self-reflection to inform the summative rating.

Step 6: Summative Review and Rating

The administrator and evaluator meet in the late spring to discuss the administrator's self-assessment and all evidence collected over the course of the year. While a formal rating follows this meeting, it is recommended that evaluators use the meeting as an opportunity to convey strengths, growth areas and their probable rating. After the meeting, the evaluator assigns a rating based on all available evidence.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete training on the SEED evaluation and support model. The purpose of training is to provide evaluators of administrators with the tools that will result in evidence-based school site observations; professional learning opportunities tied to evaluation feedback, improved teacher effectiveness and student performance.

The CSDE will provide districts with training opportunities to support district evaluators of administrators in implementation of the model across their schools. Districts can adapt and build on these tools to provide comprehensive training and support to ensure that evaluators are proficient in conducting administrator evaluations.

School districts who have adopted the SEED model will be expected to engage in the CSDE sponsored multi-day training. This comprehensive training will give evaluators the opportunity to:

- Understand the various components of the SEED administrator evaluation and support system;
- Understand sources of evidence that demonstrate proficiency on the CCL Leader Evaluation Rubric;
- Establish a common language that promotes professionalism and a culture for learning through the lens of the CCL Leader Evaluation Rubric;
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of leadership practice; and
- Collaborate with colleagues to deepen understanding of the content.

Participants in the training will have opportunities to interact with colleagues and engage in practice and *optional* proficiency exercises to:

- Deepen understanding of the evaluation criteria;
- Define proficient leadership;
- Collect, sort and analyze evidence across a continuum of performance; and
- Determine a final summative rating across multiple indicators.

The evaluator completes the summative evaluation report, shares it with the administrator and adds it to the administrator's personnel file with any written comments attached that the administrator requests to be added within two weeks of receipt of the report.

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not yet be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator should recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

Initial ratings are based on all available data and are made in the spring so that they can be used for any employment decisions as needed. Since some components may not be completed at this point, here are rules of thumb to use in arriving at a rating:

- If stakeholder survey results are not yet available, then the observation of practice rating should count for 50% of the preliminary rating.

- If the teacher effectiveness outcomes ratings are not yet available, then the student learning measures should count for 50% of the preliminary rating.

- If the state accountability measures are not yet available, then the Student Learning Objectives should count for the full assessment of student learning.

- If none of the summative student learning indicators can yet be assessed, then the evaluator should examine the most recent interim assessment data to assess progress and arrive at an assessment of the administrator's performance on this component.

Support and Development

Evaluation alone cannot hope to improve leadership practice, teacher effectiveness and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move administrators along the path to exemplary practice.

Evaluation-Informed Professional Learning

Student success depends on effective teaching, learning and leadership. The CSDE vision for professional learning is that each and every Connecticut educator engages in continuous learning every day to increase professional effectiveness, resulting in positive outcomes for all students. For Connecticut's students to graduate college and career ready, educators must engage in strategically planned, well supported, standards-based, continuous professional learning focused on improving student outcomes.

Throughout the process of implementing Connecticut's SEED model, in mutual agreement with their evaluators all teachers will identify professional learning needs that support their goal and objectives. The identified needs will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide or district- wide professional learning opportunities.

Improvement and Remediation Plans

If an administrator's performance is rated as *developing* or *below standard*, it signals the need for focused support and development. Districts must develop a system to support administrators not meeting the proficiency standard. Improvement and remediation plans should be developed in consultation with the administrator and his/her exclusive bargaining representative, when applicable, and be differentiated by the level of identified need and/or stage of development.

Districts may develop a system of stages or levels of support. For example:

1. **Structured Support:** An administrator would receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage.

2. **Special Assistance:** An administrator would receive special assistance when he/she earns an overall performance rating of *developing* or *below standard* and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.

3. **Intensive Assistance:** An administrator would receive intensive assistance when he/she does not meet the goal(s) of the special assistance plan. This support is intended to build the staff member's competency.

Points for District Consideration:

Well-articulated Improvement and Remediation Plans:

- Clearly identify targeted supports, in consultation with the administrator, which may include specialized professional development, collegial assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the improvement outcomes.

- Clearly delineate goals linked to specific indicators and domains within the observation of practice framework/rubric that specify exactly what the administrator must demonstrate at the conclusion of the Improvement and Remediation Plan in order to be considered "proficient."

- Indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is developed. Determine dates for interim and final reviews in accordance with stages of support.

- Include indicators of success, including a rating of proficient or better at the conclusion of the improvement and remediation plan.

Career Development and Growth

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation and support system itself and in building the capacity and skills of all leaders.

Examples of such opportunities include, but are not limited to: observation of peers; mentoring aspiring and early-career administrators; participating in development of administrator improvement and remediation plans for peers whose performance is *developing* or *below standard*; leading Professional Learning Communities; differentiated career pathways; and focused professional learning based on goals for continuous growth and development.

Points for District Consideration:

- Align job descriptions to school leadership standards.
- Identify replicable practices and inform professional development.
- Support high-quality evaluation that aligns school accountability with teacher and principal evaluation and support.
- Provide focused targeted professional learning opportunities identified through the evaluation process and school/district needs.
- Ensure that the new principal role is sustainable. Explore ways to alleviate administrative and operational duties to allow for greater focus on the role of instructional leader.
- Recognize and reward effective principals.

Leadership Practice Related Indicators

The Leadership Practice Related Indicators evaluate the administrator's knowledge of a complex set of skills and competencies and how these are applied in leadership practice. It is comprised of two components:

- Observation of Leadership Practice, which counts for 40%; and
- Stakeholder Feedback, which counts for 10%.

Component #1: Observation of Leadership Practice (40%)

An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence – is 40% of an administrator's summative rating.

Leadership practice is described in the Common Core of Leading (CCL) Connecticut School Leadership Standards adopted by the Connecticut State Board of Education in June of 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations.

1. **Vision, Mission and Goals:** Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.

2. **Teaching and Learning:** Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

3. **Organizational Systems and Safety:** Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

4. **Families and Stakeholders:** Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.

5. **Ethics and Integrity:** Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.

6. **The Education System:** Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal and cultural contexts affecting education.

All six of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. As such, **Performance Expectation 2 (Teaching and Learning)** comprises approximately half of the leadership practice rating and the other five performance expectations are equally weighted.

Figure 3: Leadership Practice – 6 Performance Expectations

These weightings should be consistent for all principals and central office administrators. For assistant principals and other school-based 092 certificate holders in non-teaching roles, the six performance expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers. While assistant principals' roles and responsibilities vary from school to school, creating a robust pipeline of effective principals depends on adequately preparing assistant principals for the principalship.

In order to arrive at these ratings, administrators are measured against the CCL Leader Evaluation Rubric which describes leadership actions across four performance levels for each of the six performance expectations and associated elements. The four performance levels are:

- *Exemplary*: The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Proficient performance.

- *Proficient*: The rubric is anchored at the Proficient Level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted in bold at the Proficient level.

- *Developing*: The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.

- *Below Standard*: The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

Two key concepts, indicated by bullets, are often included as indicators. Each concept demonstrates a continuum of performance across the row, from *below standard* to *exemplary*.

Examples of Evidence are provided for each element of the rubric. While these Examples of Evidence can be a guide for evaluator training and discussion, they are only examples and should not be used as a checklist. As evaluators learn and use the rubric, they should review these Examples of Evidence and generate additional examples from their own experience that could also serve as evidence of Proficient practice.

Strategies for Using the CCL Leader Evaluation Rubric:

Helping administrators get better: The rubric is designed to be developmental in use. It contains a detailed continuum of performance for every indicator within the CCL: Connecticut School Leadership Standards in order to serve as a guide and resource for school leaders and evaluators to talk about practice, identify specific areas for growth and development, and have language to use in describing what improved practice would be.

Making judgments about administrator practice: In some cases, evaluators may find that a leader demonstrates one level of performance for one concept and a different level of performance for a second concept within a row. In those cases, the evaluator will use judgment to decide on the level of performance for that particular indicator.

Assigning ratings for each performance expectation: Administrators and evaluators will not be required to complete this rubric at the Indicator level for any self-assessment or evaluation process. Evaluators and administrators will review performance and complete evaluation detail at the Performance Expectation level and may discuss performance at the Element level, using the detailed Indicator rows as supporting information as needed. As part of the evaluation process, evaluators and school leaders should identify a few specific areas for ongoing support and growth.

Assessing the practice of administrators other than principals: All indicators of the evaluation rubric may not apply to assistant principals or central office administrators. Districts may generate ratings using evidence collected from applicable indicators in the CCL: Connecticut School Leadership Standards[8].

