MONTVILLE PUBLIC SCHOOLS

Montville's System for Educator Evaluation and Support

2015-2016

Montville's Teacher Evaluation and Professional Learning Committee Members

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I. Montville's System for Educator Evaluation and Development

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. The purpose of Montville's evaluation model is to help each teacher strengthen his/her practice to improve student learning and to fairly and accurately evaluate teacher performance.

Design Principles
The following principles guided the design of the plan.

- Use *multiple, standards-based measures of performance*
    An evaluation system that uses multiple sources of information and evidence results in fair, accurate and comprehensive pictures of teachers' performance. The model defines four categories of teacher performance: student learning (45%), teacher performance and practice (40%), peer feedback (10%) and school-wide student learning (grades pK-8) or student feedback (grades 9-12) (5%). These categories are grounded in research-based, national standards: Marzano's Causal Teacher Observation Model; the Common Core State Standards; Connecticut's standards: The Connecticut Common Core of Teaching; the Connecticut Framework K-12 Curricular Goals and Standards; the Smarter Balanced Assessments[1]; and locally developed curriculum standards.

- *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; 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 plan 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 plan hinges on improving the professional conversation between and among teachers and administrators who are their evaluators. The dialogue in the plan occurs frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.

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[1]*Smarter Balanced Assessments in reading, mathematics, and writing are administered in grades 3-8 and 11.*

- *Encourage aligned professional learning, coaching and feedback to support teacher growth*

    Novice and veteran teachers alike deserve detailed, constructive feedback and professional learning, collaboratively designed by the individual teacher and the district to address the needs of their classrooms and students. This plan promotes a shared language of excellence to which professional learning, coaching, and feedback can align to improve practice.

- *Ensure feasibility of implementation*

    Implementing the plan requires hard work. The plan aims to balance high expectations with flexibility for the time and capacity constraints in our district.

II. Evaluation System Overview

The evaluation system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four categories, grouped in two major focus areas: 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 focus area is comprised of two categories:

   a. Observation of teacher performance and practice (40%) as defined in the Marzano Causal Teacher Observation Model.
   b. Peer feedback (10%) as defined in category 2, page 18 of the plan.

2. Student Outcomes Related Indicators: An evaluation of a teacher's 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 the teacher's Student Learning Goals (SLGs) and student assessment results.
   b. A whole-school measure of student learning (grades pK-8) as measured by accomplishment of the building administrator's school-wide student learning goals or student feedback (grades 9-12) (5%) as determined by student surveys.

Scores from each of the four categories will be combined to produce a summative performance rating of Exemplary, Accomplished, Developing or Below Standard. 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
Below Standard – Not meeting indicators of performance

Teacher Evaluation Process

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 to each teacher on his/her performance, set development goals and identify professional learning 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 and Planning
- Orientation on process
- Teacher reflection and goal-setting
- Goal-setting conference

Mid-Year Check-in
- Review goals and performance to date
- Mid-year conference

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

Goal-Setting and Planning:

Timeframe: Must be completed by **October 15**

1. *Orientation on Process*—To begin the evaluation process, evaluators meet with teachers, in a group, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, evaluators will discuss any school or district priorities that should be reflected in teacher practice goals and student learning goals (SLGs) and they will commit to set time aside for the types of collaboration and professional learning required by the evaluation process.

2. *Teacher Reflection and Goal-Setting*—The teacher examines student data, prior year evaluation and survey results, and the Marzano Causal Teacher Observation Rubrics to draft proposed performance and practice goal(s) which will also serve as the peer feedback goal, Student Learning Goals (SLGs), and a student feedback goal (grades 9-12) for the school year. Teachers are encouraged to collaborate in grade-level or subject-matter teams to support the goal-setting process.

3. G*oal-Setting Conference*—The evaluator and teacher meet to discuss the teacher's proposed 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 goals and objectives if they do not meet approval criteria. Every attempt will be made to mutually agree upon a goal; however the evaluator has the right to determine a staff member's goal.

<u>Mid-Year Check-In:</u>

Timeframe: By February 15

1. *Reflection and Preparation* – The teacher collects and reflects in writing on evidence to-date about the teacher's practice and student learning in preparation for the check-in. (Use the mid-year check-in: Teacher Self-Assessment Form.)

2. *Mid-Year Conference* – The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on teacher practice goals, Student Learning Goals (SLGs) 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, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLGs 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 development areas.

<u>End-of-Year Summative Review:</u>

Timeframe: Non-Tenured by April 1, Tenured by June 1.

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 should 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.

3. *End-of-Year Conference*—The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator shall assign a summative rating and generates a summary report of the evaluation before June 1 for ~~tenured~~ all teachers ~~or~~ and may generate a summative rating by April 1 for non-tenured teachers. Conferences will be held with all non-tenured teachers to discuss their progress by April 1.

Primary and Complementary Evaluators

The primary evaluator for most teachers will be the school principal, assistant principal, or program leader who will be responsible for the overall evaluation process, including assigning summative ratings. Complementary evaluators may be used to assist the primary evaluator. Complementary evaluators are certified teachers who may also have administrative certification. They may have specific content knowledge, such as department heads or curriculum coordinators. Complementary evaluators must be fully trained as evaluators in the Marzano model in order to be authorized to serve in this role.

Complementary evaluators may assist primary evaluators by conducting observations, collecting additional evidence, reviewing Student Learning Goals (SLGs), and providing additional feedback. A complementary evaluator should share his or 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.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

The district will provide comprehensive training and support to administrators and other evaluators to ensure proficiency and inter-rater reliability in conducting teacher evaluations. The Marzano iObservation protocols will be utilized to assess evaluator proficiency.

III. Support and Development

As a stand-alone, evaluation cannot hope to improve teaching practice and student learning. However, when paired with professional learning opportunities and 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. In this plan, every teacher will have a Professional Growth Plan that is co-created by the teacher and his or her evaluator and serves as the foundation for ongoing professional learning and conversations about the teacher's practice and impact on student outcomes. Every attempt will be made to mutually agree upon a professional growth goal; however the evaluator has the right to determine a staff member's goal. 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 professional learning opportunities.

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. Teachers may apply for opportunities which include, but are not limited to: observation of peers; mentoring early-career teachers; acting as team leaders, department heads or teachers-in-charge; receiving compensation for serving as a trainer; leading professional learning communities for their peers; and differentiated career pathways.

Improvement and Remediation Plans
If a teacher's performance is rated as developing or below standard, it signals the need for the administrator to create an individual teacher supervisory assistance or intensive remediation plan. The plan will be presented to the teacher for review and possible modifications. The teacher has the right to request his/her exclusive bargaining representative be present.

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 plan.

IV. Teacher Practice and Performance Related Indicators

This portion of the plan evaluates the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. It is comprised of two categories:

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

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

The Teacher Performance and Practice category of the model is a comprehensive review of teaching practice against Marzano's rubric of practice, based on multiple observations. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and tailor support to those needs.

Teacher Practice Framework

The Montville Teacher Evaluation Committee reviewed the research and options for a framework of teaching practice and chose to adopt Marzano's Causal Teacher Evaluation Model. The Marzano rubric represents the most important skills and knowledge that teachers need to successfully educate each and every one of their students. The elements of this rubric for classroom teachers are outlined on pages 12-13 of this plan. Non-classroom teachers, defined as those whose primary role is to support students and classroom teachers, have a slightly different list of the elements which identify the skills most important for non-classroom teachers; these are outlined on page 14. The complete rubrics for classroom teachers are included Appendix A to this document. Appendix B contains the rubrics for non-classroom teachers. The Marzano Teacher Evaluation Model is founded on both historical studies and contemporary research to offer the most inclusive look at teacher effectiveness and development of expertise. The Marzano Teacher Evaluation Model has been shown by independent studies to achieve significant inter-rater reliability, indicating a high level of agreement among observers. The model also uniquely puts student achievement in the forefront as a non-negotiable goal for instruction. In the Marzano Teacher Evaluation Model, an effective teacher is not only one who continues to grow in his or her craft, but also one who can consistently help students grow.

Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQs) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.

Lesson Segment Involving Routine Events

DQ1: Communicating Learning Goals and Feedback
1. Providing Rigorous Learning Goals and Performance Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success

DQ6: Establishing Rules and Procedures
4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom

Note: DQ refers to Design Question in the Marzano Art and Science of Teaching Framework. The 9 DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit is contained in Domain 2: Planning and Preparing.

