Seymour 2015-2016 Teacher: Plan for Evaluation and Development

Acknowledgements:

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Seymour Teacher: Plan for Evaluation and Development

Context and Timeline
This document outlines a plan for the evaluation and development of teachers in Seymour based on Connecticut's System for Educator Evaluation and Development.

Purpose and Rationale of the Evaluation System
When teachers succeed, students succeed. Research shows 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 this evaluation plan is to fairly and accurately evaluate teacher performance and to help each teacher strengthen his or her practice to improve student learning.

Design Principles
- *Multiple, standards-based measures of performance*

This evaluation system uses multiple sources of information and evidence resulting in fair, accurate and comprehensive pictures of teachers' performance. This plan defines four components of teacher performance:

student learning (45%)	*teacher practice (40%)*
school-wide student learning (5%)	*parent feedback (10%)*

These components are grounded in research-based, national standards: Charlotte Danielson's Framework for Teaching; the Connecticut Core Standards, the Connecticut Common Core of Teaching; and Seymour's 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, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, teachers' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the 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. Dialogue in this plan occurs frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.

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

Novice and veteran teachers alike deserve detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students. Seymour Teacher: Plan for Evaluation and Development promotes a shared language of excellence to which professional development, coaching, and feedback can align to improve practice.

System Overview

Evaluation Framework

The evaluation framework consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four components, grouped in two major categories.

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

> **Component #1 Observation of teacher performance and practice (40%)** as defined by <u>The Framework for Teaching</u> by C. Danielson, which articulates four domains of teacher practice:
> DOMAIN 1: Planning and Preparation
> DOMAIN 2: The Classroom Environment
> DOMAIN 3: Instruction
> DOMAIN 4: Professional Responsibilities
>
> **Component # 2 Parent feedback (10%)** based on building based goals determined from whole school parent surveys

Category 2: Student Related Indicators: An evaluation of a teacher's contribution to student academic progress at the school and classroom level. This category is comprised of two components:

> **Component #3 Student growth and development (45%)** as determined by the teacher's student learning objective (SLO)
>
> **Component #4 Whole-school measure of student learning (5%)** as determined by aggregate student learning indicators

Scores from each of the four components will be combined to produce a final 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

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

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 development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.

Goal-Setting and Planning: Timeframe: complete by October 31

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

2. *Teacher Reflection and Goal-Setting* – The teacher examines student data, prior year evaluation and survey results, and the Danielson Framework for Teaching to draft proposed practice goal(s), a parent feedback goal and student learning objectives. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.

3. *Goal-Setting Conference* - The evaluator and teacher meet to discuss the teacher's proposed 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 teacher practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.

Mid-Year Check-In: Timeframe: complete by February 28

1. *Reflection and Preparation* - The teacher and evaluator collect and reflect on evidence to-date about the teacher's practice and student learning in preparation for the check-in. For guidance to prepare for the mid-year conference click *link*.

2. *Mid-Year Conference* - The evaluator and teacher complete at least one mid-year check-in conference at which they review progress on professional growth goals, student learning objectives and performance on each to date and complete a mid-year conference checklist. 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 student learning objectives 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.

End-of-Year Summative Review: Timeframe: complete by June 30

1. *End-of-Year Self-Assessment/Reflection* - The teacher reviews all information and data collected during the year and completes an End-of-Year Self-Assessment/Reflection for review by the evaluator. For End-of Year Self-Assessment/Reflection form click *link*. This End-of-Year Self-Assessment/Reflection may focus specifically on the areas for development established in the goal-setting conference. This End-of-Year Self-Assessment/Reflection must be completed and submitted to evaluator 20 days prior to the last day of school.

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

3. *End-of-Year Conference* - The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation by June 30. For Evaluator Summative Assessment of Teacher Performance template click *link*.

Primary Evaluator

The primary evaluator for most teachers will be the school principal or assistant principal, and/or the district administrator, who will be responsible for the overall evaluation process, including assigning final ratings. Primary evaluators will have sole responsibility for assigning final ratings and must be trained.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete extensive training on the Seymour Teacher: Plan for Evaluation and Development Plan. The purpose of training is to provide educators who evaluate instruction with the tools that will result in evidence-based classroom observations; professional learning opportunities tied to evaluation feedback and improved student performance.

The District will provide training opportunities to support district administrators, evaluators and teachers in implementing the evaluation plan across their schools, to ensure that evaluators are proficient in conducting teacher evaluations.

The focus is on definition of great teaching and suggestions for practical application of best practices. Evaluators have been trained in the Charlotte Danielson's Framework for Teaching. Periodically throughout the school year, evaluators monitor their scoring accuracy using the Framework for Teaching and engage in essential training on the observable components of the Framework for Teaching. Evaluators complete assessments to determine their proficiency in using the Framework for Teaching to conduct observations accurately and reliably.

During the school year training will be provided to evaluators to:

- Understand the nature of learning for students and educators and its relation to the priorities of the Danielson Framework for Teaching in order to make accurate and consistent judgments about teaching practice
- Establish a common language that promotes professionalism and a culture for learning through the lens of the Framework for Teaching
- Understand how coaching conversations support growth-producing feedback
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of teaching practice; and
- Collaborate with colleagues to deepen understanding of the content

Dispute Resolution Process:

In accordance with the requirements in the 1999 Connecticut Guidelines for Teacher Evaluation and Professional Development, in establishing or amending the local teacher evaluation plan, the local or regional board of education shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. When such agreement cannot be reached, the issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC). The superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding. This provision is to be utilized in accordance with the specified processes and parameters regarding goals/objectives, evaluation period, feedback, and professional development contained in this document.

