EDUCATOR

PROFESSIONAL GROWTH PLAN

Fairfield Public Schools
Fairfield, Connecticut
2018-2019 edition

DISTRICT EDUCATOR EVALUATION COMMITTEE

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FPS Learning Principles

The Students and Teachers of the Fairfield Public Schools believe that:
- Learning involves teachers and students who are passionate learners.
- Learning celebrates the belief that all learners are capable of success and growth.
- Learning explores the creation of meaning and the extension of knowledge through its application to relatable real world conditions.
- Learning encourages academic and social risk taking and open communication in a safe community.
- Learning inspires self-assessment, reflection, and continuous adjustment and adaptation.

When learners develop this mindset of belief in their own capacity and in the significance and value of their work, then they are more able to overcome challenges, solve problems, thrive and celebrate growth.

Vision of the Graduate

The fulfillment of the mission, for all students PK-12+, demands our ongoing commitment to realize the vision of the graduate.

All students will be
- Critical Thinkers
- Collaborators
- Communicators
- Innovators
- Goal Directed, Resilient Learners
- Responsible Citizens

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EDUCATOR EVALUATION AND DEVELOPMENT MODEL

Excellent schools begin with great school leaders and teachers. A strong body of evidence confirms that effective teachers are one of the most important school-level factors in student learning and effective leadership is an essential component of any successful school. The Fairfield Public Schools is committed to raising the overall quality of our teachers and administrators. The purpose of Fairfield's Educator Professional Growth Plan is to continuously improve teaching and learning by facilitating a culture of collaboration focused on professional learning. To accomplish this, supervision and evaluation must be a continuous, constructive and collaborative process among professional educators in a climate characterized by trust, support, clear expectations and the availability of appropriate resources and materials. We believe student achievement will improve because of the district's focus on teacher supervision, support and evaluation.

Our commitment to quality teaching calls us to set high standards for teacher performance, provide resources and training for professional growth, and use a model for teacher performance evaluation that focuses on the following objectives:

- Implementing a performance evaluation system that supports a positive working environment featuring communication between the educator and evaluator that promotes continuous professional growth and improved student outcomes.

- Promoting self-growth through a variety of opportunities such as goal setting, reflection, observations of practice, collaboration between educators and administrators and professional development plans that contribute to instructional effectiveness and overall professional performance.

- Providing timely, constructive feedback to teachers to improve the quality of instruction and ensure accountability for classroom performance and teacher effectiveness.

- Supporting teacher induction and professional development.

- Supporting collaborative teams and processes that contribute to successful achievement of goals and objectives defined in the school improvement plan.

Introduction

This document outlines Fairfield's Educator Professional Growth Plan, aligned with the Marzano *Causal Teacher Evaluation Model* (see **Appendix D**). This plan will be implemented beginning in the 2013-2014 school year.

Core Design Principles

The following principles are guiding features of the Fairfield Educator Evaluation Plan:

- *Promote both professional judgment and consistency*

  Assessing an educator's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how educators 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, educators' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between school leaders' evaluations of classroom practice and support fairness and consistency within and across schools.

- *Foster dialogue about student learning*

  This model hinges on improving the professional conversation between and among educators and administrators who are their evaluators. The dialogue in the new model occurs more frequently and focuses on what students are learning and what educators and their administrators can do to support teaching and learning.

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

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

- *Consider multiple, standards-based measures of performance*

  An evaluation system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of an educator's performance. The new model defines four categories of educator effectiveness: Student Learning (45%), Educator Performance and Practice (40%), Parent Feedback (10%) and School-wide Student Learning (5%). These categories are grounded in research-based, national standards: Robert Marzano's *Causal Teacher Evaluation Model;* the Common Core State Standards, as well as Connecticut's standards: The Connecticut Common Core of Teaching (CCT); the Connecticut Framework K-12 Curricular Goals and Standards; and locally-developed curriculum standards.

EDUCATOR EVALUATION SYSTEM

Evaluation and Support System Overview

The Fairfield Educator Evaluation Plan consists of multiple measures to paint an accurate and comprehensive picture of educator performance. All educators will be evaluated in four categories, grouped in two major focus areas: Educator Practice and Student Outcomes.

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

   (a) **Observation of Educator Performance and Practice (40%)** as defined in the *Marzano Causal Teacher Evaluation Model*, which articulates four domains and sixty components of educator practice
   (b) **Parent Feedback (10%)** on educator practice through surveys

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

   (a) **Student Growth and Development (45%)** as determined by the educator's student learning objective (SLO) and Indicators of Growth and Development (IAGDs)
   (b) **Whole-school Measures of Student Learning** as determined by aggregate student learning indicators **(5%)**

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

Exemplary – Substantially exceeding indicators of performance

Accomplished – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance
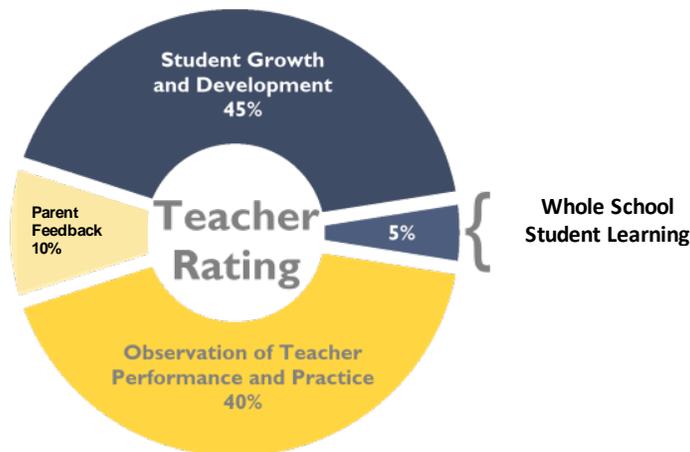
Orientation Programs

Educators and administrators need time to learn and understand the Fairfield Educator Professional Growth Plan. Information will be provided to educators as follows:

- Spring: Overview of changes to the Fairfield Educator Professional Growth Plan will be presented to all educators in Fairfield (depending on date of approval of any changes by the Connecticut State Department of Education).
- August: One (1) day of professional learning for administrators to be recalibrated to the model.
- Annually:
  - Educators will receive orientation on the plan from their administrators at the beginning of the school year.
  - Educators new to the district will participate in an orientation session about the plan during their three-day induction program in August.
  - The Fairfield Professional Learning Committee will review the Fairfield Educator Professional Growth Plan each year and make any recommended changes by April 1 of each school year.

Educator Evaluation Process and Timeline

The annual evaluation process between an educator and his/her primary evaluator 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 educator 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 educator in order to be productive and meaningful.