Lesson Segment Addressing Content

DQ2: Helping Students Interact with New Knowledge
6. Identifying Critical Content
7. Organizing Students to Interact with New Content
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Helping Students Process New Information
11. Helping Students Elaborate on New Information
12. Helping Students Record and Represent Knowledge
13. Helping Students Reflect on Learning

DQ3: Helping Students Practice and Deepen New Knowledge
14. Reviewing Content
15. Organizing Students to Practice and Deepen Knowledge
16. Using Homework
17. Helping Students Examine Similarities and Differences
18. Helping Students Examine Their Reasoning
19. Helping Students Practice Skills, Strategies, and Processes
20. Helping Students Revise Knowledge

DQ4: Helping Students Generate and Test Hypotheses
21. Organizing Students for Cognitively Complex Tasks
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
23. Providing Resources and Guidance for Cognitively Complex Tasks

Lesson Segment Enacted on the Spot

DQ5: Engaging Students
24. Noticing When Students are Not Engaged
25. Using Academic Games
26. Managing Response Rates
27. Using Physical Movement
28. Maintaining a Lively Pace
29. Demonstrating Intensity and Enthusiasm
30. Using Friendly Controversy
31. Providing Opportunities for Students to Talk about Themselves
32. Presenting Unusual or Intriguing Information

DQ7: Recognizing Adherence to Rules and Procedures
33. Demonstrating "Withitness"
34. Applying Consequences for Lack of Adherence to Rules and Procedures
35. Acknowledging Adherence to Rules and Procedures

DQ8: Establishing and Maintaining Effective Relationships with Students
36. Understanding Students' Interests and Background
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
38. Displaying Objectivity and Control

DQ9: Communicating High Expectations for All Students
39. Demonstrating Value and Respect for Low Expectancy Students
40. Asking Questions of Low Expectancy Students
41. Probing Incorrect Answers with Low Expectancy Students

Domain 2: Planning and Preparing

Planning and Preparing

Planning and Preparing for Lessons and Units
42. Effective Scaffolding of Information with Lessons
43. Lessons within Units
44. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology
45. Use of Available Traditional Resources
46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners
47. Needs of English Language Learners

Planning and Preparing for the Needs of Students Receiving Special Education
48. Needs of Students Receiving Special Education

Planning and Preparing for the Needs of Students Who Lack Support for Schooling
49. Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

Reflecting on Teaching

Evaluating Personal Performance
50. Identifying Areas of Pedagogical Strength and Weakness
51. Evaluating the Effectiveness of Individual Lessons and Units
52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan
53. Developing a Written Growth and Development Plan
54. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism

Promoting a Positive Environment
55. Promoting Positive Interactions with Colleagues
56. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies
57. Seeking Mentorship for Areas of Need or Interest
58. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development
59. Adhering to District and School Rule and Procedures
60. Participating in District and School Initiatives

Instructional Support Member Evaluation Framework
Learning Map

Domain 1: Instructional Support Strategies and Behaviors	Domain 2: Planning and Preparing for Implementation of Goals and Scaffolding of Content or Activities	Domain 3: Reflecting on Teaching	Domain 4: Collegiality and Professionalism

Establishing Clear Goals
1. Providing Clear Goals and Scales (Rubrics)
2. Tracking Progress
3. Celebrating Success

Establishing Content
4. Identifying Critical Information
5. Organizing Participants to Interact with New Knowledge
6. Previewing New Content
7. Elaborating on New Information
8. Recording and Representing Knowledge
9. Reflecting on Learning

Facilitating Engagement
10. Providing Opportunities for Participants to Talk about Themselves
11. Demonstrating "Withitness"
12. Acknowledging Adherence to Rules and Procedures
13. Understanding Participants' Interests and Backgrounds
14. Using Verbal and Nonverbal Behaviors that Indicate Affection for Participants
15. Displaying Objectivity and Control
16. Demonstrating Value and Respect for Low Expectancy Participants

Planning and Preparing for Implementation of Content or Activities
17. Effective Goal Setting and Scaffolding of Content or Activities
18. Attention to Established Standards or Procedures

Planning and Preparing for Use of Resources and Technology
19. Use of Available Traditional Resources
20. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners
21. Needs of English Language Learners

Planning and Preparing for the Needs of Participants Receiving Special Education
22. Needs of Participants Receiving Special Education

Planning and Preparing for the Needs of Participants Who Lack Support for Schooling
23. Needs of Participants Who Lack Support for Schooling

Evaluating Personal Performance
24. Identifying Areas of Pedagogical Strength and Weakness
25. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan
26. Developing a Written Growth and Development Plan
27. Monitoring Progress Relative to the Professional Growth and Development Plan

Promoting a Positive Environment
28. Promoting Positive Interactions with Colleagues
29. Promoting Positive Interactions with Participants, Parents and the Community

Promoting Exchange of Ideas and Strategies
30. Seeking Mentorship for Areas of Need or Interest
31. Mentoring Other Colleagues and Sharing Ideas and Strategies

Promoting District and School Development
32. Adhering to School and District Rules and Procedures
33. Participating in School and District Initiatives

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Observation Process

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 teachers deserve the opportunity to grow and develop through observations and timely feedback.

Therefore, in this plan:

- Each teacher should be observed at least once each year through a formal observation as defined below. Informal observations may also be conducted.
  - o Formal: Observations or reviews of practice that last at least 30 minutes and are followed by a post-observation conference, which includes both written and verbal feedback from the administrator and written post-observation reflection by the teacher. Formal observations may be announced (and preceded by a pre-observation conference) or unannounced (in which case they would not be preceded by a pre-observation conference).
  - o Informal: Observations or reviews of practice that last at least 10 minutes and are followed by written and verbal feedback.
- All observations should be followed by written feedback, within five school days of an observation.
- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, some observations (formal and informal) will be unannounced.

A summary of minimum requirements is below:

Teacher Category	Minimum Number of Observations
All First and Second Year Novice Teachers	3 formal in-class observations, 2 of which are announced (include a pre-conference) and 1 of which is unannounced, and 3 informal observations
Below Standard and Developing, ==Any Teacher on a Support Plan==	3 formal in-class observations, 2 of which are announced (include a pre-conference) and 1 of which is unannounced, and 5 informal observations
Accomplished and Exemplary	At least 1 formal classroom observation and 1 review of practice

Please note:
Every teacher who does not fall in the novice category will have a minimum of 1 formal (at least 30 minute) observation. It may be announced (preceded by a pre-observation conference) or unannounced. All formal observations will be followed by a post-observation conference.

Should a formal observation ~~be rated developing or lower~~ ==have less than 70% of element scores greater than or equal to a level 3==, additional formal observations will be conducted (at least one of which would be announced).

A teacher may request an additional formal observation if desired.

Pre-conferences and post-conferences

Pre-conferences are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. Pre-conferences are optional for observations except where noted in the requirements described 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 Marzano Causal Teacher Observation Model 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 written self-assessment of the lesson observed;
- cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, improvements which need to be made, and the focus of future observations;
- involves written and verbal feedback from the evaluator; and
- occurs within five school days of the observation.

Classroom observations provide the most evidence for Domain 1 of the Marzano Causal Teacher Observation Model, but both pre- and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans and reflections on teaching).

<u>Non-Classroom Reviews of Practice</u>

Because the evaluation plan aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the Marzano Causal Teacher Observation Model, 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, and observations of coaching/mentoring other teachers.

<u>Feedback</u>

The goal of feedback is to help teachers grow as educators and become more effective with each 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 Marzano Causal Teacher Observation Model;
- prioritized commendations and recommendations for development actions (which may include attendance at specific professional learning activities);
- next steps and supports the teacher can pursue to improve his/her practice; and
- a timeframe for follow up.

Teacher Performance and Practice Goal-Setting

As described in the Evaluation Process section, teachers use Marzano's Rubric to develop practice and performance goals that are aligned to the Marzano's Causal Teacher Observation Model. These goals provide a focus for the observations and feedback conversations and for teachers' end-of-year reflections.

At the start of the year, each teacher will work with his or her evaluator to develop their practice and performance goal(s). Every attempt will be made to mutually agree upon a goal; however the evaluator has the right to determine a staff member's goals. The goals should have a clear link to student achievement and should move the teacher toward Accomplished or Exemplary on the Marzano's Causal Teacher Observation Model. Schools may decide to create a school-wide goal aligned to a particular component that all teachers will include as one of their goals.

> **Example for Teacher Performance and Practice Goal (40%):**
> By June _____, I will use effective grouping strategies to facilitate practicing and deepening knowledge. My students will effectively ask each other questions and obtain feedback from their peers to deepen knowledge of informational content or practice a skill, strategy or process. (Marzano Rubric Element 2.2.

