# COMMUNITY CHILD GUIDANCE CLINIC SCHOOL

# 2016-2017

## Teacher/Administrator Evaluation and Support Plan

# 2016-2017 Community Child Guidance Clinic School Teacher Evaluation and Support Plan

**Overview**

This document contains the major components of the multiple measures needed to evaluate teachers as mandated by the Connecticut State Department of Education (CSDE).  This plan will determine a comprehensive level of teacher performance for educators in an Approved Private Special Education Programs (APSEP), Community Child Guidance Clinic School. The CSDE requires that all teachers receive an annual summative rating in one of four performance levels. The rating is determined based on performance in the areas of teacher performance and practice (40%), parent/ peer feedback (10%), student growth and development (45%), and student feedback or whole school improvement for student learning goal (5%).
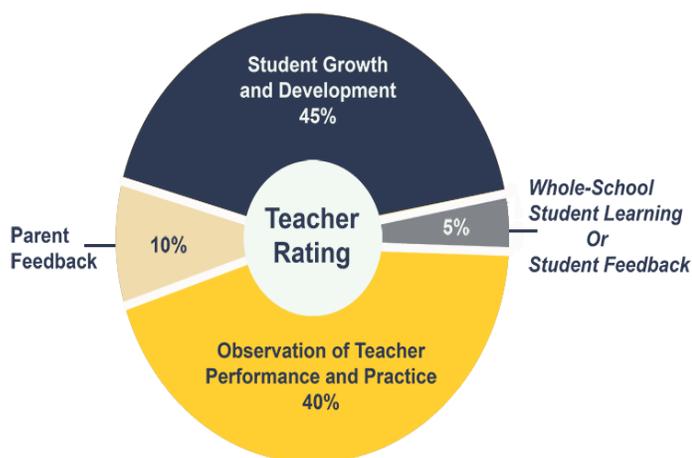


Scores from each of the four components will be combined to produce a summative performance rating designation of Exemplary, Proficient, Developing or Below Standard. The performance levels are defined as:

- *Exemplary* – Substantially exceeding indicators of performance
- *Proficient* – Meeting indicators of performance
- *Developing* – Meeting some indicators of  performance but not others
- *Below Standard* – Not meeting indicators of performance

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

| Goal Setting and Planning (By October 30) | Mid-Year Check- in (By January 15) | End of Year Review (By June 1) |
|---|---|---|
| • Orientation on process<br>• Teacher reflection and goal-setting<br>• Goal-setting and plan development | • Review goals and performance to date<br>• Mid-year conferences | • Teacher self-assessment<br>• Rating<br>• End of year conference |

**Goal-Setting and Planning:**
Timeframe: Completed by October 30

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

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

3. **Goal-Setting Conference** – The Director of Education will meet with the teacher to discuss the teacher's proposed focus area, goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher's practice to support the review.

**Mid-Year Check-In:**

Timeframe: Completed by January 15

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

2. **Mid-Year Conference** – The evaluator and teacher complete one mid-year check-in conference during which they review evidence related to the teacher practice focus area and progress towards SLOs and other goals. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment).They may also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth.

**End-of-Year Summative Review:**

Timeframe: May and June; must be completed by June 1

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

2. **End-of-Year Conference** – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss component ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year or before June 1.

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

**Evaluator Training and Calibration**

All evaluators of teachers will receive ongoing training on conducting effective observations and providing quality feedback. Training may include participation in CSDE Teacher Evaluation Training workshops and other CSDE provided opportunities. The Educational Director will continue training by viewing leadership videos and the Connecticut Common Core of Teaching Evaluation Rubric.

**Teacher Practice Related Indicators**
**Teacher Performance and Practice (40%)**

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

The CCT Rubric for Effective Teaching 2014 is aligned with the Connecticut Core of Teaching and includes references to Connecticut Core Standards and other content standards. The CCT Rubric for Effective Teaching 2014 is organized into four domains, each with three indicators. Forty percent of a teacher's final annual summative rating is based on his/her performance across all four domains. The domains represent essential practice and knowledge and receive equal weight when calculating the summative Performance and Practice rating.