GOAL SETTING AND PLANNING	MID-YEAR CHECK IN	END-OF-YEAR REVIEW
BY NOVEMBER 15	JANUARY 2 – FEBRUARY 28	BY LAST DAY OF SCHOOL YEAR
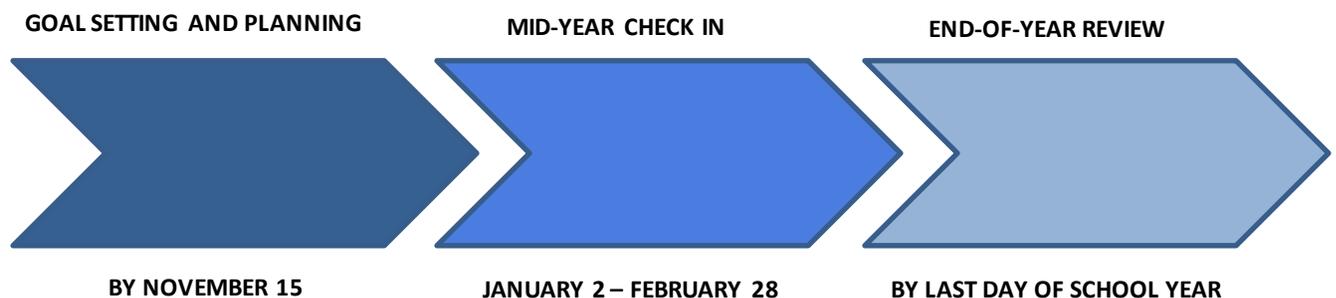
Goal-Setting and Planning:

Timeframe: Target is October 15; must be completed by **November 15**

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

be provided with materials on the evaluation process and will have the opportunity to review these materials at this meeting.

2. *Educator Reflection and Goal-Setting*–The educator examines student data, survey results, information from last year's educator evaluation and the *Marzano Causal Teacher Evaluation Model* to draft a proposed performance and practice goal(s), a parent feedback goal, a student learning objectives (SLO), and a whole-school learning indicator goal for the school year. The educator may collaborate in grade-level or subject-matter teams to support the goal-setting process.

3. G*oal-Setting Conference*–The evaluator and educator meet to discuss the educator's proposed goals and objectives in order to arrive at mutual agreement about them. The educator collects evidence about his/her practice and the evaluator collects evidence about the educator's practice to support the goal-setting process. Professional learning priorities will also be agreed upon. The evaluator may request revisions to the proposed goals and objectives. The goal-setting conference will take place between September 1 and October 15. If by October 15 there is no agreement between the evaluator and the educator, a second conference must take place so that the goal is written by November
15. All goals must be finalized by November 15.

Mid-Year Check-In:
Timeframe: **January 2 – February 28**

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

2. *Mid-Year Conference.*-The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, educators and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the educator can take and supports the evaluator can provide to promote educator growth in his/her development areas. Each educator will also provide an analysis of student survey responses (conducted in January by each educator) and reflect on his/her practice as a result of the survey responses.

   During the mid-year conference, the evaluator and educator review progress on:

   a. Teacher practice and performance goal

   b. Student learning objective (SLO)

   c. Student survey results

   d. Parent feedback goal

End-of-Year Summative Review:

Timeframe: must be completed by **the last day of the school year**

In preparation for the End-of-Year Conference, the educator will complete a Self-Assessment– The educator reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference. A district form will be developed for educators to complete the self-assessment (See **Appendix G).**

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

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

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete extensive training on the evaluation model. The Fairfield Public Schools continue to implement the *Marzano Causal Teacher Evaluation Model*. This rubric was selected as an effective model to measure and provide feedback to teachers on their performance and practice, and to assist them in improving their practice. Fairfield will continue to provide comprehensive training and support to educators regarding the rubric and to ensure that evaluators are proficient in conducting educator evaluations. The district is working with *Learning Sciences* and will be using expert-scored videos to use with district administrators on inter-rater reliability. Each summer, administrators will go through a calibration process, aligned with the Marzano rubric, to ensure inter-rater reliability. Additional opportunities throughout the year to observe and rate teachers' practice through videos will occur during District Leadership Team meetings to further ensure proficiency for evaluators and to ensure they are providing quality feedback to teachers. The district has been using an observation feedback form for a number of years and will continue to provide feedback to teachers based on specific evidence gained from observations (see **Appendix E**).

At the request of a district or employee, the CSDE or a third-party entity approved by the CSDE will audit the evaluation components that are combined to determine an individual's summative rating in the event that such components are significantly dissimilar (i.e., include both exemplary and below standard ratings) ratings in different components. In these cases, the CSDE or a third-party entity will determine a final summative rating.

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

SUPPORT AND DEVELOPMENT

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 educators along the path to exemplary practice.

Evaluation-Based Professional Learning

Throughout the Fairfield Educator Evaluation Plan, every educator will be identifying their professional learning needs in mutual agreement between the educator and his/her evaluator. This process serves as the foundation for ongoing conversations about the educator's practice and impact on student outcomes. The professional learning opportunities identified for each educator should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among educators, which can then be targeted with school-wide professional development opportunities.

The Fairfield Educator Evaluation Plan is designed to increase student learning and promote educator competence and professional growth. Specifically, we believe that educators should regularly refine and renew their skills and knowledge. This is achieved through a continuous and systematic differentiated professional learning plan that has, as its foundation, district, building and individual goals and initiatives.

Yearly, each educator will develop individual student-centered and professional goals that link to a specific professional learning plan. These plans help to shape the professional development opportunities provided and supported at the building and/or district level.

Professional learning opportunities are developed that differentiate by experience level, grade configuration and content area, and are formatted based upon, but not limited to, the following:

- Curriculum Development Framework and Procedures
- Student work data
- Data team analysis of grade, school and district data
- Standardized assessments
- District assessments
- Educator and administrative feedback surveys
- District annual reports
- School improvement plans

Professional learning activities are regularly provided which bring together educators and the district's educator resource staff. During release-time and before/after school meetings there is extensive peer-provided professional learning. Fairfield has initiated a substantial array of differentiated educator staffing including language arts specialists, mathematics/science resource teachers, curriculum coordinators, curriculum liaisons and program facilitators. Each of these positions has peer professional learning as a major component of its job description.

An ongoing systematic process is in place by which educators evaluate Fairfield's professional learning offerings. This process aids in determining the content and direction of future building and district professional learning.

Listed below are a variety of additional professional learning opportunities available to the educators in the Fairfield Public Schools:

- Peer coaching
- Consultations
- Educator portfolios
- TEAM/Mentor training
- Collegial team projects
- Grade level release-time projects
- Study groups
- Conferences and seminars
- Curriculum committees
- Graduate courses
- Professional growth study/leaves

Professional Growth Opportunities

The underlying purpose of Fairfield's Educator Professional Growth Plan is to develop our teachers and grow instructional practices. Aside from formal and informal observations, teachers may engage in Professional Growth Opportunities related to their Practice and Performance Goals. For Years 3+ teachers who are accomplished or above, these professional growth opportunities may also serve as a Review of Practice observation by the teacher sharing results of his/her learning with the evaluator. As the Review of Practice, the teacher will meet with his/her evaluator at the beginning of the year to share a plan for the chosen Professional Growth Opportunity. This plan will include the following: This plan will include the following:
- Type of Professional Growth Opportunity
- Specific alignment to the Practice and Performance Goal
- Purpose- What is the anticipated impact on student learning? How will this activity grow your instructional practice? How is this related to addressing a problem of practice as evidenced by student data?
- Plan: What will you study? Who will you study with? What resources will you use? When will you engage in this study? How will you implement your new learning in the classroom?

Throughout the school year, the teacher will meet with the evaluator to check in on the progress of the Professional Growth Opportunity, and the teacher will share data that shows the impact of new learning on student learning. The teacher will also share evidence on how the new learning grew or changed instructional practice. At the end of the year, the teacher will share additional data on the impact of student learning, specific examples of how the new learning grew/changed instruction, and then reflect upon his/her new learning- How has this changed your teaching? What went well? What may you do differently? What are your next steps?