Progress towards goals and action steps for achieving progress should be referenced in feedback conversations following observations throughout the year. Goals and action steps should be formally discussed during the mid-year conference and the end-of-year conference. Although performance and practice goals are not explicitly rated as part of the Teacher Performance and Practice component, progress on goals will be reflected in the scoring of Teacher Performance and Practice evidence and/or teachers' reflections. ==It is strongly recommended that teachers take advantage of professional learning sessions aligned to their performance and practice goals.==

Teacher Performance and Practice Scoring
<u>Individual Observations</u>

Evaluators are not required to provide an overall rating for each observation, but they should provide ratings and evidence for the Marzano Rubric components that were observed. During observations, evaluators should take evidence-based notes, capturing specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., The teacher asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., The teacher asks good questions.). Once the evidence has been recorded, the evaluator can align the evidence with the appropriate component(s) on the rubric and then make a judgment about which performance level the evidence supports.

<u>Summative Observation of Teacher Performance and Practice Rating</u>
At the end of the year, primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the end-of-year conference. The final teacher performance and practice rating will be calculated ~~by the evaluator in a three-step process~~ ==electronically.==

1) ~~Review evidence collected through observations and interactions (e.g., team meetings, conferences) and use professional judgment to determine component ratings for each of the nine Design Questions in Domain 1 and eight Criteria in Domains 2-4.~~
2) ~~Average components within each domain to a tenth of a decimal to calculate domain level scores of 1.0-4.0.~~
3) ~~Apply domain weights to domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0~~

1) ==Scores for each domain are calculated to the nearest tenths place using conjunctive scoring rules:==
    ==Exemplary (4) : At least 70% at level 4==
    ==Accomplished (3) At least 70% greater than or equal to level 3==
    ==Developing (2):   Less than 70% greater than or equal to level 3 AND less than 50% at level 0 or 1==
    ==Below standard (1): At least 50% at level 0 or 1==
2) ==Domain weights are applied to calculate an overall Observation of Teacher Performance and Practice rating of 0.0 - 4.0. If a domain does not have any scores, its weight is redistributed among the scored domains.==

~~Each step is illustrated below:~~
1) ~~Evaluator reviews evidence collected through observations and interactions and uses professional judgment to determine component ratings for each of the nine Design~~

Questions in Domain 1 and eight Criteria in Domains 2-4.

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and interactions. Evaluators then analyze the consistency, trends, and significance of the evidence to determine a rating for each of the nine Design Questions in Domain 1 and eight Criteria in Domains 2-4. Some questions to consider while analyzing the evidence include:

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

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? How has the teacher progressed toward meeting their performance and practice goals?

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	Rating	Evaluator's Score
DQ #1	Developing	2
DQ #2	Developing	2
DQ #3	Accomplished	3
DQ #4	Exemplary	4

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

Domain	Averaged Score
1	2.8
2	2.6
3	3.0
4	2.8

3) Evaluator applies domain weights to domain scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0- 0.0 - 4.0.

Each of the domain ratings is weighted according to importance and summed to form one overall rating. Strong instruction and a positive classroom environment are major factors in improving student outcomes. Therefore, for classroom teachers, Domain 1 is weighted significantly more than the others at 68%.

Domain weights and sample score calculations for classroom teachers are shown below:

Domain	Score	Weighting	Weighted Score
1	3.0	68%	2.04
2	3.0	14%	0.42
3	2.0	8%	0.16
4	4.0	10%	0.40
Total			3.02

Domain weights and sample score calculations for non-classroom teachers are as follows:

Domain	Score	Weighting	Weighted Score
1	3.0	36%	1.08
2	3.0	27%	0.81
3	2.0	17%	0.34
4	4.0	20%	0.80
Total			3.03

~~Steps 2 and 3 will be performed by administrators using technology that calculates the averages for the evaluator.~~

The summative Teacher Performance and Practice rating and the component ratings will be shared and discussed with the teacher during the end-of-year conference.

CATEGORY #2: Peer Feedback (10%)

Ten percent of a teacher's evaluation is based upon the teacher's use of peer feedback to reflect upon and improve practice. The Peer Feedback component of the teacher evaluation plan consists of the following steps:

1. The teacher uses one of the performance and practice goals identified from review of the teacher evaluation rubric with his/her evaluator to provide a focus for peer observations and peer feedback conversations.

2. The teacher works with his/her PLC group to discuss the performance and practice goal and, using the teacher evaluation rubric as a resource, the group develops a list of evidence (observable behaviors) that indicates progress toward meeting the goal.

3. The peer conducts at least two 10 minute observations and completes a Professional Learning Visit Feedback Form or utilizes the iObservation platform for each visit. The peer shares these forms with the teacher.

4. The teacher engages in dialogue with the PLC group over the course of the year about his/her progress toward meeting the goal.

5. The teacher incorporates the Professional Learning Visit Feedback Form comments and the PLC conversations into a summary of his/her progress toward meeting the goal. This self-reflective narrative includes answers to the following questions:
   - What is your goal?
   - How did your performance in this area look at the beginning of the year?
   - What evidence did you decide would be collected through the peer feedback process to show progress toward your goal?
   - What recommendations were made by your peer observer and your PLC group?
   - How has implementation of the recommendations made by your peers impacted student learning?

6. The teacher then uses the teacher evaluation rubric scale to determine a self-rating for the Peer Feedback component of the plan and turns this form in to his/her evaluator.

7. The teacher's evaluator has the right to request PLV Feedback Forms and revise the teacher's self-rating based upon supporting evidence if the teacher's self-reflection and rating are not aligned with the evaluator's observations of practice. The evaluator will provide the teacher with feedback regarding the rationale for any changes made.

The Peer feedback rating should reflect the degree to which a teacher successfully reaches his/her peer feedback goal and improvement targets. The rating will be made using 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

V. Student Outcomes Related Indicators

The Student Outcomes Related Indicators portion of the plan captures the teacher's impact on students. Every teacher is in the profession to help children learn and grow, and teachers already think carefully about what knowledge, skills and talents they are responsible to nurture in their students each year. As a part of the evaluation process, teachers will document those aspirations and anchor them in data.

Student Related Indicators includes two categories:
- Student growth and development, which counts for 45%; and
- Either whole-school student learning (Grades PK-8) or student feedback (Grades 9-12) which counts for 5% of the total evaluation rating.
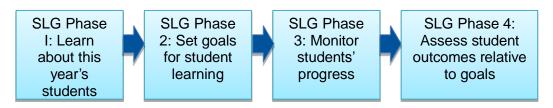
These categories are described in detail below.

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

Overview of Student Learning Goals (SLGs)
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 purposes, it is imperative to use a method that takes each teacher's assignment, students, and context into account. In grade levels and disciplines where students are flexibly grouped across the grade level, grade level growth, rather than classroom growth ~~should~~ may be measured. Montville will use a goal-setting process called Student Learning Goals (SLGs) as the approach for measuring student growth during the school year.

Student Learning Goals in this plan will support teachers in using a planning cycle that will be familiar to most educators:

SLG Phase I: Learn about this year's students	→	SLG Phase 2: Set goals for student learning	→	SLG Phase 3: Monitor students' progress	→	SLG Phase 4: Assess student outcomes relative to goals

This process is very similar to the student learning goals established in the PLC process through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with supervisors. The four SLG phases are described in detail below:

SLG Phase I: Learn about this year's students

This first phase is the discovery phase. Once teachers 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 teacher 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.

> SLG Phase 2: Set 1 SLG (goal for learning) and determine 2 indicators which will be used as evidence to assess outcomes OR set 2 SLG's each with at least one indicator

Each teacher will write a minimum of one Student Learning Goal (SLG) in consultation with their administrator. All SLGs need to be finalized by October 15. Teachers whose students take a standardized assessment will create one IAGD based on standardized indicators and one IAGD based on a minimum of one non-standardized indicator and a maximum of one additional standardized indicator. All other teachers will develop their two IAGDs based on non-standardized indicators.

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 state-wide);
- 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 SLGs, teachers will follow these four steps:

Step 1: Decide on the Student Learning Goals

The SLGs are broad goals for student learning. They should address a central purpose of the teacher's assignment and should pertain to a large proportion of his/her students. Each SLG 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 teacher'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).

Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLGs. Teachers with similar assignments may have identical objectives although they will be individually accountable for their own students' results. Teachers of students who are flexibly grouped will may share accountability for students within the flexible groups.

The following are examples of Student Learning Goals based on student data:

Teacher Category	Student Learning Goal
Eighth 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 goal was met. Each SLG must include at least one indicator. If a teacher has only one SLG, it must have 2 indicators.

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 teachers will determine what level of performance to target for which students. The template for Setting SMART Goals should be referenced as a resource for setting SLGs/IAGDs.

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

Sample SLGs and IAGDs

Teacher Category	Student Learning Goal	Indicators of Academic Growth and Development (*at least one is required*)
High School Art	All of my students will demonstrate proficiency in applying the five principles of drawing.	85% of my students will gain a proficiency band from their beginning of the year baseline assessment using the MHS art department scoring rubric on the five principles of drawing.
Fourth Grade Reading	My 22 students will demonstrate improvement in, or mastery of, reading comprehension skills by June 2013.	85% of my students will show growth greater than 50% of their peers on STAR reading

Step 3: Provide Additional Information

During the goal-setting process, teachers and evaluators will document the following:
- 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;
- formative assessments the teacher plans to use to gauge students' progress toward the SLG during the school year; and
- any professional learning or support the teacher thinks would help improve the likelihood of meeting the SLG.