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3 Central Office Administrators have been given an additional year before being required to participate in Connecticut's new evaluation and support system while further guidance is being developed. All Central Office Administrators will be required to participate in the new system in the 2015-2016 school year.

Performance Expectation 1: Vision, Mission and Goals

Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.

Element A: High Expectations for All

Leaders* ensure that the creation of the vision, mission and goals establishes high expectations for all students and staff**.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Information & analysis shape vision, mission and goals	relies on their own knowledge and assumptions to shape school-wide vision, mission and goals.	uses data to set goals for students. shapes a vision and mission based on basic data and analysis.	uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals.	uses a wide range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.
2. Alignment to policies	does not align the school's vision, mission and goals to district, state or federal policies.	establishes school vision, mission and goals that are partially aligned to district priorities.	aligns the vision, mission and goals of the school to district, state and federal policies.	builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies.

*Leader: Connecticut School Leaders who are employed under their immediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other supervisory positions.)
**Staff: All educators and non-certified staff

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the evidence for each performance expectation in the CCL Leader Evaluation Rubric. Evaluators collect written evidence about and observe the administrator's leadership practice across the six performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

This is accomplished through the following steps, undertaken by the administrator being evaluated and by the evaluator completing the evaluation:

The administrator and evaluator meet for a Goal-Setting Conference to identify focus areas for development of the administrator's leadership practice.

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with a particular emphasis on the identified focus areas for development. **Evaluators of administrators must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession or who have received ratings of *developing* or *below standard.***

2. The administrator and evaluator hold a Mid-Year Formative Conference with a focused discussion of progress toward proficiency in the focus areas identified as needing development.

3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth, as well as progress on the focus areas.

4. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *exemplary*, *proficient*, *developing* or *below standard* for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year.

Principals and Central Office Administrators:

Exemplary	Proficient	Developing	Below Standard
Exemplary on Teaching and Learning +	At least *Proficient* on Teaching and Learning +	At least *Developing* on Teaching and Learning +	*Below Standard* on Teaching and Learning or
Exemplary on at least 2 other performance expectations +	At least *Proficient* on at least 3 other performance expectations +	At least *Developing* on at least 3 other performance expectations	*Below Standard* on at least 3 other performance expectations
No rating below *Proficient* on any performance expectation	No rating below *Developing* on any performance expectation		

Assistant Principals and Other School-Based Administrators:

Exemplary	Proficient	Developing	Below Standard
Exemplary on at least half of measured performance expectations + No rating below *Proficient* on any performance expectation	At least *Proficient* on at least a majority of performance expectations + No rating below *Developing* on any performance expectation	At least *Developing* on at least a majority of performance expectations	*Below Standard* on at least half of performance expectations

Component #2: Stakeholder Feedback (10%)

Feedback from stakeholders – assessed by administration of a survey with measures that align to the CCL: Connecticut School Leadership Standards – is 10% of an administrator's summative rating.

For each administrative role, the stakeholders surveyed should be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.). If surveyed populations include students, they can provide valuable input on school practices and climate for inclusion in evaluation of school-based administrative roles.

Survey

- **School climate surveys** cover many of the same subjects as school practice surveys but are also designed to probe for perceptions from stakeholders on the school's prevailing attitudes, standards and conditions. They are typically administered to all staff as well as to students and their family members.

For each administrative role, stakeholders providing feedback might include:

SCHOOL-BASED ADMINISTRATORS

Principals:

  All family members
  All teachers and staff members
  All students

Assistant Principals and other school-based administrators:

  All or a subset of family members
  All or a subset of teachers and staff members
  All or a subset of students

CENTRAL OFFICE ADMINISTRATORS

Line managers of instructional staff (e.g., Assistant/Regional Superintendents):

  Principals or principal supervisors
  Other direct reports
  Relevant family members

Leadership for offices of curriculum, assessment, special services and other central academic functions:

  Principals
  Specific subsets of teachers
  Other specialists within the district
  Relevant family members

Leadership for offices of finance, human resources and legal/employee relations offices and other central shared services roles

  Principals
  Specific subsets of teachers
  Other specialists within the district

Stakeholder Feedback Summative Rating

Ratings should reflect the degree to which an administrator makes growth on feedback measures, using data from the prior year or beginning of the year as a baseline for setting a growth target.

Exceptions to this include:

- Administrators with high ratings already, in which case, the rating should reflect the degree to which measures remain high.