Types of Professional Growth Opportunities that may also serve as Review of Practice Observations

- **Action Research** – Action Research is a reflective process that allows for inquiry and discussion as components of the "research." Often, Action Research is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase student achievement. Rather than dealing with the theoretical, Action Research allows educators to address those concerns that are closest to them, ones over which they can exhibit some influence and make change. The linking of the terms "action" and "research" highlights the essential features of this method: trying out ideas in practice as a means of increasing knowledge about or improving curriculum, teaching, and learning (Kemmis & McTaggart, 1998).

- **Collaborative Projects** – A Collaborative Project involves two or more staff members sharing ideas, and asking targeted questions that will enable them to enhance their professional expertise, increase the effectiveness of using a particular instructional strategy, or gain deeper understanding of a particular aspect of instruction and student performance. The team pursues goals for improving student learning and professional growth by defining the project concept, developing the project concepts in great detail, communicating with others who may share the same issues, implementing the project and evaluating the outcomes. The project may emerge from an area identified through the use of data or other artifacts where staff members feel they need new skills to advance student learning. Team members may be from the same or different grade levels, departments, or buildings. Team composition should reflect the relevance of the project to the members and their interest in contributing to the project's potential for improving student learning and enhancing each member professional growth. (Source: Adopted from NCPS, Professional Evaluation and Growth System (PEGS), May 2001.)

- **Critical Friends Group** – A Critical Friends Group (CFG) is a collaborative structure for providing effective feedback and strong support in order to improve instruction and student learning. The members of a CFG bring student work, educator work and professional literature for focused analysis and feedback from their colleagues. Typically, "The Tuning Protocol" a form of collective inquiry, is used as a means to develop trust and foster professional dialogue in order to systematically share practices, examine student work, and offer feedback. Staff members commit to regularly scheduled meetings which focus on a staff member facilitating the following outline to the meeting:
  - Opening (5 minutes) – Review agreed upon norms
  - Presentation (15 minutes) – Staff member presents problem/task/assignment and shares student work samples, along with any other important documentation (ex. rubrics, curriculum map, etc.). During this time all other members of the group actively listen without interrupting the presenter. The presenter poses questions to the group.
  - Clarifying Questions (5 minutes) – Facilitator offers group members opportunity to ask non-evaluative questions that seek more information.
  - Participant Discussion (15 minutes) – Group members (participants) share both "warm" and "cool" feedback as the presenter simply listens. Warm feedback pinpoints what works well and what should be continued. Cool feedback is more

critical – though not criticizing – and suggests through "what ifs" or questions what could be improved.

- Presenter Reflection (10 minutes) – The Presenter reflects aloud on the conversation as the group listens.
- Debriefing (10 minutes) – The Facilitator guides the group regarding new information or insights that were gained.

There are variations and adaptions to "The Tuning Protocol" and the team needs to determine what model works best for the nature of the group's focus. Through these regular meetings that respond directly to the needs of the members, CFGs provide ongoing and collaborative professional development. (Source: Educational Leadership: Redesigning Professional Development. March 2002, Volume 59, Number 6.)

- **Individual Project** - An Individual Project is an opportunity for an educator to pursue goals for improving student performance and professional growth by exploring new strategies and experimenting with innovative ideas. An Individual Project may focus on designing a new approach to engaging students, developing new curriculum or innovative program, using a particular instructional model, establishing a set of common materials and strategies, strengthening an important teaching skill, or meeting the specific learning needs of a small group of students. (Source: Adopted from NCPS, Professional Evaluation and Growth System (PEGS), May 2001.)

- **Lesson Study**–Lesson Study is a professional development process that engages staff members in the process of systematically examining their practice, with the goal of becoming more effective. This examination centers on staff members working collaboratively on a small number of "study lessons". Working on these study lessons involves planning, teaching, observing, and critiquing the lessons. To provide focus and direction to this work, staff members select an overarching goal and related research question that they want to explore. This research question then serves to guide their work on all the study lessons. While working on a study lesson, staff members jointly draw up a detailed plan for the lesson, which one of the educators uses to teach the lesson in a real classroom (as other group members observe the lesson). The group then comes together to discuss their observations of the lesson. Often, the group revises the lesson, and another educator implements it in a second classroom, while group members again look on. The group will come together again to discuss the observed instruction. Finally, group members write a reflection of what their study lessons have taught them, particularly with respect to their research question. (Source: Teachers College, Columbia University. *What is Lesson Study?)*

- **Peer Coaching** – Peer Coaching is a strategy for educators to consult with one another, to discuss and share teaching practices, to observe one another's classrooms, to promote collegiality and support, and to help ensure quality teaching for all students. In Peer Coaching, usually two educators (though sometimes three or more) come together, share in conversations, and reflect on and refine their practice. The pair/team may also utilize study materials or other resources as a means to promote collaboration and develop new strategies to implement in the classroom and may consist of educators from the same grade level, Instructional Leaders, Department Chairs, Administrators, etc. The coaching relationship is built on confidentiality and trust in a nonthreatening, secure environment in which colleagues learn and grow together. (Source: On Site Staff Development: What is Peer Coaching? Association for Supervision and Curriculum Development (ASCD))

	2018-19	2019-20	2020-21
Y3+ at Accomplished or above	• 1 formal in- class observation (with a pre and post conference) • 1 review of practice*	• 1 formal in- class observation (with a pre and post conference) • 1 review of practice*	• 1 formal in- class observation (with a pre and post conference) • 1 review of practice*
Y1-Y2/ Growth Plan	• 3 formal in- class observations (2 with pre- conference, all with post- conference)	• 3 formal in- class observations (2 with pre-conference, all with post- conference)	• 3 formal in- class observations (2 with pre-conference, all with post- conference)

Improvement and Remediation Plans

For tenured teachers, if an educator's performance is rated as *developing* or *below standard*, it signals the need for the administrator to create an individual educator improvement and remediation plan. The improvement and remediation plan should be developed in consultation with the educator and his/her exclusive bargaining representative. Improvement and remediation plans must:

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

The Fairfield Educator Evaluation Plan has two (2) levels of support for educators whose performance is not up to expectations, (1) Structured Support Level and (2) Intensive Supervision Level.

Structured Support Level

The Structured Support Level provides tenured staff members who are experiencing difficulty with greater support in order to be successful. It provides guided assistance to staff members with identified weaknesses.

If the evaluator has concerns about a staff member's performance and feels he or she needs greater support to be successful, he/she will notify the staff member that he/she is being placed on the Structured Support Level. The Superintendent, Chief Academic Officer and the Executive Director of Personnel and Legal Services will be notified immediately when a staff member is placed on this level. A staff member may be placed on Structured Support at any time during the school year.