Step 4: Submit SLGs to Evaluator for Approval

SLGs are proposals until the evaluator approves them. While teachers and evaluators should confer

during the goal-setting process to select mutually agreed-upon SLGs, ultimately, the evaluator must formally approve all SLG proposals.

The evaluator will examine each SLG relative to three criteria described below. SLGs must meet all three criteria to be approved. If they do not meet one or more criteria, the evaluator will provide feedback to the teacher during the fall goal-setting conference. SLGs that are not approved must be revised and resubmitted to the evaluator within ten days.

SLG Approval Criteria

Priority of Content	Quality of Indicators	Rigor of Objective/ Indicators
Objective is deeply relevant to teacher'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 teacher.	Objective and indicators 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)

> SLG Phase 3:
> Monitor students' progress

Once SLGs are approved, teachers will monitor students' progress towards the objectives by examining student work products and administering formative assessments. Teachers will share their findings with colleagues during PLC or collaborative time and keep their evaluator apprised of progress.

If a teacher's assignment changes or if his/her student population shifts significantly, the SLGs can be adjusted during the mid-year conference between the evaluator and the teacher.

> SLG Phase 4:
> Assess student outcomes relative to SLGs

At the end of the school year, the teacher will collect the evidence required by their indicators and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment (using End of Year Summative Review: Teacher Self-Assessment) which asks teachers to reflect on the SLG outcomes.

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SLG: 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 students met, and most substantially exceeded, the rigorous target contained in the indicators ==OR the teacher can provide evidence of student progress and significant efforts to provide multiple supports for the few students who did not meet the rigorous goal.==
Met (3)	The students met the rigorous target(s) contained in the indicators within a few points on either side of the target(s) ==OR the teacher can provide evidence of student progress and significant efforts to provide multiple supports for the students who did not meet the rigorous goal.==
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 SLGs with more than one indicator, the evaluator will score each indicator separately then average those scores for the SLG score. When available, the standardized indicator must count for 22.5% of the SLG score.

The individual SLG ratings and the student growth and development rating will be shared and discussed with the teacher during the end-of-year conference.

CATEGORY #4: Whole-School Student Learning Indicator *(Grade PK-8)* (5%)

OR

Student Feedback *(Grades 9-12)* (5%)

Option 1: Whole-school student learning indicator

For grades pk-8 (which 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 the principal's evaluation rating at that school.

Option 2: Student feedback

Grade 9-12 teachers will use feedback from students, collected through teacher-level surveys, to comprise this category of a teacher's evaluation rating.

Research, including the Gates Foundation's *Measures of Effective Teaching* study, has shown that student surveys can be valid and reliable indicators of teacher performance and that student feedback about a teacher is correlated with student performance in that class. Additionally, student surveys provide teachers with actionable information they can use to improve their practice—feedback that teachers would not necessarily receive elsewhere in the evaluation process.

Eligible Teachers and Alternative Measures
Student surveys will not be applicable and appropriate for all teachers.
- 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.

When student surveys are not appropriate for a particular teacher in grades 9-12, then the Student Growth and Development score will be weighted 50%.

Survey Instruments
The appendices contain example surveys that can be used to collect student feedback. The surveys selected by the district are 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). The surveys are intended to offer teachers constructive feedback they can use to improve their practice.

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.

Baseline and Feedback Survey
Teachers will conduct two student feedback surveys. In the first year of the plan, the first survey will be administered about a month into the course. It will not affect a teacher's evaluation but will be used as a baseline for that year's targets. The second, administered at the end of the course, will be used to calculate the teacher's summative rating and provide valuable feedback that will help teachers achieve their goals and grow professionally. In subsequent years, teachers may elect to use the prior year's spring survey data to set their student feedback goals.

By using an initial survey as a baseline, 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.

Establishing Goals
Teachers and their evaluators should use their judgment in setting goals for the student feedback category. Every attempt will made to mutually agree upon a goal; however the evaluator has the right to determine a staff member's goal. A goal will usually refer to a specific survey question (e.g. "My teacher makes lessons interesting."). However, the survey instrument groups questions into elements in Domain 1 of the Marzano rubrics, such as "Applying Consequences" or "Understanding Students Interests and Backgrounds," and a goal may also refer to a category rather than an individual question.

Additionally, a teacher (or the district) must decide how to measure results for the selected question or topic. Teachers will measure performance in terms of the percentage of students who responded favorably to the question. The survey instrument asks students to respond to questions with "Strongly Disagree," "Disagree," "Neutral," "Agree," and "Strongly Agree," therefore 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 becomes 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.

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 baseline 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 goals:
- The percentage of students who "Agree" or "Strongly Agree" with "My teacher thinks that I can succeed" will increase from 50% to 60%.
- The percentage of students who "Agree" or "Strongly Agree" with "My teacher expects everyone to participate in class discussions" will remain at 75%.
- The percentage of ninth graders who "Agree" or "Strongly Agree" with "My teacher makes learning interesting" will increase from 60% to 70%.

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 beginning 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:
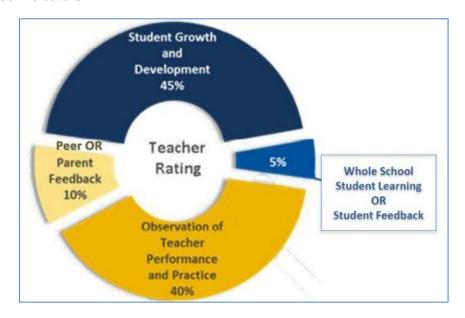1. Review baseline survey results.
2. Set one measurable goal for growth or performance (see above).
3. Later in the school year, administer surveys to students.
4. Aggregate data and determine whether the teacher achieved the goal.
5. Assign a summative rating, using the following scale to be discussed and finalized with the evaluator 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

VI. Summative Teacher Evaluation Scoring

Summative Scoring

The individual summative teacher evaluation rating will be based on the four categories of performance, grouped in two major focus areas: Student Outcomes Related Indicators and Teacher 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
>
> **Below Standard** – Not meeting indicators of performance

The rating will be determined using the following steps:

1) Calculate a <u>Teacher Practice Related Indicators score</u> by combining the Observation of Teacher Performance and Practice score and the Peer Feedback score
2) Calculate a <u>Student Outcomes Related Indicators score</u> by combining the Student Growth and Development score and Whole-School Student Learning or Student Feedback score
3) Calculate an average of the Teacher Practice Related Indicators score and Student Outcomes Related Indicators score. Use the scoring scale to determine the overall teacher rating.

Each step is illustrated below <mark>and is accomplished electronically within the iObservation platform:</mark>

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

   The observation of teacher performance and practice counts for 40% of the total rating and peer feedback counts for 10% of the total rating. Multiply these weights by the category scores to get the category points, rounding to a whole number where necessary.

Sample Teacher Practice Indicators Rating

Category	Score (1 - 4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.8	.40	1.12
Peer Feedback	3	.10	.30
TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS			**1.42**

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

The student growth and development category counts for 45% of the total rating and the whole-school student learning or student feedback category counts for 5% of the total rating. Multiply these weights by the category scores to get the focus area points.

Sample Student Outcome Related Indicators Rating

Category	Score (1 - 4)	Weight	Points (score x weight)
Student Growth and Development (SLGs)	3.5	.45	1.58
Whole School Student Learning or Student Feedback	3	.05	.15
TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS			**1.73**

3) Combine the Teacher Practice Related Indicators score and Student Outcomes Related Indicators score. Use the rating table to determine the Summative Teacher rating.

Sample Overall Summative Teacher Rating

Category	Points (score x weight)
TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS	*1.42*
TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS	*1.73*
TOTAL POINTS EARNED	*3.15*

4) Calculate a total of the Teacher Practice related Indicators score and Student Outcomes Related Indicators score. Use the rating table to determine the Summative Teacher rating.

Rating Table

Total Summative Rating Points	Student Outcomes Related Indicators Rating
1.00-1.75	Below Standard
1.76-2.50	Developing
2.51-3.25	Accomplished
3.26-4.00	Exemplary

Adjustment of Summative Rating

Summative ratings must be completed for all teachers by June 1 and may be completed for non-tenured teachers by April 1 of a given school year.

Definition of Effectiveness and Ineffectiveness

Montville defines effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system. A single year of "below standard" may be deemed ineffective. In the Montville plan:

A novice teacher shall generally be deemed effective if said educator receives at least two sequential "accomplished" ratings or higher; he/she must be "accomplished" or higher 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, assuming a pattern of growth of "developing" in year two and two sequential "accomplished" ratings in years three and four. Contracts will not be offered to teachers that do not meet these standards. The superintendent will offer a contract to any educator he/she deems effective at the end of year four. This shall be accomplished through the specific issuance of that effect.

