Meriden Educator Evaluation and Development Plan
Meriden, Connecticut

Approved by the
Meriden Board of Education
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PRIDE IN ALL WE DO

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MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN

Introduction

The ultimate goal of educator evaluation and professional development is to provide a learning environment in which educators improve upon their instructional practice in order to increase student learning. When schools promote and support learning opportunities for educators, schools become more effective places for students to learn.

Enhanced student learning is the ultimate goal of improving educator performance. Formal observation alone does not provide comprehensive information about student learning. Connecticut's current guidelines for professional development and teacher evaluation recognize that student learning improves when educators work collaboratively to examine the effect of teaching practices on student work. By reflecting on student work and student learning issues, making adjustments as appropriate, and assessing the impact that teaching practices have on student learning, educators build a professional learning community in which they share knowledge and practice in order to build understanding. These guidelines recognize the importance of linking standards to school improvement efforts and building a collaborative relationship between and among teachers and administrators in order to improve student learning. The Meriden Public Schools has incorporated these tenets into its Educator Evaluation and Development Plan.

Evaluation requires an atmosphere of mutual trust and must allow educators to take risks and experiment with different teaching strategies. An effective evaluation system can help to:

- encourage continual teacher self-evaluation, reflection and responsibility;
- encourage individual professional growth in areas of interest to the educator;
- improve educator morale and motivation by treating the educator as a professional in charge of his or her own professional growth;
- encourage collegiality and professional conversations about instruction and student learning; and
- support educators as they take risks and try new instructional approaches.

An effective evaluation plan operates on the belief that teaching is a profession. As professionals, educators should have more control over their professional development, within generally accepted professional standards. As skilled professionals, evaluatees need both support and feedback from colleagues, students, and administrators. The evaluator has a responsibility to assist the evaluatee with the development of the objective(s) and to provide a summative report. The Meriden Educator Evaluation and Development Plan, based upon evaluation strategies, provides educators with options and represents a commitment on the part of all certified staff to work together toward the improvement of instruction and learning for all students.

MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN
KEY PRINCIPLES

Purpose and Rationale of the Evaluation System
When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers. To support our teachers, we need to clearly define excellent practice and results; give accurate, useful information about teachers' strengths and development areas; and provide opportunities for growth and recognition. However, our current evaluation systems often fail to do these things in a meaningful way. The purpose of the new evaluation model is to fairly and accurately evaluate teacher performance and to help each teacher strengthen his/her practice to improve student learning.

Core Design Principles
The following principles guided the design of the teacher model.

- *Consider multiple, standards-based measures of performance*
  An evaluation system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of a teacher's performance. The new model defines four categories of teacher effectiveness: student learning (45%), teacher performance and practice (40%), parent feedback (10%) and school-wide student learning (5%).

- *Promote both professional judgment and consistency*
  Assessing a teacher's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers interact with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, teachers' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between school leaders' evaluations of classroom practice and support fairness and consistency within and across schools.

- *Foster dialogue about student learning*
  This model aims to increase the professional conversation between and among teachers and administrators who are their evaluators. The dialogue in the new model occurs more frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.

- *Encourage aligned professional development, coaching and feedback to support teacher growth*
  Novice and veteran teachers alike deserve detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students. This plan promotes a shared language of excellence to which professional development, coaching and feedback can align to improve practice.

MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN
PROFESSIONAL DEVELOPMENT & SUPPORT

As a standalone, evaluation cannot hope to improve teaching practice and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move teachers along the path to exemplary practice.

Evaluation-Based Professional Learning
In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Throughout Meriden's Educator Evaluation and Development Plan, every educator will be identifying their professional learning needs in mutual agreement between the educator and his/her evaluator and serves as the foundation for ongoing conversations about the educator's practice and impact on student outcomes. The professional learning opportunities identified for each educator 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 professional development opportunities.

Complementary Evaluators:
The use of complimentary evaluators is intended to enhance the professional learning opportunities presented in collaborative meeting times. It is also intended to maintain a reasonable number of educators for each evaluator. However, it is the expectation of the Meriden Board of Education that teachers with, a complementary evaluator, are also supported and evaluated by their assigned administrator. A complementary evaluators' primary purpose is to support the goal setting, professional development, and evaluation of the educators in the Meriden Public Schools. Primary evaluators must serve as the summative evaluator, participate in goal setting and end of the year meetings, and approve any end of the year ratings shared by complementary evaluators. Each educator must be assigned an administrator evaluator serving with a 092 certification; however, an educator can also have a complementary evaluator with or without an 092 endorsement. If there are concerns with the performance of an educator, the primary evaluator must assist or assume the evaluation procedures for the teacher. For teachers in year 1 and 2 of the evaluation plan, the primary evaluator must conduct all meetings and observations. In cases where a potential intervention plan is initiated or a non-renewal is being considered, the building principal and/or district supervisor must assume responsibility of the evaluation process.

Improvement and Remediation Plans
If an educator's performance is rated as *developing* or *requires action*, it signals the need for the administrator to create an individual educator improvement and remediation plan. The improvement and remediation plan should be developed in consultation with the educator and his/her exclusive bargaining representative. Improvement and remediation plans must:

- identify resources, support and other strategies to be provided to address documented deficiencies;
- indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and

- include indicators of success including a summative rating of *accomplished* 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 system itself and in building the capacity of all teachers.

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

MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN
TRAINING AND CALIBRATION

Meriden Public Schools will provide primary and complementary evaluators with training opportunities and tools throughout the year to support the implementation of the district's evaluation model across their schools. To demonstrate initial proficiency, all evaluators will successfully complete extensive training on the evaluation model, including training on identifying effective instruction and providing quality feedback.

To assess individual evaluator proficiency, Central Office Administration will review evaluator ratings data, monitor plan implementation, and will conduct inter-rater reliability checks twice a year. On-going training in the evaluation of instructional observations will be conducted through job-embedded tasks and professional development. Professional development will include SLO development, providing quality feedback, BloomBoard operations, and strategic conversations. Using reporting features available on the digital operating systems, regular monitoring and feedback will be provided to evaluators by their Central Office or building evaluators.

Prior to implementation of the Meriden Educator and Development Plan, and ongoing as needed, the district will provide to all educators several orientation and update training sessions (through in-service sessions, target group sessions, and individual conferences) that explain the processes for professional learning planning, protocol for evaluation and observation (including timelines and rubrics), and documents that will be used by all staff.

Educators and administrators new to Meriden Public Schools (employed during or after the first year of implementation) will have access to the Meriden Educator and Development Plan and will engage in training to ensure that they understand the elements and procedures of the Plan, processes and documents. This training will take place upon employment or prior to the beginning of the school year.

MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN
KEY ELEMENTS

Self Evaluation/Reflection

Reflecting upon instructional strategies and professional initiatives to improve student learning and teacher practices is an important part of the evaluation process. Reflection allows the evaluatee to assess past practices, review student learning objectives and set goals to improve the learning process. The evaluatee uses the self-evaluation process to reflect, analyze, and subsequently determine if the objective outcomes have been met. This self-evaluation is shared with collaborator(s) and adjustments are made accordingly. The evaluatee then prepares a written self-evaluation/reflection report for the evaluator.

Collaboration

Educators have a responsibility to grow professionally and to share their knowledge with one another. Through professional conversations and mutual support, in small and large group settings, educators play significant roles as staff developers for one another.

Student Learning Objectives (SLO)

Student learning objectives drive all successful school improvement efforts and establish the basis for overall school direction and initiatives. When staff members widely agree upon school goals and internalize them as their own, the likelihood of achieving these goals is extremely high. When selecting a Student Learning Objective, it is important to focus on one or two comprehensive areas. Instructional practices are also an important component of student learning. When staff members reflect upon and analyze their instructional practices to improve teaching, student learning is enhanced. To complete effective SLO's, teachers will utilize indicator targets of academic growth and development (IAGD). The Meriden Educator Evaluation and Development plan requires each educator to have a minimum of one SLO and a minimum of two Indicators of Academic Growth and Development (IAGD). An acceptable alternative is to have two SLOs with one IAGD.

Indicator of Academic Growth and Development

An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. Each SLO must include at least two IAGDs.

Each IAGD should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing students or ELL students.

Since indicator targets are calibrated for the educator's particular students, educators with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all 2nd grade educators in a district might use the same reading assessment as their IAGD, but the performance target and/or student growth would likely vary among 2nd grade educators.

Summative Report

A requirement of the evaluation process is for the evaluator to provide annual feedback based on the Student Learning Objective(s) and overall performance. The written Summative Report will comment on the overall success with Student Learning Objective(s), Parent Feedback Goal, Performance Focus Area, Whole-School Learning, and overall performance related to the Connecticut State Department of Education (CSDE) Common Core of Teaching rubric, *Connecticut's Common Core of Teaching, the Professional Performance Standards (OPP) and the CT's Common Core Standards.*

Student Outcomes Related Indicators (50%)
Student Related Indicators includes Student Learning Objective (SLO) and Whole School Learning:

- *Student Learning Objective, which counts for 45%*

  Forty-Five percent (45%) of an educator's evaluation will be based on achievement of student learning outcomes defined by an educator-created SLO that is aligned to both standardized and non-standardized measures. Educators are required to develop a minimum of one SLO related to student growth and development with multiple IAGDs or two SLOs with one IAGD per SLO.

  IAGD: The first IAGD is based on Standardized indicators (comprises 22.5% of teacher's SLO rating). For those teaching tested grades and subjects, 1 IAGD will be developed based on an analysis of results of student achievement on the appropriate standardized and benchmark assessments where available *.

  *Educators in non-tested grades and subjects may establish common SLO and IAGDs based on student learning needs a*nd measurable targets revealed in aggregate data from state tests or other standardized or non-standardized assessments where available.

  o *All other IAGDs are based on non-standardized indicators (comprising the remaining 22.5% of educator's SLO rating):* Sources for the development of IAGDs based on non-standardized indicators may include but are not limited to:

  ▪ Benchmark assessments of student achievement measured by analytic rubrics.
  ▪ Other curricular benchmark assessments.
  ▪ Student portfolios of examples of work in content areas, collected over time and reviewed annually.

- *Whole-school student learning which counts for 5%*

  o Five percent (5%) of an educator's evaluation shall be based on whole-school student indicators. Meriden Public Schools define the whole-school indicator based on the overall rating of the Student Learning Objectives of the administrator, which aligns to the overall school goals. Educators will be asked to articulate in writing how they will, through their instructional practices, contribute to the achievement of the whole-school indicator.

       o   Educators' efforts and actions taken towards achievement of the Whole School Student Learning Indicator will be discussed during the pre-, mid-year, and post-conferences. Educators will be expected to bring artifacts from their practice that support and provide evidence of their contributions to the attainment of this indicator.

Educator Performance and Practice (40%)
Forty percent (40%) of an educator's evaluation will be based on observation of educator practice and performance using the Connecticut State Department of Education's Common Core of Teaching Rubric. This will be an aggregate of observations, reviews of practice, and evidence collected to support a Focus Area Goal determined in the beginning of the year.

Parent Feedback (10%)
The Meriden School Climate Survey will be used to generate parent feedback. The survey data will be used by educators as baseline data at the start of the academic year. Analysis of survey data will be conducted on a school-wide basis with all certified staff engaged in the analysis, and result in one school-wide goal to which all certified staff will be held accountable. Educators will work to improve the parent feedback on the selected goal. The evidence collected toward addressing the Parent Feedback Goal will account for ten percent (10%) of an educator's evaluation.   The Meriden Public Schools' Office of Research and Evaluation has determined the survey to be fair, reliable, valid, and useful.   School Governance Councils, where in existence, and/or School Improvement Teams will annually review the survey tool for alignment with school improvement goals.

Student Growth and Development 45%

Parent Feedback 10%

Educator Rating

5%

Whole School Student Learning

Observation of Educator Performance and Practice 40%

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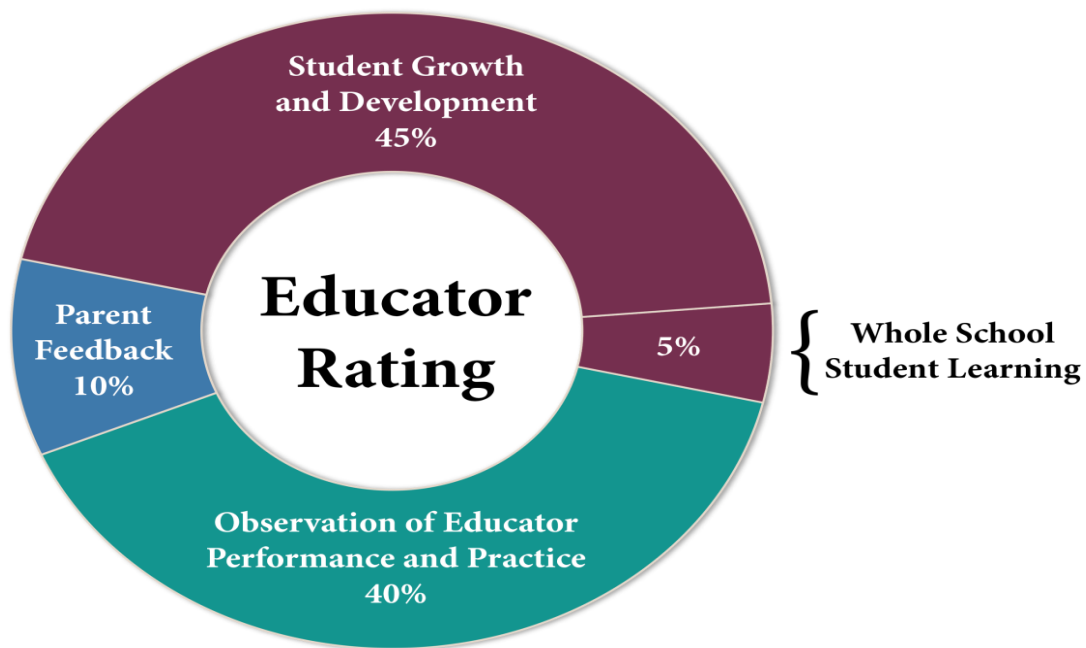
MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN
STUDENT AND EDUCATOR SUPPORT SPECIALISTS EVALUATION PLAN

The process for the evaluation of the student and educator support specialist is consistent with that of classroom educators and includes the following rationale:

- A professional learning evaluation process improves learner outcomes
- Effective collaboration with educators improves school-wide learning goal outcomes
- The quality of instruction improves when educators are accountable for learner outcomes
- Professional assistance and support are an integral part of educator development

Performance Standards
It is expected that Student and Educator Support Specialists and their evaluators will be knowledgeable about the professional standards for each specialists they will evaluate. Those standards form the basis for goal-setting assessment of professional practice, and alignment of professional learning opportunities with the needs of Student and Educator Support Specialists. In observations of practice, evaluators will use the domains and indicators in the Connecticut Framework for Teacher Evaluation and Support.

Requirements for Student and Educator Support Specialists Evaluation

Because of the unique nature of the roles fulfilled by the Student and Educator Support Specialists, the specialist must complete the following evaluation process for the Indicators of Academic Growth and Development.

1. The Student and Educator Support Specialist and evaluator will agree on the students or caseloads that are the educator's responsibility.

2. The Student and Educator Support Specialist and evaluator will determine if the indicator will apply to the individual specialist, team of educators, a grade level or the whole school.

3. The Student and Educator Support Specialist and evaluator should identify the unique characteristics of population of students, which would impact student growth (i.e. high absenteeism, highly mobile population in school).

4. The Student and Educator Support Specialist and evaluator will identify the learning standard to measure:
   a. the assessment, data or product for measuring growth;
   b. the timeline for instruction and measurement;
   c. how baseline will be established;
   d. how targets will be set so they are realistic yet rigorous;
   e. the strategies what will be used;
   f. the professional development the educator needs to improve their learning to support the areas targeted.

5. Because some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students, the specialist and evaluator shall agree to appropriate venues for observations and appropriate rubric for rating practice and performance at the beginning of the school year. The observations will be based on standards when available.

Components of Student and Educator Support Specialists Evaluation

Category	Percentage	Explanation
Student Outcomes and Achievements	45%	1 SLO with minimum two IAGD to address student outcomes and achievement objectives for those specialists with student caseloads. Or 2 SLOs with minimum 1 IAGD for each of the SLOs
Whole School Learning	5%	1 Whole School Learning Indicator Goal for the entire school year based on rating of the administrator SLO. May collaborate with other educators or teams to support the goal-setting process.
Professional Practice	40%	1 Professional Practice Goal that is based on data from Student and Educator Support Specialist reflection and evaluator observations.
Whole School Parent Feedback	10%	1 Parent Feedback Goal determined by the school administrator, from which specialists will indicate their strategies for achieving this school-wide goal.

**MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN
EDUCATOR EVALUATION SYSTEM**

Evaluation and Support System Overview
The evaluation and support system consists of multiple measures to portray an accurate and comprehensive picture of teacher performance. All educators will be evaluated in four categories, grouped in two major focus areas: Educator Practice and Student Outcomes.

1. **Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:

    (a) **Observation of teacher performance and practice (40%)** as defined in the CSDE CCT Rubric
    (b) **Parent feedback (10%)** on teacher practice through surveys

2. **Student Outcomes Related Indicators:** An evaluation of educators' contribution to student academic progress, at the school and classroom level. This focus area is comprised of two categories:

    (a) **Student growth and development (45%)** as determined by student learning objective (SLO)
    (b) **Whole-school measures of student learning (5%)** as determined by aggregate student learning indicators

Scores from each of the four categories will be combined to produce a summative performance rating of Exemplary, Accomplished, Developing, or Requires Action. Performance, in this Plan shall mean "progress as defined by specific indicators". The performance levels are defined as:

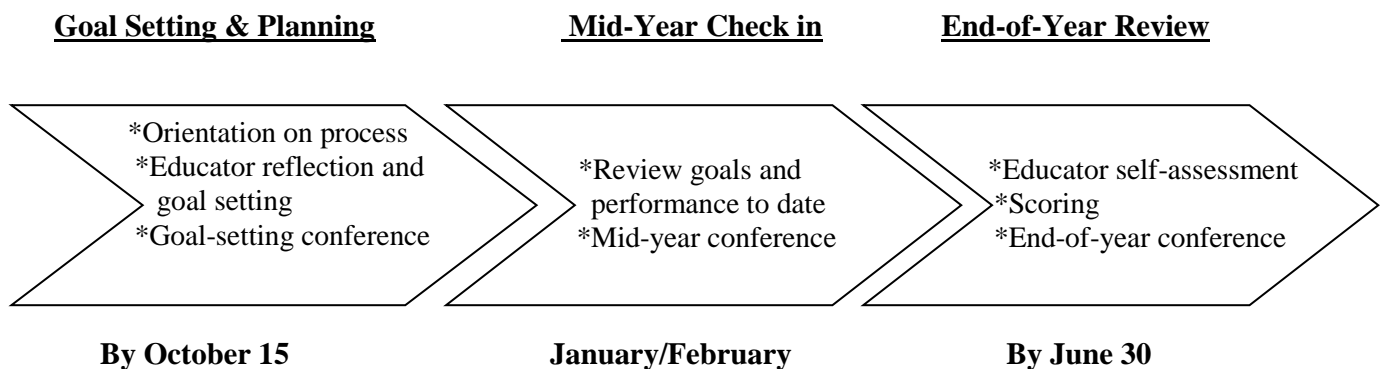> **Exemplary** – Substantially exceeding indicators of performance
>
> **Accomplished** – Meeting indicators of performance
>
> **Developing** – Meeting some indicators of performance but not others
>
> **Requires Action** – Not meeting indicators of performance

MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN
EDUCATOR EVALUATION PROCESS AND TIMELINE

The annual evaluation process between a teacher and an evaluator (principal or designee) is anchored by three performance conversations at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback and support to each teacher on his/her performance, set development goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful. BloomBoard, our online platform, shall be used to collect data, monitor student progress, communicate feedback, suggest resources, receive personalized professional development, and schedule meetings between the evaluator and educator.

Goal Setting & Planning	**Mid-Year Check in**	**End-of-Year Review**
*Orientation on process *Educator reflection and goal setting *Goal-setting conference	*Review goals and performance to date *Mid-year conference	*Educator self-assessment *Scoring *End-of-year conference
By October 15	**January/February**	**By June 30**

Goal-Setting and Planning:
Timeframe: Due by October 15.