The Structured Support Level will include the following steps:

- Notice – The primary evaluator will provide formal written notice of *developing or below standard* performance. This notice must be specific as to what the concern(s) is and why the staff member's performance is considered to be ineffective. This can occur at any time during the school year.
- Target Setting – The primary evaluator has the responsibility of identifying the specific behaviors that the staff member must develop in order to demonstrate that he/she is effective in the areas that were considered *developing* or *below standard*.
- Action Plan – An action plan that includes a timeline for remediation must be developed within ten days of notification (See **Appendix H**: Structured Support Initial Placement Form). Failure to conscientiously follow the action plan will result in placement to the Intensive Supervision Level.
- Assistance – The evaluator is to offer reasonable assistance so that the staff member can improve his/her performance in the areas that were considered *developing* or *below standard*. The assistance may include, but is not limited to, positive suggestions, resource materials, professional development opportunities, referral to other individuals or peer coaching. A time frame which allows the staff member adequate opportunity to improve his/her performance must be established.
- Resolution – A written statement must be included on the Structured Support End of Year Evaluation Form (see **Appendix I**), indicating that performance in the areas considered to be *developing* or *below standard* have improved and will continue to be monitored through the Fairfield Educator Evaluation Plan. If the staff member does not receive a summative rating of accomplished or better at the conclusion of the Structured Support plan, one or more of the following procedures will apply:

    1. The staff member may continue on the Structured Support Level.
    2. The staff member may be placed in the Intensive Supervision Level.
    3. The staff member's continued employment may be reviewed.

The staff member shall be supported and counseled by the building administrator, Executive Director of Personnel and Legal Services and/or the Fairfield Education Association.

Intensive Supervision Level

If the evaluator has serious concerns about a tenured staff member's performance and believes that the staff member is not meeting the accountability standards of the Fairfield Public Schools, then the administrator will notify the staff member that he/she will be placed in the Intensive Supervision Level. A special form entitled Intensive Supervision Evaluation Initial Placement Form (See **Appendix J**) will be issued to the staff member to advise him/her that the evaluation will continue and that improvement in performance must be shown. If improvement is not shown, termination of employment may result.

The Superintendent, Chief Academic Officer and the Executive Director of Personnel and Legal Services will be notified immediately when a staff member is place on the Intensive Supervision Evaluation and will receive copies of the Intensive Supervision Evaluation Form.

The Intensive Supervision Level will include the following steps:

- Notice – The primary evaluator will provide formal written notice of *developing* or *below standard* performance. This notice must be specific as to what the concern(s) is and why it is considered to be ineffective. This can be at any time during the school year.
- Target Setting – The primary evaluator has the responsibility of identifying the specific behaviors that the staff member must develop in order to demonstrate that he/she is effective in the areas that were considered *developing* or *below standard*.
- Action Plan – An action plan that includes a timeline must be developed within ten days of notification. Failure to conscientiously follow the action plan may result in termination of contract.
- Assistance – The evaluator is to offer reasonable assistance so that the staff member can improve his/her performance in the areas that were considered *developing* or *below standard*. The assistance may include, but is not limited to: positive suggestions, resource materials, professional development opportunities, and referral to other individuals or peer coaching. A time frame which allows the staff member adequate opportunity to improve his/her performance must be established.
- Resolution – A written statement must be included on the Intensive Supervision Evaluation Final Review Form (see **Appendix K**) indicating that performance in the areas considered to be *developing* or *below standard* has improved and will continue to be monitored on the Fairfield Educator Evaluation Plan. If performance remains ineffective, termination may result.

For a staff member who does not demonstrate performance at the accomplished level or higher in the areas assessed while in the Intensive Supervision Level, one or more of the following procedures will apply:

1. The staff member may continue on the Intensive Supervision Level.
2. The staff member's continued employment will be reviewed and termination may result.

The staff member shall be supported and counseled by the building administrator, Executive Director of Personnel and Legal Services and/or the Fairfield Education Association.

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 educators.

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

EDUCATOR PRACTICE RELATED INDICATORS

The Educator Practice Related Indicators half of the Fairfield Educator Evaluation Plan evaluates the educator's knowledge of a complex set of skills and competencies and how these are applied in an educator's practice. It is comprised of two categories:

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

These categories will be described in detail

below.

Category #1: Educator Performance and Practice (40%)

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

Educator Practice Framework

A committee comprised of Fairfield educators and administrators researched educator observation models for a framework of teaching practice and chose to incorporate Robert Marzano's *Causal Teacher Evaluation Model*. The model is aligned to the Connecticut Common Core of Teaching (see **Appendix D** for the crosswalk between the Marzano model and the CCT). The Fairfield committee decided this observation model is the best model to take our teaching practices to a higher level. The resulting rubric, *the Marzano Causal Teacher Evaluation Model* (see **Appendix D**), represents the most important skills and knowledge that educators need to successfully educate each and every one of their students.

The *Marzano Causal Teacher Evaluation Model* is organized into four domains, each with design questions and elements organized within. The model is not designed to evaluate educators on each and every one of the 60 elements each year. Rather it is a model to grow instructional practice. By far, the largest section of the model is Domain 1, Classroom Strategies and Behaviors. Domain 1 has three primary purposes:

1. A tool for evaluators to identify what they're seeing.
2. A tool for evaluators and educators to understand what <u>should</u> be seen as part of classroom instruction.
3. A tool to provide meaningful feedback to educators.

Domain 2 (Planning and Preparing), Domain 3 (Reflecting on Teaching) and Domain 4 (Collegiality and Professionalism) include the remaining elements of the model.

See pages 40 - 42 of this document for a discussion on the SESS/CCT rubric to be used for Student and Educator Support Specialists in the area of Educator Performance and Practice (40%).

The CCT Rubric for Effective Service Delivery 2017

Marzano Art and Science of Teaching Framework
Learning Map

Domain 1: Classroom Strategies and Behaviors

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

Lesson Segment Involving Routine Events

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

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

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

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

Lesson Segment Addressing Content

DQ2: Helping Students Interact with New Knowledge
6. Identifying Critical Information
7. Organizing Students to Interact with New Knowledge
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Processing of New Information
11. Elaborating on New Information
12. Recording and Representing Knowledge
13. Reflecting on Learning

DQ3: Helping Students Practice and Deepen New Knowledge
14. Reviewing Content
15. Organizing Students to Practice and Deepen Knowledge
16. Using Homework
17. Examining Similarities and Differences
18. Examining Errors in Reasoning
19. Practicing Skills, Strategies, and Processes
20. Revising Knowledge

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

Lesson Segment Enacted on the Spot

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

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

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

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

Domain 2: Planning and Preparing

Planning and Preparing

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

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

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

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

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

Domain 3: Reflecting on Teaching

Reflecting on Teaching

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

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

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism

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

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

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

Connecticut Framework for Educator Evaluation and Support

Observation Process

Research, such as the Gates Foundation's *Measures of Effective Teaching* study, has shown that multiple snapshots of practice conducted by multiple observers provide a more accurate picture of educator performance than one or two observations per year. These observations don't have to cover an entire lesson to be valid. Partial period observations can provide valuable information and save observers precious time.

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

Therefore, in the Fairfield Educator Professional Growth Model:

- Each educator will be observed based on the following categories: First and Second Year Educators; Below Standard and Developing; Years 3+ Teachers at Accomplished or Exemplary.

- All observations must be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, within a week of an observation.
- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it's recommended that the majority of additional observations, if necessary, be unannounced.

Teacher Observations:
- **Formal in-class obervations: Mutually scheduled observations that last at least** 30 minutes, include a pre-conference and are followed by a post- observation conference, which includes both written and verbal feedback.
- **Informal Observations:** Announced or unannounced observations that last at least 10 minutes and are followed by written and/or verbal feedback. Informal observations must be in-class observations.
- **Review of Practice:** Mutually scheduled reviews of practice that last at least 30 minutes and are followed by written feedback and may also include verbal feedback. A review of practice may occur during the mid-year or end fo year review and will involve a discussion between the evaluator and teacher.
  The evaluation and support model aims to provice teachers with comprehensive feedback on their practice, as defined by the Marzano rubrics. Therefore, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation.