Bloomboard will be used to document the process of teacher observation and practice. Each teacher will be observed between three and eight times per year through both formal and informal observations as defined below.

- **Formal:** Observations that last at least 30 minutes and are followed by a post-observation conference, which includes timely written and verbal feedback.
- **Informal:** Observations that last at least ten minutes and are followed by written and/or verbal feedback.
- **Non-classroom observations/reviews of practice include but are not limited to:** Observations of PPT meetings, and observations of coaching/mentoring other teachers.
    1. All observations will be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, within a timely manner. Feedback will be provided within five school days. Teachers will be provided with both verbal and written feedback after an informal observation.
    2. Observations will be announced and unannounced.

| Category | Observation Schedule |
|---|---|
| *First and Second Year/Novice Teachers* | 3 **in-class** formal observations; 2 of which include a pre-conference and all of which include a post-conference; and 3 informal observations |
| *Below Standard and Developing* | 3 **in-class** formal observations; 2 of which include a pre-conference and all of which must include a post-conference; and 5 informal observations |
| *Proficient and Exemplary* | A combination of at least 3 formal observations/reviews of practice; 1 of which must be a formal **in-class** observation |
| *Proficient* **and** *Exemplary – Flexibility Options for teachers in Years 3 and beyond* | At least one formal in-class observation no less frequently than once every three years, with 3 informal in-class observations in the other years and one review of practice completed in every year |

**Parent/Stakeholder Feedback (10%)**

Feedback from parents/ Stakeholders will be used to develop 10% of the summative rating. Surveys that are developed will be valid, reliable and confidential

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

1. The school conducts a whole-school parent/stakeholder survey (meaning data is aggregated at the school level);
2. Administrators and teachers determine several school-level parent/stakeholder goals based on the survey feedback

3. The teacher and evaluator identify one related parent/stakeholder engagement goal and set improvement targets
4. Evaluator and teacher measure progress on growth targets
5. Evaluator determines a teacher's summative rating, based on four performance levels.

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

**Student Outcomes Related Indicators**
**Student Growth and Development (45%)**

Teachers will set two student learning objectives (SLOs) on measures they select through mutual agreement with their evaluator. SLOs should reflect high expectations for learning or improvement and aim for mastery of content or skill development. SLOs are measured by Indicators of Academic Growth and Development (IAGDs) which include specific assessments/measures of progress and targets for student mastery or progress.

Documenting the "baseline" data at the beginning of the year is necessary. It allows the teacher to identify where students are with respect to the grade level and ability level aligned with the students' IEP.

SLO 1. Based on state or standardized tests where appropriate or progress in meeting another locally-determined measure or goal. (See Student Learning Measures below)

SLO 2. Based on progress in meeting a locally-determined measure or goal. (See Student Learning Measures below).

A rating will be determined using the following scale:

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

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

a) Initial performance for current interval of instruction (writing samples, student interest surveys, pre-assessments etc.)
b) Results from other standardized and non-standardized assessments
c) Results from diagnostic assessments
d) Artifacts from previous learning
e) Discussions with other teachers (across grade levels and content areas) who have previously taught the same students
f) Conferences with students' families
g) Individual Educational Plans (IEPs) and 504 plans for students with identified special education needs
h) Attendance records

The SLOs are broad goal statements for student learning and expected student improvement. Each SLO statement should reflect high expectations for student learning and reflect at least a year's worth of growth and should be aligned to relevant state, national standards (e.g., CT Core Standards).

An Indicator of Academic Growth and Development (IAGD) is an assessment/measure of progress to include a quantitative target that will demonstrate whether the SLO was met. Each SLO must include at least one IAGD but may include multiple, differentiated IAGDs where appropriate.