- Administrators new to the role, in which case, the rating should be based on a reasonable target, using district averages or averages of schools in similar situations.

This is accomplished in the following steps, undertaken by the administrator being evaluated and reviewed by the evaluator:

1. Select appropriate survey measures aligned to the CCL: Connecticut School Leadership Standards.

2. Review baseline data on selected measures, which may require a fall administration of the survey in year one.

3. Set 1 target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high).

4. Later in the school year, administer surveys to relevant stakeholders.

5. Aggregate data and determine whether the administrator achieved the established target.

6. Assign a rating, using this scale:

Exemplary	Proficient	Developing	Below Standard
Substantially exceeded target	Met target	Made substantial progress but did not meet target	Made little or no progress against target

Establishing what results in having "substantially exceeded" the target or what constitutes "substantial progress" is left to the discretion of the evaluator and the administrator being evaluated in the context of the target being set. However, more than half of the rating of an administrator on stakeholder feedback must be based on an assessment of improvement over time.

Examples of Survey Applications

Example #1:

School #1 has mid-range student performance results and is working diligently to improve out-comes for all students. As part of a district-wide initiative, the school administers a climate survey to teachers, students and family members. The results of this survey are applied broadly to inform school and district planning as well as administrator and teacher evaluations. Baseline data from the previous year's survey show general high performance with a few significant gaps in areas aligned to the CCL: Connecticut School Leadership Standards. The principal, district Superintendent and the school leadership team selected one area of focus – building expectations for student achievement – and the principal identified leadership actions related to this focus area which are aligned with the CCL: Connecticut School Leadership Standards. At the end of the year, survey results showed that, although improvement was made, the school failed to meet its target.

Measure and Target	Results (Target met?)
Percentage of teachers and family members agreeing or strongly agreeing with the statement *"Students are challenged to meet high expectations at the school"* would increase from 71% to 77%.	No; results at the end of the year showed an increase of 3% to 74% of respondents agreeing or strongly agreeing with the statement.
Stakeholder Feedback Rating: "Developing"	

Example #2:

School #2 is a low-performing school in a district that has purchased and implemented a 360° tool measuring a principal's leadership practice which collects feedback from teachers, the principal and the principal's supervisor. The resulting scores from this tool are incorporated in the district's administrator evaluation and support system as stakeholder input.

Baseline data from the prior year reflects room for improvement in several areas and the principal, her supervisor and the school leadership team decides to focus on ensuring a safe, high performing learning environment for staff and students (aligned with Performance Expectation #3). Together, the principal and her supervisor focus on the principal's role in establishing a safe, high-performing environment and identify skills to be developed that are aligned to this growth area. They then set a target for improvement based on specific measures in the survey, aiming for an increase of 7% in the number of stakeholders who agreed or strongly agreed that that there was growth in the identified area. Results at the end of the school year show that the principal had met her target, with an increase of 9%.

Measure and Target	Results (Target met?)
Percentage of teachers, family members and other respondents agreeing or strongly agreeing that the principal had taken effective action to establish a safe, effective learning environment would increase from 71% to 78%.	Yes; results at the end of the year showed an increase of 9% to 80% of respondents agreeing or strongly agreeing.
Stakeholder Feedback Rating: "Proficient"	

The Student Outcomes Related Indicators capture the administrator's impact on student learning and comprise half of the final rating.

Student Outcomes Related Indicators includes two components:

- Student Learning, which counts for 45%; and
- Teacher Effectiveness Outcomes, which counts for 5%.

Component #3: Student Learning (45%)

Student learning is assessed in equal weight by: (a) performance and progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures. Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator's evaluation.

State Measures of Academic Learning

With the state's new school accountability system, a school's SPI—an average of student performance in all tested grades and subjects for a given school—allows for the evaluation of school performance across all tested grades, subjects and performance levels on state tests. The goal for all Connecticut schools is to achieve an SPI rating of 88, which indicates that on average all students are at the 'target' level.

Currently, the state's accountability system[9] includes two measures of student academic learning:

1. **School Performance Index (SPI) progress –** changes from baseline in student achievement on Connecticut's standardized assessments.

   PLEASE NOTE: SPI calculations will not be available for the 2014-15 school year due to the transition from state legacy tests to the Smarter Balanced Assessment. Therefore, 45% of an administrator's rating for Student Learning will be based on student growth and performance on locally determined measures.