1. Orientation on Process – To begin the evaluation process, evaluators meet with educators, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In Meriden, this can be done in a staff meeting early in the year. In this meeting, they will discuss any school or district priorities that should be reflected in educator practice goals and student learning objective (SLO), and they will commit to set time aside for the types of collaboration required by the evaluation process.

2. Educator Reflection and Goal-Setting – The educator examines student data, prior year evaluation, survey results, and the Common Core of Teaching to draft the following:
- Performance and Practice Focus Area
- Student Learning Objective
- Whole School Learning Goal
- Parent Feedback Goal

The educator may collaborate in grade-level or subject-matter teams to support the goal-setting process. Educators will have time prior to the October 15 deadline to set goals collaboratively.

SLO/IAGD Must Demonstrate a Minimum of One-Year's Growth
Minimum One-Year's Growth is dependent on the assessment tool used to measure student progress. If a standardized indicator for one year's growth is not available, the evaluator and educator must agree on what one year's growth is for the particular IAGD.

The Majority of Students in a Teacher's Caseload Must Be Included in the SLO/IAGD
When developing SLOs and IAGDs, the majority of students should be included if teachers are itinerant, teach in multiple subject areas, or work across grade levels. In instances where the teacher teaches one class the entire day, all students should be included. In cases where a teacher teaches multiple sections of the same class, the majority can be defined as more than one-half of the entire caseload. SLOs can be developed for semester courses if mutually agreed upon.

3. **Goal-*Setting Conference*** – The evaluator and educator meet to discuss the educator's proposed goals and objectives in order to arrive at mutual agreement about them. The educator collects evidence about his/her practice and the evaluator collects evidence about the educator's practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.

<u>**Mid-Year Check-In**</u>:
Timeframe: **January and February**

1. *Reflection and Preparation* – The educator and evaluator collect and reflect on evidence to date about the educator's practice and student learning in preparation for the check-in.

2. *Mid-Year Conference* – The evaluator and educator complete at least one mid-year check-in conference during which they review progress on teacher practice goals, student learning objective (SLO) and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, educators and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of the SLO to accommodate changes (e.g., student populations, assignment). They also discuss actions that the educator can take and supports the evaluator can provide to promote educator growth in his/her development areas.

<u>**End-of-Year Summative Review**</u>:
Timeframe: May and June; must be completed by **last day of school**

1. *Educator Self-Assessment* – The educator reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.

2. *Scoring* – The evaluator reviews submitted evidence, self-assessments and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student-related indicators significantly to change the final rating. Such revisions should take place as soon as state test data are available and before September 15.

*3. **End-of-Year Conference*** – The evaluator and the educator meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before June 30.

MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN
SUMMATIVE EDUCATOR EVALUATION SCORING

Summative Scoring

The individual summative educator evaluation rating will be based on the four categories of performance, grouped in two major focus areas: Student Outcomes Related Indicators and Educator Practice Related Indicators.
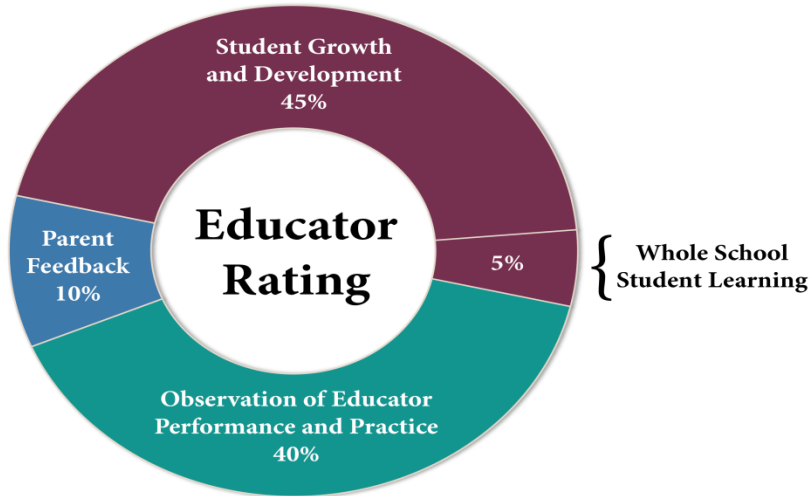
Every educator will receive one of four performance ratings:

> **Exemplary** – Substantially exceeding indicators of performance
> **Accomplished** – Meeting indicators of performance
> **Developing** – Meeting some indicators of performance but not others
> **Requires Action** – Not meeting indicators of performance

The rating will be determined using the following steps:

1) Calculate an Educator Practice Related Indicators score by combining the observation of educator performance and practice score and the parent feedback score
2) Calculate a Student Outcomes Related Indicators score by combining the student growth and development score and whole-school student learning indicator score
3) Use Summative Matrix to determine Summative Rating

Each step is illustrated below:

1) Calculate an Educator Practice Related Indicators rating by combining the observation of educator performance and practice score and the parent feedback score.

The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Simply multiply these weights by the category scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below.

Example of Teacher Practice Scoring

Category	Score	Weight	Points (score x weight)
Observation of Educator Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
TOTAL EDUCATOR PRACTICE RELATED INDICATORS POINTS			142

The Parent Feedback rating should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

Parent Feedback Scoring

Exemplary (4)	Accomplished (3)	Developing (2)	Requires Action (1)
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

Rating Table

Educator Practice Indicators Points	Educator Practice Indicators Rating
50-80	Requires Action
81-126	Developing
127-174	Accomplished
175-200	Exemplary

2) Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning indicator. The student growth and development category counts for 45% of the total rating and the whole-school student learning indicator counts for 5% of the total rating. Simply multiply these weights by the category scores to get the focus area points. The points are then translated to a rating using the rating table below.

Example of Student Outcomes Scoring

Category	Score	Weight	Points (score x weight)
Student Growth and Development (SLO)	3.5	45	158
Whole School Student Learning Indicator	3	5	15
TOTAL EDUCATOR PRACTICE RELATED INDICATORS POINTS			173

Rating Table

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Requires Action
81-126	Developing
127-174	Accomplished
175-200	Exemplary

3) Use the Summative Matrix to determine Summative Rating

Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example provided, the Educator Practice Related Indicators rating is *proficient* and the Student Outcomes Related Indicators rating is *proficient*. The summative rating is therefore *proficient*. If the two focus areas are highly discrepant (e.g., a rating of *exemplary* for Educator Practice and a rating of *requires action* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to make a summative.

Summative Rating Matrix		Educator Practice Related Indicators Rating			
		Exemplary	Accomplished	Developing	Requires Action
Student Outcomes Related Indicators Rating	Exemplary	Exemplary	Exemplary	Accomplished	Gather further Information
	Accomplished	Accomplished	Accomplished	Accomplished	Gather further Information
	Developing	Accomplished	Developing	Developing	Requires Action
	Requires Action	Gather further Information	Requires Action	Requires Action	Requires Action

Adjustment of Summative Rating Summative ratings must be completed for all educators by June 30 of a given school year. Should state standardized test data not 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 educator may be significantly impacted by state standardized test data, the evaluator may recalculate the educator's summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year.

MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN
DEFINITION OF EFFECTIVENESS AND INEFFECTIVENESS

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

Educators who will receive tenure in twenty months shall generally be deemed effective if said educator receives at least two sequential *accomplished* ratings.

Educators who will receive tenure in ten months shall generally be deemed effective if said educator receives at least one *accomplished* rating.

A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential *developing* ratings or one *requires action* rating at any time.

MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN
STUDENT OUTCOMES RELATED INDICATORS

The Student Outcomes Related Indicators (50%) captures the teacher's impact on students.

Student Related Indicators includes two categories:

- Student growth and development, which counts for 45%; and
- Whole-school student learning which counts for 5% of the total evaluation rating.

These categories will be described in detail below.

Student Growth and Development (45%)

SLO will support educators in using a planning cycle that will be familiar to most educators:

| SLO Phase I: Learn about this year's students | → | SLO Phase 2: Set goals for student learning | → | SLO Phase 3: Monitor students' progress | → | SLO Phase 4: Assess student outcomes relative to goals |
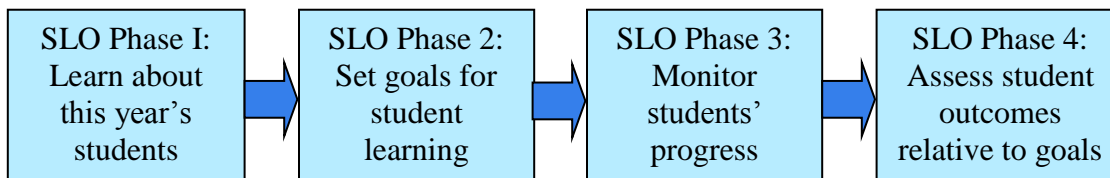
While this process should feel generally familiar, this plan asks teachers to set more specific and measureable targets than they may have done in the past, and to develop them through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with evaluators. The four SLO phases are described in detail below:

SLO Phase I:
Learn about
this year's
students
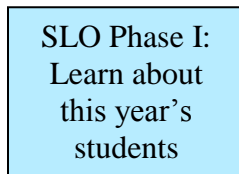
This first phase is the discovery phase, just before the start of the school year and in its first few weeks. Once educators know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the educator is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources teachers can tap to understand both individual student and group strengths and challenges. This information will be critical for goal setting in the next phase.
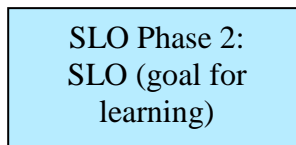
SLO Phase 2:
SLO (goal for
learning)

Meriden Educator Evaluation and Development plan requires each educator to have a minimum of one SLO and a minimum of two Indicators of Academic Growth and Development (IAGD).

As stated in the CT Guidelines for Educator Evaluation, a **standardized assessment** is characterized by the following attributes:

- o Administered and scored in a consistent – or "standard" – manner;
- o Aligned to a set of academic or performance "standards;"
- o Broadly-administered (e.g., nation-or statewide);
- o Commercially-produced; and
- o Often administered only once a year, although some standardized assessments are administered two or three times per year.

To create their SLOs, educators will follow these four steps:

Step 1: Decide on the Student Learning Objectives

The objectives will be broad goals for student learning. They should each address a central purpose of the educator's assignment and it should pertain to a large proportion of his/her students. Each SLO should reflect high expectations for student learning - at least a year's worth of growth (or a semester's worth for shorter courses) – and should be aligned to relevant state, national (e.g., common core), or district standards for the grade level or course. Depending on the educator's assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes).

Educators are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Educators with similar assignments may have identical objectives although they will be individually accountable for their own students' results.

Majority of Students in SLO

When developing SLOs and IAGDs, the majority of students should be included if teachers are itinerant, teach in multiple subject areas, or work across grade levels. In instances where the teacher teaches one class the entire day, all students should be included.   In cases where a teacher teaches multiple sections of the same class, the majority can be defined as more than one-half the entire caseload. SLOs can be developed for semester courses if mutually agreed upon.

Minimum One-Year's Growth

Minimum One-Year's Growth is dependent on the assessment tool used to measure student progress. If a standardized indicator for one year's growth is not available, the evaluator and educator must agree on what one year's growth is for the particular IAGD.

The following are examples of SLOs based on student data:

Educator Category	Student Learning Objective
8th Grade Science	My students will master critical concepts of science inquiry.
High School Visual Arts	All of my students will demonstrate proficiency in applying the five principles of drawing.

Step 2: Select Indicators of Academic Growth and Development (IAGDs)

An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. Each SLO must include at least one indicator.

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase I examination of student data that educators will determine what level of performance to target for which students.

Taken together, an SLO's indicators, if achieved, would provide evidence that the objective was met. Here are some examples of indicators that might be applied to the previous SLO examples:

Sample SLO-Non-Standardized IAGD(s)

Educator Category	Student Learning Objective	Indicators of Academic Growth and Development *(at least one is required)*
8th Grade Science	My students will master critical concepts of science inquiry.	1. My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry. 2. ELL students will use science vocabulary in the appropriate context 90% of the times as evidenced by journal entries.
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	1. 85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts teachers in our district. 2. Students will complete a performance task of a still life drawing using the principles of shading, lighting, and cross-hatching.

Step 3: Provide Additional Information

During the goal-setting process, educators and evaluators will document the following on BloomBoard:

- the rationale for the objective, including relevant standards;
- any important technical information about the indicator evidence (like timing or scoring plans);
- the baseline data that was used to set each IAGD;
- interim assessments the educator plans to use to gauge students' progress toward the SLO during the school year (optional); and
- any training or support the teacher thinks would help improve the likelihood of meeting the SLO (optional).

Step 4: Submit SLO to Evaluator for Approval

SLOs are proposals until the evaluator approves them through BloomBoard. While educators and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO proposals.

The evaluator will examine each SLO relative to three criteria described below. SLOs must meet all three criteria to be approved. If they do not meet one or more criteria, the evaluator will provide written comments and discuss their feedback with the educator during the fall Goal-Setting Conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ten days.

SLO Approval Criteria

Priority of Content	Quality of Indicators	Rigor of Objective/Indicators
Objective is deeply relevant to educator's assignment and addresses a large proportion of his/her students.	Indicators provide specific, measurable evidence. The indicators provide evidence about students' progress over the school year or semester during which they are with the educator.	Objective and indicator(s) are attainable but ambitious and taken together, represent at least a year's worth of growth for students (or appropriate growth for a shorter interval of instruction).

> SLO Phase 3:
> Monitor
> students' progress

Once SLOs are approved, educators should monitor students' progress towards the objectives. They can, for example, examine student work products, administer interim assessments and track students' accomplishments and struggles. Educators can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress.

If an educator's assignment changes or if his/her student population shifts significantly, the SLOs can be adjusted during the Mid-Year Conference between the evaluator and the educator.

> SLO Phase 4:
> Assess student
> outcomes relative to
> SLOs

At the end of the school year, the educator should collect the evidence required by their indicators and submit it to their evaluator. Along with the evidence, educators will complete and submit a self assessment which asks educators to reflect on the SLO outcomes by responding to the following four statements:

1. Describe the results and provide evidence for each indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that going forward.

Evaluators will review the evidence and the educator's self-assessment and assign one of four ratings to each SLO: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point). These ratings are defined as follows:

Exceeded (4)	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
Met (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
Partially Met (2)	Many students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
Did Not Meet (1)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

For SLOs with more than one indicator, the evaluator may score each indicator separately, and then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

The final student growth and development rating for an educator is the average of their two SLO scores. For example, if one SLO was Partially Met, for 2 points, and the other SLO was Met, for 3 points, the student growth and development rating would be 2.5 [(2+3)/2]. The individual SLO ratings and the student growth and development rating will be shared and discussed with educators during the End-of-Year Conference.

> NOTE: For SLOs that include an indicator based on state standardized tests, results may not be available in time to score the SLO prior to the June 30 deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if state tests are the basis for all indicators, then the educator's student growth and development rating will be based only on the results of the SLO that is based on non-standardized indicators.

> However, once the state test evidence is available, the evaluator is required to score or rescore the SLO, then determine if the new score changes the teacher's final (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15.

MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN
OBSERVATION REQUIREMENTS

EDUCATOR PERFORMANCE AND PRACTICE (40%)

Forty percent of an educator's evaluation shall be based on observation of educator practice and performance.

Educator Category	Educator Evaluation and Development Plan Requirement
First and Second Year Educators	At least 3 formal in-class observations, all of which include a post conference and 2 of which include a pre-conference and all of which will include a post conference with timely written and verbal feedback.
Developing and Requires Action	At least 3 formal in-class observations, all of which include a post conference and 2 of which include a pre-conference and all of which will include a post conference with timely written and verbal feedback and action plan.
Exemplary and Accomplished	Based on the last digit of the employee ID number and the evaluation schedule on page 39, teachers will receive one of the following: • One in-class formal observation, with a post-observation conference, and two Reviews of Practice • Three informal observations (classroom-based) and one Review of Practice (non-classroom-based). One informal observation must take place prior to the mid-year meeting. In addition to the minimum requirements of the plan, the evaluator or educator can request a formal observation at any time.

Non-Classroom Reviews of Practice

Because the Meriden Educator Evaluation and Development Plan aims to provide teachers with comprehensive feedback on their practice as defined by the domains of the Connecticut Framework for Teacher Evaluation and Support, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers, and attendance records from professional development or school-based activities/events.

Other examples of non-classroom reviews of practice:

- Examination of educator work products
- Examination of student work samples
- Grading patterns
- Behavioral reports
- Development of curricular materials
- Advisory committees participation
- Progress report conference or PPT participation
- Outreach and engagement with families
- District/School-Wide Committee

MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN
FEEDBACK

Multiple snapshots of practice conducted by multiple observers provide a more accurate picture of teacher performance than one or two observations per year. These observations don't have to cover an entire lesson to be valid. Partial period observations can provide valuable information.

Observations in and of themselves aren't useful to teachers – it's the feedback based on observations that helps teachers to reach their full potential. All educators deserve the opportunity to grow and develop through observations and timely feedback. In fact, educator surveys conducted nationally demonstrate that most teachers are eager for more observations and feedback that they can then incorporate into their practice throughout the year.

- These are the definitions for the three types of observations that are a part of the Meriden Educator Evaluation and Development Plan.

    o **Formal**: Scheduled observations that last at least 30 minutes and are followed by a post-observation conference including both written and verbal feedback.

    o **Informal**: Non-scheduled observations in the classroom that last at least 10 minutes and are followed by written feedback.

    o **Review of Practice**: Non-scheduled Review of Practice outside of the classroom. The Review of Practice should cover areas of educator work that cannot be typically observed in a classroom observation. A Review of Practice does not have time limits as it could be a review of lesson plans, reports, curriculum, or observation of educator performance during a PPT or data team meeting. More options of acceptable Reviews of Practice can be found on page 39.

- All observations and Review of Practices should be followed by feedback using the BloomBoard system within three school days of an observation.

The goal of feedback is to help educators grow as educators and become more effective with each and every one of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- specific evidence and ratings, where appropriate, on observed components of the Connecticut Framework for Teacher Evaluation and Support;
- prioritized commendations and recommendations for development actions;
- next steps and supports the teacher can pursue to improve his/her practice; and
- a timeframe for follow up.

Providing both verbal and written feedback after an observation is ideal, but school leaders are encouraged to discuss feedback preferences and norms with their staff.

MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN
PROFESSIONAL EVALUATION TIMELINE

YEARS 1 & 2 EDUCATORS
New to teaching or new to district.

OBSERVATION SCHEDULE & TIMELINE

Formal In-Class Observations:
Minimum three per year
- Two observations must include pre-observation conference
- One by November 1st
- One by February 15th
- One at evaluator's discretion
- All of which will include a post-conference with timely written and verbal feedback

- SLO due October 15th

- Mid-year meeting by January 15th

- Non-tenured educators only: Non-Renewal decision by March 15th

- Self-Evaluation Reflection due before Summative conference

- Final Summative conference by last day of school

- Final Summative rating due by June 30th

REQUIRES ACTION and DEVELOPING RATING	ACCOMPLISHED and EXEMPLARY RATING
OBSERVATION SCHEDULE & TIMELINE	**OBSERVATION SCHEDULE & TIMELINE**
Formal In-Class Observations: Minimum three per year - Two observations must include pre-observation conference - One by November 1st - One by February 15th - One at evaluator's discretion - All of which will include a post-conference with timely written and verbal feedback.	Minimum Three Informal Observations and one Review of Practice or one Formal Observation and two Reviews of Practice In years where a formal observation is due, it must be completed by: By March 15th (*per Evaluation Schedule*) In years where Informal Observations are due, the first must be completed before the Mid-year conference.
- Final SLO and Action Plan due October 15th - Mid-year meeting by end of February - Non-tenured teachers only: Non-Renewal decision by March 15th - Self-Evaluation Reflection due before Summative Conference - Final Summative conference by last day of school - Final Summative rating due by June 30th	- Final SLO due October 15th - Mid-year meeting by end of February - Non-tenured educators only: Non-Renewal decision by March 15th - Self-Evaluation Reflection due before Summative conference - Final Summative conference by last day of school - Final Summative rating due by June 30th

MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN
PARENT FEEDBACK (10%)

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators focus area of SEED.

The process described below focuses on:
 (1) conducting a whole-school parent survey (meaning data is aggregated at the school level);
 (2) determining several school-level parent goals based on the survey feedback;
 (3) teacher and evaluator identifying **one** related parent engagement goal and setting improvement targets;
 (4) measuring progress on growth targets; and
 (5) determining a teacher's summative rating. This parent feedback rating shall be based on four performance levels.