**IAGDs will be written in SMART goal language:**

S = Specific and Strategic

M = Measurable

A = Aligned and Attainable

R = Results-Oriented

T = Time-Bound

IAGDs are unique to the teacher's particular students and locally determined measures:

| Type of Measure | Description | Criteria for use |
|---|---|---|
| Summative assessments | All subject areas<br>All grade levels | Student performance on assessments |
| School-wide universal reading, writing, and mathematics screening/tests benchmark assessments | All grade levels | School determined assessments |
| IEP goals and objectives mastery | Achievement, % of growth/ progress | Annual/ Tri PPT meetings |
| Performance assessment, tasks | Teacher developed | Determined in collaboration with evaluator |
| Other Indicators | Teacher developed tests, projects, student work | Determined in collaboration with evaluator |

**Whole-School Student Learning Indicator (5%)**

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

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

| Overall Outcomes Ratings | | Student Growth and Development (45%) | | | |
|---|---|---|---|---|---|
| | | **4** | **3** | **2** | **1** |
| **Student Feedback or Whole School Learning (5%)** | **4** | Rate Exemplary | Rate Exemplary | Rate Proficient | *Gather further information* |
| | **3** | Rate Exemplary | Rate Proficient | Rate Proficient | Rate Developing |
| | **2** | Rate Proficient | Rate Proficient | Rate Developing | Rate Developing |
| | **1** | *Gather further information* | Rate Developing | Rate Developing | Rate Below Standard |

**Final Rating**

The process for determining a summative evaluation will be based on the matrix below. The summative rating combines the practice rating (teacher performance and practice 40% + parent feedback 10%) with the outcomes rating (student growth and development 45% + student feedback 5%).

The rating will be determined using the following steps:

1. Calculate a Teacher Practice Related Indicators score by combining the observation of teacher performance and practice score (40%) and the parent feedback score (10%).
2. Calculate a Student Outcomes Related Indicators score by combining the student growth and development score (5%) and whole-school student learning indicator or student feedback (5%).
3. Use the Summative Matrix to determine the Summative Rating.

Each step is illustrated below:

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

The observation of teacher performance and practice counts for 40% of the total rating and

parent feedback counts for 10% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

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

**Rating Table**

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

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

The student growth and development component counts for 45% of the total rating and the whole-school student learning indicators or student feedback component counts for 5% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

| Component | Score (1-4) | Weight | Points (score x weight) |
|---|---|---|---|
| Student Growth and Development (SLOs) | 3.5 | 45 | 157.5 |
| Whole School Student Learning Indicator or Student Feedback | 3 | 5 | 15 |

| Total Student Outcomes Related Indicators Points | 172.5 →**173** |
|---|---|

**Rating Table**

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

3. Use the Summative Matrix to Determine the Summative Rating

Using the ratings determined for each major category; Student Outcomes Related Indicators and Teacher Practice-Related Indicators; follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is proficient and the Student Outcomes Related Indicators rating is proficient. The summative rating is therefore proficient. If the two major categories are highly discrepant (e.g., a rating of exemplary for Teacher Practice and a rating of below standard for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

| | | Teacher Practice Related Indicators Rating | | | |
|---|---|---|---|---|---|
| | | 4 Exemplary | 3 Proficient | 2 Developing | 1 Below Standard |
| Student Outcomes Related Indicators Rating | 4 | Rate Exemplary | Rate Exemplary | Rate Proficient | *Gather further information* |
| | 3 | Rate Exemplary | Rate Proficient | Rate Proficient | Rate Developing |
| | 2 | Rate Proficient | Rate Proficient | Rate Developing | Rate Developing |
| | 1 | *Gather further information* | Rate Developing | Rate Developing | Rate Below Standard |

**Definition of Effectiveness and Ineffectiveness**

The Community Child Guidance Clinic School Teacher Evaluation Plan defines teacher effectiveness for veteran teachers utilizing annual summative ratings as defined in the current and Connecticut's System for Educator Evaluation and Development (SEED) as well as the Common Core of Teaching Rubric for Effective Teaching 2014. CCGC defines ineffectiveness for veteran teachers to determine the standard for moving to termination. When a veteran teacher is determined to be ineffective, said teacher will move to termination.