A post-tenure educator shall generally be deemed ineffective if said educator receives two sequential "developing" ratings or one "below standard" rating at any time. If a teacher's performance is rated as either developing or below standard for any one year, it signals the need for the administrator to create an individual teacher supervisory assistance or intensive remediation plan. 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 plan.

Should the teacher fail to show progress, termination may be considered according to Connecticut General Statutes.

Dispute Resolution Process

A panel, composed of the superintendent, the teacher union president or teacher selected union representation and a neutral third person, shall resolve disputes where the evaluator and teacher cannot agree on the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

Montville's System for Administrator Evaluation and Support

2015-2016

Montville's Administrators' Evaluation Development Committee Members

Name	Title
Mary Jane Dix	Principal
Amy Espinoza	Principal
Brian Levesque	Superintendent
Laurie Pallin	Assistant Superintendent
Tatiana Patten	Assistant Principal

TABLE OF CONTENTS

Introduction

This handbook outlines a plan for the evaluation of school and district administrators in Montville, Connecticut Public Schools. The Montville Public Schools administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness. The plan defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in Montville.

Evaluation of administrators is based on four levels of performance and focuses on the practices and outcomes of accomplished administrators. These administrators can be characterized as:

- Meeting expectations as an instructional leader in the Marzano School Leadership Evaluation Model or the Marzano District Leaders Evaluation Model
- Meeting one target related to stakeholder feedback
- Meeting and making progress on a minimum of two student learning goals aligned to school and district priorities
- Having teachers earn an average score of "accomplished" (aligns with CT state level of "proficiency") on the student growth portion of their evaluation

An *exemplary* level of performance is used for administrators 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*n accomplished* rating represents fully satisfactory performance, and it is the rigorous standard expected of experienced administrators.

Montville's plan for administrator evaluation has several benefits for participants and for the broader community. It offers a structure for the ongoing development of principals and other administrators to provide a basis for assessing strengths and growth areas in order to provide the feedback administrators need for improvement. It also serves as a means for the district to hold itself accountable for ensuring that every child in the district attends a school with effective leaders.

This document describes the administrator evaluation plan, beginning with a set of underlying core design principles. It describes the four components on which administrators are evaluated (leadership practice, stakeholder feedback, student learning and teacher effectiveness) before detailing the process of evaluation and, finally, the steps evaluators take to reach a summative rating for an administrator. The appendices include a number of tools and resources designed to support effective implementation of the plan.

All building and central office administrators holding an 092 license will be evaluated according to this plan. Because of the fundamental role that principals play in building strong schools 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, they are noted. Evaluations of principals and Central Office administrators are completed by the superintendent and assistant superintendent who receive annual training in the process through Learning Sciences International. Principals and the Director of Special Services evaluate

Core Design Principles

The design of this plan for evaluation of principals and other administrators is based on four core design principles:

1. **Focus on what matters most:**   Montville's administrator evaluation plan is aligned to the State Board guidelines which specify four quality areas of administrator performance as important to evaluation – student learning (45%), administrator practice (40%), stakeholder feedback (10%), and teacher effectiveness (5%).

2. **Emphasize growth over time:**   The evaluation of administrators' performance should primarily be about their improvement from an established starting point. For administrators, attaining or maintaining high results is a critical aspect of their work, and the plan encourages administrators to continually improve their practice.

3. **Leave room for judgment:**   In the quest for accurate ratings, there is a tendency to focus exclusively on the numbers. Of equal importance to continuous improvement are the professional conversations between an administrator and his/her colleagues and supervisor. Therefore, the plan requires evaluators to observe the practice of administrators to make informed judgments about the quality and efficacy of practice.

4. **Consider implementation at least as much as design:**   This plan is sensitive to the tremendous responsibilities and limited resources that administrators experience, therefore it is aligned with their other responsibilities (e.g., writing a school improvement plan) and highlights the need for evaluators to build important skills in setting goals, observing practice, and providing high quality feedback.

THE PLAN'S FOUR CATEGORIES

The evaluation of administrators, as well as supports for their ongoing growth and development, are based on four categories.

Category #1: 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: 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. See Appendix A for a description of the six performance expectations in the CCL Standards.

Marzano's study of school effectiveness (a study of over 2,800 schools and 1,400,000 students) found that school leadership has a statistically significant relationship with student achievement. Based upon this research, 24 specific actions and behaviors organized into five domains were identified to create Marzano's School Leadership Evaluation Model. This model will be used to measure an administrator's level of effectiveness.

Viable curriculum
Ensure a guaranteed curriculum designed to optimize learning for all students, and establish practices for holding teachers accountable for following it.

Instructional improvement
Harness best practices for enhancing student learning and fine-tune your approach to pedagogy for continuous improvement in your school or district.

Data-driven focus
Leverage relevant and timely data to evaluate current practices, adjust your focus, and create shared goals.

Collaborative culture
Instill leadership patterns that enable teachers and staff to function as a cohesive team and address critical issues.

Well-balanced climate
Create and maintain an atmosphere that promotes a positive, safe, and healthful learning environment.

Figure 1: Five Domains of the Marzano School Leadership Evaluation Model

The five domains for school administrators are outlined on the School Leader Evaluation Model Learning Map (p. 7-8). The District Leadership Evaluation Model Learning Map is shown on p. 8-9 and the relationship between teacher, building administrator and district administrator learning maps is displayed on p. 10. The scales and evidences for each element in the learning maps can be found in Appendices B (school leaders) and C (district leaders).

Marzano School Leadership Evaluation Model
Learning Map

Domain 1

A Data-Driven Focus On Student Achievement

Element 1:
The school leader ensures clear and measureable goals are established and focused on critical needs regarding improving overall student achievement at the school level.

Element 2:
The school leader ensures clear and measureable goals are established and focused on critical needs regarding improving achievement of individual students within the school.

Element 3:
The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.

Element 4:
The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.

Element 5:
The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.

Domain 2

Continuous Improvement of Instruction

Element 1:
The school leader provides a clear vision as to how instruction should be addressed in the school.

Element 2:
The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.

Element 3:
The school leader is aware of predominant instructional practices throughout the school.

Element 4:
The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.

Element 5:
The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

Domain 3

A Guaranteed and Viable Curriculum

Element 1:
The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

Element 2:
The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

Element 3:
The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

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Domain 4

Cooperation and Collaboration

Element 1:
The school leader ensures that teachers have opportunities to observe and discuss effective teaching.

Element 2:
The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.

Element 3:
The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Element 4:
The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.

Element 5:
The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.

Domain 5

School Climate

Element 1:
The school leader is recognized as the leader of the school who continually improves his or her professional practice.

Element 2:
The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations.

Element 3:
The school leader ensures that faculty and staff perceive the school environment as safe and orderly.

Element 4:
The school leader ensures that students, parents, and the community perceive the school environment as safe and orderly.

Element 5:
The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

Element 6:
The school leader acknowledges the success of the whole school, as well as individuals within the school.

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Marzano District Leader Evaluation Model
Learning Map

Domain 1

A Data-Driven Focus to Support Student Achievement

Element 1:
The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed operational support at the district, school, and individual student level.

Element 2:
The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.

Element 3:
The district leader ensures each district goal receives appropriate district, school-level, and classroom-level support to help all students meet individual achievement goals when data indicate interventions are needed.

Domain 2

Continuous Support for Improvement of Instruction

Element 1:
The district leader provides a clear vision regarding the district instructional model and how to guide personnel and schools in operationalizing the model.

Element 2:
The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth plans.

Element 3:
The district leader ensures that district and school leaders provide clear ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.

Element 4:
The district leader ensures that personnel are provided with job-embedded professional development that is directly related to their growth plans.

Domain 3

Continuous Support for a Guaranteed and Viable Curriculum

Element 1:
The district leader ensures that curriculum and assessment initiatives, and supporting operational practices, at the district and school levels adhere to federal, state, and district standards.

Element 2:
The district leader ensures that district-level program, curricular, and operational initiatives are focused enough that they can be adequately addressed in the time available to the district and schools.

Element 3:
The district leader ensures that students are provided with the opportunity to access educational programs and learn critical content.

Marzano District Leader Evaluation Model
Learning Map

Domain 4

Cooperation and Collaboration

Element 1:
The district leader establishes clear guidelines regarding the areas for which schools are expected to follow explicit district guidance and the areas for which schools have autonomy of decision making.

Element 2:
The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as a collaborative and cooperative workplace.

Element 3:
The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) have effective ways to provide input to the district.