1. **Administration of a Whole-School Parent Survey**

Parent surveys should be conducted at the whole-school level as opposed to the teacher-level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

Parent surveys must be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys should be confidential and survey responses should not be tied to parents' names. The parent survey should be administered every spring and trends analyzed from year-to-year.

2. **Determining School-Level Parent Goals**

Principals and teachers should review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals based on the survey results. Ideally, this goal-setting process would occur between the principal and teachers (possibly during faculty meetings) in August or September so agreement could be reached on 2-3 improvement goals for the entire school.

3. **Selecting a Parent Engagement Goal and Improvement Targets**

After these school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators **one** related parent goal they would like to pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc.

Teachers will also set improvement targets related to the goal they select. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are aligned and attainable.

4. **Measuring Progress on Growth Targets**

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback category. There are two ways a teacher can measure and demonstrate progress on their growth targets. A teacher can (1) measure how successfully they implement a strategy to address an area of need (like the examples in the previous section), and/or (2) they can collect evidence directly from parents to measure parent-level indicators they generate. For example, a teacher could conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

5. **Arriving at a Parent Feedback Rating**

The Parent Feedback rating should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

Exemplary (4)	Accomplished (3)	Developing (2)	Requires Action(1)
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

Professional Intervention for Tenured Educators	
Phase 1	**Phase 2**
All certified educators from the Requires Action, Developing, Accomplished, or Exemplary categories demonstrating insufficient progress or lack of effectiveness.	
Timeline: Up to 45 School Days	**Timeline: Up to 45 School Days**
- Written notification - Meet with evaluator and union representative regarding area(s) of concern - A mutually agreed upon Intervention Action Plan and observation schedule developed within 5 days of the meeting. - Minimum 2 formal observations - Successful: Remove from Intervention Plan - Unsuccessful: Move to Phase 2	- Written notification - Meet with evaluator and union representative regarding area(s) of concern - A mutually agreed upon Intervention Action Plan and observation schedule developed within 5 days of the meeting. - Minimum 2 formal observations - Successful: Remove from Intervention Plan - Unsuccessful: Recommend Termination

MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN
PROFESSIONAL INTERVENTION CYCLE

Professional Intervention is designed to provide extra support for tenured educators for whom an evaluator has identified an area of concern related to *Connecticut's Common Core of Learning, Connecticut's Common Core of Teaching, Meriden Teaching Competencies* and/or relevant *Professional Performance Standards, CT's Common Core Standards, and the Meriden Board of Education Curriculum.* Professional Intervention includes Phase 1 and a Phase 2, when needed. Each phase has a time line of up to 45 school days.

Phase 1 (up to 45 school days)
In Phase 1, an evaluatee will receive written notification of placement in Professional Intervention, meet with the evaluator and union representative regarding area(s) of concern, and develop a mutually agreed upon Intervention Improvement Plan with an observation schedule. The Intervention Improvement Plan is mandatory for evaluatees who have been place in Professional Intervention. Based on the Intervention Summative Report, if the evaluatee has successfully met the criteria for Intervention, the evaluator may recommend removal from Professional Intervention. If the evaluatee is unsuccessful in meeting the criteria for Intervention, the evaluator either recommends continued placement in Intervention (Phase 2) or Termination.

Phase 2 (up to 45 school days)
In Phase 2, the same process described in Phase 1 is followed (written notification of placement, meet with evaluator and union representative regarding areas of concern, develop mutually agreed upon Intervention Improvement Plan). Based on the Intervention Summative Report, if the evaluatee has successfully met the criteria for Intervention, the evaluator may recommend removal from Professional Intervention. If the evaluatee is unsuccessful in meeting the criteria for Intervention, the evaluator recommends termination.

An evaluatee who has been placed in Professional Intervention is advised to seek union representation immediately.

Components of Professional Intervention

Phase 1

1.   Written notification.

2.   Placement up to 45 school days.

3.   The evaluator, evaluatee and union representative will meet regarding area(s) of concern.

4.   A mutually agreed upon Intervention Improvement Plan with an observation schedule will be developed within 5 days of the meeting and uploaded onto the BloomBoard account of the educator by the evaluator.

5.   The evaluator conducts a minimum of three Formal Observations.

        Prior to Formal Observation:
- Evaluatee submits a Pre-Observation Form on BloomBoard
- Evaluator schedules a pre-observation conference
- Evaluator conducts the Formal Observation
- Evaluatee submits a Post Observation Reflection Form on BloomBoard
- Post-observation conference
- Evaluator submits a Classroom Observation Report on BloomBoard

6.   At the end of Phase 1 (up to 45 school days) of Professional Intervention:
- The evaluator submits an Intervention Summative Report and recommends either removal from Professional Intervention, or continuation in Professional Intervention, Phase 2 (up to 45 days)

7.   Process for Phase 2 is the same as Phase 1 except for the Intervention Summative Report where the evaluator recommends either removal from Professional Intervention or recommends termination.

MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN
PROFESSIONAL INTERVENTION PLAN

Action Plan Format Directions

1. **Relevant Standard Identified** – Cite standard being assessed

2. **Problem** – Supervisor clearly states problem:

   - Aligned with a standard using similar language;
   - A two sentence statement of gap in performance followed by a statement of impact on students; and
   - Supported by data. Problem statements are developed by the supervisor.

3. **Goal** – Problem is converted to a mutually agreed upon goal based on the area(s) of concern.

Action Step	This section specifies an action to be undertaken by the educator or supervisor. Three to five action steps with a time table are recommended. Educators are involved in designing action steps.
Data Collected	Data which will be produced and collected. The educator is responsible for collecting data pertaining to the Action Plan. The evaluator is responsible for collecting data pertaining to the performance.
Indicators for Success	Criteria for a successful performance listed. Developed jointly by the educator and the supervisor.
Summary Assessment	At this time, a decision is made to continue action plan goals, removal from Phase 1 plan, or develop new action plan for Phase 2. An Intervention Summative Report will be expected on the date of completion.

Document must be filled out, signed, scanned, and uploaded to the educator's Goal Setting Conference as an artifact by the evaluator.

Professional Intervention:
Phase 1_____
Phase 2_____

MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN
PROFESSIONAL INTERVENTION ACTION PLAN

Evaluatee:_____   Date/School Year: _____

Position: _____   Evaluator: _____

Building: _____   Assignment(s): _____

Union Representative: _____   Timeline: _____ to _____ (45 school days)

This form should be completed by the educator, union representative and the supervisor during the initial objective setting intervention conference.

Component(s) of professional practice needing immediate attention:

Professional Development Objective(s) and Action Plan:
(Set measurable goals with expected dates of completion)

Objective 1	
Action Step(s)	
Measure(s) of Success	
Support and Resources	
Expected Date of Completion	

Objective 2	
Action Steps(s)	
Measure(s) of Success	
Support and Resources	
Expected Date of Completion	

Schedule of Observation(s) and Progress Meetings (as appropriate to plan):

_____   _____
Evaluatee   **Date**   **Evaluator**   **Date**

Document must be filled out, signed, scanned, and uploaded to the educator's Goal Setting Conference as an artifact by the evaluator.

Requires Action ___
Developing ___

MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN
DEVELOPING or REQUIRES ACTION GOAL SETTING FORM

Evaluatee:_____   Date/School Year: _____

Position: _____   Evaluator: _____

Building: _____   Assignment(s): _____

Union Representative: _____   Timeline: _____ to _____

This form should be completed by the educator, union representative and the supervisor during the initial objective setting conference.

Component(s) of Student Learning Objective(s) needing action

SLO Action Plan:
(Set measurable goals with expected dates of completion)

SLO 1	
Action Step(s)	
Measure(s) of Success	
Support and Resources	
Expected Date of Completion	

Schedule of Observation(s) and Progress Meetings (as appropriate to plan):

_____   _____
Evaluatee   Date   **Evaluator   Date**

MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN
DISPUTE RESOLUTON/APPEALS PROCESS

I. Purpose

The purpose of this dispute resolution procedure shall be to find equitable solutions to disagreements between an evaluator and an evaluator with regard to mutually agreed upon objective(s), the evaluation process feedback, or the professional development plan.

Regardless of the level of dispute resolution, the educator has the right to submit a written rebuttal which will be placed as an artifact in the BloomBoard account, in the Goal-Setting or Observation Artifacts section, as appropriate. The educator must submit said rebuttal to the evaluator in writing prior to uploading it to the BloomBoard account.

The educator shall be entitled to union representation at all levels of this process.

II. Time Limits

1. Since it is important that the dispute resolution be processed as rapidly as possible, the number of days indicated at each step shall be considered maximum.

2. Days shall mean school days. Both parties may agree, however, to meet during the summer break at mutually agreeable dates.

3. If an educator or an evaluator does not initiate the dispute resolution process within five (5) days of the objective-setting conference, both will have waived the right to a dispute resolution.

4. Failure at any step of the dispute resolution to proceed to the next step of the dispute resolution process within the specified time shall be deemed to be acceptance of the decision rendered at that step.

III. Steps

1. To initiate the dispute resolution process, the evaluator or evaluatee will file the Dispute Resolution/Appeal form within five (5) days of the objective-setting conference, post-observation meeting, or professional development plan.

2. Within three (3) days of the initiation of the dispute resolution, the evaluatee and evaluator will meet and discuss the matter with the goal of resolving the matter informally. The two parties have the option of choosing a facilitator who will review the areas of difference and suggest compromises or resolutions.

3. If there has been no resolution at this point, within three (3) school days of the informal meeting, each party will appoint one member from the Meriden Professional Development and Evaluation Committee to a Dispute Resolution Committee. The third person to the Dispute Resolution Committee will be the Associate Superintendent. The Committee will have access to the evaluatee, the evaluator, and all pertinent documents.

4. The Dispute Resolution Committee will meet within five (5) school days of appointment.

5. Within three (3) school days the Dispute Resolution Committee will render a decision.

6. Should the Dispute Resolution Committee fail to render a decision, the determination regarding the issue may be made by the Superintendent.

MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN
DISPUTE RESOLUTION/APPEAL FORM
This form must be filed within five (5) school days of the conference or meeting.

_____ _____ _____

Educator   School   Date

The purpose of this appeals procedure shall be to find equitable solutions to disagreements between an evaluatee and an evaluator with regard to mutually agreed upon objectives, the evaluation period, feedback, or the professional development plan.

I.   The undersigned educator disagrees and requests an informal meeting within (3) days regarding:

_____   Mutually Agreed Upon Objectives

_____   Evaluation Process

_____   Feedback

_____   Professional Development Plan

II.   At the informal meeting to discuss the matter, the undersigned parties:

_____   Informally resolved the matter

_____   Request an appeal to the Dispute Resolution Committee (within 3 days of meeting)

            Dispute Resolution Committee must meet within (5) school days of appointment

SPECIFIC NATURE OF DISAGREEMENT:

ATTEMPTS TO RESOLVE THE DISAGREEMENT TO DATE:

Please attach any other documentation needed to communicate your position. Signing this document verifies that you are in agreement to enter in a Dispute Resolution process, but not necessarily that you agree with the content of the appeal form.

_____   _____

Evaluator's Signature   Educator's Signature

_____   _____

Date   Date

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MERIDEN EDUCATOR EVALUATION AND DEVELOPMENT PLAN
Teacher Evaluation Schedule
This chart is for teachers entering their third year of teaching with a rating of accomplished or exemplary, regardless of tenure.

Your group is determined by the last number of your employee ID which can be found on your paycheck. The Evaluation Schedule below represents the minimum number of formal observations and reviews of practice in a given year. Additional observations or reviews of practice can be conducted in any year and may be initiated by the educator or evaluator.

YEAR	Group 1 0 -3	Group 2 4-6	Group 3 7-9
2014-2015	1 Formal Observation and 2 reviews of Practice	3 Informal Observations 1 Review of Practice	3 Informal Observations 1 Review of Practice
2015-2016	3 Informal Observations 1 Review of Practice	1 Formal Observation and 2 reviews of Practice	3 Informal Observations 1 Review of Practice
2016-2017	3 Informal Observations 1 Review of Practice	3 Informal Observations 1 Review of Practice	1 Formal Observation and 2 reviews of Practice
2017-2018	1 Formal Observation and 2 reviews of Practice	3 Informal Observations 1 Review of Practice	3 Informal Observations 1 Review of Practice
2018-2019	3 Informal Observations 1 Review of Practice	1 Formal Observation and 2 reviews of Practice	3 Informal Observations 1 Review of Practice
2019-2020	3 Informal Observations 1 Review of Practice	3 Informal Observations 1 Review of Practice	1 Formal Observation and 2 reviews of Practice
2020-2021	1 Formal Observation and 2 reviews of Practice	3 Informal Observations 1 Review of Practice	3 Informal Observations 1 Review of Practice
2021-2022	3 Informal Observations 1 Review of Practice	1 Formal Observation and 2 reviews of Practice	3 Informal Observations 1 Review of Practice
2022-2023	3 Informal Observations 1 Review of Practice	3 Informal Observations 1 Review of Practice	1 Formal Observation and 2 reviews of Practice
2023-2024	1 Formal Observation and 2 reviews of Practice	3 Informal Observations 1 Review of Practice	3 Informal Observations 1 Review of Practice
2024-2025	3 Informal Observations 1 Review of Practice	1 Formal Observation and 2 reviews of Practice	3 Informal Observations 1 Review of Practice
2025-2026	3 Informal Observations 1 Review of Practice	3 Informal Observations 1 Review of Practice	1 Formal Observation and 2 reviews of Practice
2026-2027	1 Formal Observation and 2 reviews of Practice	3 Informal Observations 1 Review of Practice	3 Informal Observations 1 Review of Practice
2027-2028	3 Informal Observations 1 Review of Practice	1 Formal Observation and 2 reviews of Practice	3 Informal Observations 1 Review of Practice
2028-2029	3 Informal Observations 1 Review of Practice	3 Informal Observations 1 Review of Practice	1 Formal Observation and 2 reviews of Practice
2029-2030	1 Formal Observation and 2 reviews of Practice	3 Informal Observations 1 Review of Practice	3 Informal Observations 1 Review of Practice
2030-2031	3 Informal Observations 1 Review of Practice	1 Formal Observation and 2 reviews of Practice	3 Informal Observations 1 Review of Practice
2031-2032	3 Informal Observations 1 Review of Practice	3 Informal Observations 1 Review of Practice	1 Formal Observation and 2 reviews of Practice
2032-2033	1 Formal Observation and 2 reviews of Practice	3 Informal Observations 1 Review of Practice	3 Informal Observations 1 Review of Practice
2033-2034	3 Informal Observations 1 Review of Practice	1 Formal Observation and 2 reviews of Practice	3 Informal Observations 1 Review of Practice
2034-2035	3 Informal Observations 1 Review of Practice	3 Informal Observations 1 Review of Practice	1 Formal Observation and 2 reviews of Practice
2035-2036	1 Formal Observation and 2 reviews of Practice	3 Informal Observations 1 Review of Practice	3 Informal Observations 1 Review of Practice

Revised 8/11/14

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APPENDIX A

Common Core of Teaching (CCT) Rubric
For Effective Teaching

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Common Core of Teaching (CCT) Rubric for Effective Teaching

Key Instructional Competencies and Organization of the Rubric

The **Connecticut Common Core of Teaching (CCT) – Foundational Skills** (1999), revised and adopted by the State Board of Education in February 2010, establishes a vision for teaching and learning in Connecticut Public Schools. State law and regulations link the CCT to various professional requirements that span a teacher's career, including preparation, induction and teacher evaluation and support. These teaching standards identify the foundational skills and competencies that pertain to all teachers, regardless of the subject matter, field or age group they teach. The standards articulate the knowledge, skills and qualities that Connecticut teachers need to prepare students to meet 21st-century challenges. The philosophy behind the CCT is that teaching requires more than simply demonstrating a certain set of technical skills. These competencies have long been established as the standards expected of all Connecticut teachers.

The *Common Core of Teaching (CCT) Rubric for Effective Teaching* is completely aligned with the CCT. The *CCT Rubric for Effective Teaching* will be used to evaluate a teacher's performance and practice, which accounts for 40 percent of a teacher's annual summative rating, as required in the **Connecticut Guidelines for Educator Evaluation** and the state model, the **System for Educator Evaluation and Development (SEED)**.

Because teaching is a complex, integrated activity, the domain indicators from the original CCT have been consolidated and reorganized in this rubric for the purpose of describing essential and critical aspects of a teacher's practice. For the purpose of the rubric, the domains have also been renumbered. The **four domains and 12 indicators** (three per domain) identify the essential aspects of a teacher's performance and practice:

	CCT Rubric for Effective Teaching	Observed
	Demonstration at the pre-service level as a pre-requisite to certification and embedded within the rubric.	
Domain 1	Classroom Environment, Student Engagement and Commitment to Learning	*In-class observation*
Domain 2	Planning for Active Learning	*Non-classroom observations/reviews of practice.*
Domain 3	Instruction for Active Learning	*In-class observation*
	Now integrated throughout the other domains	
Domain 4	Professional Responsibilities and Teacher Leadership	*Non-classroom observations/reviews of practice.*

	Connecticut Common Core of Teaching (CCT)
Domain 1	*Content and Essential Skills, which includes the Common Core State Standards[1] and Connecticut Content Standards, must be demonstrated at the pre-service level, as a prerequisite to certification.
Domain 2	Classroom Environment, Student Engagement and Commitment to Learning
Domain 3	Planning for Active Learning
Domain 4	Instruction for Active Learning
Domain 5	*Assessment for Learning
Domain 6	Professional Responsibilities and Teacher Leadership

[1]Text in RED throughout the document reflects COMMON CORE STATE STANDARDS

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1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
1a. Creating a positive learning environment that is responsive to and respectful of the learning needs² of all students.				*In addition to the characteristics of proficient including one or more of the following:*
Attributes				
• Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
• Respect for student diversity³	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
• Environment supportive of intellectual risk-taking	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
• High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.

²Learning needs of all students: includes understanding typical and atypical growth and development of PK-12 students, including characteristics and performance of students with disabilities, gifted/talented students, and English language learners. Teachers take into account the impact of race, ethnicity, culture, language, socioeconomics and environment on the learning needs of students.

³Student diversity: recognizing individual differences including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies

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1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.				*In addition to the characteristics of proficient including one or more of the following:*
Attributes				
• Communicating, reinforcing, and maintaining appropriate standards of behavior	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations, resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning.	Student behavior is completely appropriate. OR Teacher seamlessly responds to misbehavior without any loss of instructional time.
• Promoting social competence[4] and responsible behavior	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.	Students take an active role in maintaining high standards of behaviors. OR Students are encouraged to independently use proactive strategies[5] and social skills and take responsibility for their actions.

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[4]**Social competence:** exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, & Rhee, 2000).

[5]**Proactive strategies** include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.

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1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
1c. Maximizing instructional time by effectively managing routines and transitions.[6]				*In addition to the characteristics of proficient including one or more of the following:*
Attributes				
• Routines and transitions appropriate to needs of students	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Establishes routines and transitions resulting in maximized instructional time.	• Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.

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[6]Routines are non-instructional organizational activities such as taking attendance or distributing materials in preparation for instruction. Transitions are non-instructional activities such as moving from one classroom activity, grouping, task or context to another.

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Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students. **Attributes**				*In addition to the characteristics of proficient including one or more of the following:*
• Content of lesson plan[8] is aligned with standards	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards[7].	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
• Content of lesson appropriate to sequence of lessons and appropriate level of challenge	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons and inconsistently supports an appropriate level of challenge	Aligns content of the lesson plan within the sequence of lessons and supports an appropriate level of challenge.	Plans to challenges students to extend their learning to make interdisciplinary connections.
• Use of data to determine students' prior knowledge and differentiation based on students' learning needs	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and skills of individual students.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.
• Literacy strategies[10]	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.

[7] **Level of Challenge** – the range of challenge in which a learner can progress because the task is neither too hard nor too easy. **Bloom's Taxonomy**, provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking to facilitate complex reasoning. **Webb's Depth of Knowledge (DOK)** a scale of cognitive demand identified as four distinct levels (1. basic recall of facts, concepts, information, or procedures; 2. skills and concepts such as the use of information (graphs) or requires two or more steps with decision points along the way; 3. strategic thinking that requires reasoning and is abstract and complex; and 4. extended thinking such as an investigation or application to real work). **Hess's Cognitive Rigor Matrix** – aligns Bloom's Taxonomy levels and Webb's Depth-of-Knowledge levels

[8] **Lesson Plan** – a purposeful planned learning experience.