**Definition of ineffectiveness for a veteran teacher:**

A veteran teacher shall generally be deemed ineffective if said teacher receives at least two sequential developing summative ratings (a rating of 2) or one below standard summative rating (a rating of 1) at any time.

**CCGC's definition of effectiveness/ineffectiveness for a novice educator (40 mos.):**
- A veteran educator shall generally be rated "effective" if said educator receives at least two sequential summative "professional" ratings, one of which must be earned in the fourth year of the teacher's career.
- An educator who receives a "below standard" summative rating in year one of their career may be permitted to continue as a year two teacher. Said teacher is expected to demonstrate at least a rating of "developing" in year two that leads to a "professional" rating in years three and four.
- If a novice teacher does not meet the pattern of summative ratings listed above, he/she shall generally be rated ineffective.

**CCGC's definition of effectiveness/ineffectiveness for Novice educators:**
- A novice educator who previously received effective rating in a CT district shall generally be rated "effective" if said educator receives a summative "proficient" rating in year two and no rating below "developing" in year one.
- If a novice teacher does not meet the pattern of summative ratings listed above, he/she shall generally be rated ineffective.

**Dispute-Resolution Process**

The purpose for an appeal process will find an equitable solution for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. When such agreement cannot be reached, the issue in dispute will be referred for resolution to a subcommittee of the PDEC. In the event that the designated committee does not reach a unanimous decision, the issue shall be considered by the Chief Executive Officer at CCGC whose decision shall be final.

**Career Development and Professional Growth**

CCGC will provide opportunities for career development and professional growth based on performance identified through the evaluation process and the work of CCGC Agency-wide Professional Development Committee comprised of a teacher, administrator, and clinical staff. Examples may include, but are not limited to: observation of peers, mentoring/coaching early career teachers, leading professional development for colleagues, participation in school and access to appropriate state-provided training, partial tuition reimbursement for advanced study, individualized opportunities offered in conjunction with the observation, evaluation and support platform supported by the Connecticut State Department of Education

(CSDE), and other targeted professional development based on individual needs.

## Legal Requirements

CT General Statutes (PA 12-116) require that professional development must:

- Be a comprehensive, sustained, intensive approach to improving teacher effectiveness
- Foster collective responsibility for student performance
- Be job-embedded, and take place mostly in small groups or on an individual basis
- Include how to integrate reading, literacy & numeracy enhancement, cultural awareness, and teaching ELLs into instructional practice
  - Be informed by teacher evaluation

## Philosophy and Goals

It is the CCGC's belief that professional development will result in:
Increased educator knowledge and skills; and corresponding improvements in student learning outcomes. Thus, professional development processes are reflected in the *Learning Forward* logic matrix.



## Standards

Learning opportunities must be based on quality content, skill and operating standards. All professional learning is grounded in the following standards and frameworks:
- Learning Forward Professional Development Standards
- CT Common Core of Teaching
- CT SEED Framework for Evaluation

## Stakeholders

Professional development is a collective effort that involves the contributions of many stakeholders and multiple perspectives. Input on needs, opportunities and assessments are accessed through contributing groups:
- Individual teacher responses for each learning opportunity
- Individual teacher reflection of practice
- K-8 Professional Development Committee meeting annually
- Professional Development Curriculum meeting Bi- monthly

## Professional Growth Experiences

Learning experiences connect to district and school goals addressed in the five-year GPS Fourth

Generation Strategic Plan. That plan reflects the need for coordinated and sustained initiatives related to literacy, numeracy, Common Core State Standards, 21st century learning, technology integration, school climate and differentiated learning. Ultimately, all opportunities are designed to improve instructional capacities and student outcomes as indicated in the Common Core of Teaching and CT Framework for Evaluation.