Element 4:
The district leader ensures leadership development and responsibilities are appropriately delegated and shared.

Domain 5

District Climate

Element 1:
The district leader is recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice.

Element 2:
The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that his or her actions are guided by what is best for all student populations and the district.

Element 3:
The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and orderly.

Element 4:
The district leader acknowledges the success of the whole district, as well as individual schools and employees within the district.

Domain 6

Resource Allocation

Element 1:
The district leader manages the fiscal resources of the district in a way that focuses on effective instruction and achievement of all students and optimal district operations.

Element 2:
The district leader manages the technological resources of the district in such a way that focuses on effective instruction and the achievement of all students and optimal efficiency throughout the district.

Element 3:
The district leader manages the organization, operations, instructional programs, and initiatives in ways to maximize the use of resources to promote effective instruction and achievement of all students.

Cascading Domains of Influence
Correlation Between Evaluation Domains
for District Leaders, Building Leaders, and Classroom Teachers

Achievement	Instruction	Curriculum	Cooperation and Collaboration	Climate	Resources
District Domain 1 Non-negotiable goals to support student learning	**District Domain 2** Support for continuous improvement of instruction	**District Domain 3** Continuous support for a guaranteed and viable curriculum	**District Domain 4** Cooperation and collaboration	**District Domain 5** District climate	**District Domain 6** Resource Allocation
School Domain 1 A data-driven focus on student learning	**School Domain 2** Continuous improvement of instruction	**School Domain 3** Guaranteed and viable curriculum	**School Domain 4** Cooperation and collaboration	**School Domain 5** School climate	

Teacher Domain 4 Collegiality and professionalism ⟷ **Instructional Support Members Domain 4** Collegiality and professionalism

Teacher Domain 3 Reflecting on teaching ⟷ **Instructional Support Members Domain 3** Reflecting on teaching

Teacher Domain 2 Planning and preparing ⟷ **Instructional Support Members Domain 2** Planning and preparing

Teacher Domain 1 Classroom strategies and behaviors ⟷ **Instructional Support Members Domain 1** Instructional strategies and behaviors

Achievement of Individual Students

Domain 1: A Data-Driven Focus on Student Achievement

Actions and behaviors within this domain help ensure that the school, as a unified whole, as well as individual teachers, have a clear focus on student achievement that is guided by relevant and timely data. Five specific categories of school administrator actions and behaviors constitute this domain:

1. The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.

2. The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.

3. The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.

4. The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals for individual students.

5. The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.

Domain 2: Continuous Improvement of Instruction

The actions and behaviors in this domain help ensure that the school as a whole, as well as individual teachers, perceive teacher pedagogical skill as one of the most powerful instruments in enhancing student learning and are committed to enhancing those pedagogical skills on a continuous basis. Five specific categories of school administrator actions and behaviors constitute this domain:

1. The school leader provides a clear vision as to how instruction should be addressed in the school.

2. The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.

3. The school leader is aware of predominant instructional practices throughout the school.

4. The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.

5. The school leader ensures that teachers are provided with job-embedded professional learning that is directly related to their instructional growth goals.

Domain 3: A Guaranteed and Viable Curriculum

The actions and behaviors in this domain help ensure that the school curriculum is designed to optimize learning for all students and that all teachers follow the curriculum. Three specific categories of school administrator actions and behaviors constitute this domain:

1. The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

2. The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

3. The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

Domain 4: Cooperation and Collaboration

The actions and behaviors in this domain help ensure that teachers and staff have and engage in opportunities to address issues critical to the optimal functioning of the school and operate as a cohesive team. Five specific categories of school administrator actions and behaviors constitute this domain:

1. The school leader ensures that teachers have opportunities to observe and discuss effective teaching.

2. The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.

3. The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

4. The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.

5. The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.

Domain 5: School Climate

The actions and behaviors in this domain help ensure that all constituents perceive the school as positive and well-functioning. Six specific categories of school administrator actions and behaviors constitute this domain:

1. The school leader is recognized as the leader of the school who continually improves his or her professional practice.

2. The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations.

3. The school leader ensures that faculty and staff perceive the school environment as safe and orderly.

4. The school leader ensures that students, parents, and community perceive the school environment as safe and orderly.

5. ~~The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.~~

6. ~~The school leader acknowledges the success of the whole school, as well as individuals within the school.~~

The five domains will be weighted according to the chart below to determine the Leadership Practice 40% of the administrator's evaluation:

Domain	Weight	# of Elements
1: Data Driven Focus on Student Achievement	20%	5
2: Continuous Improvement of Instruction	40%	5
3: Guaranteed and Viable Curriculum	10%	3
4: Cooperation and Collaboration	15%	5
5: School Climate	15%	6

Individual element weights are shown below:

Scoring Table for Building Leaders									
Domain 1		**Domain 2**		**Domain 3**		**Domain 4**		**Domain 5**	
Element1	8%	Element1	11%	Element1	10%	Element1	3%	Element1	2%
Element2	4%	Element2	10%	Element2	5%	Element2	2%	Element2	2%
Element3	3%	Element3	9%	Element3	5%	Element3	2%	Element3	2%
Element4	3%	Element4	5%			Element4	2%	Element4	2%
Element5	5%	Element5	5%			Element5	1%	Element5	1%
								Element6	1%

These weightings should be consistent for all principals. ~~Since the roles and responsibilities of assistant principals and program leaders vary, the weighting of the 5 domains of the rubric may be adjusted based upon their job descriptions.~~

Central Office administrators are scored based upon 21 elements in 6 domains which are weighted according to the table below:

Scoring Table for District Leaders											
Domain1		**Domain 2**		**Domain 3**		**Domain 4**		**Domain 5**		**Domain 6**	
Element1	8%	Element1	8%	Element1	5%	Element1	2.5%	Element1	2.5%	Element1	3.3%
Element2	6%	Element2	8%	Element2	5%	Element2	2.5%	Element2	2.5%	Element2	3.3%
Element3	6%	Element3	11%	Element3	5%	Element3	2.5%	Element3	2.5%	Element3	3.4%
		Element4	8%			Element4	2.5%	Element4	2.5%		

It is also expected that all administrators are expected to adhere to the Connecticut Code of Professional Responsibility for Administrators (see Appendix C).
Each element is scored from 0-4 based upon the scales and evidence.

Score	Rating
4	Innovating
3	Applying
2	Developing
1	Beginning
0	Not Using

The weights of each of the elements have been assigned based upon their relative importance within the domain and weighted element scores are added to provide the total score for leadership practice. Weights of unscored elements and/or domains are redistributed among the scored elements and domains.

In order to arrive at the 5 domain ratings, administrators are measured against the Leadership Evaluation Rubric which describes leadership actions across four performance levels for each of the five performance expectations and associated elements.

These four five performance levels will be aligned to the state's four performance levels for the purpose of reporting data to the state. The following table describes each performance level and shows the correlation to the state's performance levels:

Montville's Performance Level	Description of Performance	State Performance level
Exemplary	The school leader ensures adjustments are made, new methods are utilized, and all options are explored; and empowers others to be effective in this domain.	Exemplary
Accomplished	Evidence for each element within the domain is regularly observed in the school leader's practice.	Proficient
Developing	The elements for the domain are in place however they are not utilized strategically and/or their implementation across the staff is not fully monitored.	Developing
Below Standard AND Not Using	The school leader attempts to incorporate practices aligned with each element of the domain, however does not complete the task OR The school leader does not attempt to incorporate practices aligned with each element.	Below Standard

Examples of Evidence are provided for each element of the rubric and can be found in Appendix B (for school leaders) and Appendix C (for district leaders). 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. It is recommended that as evaluators and administrators learn and use the rubric, they review these Examples of Evidence and generate additional examples from their own experience that could also be evidence of practice.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on ~~the preponderance of evidence for each domain in the Marzano School Leadership Evaluation Rubric~~ the weighted average of the elements scored. Evaluators collect written evidence about and observe the principal's leadership practice across the five domains described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

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

1. By August 20th, the superintendent will provide an orientation meeting. The superintendent will meet with administrators in a group to discuss the evaluation process and their roles and responsibilities within it. At the meeting, the superintendent will discuss any district priorities that should be reflected in administrator practice and student learning goals and they will set time aside for the types of collaboration and professional learning required by the evaluation process.

2. Both the administrator and the evaluator collect evidence about his/her practice with particular attention to areas for development. Principal evaluators must conduct at least two school site observations for any principal and should conduct at least four school site observations for principals who are new to their district, school, the profession, or who have received ratings of *developing or below standard*. Assistant principal evaluators shall conduct at least four observations of the practice of the assistant principal.

3. By January 30th, the administrator and evaluator hold a Mid-Year Formative Conference, with a focused discussion of progress toward proficiency in the areas identified as needing development.