The State Department of Education will select districts at random annually to review evaluation evidence files for a minimum of two educators rated exemplary and two educators rated below standard.

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

Evaluation-based Professional Growth Plans

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 with mutual agreement between the teacher and his or her evaluator and serves as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities. For Professional Growth Plan template click *link*.

Improvement and Remediation Plans

If a teacher's performance is rated as developing or below standard, it signals the need for an individual teacher improvement and remediation plan. The improvement and remediation plan should be collaboratively developed between the district and the teacher, along with his or her exclusive bargaining representative.

Improvement and remediation plans must:

- identify resources, support and other strategies to be provided to address documented deficiencies;
- indicate a timeline for implementing such resources, support, and other strategies, in the course of the same school year as the plan is issued; and
- include indicators of success including a summative rating of accomplished or better at the conclusion of the improvement and remediation plan.

Career Development and Growth

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

Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities for their peers; differentiated career pathways; and targeted professional development based on areas of need.

Teacher Practice Related Indicators

The Teacher Practice Related Indicators portion of the Seymour Teacher: Plan for Evaluation and Development evaluates the complex set of skills, competencies, and knowledge of a teacher's practice. It is comprised of two components:

- Component #1: Teacher Performance and Practice, which counts for 40%; and
- Component #2: Parent Feedback, which counts for 10%.

COMPONENT #1: Teacher Performance and Practice

The Teacher Performance and Practice component of the plan is a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. It comprises 40% of the overall rating. Following observations, evaluators provide teachers with specific feedback to diagnose teacher development needs and tailor support to those needs.

Teacher Practice Framework

The rubric, The Framework for Teaching by Charlotte Danielson, represents the most important skills and knowledge that teachers need to successfully educate each and every one of their students. The Framework for Teaching is organized into four domains, each with 5-6 components:

Domain 1: Planning and Preparation
1a. Demonstrating Knowledge of Content and Pedagogy
1b. Demonstrating Knowledge of Students
1c. Setting Instructional Outcomes
1d: Demonstrating Knowledge of Resources
1e: Designing Coherent Instruction
1f: Designing Student Assessments

Domain 2: The Classroom Environment
2a: Creating an Environment of Respect and Rapport
2b: Establishing a Culture for Learning
2c: Managing Classroom Procedures
2d: Managing Student Behavior
2e: Organizing Physical Space

Domain 3: Instruction
3a: Communicating with Students
3b: Using Questioning and Discussion Techniques
3c: Engaging Students in Learning
3d: Using Assessment in Instruction
3e: Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities
4a: Reflecting on Teaching
4b: Maintaining Accurate Records
4c: Communicating with Families
4d: Participating in the Professional Community
4e: Growing and Developing Professionally
4f: Showing Professionalism

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.

Teachers who receive and maintain an annual summative performance evaluation designation of accomplished or exemplary and who are not first or second year teachers in the district shall be evaluated with a minimum of one formal in-class observation inclusive of a review of practice no less frequently than once every three years, and a combination of three informal observations/reviews of practice in all other years. Teachers with accomplished or exemplary

designations may receive a formal in-class observation if an informal observation or review of practice in a given year results in a concern about the teacher's practice. For non-classroom teachers, the above frequency of observations shall apply in the same ways, except that the observations need not be in-classroom, the observations shall instead be conducted in appropriate settings. All other teachers, including first and second year teachers and teachers who receive a performance evaluation designation of below standard or developing, will be evaluated a number of observations appropriate to their individual plan, but no fewer than three formal in-class observations. Two of the three must include a pre-conference and all include a post-conference. All observations shall be followed with timely feedback. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, reviews of lesson plans or other teaching artifacts.

In this plan:

- o **Formal**: Lasts at least 30 minutes and is followed by a post-observation conference, which includes both written and verbal feedback within 5 school days of an observation

- o **Informal**: Lasts at least 10 minutes and is followed by written and/or verbal feedback within 5 school days of an observation

- Most observations should be unannounced to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback.

TEACHER CATEGORY	MINIMUM NUMBER OF OBSERVATIONS
First and Second Year (in the district)	Three formal in class observations. Two of the three include a pre-conference and all include post-conference.
Below Standard or Developing	A number of observations appropriate to the individual plan, but no fewer than three formal in class observations. Two of the three must include a pre-conference and all include a post-conference.
Accomplished or Exemplary	A minimum of one formal in-class observation inclusive of a review of practice no less frequently than once every three years, and a combination of three informal observations/reviews of practice in all other years. Teachers with accomplished or exemplary designations may receive a formal in-class observation if an informal observation or review of practice in a given year results in a concern about the teacher's practice.

Pre-conferences and post-conferences
Pre-conferences are valuable for giving context for the lesson and 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. For Pre-Observation Form click *link*.