## Methods

Educators benefit from multiple forms of learning, experimentation and implementation, and should have choices throughout the year that support their professional goal attainment. Such opportunities include any of the following to achieve specific outcomes:

- Classroom coaching through feedback, observations, data collection/analysis
- Classroom implementation
- Extension activities
- Study groups
- Independent learning/self-study
- Collaboration with clinical staff

## Learning Facilitators

The majority of opportunities are focused on school initiatives and expertise. The following educators are prime sources of expertise and facilitation to promote learning, application and intended student outcomes:

- Lead Teacher
- Clinical Staff
- Speech/ Language Pathologist
- Occupational Therapist
- TEAM Mentors
- Educational Director
- Executive Director

## Opportunity

All staff members are guaranteed learning opportunities throughout the school year as follows:

- Professional Development Day (March) – All staff: 6 hours
- Weekly Early Dismissal Days: 40 hours per year
- Subject specific training annually

**Evaluation**

All professional development supported by the Community Child Guidance Clinic School is evaluated through application of the Guskey model (2009). This model identifies five areas of assessment that support the relationship between educator and student learning. Each level of the model is evaluated; resulting data is analyzed to drive subsequent planning and implementation of professional learning opportunities. This model reflects the comprehensive nature of professional development assessment in the district and provides tools for use in developing teacher/administrator performance evaluation criteria.

| Level | Purpose | Measures |
|---|---|---|
| 1. Participants' *Reactions* to the Experience | Gauge the participants' reactions about information and basic human needs | Questionnaires Focus groups |
| 2. Participants' *Learning* from the Experience | Determine whether participants learned intended knowledge and skills | Simulation Personal reflection Full-scale demonstration |
| 3. Organization *Support & Change* | Analyze organizational support for skills gained in staff development | Questionnaires Structured interviews Observations |
| 4. Participants' *Use* of New Knowledge & Skill | Determine whether participants are using what they learned and using it well | Questionnaires Structured interviews Oral or written reflections/journals Direct observation |
| 5. Results: Student Learning Outcomes | Determine if students showed improvement in academic, behavior or other areas related to teacher learning and application | IEP Goal Mastery Formative and summative assessments Direct observation of learning behaviors Performance tasks Student and parent feedback |

**Improvement and Remediation Plans**

The purpose of a Teacher Support Plan is to provide assistance to help teachers who are having difficulty meeting the state and school's teaching standards. In consultation with the Director of Education and Lead Teacher, there will be a meeting with the teacher to discuss and correct identified performance problems in relation to the Common Core of Teaching and the teacher's job description. The Educational Director and the teacher develop collaboratively a Teacher Support Plan detailing the performance indicators in need of improvement and aligning support resources to assist the teacher toward making significant improvement for both the teacher's professional growth and to ensure that students receive a solid instructional experience.

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

   Develop an assistance plan that will include the following:

   a) Observable objectives for improvement
   b) A written plan of action for the teacher to meet these objectives
   c) A written plan of action for the evaluator to assist the teacher to meet the objectives
   d) Reasonable timeline, and
   e) Observable means for verifying achievement of the objectives.

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

Develop an assistance plan that will include the following:

a) Observable objectives for improvement
b) A written plan of action for the teacher to meet these objectives
c) A written plan of action for the evaluator to assist the teacher to meet the objectives
d) Reasonable timeline, and
e) Observable means for verifying achievement of the objectives.
f) Intensify supervision by increasing conferences and observations.

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

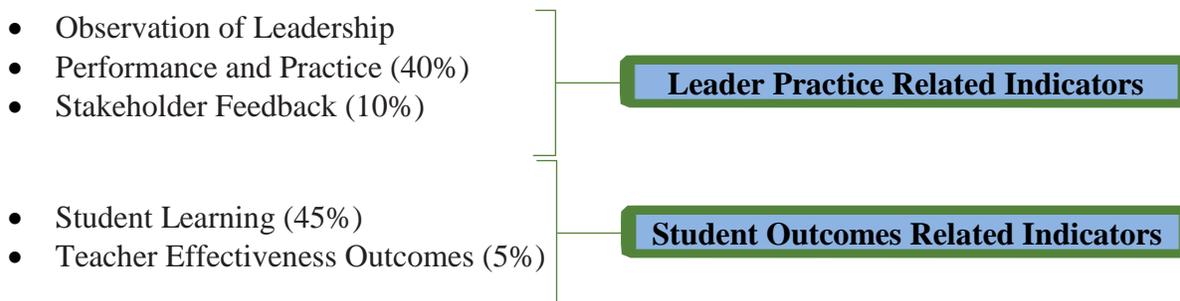The Director of Education will provide, in writing, to the teacher the following information:

a. A statement of the specific objective(s) to be accomplished with the expected level(s) of performance
b. 2. A statement defining the amount and kind of assistance and the frequency of observations and conferences that shall average no less than one per school week, and
c. A timeline not to exceed forty-five (45) consecutive school days.

When the timeline has expired, the teacher will be assigned to the regular evaluation plan, continuation in a Teacher Support Plan, or make a recommendation for termination to the Executive Director.

## Administrator Evaluation and Support

**Overview**

This document contains the core components of the administrator evaluation and support plan as mandated by the Connecticut State Department of Education. Requirements call for all administrators to receive an annual summative rating in one of four performance levels. The rating is determined based on performance in the areas of leadership practice (40%), stakeholder feedback (10%), student learning (45%), and teacher effectiveness (5%). Each of these component areas is described in detail and ratings for each will be combined to determine the performance level for a given school year.

- Observation of Leadership
- Performance and Practice (40%)
- Stakeholder Feedback (10%)

**Leader Practice Related Indicators**

- Student Learning (45%)
- Teacher Effectiveness Outcomes (5%)

**Student Outcomes Related Indicators**

**Four Performance Levels**

**Exemplary**- Substantially exceeding indicators of performance

**Proficient**- Meeting indicators of performance

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

**Below Standard**- Not meeting indicators of performance

- Meeting expectations as an instructional leader;
- Meeting expectations in at least **2** other areas of practice;
- Meeting 1 target related to stakeholder feedback;
- Meeting state accountability growth targets on tests of core academic subjects 6;
- Meeting and making progress on 3 Student Learning Objectives aligned to school and district priorities; and
- Having more than 60% of teachers proficient on the student growth portion of their evaluation

**Evaluation Process and Timeline**

| Goal Setting and Planning (By October 30) | Mid-Year Check- in (By January 15) | End of Year Review (By June 1) |
|---|---|---|
| • Orientation on process<br>• Goal-setting and plan development | • Review goals and performance to date<br>• Mid-year formative review | • Self-assessment<br>• Rating<br>• End of year conference |

**Orientation, Goal-Setting and Planning**: To be completed by **October 30**

Annually and prior to October 30, the evaluation process 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.

**Mid-Year Check-In:** To be completed **by January 15**
The administrator and evaluator, Chief Executive Officer (CEO), collect and reflect on evidence to date about the administrator's practice and student learning in preparation for the mid-year conference. During the mid-year conference, they review progress on goals and can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of goals if appropriate. They also discuss actions that the administrator can take and supports the evaluator can provide to promote professional growth.

**End-of-Year Summative Review:** To be completed by **June 1**
The administrator reviews all information and data collected during the year and completes a self-assessment prior to meeting the evaluator for the end of year review. The evaluator reviews submitted evidence, self-assessments and observation data to generate required ratings in each category. The evaluator and the administrator meet to discuss all evidence collected to date and to discuss category ratings. The category ratings generate the final, summative rating.

**Evaluator Training and Calibration**
All evaluators of administrators will receive ongoing training on conducting effective observations and providing quality feedback. Training may include participation in CSDE Administrator Evaluation Training workshops and other CSDE provided opportunities.

**Leadership Practice (40%)**

An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence – is 40% of an administrator's summative rating. Leadership practice is described in the Common Core of Leading: Connecticut School Leadership Standards, which defines 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. Improving teaching and learning is at the core of effective educational leadership. As such, Performance Expectation 2 (Teaching and Learning) comprises approximately half of the leadership practice rating and the other five expectations are equally weighted.