2. **SPI progress for student subgroups –** changes from baseline in student achievement for subgroups on Connecticut's standardized assessments.

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4 All of the current academic learning measures in the state accountability system assess status achievement of students or changes in status achievement from year to year. There are no true growth measures. If the state adds a growth measure to the accountability model, it is recommended that it count as 50% of a principal's state academic learning rating in Excelling schools, 60% in Progressing and Transition schools, and 70% in Review and Turnaround schools.

Locally-Determined Measures (Student Learning Objectives)

Administrators establish three Student Learning Objectives (SLOs) on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Common Core State Standards and Connecticut Content Standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.

- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.

- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State's approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.

- For administrators assigned to a school in "review" or "turnaround" status, indicators will align with the performance targets set in the school's mandated improvement plan.

	SLO 1	SLO 2	SLO 3
Elementary or Middle School Principal	Non-tested subjects or grades	Broad discretion	
High School Principal	Graduation (meets the non-tested grades or subjects	Broad discretion	
Elementary or Middle School AP	Non-tested subjects or grades	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
High School AP	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
Central Office Administrator	(meets the non-tested grades or subjects requirement) Indicators may be based on results in the group of schools, group of students or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results.		

Beyond these parameters, administrators have broad discretion in selecting indicators, including, but not limited to:

▪Student performance or growth on state-administered assessments and/or district-ad-opted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).

▪Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage

▪Students' performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments. Below are a few examples of indicators, goals and SLOs for administrators:

- The process for selecting measures and creating SLOs should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process follow a pre-determined timeline.ge of students that pass 9th and/or 10th grade subjects most commonly associated with graduation

- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.

- The administrator uses available data to craft an improvement plan for the school/area. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.

- The administrator chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.

- The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators (see the Administrator's SLO Handbook, **SLO Form** and **SLO Quality Test**).

- The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
  - The objectives are adequately ambitious.
  - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
  - The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
  - The professional resources are appropriate to supporting the administrator in meeting the performance targets.

- The administrator and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

Based on this process, administrators receive a rating for this portion, as follows

Exemplary	Proficient	Developing	Below Standard
Met all 3 objectives and substantially exceeded at least 2 targets	Met 2 objectives and made at least substantial progress on the 3rd	Met 1 objective and made substantial progress on at least 1 other	Met 0 objectives OR Met 1 objective and did not make substantial progress on either of the other 2

Arriving at Student Learning Summative Rating

To arrive at an overall student learning rating, the ratings for the state assessment and the locally-determined ratings in the two components are plotted on this matrix:

		State Measures of Academic Learning			
		4	3	2	1
Locally Determined Measures of Academic Learning	4	Rate Exemplary	Rate Exemplary	Rate Proficient	*Gather further information*
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	*Gather further information*	Rate Developing	Rate Developing	Rate Below Standard

Component #4: Teacher Effectiveness Outcomes (5%)

Teacher effectiveness outcomes – as measured by an aggregation of teachers' student learning objectives (SLOs) – make up 5% of an administrator's evaluation.

Improving teacher effectiveness outcomes is central to an administrator's role in driving improved student learning. That is why, in addition to measuring the actions that administrators take to increase teacher effectiveness – from hiring and placement to ongoing professional learning to feedback on performance – the administrator evaluation and support model also assesses the outcomes of all of that work.

As part of Connecticut's teacher evaluation state model, teachers are assessed in part on their accomplishment of SLOs. This is the basis for assessing administrators' contribution to teacher effectiveness outcomes. In order to maintain a strong focus on teachers setting ambitious SLOs for their evaluation, it is imperative that evaluators of administrators discuss with the administrator their strategies in working with teachers to set SLOs. Without attention to this issue, there is a substantial risk of administrators not encouraging teachers to set ambitious SLOs.

Exemplary	Proficient	Developing	Below Standard
> 80% of teachers are rated proficient or *exemplary* on the student learning objectives portion of their evaluation	> 60% of teachers are rated proficient or *exemplary* on the student learning objectives portion of their evaluation	> 40% of teachers are rated proficient or *exemplary* on the student learning objectives portion of their evaluation	< 40% of teachers are rated proficient or *exemplary* on the student learning objectives portion of their evaluation

- Central Office Administrators will be responsible for the teachers under their assigned role.
- All other administrators will be responsible for the teachers they directly evaluate.