- Review of practice may include,but are not limited to:
  - Planning meetings
  - Data team meetings
  - Planning and placement team meetings
  - Observations of coaching/mentoring other teachers
  - Reviews of lesson/unit plans and assessments or other teaching artifacts
  - Call logs or notes from parent-teacher meetings
  - Reviews of attendance records from professional learning or school-based activities/events
  - Discussion of Marzano rubric component(s)
  - Mid or end-year conferences
  - Review of Professional Growth Opportunity plan

Districts and principals can use their discretion to decide the right number of observations for each educator based on school and staff needs and in accordance with the Requirements for Educator Evaluation.

Evaluators are not limited to the number of observations in the table below. It is at the discretion of the evaluator to add additional observations (formal or informal) for each teacher based on school and staff needs in accordance with the Guidelines for Educator Evaluation. Teachers may also request additional observations.

- A summary of requirements are below:

Educator Category	Requirements For Educator Evaluation
First and Second Year Educators*	At least 3 formal observations; all of which are in-class. Two (2) must include a pre-conference and all must include a post-conference
Below Standard and *Developing**	At least 3 formal observations; all of which are in-class. Two (2) must include a pre-conference and all must include a post-conference
Years 3+ *Accomplished* and *Exemplary**	Educators will receive 1 formal in-class observation and 1 review of practice each year. For yearly observation requirements see **Appendix L**. For non-classroom educators, the above frequency of observations shall apply in the same ways, except that observation need not be in –classroom (they shall instead be conducted in appropriate settings). An educator in this category may receive a formal in-class observation if an informal observation or formal review of practice in a given year results in a concern about the teacher's practice.

* **Educators on Structured Support Level or Intensive Supervision Level will follow the guidelines on pages 12-14. The number of observations will be indicated in the plan.**

<u>Pre-conferences and Post-Conferences</u>

Pre-conferences are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. Pre-conferences are optional for observations except where noted in the requirements described on pages 18 - 19. A pre-conference can be held with a group of educators, where appropriate.

Post-conferences provide a forum for reflecting on the observation against the *Marzano Causal Educator Evaluation Model* and for generating action steps that will lead to the educator's improvement. An effective post-conference process has been used successfully in the Fairfield Public Schools and is structured as follows (See **Appendix E** for the Post Observation Feedback Form):

- Opener: begins with an opening casual conversation for the educator to be more at ease
- part A: Supervisor Identified Strengths
    - Supervisor identifies several strengths noted during the observation by naming it using the language from the Marzano observation rubric
    - Supervisor cites specific evidence
    - Supervisor tells why it is important
    - Limit these to just the first few important ones; leave some for the educator
- part B: Educator Identified Strengths
    - Educator identifies strengths, or is prompted to do so
    - Focuses on educator decisions and actions
- part C: Growth Areas Identified by Educator
    - Educator identifies growth area or is prompted to do so
    - Focus on educator decisions and actions
- part D: Growth Areas Identified by Supervisor
    - Limited in number; focus on most important areas
    - Brainstorm solutions if needed
    - Provide evidence or ask a question
- Closure: Educator identifies key points

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

<u>Feedback</u>

The goal of feedback is to help educators grow and become more effective with each and every one of their students. With this in mind, discussion between evaluators and educators should be clear and direct, following the Post Observation Feedback Protocol. Feedback should include:
- specific evidence and ratings, where appropriate, on observed components of the *Marzano Causal Teacher Evaluation Model or the SESS/CCT rubric for Student and Educator Support Specialists*;
- prioritized commendations and recommendations for development actions;
- educator-led conversation for the majority of the post-conference
- next steps and supports the educator can pursue to improve his/her practice; and
- a timeframe for follow up.

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

Educator Performance and Practice Goal-Setting

As described in the Evaluation Process and Timeline section (pages 7 - 9), teachers develop a practice and performance goal that is aligned to the *Marzano Causal Teacher Evaluation Model.* This goal provides a focus for the observations and feedback conversations.

At the start of the year, each educator will work with his or her evaluator to develop their practice and performance goal through mutual agreement. The goal should have a clear link to student achievement and should move the educators towards *accomplished* or *exemplary* on the *Marzano Causal Teacher Evaluation Model or the SESS/CCT rubric* for Student and Educator Support Specialists. Schools may decide to create a school-wide goal aligned to a particular element (i.e.
21. Organizing Students for Cognitively Complex Tasks) that all educators will include as their goal.

> **Sample: I will use higher-order thinking questioning and discussion techniques to actively engage my students in discussions that promote understanding of content, interaction among students and opportunities to extend thinking.**

The goal and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although the performance and practice goal is not explicitly rated as part of the Educator Performance and Practice category, progress on the goal will be reflected as the teacher and evaluator review the impact of the performance and practice goal in relation to student performance toward the SLO and IAGDs.

Educator Performance and Practice Scoring

Individual Observations
Evaluators are not required to provide an overall rating for each observation, but observed components must be scored and supported with evidence. During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the educator and students said and did in the classroom. Evidence-based notes are factual (e.g., the educator asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., the educator 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.

Summative Observation of Educator Performance and Practice Rating

At the end of the year, primary evaluators must determine a final Educator Performance and Practice rating and discuss this rating with educators during the End-of-Year Conference. The final educator Performance and Practice rating will be determined by the evaluator in a two-step process:

1) Evaluator and educator review and discuss evidence collected through observations and reviews of practice (e.g., team meetings, conferences) to reach consensus on holistic ratings for each of the four (4) Domains based on the descriptive language of the *Marzano rubric* or the *SESS/CCT rubric* for Student and Educator Support Specialists. If the educator and evaluator do not agree on a Domain rating, the evaluator will determine the Domain rating based on a preponderance of the evidence.
2) The evaluator determines the final Educator Performance and Practice Rating based on the chart on page 24.

Each step is illustrated below:

1) Evaluator and educator holistically review and discuss evidence collected through observations and reviews of practice to reach consensus on holistic ratings for each of the four (4) Domains (see chart below).

   By the end of the year, evaluators and educators should have collected a variety of evidence on educator practice from the year's observations and reviews of practice. Evaluators and educators then analyze the consistency, trends, and significance of the evidence to reach consensus on a holistic rating for each Domain. Some questions to consider while analyzing the evidence include:

   Consistency: Does the evidence paint a clear, unambiguous picture of the educator's performance in this area over time?

   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 reviews of practice where I was able to better assess this aspect of performance?) Are there extenuating circumstances that might have had an impact on the teacher's performance during the year?

Domain	Rating
1	Accomplished
2	Accomplished
3	Accomplished
4	Exemplary

2) The final summative rating for the 40% area of Teacher Performance and Practice will be determined as follows:

Exemplary	Domain 1 is rated Exemplary. A combination of Exemplary, Accomplished and Developing ratings in Domains 2,3, and 4. No more than one Developing rating.
Accomplished	Domain 1 is rated Exemplary. A combination of Exemplary, Accomplished, Developing, and/or Below Standard ratings in Domains 2,3, and 4. OR Domain 1 is rated Accomplished. No more than one Below Standard rating in Domains 2, 3, and 4.
Developing	Domain 1 is rated Accomplished. Two or more other Domains are rated as Below Standard in Domains 2, 3, and 4. OR Domain 1 is rated Developing.
Below Standard	Domain 1 is rated Below Standard.