In order to arrive at a rating for leadership practice, administrators and evaluators will use the Common Core of Leadership Evaluation Rubric.

At the fall conference, administrators and evaluators will use the standards and rubric as a guide and resource to talk about practice and to identify specific areas for growth and development. In addition, parameters for observations will be discussed.

A mid-year formative review will take place to review progress towards goals, identify any changes in the context of the goals that could impact outcomes, and modify or change goals as appropriate.

Throughout the year, observations will be conducted to add to the conversations on leadership practice and provide additional evidence of performance. At least two observations will take place for each administrator, with at least two additional observations for those new to the district, school, the profession, or who have received ratings of developing or below standard. Verbal or written feedback will follow observations as appropriate.

In preparation for the end of year summative review, the administrator will complete a self-assessment using the Leader Evaluation Rubric. The administrator will then discuss the assessment with the evaluator while considering all available evidence. The discussion should aim for consensus based on evidence of the most appropriate score for each indicator, with the evaluator making the final determination.

Following the conference, the evaluator will use a preponderance of evidence to assign an overall rating for leadership practice. For any indicator that is below standard, the evaluator will work with the administrator to develop a remediation plan to address the issue.

**Stakeholder feedback (10%)**
Feedback from stakeholders, assessed by surveys with measures that align to the Connecticut Leadership Standards will be used to develop 10% of the summative rating. Care will be taken to ensure that all surveys developed for use in the evaluation plan are valid and reliable. In addition to relevant portions of the annual survey given to students and parents at each school, each administrator may utilize feedback from surveys given to teachers and staff. Other relevant data may also be considered as appropriate. In any survey, only those measures that align to the Connecticut Leadership Standards will be considered.

The process for setting and evaluating a goal related to stakeholder feedback is as follows:

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

2. Review baseline data on selected measures
3. Set one goal for growth on selected measures
4. Use data from spring surveys or other evidence to determine progress in meeting goal.
5. Determine a rating, using the following scale:

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

| | | Overall Leadership Practice Rating 40% | | | |
|---|---|---|---|---|---|
| | | 4<br>**Exemplary** | 3<br>**Proficient** | 2<br>**Developing** | 1<br>**Below Standard** |
| **Student Outcomes Related Indicators Rating (10%)** | 4 | Exemplary | Rate Exemplary | Rate Proficient | *Gather further information* |
| | 3 | Rate Exemplary | Rate Proficient | Rate Proficient | Rate Developing |
| | 2 | Rate Proficient | Rate Proficient | Rate Developing | Rate Developing |
| | 1 | *Gather further information* | Rate Developing | Rate Developing | Rate Below Standard |

**Student Learning (45%)**

Administrators will set three student learning objectives (SLOs) on measures they select in collaboration with their evaluator. The three SLOs will each include a goal described below. SLO 1 will count towards22.5% of the administrator's evaluation. SLO 2 and SLO 3 will have a combined weight of 22.5% of the evaluation.

*SLO 1*. Based on Mastery of IEP Goals and objectives where appropriate or progress in meeting another locally-determined measure or goal. (See Student Outcome Measures below)

*SLO 2*. Based on progress in meeting a locally-determined measure or goal. (See Student Outcome Measures below)

*SLO 3*. Based on progress towards a goal involving the  progress in meeting a locally – determined measure or goal. (See Student Outcome Measures below)

| Type of Measure | Description | Criteria for use |
|---|---|---|
| Summative assessments | All subject areas<br>All grade levels | Student performance on assessments |
| School-wide universal reading, writing, and mathematics screening/tests benchmark assessments | All grade levels | School determined assessments |
| IEP goals and objectives mastery | Achievement, % of growth/ progress | Annual/ Tri PPT meetings |
| Performance assessment, tasks | Teacher developed | Determined in collaboration with evaluator |
| Other Indicators | Teacher developed tests, projects, student work | Determined in collaboration with evaluator |

- First, the CCGC 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 his/her own evaluation that are:
  - (a) Alignment to school priorities
  - (b) Alignment with the school improvement plan.