[9] **Connecticut content standards** – standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators

[10] **Literacy through the content areas**: Literacy is the ability to convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in improved student learning

2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
2b. Planning instruction to cognitively engage students in the content.				*In addition to the characteristics of proficient including one or more of the following:*
Attributes				
• Strategies, tasks and questions cognitively engage students	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher-directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse[11] or inquiry-based learning[12] and application to other situations.	Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.
• Instructional resources[13], and flexible groupings[14] support cognitive engagement and new learning	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.

[11]**Discourse:** is defined as the purposeful interaction between teachers and students and students and students, in which ideas and multiple perspectives are represented, communicated and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and teacher thinking/reasoning), or dialogue through technological or digital resources.

[12]**Inquiry-based learning:** occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem which has relevance to their world. The teacher's role in inquiry-based learning is one of facilitator or resource, rather than dispenser of knowledge.

[13]**Instructional resources:** includes, but are not limited to available: textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes

[14]**Flexible Groupings:** groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.

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2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
2c. Selecting appropriate assessment strategies[15] to monitor student progress.				*In addition to the characteristics of proficient including one or more of the following:*
Attributes				
• **Criteria for student success**	Does not plan criteria for student success and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
• **Ongoing assessment of student learning**	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.

Assessment strategies are used to evaluate student learning during and after instruction.

1. **Formative assessment** is a part of the instructional process, used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes (FAST SCASS, October 2006).

2. **Summative assessments** are used to evaluate student learning at the end of an instructional period. Summative assessment helps determine to what extent the instructional and learning goals have been met.

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3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
3a. Implementing instructional content[16] for learning.				
Attributes				*In addition to the characteristics of proficient including one or more of the following:*
• Instructional purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
• Content accuracy	Makes multiple content errors.	Makes minor content errors.	Teacher makes no content errors.	Invites students to explain the content to their classmates.
• Content progression and level of challenge	Presents instructional content that lacks a logical progression and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at a somewhat-appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross curricular connections.
• Literacy Strategies[17]	Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides opportunities for students to independently select literacy strategies that support their learning.

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3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.				*In addition to characteristics of proficient including one or more of the following:*
Attributes				
• Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem-solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
Instructional resources[18] and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that moderately engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
• Student responsibility and independence	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.

Text in RED reflects Common Core State Standards connections

[18]**Instructional resources** – includes, but are not limited to textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

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3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
3c. Assessing student learning, providing feedback to students and adjusting instruction.				*In addition to the characteristics of proficient including one or more of the following:*
Attributes				
• Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in generating specific criteria for assignments.
• Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.
• Feedback[19] to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages peer feedback that is specific and focuses on advancing student learning.
• Instructional adjustment[20]	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole group performance.	Adjusts instruction as necessary in response to individual and group performance.	Students identify ways to adjust instruction that will be effective for them as individuals and result in quality work.

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[19]**Feedback:** effective feedback provided by the teacher is descriptive and immediate and helps students improve their performance by telling them what they are doing right and provides meaningful, appropriate and specific suggestions to help students to improve their performance.

[20]**Instructional adjustment:** based on the monitoring of student understanding, teachers make purposeful decisions on changes that need to be made in order to help students achieve learning expectations.

4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
4a. Engaging in continuous professional learning to impact instruction and student learning.				
Attributes				*In addition to the characteristics of proficient including one or more of the following:*
• Teacher self-evaluation and reflection and impact on student learning	Insufficiently reflects on/analyzes practice and impact on student learning.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice.	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
• Response to feedback	Unwillingly accepts supervisor feedback and recommendations for improving practice.	Reluctantly accepts supervisor feedback and recommendations for improving practice but changes in practice are limited.	Willingly accepts supervisor or peer feedback and makes changes in practice based on feedback.	Proactively seeks supervisor or peer feedback in order to improve a range of professional practices.
• Professional learning	Attends required professional learning opportunities but resists participating.	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.

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4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
4b. Collaborating to develop and sustain a professional learning environment to support student learning.				
Attributes				*In addition to characteristics of proficient including one or more of the following:*
• Collaboration with colleagues	Participates in required activities to review data but does not use data to adjust instructional practices.	Participates minimally with colleagues to analyze data and uses results to make minor adjusts to instructional practices.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and instructional practices that support professional growth and student learning.
• Contribution to professional learning environment	Disregards ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
• Ethical use of technology	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.

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Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.				
Attributes				*In addition to characteristics of proficient including one or more of the following:*
• Positive school climate	Does not contribute to a positive school climate.	Participates in schoolwide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
• Family and community engagement	Limits communication with families about student academic or behavioral performance to required reports and conferences.	Communicates with families about student academic or behavioral performance through required reports and conferences and makes some attempts to build relationships through additional communications.	Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance and develops positive relationships with families to promote student success.	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; seeks input from families and communities to support student growth and development.
• Culturally responsive[21] communications	Sometimes demonstrates lack of respect for cultural differences when communicating with students and families OR demonstrates bias and/or negativity in the community.	Generally communicates with families and the community in a culturally respectful manner.	Consistently communicates with families and the community in a culturally respectful manner.	Leads efforts to enhance culturally respectful communications with families and the community.

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[21]**Culturally responsive** – using the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective for students and to build bridges of meaningfulness between home and school experiences.

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Training and Proficiency

Accurate and reliable evaluation of the competencies and indicators outlined with the *CCT Rubric for Effective Teaching* can only be achieved through careful, rigorous training and demonstrated proficiency that build on the experience base and professional judgment of the educators who use this instrument. The *CCT Rubric for Effective Teaching* should never be used without the grounding provided by experience and training. As part of the CSDE-sponsored training, evaluators will be provided sample performances and artifacts, as well as decision rules to guide their ratings. The *CCT Rubric for Effective Teaching* is not a checklist with predetermined points. Rather, it is a tool that is combined with training to ensure consistency and reliability of the collection of evidence and the evaluative decisions. The *CCT Rubric for Effective Teaching* represents the criteria in which evaluators will be trained to describe the level of performance observed.

Calibration

To ensure consistent and fair evaluations across different observers, settings and teachers, observers need to regularly calibrate their judgments against those of their colleagues. Engaging in ongoing calibration activities conducted around a common understanding of good teaching will help to establish inter-rater reliability and ensure fair and consistent evaluations. Calibration activities offer the opportunity to participate in rich discussion and reflection with which to deepen understanding of the *CCT Rubric for Effective Teaching 2014* and ensure that the observers can accurately measuring educator practice against the indicators within the classroom observation tool.

Observation Process

The *CCT Rubric for Effective Teaching 2014* will be used by trained and proficient evaluators to observe a teacher. Each teacher shall be observed at a minimum as stated in the Connecticut Guidelines for Educator Evaluation. In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that evaluators use a combination of announced and unannounced observations. All observations should be followed by feedback, either verbal (e.g., a post-conference, comments about professional meetings/presentations, etc.) or written (e.g., via email, comprehensive write-up, etc.) or both, within days of an observation. Specific, actionable feedback is also used to identify teacher development needs and tailor support to those needs. Further guidance on the observation protocol each teacher is provided in the Connecticut Guidelines for Educator Evaluation or in the SEED state model http://www.connecticutseed.org.

The following is the protocol for conducting a formal in-class observation that requires a pre and post conference:

A. **Pre-Conference:** Before the observation, the evaluator will review planning documentation and other relevant and supporting artifacts provided by the teacher in order to understand the context for instruction, including but not limited to, the learning objectives, curricular standards alignment, differentiation of instruction for particular students, assessments used before or during instruction, resources and materials.

B. **Observation:** Observers will collect evidence for Domains 1 and 3 during the in-class observation.

C. **Post-Conference:** The post-observation conference gives the teacher the opportunity to reflect on and discuss the lesson/practice observed, progress of students, adjustments made during the lesson, further supporting artifacts as well as describe the impact on future instruction and student learning.

D. **Analysis:** The evaluator analyzes the evidence gathered in the observation and the pre and post conferences and identifies the applicable performance descriptors contained in the *CCT Rubric for Effective Instruction 2014.*

E. **Ratings/Feedback:** Based on the training guidelines for the *CCT Rubric for Effective Instruction 2014*, the evaluator may provide ratings on indicators within the domains and provide feedback to the teacher.

March 21, 2014

APPENDIX B

Common Core of Teaching SmartCard

CCT RUBRIC FOR EFFECTIVE TEACHING 2014 – AT A GLANCE

Evidence generally collected through non-classroom observations/reviews of practice

DOMAIN 2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.

2b. Planning instruction to cognitively engage students in the content.

2c. Selecting appropriate assessment strategies to monitor student progress.

DOMAIN 4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

4a. Engaging in continuous professional learning to impact instruction and student learning.

4b. Collaborating to develop and sustain a professional learning environment to support student learning.

4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

DOMAIN 1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

1c. Maximizing instructional time by effectively managing routines and transitions.

DOMAIN 3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

3a. Implementing instructional content for learning.

3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

3c. Assessing student learning, providing feedback to students and adjusting instruction.

Evidence generally collected through in-class observations

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APPENDIX C

Professional Performance Standards

MERIDEN PUBLIC SCHOOLS
Professional Performance Standards – **School Counselor**

A. Demonstrates knowledge of the theory and practice of the discipline.
- Demonstrates knowledge of the role and the function of the school counselor.
- Demonstrates knowledge of occupational trends and their relevance to students' educational planning and career development.
- Demonstrates knowledge of the theory and practice of individual and group guidance and counseling.
- Articulates one's own theory.
- Understands the rights and responsibilities of students, parents and staff.
- Demonstrates knowledge of family relationships and their impact on student development.
- Demonstrates understanding of the effects of physical, social emotional and intellectual development on learning.

B. Effectively assesses student needs and progress.
- Demonstrates the ability to observe and interpret the behavior of individual students and groups of students in school.
- Administers, scores and interprets the results of measurements, inventories and evaluations relevant to guidance and counseling services.
- Demonstrates the ability to communicate clearly test results to student, teachers and parents.

C. Plans programs and interventions to achieve established objectives.
- Collects, disseminates and uses information that is relevant to the interests, needs and developmental levels of students.
- Makes appropriate referrals to school district personnel.
- Make appropriate referrals to out-of-school system support personnel.

D. Effectively implements programs and interventions to achieve established goals.
- Provides career guidance and counseling services that are relevant to the interests, needs and developmental level of counselees.
- Helps students relate their abilities, aptitudes and interests to current and future educational and occupational choices.
- Conducts classroom-based guidance activities in collaboration with instructional personnel.
- Demonstrates one's own counseling techniques.
- Assists parents to understand the factors interfering with their child's learning and to engage parents in educational planning to facilitate their child's learning.
- Demonstrates the ability to utilize information systems available in one's guidance and counseling department.

E. Helps students develop positive self-concepts
- Demonstrates sensitivity to and respect for the needs and feelings of all students and parents.
- Demonstrates patience, empathy and enthusiasm with students.

F. Facilitates the development of student independence.
- Recognizes and encourages the special interests and abilities of individual students.
- Assists and encourages students to explore personal issues and questions that concern them.
- Demonstrates knowledge of postsecondary educational programs and postsecondary institutions.
- Assists students with postsecondary admission processes and procedures.

Professional Performance Standards – **School Counselor**

G. Effectively meets the needs of exceptional students.
- Demonstrates knowledge of the needs of exceptional students.
- Demonstrates knowledge of the role and function of the Planning and Placement Team (PPT).
- Demonstrates knowledge of the role and function of the school counselor as member of the Planning and Placement Team.

H. Effectively communicates with students, family members, school personnel and members of the community.
- Demonstrates ability to transmit ideas, concepts and pertinent data in both oral and written modes of expression.
- Establishes rapport with students and staff and fosters positive interactions through verbal and nonverbal communications.
- Facilitates communication between home and school.
- Initiates and maintains a liaison role, as appropriate, with community service providers and school personnel.
- Facilitates the cooperative involvement of parents and community in the educational process.

I. Meets professional responsibilities
- Organizes effectively time, space, materials and equipment for the provision of guidance and counseling services.
- Maintains a productive working environment in one's own office.

MERIDEN PUBLIC SCHOOLS
Professional Performance Standards – **School Psychologist**

A. Demonstrates knowledge of the special area of practice in education.
- Demonstrates knowledge of learning and emotional problems and strategies for remediation.
- Demonstrates a knowledge of psychological assessment and its application to questions of educational development.

B. Demonstrates knowledge of human growth and development as it relates to the learning process.
- Demonstrates understanding of how physical, social, emotional and intellectual development affects learning.
- Demonstrates understanding of the impact of stress, disability, disease and deprivation (including neglect and abuse) on human behavior and development.

C. Implements interventions to achieve selected objectives.
- Plans and implements individual and/or group treatment services (i.e., individual or group counseling, behavior management strategies).
- Monitors the effectiveness and outcomes of intervention program.

D. Effectively communicates with students, family members, school personnel and the community.
- Reports psychological evaluation findings, both written and oral, in clear, concise and accurate terms.
- Assists in developing and implementing IEP components when school psychology related services are called for.

E. Help students develop positive self-concepts.
- Recognizes and understands the worth of all students and the opportunities that racial, cultural, sexual and religious diversities present in the school environment.
- Demonstrates sensitivity to/and respect for the needs and feelings of all students, parents and staff.

F. Effectively organizes time, space, materials and equipment for delivery of specialty services.
- Establishes priorities, schedules, routines and procedures for delivering specialty services.
- Makes appropriate efforts to maintain schedules, routines, and procedures to reflect the established priorities.

G. Assesses student needs and progress.
- Evaluates human behavior on the basis of test results, observations, interviews with students, teachers, other school personnel and parents, school records and reports of other professionals.
- Selects assessment techniques which are appropriate to the referral.

H. Effectively meets the needs of exceptional students.
- Obtains and uses information about students from available records.
- Assists parents to better understand handicapping conditions and how they interfere with a child's learning.

I. Consults and collaborates with appropriate parties involved in the education of students.
- Consults with school personnel, families and others to facilitate the educational and psychosocial progress of children.
- Serves as a member of interdisciplinary teams assisting students to benefit from their school experiences.

MERIDEN PUBLIC SCHOOLS
Professional Performance Standards – **School Psychologist**

J. Provides services and practices in full accordance with established principles of professional ethics and legal requirements.
- Conducts services in a manner which protects the due process rights of the students and their parents as defined by state and federal laws and regulations.
- Actively seeks appropriate consultation with superiors, mentors and peers when expanding into areas of infrequent practice.

K. Professional/Personal Attributes
- Demonstrates responsibility for self-growth, professional improvement, and ongoing self-evaluation.
- Works cooperatively with colleagues and administrators.
- Follows the policies, procedures, and curricula of the school district.
- Demonstrates ethical behavior.
- Encourages and maintains the cooperative involvement and support of parents and the community.
- Uses acceptable written and oral expressions.

MERIDEN PUBLIC SCHOOLS
Professional Performance Standards – **Social Worker**

A. Demonstrates knowledge of the theory and practice of the discipline.
- Demonstrates knowledge of individual, family, group and community dynamics.
- Demonstrates understanding of varying live-styles and their influence on learning and school community relations, i.e., the wide range of ethnic, economic and social backgrounds.

B. Demonstrates knowledge of human growth and development as it relates to the education process.
- Demonstrates understanding of the effect of physical, social, emotional and intellectual development on learning and adjustment problems.
- Demonstrates understanding of the relationship between learning problems and school adjustment problems.
- Demonstrates understanding of the causes and effects of stress, disability, disease and deprivation (including neglect and abuse) on human behavior and development.

C. Effectively assesses student needs and progress.
- Systematically conducts observations of child in multiple settings, interviews with child and appropriate family members, and consultations with school staff and staff from community agencies, when appropriate, to gather data for problem resolution.
- Evaluates progress towards achievement of treatment goals and need for new strategies.

D. Effectively implements programs and interventions to achieve established objectives.
- Selects and uses appropriately, a range of treatment interventions such as consultation, casework, group work, and school/community organization.
- Assists students, family members and appropriate school staff to understand and participate in the process of problem resolution.

E. Helps students to develop positive self-concepts.
- Demonstrates sensitivity to, and respect for, the needs and feelings of all students and parents.
- Demonstrates patience, empathy and enthusiasm with students.

F. Facilitates the development of student independence.
- Presents opportunities that assist students in developing thinking skills, problem-solving skills, and self-evaluation skills.
- Promotes students' ability to communicate effectively with others about ideas, concerns and emotions.

G. Effectively meets the needs of exceptional students.
- Demonstrates understanding of the behaviors resulting from mental physical, emotional, sensory, speech or any other handicapping conditions.
- Assists staff and parents to better understand the handicapping condition and how it interferes with the child's learning.

H. Effectively communicates with students, family members, and school personnel.
- Writes and communicates the social work assessment, treatment goals, and objectives and intervention strategies.
- Develops and communicates clearly the IEP component when social work is to be provided as related services.

Professional Performance Standards – **Social Worker**

I. Promotes a positive learning environment.
- Identifies and assesses the social/emotional needs of students to make recommendations to enhance the overall learning environment of the school.
- Promotes an atmosphere which fosters self-discipline.

J. Facilitates the cooperative involvement of parents and the community in the education process.
- Informs parents of community resources and services and guides them toward independent access of resources and services, as possible.
- Assists parents to communicate their needs and concerns effectively to school.

K. Effectively organizes time, space, materials and equipment.
- Establishes and maintains service schedules, routines, and procedures.
- Meets deadlines and expectations for documentation of operational requirements.

L. Professional/Personal Attributes
- Demonstrate responsibility for self-growth, professional improvement, and ongoing self-evaluation.
- Work cooperatively with colleagues and administrators.
- Follow the policies, procedures, and curricula of the school district.
- Demonstrate ethical behavior.
- Encourage and maintain the cooperative involvement and support of parents and the community.
- Use acceptable written and oral expressions.

MERIDEN PUBLIC SCHOOL
Professional Performance Standards – **Speech-Language Pathologist**

I. **Diagnostic/Assessment Skills**
   - Selects and appropriately uses formal and informal measures of student's communication skills.
   - Accurately interprets all information to describe the current level of communication skills and makes appropriate diagnoses.
   - Uses all information to plan intervention.
   - Documents and reports assessment results in a clear, concise written report.
   - Assesses the educational impact of deficient communication skills.

II. **Treatment Skills**

   A. **Planning**
   - Identifies and sequences goals and objectives for intervention in communication disorders.
   - Appropriately sequences intervention activities to maximize the student's performance.
   - Selects and uses a variety of appropriate materials.
   - Plans activities that provide for individual differences.
   - Plans and prepares for sessions in advance.
   - Incorporates classroom curricula into intervention plans, as appropriate.

   B. **Implementation**
   - Demonstrates accurate and up-to-date knowledge of theory and practices of prevention, assessment and intervention in communication disorders.
   - Demonstrates the ability to critically examine new information about communication development and disorders.
   - Revises approaches and methods on the basis of student comments, questions, performance, and reassessment of students' needs.
   - Matches approaches and methods with the demands of the situation and needs of students.
   - Uses a variety of service-delivery methods.
   - Uses a variety of instructional methods.
   - Presents materials at a level appropriate to the needs, interests, and abilities of students.
   - Conducts learning activities in a logical, developmentally appropriate sequence.
   - Uses a variety of effective teaching techniques.
   - Utilizes records of student progress to make decisions about revision of treatment plans or dismissal from services.
   - Incorporates technology and equipment into the school program for students with special needs.
   - Uses time effectively, paces activities appropriately, and maximizes time on task.

III. **Teaching and Learning Climate**

   - Conveys patience, enthusiasm, and interest when working with students.
   - Demonstrates skills in managing behaviors of individuals and groups.
   - Communicates directions, explanations, and expectations in a clear, coherent, and logical manner.
   - Establishes rapport and fosters positive reinforcement through verbal and nonverbal communication.
   - Provides an environment that is conducive to learning.

Professional Performance Standards – **Speech-Language Pathologist**

IV. Professional/Personal Attributes

- Demonstrate responsibility for self-growth, professional improvement, and ongoing self-evaluation.
- Work cooperatively with colleagues and administrators.
- Follow the policies, procedures, and curricula of the school district.
- Demonstrate ethical behavior.
- Encourage and maintain the cooperative involvement and support of parents and the community.
- Use acceptable written and oral expressions.