Summative Administrator Evaluation Rating

Summative Scoring

Every educator will receive one of four performance* ratings:

1. *Exemplary*: Substantially exceeding indicators of performance
2. *Proficient*: Meeting indicators of performance
3. *Developing*: Meeting some indicators of performance but not others
4. *Below standard*: Not meeting indicators of performance

*The term "performance" in the above shall mean "progress as defined by specified indicators." Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence (see Appendix 2).

Proficient represents fully satisfactory performance. It is the rigorous standard expected for most experienced administrators. Specifically, proficient administrators can be characterized as:

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 3 other areas of practice;
- Meeting and making progress on 1 target related to stakeholder feedback;
- Meeting state accountability growth targets on tests of core academic subjects;
- Meeting and making progress on 3 student learning objectives aligned to school and district priorities; and
- Having more than 60% of teachers proficient on the student growth portion of their evaluation.

Supporting administrators to reach proficiency is at the very heart of this evaluation model.

Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Few administrators are expected to demonstrate exemplary performance on more than a small number of practice elements.

A rating of *developing* means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected and two consecutive years at the developing level is, for an experienced administrator, a cause for concern. On the other hand, for administrators in their first year, performance rating of *developing* is expected. If, by the end of three years, performance is still rated *developing*, there is cause for concern.

A rating of *below standard* indicates performance that is below proficient on all components or unacceptably low on one or more components.

Determining Summative Ratings

The rating will be determined using the following steps:

1. Determining a Leader Practice Rating;

2. Determining an Student Outcomes Rating; and

3. Combining the two into an overall rating using the Summative Matrix.

Each step is illustrated below:

A. PRACTICE: Leadership Practice (40%)
+ Stakeholder Feedback (10%) = 50%

The practice rating derives from an administrator's performance on the six performance expectations of the Common Core of Leading Evaluation Rubric (CCL) and the one stakeholder feedback target. The observation of administrator performance and practice counts for 40% of the total rating and stakeholder feedback counts for 10% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Summary Score
Observation of Leadership Practice	2	40	80
Stakeholder Feedback	3	10	30

TOTAL LEADER PRACTICE-RELATED POINTS   **110**

Leader Practice-Related Points	Leader Practice-Related Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

B. OUTCOMES: Student Learning (45%)
+ Teacher Effectiveness Outcomes (5%) = 50%

The outcomes rating is derived from student learning – student performance and progress on academic learning measures in the state's accountability system (SPI) and student learning objectives – and teacher effectiveness outcomes. As shown in the **Summative Rating Form,** state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table page 82.

Component	Score (1-4)	Weight	Points (score x weight)
Student Learning (SPI Progress and SLOs)	3	45	135
Teacher Effectiveness Outcomes	2	5	10
TOTAL STUDENT OUTCOMES-RELATED POINTS			**145**

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

C. OVERALL: Leader Practice + Student Outcomes

The overall rating combines the practice and outcomes ratings using the matrix below. Using the ratings determined for each major category: Student Outcomes-Related Indicators and Leader Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Leader Practice-Related rating is developing and the Student Outcomes-Related rating is proficient. The summative rating is therefore proficient.

If the two major categories are highly discrepant (e.g., a rating of *exemplary* for Leader Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

		Overall Leader Practice Rating			
		4	3	2	1
Overall Student Outcomes Rating	4	Rate Exemplary	Rate Exemplary	Rate Proficient	*Gather further information*
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	*Gather further information*	Rate Developing	Rate Developing	Rate Below Standard

Adjustment of Summative Rating:

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not yet be available at the time of a summative rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly affected by state standardized test data, the evaluator should recalculate the administrator's final summative rating when the data is available and submit the adjusted rating not later than September 15. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

Each district shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system. A pattern may consist of a pattern of one rating. The state model recommends the following patterns:

Novice administrators shall generally be deemed effective if said administrator receives at least two sequential proficient ratings, one of which must be earned in the fourth year of a novice administrator's career. A *below standard* rating shall only be permitted in the first year of a novice administrator's career, assuming a pattern of growth of developing in year two and two sequential proficient ratings in years three and four.

An experienced administrator shall generally be deemed ineffective if said administrator receives at least two sequential *developing* ratings or one *below standard* rating at any time.

Dispute-Resolution Process

The local or regional board of education shall include a process for resolving disputes in cases where the evaluator and administrator cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. When such agreement cannot be reached, the issue in dispute will be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). The superintendent and the respective collective bargaining unit for the district will each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party, as mutually agreed upon between the superintendent and the collective bargaining unit. In the event that the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding *(see Appendix 2)*.