Post-conferences provide a forum for reflecting on the observation against the Framework for Teaching and for generating action steps that will lead to the teacher's improvement. For Post-Observation Form click *link*. A good post-conference:

- begins with an opportunity for the teacher to share his/her 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, what improvements will be made, and where future observations may focus
- involves written and/or verbal feedback for informal observations and both written and verbal feedback for formal observations from the evaluator; and
- occurs within 5 school days of the observation

Classroom observations provide the most evidence for Domain 2: The Classroom Environment and Domain 3: Instruction however both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Non-Classroom Reviews of Practice
This plan aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the Danielson Framework for Teaching. 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

Feedback
The goal of feedback is to help teachers grow as educators and become more effective with each and every one of their students. Evaluators should be clear and direct, presenting their comments in a supportive and constructive manner. Feedback should include:

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

Teacher Practice Goal

Teachers shall develop a minimum of one practice goal that is aligned to <u>The Framework for Teaching</u>. The goal is recorded on the Professional Growth Plan and provides a focus for observation and feedback conversations. At the start of the year, each teacher will work with his or her evaluator to develop the practice goal through mutual agreement based on previous practice scores.

Practice Goal example:
I will improve the effectiveness of my Evaluation, Synthesis and Analysis questions in class discussions as measured by an increase in the number of higher level questions used to engage students in discussion and in correcting student responses to such questions.

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 practice goals are not explicitly evaluated as part of the Teacher Performance and Practice component, progress on goals will be positively reflected in the scoring of Teacher Performance and Practice evidence.

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 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?) 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 a summative evaluation conference.

The final teacher performance and practice rating will be calculated by the evaluator in a three step process:

Step 1) Evaluator holistically reviews evidence collected through observations and interactions and uses professional judgment to determine component ratings for each of the 22 components.

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 22 components.

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?
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	SCORE
1a	Developing	2
1b	Developing	2
1c	Accomplished	3
1d	Exemplary	4

Step 2) Average components in each domain to a tenth of a decimal to calculate domain level scores:

DOMAIN	AVERAGE SCORE
1	2.8
2	2.6
3	3.0
4	2.8

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

Each of the domain ratings is weighted according to importance and summed to form one overall rating. Strong instruction and classroom environment matter more than anything else a teacher can do to improve student outcomes. Therefore, Classroom Environment/Domain 2 and Instruction/Domain 3 are weighted significantly more at 35% each. Planning, Domain 1 and Professional Responsibilities Domain 4 are weighted 15% each.

DOMAIN	SCORE	WEIGHTING	WEIGHTED SCORE
1	2.8	15%	0.4
2	2.6	35%	0.9
3	3.0	35%	1.1
4	2.8	15%	0.4
Total			2.8

Steps 2 and 3 can be performed by district administrators and/or using tools/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 teachers in the end-of-year conference.

COMPONENT #2: Parent Feedback

Feedback from parents will be used to help determine the remaining ten percent of the Teacher Practice Indicators category of Seymour Teacher: Plan for Evaluation and Development. The process described below focuses on:

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

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

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

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

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

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

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

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

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

4. Measuring Progress on Growth Targets

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

5. Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which a teacher successfully reaches the parent goal and improvement target.

This is accomplished through a review of evidence provided by the teacher and application of the following scale:

EXEMPLARY (4)	ACCOMPLISHED (3)	DEVELOPING (2)	BELOW STANDARD (1)
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

Student Related Indicators

The Seymour evaluation process 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 and talents they are responsible to nurture in their students each year. As a part of the Seymour evaluation process, teachers will document how to help children learn and grow.

Student Related Indicators include two components:

- Component #3: Student growth and development, which counts for 45%; and
- Component #4: Whole school student learning which counts for 5%

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

Student Growth Component (45%): One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where

available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement, subject to the local-dispute resolution procedure as described on page 8 an additional non-standardized indicator.

    a. For the 2015-2016 academic year, the required use of state test data is suspended, pending federal approval, pursuant to PEAC's flexibility recommendation on January 29, 2014 and the State Board of Education's action on February 6, 2014.

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

    a. A maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute resolution procedure as described on page 8.
    b. A minimum of one non-standardized indicator.

COMPONENT #3: Student Growth and Development (45%)
Overview of Student Learning Objectives

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. Seymour has selected a goal-setting process called Student Learning Objectives (SLOs) as the approach for measuring student growth during the school year.

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

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

Teachers are to set specific and measurable targets and to develop them through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with supervisors.

SLO Phase 1: Learn about this year's students.
This first phase is the discovery phase, just before the start of the school year and in its first few weeks. Once 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.