APPENDIX D

Evaluation and Development Plan Overview

MERIDEN PUBLIC SCHOOLS
Pride In All We Do

Meriden Educator Evaluation and Development Plan Overview
Revised: May 15, 2014

The Meriden Educator Evaluation and Development Plan Overview is intended to provide a cursory summary of the major parts of the Meriden Public Schools Educator Evaluation and Development Plan (EEDP), adopted 4/2/13 by the Meriden Board of Education. The Overview should not be used to substitute the use of the EEDP when planning, implementing, or reviewing elements of the evaluation plan. The Overview can help as a quick reference of the major parts of the plan or as a reminder of the expectations of the plan while being implemented. Should questions arise, please refer to the Educator Evaluation and Development Plan, which could be found in each of the school offices, on SharePoint (Shared Documents, Evaluation), or contact your evaluator.

To find the plan and other helpful resources, visit www.meridenk12.org, Departments, Performance and Evaluation, Resources or scan the following QR code:

Student Learning Objective (SLO)

1. Set one goal with at least two measurable Indicators of Growth and Development

Meriden Parent Survey

1. Set one goal

Educator Rating

- Student Growth and Development 45%
- Parent Feedback 10%
- Observation of Educator Performance and Practice 40%
- Whole School Student Learning 5%

Whole School Student Learning

School Based Growth Rating

Formal Observation, Reviews of Practice, Focus Area Goal

1. Formal observation & 2 Reviews of practice every three years. Three Reviews of Practice every other year.
2. Set one goal to improve practice and performance

Process and Timeline

September:
Orientation by evaluator of goals/priorities for school `
Educator sets goals (1 SLO, 1 Parent Goal, 1 Professional Practice Goal)
Educator/Evaluator meet to discuss Educator goals (Sept. 15- Oct.15)
Final submission of SLO by October 15

January/February:
Mid-year check in meeting- forms submitted by educator/evaluator
Review evidence of progress on goals, adjust, and provide support as needed

June:
Self-reflection done by educator
Evaluator reviews data and generates a rating
Conference to discuss performance, rating, and summary report

Major Components of the Educator Evaluation and Development Plan

Student Learning Objective Process: SLO 45%

Learn about this year's students. (Data Team, beginning of year review)

1. Create 1 SLO

2. Set 2-4 targets, or Indicators of Growth and Development (IAGD) for your SLO

3. Document rationale, data being used, training, and other needs to meet goal

4. Submit SLOs for approval

During the year, monitor student progress toward SLOs.
At the end of the year, administer assessment to determine growth and success of SLO.
Submit self-assessment and evidence of SLO.
Evaluator will review and rate

Whole School Student Learning   5%

The Whole School Learning rating will be based on the success the school has reaching its school goals. Everyone in the building will be supporting the overall school goals. The success toward this will account for 5% of the teacher rating and 45% of the administrator rating.

Educator Performance and Practice 40%

Each educator will be observed at least three times per year. Depending on the year in the cycle in the plan, it could be with a combination of formal observations and reviews of practice, or just reviews of practice.   In the years where there is no formal observation, one review of practice should take place as an informal classroom observation prior to the mid-year meeting. At any point in the year, additional formal or informal observations can take place if desired by the evaluator or educator.

Feedback is one of the most important components of this plan. It should be specific and tied to the Common Core of Teaching where applicable.

1. Feedback should be given within three days
2. Prioritize commendations and recommendations
3. Identify supports for educator to improve his/her practice
4. Set a timeline for follow-up

Each educator will create a Focus Area goal that is aimed at improving their performance and practice. This will be shared in the beginning of the year and should be aligned to the overall mission of the school and the CCT. The success with the Focus Area and the observations and reviews will be used to generate a performance rating.

Parent Feedback 10%

Parent survey shall be administered & the data shared at the onset of the year.

After school-wide goals are set, teachers should select one goal they would like to pursue as part of their evaluation.

Teacher should set specific strategies relative to that goal and collect evidence of goal.

Evidence collected about improvement target and/or informal evidence collected from parents such as a survey on improvement targets can be used as evidence of teacher parent goal.

Evidence and feedback is used to determine educator rating.

Rating System

Each educator will receive a rating (Exemplary, Accomplished, Developing, Requires Action) for each of the components. Based on the aggregate, taking into account the weighted percentage, each educator will be given a rating.

Professional Intervention

Designed to provide additional support for a tenured teacher if there is a concern.

Phase 1
Lasts 45 days and requires the collaborative development of an Intervention Improvement Plan and three formal observations.
After 45 days, recommendation must be made to remove from Intervention, move to Phase 2 of Intervention, or terminate.

Phase 2
Lasts 45 days and requires the collaborative development of an Intervention Improvement Plan and three formal observations.
After 45 days, recommendation must be made to remove from Intervention or terminate.

Dispute Resolution/Appeals Process

The purpose is to find equitable solutions to disagreements between educator and evaluator on: objectives, the evaluation process, feedback, or professional development plan.

Strict adherence to the times set forth in the appeals process is required. Forms must be filed to initiate a Dispute Resolution/Appeal.
The evaluator/educator shall meet with the goal to resolve the matter informally.
If unsuccessful, a subcommittee from the Professional Development and Evaluation Committee will be formed to review pertinent documents relative to the disagreement. The Dispute Resolution Committee will render a decision. If the Dispute Resolution Committee is unsuccessful in rendering a decision, the of Superintendent of Schools has final authority in the process.

M. Cardona
May 15, 2014

Connecticut State Department of Education

2015 SEED Handbook Connecticut's System for Educator Evaluation and Development

Connecticut's State Model for Educator Evaluation and Support

SEED
Connecticut's System for Educator Evaluation and Development

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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Connecticut State Department of Education, Bureau of Educator Effectiveness and Professional Learning
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Introduction

Excellent schools begin with great school leaders and teachers. The importance of highly-skilled educators is beyond dispute as a strong body of evidence now confirms what parents, students, teachers and administrators have long known: effective teachers are among the most important school-level factor in student learning, and effective leadership is an essential component of any successful school.

The Connecticut State Department of Education (CSDE) is committed to raising the overall quality of our schools' workforce. To meet this goal, the state, in partnership with local and regional school districts and many other stakeholder groups, aims to create a comprehensive approach to supporting and developing Connecticut's educators so that the state prepares, recruits, hires, supports, develops and retains the best educators to lead our classrooms and schools.

Educator evaluation is the cornerstone of this holistic approach and contributes to the improvement of individual and collective practice. High-quality evaluations are necessary to inform the individualized professional learning and support that all educators require. Such evaluations also identify professional strengths which should form the basis of new professional opportunities. High-quality evaluations are also necessary to make fair employment decisions based on teacher and administrator effectiveness. Used in this way, high-quality evaluations will bring greater accountability and transparency to schools and instill greater confidence in employment decisions across the state.

Connecticut's System for Educator Evaluation and Development (SEED) is a model evaluation and support system that is aligned to the *Connecticut Guidelines for Educator Evaluation* (Core Requirements), which were adopted by the Performance Evaluation Advisory Council (PEAC) in June of 2012. In February 2014, PEAC adopted additional flexibilities to the existing core requirements for educator evaluation in response to feedback from various stakeholder groups. These flexibility options are described in subsections 2.9 and 2.10 of the Guidelines.

The SEED model was informed by a large body of research, including the Gates Foundation's **Measures of Effective Teaching (MET)** study. In 2012-13, ten districts/district consortia piloted SEED and provided feedback through an implementation study conducted by the University of Connecticut Neag School Of Education which further guided the model design.

The system clearly defines effective practice, encourages the exchange of accurate, useful information about strengths and development areas, and promotes collaboration and shared ownership for professional growth. The primary goal of Connecticut's educator evaluation and support system is to develop the talented workforce required to provide a superior education for Connecticut's 21st-century learners.

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Introduction

As provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by P.A. 13-245, the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher. For the purposes of this document, the term "teacher" refers to any teacher serving in a position requiring teacher certification within a district, but not requiring a 092 certification. Furthermore the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each administrator who serves in a role requiring a 092 certification, in accordance with the requirements of Connecticut General Statutes.

Design Principles

Purpose and Rationale

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers and effective leaders. To support our teachers and administrators, we need to clearly define excellent practice and results, give accurate, useful information about educators' strengths and development areas and provide opportunities for professional learning, growth and recognition. The purpose of Connecticut's educator evaluation and support model is to fairly and accurately evaluate performance and to help each educator strengthen his/her practice to improve student learning.

Core Design Principles

The following principles guided the design of the teacher and administrator evaluation models, developed in partnership with Education First and New Leaders:

- Consider multiple standards-based measures of performance;
- Emphasize growth over time;
- Promote both professional judgment and consistency;
- Foster dialogue about student learning;
- Encourage aligned professional learning, coaching and feedback to support growth; and
- Ensure feasibility of implementation.

Consider multiple, standards-based measures of performance

An evaluation and support system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of an educator's performance. The new model defines four components of teacher effectiveness: student growth and development (45%), teacher performance and practice (40%), parent feedback (10%) and whole-school student learning indicators or student feedback (5%). The model defines four components of administrator effectiveness: multiple student learning indicators (45%), leadership practice (40%), stakeholder feedback (10%) and teacher effectiveness outcomes (5%).

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The four components of the SEED model are grounded in research-based standards for educator effectiveness, CT Core Standards, as well as Connecticut's professional standards: The Connecticut Common Core of Teaching (CCT); the Common Core of Leading (CCL): Connecticut School Leadership Standards; the Connecticut Framework K-12 Curricular Goals and Standards; the Smarter Balanced Assessments[1]; and locally- developed curriculum standards.

Emphasize growth over time

The evaluation of an educator's performance should consider his/her improvement from an established starting point. This applies to professional practice focus areas and the student outcomes they are striving to reach. Attaining high levels of performance matters—and for some educators maintaining high results is a critical aspect of their work—but the model encourages educators to pay attention to continually improving their practice. The goal-setting process in this model encourages a cycle of continuous improvement over time.

Promote both professional judgment and consistency

Assessing an educator's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances of how teachers and leaders interact with one another and with students. Synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, educators' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between evaluations of practice and support fairness and consistency within and across schools.

Foster dialogue about student learning

In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers. The SEED model is designed to show that of equal importance to getting better results is the professional conversation between an educator and his/her supervisor which can be accomplished through a well-designed and well-executed evaluation and support system. The dialogue in the SEED model occurs more frequently and focuses on what students are learning and what administrators can do to support teaching and learning.

Encourage aligned professional learning, coaching and feedback to support growth

Novice and veteran educators alike deserve detailed, constructive feedback and professional learning tailored to the individual needs of their classrooms and students. SEED promotes a shared language of excellence to which professional learning, coaching and feedback can align to improve practice.

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1 Smarter Balanced Assessments *will be administered for the first time in the 2014-15 academic year. These assessments are administered in Grades 3-8 and Grade 11. Pending approval of the waiver submitted to the United States Department of Education (USED) the CSDE has requested continued flexibility, through at least the 2015-16 school year, regarding the requirement to incorporate the state test as a measure of student growth in educator evaluation.*

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Ensure feasibility of implementation

Launching the SEED model will require hard work. Throughout each district, educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources. Sensitive to the tremendous responsibilities and limited resources that administrators have, the model is aligned with other responsibilities (e.g., writing a school improvement plan) and emphasizes the need for evaluators to build important skills in setting goals, observing practice and providing high-quality feedback. The model aims to balance high expectations with flexibility for the time and capacity considerations within districts.

Improving student achievement sits at the center of the work for all educators. The SEED model recognizes that student learning is a shared responsibility among teachers, administrators and district leaders. When teachers and administrators develop goals and objectives in a way that supports overall school improvement, opportunities for success have no boundaries. Therefore, by design, the SEED model creates a relationship among component ratings for teachers and administrators as depicted in the diagram below.

Administrator Final Summative Rating

Outcome Rating 50%

5% Teacher Effectiveness Outcomes

45% Multiple Student Learning Indicators

Practice Rating 50%

40% Observations of Performance & Practice

10% Stakeholder Feedback

Teacher Final Summative Rating

Outcome Rating 50%

45% Student Growth and Development

5% Whole-School Student Learning Indicators or Student Feedback

Practice Rating 50%

40% Observations of Performance & Practice

10% Parent Feedback

These percentages are derived from the same set of data

These percentages may be derived from the same set of data

Survey data gathered from the same stakeholder groups should be gathered via a single survey, when possible

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For clarity, see the example below to illustrate how administrators receive a final summative rating for Teacher Effectiveness Outcomes (5%) as derived from teachers' aggregate final summative rating for Student Growth and Development (45%):

Example:

Administrator Final Summative Rating (5%) Teacher Effectiveness Outcomes	Teacher Final Summative Rating (45%) Student Growth and Development
The administrator receives a final summative rating of proficient (3) for Teacher Effectiveness Outcomes (5%) if...	the aggregate final summative rating for Student Growth and Development (45%) for greater than 60% of staff is proficient (3).

See the example below to illustrate how teachers receive a final summative rating for the Whole-School Student Learning Indicator as derived from an administrator's final summative rating for Multiple Student Learning Indicators (45%):

Example:

Administrator Final Summative Rating (45%) Multiple Student Learning Indicators	Teacher Final Summative Rating (5%) Whole-School Student Learning Indicator
If the administrator receives a final summative rating of proficient (3) for Multiple Student Learning Indicators (45%) then...	Teachers evaluated by that administrator receive a final summative rating of proficient (3) for the Whole-School Student Learning Indicator (5%) rating.

Teacher Evaluation and Support

The CSDE-designed model for the evaluation and support of teachers in Connecticut is based on the Connecticut Guidelines for Educator Evaluation (Core Requirements), developed by a diverse group of educators as part of PEAC (Performance Evaluation Advisory Council) 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 SEED model. The CSDE, in consultation with PEAC and the State Board of Education (SBE), may continue to refine the tools provided in this document for clarity and ease of use.

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The SEED model for teacher evaluation and support includes specific guidance for the four components of teacher evaluation*:

- Teacher Performance and Practice (40%)
- Parent Feedback (10%)

> **Teacher Practice Related Indicators**

- Student Growth and Development (45%)
- Either Whole-School Student Learning or Student Feedback (5%)

> **Student Outcomes Related Indicators**

Additional Requirements for Educator Evaluation and Support Plans

In addition, this document includes "Points for District Consideration" to assist district Professional Development and Evaluation Committees (PDECs) in developing processes or enhancing existing processes necessary for ongoing development and support of teachers in the following areas:

- Evaluator Training and Ongoing Proficiency/Calibration

- 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 four components of evaluation and support, as well as the additional requirements outlined above, with fidelity as outlined in this handbook. 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. In addition, evaluators of teachers are expected to participate in the multi-day CSDE-sponsored training as described within this document.

Any variation from the components of teacher evaluation and support as written within this document 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.

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Teacher Evaluation Overview

Teacher Evaluation and Support Framework

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

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

    (a) **Observation of Teacher Performance and Practice (40%)** as defined within the *CCT Rubric for Effective Teaching 2014*, which articulates four domains and twelve indicators of teacher practice

    (b)) **Parent Feedback (10%)** on teacher practice through surveys

2. **Student Outcomes Related Indicators:** An evaluation of teachers' contributions to student academic progress at the school and classroom level. There is also an option in this category to include student feedback. This area is comprised of two components:

    (a) **Student Growth and Development (45%)** as determined by the teacher's Student Learning Objectives (SLOs) and associated Indicators of Academic Growth and Development (IAGDs)

    (b) **Whole-School Measures of Student Learning** as determined by aggregate student learning indicators or **Student Feedback (5%)**

Scores from each of the four components will be combined to produce a summative performance rating designation 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

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Process and Timeline

The annual evaluation process between a teacher and an evaluator (principal or designee) is anchored by three conferences, which guide the process at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set developmental goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.

Goal Setting & Planning

- Orientation on process
- Teacher reflection and goal-setting
- Goal-setting and plan development

By November 15

Mid-Year Check-in

- Review goals and performance to date
- Mid-year conference

January/February

End-of-Year Review

- Teacher self-assessment
- Scoring
- End-of-year conference

By June 30*

If state test data may have a significant impact on a final rating, a final rating may be revised by September 15, when state test data are available.

Goal-Setting and Planning:

Timeframe: Target is October 15, <u>must</u> be completed by November 15

1. *Orientation on Process* – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice focus areas and Student Learning Objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation and support process.

2. *Teacher Reflection and Goal-Setting* – The teacher examines student data, prior year evaluation and survey results, and the *CCT Rubric for Effective Teaching 2014* to draft a proposed performance and practice focus area, a parent feedback goal, two SLOs and a student feedback goal (if required) for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.

3. *Goal-Setting Conference* – The evaluator and teacher meet to discuss the teacher's proposed focus area, goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher's practice to support the review. The evaluator may request revisions to the proposed focus area(s), goals and objectives if they do not meet approval criteria.*

*If the 2015-16 Educator Evaluation and Support Plan that you submitted indicated that during the Goal-setting Process the evaluator will approve the goals and/or indicators of academic growth and development, please note that the CT Guidelines for Educator Evaluation **require** that each teacher and his or her evaluator must **mutually agree** on the goals and indicators of academic growth and development (IAGDs). Therefore, **approval** serves as a confirmation that **mutual agreement** has been reached.*

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Mid-Year Check-In:

Timeframe: January and February

1. *Reflection and Preparation –* The teacher and evaluator collect and reflect on evidence to date about the teacher's practice and student learning in preparation for the check-in.

2. *Mid-Year Conference –* The evaluator and teacher complete at least one mid-year check-in conference during which they review evidence related to the teacher practice focus area and progress towards SLOs and other goals. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators may deliver mid-year formative information on indicators of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her focus area. A **Mid-Year Conference Discussion Guide** is available to assist evaluators in conducting the conference on the [SEED website](#).

End-of-Year Summative Review:

Timeframe: May and June; must be completed by June 30

1. *Teacher Self-Assessment –* The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the Goal-Setting Conference.

2. *End-of-Year Conference* * – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss component ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before June 30.[2]

3. *Scoring* * – The evaluator reviews submitted evidence, self-assessments and observation data and uses them to generate component ratings once the end-of-year conference has taken place. The component ratings are combined to calculate scores for Teacher Practice Related Indicators and Student Outcomes Related Indicators. These scores generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if this data would significantly change the Student Outcomes Related Indicators final rating. Such revisions should take place as soon as state test data are available and before September 15.

*Order of steps #2 and #3 has changed.

[2] The district superintendent *shall report the status of teacher evaluations to the local or regional board of education on or before June 1, each year. Not later than* **June 30**, *of each year, each superintendent shall report to the Commissioner of Education the status of the implementation of teacher evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers who have not been evaluated and other requirements as determined by the CSDE.*

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Complementary Observers

The primary evaluator for most teachers will be the school principal or assistant principal who will be responsible for the overall evaluation process, including assigning summative ratings. Some districts may also decide to use complementary observers to assist the primary evaluator. Complementary observers are certified educators. They may have specific content knowledge, such as department heads or curriculum coordinators. Complementary observers must be fully trained as evaluators in order to be authorized to serve in this role.

Complementary observers may assist primary evaluators by conducting observations, including pre-and post-conferences, collecting additional evidence, reviewing SLOs and providing additional feedback. A complementary observer should share his/her feedback with the primary evaluator as it is collected and shared with teachers.

Primary evaluators will have sole responsibility for assigning final summative ratings. Both primary evaluators and complementary observers must demonstrate proficiency in conducting standards-based observations.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators, including complementary observers, are required to complete extensive training on the SEED evaluation and support model. The purpose of training is to provide educators who evaluate instruction with the tools that will result in evidence-based classroom observations, professional learning opportunities tied to evaluation feedback and improved educator and student performance.

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

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

- Understand the nature of learning for students and educators and its relation to the priorities of the *CCT Rubric for Effective Teaching 2014*;

- Establish a common language that promotes professionalism and a culture for learning through the lens of the *CCT Rubric for Effective Teaching 2014*;

- Understand how coaching conversations support growth-producing feedback;

- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of teaching practice; and

- Collaborate with colleagues to deepen understanding of the content.

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

- Deepen understanding of the evaluation criteria;

- Define proficient teaching;

- Collect, sort and analyze evidence across a continuum of performance;

- Engage in professional conversations and coaching scenarios; and

- Determine a final summative rating across multiple indicators.