4. By May 1st, 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.

5. By May 1st, 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 for each domain.~~ enters a score for each element and an average practice rating is calculated. ~~Then the evaluator assigns a total practice rating based on the relative weights of each domain and incorporates~~ This leadership practice rating is incorporated into

the summary report of the school leader's evaluation before the end of the school year. (See the ~~"Summative Rating Form," Appendix D~~. <mark>"Evaluate" form in the Marzano iObservation Platform.)</mark>

Category #2: Stakeholder Feedback (10%)

Feedback from stakeholders collected through the administration of a survey that aligned to the Connecticut Leadership Standards is 10% of an administrator's summative rating.

APPLICABLE SURVEY TYPES

There are several types of surveys that align generally with the areas of feedback that are relevant for administrator evaluation. These include:

- **Leadership practice surveys** which focus directly on feedback related to a leader's performance and the impact on stakeholders. Typically, leadership practice surveys for use in principal evaluations collect feedback from teachers and other staff members.

- **School practice surveys** that 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** which 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.

~~See Appendix E for examples of each type of survey as well as sample questions that align to the Connecticut Leadership Standards~~. See the District's Survey Monkey bank for sample survey questions.

The survey(s) selected by a school 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; administers should consider 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 Connecticut 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 it is advisable for administrators and their evaluators to select relevant portions of the survey's results to incorporate into the evaluation model.

For each administrative role, stakeholders providing feedback might include:

SCHOOL-BASED ADMINISTRATORS

Principals:
All parents / guardians
All teachers and staff members
All students

Assistant Principals and other school-based administrators
All or a subset of parents / guardians
All or a subset of teachers and staff members
All or a subset of students

CENTRAL OFFICE ADMINISTRATORS

Assistant Superintendent
Principals or principal supervisors
Other direct reports
Relevant parents / guardians

Director of Special Services, Director of Curriculum and Instruction, and Elementary and Secondary Program Leaders:
Principals
Specific subsets of teachers
Other specialists within the district
Relevant parents / guardians

STAKEHOLDERS

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 the evaluation of school-based administrative roles.

ARRIVING AT A 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 the beginning of the year as a baseline for setting a growth target. Exceptions to this include:

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

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

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

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

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

3. Set one goal and a related target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high)

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

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

6. Assign a rating, using this scale:

Exemplary	Accomplished	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.

Category #3: Student Learning (45%)

Student learning is assessed in equal weight by: Two Student Learning Goals (SLG's) for performance and growth on locally-determined measures. Each of these SLGs will have a weight of 22.5% and together they will account for 45% of the administrator's evaluation.

LOCALLY-DETERMINED MEASURES

Administrators establish a minimum of two student learning goals (SLGs) on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Connecticut learning 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.

- 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.

	SLG 1	SLG 2	SLG 3 (optional)
Elementary or Middle School Principal	Broad discretion	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 of growth and development (IAGD's) for the SLG's, including, but not limited to:

- Student performance or growth on district-adopted assessments (e.g., commercial content area assessments and Advanced Placement 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.

- Students' performance or growth on school-or classroom-developed assessments

To create their SLGs, administrators will follow these four steps:

Step 1:   Decide on the Student Learning Goals
The goals will be broad statements of student learning. Each SLG should reflect high expectations for student learning (at least a year's worth of growth) and should be aligned to the school and district improvement plans

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 be used to demonstrate whether the goal was met. Each SLG must include at least one indicator. Most SLG's will include multiple indicators.

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 special education students or ELL students. Taken together, an SLG's indicators, if achieved, would provide evidence that the goal was met.

During the goal-setting process, administrators and evaluators will document the following:
- the rationale for the goal, including relevant standards;
- the baseline data that was used to set each IAGD;
- formative assessments the administrator plans to use to gauge students' progress toward the SLG during the school year; and
- any training or support the administrator thinks would help improve the likelihood of meeting the SLG.

Below are examples of SLG's and their related indicators.

Grade level	SLG	IAGD	Measurement Used
Elementary School	Students will make at least one year's worth of growth in reading	Among students who stay in my school from September to May, 80% will make at least one year's growth in their reading skills as measured by DIBELS, ~~and~~ STAR, or Smarter Balanced interim and summative assessment scores	DIBELS STAR Smarter Balanced
Middle School	Students will make at least one year's worth of growth in mathematics	~~80% of students will make at least one year's growth in mathematics~~ The school's median student growth percentile as measured by STAR scores will meet or exceed 60%.	~~SuccessMaker growth,~~ STAR
High School	Credit accumulation	95% of students complete 10th grade with at least 12 credits.	Student's quarterly grades and end of course grades

The process for selecting indicators and creating SLGs 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 unfold in this way (the description below is for administrators acting in the role of principal and may be altered for other administrators):

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

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

- The principal 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 principal chooses measures that best assess the priorities and develops clear and measurable SLGs for the chosen assessments/indicators.

- The principal shares the SLGs with her/his evaluator, and initiates a conversation designed to ensure that:

  ♦ The goals are adequately ambitious.

  ♦ There is adequate data that can be collected to make a fair judgment about whether the administrator met the established goals.

  ♦ The goals 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 support the administrator in meeting the performance targets.

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

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

Exemplary	Accomplished	Developing	Below standard
Met all SLGs and substantially exceeded at least 2 IAGD targets	Met 2 SLGs and the related IAGD targets	Met 1 SLG and made substantial progress on at least 1 other	Did not meet SLGs OR Met 1 SLG and did not make substantial progress on the other

Category #4: Teacher Effectiveness (5%)

Teacher effectiveness – as measured by an aggregation of teachers' ~~overall~~ performance and practice ratings according to the Teacher Evaluation Plan – is 5% of an administrator's evaluation.

Improving teacher effectiveness is central to a principal's role in driving improved student learning outcomes, and therefore is included in the principal evaluation model.

The score which a principal or assistant principal receives is the average of the teachers' scores of observations of practice using the Marzano rubrics. Program leaders will receive the average score for only those teachers they are responsible for evaluating and coaching.

The Assistant Superintendent's Category 4 score will be based upon an aggregate of the district principals' scores, and the Director of Special Services score will be based upon an aggregate of the special education program leaders scores and the alternative high school principal's score.
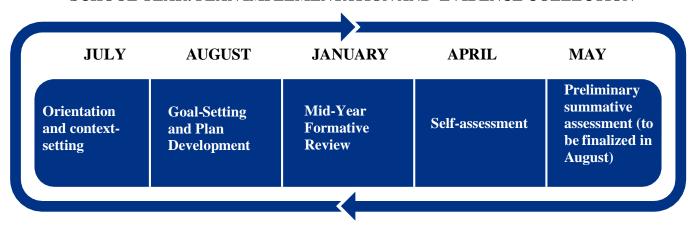
ADMINISTRATOR EVALUATION PROCESS

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. An annual cycle is utilized. Evaluators should ensure that:

1. they prioritize the evaluation process and spend time in schools observing practice and giving feedback; and

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

Overview of the Process

Each administrator participates in the evaluation process as a cycle of continuous improvement. The cycle is 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 following year.

SCHOOL YEAR: PLAN IMPLEMENTATION AND EVIDENCE COLLECTION

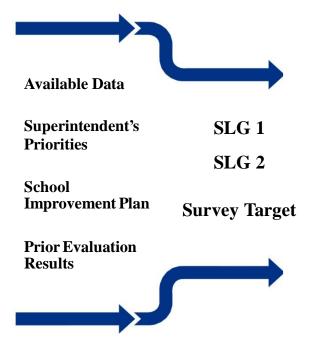| JULY	AUGUST	JANUARY	APRIL	MAY
Orientation and context-setting	Goal-Setting and Plan Development	Mid-Year Formative Review	Self-assessment	Preliminary summative assessment (to be finalized in August)

Step 1: Orientation and Context-Setting:

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

1. Student learning data are available for review by the administrator.

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 at least two student learning goals and one survey target, drawing on available data, the superintendent's priorities, their school improvement plan, and prior evaluation results (where applicable).

Available Data

Superintendent's Priorities

SLG 1

SLG 2

School Improvement Plan

Survey Target

Prior Evaluation Results

Administrators should start with the outcomes they want to achieve. This includes setting a minimum of two student learning goals and one target related to stakeholder feedback.

The administrator and the evaluator meet to discuss and agree on the selected outcome goals. 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 a rating of *Accomplished* 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 should also discuss the appropriate resources and professional learning needed to support the administrator in accomplishing the goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation 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.

Appendix H shows a sample goal setting form to be completed by the administrator. The focus areas, goals, activities, outcomes, and timeline will be reviewed by the administrator's evaluator prior to the beginning work on the goals. The evaluator may suggest additional goals as appropriate.