SLO Phase 2: Set a minimum of one Student Learning Objective
Each teacher will write a minimum of one Student Learning Objective with multiple Indicators of Academic Growth and Development (IAGD).

| Will your students take a state assessment ? | → YES → | one standardized and at least one non-standardized IAGD required |

| Will your students take another standardized assessment? | → YES → | one standardized and at least one non-standardized IAGD required |
| | NO → | multiple non-standardized IAGD required |
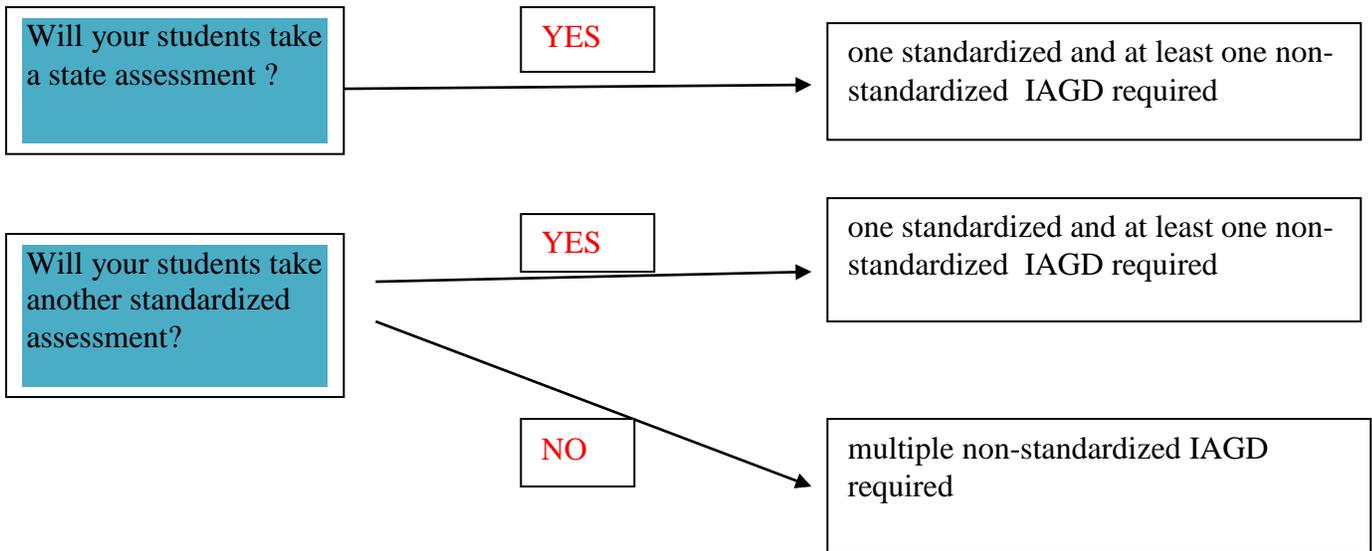
A standardized assessment has all of these features:
- Administered and scored in a consistent – or "standard" – manner
- Aligned to a set of academic or performance "standards"
- Broadly administered (e.g. nation-or state-wide)
- Commercially produced; and
- Often administered only once a year, although some standardized assessments are administered two or three times per year

To create the SLO:
Step 1: Decide on the Objective
The objective will be a broad goal for student learning. It should address a central purpose of the teacher's assignment and it should pertain to a preponderance of his/her students dependent on teaching assignment and as discussed with evaluator. It 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, 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 Unified Arts classes).

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

The following are examples of Student Learning Objectives:

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

Step 2: Select Indicators of Academic Growth and Development

Indicators of Academic Growth and Development (IAGD) are the specific evidence, with quantitative targets, which will demonstrate whether the objective was met. Only one goal/objective for student growth is required with multiple Indicators of Academic Growth and Development (IAGD).

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 SLO Phase I examination of student data that teachers will determine what level of performance to target for which students.

Since indicator targets are calibrated for the teacher's particular students, teachers with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all second grade teachers in a district might use the same reading assessment in their SLO, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among second grade teachers.

Taken together, SLO indicators, if achieved, would give the teacher and his/her evaluator confidence that the objective was met. Below are examples of indicators that might be applied to the previous SLO examples:

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development
Eighth Grade Science	My students will master critical concepts of science inquiry.	1. 78% of my students will attain at least a 4 on the CMT section concerning science inquiry. 2. My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry.
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	1. 85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts teachers in our district.

Step 3: Provide Additional Information Requested on SLO Form

In addition to the objective and Indicators of Academic Growth and Development, the SLO form requests:
- 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 indicator
- interim assessments the teacher plans to use to gauge students' progress toward the objective during the school year (optional); and
- any training or support the teacher thinks would help improve the likelihood of meeting the objective (optional)

Step 4: Submit SLO to Evaluator for Approval
SLOs are proposals until the evaluator approves them. Teachers and evaluators should confer during the goal-setting process, since the intent is that SLOs will be selected through mutual agreement. Ultimately, however, the evaluator must formally approve all SLO proposals.

The evaluator will examine each SLO relative to three criteria described on the following pages. SLOs must meet all three criteria to be approved. If they do not meet one or more criterion, the evaluator will provide written comments and discuss their feedback with the teacher during the goal-setting conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ten days.

SLO Approval Criteria

Priority of Content	Quality of Indicators	Rigor of Objective
Objective is deeply relevant to teacher's assignment and addresses a preponderance of his/her students.	Indicators provide specific, measurable evidence. The indicators allow judgment about students' progress over the school year or semester during which they are with the teacher.	Objective is attainable but ambitious, and represents at least a year's worth of growth for students (or appropriate growth for a short interval of instruction).