Completion of the multi-day training and demonstration of proficiency using established criteria enables evaluators to begin to engage in the evaluation and support process.

PLEASE NOTE: School districts who have a locally-developed evaluation and support plan can also choose to participate in the CSDE-sponsored training opportunities for evaluators, however, if training opportunities are internally-developed or contracted with a reputable vendor, the following are points for consideration:

Points for District Consideration

- Development or selection of an evaluation framework/rubric to measure and provide feedback on teacher performance and practice

- Identification of criteria for demonstrating proficiency as an evaluator

- Provision of ongoing calibration activities

- Determination of training and frequency for proficiency status renewal

At the request of a district or employee, the CSDE or a third-party entity approved by the CSDE 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) ratings in different components. In these cases, the CSDE or a third-party entity will determine a final summative rating.

Additionally, there is an annual audit of evaluations. "The CSDE or a third-party designated by the CSDE will audit ratings of *exemplary* and *below standard* to validate such *exemplary* or *below standard* ratings by selecting ten districts at random annually and reviewing evaluation evidence files for a minimum of two educators rated *exemplary* and two educators rated *below standard* in those districts selected at random, including at least one classroom teacher rated *exemplary* and at least one teacher rated *below standard* per district selected." [Connecticut Guidelines for Educator Evaluation 2.8 (3)]

Support and Development

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

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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.

Points for District Consideration

Connecticut's Definition for Professional Learning: High-quality professional learning is a process that ensures all educators have equitable access throughout their career continuum to relevant, individual and collaborative opportunities to enhance their practice so that all students advance towards positive academic and non-academic outcomes. Best practices include:

- Creating learning communities committed to continuous improvement, collective responsibility, accountability and goal alignment;

- Prioritizing, monitoring and coordinating resources tied to goals /objectives and evidence-based feedback provided as part of the evaluation process;

- Aligning job-embedded professional learning with school and district goals and priorities, curriculum and assessments.

Another key component of success is the development of leadership capacity in these alignment and coherence efforts.

This is accomplished by:

- Developing well-supported and effective coaches, teacher leaders, and principals who are strategically selected based on valid indicators of effectiveness; empowered to support and monitor teacher learning; and provide meaningful, evidence-based, actionable feedback that supports teachers' reflection and analysis of their practice.

- Creating structures and systems that enable teams of educators to engage in job-embedded professional learning on an ongoing basis.

Connecticut's Standards for Professional Learning will be available in Spring 2015 and can be found here when released.

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Improvement and Remediation Plans

If a teacher'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 teachers not meeting the proficiency standard. Improvement and remediation plans should be developed in consultation with the teacher and his/her exclusive bargaining representative 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 educator 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 educator 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 educator 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 teacher, which may include specialized professional development, collegial and administrative 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 teacher must demonstrate at the conclusion of the Improvement and Remediation Plan in order to be considered *proficient*.

- Indicate a timeline for implementing such resources, supports 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.

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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 teachers.

Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; participating in development of teacher 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

Creating Sustainable Teacher Career Pathways: A 21st Century Imperative

In 2013, the National and State Teachers of the Year (NNSTOY) defined the conditions necessary to create comprehensive teacher career pathways as outlined below:

- Re-examine district human resource policies to see if they are effective in recruiting teachers who are high academic achievers; identify and manage talent; and provide diverse and flexible career options as part of retaining "high achievers."

- Re-think the one teacher/one classroom organization of schools to facilitate new staffing structures that differentiate roles of teachers and extend the reach of highly-effective teachers.

- Implement flexible job structures that recognize the life and career cycles of teachers, such as sabbaticals, job-sharing, and part-time work.

- Take advantage of technology in extending the reach of highly-effective teachers through blended learning structures and promoting teacher collaboration and professional development through social media and other technological tools.

http://www.nnstoy.org/download/Final%20updated%20Research%20Report.pdf

The NEA Teacher Leader Model Standards help to define how teacher leadership can be distinguished from, but work in tandem with, administrative leadership roles to support effective teaching and promote student growth & development.

http://www.nea.org/home/43946.htm

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Teacher Practice Related Indicators

The Teacher Practice Related Indicators evaluate the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. Two components comprise this category:

- Teacher Performance and Practice, which counts for 40%; and
- Parent Feedback, which counts for 10%.

These two components will be described in detail below:

Component #1: Teacher Performance and Practice (40%)

The Teacher Performance and Practice component is a comprehensive review of teaching practice conducted through multiple observations, which are evaluated against a standards-based rubric. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify strong practice, to identify teacher development needs and to tailor support to meet those needs.

Teacher Practice Framework- *CCT Rubric for Effective Teaching 2014*

The *CCT Rubric for Effective Teaching 2014*, is available on the SEED website and represents the most important skills and knowledge that teachers need to demonstrate in order to prepare students to be career, college and civic ready. The rubric was revised through the collaborative efforts of the CSDE, representatives from the Regional Educational Service Centers (RESCs), the Connecticut Association of Schools (CAS), the two statewide teachers' unions and teachers and school leaders with experience in using the observation instrument. The *CCT Rubric for Effective Teaching 2014* is aligned with the Connecticut Core of Teaching and includes references to **Connecticut Core Standards** and other content standards. The *CCT Rubric for Effective Teaching 2014* is organized into four domains, each with three indicators. Forty percent of a teacher's final annual summative rating is based on his/her performance across all four domains. The domains represent essential practice and knowledge and receive equal weight when calculating the summative Performance and Practice rating.

Student and Educator Support Specialist (SESS) Practice Framework- *CCT Rubric for Effective Service Delivery 2014*

The *CCT Rubric for Effective Service Delivery* will be a new addition to the SEED Model but also available for use by any LEA as part of their Educator Evaluation and Support Plan. The 2014 version is currently undergoing a validation study that will be complete in May 2015. It is expected that the *CCT Rubric for Effective Service Delivery 2015* will be available on the SEED website in June 2015 and include revisions that have been proposed by a large representation of CT service providers. Any district using the SEED Model in its entirety will be expected to use this rubric in the evaluation of selected service providers.

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Evidence Generally Collected Through In-Class Observations

DOMAIN 1:
Classroom Environment, Student Engagement and Commitment to Learning[3]

Teachers promote student engagement, independence and inter-dependence in learning and facilitate a positive learning community by:

1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students;

1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students; and

1c. Maximizing instructional time by effectively managing routines and transitions.

DOMAIN 2:
Planning for Active Learning

Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

2a. Planning instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students;

2b. Planning instruction to cognitively engage students in the content; and

2c. Selecting appropriate assessment strategies to monitor student progress.

DOMAIN 3:
Instruction for Active Learning

Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

3a. Implementing instructional content for learning;

3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies; and

3c. Assessing student learning, providing feedback to students and adjusting instruction.

DOMAIN 4:
Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others and leadership by:

4a. Engaging in continuous professional learning to impact instruction and student learning;

4b. Collaborating with colleagues to examine student learning data and to develop and sustain a professional learning environment to support student learning; and

4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

Evidence Generally Collected Through Non-Classroom Observations/Reviews of Practice

[3] Domain 5: Assessment *is embedded throughout the four domains.*

Observation Process

Observations in and of themselves are not useful to teachers – it is the feedback, based on observations, that helps teachers reach their full potential. All teachers deserve the opportunity to grow and develop through observations and timely feedback. In fact, teacher surveys conducted nationally demonstrate that most teachers are eager for more observations and feedback to inform their practice throughout the year.

Therefore, in the SEED teacher evaluation and support model:

Each teacher should be observed between three and eight times per year through both formal and informal observations as defined below.

- **Formal:** Observations that last at least 30 minutes and are followed by a post-observation conference, which includes timely written and verbal feedback.

- **Informal:** Observations that last at least ten minutes and are followed by written and/ or verbal feedback.

- **Non-classroom observations/reviews of practice include but are not limited to:** Observations of data team meetings, observations of coaching/mentoring other teachers, student work or other teaching artifacts.

PLEASE NOTE: *reviewing lesson plans in a pre-conference, prior to a scheduled observation, generally provides evidence for the planning domain and is considered a part of the formal observation process. It does not serve as a separate observation or review of practice.*

- All observations must be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, within a timely manner. It is recommended that feedback be provided within five business days, but districts are encouraged to consult with evaluators and teachers to establish a mutually agreed upon timeframe.

- Providing both verbal and written feedback after an informal observation or a review of practice is ideal, but school leaders are encouraged to discuss feedback preferences and norms with their staff.

- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that evaluators use a combination of announced and unannounced observations.

- Districts and evaluators can use their discretion to establish a mutually agreed upon number of observations based on school and staff needs and in accordance with the Guidelines for Educator Evaluation. The table on the next page summarizes the recommendations within the SEED model as compared with requirements established in the Guidelines.

PLEASE NOTE: *Flexibility options, adopted in February 2014, are described in subsections 2.9 and 2.10 of the Guidelines for Educator Evaluation (see Appendix 1).*

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Teacher Categories	SEED State Model	Guideline Requirements
First and Second Year/ Novice Teachers	3 **in-class** formal observations; 2 of which include a pre-conference and all of which include a post-conference; and 3 informal observations	At least 3 **in-class** formal observations; 2 of which include a pre-conference and all of which include a post-conference
Below Standard and *Developing*	3 **in-class** formal observations; 2 of which include a pre-conference and all of which must include a post-conference; and 5 informal observations	At least 3 **in-class** formal observations; 2 of which include a pre-conference and all of which must include a post-conference
Proficient and *Exemplary*	A combination of at least 3 formal observations/reviews of practice; 1 of which must be a formal **in-class** observation	A combination of at least 3 formal observations/reviews of practice; 1 of which must be a formal **in-class** observation

PLEASE NOTE: To establish baseline data during the first year of evaluation under SEED, districts should set expectations for a required number of observations, which meets the minimum requirements as outlined. After the first year of implementation, observations should be structured according to the table above.

Pre-Conferences and Post-Conferences

Pre-conferences are valuable for establishing the context for the lesson, providing information about the students to be observed and setting expectations for the observation process and provide the evidence for Domain 2: Planning for Active Learning. Pre-conferences are optional for observations except where noted in the requirements described in the table above. A pre-conference can be held with a group of teachers, where appropriate.

Post-conferences provide a forum for reflecting on the observation against the *CCT Rubric for Effective Teaching 2014* and for generating action steps that will lead to the teacher's improvement. A good post-conference:

- Begins with an opportunity for the teacher to share his/her reflections on the lesson;
- Cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made and where future observations may focus;
- Involves written and verbal feedback from the evaluator; and
- Occurs within a timely manner, typically within five business days.

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Classroom observations generally provide the most evidence for Domains 1 and 3 of the *CCT Rubric for Effective Teaching 2014*. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 2 and 4. Both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching). **Pre- and Post-Conference Forms** are available on the [SEED website](#).

Because the evaluation and support model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the *CCT Rubric for Effective Teaching 2014*, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 2 and 4 of the *CCT Rubric for Effective Teaching 2014*. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, Professional Learning Community meetings, call logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers and/or attendance records from professional learning or school-based activities/events.

Feedback

The goal of feedback is to help teachers grow as educators and inspire high achievement in all of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- Specific evidence and formative ratings, where appropriate, on observed indicators of the *CCT Rubric for Effective Teaching 2014*;
- Prioritized commendations and recommendations for development actions;
- Next steps and supports to improve teacher practice; and
- A timeframe for follow up.

Teacher Performance and Practice Focus Area

As described in the Evaluation Process and Timeline section, teachers develop one performance and practice focus area that is aligned to the *CCT Rubric for Effective Teaching 2014*. The focus area will guide observations and feedback conversations throughout the year.

Each teacher will work with his/ her evaluator to develop a practice and performance focus area through mutual agreement. All focus areas should have a clear link to student achievement and should move the teacher towards *proficient* or *exemplary* on the *CCT Rubric for Effective Teaching 2014*. Schools may decide to create school-wide or grade-specific focus areas aligned to a particular indicator (e.g., 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.)

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Growth related to the focus area should be referenced in feedback conversations through-out the year. The focus area and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although performance and practice focus areas are not explicitly rated as part of the Teacher Performance and Practice component, growth related to the focus area will be reflected in the scoring of Teacher Performance and Practice evidence.

Teacher Performance and Practice Scoring

During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Once the evidence has been recorded, the evaluator can align the evidence with the appropriate indicator(s) on the *CCT Rubric for Effective Teaching 2014* and then make a determination about which performance level the evidence supports. Evaluators are **not required** to pro-vide an overall rating for each observation, but they should be prepared to discuss evidence for the rubric indicators at the performance level that was observed.

Summative Observation of Teacher Performance and Practice Rating

Primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. Within the SEED model, each domain of the *CCT Rubric for Effective Teaching 2014* carries equal weight in the final rating. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

1. Evaluator holistically reviews evidence collected through observations, interactions and reviews of practice (e.g., team meetings, conferences) and uses professional judgment to determine indicator ratings for each of the 12 indicators.

2. Evaluator averages indicators within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.

3. Evaluator averages domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0.

Each step is illustrated below:

1. Evaluator holistically reviews evidence collected through observations and reviews of practice and uses professional judgment to determine indicator level ratings for each of the 12 indicators.

   By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and reviews of practice. Evaluators then analyze the consistency, trends and significance of the evidence to determine a rating for each of the 12 indicators. Some questions to consider while analyzing the evidence include:

   - **Consistency:** What levels of performance have I seen relatively uniform, homogenous evidence for throughout the semester/year? Does the evidence paint a clear, unambiguous picture of the teacher's performance in this area?

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- **Trends:** Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?

- **Significance:** Are some data more valid than others? Do I have notes or ratings from "meatier" lessons or interactions where I was able to better assess this aspect of performance?

Once a rating has been determined, it is then translated to a 1-4 score.
Below Standard = 1 and Exemplary = 4. See example below for Domain 1:

Domain 1	Indicator-Level Rating	Evaluator's Score
1a	*Developing*	2
1b	*Developing*	2
1c	*Exemplary*	4
Average Score		2.7

2. Evaluator averages indicators within each domain to a tenth of a decimal to calculate domain-level scores:

Domain	Averaged Domain-Level Score
1	2.7
2	2.6
3	3.0
4	2.8

3. The evaluator averages domain-level scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

Domain	Score
1	2.7
2	2.6
3	3.0
4	2.8
Average Score	**2.8**

Steps 2 and 3 can be performed by district administrators and/or using tools/technology that calculate the averages for the evaluator.

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The summative Teacher Performance and Practice component rating and the domain/indicator-level ratings will be shared and discussed with teachers during the End-of-Year Conference. This process can also be followed in advance of the Mid-Year Conference to discuss formative progress related to the Teacher Performance and Practice rating.

Component #2: Parent Feedback (10%)

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators category of SEED.[4]

The process for determining the parent feedback rating includes the following steps:

1. The school conducts a whole-school parent survey (meaning data is aggregated at the school level);

2. Administrators and teachers determine several school-level parent goals based on the survey feedback;

3. The teacher and evaluator identify **one** related parent engagement goal and set improvement targets;

4. Evaluator and teacher measure progress on growth targets; and

5. Evaluator determines a teacher's summative rating, based on four performance levels.

Administration of a Whole-School Parent Survey

Parent surveys should be conducted at the whole-school level as opposed to the teacher-level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

Parent surveys must be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys should be confidential, and survey responses should not be tied to parents' names. The parent survey should be administered every spring and trends analyzed from year to year.

PLEASE NOTE: The CSDE recognizes that in the first year of implementation, baseline parent feedback may not be available. Teachers can set a goal based on previously-collected parent feedback, or if none is available, teachers can set a parent engagement goal that is not based on formal parent feedback.

To ensure that districts use effective survey instruments in the evaluation process and to allow educators to share results across district boundaries, the CSDE has adopted recommended survey instruments as part of the SEED state model for teacher evaluation and support. Panorama Education developed sample surveys for use in the State of Connecticut, and districts are strongly encouraged to use these available surveys though they may also use existing survey instruments or develop their own.

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4 Peer feedback *is permitted by Connecticut's Guidelines for Educator Evaluation as an alternative for this 10% component. However, it is not included in the state model, SEED. If districts wish to utilize peer feedback instead of parent feedback, they must submit a plan to do so to the CSDE when they submit their Educator Evaluation and Support plan annually.*

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School districts are encouraged to work closely with teachers to select the survey and interpret results. Parent representatives may be included in the process. If a school governance council exists, the council shall assist in the development of whole-school surveys in order to encourage alignment with school improvement goals. Parent surveys deployed by districts should be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time).

Determining School-Level Parent Goals

Evaluators and teachers should review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals. Ideally, this goal-setting process would occur between the evaluator and teachers (possibly during faculty meetings) in August or September so agreement can be reached on two to three improvement goals for the entire school.

Selecting a Parent Engagement Goal and Improvement Targets

After the school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators one related parent goal they would like to pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc. See the sample state model survey for additional questions that can be used to inspire goals.

The goal should be written in SMART language format and must include specific improvement targets. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are aligned, ambitious and attainable.

Measuring Progress on Growth Targets

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback component. There are two ways teachers can measure and demonstrate progress on their growth targets. Teachers can:

1. Measure how successfully they implement a strategy to address an area of need (like the examples in the previous section); and/or

2. They can collect evidence directly from parents to measure parent-level indicators they generate.

For example, teachers can conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

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Arriving at a Parent Feedback Rating

The Parent Feedback Rating should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

Student Outcomes Related Indicators

Student Outcomes Related Indicators capture a teacher's impact on student growth & development and comprise half of the teacher's final summative rating. The inclusion of student outcomes indicators acknowledges that teachers are committed to the learning and growth of their students and carefully consider what knowledge, skills and talents they are responsible for developing in their students each year. As a part of the evaluation and support process, teachers document their goals of student learning and anchor them in data.

Two components comprise this category:

- Student Growth and Development, which counts for 45%; and

- *Either* Whole-School Student Learning *or* Student Feedback *or* a combination of the two, which counts for 5% of the total evaluation rating.

These components will be described in detail below.

Component #3: Student Growth and Development (45%)

Overview of Student Learning Objectives (SLOs)

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation and support purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account. Connecticut, like many other states and localities around the nation, has selected for the SEED model a goal-setting process grounded in Student Learning Objectives (SLOs) as the approach for measuring student growth during the school year.

SLOs are carefully planned, long-term academic objectives. SLOs should reflect high expectations for learning or improvement and aim for mastery of content or skill development. SLOs are measured by Indicators of Academic Growth and Development (IAGDs) which include specific assessments/measures of progress and targets for student mastery or progress. Research has found that educators who set high-quality SLOs often realize greater improvement in student performance.

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The SLO process, as outlined within the SEED model, will support teachers in using a planning cycle that will be familiar to most educators:

SLO Phase 1:	SLO Phase 2:	SLO Phase 3:	SLO Phase 4:
Review data	Set goals for student learning	Monitor student progress	Assess student outcomes relative to goals
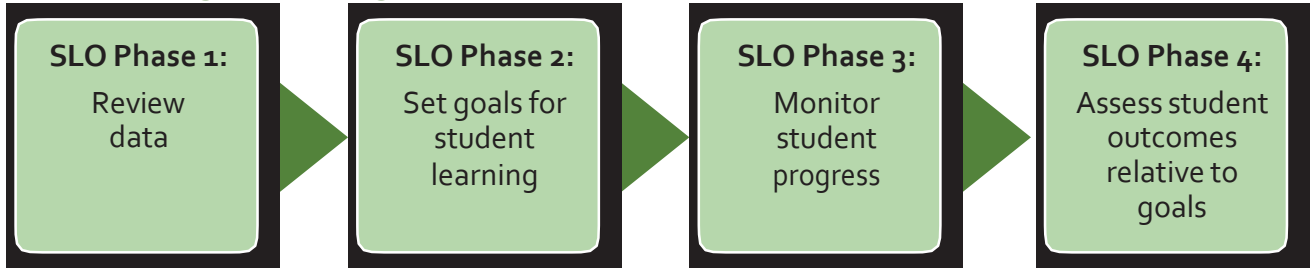
Developing SLOs is a process rather than a single event. The purpose is to craft SLOs that serve as a reference point throughout the year as teachers document their students' progress toward achieving the IAGD targets. While this process should feel generally familiar, the SEED model asks teachers to set more specific and measureable targets than they may have done in the past. Teachers may develop them through consultation with colleagues in the same grade level or teaching the same subject. The final determination of SLOs and IAGDs is made through mutual agreement between the teacher and his/her evaluator. The four phases of the SLO process are described in detail below.