The summative Educator Performance and Practice category rating will be discussed during the End-of-Year Conference. This process can also be followed in advance of the Mid-Year Conference to discuss progress toward Educator Performance and Practice goals/outcomes.

Category #2: Parent Feedback (10%)

Feedback from parents will be used to help determine the remaining 10% of the Educator Practice Indicators focus area of the Fairfield Educator Evaluation Plan.

The process described below focuses on:
- (1) Conducting a whole-school parent survey (meaning data is aggregated at the school level);
- (2) Determining several school-level parent goals based on the survey feedback;
- (3) Educator and evaluator identifying **one** related parent engagement goal and setting improvement targets;
- (4) Measuring progress on growth targets; and
- (5) Determining an educator'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 educator-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.

> NOTE: School Climate Surveys will be administered on alternate years, with the state model parent survey being used during years when the School Climate Survey is not administered. **Appendix B** contains the School Climate Survey and the state model parent survey.

2. Determining School-Level Parent Goals

Principals and educators 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 educators (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, educators 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-educator conferences, etc. See the sample state model survey in **Appendix B** for additional questions that can be used to inspire goals.

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

4. Measuring Progress on Growth Targets

Educators and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback category. Educators will measure and demonstrate progress on their growth targets. An educator will measure how successfully he/she implements a strategy to address an area of need (like the examples in the previous section).

5. Arriving at a Parent Feedback Rating

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

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

STUDENT OUTCOMES RELATED INDICATORS

The Student Outcomes Related Indicators half of the Fairfield Educator Evaluation Plan captures the educator's impact on students. Every educator is in the profession to help children learn and grow, and educators already think carefully about what knowledge, skills and talents they are responsible for nurturing in their students each year. As a part of the Fairfield Educator Evaluation process, educators will document those aspirations and anchor them in data.

Student Related Indicators includes two categories:
- Student Growth and Development, which counts for 45%; and
- Whole-school Student Learning which counts for 5% of the total evaluation rating.

These categories will be described in detail below.

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

Overview of Student Learning Objectives (SLOs)

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

While this process should feel generally familiar to school improvement planning, the Fairfield Educator Evaluation Plan will ask educators to set more specific and measureable targets than they may have done in the past, and to develop them through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with supervisors.

The four SLO phases are described in detail below:

SLO Phase 1: SLO Phase I: Learn about this year's students

This first phase is the discovery phase, just before the start of the school year and in its first few weeks. Once educators know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the educator is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources educators 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 1 SLO (goal for learning)

Each educator will write one SLO based on an area identified as a need in SLO Phase 1 (above) and on discussion with the educator's administrator. Assessments to measure student performance in the next step of IAGD development will be identified below.

In Phase II of the SLO process, educators will follow these four steps:

Step 1: Decide on the Student Learning Objective

The SLO will be a broad goal for student learning that is aligned to school improvement plans. It should address a central purpose of the educator's assignment and should pertain to a large proportion of his/her students. For educators who teach multiple grades or courses or whose total student load exceeds 130 students, one grade level or course will be targeted each year. The SLO should reflect high expectations for student learning - at least a year's worth of growth (or a semester's worth for shorter courses) - and should be aligned to relevant state, national (e.g., common core), or district standards for the grade level or course as well as the district and school improvement plans.

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

Teacher Category	Student Learning Objective
8th Grade Science	Students will master critical concepts of Science inquiry.
High School Visual Arts	Students will demonstrate proficiency in applying the five principles of drawing.
2nd Grade Numeracy	Students in 2nd grade will demonstrate growth and/or achieve mastery of grade level mathematics skills.
Middle School Music	Students in vocal music class will sing alone with others, a varied repertoire of songs.
High School Physical Education	Students in grades 9-12 will demonstrate an understanding of physical fitness and healthy lifestyle behaviors.
Writing	Students will improve their writing skills in the areas of argument/opinion and informational writing.
	Students will produce effective andwell-grounded writing for a range of purposes and audiences.
Reading	Students will demonstrate growth in comprehension skills.
	Students will improve reading accuracy skills in order to increase fluency.
Other	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.

Step 2: Select 2-4 Indicators of Academic Growth and Development (IAGDs)

Sample IAGD: Third grade students will achieve an average growth of 1.5 GE on the STAR Reading assessment from fall 2018 to spring 2019.

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted

performance level. Indicators can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase I examination of student data that educators will

determine what level of performance to target for which students. The Template for Setting SMART Goals should be referenced as a resource for setting SLOs/IAGDs (**Appendix A**).

Sample SLOs and IAGDs
Using Student Work
SLO: Students will improve in their ability to convey and defend ideas to an audience. • **IAGD 1:** Students will increase 1 band on the Exploring and Understanding component of the Academic Expectations rubric from fall 2018 to spring 2018. • **IAGD 2:** *Based on standardized assessment if available and appropriate*
SLO: Students will improve in their ability to convey and defend ideas to an audience. **Differentiated IAGD 1** • Students who score between 1-2 on the Exploring and Understanding component of the Academic Expectations rubric will increase 2 bands from fall 2018 to spring 2019. • Students who score a 3-4 on the Exploring and Understanding component of the Academic Expectations rubric will maintain or increase 1 band from fall 2018 to spring 2019. **IAGD 2:** *Based on standardized assessment if available and appropriate*
SLO: Students will improve interpersonal skills in order to strategically collaborate with others. **IAGD 1:** Students will increase 1 band on the Collaborating Strategically component of the Academic Expectations rubric from fall 2018 to spring 2018. **IAGD2:** *Based on standardized assessment if available and appropriate*
SLO: Students will improve interpersonal skills in order to strategically collaborate with others. **Differentiated IAGD 1:** a. Students who score between 1-2 on the Collaborating Strategically component of the Academic Expectations rubric will increase 2 bands from fall 2018 to spring 2019. b. Students who score a 3-4 on the Collaborating Strategically component of the Academic Expectations rubric will maintain or increase 1 band from fall 2018 to spring 2019. **IAGD 2:**
SLO: Students will increase the use a range of media and technology tools to convey information.
IAGD 1: Students will increase 1 band on the Using Communication Tools component of the Academic Expectations rubric from fall 2018 to spring 2018. **Differentiated IAGD 2:** Students who score between 1-2 on the Using Communication Tools component of the Academic Expectations rubric will increase 2 bands from fall 2018 to spring 2019. c. Students who score a 3-4 on the Using Communication Tools component of the Academic Expectations rubric will maintain or increase 1 band from fall 2018 to spring 2019.
STAR **SLO:** Students will increase achievement in (Reading; Early Literacy skills; Math). **IAGD 1:** _____ grade students in _____ class will achieve an average growth of 1.5 GE on the STAR (Reading; Early Literacy, Math) assessment from fall 2018 to spring 2019. **IAGD 2:** *Related to a non-standardized assessment*

The Fairfield Educator Evaluation Plan adopts the definition of a standardized assessment from the Connecticut Guidelines for Educator Evaluation. Standardized assessments, *when available and appropriate,* will count for 22.5% of the IAGDs. That definition identifies that a standardized assessment is characterized by the attributes below:

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

Note: State mastery data may not be used to measure an educator's SLO.