SLO Phase 3: Monitor Students' Progress

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

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

SLO Phase 4: Assess Student Outcomes Relative to SLO

At the end of the school year, the teacher should collect the evidence required by the-indicators and submit it to the evaluator. Along with the evidence, teachers will complete the End-of-Year Self-Reflection Assessment form, which asks teachers to reflect on the SLO outcomes by responding to the following:

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

Evaluators will examine the evidence and the teacher's reflection and assign one of four ratings to each SLO. The ratings are defined as follows:

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

The SLO will have multiple indicators and the evaluator may score each indicator separately and then average those scores for the SLO score, or, he or she can look at the results as a body of evidence regarding the accomplishment of the objective and score it holistically.

NOTE: For SLOs that include an indicator based on state standardized tests, results may not be available in time to score the SLO prior to the June 30 deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if state tests are the basis for all indicators on a SLO, then the teacher's student growth and development rating will be based only on the results of their non-standardized assessment. However, once the state test evidence is available, the evaluator will score or rescore the SLO, then determine if the new score changes the teacher's summative rating. The evaluation rating can be amended at that time as needed. See Summative Teacher Evaluation Scoring for details.

COMPONENT #4: Whole-School Student Learning Indicators (5%)

Seymour Public Schools will use a whole-school student learning indicator as referenced below for the fourth component of the Seymour Teacher: Plan for Evaluation and Development.

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. For most schools, this will be based on the school performance index (SPI), which correlates to the whole-school student learning on a principal's evaluation.

Summative Teacher Evaluation Scoring
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 term "performance" in the above shall mean "progress as defined by specified indicators." Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence.

The summative teacher evaluation rating will be determined using the following steps:

1. Calculate a Teacher Practice Related Indicators score by combining the Observation of Teacher Performance and Practice score and the Parent Feedback score.

The Observation of Teacher Performance and Practice counts for 40% of the total rating and Parent Feedback counts for 10% of the total rating. Simply multiply these weights by the component scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Points(score x weight)
Observation of Teacher Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
Total Teacher Practice Indicators Points			**142**

Rating Table

Teachers Practice Indicators Points	Teacher Practice Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Accomplished
175-200	Exemplary

2. Calculate a Student Related Indicators score by combining the Student Growth and Development score and Whole School Student Learning.

The Student Growth and Development component counts for 45% of the total rating and the Whole School Student Learning component counts for 5% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below. NOTE: If the Whole School Student Learning score is not available when the summative rating is calculated, then Student Growth and Development will be weighted 50 and Whole School Student Learning will be weighted 0.

Component	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)	3.5	45	158
Whole School Student Learning	3	5	15
Total Student Related Indicators Points			**173**

Rating Table

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

3) Use the Summative Matrix to determine Summative Rating
Identify the rating for each category and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. If the two categories are highly discrepant (e.g., a rating of 4 for Overall Practice and a rating of 1 for Overall Outcomes), then the evaluator should examine the data and gather additional information in order to make a summative rating.

SUMMATIVE MATRIX				
	Overall Practice Rating			
	4	3	2	1
4	Exemplary	Exemplary	Accomplished	Gather further information
3	Exemplary	Accomplished	Accomplished	Developing
2	Accomplished	Accomplished	Developing	Developing
1	Gather further information	Developing	Developing	Below Standard

Overall Outcomes Rating (row label, left side)

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

Definition of Effectiveness and Ineffectiveness:
Seymour School District shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the evaluation and support system. A pattern may consist of a pattern of one rating. The following patterns are recommended:
Novice teachers shall generally be deemed effective if said educator receives at least two sequential accomplished ratings, one of which must be earned in the fourth year of a novice teacher's career. A below standard rating shall only be permitted in the first year of a novice teacher's career. There should be a trajectory of growth and development as evidenced by a subsequent rating of developing or higher in year two and sequential accomplished ratings in years three and four.
A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential developing ratings or one below standard rating at any time.

Seymour 2015-2016 Administrator: Plan for Evaluation and Development

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Table of Contents

Seymour Administrator: Plan for Evaluation, Support and Development
Introduction

This document outlines the Seymour Public School District's model for the evaluation of school and school district administrators. A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness. The administrator evaluation and support model defines principal effectiveness in terms of leadership practice, the results that come from this leadership (teacher effectiveness and student growth and development), and the perceptions of the administrator's leadership among key stakeholders in his/her community.

The model describes four levels of performance for administrators and focuses on the practices and outcomes of accomplished administrators. These administrators can be characterized as:
- Meeting expectations as an instructional leader;
- Meeting expectations in at least three other areas of practice;
- Meeting and making progress on one target related to stakeholder feedback;
- Meeting state accountability growth targets on tests of core academic subjects;
- Meeting and making progress on three student learning objectives aligned to school and district priorities; and
- Having more than 60% of teachers accomplished on the student growth portion of their evaluation.

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

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

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

System Overview
Administrator Evaluation and Support Framework

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

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

   a. Observation of Leadership performance and practice (40%) as defined in the Common Core of Leading (CCL); Connecticut School Leadership Standards.
   b. Stakeholder Feedback (10%) on leadership practice through surveys

2. Student Outcomes Related Indicators: An evaluation of administrator's contributions to student academic progress, at the school and classroom level. this area is comprised of two components:
   a. Student Learning (45%) assessed in equal weight by: progress on academic learning measures in the state's accountability system for schools; and performance and growth on locally-determined measures.
   b. Teacher Effectiveness Outcomes (5%) as determined by an aggregation of teachers' success with respect to Student learning objectives (SLOs).