PHASE 1: Review the Data

This first phase is the discovery phase which begins with reviewing district initiatives and key priorities, school/district improvement plans and the building administrator's goals. Once teachers know their class rosters, they should examine multiple sources of data about their students' performance to identify an area(s) of need. Documenting the "baseline" data, or where students are at the beginning of the year, is a key aspect of this step. It allows the teacher to identify where students are with respect to the grade level or content area the teacher is teaching.

Examples of Data Review

A teacher may use but is not limited to the following data in developing an SLO:

a) Initial performance for current interval of instruction (writing samples, student interest surveys, pre-assessments etc.)

b) Student scores on previous state standardized assessments

c) Results from other standardized and non-standardized assessments

d) Report cards from previous years

e) Results from diagnostic assessments

f) Artifacts from previous learning

g) Discussions with other teachers (across grade levels and content areas) who have previously taught the same students

h) Conferences with students' families

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i)   Individual Educational Plans (IEPs) and 504 plans for students with identified special education needs

j)   Data related to English Language Learner (EL) students and gifted students

k)   Attendance records

l)   Information about families, community and other local contexts

It is important that the teacher understands both the individual student and group strengths and challenges. This information serves as the foundation for setting the ambitious yet realistic goals in the next phase.

PHASE 2: Set Two SLOs

Based on a review of district and building data, teachers will develop two SLOs that address identified needs[5]. A form for the development of SLOs can be found on the SEED website. To create their SLOs, teachers will follow these four steps:

Step 1: Decide on the SLOs

The SLOs are broad goal statements for student learning and expected student improvement. These goal statements identify core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicate a need. Each SLO should address a central purpose of the teacher's assignment and should pertain to a large proportion of his/her students, including specific target groups where appropriate. Each SLO statement should reflect high expectations for student learning at least a year's worth of growth (or a semester's worth for shorter courses) and should be aligned to relevant state, national (e.g., CT Core Standards) or district standards for the grade level or course. Depending on the teacher's assignment, an SLO statement might aim for content mastery or else it might aim for skill development.

SLO broad goal statements can unify teachers within a grade level or department while encouraging collaborative work across multiple disciplines. Teachers with similar assignments may have identical SLOs although they will be individually accountable for their own students' results.

Student Learning Objectives (SLOs)

Research shows that as administrators and teachers gain more experience in the student learning process, the quality of student learning goals increases over the years of implementation. Districts that make a choice to view student learning goals as a continuous process throughout the school year will benefit most from this rich process.

Ambrose, S. A., Bridges, M.W., DiPietro, M., Lovett, M.C., & Norman, M. K. (2010). How Learning Works: Seven Research Based Principles for Smart Teaching. San Francisco, CA: Jossey-Bass.

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5 Connecticut's Guidelines for Educator Evaluation *state that each teacher, through **mutual agreement** with his/her evaluator, will select 1 but no more than 4 goals/objectives for student growth. The SEED model requires two SLOs for every teacher in each academic year.*

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The following are examples of SLOs based on student data:

Grade/Subject	Student Learning Objective
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.
11th Grade Algebra II	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.
9th Grade English/ Language Arts	Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
1st and 2nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.

Step 2: Select Indicators of Academic Growth and Development (IAGDs)

An Indicator of Academic Growth and Development (IAGD) is an assessment/measure of progress to include a quantitative target that will demonstrate whether the SLO was met. Each SLO must include at least one IAGD but may include multiple, differentiated IAGDs where appropriate. Teachers whose students take a standardized assessment will create one SLO with an IAGD(s) using that assessment and one SLO with an IAGD(s) based on a minimum of one non-standardized measure and a maximum of one additional standardized measure. All other teachers will develop their two SLOs with IAGDs based on non-standardized measures. Use the following flow chart to determine appropriate IAGDs.

Will the students take a State Standardized Assessment?

YES → Set one SLO and corresponding IAGD(s) based on this assessment and one SLO and IAGD(s) based on a minimum of one non-standardized assessment(s) and a maximum of one standardized assessment(s).*

NO ↓

Will the students take another standardized assessment?

YES → Set one SLO and corresponding IAGD(s) based on this assessment and one SLO and IAGD(s) based on a minimum of one non-standardized assessment(s) and a maximum of one standardized assessment(s).*

NO → Set two SLOs and corresponding IAGDs based on non-standardized assessments.

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*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 process of the Guidelines for Educator Evaluation, an additional non-standardized indicator *(see Appendix 2).*

For the other half (22.5%) of the IAGDs, there may be:

- a maximum of one additional standardized indicator, if there is mutual agreement; and
- a minimum of one non-standardized indicator.

PLEASE NOTE: Connecticut is awaiting USED approval for a request for flexibility regarding the use of state test data in teacher evaluation for the 2015-2016 academic year.

In the calculation to determine the summative student growth and development rating, the SLOs are weighted equally, each representing 22.5% of the final summative rating.

The SEED model uses a specific definition of "standardized assessment." As stated in the Connecticut Guidelines for Educator Evaluation, a standardized assessment is characterized by the following attributes:

IAGDs should be written in SMART goal language:

S	=	Specific and Strategic
M	=	Measurable
A	=	Aligned and Attainable
R	=	Results-Oriented
T	=	Time-Bound

- Administered and scored in a consistent – or "standard" – manner;
- Aligned to a set of academic or performance "standards;"
- Broadly-administered (e.g., nation-or statewide);
- Commercially-produced; and
- Often administered only once a year, although some standardized assessments are administered two or three times per year.

IAGDs should be rigorous, attainable and meet or exceed district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success). Each indicator should make clear:

1. **What evidence/measure of progress will be examined;**
2. **What level of performance is targeted; and**
3. **What proportion of students is projected to achieve the targeted performance level.**

IAGDs can also address student subgroups, such as high or low-performing students or EL students. It is through the Phase 1 examination of student data that teachers will determine what level of performance to target for which population(s) of students.

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IAGDs are unique to the teacher's particular students; teachers with similar assignments may use the same assessment(s)/measure of progress for their SLOs, but it is unlikely they would have identical targets established for student performance. For example, all second grade teachers in a district might set the same SLO and use the same reading assessment (measure of progress) to measure their SLOs, but the target(s) and/or the proportion of students expected to achieve proficiency would likely vary among second grade teachers. Additionally, individual teachers may establish multiple differentiated targets for students achieving at various performance levels.

Taken together, an SLO and its IAGD(s) provide the evidence that the objective was met. The following are some examples of IAGDs that might be applied to the previous SLO examples:

Grade/Subject	SLO	IAGD(s)
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.	**By May 15:** ▪Students who scored a 0-1 out of 12 on the pre-assessment will score 6 or better. ▪Students who scored a 2-4 will score 8 or better. ▪Students who scored 5-6 will score 9 or better. ▪Students who scored 7 will score 10 or better. *This is one IAGD (assessment/measure of progress) that outlines differentiated targets based on pre-assessments.*
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.	**By May 30:** ▪90%-100% of all students will be proficient (scoring a 3 or 4) or higher on 5 of the 6 standards (as measured by 8 items) on the digital literacy assessment rubric. *This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.*
11th Grade Algebra 2	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.	**By May 15:** ▪80% of Algebra 2 students will score an 85 or better on a district Algebra 2 math benchmark. *This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.*
9th Grade ELA	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.	**By June 1:** ▪27 students who scored 50-70 on the pre-test will increase scores by 18 points on the post test. ▪40 students who score 30-49 will increase by 15 points. ▪10 students who scored 0-29 will increase by 10 points. *This is one IAGD (assessment/measure of progress) that has been differentiated to meet the needs of varied student performance groups.*
1st and 2nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.	**By June:** **IAGD #1:** Students will increase their attitude towards reading by at least 7 points from baseline on the full scale score of the Elementary Reading Attitude Survey, as recommended by authors, McKenna and Kear. **IAGD #2:** Students will read instructional level text with 95% or better accuracy on the DRA. ▪Grade 1-Expected outcome-Level 14-16. ▪Grade 2-Expected outcome-Level 22-24. *These are two IAGDs using two assessments/measures of progress. IAGD #2 has also been differentiated to meet the needs of varied student performance groups.*

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Step 3: Provide Additional Information
During the goal-setting process, teachers and evaluators will document the following:

- Baseline data used to determine SLOs and set IAGDs;

- Selected student population supported by data;

- Learning content aligned to specific, relevant standards;

- Interval of instruction for the SLO;

- Assessments/measures of progress teacher plans to use to gauge students' progress;

- Instructional strategies;

- Any important technical information about the indicator evidence (like timing or scoring plans); and

- Professional learning/supports needed to achieve the SLOs.

Step 4: Submit SLOs to Evaluator for Review

SLOs are proposals until the teacher and the evaluator mutually agree upon them. Prior to the Goal-Setting Conference, the evaluator will review each SLO relative to the following criteria to ensure that SLOs across subjects, grade levels and schools are both rigorous and comparable:

- Baseline – Trend Data

- Student Population

- Standards and Learning Content

- Interval of Instruction

- Assessments/Measures of Progress

- Indicators of Academic Growth and Development (IAGDs)/Growth Targets

- Instructional Strategies and Supports

An SLO Development Guide is provided for districts to use in this process. The evaluator may provide written comments and discuss the feedback with the teacher during the Goal-Setting Conference.

PHASE 3: Monitor Students Progress

Once SLOs are finalized, teachers should monitor students' progress towards the objectives. Teachers can, for example, examine student work; administer interim assessments and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress. Progress towards SLOs/IAGDs and action steps for achieving progress should be referenced in feedback conversations throughout the year.

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If a teacher's assignment changes, or if his/her student population shifts significantly, the SLOs can be adjusted during the Mid-Year Conference as mutually agreed upon by the evaluator and the teacher.

PHASE 4: Assess Student Outcomes Relative to SLOs

At the end of the school year, the teacher should collect the evidence required by their IAGDs, upload artifacts to data management software system, where available and appropriate, and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment, which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

1. Describe the results and provide evidence for each IAGD.

2. Provide your overall assessment of whether this objective was met.

3. Describe what you did that produced these results.

4. Describe what you learned and how you will use that learning going forward.

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SLO: Exceeded (4 points), Met (3 points), Partially Met (2 points) or Did Not Meet (1 point). These ratings are defined as follows:

Exceeded (4)	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
Met (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
Partially Met (2)	Many students met the target(s), but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
Did Not Meet (1)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

For SLOs with more than one IAGD, the evaluator may score each indicator separately and then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

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The final student growth and development rating for a teacher is the average of their two SLO scores. For example, if one SLO was "Partially Met" for a rating of 2, and the other SLO was "Met" for a rating of 3, the Student Growth and Development rating would be 2.5 [(2+3)/2]. The individual SLO ratings and the Student Growth and Development rating will be shared and discussed with teachers during the End-of-Year Conference.

	Averaged Domain-Level Score
SLO 1	2
SLO 2	3
Student Growth and Development Rating	2.5

PLEASE NOTE: For SLOs that include an indicator(s) based on state standardized assessments, results may not be available in time to score the SLO prior to the June 30 deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if state assessments are the basis for all indicators and no other evidence is available to score the SLO, then the teacher's student growth and development rating will be based only on the results of the second SLO. However, once the state assessment data is available, the evaluator should score or rescore the SLO, then determine if the new score changes the teacher's final summative rating. The evaluation rating can be amended at that time as needed, but no later than September 15. See Summative Teacher Evaluation Scoring (page 37) for details.

Component #4: Whole-School Student Learning Indicator and/or Student Feedback (5%)

Districts can decide to use a whole-school student learning indicator (option 1), student feedback (option 2) or a combination of the two (option 3) to determine this fourth component of SEED.

Option 1: Whole-School Student Learning Indicator

For districts that include the whole-school student learning indicator in teacher evaluations, a teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for his/her administrator's evaluation rating. For most schools, this will be based on the school performance index (SPI)* and the administrator's progress on SLO targets, which correlates to the Student Learning rating on an administrator's evaluation (equal to the 45% component of the administrator's final rating).

See example of the interrelationship between Whole-School Student Learning Indicator (5%) for teachers and Multiple Student Learning Indicators (45%) for administrators on page 6.

*In absence of a School Performance Index (SPI), the whole school student learning indicator will be determined by the rating of the Administrators' Student Learning Indicators alone (45%).

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Option 2: Student Feedback

Districts can use feedback from students, collected through whole-school or teacher-level surveys, to comprise this component of a teacher's evaluation rating.

Eligible Teachers and Alternative Measures

Student surveys will not be applicable and appropriate for all teachers. Ultimately, school districts should use their judgment in determining whether student surveys should be included in a particular teacher's summative rating. Here are important guidelines to consider:

- Students in grades K-3 should not be surveyed unless an age-appropriate instrument is available.

- Special education students who would not be able to respond to the survey, even with accommodations, should not be surveyed.

- Surveys should not be used to evaluate a teacher if fewer than 15 students would be surveyed or if fewer than 13 students ultimately complete the survey.

- School governance councils shall assist in development of whole-school surveys, if applicable, in order to encourage alignment with school improvement goals.

When student surveys are not appropriate for a particular teacher, the 5% allocated for student feedback should be replaced with the whole-school student learning indicator described in Option 1.

Survey Instruments

To ensure that districts use effective survey instruments in the evaluation process and to allow educators to share results across district boundaries, the CSDE has adopted recommended survey instruments as part of the SEED state model for teacher evaluation. Panorama Education developed the surveys for use in the State of Connecticut, and districts are strongly encouraged to use the state model surveys.

The recommended surveys that can be used to collect student feedback are available on the SEED website. Districts may use these surveys or use other existing survey instruments. Student survey instruments should be aligned to the Connecticut Common Core of Teaching (CCT) and the *CCT Rubric for Effective Teaching 2014* whenever possible.

Districts may choose to use different surveys for different grade levels, such as an elementary survey for students in grades 4-6 and a secondary survey for grades 6-12. Districts may also choose to use different surveys for different types of classes. For example, a district might establish a standard survey for all 6-12 classes and then add additional questions for core classes such as English and math.

The surveys selected by a district must be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time).

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Districts are encouraged to use instruments that will offer teachers constructive feedback they can use to improve their practice. Districts may include feedback-only questions that are not used for evaluation purposes and districts may allow individual schools and teachers to add questions to the end of the survey, where feasible. If a school governance council exists, the council must be included in this process.

Survey Administration

Student surveys must be administered in a way that allows students to feel comfortable providing feedback without fear of retribution. Surveys should be confidential, and survey responses must not be tied to students' names.

If a secondary school teacher has multiple class periods, students should be surveyed in all classes. If an elementary school teacher has multiple groups of students, districts should use their judgment in determining whether to survey all students or only a particular group.

Fall Baseline and Feedback Survey

If it is feasible, it is recommended but not required that schools conduct two student feedback surveys each year. The first, administered in the fall, will not affect a teacher's evaluation but could be used as a baseline for that year's targets, instead of using data from the previous school year. The second, administered in the spring, will be used to calculate the teacher's summative rating and provide valuable feedback that will help teachers achieve their goals and grow professionally. Additionally, by using a fall survey as a baseline rather than data from the previous year, teachers will be able to set better goals because the same group of students will be completing both the baseline survey and the final survey. If conducting two surveys in the same academic year is not possible, then teachers should use the previous spring survey to set growth targets.

Establishing Goals

Teachers and their evaluators should use their judgment in setting goals for the student feedback components. In setting a goal, a teacher must decide what he/she wants the goal to focus on. A goal will usually refer to a specific survey question (e.g., "My teacher makes lessons interesting"). However, some survey instruments group questions into components or topics, such as "Classroom Control" or "Communicating Course Content," and a goal may also refer to a component rather than an individual question.

Additionally, a teacher (or the district) must decide how to measure results for the selected question or topic. The CSDE recommends that teachers measure performance in terms of the percentage of students who responded favorably to the question. (Virtually all student survey instruments have two favorable/answer choices for each question.) For example, if the survey instrument asks students to respond to questions with "Strongly Disagree," "Disagree," "Neutral," "Agree" and "Strongly Agree," performance on a goal would be measured as the percentage of students who responded "Agree" or "Strongly Agree" to the corresponding question. Next, a teacher must set a numeric performance target. As described above, this target should be based on growth or on maintaining performance that is already high. Teachers are encouraged to bear in mind that growth may become harder as performance increases. For this reason, we recommend that teachers set maintenance of high performance targets (rather than growth targets) when current performance exceeds 70% of students responding favorably to a question.

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Finally, where feasible, a teacher may optionally decide to focus a goal on a particular subgroup of students. (Surveys may ask students for demographic information, such as grade level, gender and race.) For example, if a teacher's fall survey shows that boys give much lower scores than girls in response to the survey question "My teacher cares about me," the teacher might set a growth goal for how the teacher's male students respond to that question.

The following are examples of effective SMART goals:

- The percentage of students who "Agree" or "Strongly Agree" with "My teacher believes I can do well" will increase from 50% to 60% by May 15;

- The percentage of students who "Agree" or "Strongly Agree" with "My teacher makes what we're learning interesting" will remain at 75% by May 15; and

> Student feedback goals should be written in SMART language:
> S = Specific and Strategic
> M = Measurable
> A = Aligned and Attainable
> R = Results-Oriented
> T = Time-Bound

- The percentage of 9th graders who "Agree" or "Strongly Agree" with "I feel comfortable asking my teacher for extra help" will increase from 60% to 70% by May 15.

See the example surveys on the SEED website for additional questions that can be used to develop goals.

Arriving at a Student Feedback Summative Rating

In most cases, summative ratings should reflect the degree to which a teacher makes growth on feedback measures, using data from the prior school year or the fall of the current year as a baseline for setting growth targets. For teachers with high ratings already, summative ratings should reflect the degree to which ratings remain high. This is accomplished in the following steps, undertaken by the teacher being evaluated through mutual agreement with the evaluator:

1. Review survey results from prior period (previous school year or fall survey).

2. Set one measurable goal for growth or performance (see above).

3. Discuss parameters for exceeding or partially meeting goals.

4. Later in the school year, administer surveys to students.

5. Aggregate data and determine whether the goal was achieved.

6. Assign a summative rating, using the following scale to be discussed and finalized during the End-of-Year Conference.

Exemplary	Proficient	Developing	Below Standard
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

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Option 3: Whole-School Student Learning Indicators and/or Student Feedback

As previously mentioned, districts can use whole-school student learning indicators for certain teachers and feedback from students for others depending on their grade level, content area or other considerations.

PLEASE NOTE: If the whole-school student learning indicator rating is not available when the summative rating is calculated, then the student growth and development score will be weighted 50% and the whole-school student learning indicator will be weighted zero(see Summative Teacher Evaluation Scoring). However, once the state data is available, the evaluator should revisit the final rating and amend at that time as needed, but no later than September 15.

Summative Teacher Evaluation Scoring

Summative Scoring

The individual summative teacher evaluation rating will be based on the four components, grouped in two major categories: Student Outcomes Related Indicators and Teacher Practice Related Indicators.

Student Growth and Development **45%**

Parent Feedback **10%**

Teacher Rating

Observation of Teacher Performance and Practice **40%**

Whole-School Student Learning OR Student Feedback **5%**

Every educator will receive one of four performance* ratings:

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 (see Appendix 2).

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The rating will be determined using the following steps:

1. Calculate a Teacher Practice Related Indicators score by combining the observation of teacher performance and practice score (40%) and the parent feedback score (10%).

2. Calculate a Student Outcomes Related Indicators score by combining the student growth and development score (45%) and whole-school student learning indicator or student feedback (5%).

3. Use the Summative Matrix to determine the Summative Rating.

Each step is illustrated below:

1. Calculate a Teacher Practice Related Indicators rating by combining the observation of teacher performance and practice score and the parent feedback score.

The observation of teacher performance and practice counts for 40% of the total rating and parent 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	Points (score x weight)
Observation of Teacher Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
Total Teacher Practice Related Indicators Points			**142**

Rating Table

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

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1. Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning indicators or student feedback score.

The student growth and development component counts for 45% of the total rating and the whole-school student learning indicators or student feedback component counts for 5% 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	Points (score x weight)
Student Growth and Development (SLOs)	3.5	45	157.5
Whole School Student Learning Indicator or Student Feedback	3	5	15
Total Student Outcomes Related Indicators Points			172.5 → **173**

Rating Table

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

2. Use the Summative Matrix to Determine the Summative Rating

Using the ratings determined for each major category; Student Outcomes Related Indicators and Teacher 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 Teacher Practice Related Indicators rating is *proficient* and the Student Outcomes Related Indicators rating is *proficient*. The summative rating is therefore *proficient*. If the two major categories are highly discrepant (e.g., a rating of *exemplary* for Teacher 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.