- The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicator

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

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

## Teacher Effectiveness Outcomes (5%)

Teacher effectiveness outcomes – as measured by an aggregation of teachers' student learning objectives (SLOs) – make up 5% of an administrator's evaluation. Administrators will set a measurable goal for improving the percentage of teachers achieving an accomplished or exemplary rating on the student growth or practice and performance portion of the teacher evaluation. All administrators will collaborate with teachers to set ambitious goals in these areas.

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

## Final Rating

The process for determining a summative evaluation will be based on the matrix below. The summative rating combines the practice rating (leadership practice 40% + stakeholder feedback 10%) with the outcomes rating (student learning 45% + teacher effectiveness 5%).

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

**Definition of Effectiveness and Ineffectiveness**

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

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

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

### Supervisory Support Program (SSP)

When it has been determined by the evaluator, at any time, that an administrator is having difficulty in demonstrating the knowledge and skills required by Connecticut standards, and the job description, the evaluator will:
1. Conference with the administrator and outline in written form the areas of concern
2. Develop an assistance plan that will include the following:
   o   Observable objectives for improvement
   o    Plan of action for the administrator to meet these objectives
   o    Plan of action for the evaluator to assist the administrator to meet the objective
   o   Establish a timeline and observable means for verifying achievement of the objectives

3. Intensify supervision by increasing conferences and observations
4. Decide if the administrator has successfully met the established objectives
Nothing precludes either party from bringing in an additional person. If sufficient progress is made towards meeting the established objectives, the administrator will return to the regular evaluation system. If insufficient progress is made the Supervisory Support Program, the administrator will be placed in the Intensive Support Program.

### *Intensive Support Program (ISP)*
The evaluator will provide to the administrator in writing:

1. A statement of the objective(s) to be accomplished with the expected level(s) of performance.
2. A statement defining the amount and kind of assistance and frequency of observations and conferences to be provided during the ISP.
3. A timeline not to exceed fifty (50) consecutive school days. If sufficient progress is made towards meeting the established objectives, the administrator will return to the regular evaluation system. Continued unsatisfactory performance may result in termination of employment. Administrators assigned to ISP are fully protected by the right of due process and by all applicable Connecticut General Statues.

### Dispute Resolution Process
The purpose of this process is for resolving disputes in cases where the evaluator and administrator cannot agree on objectives, the evaluation period, feedback or the professional development plan. The steps of the process are as follows:

1. The administrator and evaluator meet in an attempt to resolve the dispute non-formally.
2. The administrator and evaluator meet with a mutually agreed-upon third person whose purpose will be to help clarify areas of difference. If the two sides cannot agree on the selection of this third person, the executive board will serve in this capacity.
3. In the event an agreement still has not been reached, the administrator and evaluator will meet with a neutral administrator. If a compromise is not possible, the Board of Directors will act as final arbitrator.

### *Career Development and Professional Growth*
CCGC will provide opportunities for career development and professional growth for the Director of Education based on individual performances identified through the evaluation process. Differentiated opportunities will include:
- annual stipends to attend state and national conferences and other learning experiences that relate to professional goals of individual administrators;
- mentoring of new administrators by assigned seasoned administrators;
- monthly professional development
- monthly small group meetings specific to principal groups;
- administrative retreats;
- Outside PD resources
- Partial tuition reimbursement for advanced study

**Evaluation- Informed Professional Learning**

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

- Creating learning communities committed to continuous improvement, collective responsibility, accountability and goal alignment;
- Prioritizing, monitoring and coordinating resources tied to goals/objectives and evidence-based feedback provided as part of the evaluation process;
- Aligning job-embedded professional learning with school and district goals and priorities, curriculum and assessments.
- Developing well-supported and effective coaches, teacher leaders, and principals who are strategically selected based on valid indicators of effectiveness; empowered to support and monitor teacher learning; and provide meaningful, evidence-based, actionable feedback that supports teachers' reflection and analysis of their practice.
- Creating structures and systems that enable teams of educators to engage in job-embedded professional learning on an ongoing basis.