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

Process and Timeline

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

1. That evaluators prioritize the evaluation process, spending more and better time in schools observing practice and giving feedback; and
2. That both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps.

Each administrator participates in the evaluation process as a cycle of continuous improvement. The cycle is the centerpiece designed to have all educators play a more active, engaged role in their professional growth and development. For every administrator, evaluation begins with goal-setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a mid-year formative review, followed by continued implementation. The latter part of the process offers administrators a chance to self-assess and reflect on progress to date, a step

that informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the subsequent year.

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

Step 1: Orientation and Context-Setting

To begin the process, the administrator needs 5 things to be in place:

1. Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating.
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated his or her student learning priorities for the year.
4. The administrator has developed a school improvement plan that includes student learning goals.
5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process.

Step 2: Goal-Setting and Plan Development

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

Available Data / Superintendent's Priorities / School Improvement Plan / Prior Evaluation Results	3	2	1 Goal Setting
	SLO 1	Focus Area 1	
	SLO 2	Focus Area 2	Survey Target
	SLO 3		
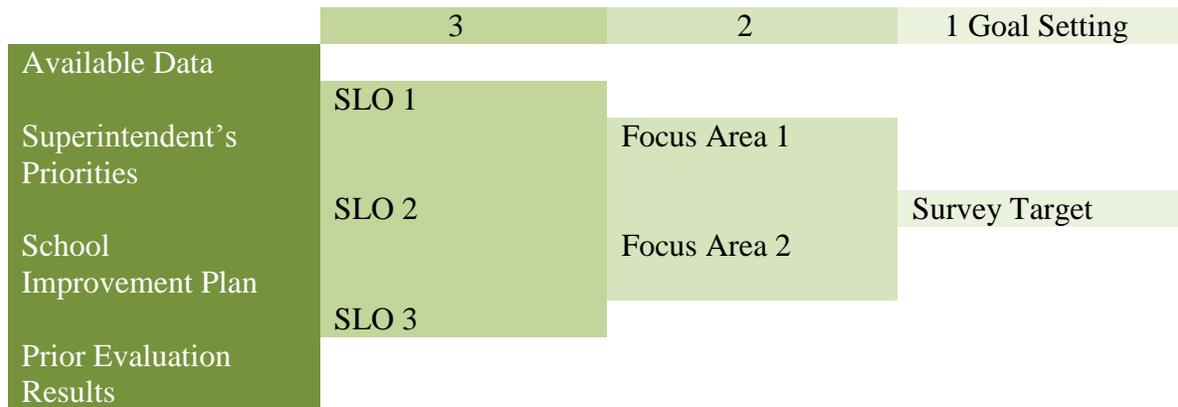
Administrators should start with the outcomes they want to achieve. This includes setting three SLOs (see page 22 for details) and one target related to stakeholder feedback (see page 16 for details).

Then administrators identify the areas of focus for their practice that will help them accomplish their SLOs and survey targets, choosing from among the elements of the Connecticut School Leadership Standards. While administrators are rated on all six Performance Expectations, administrators are not expected to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that at least one, and perhaps both, of the practice focus areas

will be in instructional leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

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

- Are there any assumptions about specific goals that need to be shared because of the local school context?
- Are there any elements for which accomplished performance will depend on factors beyond the control of the principals? If so, how will those dependencies be accounted for in the evaluation process?
- What are the sources of evidence to be used in assessing an administrator's performance?

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

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

Here are some questions to consider in assessing whether an administrator's evaluation plan is likely to drive continuous improvement:
1. Are the goals clear and measurable, so that an evaluator will know whether the administrator has achieved them?
2. Can the evaluator see a through line from district priorities to the school improvement plan to the evaluation and support plan?
3. Do the practice focus areas address growth needs for the administrator? Does at least one of the focus areas address instructional leadership?

Step 3: Plan Implementation and Evidence Collection

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

Unlike visiting a classroom to observe a teacher, school visits to observe administrator practice can vary significantly in length and setting. It is recommended that evaluators plan visits carefully to maximize the opportunity to gather evidence relevant to an

administrator's practice focus areas. Further, central to this process is providing meaningful feedback based on observed practice: see the SEED website for forms that evaluators may use in recording observations and providing feedback. Evaluators should provide timely feedback after each visit. Besides the school site visit requirement, there are no prescribed evidence requirements. The model relies on the professional judgement of the administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence.

Building on the sample evaluation and support plan, this administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to his/her focus areas and goals:
- Data systems and reports for student information
- Artifacts of data analysis and plans for response
- Observations of teacher team meetings
- Observations of administrative/leadership team meetings
- Observations of classrooms where the administrator is present
- Communications to parents and community
- Conversations with staff
- Conversations with students
- Conversations with families
- Presentations at Board of Education meetings, community resource centers, parent groups, etc.

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

A note on the frequency of school site observations:

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

- 2 observations for each administrator

- 4 observations for any administrator new to the district, school, the profession or who has received a summative rating of developing or below standard in the previous year.

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

Step 4: Mid-year Formative Review

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

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

The administrator and evaluator hold a mid-year formative review, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could influence accomplishment of outcome goals; goals may be changed at this point.