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	Teacher Practice Related Indicators Rating			
	4	**3**	**2**	**1**
Student Outcomes Related Indicators 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 provided for all teachers by **June 30,** of a given school year and reported to the CSDE per state statute. Should state standardized test data not yet be available at the time of calculating a summative rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator should recalculate the teacher's summative rating when the data is available and submit the adjusted rating no 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 and support system. A pattern may consist of a pattern of one rating. The state model recommends the following patterns:

Novice teachers shall generally be deemed effective if said educator receives at least two sequential *proficient* ratings, one of which must be earned in the fourth year of a novice teacher's career. A *below standard* rating shall only be permitted in the first year of a novice teacher's career. There should be a trajectory of growth and development as evidenced by a subsequent rating of *developing* or higher in year two and sequential *proficient* ratings in years three and four.

A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential *developing* ratings or one *below standard* rating at any time.

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Dispute-Resolution Process

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. When such agreement cannot be reached, the issue in dispute will be referred for resolution to a subcommittee of the 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)*.

Core Requirements for the Evaluation of Student and Educator Support Specialists

As provided in Sec.10-151b of the 2012 Supplement (C.G.S.) as amended by P.A. 13-245, "The superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each Student and Educator Support Specialist," in accordance with the requirements of this section. Local or regional boards of education shall develop and implement Student and Educator Support Specialist evaluation programs consistent with these requirements.

Flexibility from Core Requirements for the Evaluation of Teachers

1. Student and Educator Support Specialists (SESS) shall have a clear job descriptions and delineation of their role and responsibilities in the school to guide the setting of IAGDs, feedback and observation.

2. Because of the unique nature of the roles fulfilled by Student and Educator Support Specialists, districts shall be granted flexibility in applying the Core Requirements of teacher evaluation in the following ways:

   a. Districts shall be granted flexibility in using IAGDs to measure attainment of goals and/or objectives for student growth. The Goal-Setting Conference for identifying the IAGDs shall include the following steps:

      i. The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.

      ii. The educator and evaluator will determine if the indicator will apply to the individual teacher, a team of teachers, a grade level or the whole school.

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iii. The educator and evaluator should identify the unique characteristics of the population of students which would impact student growth (e.g. high absenteeism, highly mobile population in school).

iv. The educator and evaluator will identify the learning standard to measure: the assessment/measure of progress, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.

b. Because some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance at the beginning of the school year. The observations will be based on standards when available. Examples of appropriate venues include but are not limited to: observing Student and Educator Support Specialist staff working with small groups of children, working with adults, facilitating professional learning, working with families, participating in team meetings or Planning and Placement Team meetings.

c. When student, parent and/or peer feedback mechanisms are not applicable to Student and Educator Support Specialists, districts may permit local development of short feedback mechanisms for students, parents and peers specific to particular roles or projects for which the Student and Educator Support Specialists are responsible.

Currently available on the SEED website are white papers developed by various discipline-specific workgroups and the *CCT Rubric for Effective Service Delivery 2014*. Specifically, this rubric was identified for use with:

- **School Psychologists;**
- **Speech and Language Pathologists;**
- **Comprehensive School Counselors ; and**
- **School Social Workers.**

PLEASE NOTE: The rubric is available for use with any educators whose roles and responsibilities fall within the realm of service delivery or are considered caseload specialists.

As of Spring 2015, a validation study of the *CCT Rubric for Effective Service Delivery is* underway. The alignment of *CCT Rubric for Effective Service Delivery* to the *CCT Rubric for Effective Teaching 2014* is intentional and will benefit evaluators as they conduct observations of performance and practice across all content areas.

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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 Indicators
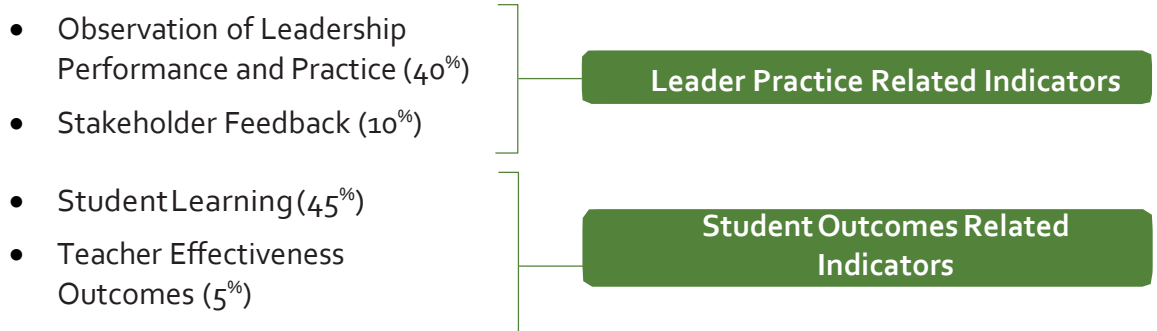
Additional Requirements for Administrator Evaluation and Support Plans

In addition, this document includes "Points for District Consideration" to assist district Professional Development and Evaluation Committees (PDECs) in developing processes or enhancing existing processes necessary for ongoing development and support of teachers in the following areas:

- Evaluator Training and Ongoing Proficiency/Calibration
- 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 four components of evaluation and support, as well as the additional requirements outlined above, with fidelity as outlined in this handbook. 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. In addition, evaluators of teachers are expected to participate in the multi-day CSDE-sponsored training as described within this document.

Any variation from the components of teacher evaluation and support as written within this document 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.

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Administrator Evaluation and Development

Purpose and Rationale

This section of the 2015 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 growth & development); 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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[6] Smarter Balanced Assessments *will be administered for the first time in the 2014-15 academic year. These assessments are administered in Grades 3-8 and Grade 11. Pending approval of the waiver submitted to the United States Department of Education (USED) the CSDE has requested continued flexibility, through at least the 2015-16 school year, regarding the requirement to incorporate the state test as a measure of student growth in educator evaluation.*

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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 Teacher 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 surveys.

2. **Student Outcomes Related Indicators:** An evaluation of administrator's contributions to student academic progress, at the school and classroom level. This area 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 designation 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

*As of Spring 2015, the CCL Leader Evaluation Rubric is undergoing a validation study. Substantive revisions are expected to be made to the rubric prior to its expected release in June 2015.

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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	Mid-Year Formative Review	End-of-Year Review
·Orientation on process ·Goal-setting and plan development	·Review goals and performance ·Mid-year formative review	·Self-assessment ·Preliminary summative assessment*
Prior To School Year	Mid-Year	Spring / End-of-Year

* *Summative assessment to be finalized in August.*

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Step 1: Orientation and Context-Setting

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

1. Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating[7].

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.

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."

Figure 2:

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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[7] <mark>Smarter Balanced Assessments *will be administered for the first time in the 2014-15 academic year. These assessments are administered in Grades 3-8 and Grade 11. Pending approval of the waiver submitted to the United States Department of Education (USED) the CSDE has requested continued flexibility, through at least the 2015-16 school year, regarding the requirement to incorporate the state test as a measure of student growth in educator evaluation.*</mark>

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Administrators should start with the outcomes they want to achieve. This includes setting three SLOs (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 Connecticut School Leadership Standards. While administrators are rated on all six Performance 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 out-come 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 completed form on page 49 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.

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? Does at least one of the focus areas address instructional leadership?

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Sample Evaluation and Support Plan

Administrator's Name _____

Evaluator's Name _____

School _____

Key Findings from Student Achievement and Stakeholder Survey Data	Outcome Goals – 3 SLOs and 1 Survey	Leadership Practice Focus Areas (2)	Strategies	Evidence of Success	Additional Skills, Knowledge and Support Needed	Timeline for Measuring Goal Outcomes
EL Cohort Graduation Rate is 65% and the extended graduation rate is 70%.	**SLO 1:** Increase EL cohort graduation rate by 2% and the extended graduation rate by 3%.	**Focus Area 1:** Use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress, close achievement gaps and communicate progress. (PE: 2, E: C)	Develop Support Service SLOs to address intervention needs and strategies.	EL graduation rate increases by 2% over last year and the extended graduation rate increases by 3%.	Support needed in reaching out to the EL student population and families to increase awareness of the graduation requirements and benefits.	Credit status will be determined after summer school.
80% of students complete 10th grade with 12 credits.	**SLO 2:** 90% of students complete 10th grade with 12 credits.	**Focus Area 2:** Improve instruction for the diverse needs of all students; and collaboratively monitor and adjust curriculum and instruction. (PE: 2, E B) Use current data to monitor EL student progress and to target students for intervention.	Develop content teacher SLOs to address CT Core standards reading strategies and expectations	90% of students have at least 12 credits when entering the 11th grade.	Work with school counselors to ensure students are enrolled in credit earning courses in 9th and 10th grades and that deficient students are contacted re: summer remedial offerings.	
87% of 10th graders are proficient in reading, as evidenced by STAR assessment scores (if available).	**SLO 3:** 95% of students are reading at grade level at the end of 10th grade.		Provide teacher PL experiences as needed to target skills in differentiation of instruction.	STAR assessments indicate that 95% of students are reading on grade level at the end of 10th grade.		
75% of students report that teachers present material in a way that is easy for them to understand and learn from. EL Cohort Graduation Rate is 65% and the extended graduation rate is 70%.	**Survey 1:** 90% of students report that teachers present material in a way that makes it easy for them to understand and learn.			90% of students report by survey response that teachers present material in a way they can understand and learn from.		

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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.

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A note on the frequency of school site observations:

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 a summative rating of *developing* or *below standard* in the previous year.

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 review, 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 Review 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.

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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 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.

*As of Spring 2015, the CCL Leader Evaluation Rubric is undergoing a validation study. Substantive revisions are expected to be made to the rubric prior to its expected release in June 20

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PLEASE NOTE: School districts who have a locally-developed evaluation and support plan can also choose to participate in the CSDE-sponsored training opportunities for evaluators, however if training opportunities are internally-developed or contracted with a reputable vendor, the following are points for consideration:

Points for District Consideration

- Development or selection of an evaluation framework/rubric to measure and provide feedback on leader performance and practice
- Identification of criteria to demonstrate proficiency (optional)
- Provision of ongoing calibration activities
- Determination of frequency for proficiency status renewal, if applicable

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 outcomes 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.

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.

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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 administrators will identify professional learning needs that support their goals and objectives. The professional learning opportunities identified for each administrator 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 administrators, which can then be targeted with school-wide or district-wide professional learning opportunities.

Points for District Consideration

Connecticut's Definition for Professional Learning: High-quality professional learning is a process that ensures all educators have equitable access throughout their career continuum to relevant, individual and collaborative opportunities to enhance their practice so that all students advance towards positive academic and non-academic outcomes. Best practices include:

- Creating learning communities committed to continuous improvement, collective responsibility, accountability and goal alignment;

- Prioritizing, monitoring, and coordinating resources tied to goals /objectives and evidence-based feedback provided as part of the evaluation process; and

- Aligning job-embedded professional learning with school and district goals and priorities, curriculum and assessments.

Another key component of success is the development of leadership capacity in these alignment and coherence efforts.

This is accomplished by:

- Developing well-supported and effective coaches, teacher leaders and principals who are strategically selected based on valid indicators of effectiveness; empowered to support and monitor teacher learning; and provide meaningful, evidence-based, actionable feedback that supports teachers' reflection and analysis of their practice.

- Creating structures and systems that enable teams of educators to engage in job-embedded professional learning on an ongoing basis.

Connecticut's Standards for Professional Learning will be available in Spring 2015 and can be found here when released.

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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.

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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 learning.
- Support high-quality evaluation that aligns school accountability with teacher and administrator 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/administrators.

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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.

*In 2014, the Council of Chief State School Officers (CCSSO) released revised ISSLC Standards to better incorporate an expanding body of research and best practices from the field for public comment. The CCSSO anticipates publication of revised standards in the coming year.

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These weightings should be consistent for all principals. For assistant principals and other school or district-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*.

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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].

*In Spring 2015, the CCL Leader Evaluation Rubric will undergo a validation study. In response to stakeholder feedback, revisions are expected to be made to the rubric and it's expected to be released in June 2015.

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8 Central Office Administrators were given an additional year before being required to participate in Connecticut's new evaluation and support system while further guidance was being developed. All Central Office Administrators will be required to participate in the new system in the 2015-2016 school year. Special considerations for the evaluation of Central Office Administrators are available here.

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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

*Given potential changes to the rubric, these indicators and performance descriptors may be subject to change.

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 performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

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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		

<mark>*Given potential changes to the rubric, this rating scale may be subject to change.</mark>

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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.

Applicable Survey Types

There are several types of surveys – some with broader application for schools and districts – that align generally with the areas of feedback that are relevant for administrator evaluation. These include:

▪ **Leadership practice surveys** focus directly on feedback related to a leader's performance and the impact on stakeholders. Leadership Practice Surveys for principals and other administrators are available and there are also a number of instruments that are not specific to the education sector, but rather probe for information aligned with broader leadership competencies that are also relevant to Connecticut administrators' practice. Typically, leadership practice surveys for use in principal evaluations collect feedback from teachers and other staff members.

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- **School practice surveys** capture feedback related to the key strategies, actions and events at a school. They tend to focus on measuring awareness and impact from stakeholders, which can include faculty and staff, students and parents.

- **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.

To ensure that districts use effective survey instruments in the administrator evaluation process, and to allow educators to share results across district boundaries, the CSDE has adopted recommended survey instruments as part of the SEED state model for administrator evaluation and support. Panorama Education developed the surveys for use in the State of Connecticut, and districts are strongly encouraged to use these state model surveys.

See the SEED website for examples of each type of survey as well as sample questions that align to the CCL: Connecticut School Leadership Standards. See the [SEED website](#) for Panorama Education surveys.

The survey(s) selected by a district for gathering feedback must be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time). In order to minimize the burden on schools and stakeholders, the surveys chosen need not be implemented exclusively for purposes of administrator evaluation, but may have broader application as part of teacher evaluation systems, school-or district-wide feedback and planning or other purposes. Adequate participation and representation of school stakeholder population is important; there are several strategies districts may choose to use to ensure success in this area, including careful timing of the survey during the year, incentivizing participation and pursuing multiple means of soliciting responses.

Any survey selected must align to some or all of the CCL: Connecticut School Leadership Standards, so that feedback is applicable to measuring performance against those standards. In most cases, only a subset of survey measures will align explicitly to the Leadership Standards, so administrators and their evaluators are encouraged to select relevant portions of the survey's results to incorporate into the evaluation and support model.

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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

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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:

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

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

Step 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).

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

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

Step 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.

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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. 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%.

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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 may not be available for the 2015-16 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.

9 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.

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Yearly goals for student achievement should be based on approximately 1/12 of the growth needed to reach 88, capped at 3 points per year. See below for a sample calculation to determine the SPI growth target for a school with an SPI rating of 52.

$$\frac{88 - 52}{12} = 3$$

Evaluation ratings for administrators on these state test measures are generated as follows:

Step 1: Ratings of SPI Progress are applied to give the administrator a score between 1 and 4, using the table below:

SPI Progress (all students and subgroups)

SPI>=88	Did not Maintain	Maintain		
	1	4		
SPI<88	< 50% target progress	50-99% target progress	100-125% target progress	> 125% target progress
	1	2	3	4

PLEASE NOTE: Administrators who work in schools with two SPIs will use the average of the two SPI ratings to apply for their score.

Step 2: **Scores are weighted to emphasize improvement in schools below the State's SPI target of 88 and to emphasize subgroup progress and performance in schools above the target.** While districts may weigh the two measures according to local priorities for administrator evaluation, the following weights are recommended:

SPI Progress	100% minus subgroup %
SPI Subgroup Progress*	10% per subgroup; up to 50%

*Subgroup(s) must exist in year prior and in year of evaluation

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Below is a sample calculation for a school with two subgroups:

Measure	Score	Weight	Summary Score
SPI Progress	3	.8	2.4
SPI Subgroup 1 Progress	2	.1	.2
SPI Subgroup 2 Progress	2	.1	.2
		TOTAL	**2.8**

Step 3: The weighted scores in each category are summed, resulting in an overall state test rating that is scored on the following scale:

Exemplary	Proficient	Developing	Below Standard
At or above 3.5	2.5 to 3.4	1.5 to 2.4	Less than 1.5

All protections related to the assignment of school accountability ratings (e.g., the minimum number of days a student must be enrolled in order for that student's scores to be included in an accountability measure) shall apply to the use of state test data for administrator evaluation.

For any school that does not have tested grades (such as a K-2 school), the entire 45% of an administrator's rating on student learning indictors is based on the locally-determined indicators described below.

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 Connecticut Core Standards and other 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.

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	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 requirement)	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-adopted 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 of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.

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- 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 SLOs for administrators:

Grade Level/Role	SLO
2nd Grade	Among second graders who remain enrolled in school and in good attendance from September to May, 80% will make at least one year's growth in reading as measured by MAP/NWEA assessments.
Middle School Science	78% of students will attain *proficient* or higher on the science inquiry strand of the CMT in May.
High School	9th grade students will accumulate sufficient credits to be in good standing as sophomores by June.
Central Office Administrator	By June 1, 2016, the percentage of grade 3 students across the district (in all 5 elementary schools) reading at or above grade level will improve from 78% to 85%. (Curriculum Coordinator)

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.

- 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).

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- 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 a 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

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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).*

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A rating of *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.

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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 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 76.

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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.

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		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.

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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).*

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Appendix 1

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

Section 2.9: Flexibility Components

Local and regional school districts may choose to adopt one or more of the evaluation plan flexibility components described within Section 2.9, in mutual agreement with district's professional development and evaluation committee pursuant to 10-151b(b) and 10-220a(b), to enhance implementation. Any district that adopts flexibility components in accordance with this section in the 2013-14 school year shall, within 30 days of adoption of such revisions by its local or regional board of education, and no later than March 30, 2014, submit their plan revisions to the State Department of Education (SDE) for its review and approval. For the 2014-15 and all subsequent school years, the submission of district evaluation plans for SDE review and approval, including flexibility requests, shall take place no later than the annual deadline set by the SDE.

a. Each teacher, through mutual agreement with his/her evaluator, will select 1 goal/objective for student growth. For each goal/objective, each teacher, through mutual agreement with his/her evaluator, will select multiple Indicators of Academic Growth and Development (IAGD) and evidence of those IAGDs based on the range of criteria used by the district. For any teacher whose primary responsibility is not the direct instruction of students, the mutually agreed upon goal/objective and indicators shall be based on the assigned role of the teacher.

b. One half (or 22.5%) of the indicators of academic growth and development used as evidence of whether goal/objective is met shall be based on standardized indicators other than the state test (CMT, CAPT, or SBAC) for the 2014-15 academic year, pending federal approval. Other standardized indicators for other grades and subjects, where available, may be used. For the other half (22.5%) of the indicators of academic growth and development, there may be:

1. A maximum of one additional standardized indicator other than the state test (CMT, CAPT or SBAC) for the 2014-15 academic year, pending federal approval, if there is mutual agreement, subject to the local dispute resolution procedure as described in 1.3.

2. A minimum of one non-standardized indicator.

c. Teachers who receive and maintain an annual summative performance evaluation designation of proficient or exemplary (or the equivalent annual summative ratings in a pre- existing district evaluation plan) during the 2012-13 or any subsequent school year and who are not first or second year teachers shall be evaluated with a minimum of one formal in-class observation no less frequently than once every three years, and three informal in-class observations conducted in accordance with Section 2.3(2)(b)(1) and 2.3(2)(b)(2) in all other years, and shall complete one review of practice every year. Teachers with proficient or exemplary designations may receive a formal in-class observation if an informal

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observation or review of practice in a given year results in a concern about the teacher's practice. For non-classroom teachers, the above frequency of observations shall apply in the same ways, except that the observations need not be in-classroom (they shall instead be conducted in appropriate settings). All other teachers, including first and second year teachers and teachers who receive a performance evaluation designation of below standard or developing, will be evaluated according to the procedures in 2.3(2)(c) and 2.3(2)(d). All observations shall be followed with timely feedback. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, reviews of lesson plans or other teaching artifacts.

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;

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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.

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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 entitled "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

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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 2015-16 academic year, the required use of state test data is suspended, pending USED 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.

c. standardized indicator.

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