Flexibilities to the Guidelines for Educator Evaluation Adopted by Connecticut State Board of Education
on February 6, 2014

Section 2.10: Data Management Protocols

a. On or before September 15, 2014 and each year thereafter, professional development and evaluation committees established pursuant to 10-220a shall review and report to their board of education the user experience and efficiency of the district's data management systems/platforms being used by teachers and administrators to manage evaluation plans.

b. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, data management systems/platforms to be used by teachers and administrators to manage evaluation plans shall be selected by boards of education with consideration given to the functional requirements/needs and efficiencies identified by professional development and evaluation committees.

c. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, educator evaluation plans shall contain guidance on the entry of data into a district's data management system/platform being used to manage/administer the evaluation plan and on ways to reduce paperwork and documentation while maintaining plan integrity. Such guidance shall:

1. Limit entry only to artifacts, information and data that is specifically identified in a teacher or administrator's evaluation plan as an indicator to be used for evaluating such educators, and to optional artifacts as mutually agreed upon by teacher/administrator and evaluator;

2. Streamline educator evaluation data collection and reporting by teachers and administrators;

3. Prohibit the SDE from accessing identifiable student data in the educator evaluation data management systems/platforms, except as needed to conduct the audits mandated by C.G.S. 10-151b(c) and 10-151i, and ensure that third-party organizations keep all identifiable student data confidential;

4. Prohibit the sharing or transference of individual teacher data from one district to another or to any other entity without the teacher or administrator's consent, as prohibited by law;

5. Limit the access of teacher or administrator data to only the primary evaluator, superintendent or his/her designee, and to other designated professionals directly involved with evaluation and professional development processes. Consistent with Connecticut General Statutes, this provision does not affect the SDE's data collection authority;

6. Include a process for logging the names of authorized individuals who access a teacher or administrator's evaluation information.

d. The SDE's technical assistance to school districts will be appropriate to the evaluation and support plan adopted by the district, whether or not the plan is the state model.

Appendix 2

CT State Board of Education-Adopted Revisions: Guidelines for Educator Evaluation
May 7, 2014

Dispute-Resolution Process

(3) In accordance with the requirement in the 1999 Connecticut Guidelines for Teacher Evaluation and Professional Development, in establishing or amending the local teacher evaluation plan, the local or regional board of education shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. As an illustrative example of such a process (which serves as an option and not a requirement for districts), when such agreement cannot be reached, the issue in dispute may be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). In this example, the superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding. This provision is to be utilized in accordance with the specified processes and parameters regarding goals/objectives, evaluation period, feedback, and professional development contained in this document en- titled "Connecticut Guidelines for Educator Evaluation." Should the process established as required by the document entitled "Connecticut Guidelines for Educator Evaluation," dated June 2012 not result in resolution of a given issue, the determination regarding that issue shall be made by the superintendent. An example will be provided within the State model.

Rating System

2.1: 4-Level Matrix Rating System

(1) Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance evaluation designators: Exemplary, Proficient, Developing and Below Standard.

   (a) The performance levels shall be defined as follows:
   - Exemplary – Substantially exceeding indicators of performance
   - Proficient – Meeting indicators of performance
   - Developing – Meeting some indicators of performance but not others
   - Below standard – Not meeting indicators of performance

The term "performance" in the above shall mean "progress as defined by specified indicators." Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence. The SDE will work with PEAC to identify best practices as well as issues regarding the implementation of the 4-Level Matrix Rating System for further discussion prior to the 2015-16 academic year.

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45% Student Growth Component

(c) One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement, subject to the local dispute-resolution procedure as described in section 1.3, an additional non-standardized indicator.

   a. For the 2014-15 academic year, the required use of state test data is suspended, pending federal approval, pursuant to PEAC's flexibility recommendation on January 29, 2014 and the State Board of Education's action on February 6, 2014.

   b. Prior to the 2015-16 academic year, the SDE will work with PEAC to examine and evolve the system of standardized and non-standardized student learning indicators, including the use of interim assessments that lead to the state test to measure growth over time.

For the other half (22.5%) of the indicators of academic growth and development, there may be:

a. A maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute resolution procedure as described in section 1.3.

b. A minimum of one non-standardized indicator.