WRITING A QUALITY EVALUATION PLAN

Questions to consider in assessing whether an administrator's evaluation plan is likely to drive continuous improvement include:

1. Are the goals measurable so the criteria for their achievement are clear?

2. Is there a direct connection from district priorities to the school improvement plan to the evaluation plan?

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. At least two observations for each administrator and a minimum of four observations for assistant principals and for any administrator new to their district, school, the profession, or who has received ratings of *developing* or *below standard* must be conducted. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence, and analyze the work of school leaders. 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 visits to observe principal practice can vary significantly in length and setting (see box on the next page for some examples). Evaluators' visits should be planned 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. Evaluators should provide timely written and verbal feedback after each visit.

The following sources of evidence may be used to collect information about the administrator's performance in relation to his/her focus areas and goals and other elements Marzano Leadership Model:

- Data systems and reports for Student Information (e.g. SPI, SSPs, Benchmark assessments, ~~SWIS~~ Aspen data)

- Artifacts of data analysis and plans for response

- Observations of, or notes from, Teacher Team Meetings (PLCs, department meetings, SRBI meetings)

- Observations of Administrative/Leadership Team Meetings

- Observations of classrooms where the administrator is present

- Communications to parents and community (including newsletters, publications)

- Conversations with staff, students, families, board members

- School Improvement Team meetings

- Staff Meetings

- SRBI meetings

- Review of teachers' SLGs and IAGDs

- Survey data

- Teacher performance annual reviews

Step 4: Mid-Year Formative Review: By January 30th, a mid-year review of progress should be held in preparation for ~~meeting~~ the mid-year formative conference:

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

The administrator and evaluator hold a Mid-Year Formative Conference with explicit discussion of progress toward student learning goals, as well as any areas of performance related to standards of performance and practice. Administrators should complete and bring Form ___ to this conference. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could impact accomplishment of outcome goals; goals may be adjusted at this point.

Step 5: Self-Assessment: ~~By June 1st~~ <mark>By April 1st</mark>, the administrator must complete a self-assessment of his/her practice on all five domains of the Marzano Leadership Model.   For each domain the school leader evaluates whether:

- Adjustments were made, new methods were utilized, and all options were explored and he/she empowered others to be effective in this domain.
- Evidence for each element within the domain can be regularly observed in the school leader's practice.
- The elements for the domain are in place however they were not utilized strategically and/or their implementation across the staff was not fully monitored.
- Attempts were made to incorporate practices aligned with each element of the domain, however the task was not fully completed.

The administrator should also review focus areas and evaluate progress to date. The administrator discusses this self-assessment with the evaluator.

Step 6: Summative Review and Rating:

The administrator and evaluator meet before the end of May to discuss the administrator's self-assessment and all evidence collected over the course of the year. While a formal rating follows this meeting, the evaluator should 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.

The evaluator completes the summative evaluation report <mark>on the iObservation platform</mark>, schedules a formal meeting to share it with the principal, ~~and adds it to the principal's personnel file.~~ The administrator may request to add written comments to the report within two weeks of receipt of the report.

Summative ratings and the final summative meeting must be completed for all administrators by June 30 of a given school year.

> **Initial ratings** are based on all available data and are made prior to June 30th so that they can be used for any employment decisions as needed. The following guidelines should be followed if all data is not available at that time.
>
> - 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 ratings are not yet available, then the student learning measures should count for 50% of the preliminary rating.
> - 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.

SUMMATIVE ADMINISTRATOR EVALUATION RATING

Each administrator shall annually receive a summative rating in one of four levels:

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

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 achieve a rating of *exemplary* on more than a small number of practice elements.

Accomplished represents fully satisfactory performance. It is the rigorous standard expected for most experienced administrators.

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

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 principals in their first year, performance rated *developing* is acceptable. If, by the end of three years of service as a principal, performance is still *developing*, there is cause for concern.

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

Determining Summative Ratings

The process for determining summative evaluation ratings has three categories of steps: (a) determining a practice rating, (b) determining an outcomes rating and (c) combining the two into an overall rating. ==These calculations are performed electronically through the iObservation platform according to the table below.==

a) Calculate a ~~Practice score~~ by combining observation of the administrator's Performance and Practice based upon the Marzano School Leadership Evaluation Rubric and the Stakeholder Feedback score.
b) Calculate an ~~Outcomes score~~ by combining the two student learning measures and teacher effectiveness outcomes.
c) Calculate the sum of the Teacher Practice Related Indicators score and Student Outcomes Related Indicators score. Use the scoring scale to determine the overall teacher rating.

~~Each step is illustrated below:~~

1) ~~Calculate an Administrator's Practice Related Indicators rating by combining the observation of administrator performance and practice score and the stakeholder feedback score.~~

~~The observation of administrator performance and practice counts for 40% of the total rating and peer feedback counts for 10% of the total rating. Multiply these weights by the category scores to get the category points, rounding to a whole number where necessary.~~

~~**Sample Administrator Practice Indicators Rating**~~

~~Category~~	~~Score (1 - 4)~~	~~Weight~~	~~Points (score x weight)~~
~~Observation of Administrator's Performance and Practice~~	~~2.8~~	~~.40~~	~~1.12~~
~~Stakeholder Feedback~~	~~3~~	~~.10~~	~~.30~~
~~**TOTAL ADMINISTRATOR PRACTICE RELATED INDICATORS POINTS**~~			~~1.42~~

2) ~~Calculate an Outcomes Related Indicators rating by combining the two student learning measures and the teacher effectiveness outcomes.~~

~~The student learning measures count for 45% of the total rating and the teacher effectiveness outcomes count for 5% of the total rating. Multiply these weights by the category scores to get the focus area points.~~

~~**Sample Outcome Related Indicators Rating**~~

Category	Score (1 - 4)	Weight	Points (score x weight)
Student Learning Goals and State Test Results	3.5	.45	1.58
Teacher Effectiveness	3	.05	.15
TOTAL OUTCOMES RELATED INDICATORS POINTS			1.73

3) Combine the Practice related Indicators score and Outcomes Related Indicators score.

Sample Overall Summative Administrator Rating

Category	Points
TOTAL PRACTICE RELATED INDICATORS POINTS	1.42
TOTAL OUTCOMES RELATED INDICATORS POINTS	1.73
TOTAL POINTS EARNED (sum of practice and outcomes indicators)	3.15

Category	Score (1 - 4)	Weight	Points (score x weight)
Observation of Administrator's Performance and Practice	2.8	.40	1.12
Stakeholder Feedback	3	.10	.30
Student Learning Goals and State Test Results	3.5	.45	1.58
Teacher Effectiveness	3	.05	.15
TOTAL POINTS EARNED (sum of practice and outcomes indicators)			3.15

4) Use the rating table to determine the Summative Administrator rating based upon the total points earned.

Rating Table

Total Summative Rating Points	Summative Rating
1.00-1.75	Below Standard
1.76-2.50	Developing
2.51-3.25	Accomplished
3.26-4.00	Exemplary

Support and Development

As a stand-alone, evaluation cannot hope to improve administrators' practice and hence the quality of teaching and student learning. However, when paired with professional learning opportunities and effective, relevant and timely support, the evaluation process has the potential to help move administrators 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. In this plan, every administrator will engage in professional learning and conversations about the administrator's practice and impact on student outcomes. 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 district-wide professional learning opportunities.

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 administrators. Administrators may apply for opportunities which include, but are not limited to: observation of peers; mentoring early-career administrators; acting as leaders for district initiatives; receiving compensation for serving as a trainer; leading professional learning opportunities for their peers; and differentiated career pathways.

Improvement and Remediation Plans
If an administrator's performance is rated as developing or below standard, it signals the need for the evaluator to create an individual supervisory assistance or intensive remediation plan. The plan will be presented to the administrator for review and possible modifications. The administrator has the right to request his/her exclusive bargaining representative be present.
> 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 plan.

Definition of Effectiveness and Ineffectiveness

Montville defines effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system. A single year of "below standard" may be deemed ineffective. In the Montville plan:

A novice administrator shall generally be deemed effective if said administrator receives at least two sequential "accomplished" ratings or higher; he/she must be "accomplished" or higher 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 "accomplished" ratings in years three and four. Contracts will not be offered to administrators that do not meet these standards. The superintendent will offer a contract to any administrator he/she deems effective at the end of year four. This shall be accomplished through the specific issuance of that effect.

A post-tenure administrator shall generally be deemed ineffective if said administrator receives two sequential "developing" ratings or one "below standard" rating at any time. If an administrator's performance is rated as either developing or below standard for any one year, it signals the need for the evaluator to create an individual supervisory assistance or intensive remediation plan. 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 plan.

Should the administrator fail to show progress, termination may be considered according to Connecticut General Statute.

Dispute Resolution Process
A panel, composed of the superintendent, the administrator's union president or administrator-selected union representation and a neutral third person, shall resolve disputes where the evaluator and administrator cannot agree on the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.