Step 5: Self-Assessment
In the spring, the administrator takes an opportunity to assess his/her practice on all 18 elements of the CCL: Connecticut School Leadership Standards. For each element, the administrator determines whether he/she:
- Needs to grow and improve practice on this element;
- Has some strengths on this element but need to continue to grow and improve;
- Is consistently effective on this element; or
- Can empower others to be effective on this element

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

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

Step 6: Summative Review and Rating
The administrator and evaluator meet in the late spring to discuss the administrator's self-assessment and all evidence collected over the course of the year. While a formal rating follows this meeting, it is recommended that evaluators use the meeting as an opportunity to convey strengths, growth areas, and his/her probable rating. After the meeting, the evaluator assigns a rating based on all available evidence.

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

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not yet be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness outcomes ratings, the evaluator may recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September 15.

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

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

- If the teacher effectiveness outcomes are not yet available, then the student learning measures should count for 50% of the preliminary rating.
- If the state accountability measures are not yet available, then the Student Learning Objectives should count for the full assessment of student learning.
- If none of the summative student learning indicators can yet be assessed, then the evaluator should examine the most recent interim assessment data to assess progress and arrive at an assessment of the administrator's performance on this component.

Support and Development

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

Evaluation–Informed Professional Learning

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

Throughout the process of developing goals, in mutual agreement with their evaluators, all administrators will identify professional learning needs that support their goals and objectives. The professional learning opportunities identified for each administrator should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among administrators, which can then be targeted with school-wide or district-wide professional learning opportunities.

Points for District Consideration

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

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

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

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

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

This is accomplished by:

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

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

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

Improvement and Remediation Plans

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

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

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

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

Points for District Consideration

Well-articulated Improvement and Remediation Plans:

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

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

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

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

Career Development and Growth

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

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

Points for District Consideration

- Align job descriptions to school leadership standards.

- Identify replicable practices and inform professional learning

- Support high-quality evaluation that aligns school accountability with teacher and administrator evaluation and support.

- Provide focused targeted professional learning opportunities identified through the evaluation process and school/district needs.

- Ensure that the new principal role is sustainable. Explore ways to alleviate administrative and operational duties to allow for greater focus on the role of instructional leader.

- Recognize and reward effective principals/administrators.

Category 1: Leadership Practice Related Indicators

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

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

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

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

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

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

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

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

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

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

Leadership Practice– Performance Expectations

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

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

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

- Accomplished: The rubric is anchored at the Accomplished level using the indicator language from the Connecticut School Leadership Standards.

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

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

Examples of Evidence (*link*) are provided for each element of the rubric. While these examples of evidence can be a guide for evaluator training and discussion, they are only examples and should not be used as a checklist.

Strategies for Using the Leader Evaluation Rubric

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

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

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

Arriving at a Leadership Practice Summative Rating

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

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

The administrator and evaluator meet for a goal-setting conference to identify focus areas for development of the administrator's leadership practice. (Goal-Setting Form, *Link*)

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified areas for development. Evaluators of administrators must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession, or who have received ratings of developing or below standard.
2. The administrator and evaluator hold a mid-year formative conference, with a focused discussion of progress toward proficiency in the performance areas identified as needing development.
3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.

4. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of Exemplary, Accomplished, Developing, or Below Standard for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year. (Summative Rating Form, *Link*)

Principals and Central Office Administrators:

Exemplary	Accomplished	Developing	Below Standard
Exemplary on Teaching and Learning + Exemplary on at least two other performance expectations + No rating below accomplished on any performance expectation	At least accomplished on Teaching and Learning + At least accomplished on at least three other performance expectations + No rating below developing on any performance expectation	At least developing on Teaching and Learning + At least developing on at least three other performance expectations	Below standard on Teaching and Learning or below standard on at least three other performance expectations

Assistant Principals and Other School-Based Administrators:

Exemplary	Accomplished	Developing	Below Standard
Exemplary on at least half of measured performance expectations + No rating below accomplished on any performance expectation	At least accomplished on at least a majority of performance expectations + No rating below developing on any performance expectation	At least developing on at least a majority of performance expectations	Below standard on at least half of performance expectations

Component # 2: Stakeholder Feedback (10%)

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

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

Applicable Survey Types

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

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

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

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

See the SEED website for examples of each type of survey as well as sample questions that align to the Connecticut Leadership Standards.

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

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

For each administrative role, stakeholders providing feedback might include:

SCHOOL-BASED ADMINISTRATORS

Principals:
        All family members
        All teachers and staff members
        All students

Assistant Principals and other school-based administrators:
        All or a subset of family members
        All or a subset of teachers and staff members
        All or a subset of students

CENTRAL OFFICE ADMINISTRATORS

Line Managers of Instructional Staff (e.g. Assistant Superintendents):
        Principals or principal supervisors
        Other direct reports
        Relevant family members

Leadership for offices of curriculum, assessment, special services, and other central academic functions:
        Principals
        Specific subsets of teachers
        Other specialists within the district
        Relevant family members

Leadership for offices of finance, human resources, and legal/employee relations offices, and other central shared services roles
        Principals
        Specific subsets of teachers
        Other specialists within the district

Stakeholder Feedback Summative Rating

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

Exceptions to this include:
- Administrators with high ratings already, in which case, the rating should reflect the degree to which measures remain high.
- Administrators new to the role, in which case, the rating should be based on a reasonable target, using district averages or averages of schools in similar situations.