Examples of Standardized Assessments recommended, when appropriate, and determined by the evaluator for use in the Fairfield Public Schools for educators are:

- Fountas and Pinnell Benchmark Reading Assessments
- Concepts About Print
- CORE assessments
- STAR
- Math Fluency
- Oral Counting
- Letter ID
- Number ID
- AP
- PE – Mile run
- ACTFL (Level 20 French, Spanish, Chinese)
- ALIRA (Level 20 Latin)

22.5% if the IAGDs will be based on non-standardized assessments, and 45% if no standardized assessments are available and appropriate. Examples of Non-Standardized Assessments recommended for use in the Fairfield Public Schools are:

- Portfolios rated against a common rubric
- District Common Performance Tasks rated against a common rubric
- Writing Samples rated against a common rubric
- District Common Assessments rated against a common rubric
- Mid-Term Exam rated against a common rubric
- Final Exam rated against a common rubric
- Behavior checklist

Since indicator targets are calibrated for the educator's particular students, educators with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all 4th grade educators might use the STAR assessment as one of their IAGDs, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among 4th grade educators.

Step 3: Provide Additional Information

During the goal-setting process, educators and evaluators will agree to the following:
- the rationale for the objective and its connection to the school improvement plan;
- any important technical information about the indicator evidence (like timing or scoring plans);
- the baseline data that was used to set each IAGD;
- interim assessments the educator plans to use to gauge students' progress toward the SLO during the school year; and
- any training or support the educator thinks would help improve the likelihood of meeting the SLO.

Step 4: Submit SLOs to Evaluator for Approval

Educators and evaluators will confer during the goal-setting process to select mutually agreed-upon SLOs.

The evaluator will examine the SLO relative to three criteria described below. SLOs must meet all three criteria. If they do not meet one or more criteria, SLOs must be revised and resubmitted to the evaluator.

SLO Approval Criteria

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

SLO Phase 3: Mid-Year Conference: Monitor students' progress

Once the SLO is approved, educators will monitor students' progress towards the objective. They can, for example, examine student work products; administer interim assessments and track students' achievement related to the indicators. Educators will share their interim findings with colleagues during collaborative time (i.e data team meetings) and will discuss varied instructional strategies to achieve the objectives. They will keep their evaluator apprised of progress. Each educator will conduct a student survey in January and will provide an analysis of student survey responses and reflect on his/her practice as a result of the survey responses.

If an educator's assignment changes or if his/her student population shifts significantly, the SLOs can be adjusted during the Mid-Year Conference between the evaluator and the educator. Evaluators and educators should review evidence of student progress to date. The conversation should focus on what is working well, next steps, and a discussion of any adjustments or support needed. This is also an opportunity for a discussion of any concerns around regression of student data or any extenuating circumstances that might have arisen since the beginning of the year.

SLO Phase 4: Assess student outcomes relative to SLOs

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

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

Evaluators and educators will review the evidence and the educator's self-assessment and determine one of four ratings to the SLO: Exemplary (Exceeded), Accomplished (Met), Developing (Partially Met), or Below Standard (Did Not Meet). These ratings are defined as follows:

Exemplary (Exceeded)	>90% of students exceeded the target(s) contained in the indicator(s).
Accomplished (Met)	All or most students met the target(s) contained in the indicators.
Developing (Partially Met)	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.
Below Standard (Did Not Meet)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

The evaluator should score each IAGD separately, and then average those scores for the SLO score, or they can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

The individual SLO/IAGD ratings and the student growth and development rating will be discussed during the End-of-Year Conference.

Category #4: Whole-School Student Learning Indicator (5%)

The Fairfield Educator Evaluation Plan will include a "whole-school student learning indicator" as the 5% component of a educator's evaluation. This indicator reinforces the concept that all educators in a school building, whether a classroom teacher or student support specialist, contribute to the ultimate learning outcomes of ALL students in the school.

An educator'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.

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

SUMMATIVE EDUCATOR EVALUATION SCORING

Summative Scoring

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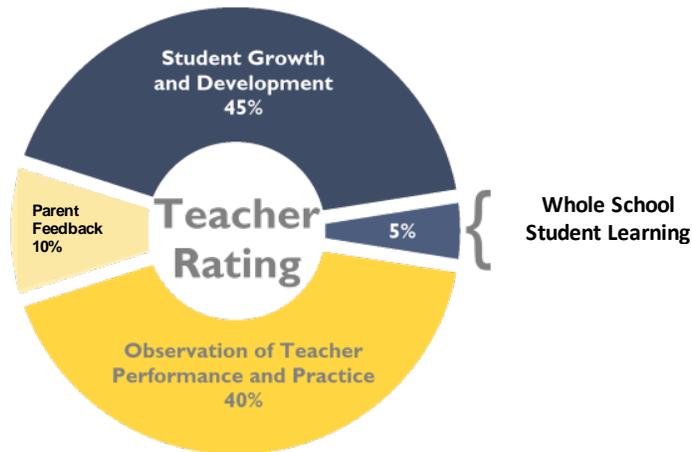
Every educator will receive one of four performance ratings:

Exemplary – Substantially exceeding indicators of performance

Accomplished – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

The rating will be determined using the following steps:

1) Determine an Educator Practice Related Indicators score by combining the observation of Educator Performance and Practice score and the Parent Feedback score
2) Determine a Student Outcomes Related Indicators score by combining the Student Growth and Development score and Whole-school Student Learning indicator
3) Use Summative Matrix (below) to determine Summative Rating

Each step is illustrated on the following pages:

Total Educator Practice Related Indicators:

Determine an Educator Practice Related Indicators Rating by combining the observation of educator performance and practice score and the parent feedback score.

Use the chart below to find the Educator Practice Related Indicators Rating:

Observation of Teacher Performance and Practice (40%)
Parent Feedback (10%)

		Observation of Teacher Performance and Practice Rating			
		Exemplary	**Accomplished**	**Developing**	**Below Standard**
Parent Feedback Rating	**Exemplary**	Exemplary	Accomplished	Developing	Below Standard
	Accomplished	Exemplary	Accomplished	Developing	Below Standard
	Developing	Accomplished	Accomplished	Developing	Below Standard
	Below Standard	Accomplished	Accomplished	Developing	Below Standard

Using the chart above, the educator's Total Educator Practice Rating would be "Accomplished."
This rating will be used in the final summative rating chart.

Total Student Outcomes Related Indicators

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

Use the chart below to find the Total Student Outcomes Related Indicators Rating:

Student Growth and Development (45%)
Whole School Student Learning Indicator (5%)

		Student Growth and Development Rating			
		Exemplary	**Accomplished**	**Developing**	**Below Standard**
Whole School Student Learning Rating	**Exemplary**	Exemplary	Accomplished	Developing	Below Standard
	Accomplished	Exemplary	Accomplished	Developing	Below Standard
	Developing	Accomplished	Accomplished	Developing	Below Standard
	Below Standard	Accomplished	Accomplished	Developing	Below Standard

Using the chart above, the educator's Total Student Outcomes Rating would be "Accomplished."
This rating will be used in the final summative rating chart.