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

1) Select appropriate survey measures aligned to the CCL: Connecticut School Leadership Standards.
2) Review baseline data on selected measures.
3) Set one target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high).
4) Later in the school year, administer surveys to relevant stakeholders.
5) Aggregate data and determine whether the administrator achieved the established target.
6) Assign a rating, using this scale:

Exemplary	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.

Examples of Survey Applications

Example #1:

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

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

Example #2:

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

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

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

Category 2: Student Outcomes Related Indicators
Component # 3: Student Learning (45%)

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

State Measures of Academic Learning

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

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

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

   <mark>Please note: SPI calculations may not be available for the 2015-16 school year due to the transition from state legacy tests to Smarter Balanced Assessment. Therefore, 45% of an administrator's rating for Student Learning will be based on student growth and performance on locally-determined measures.</mark>

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

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

$$88-52/12 = 3$$

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

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

SPI Progress (all students and subgroups)

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

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

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

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

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

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

Exemplary	Accomplished	Developing	Below Standard
At or above >3.5	2.5 and 3.4	1.5 and 2.4	Less than 1.5

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

Locally-Determined Measures (Student Learning Objectives)

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

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

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

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

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

	SLO 1	SLO 2	SLO 3
Elementary or Middle School	Non-tested subjects or grades	Broad discretion	
High School Principal	Graduation (meets the non- tested grades or subjects	Broad discretion	
Elementary or Middle School AP	Non-tested subjects or grades	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels, or subjects, consistent with the job	
High School AP	Graduation (meets the non-tested grades or subjects	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels, or subjects, consistent with the job	
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		

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

- Student performance or growth on state-administered assessments and/or district- adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).
- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.
- Students' performance or growth on school- or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

Below are a few examples of SLOs for administrators:

Grade Level/Role	SLO
Second Grade	Among second graders who remain enrolled in school and in good attendance from September to May, 80% will make at least one year's worth of growth in reading as measured by MAP/NWEA assessments.
Middle School Science	78% of students will attain proficient or higher on the science inquiry strand of the CMT in May.
High School	95 % of 9th grade students will accumulate sufficient credits to be in good standing as sophomores by June.
Central Office Administrator	By June 1, 2016, the percentage of grade 3 students across the district reading at or above grade level will improve from 78% to 85%. (Associate Superintendent)

The process for selecting measures and creating student learning objectives should strike a balance between alignment to district student learning priorities and a focus on the most significant school- level student learning needs. To do so, it is critical that the process follow a pre-determined timeline.

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

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

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

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

- The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
  - ✓ The objectives are adequately ambitious.
  - ✓ There is adequate data that can be collected to make a fair judgement about whether the administrator met the established objectives.
  - ✓ The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
  - ✓ The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The administrator and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

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

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

Arriving at a Student Learning Summative Rating

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

		State Measures of Academic Learning			
		4	3	2	1
Locally Determined Measures of Academic Learning	4	Exemplary	Exemplary	Accomplished	Gather more information
	3	Exemplary	Accomplished	Accomplished	Developing
	2	Accomplished	Accomplished	Developing	Developing
	1	Gather more information	Developing	Developing	Below Standard

Component #4: Teacher Effectiveness Outcomes (5%)

Teacher effectiveness outcomes – as measured by an aggregation of teachers' student learning objectives – are 5% of an administrator's evaluation.

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

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

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

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

Summative Administrator Evaluation Rating
Summative Scoring

Every educator will receive one of four performance ratings:

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 term "performance" in the above shall mean "progress as defined by specified indicators." Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence.

A rating of accomplished represents fully satisfactory performance. It is the rigorous standard expected for most experienced administrators. Specifically, proficient administrators can be characterized as:
- Meeting expectations as an instructional leader;
- Meeting expectations in at least three other areas of practice;
- Meeting and making progress on one target related to stakeholder feedback;

- Meeting state accountability growth targets on tests of core academic subjects;
- Meeting and making progress on three student learning objectives aligned to school and district priorities; and
- Having more than 60% of teachers accomplished on the student growth portion of their evaluation.

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

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

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

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

Determining Summative Ratings

The rating will be determined using the following steps:

1. Determining a Leader Practice Rating
2. Determining a Student Outcomes Ratings; and
3. Combining the two into an overall rating using the Summative Matrix.

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

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

Component	Score (1-4)	Weight	Summary Score
Observations of Leadership Practice	2	40	80
Stakeholder Feedback	3	10	30
Total Leader Practice Related Points			**110**

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

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

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

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

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

C. OVERALL: Leader Practice + Student Outcomes

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

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

SUMMATIVE MATRIX				
	Overall Leader Practice Rating			
	4	3	2	1
4	Exemplary	Exemplary	Accomplished	Gather more information
3	Exemplary	Accomplished	Accomplished	Developing
2	Accomplished	Accomplished	Developing	Developing
1	Gather more information	Developing	Developing	Below Standard

Row labels on left (vertical): Overall Student Outcomes Rating — 4, 3, 2, 1

Adjustment of Summative Rating:

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not be available at the time of a summative rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly affected by state standardized test data, the evaluator should recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

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

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

Dispute Resolution Process

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