Determining the Summative Rating

Use the Summative Matrix to determine Summative Rating

Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example provided, the Educator Practice Related Indicators rating is *accomplished* and the Student Outcomes Related Indicators rating is *accomplished*. The summative rating is therefore *accomplished*. If the two focus areas are highly discrepant (e.g., a rating of *exemplary* for Educator 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 Rating Matrix		*Total Educator Practice Rating*			
		Exemplary	**Accomplished**	**Developing**	**Below Standard**
Total Student Outcomes Rating	**Exemplary**	**Rate Exemplary**	**Rate Exemplary**	**Rate Accomplished**	*Gather further information*
	Accomplished	**Rate Exemplary**	**Rate Accomplished**	**Rate Accomplished**	**Rate Developing**
	Developing	**Rate Accomplished**	**Rate Accomplished**	**Rate Developing**	**Rate Developing**
	Below Standard	*Gather further information*	**Rate Developing**	**Rate Developing**	**Rate Below Standard**

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

Definition of Effectiveness and Ineffectiveness

Effectiveness and ineffectiveness will be determined by utilizing a pattern of summative ratings derived from the new evaluation system. A pattern may consist of a pattern of one. The state model recommends the following patterns:

Novice educators shall generally be deemed effective if said educator receives at least two sequential *accomplished* ratings, one of which must be earned in the fourth year of a novice educator's career. A *below standard* rating shall only be permitted in the first year of a novice educator's career, assuming a pattern of growth of *developing* in year two and two sequential *accomplished* ratings in years three and four. Superintendents shall offer a contract to any educator he/she deems effective at the end of year four. This shall be accomplished through the specific issuance to that effect.

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.

The Fairfield Educator Evaluation Plan adopts the definition as stated in the state model, above.

Dispute-Resolution Process

A "Standing Review Committee on Educator Evaluation" shall be formed to resolve disputes where the evaluator and educator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice or the final summative rating. This committee will be composed of the Executive Director of Personnel and Legal Services, district TEAM Facilitator, a representative from the Executive Board of the Fairfield School Administrator Association, a representative designated by the Executive Board of the FEA, one staff member from the Preschool level and two staff members from each of the levels (elementary, middle school, high school).

The educator will submit within five working days a Conflict Resolution Process form (See **Appendix G**) that clearly states the issue of disagreement and the particular level or part of the evaluation process that is open to disagreement to their primary evaluator with a copy to the Standing Review Committee on Educator Evaluation. The evaluatee and his/her primary evaluator will select a member of the Standing Review Committee on Educator Evaluation as a Resource Advisor.

The process will vary depending on the type and seriousness of the conflict. A possible sequence of meetings would include the following agendas:

- The Resource Advisor schedules to meet with each of the parties individually to discuss his/her views and perceptions about the conflict.
- The Resource Advisor schedules a meeting between the advisor and the two parties together where the advisor presents alternatives the two might use to resolve the conflict.
- Should these meetings succeed in resolving the conflict, there would be no further action beyond a notation by the advisor for his/her records that conflict resolution had been called for and that the conflict had been resolved to the mutual satisfaction of both parties. The

records of the advisor would have no names and the records would only be a numerical indicator of the advisor's workload.

- Should these meetings not lead to a resolution of the conflict, the Resource Advisor would forward the original Conflict Resolution Process Form to the Superintendent (depending on the staff member's assignment) for a resolution and final decision.

Use of Data Management System

The Fairfield Public Schools will utilize a data management system as part of the educator evaluation and support process in order to address system efficiencies and ensure confidentiality and security.

The 2013-2014 school year was the first year that a data management system was implemented in Fairfield to support educator evaluation. Over the course of the year, many changes were made to improve efficiency and remove redundancy. These changes were communicated to district leaders who in turn worked to provide the information to the educators in the building. During the 2014-2015 school year, and each year thereafter, guidance shall be provided on an on-going basis to educators in Fairfield regarding entering information into the data management system, as well as to gather feedback to continue to improve our efficiency in this area.

The following guidance is presented regarding how data is managed that assists in reducing paperwork and documentation while maintaining plan integrity:

1. Entry of data is limited only to artifacts, information and data that is specifically identified in a teacher or administrator's evaluation plan as an indicator to be used for evaluating such educators, and to optional artifacts as mutually agreed upon by teacher/administrator and evaluator;
2. The SDE is prohibited from accessing identifiable student data in the educator evaluation data management systems/platforms, except as needed to conduct the audits mandated by C.G.S. 10-151b(c) and 10-151i, and third-party organizations will keep all identifiable student data confidential;
3. The sharing or transference of individual teacher data from one district to another or to any other entity is prohibited without the teacher or administrator's consent, as prohibited by law;
4. Access to teacher or administrator data is limited to only the primary evaluator, superintendent or his/her designee, and to other designated professionals directly involved with evaluation and professional development processes. Consistent with Connecticut General Statutes, this provision does not affect the SDE's data collection authority;
5. The data management system will include a process for logging the names of authorized individuals who access a teacher or administrator's evaluation information.

Core Requirements for the Evaluation of Student and Educator Support Specialists

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

In the Fairfield Public Schools, the following roles are identified as Student and Educator Support Specialists (SESS):

Assistive Technology Specialist	Middle School Math Resource Support Teacher
Behavior Support Specialist	Program Support Teacher
Dean	School Counselor
Elementary Math/Science Support Teacher	School Psychologist
English Language Learner Teacher	Social Worker
Gifted/Talented Teacher	Speech/Language Pathologist
Instructional Improvement Teacher	Teacher of Hearing Impaired
Language Arts Specialist	Teacher of Visually Impaired
Library Media Specialist	

These educators will follow the guidelines described previously in the Whole School Student Learning Indicator (5%) and Parent Feedback (10%) sections.

The Student Growth and Development (45%) and Teacher Performance and Practice (40%) areas are modified for Student and Educator Support Specialists as described below.

Student Growth and Development (45%)

Flexibility is provided for Student and Educator Support Specialists (SESS) in the development of IAGDs to measure attainment of goals and/or objectives for student growth. The goal-setting conference for identifying SLOs/IAGDs shall include the following steps:

- The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.
- Student and Educator Support Specialists are encouraged to collaborate witih other educators in the creation of SLOs and IAGDs. Educators may have identical objectives although they will be individually accountable for their own students' results.
- The educator and evaluator should identify the unique characteristics of the population of students which would impact student growth (e.g. high absenteeism, highly mobile population in school, etc.).
- The educator and evaluator will identify the learning standard to measure: the assessment/measure of progress, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.

Teacher Performance and Practice (40%)

A sub-committee of the Fairfield Educator Growth committee met to review appropriate rubrics for SESS staff members. This sub-committee was comprised of staff members who support students and educators in non-traditional classroom settings. Several rubrics were reviewed and discussed, and ultimately the SESS/CCT adapted rubric was chosen to best represent their practice in non-traditional classroom settings.

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

The CCT Rubric for Effective Service Delivery 2014 – AT A GLANCE

Evidence Generally Collected Through **Observations**

Domain 1 — **Learning Environment, Student Engagement and Commitment to Learning**

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

1a. Promoting a positive learning environment that is respectful and equitable.

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

1c. Maximizing service delivery by effectively managing routines and transitions.

Domain 3 — **Service Delivery**

Service providers implement prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

3a. Implementing service delivery for learning.

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

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

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

Domain 2 — **Planning for Active Learning**

Service providers plan prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

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

2b. Planning prevention/intervention to actively engage students in the content.

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

Domain 4 — **Professional Responsibilities and Leadership**

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

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

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

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

Connecticut State Department Of Education

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Appendix A: Template for Setting SMART Goals

The SMART goal-setting process ensures that every goal is measurable and clear. The advantages of the SMART goal-setting process are:

- Provides a structured approach to a complex task;
- Gives a clear framework for creating meaningful and achievable goals;
- Accommodates all kinds of goals;
- Is easy to teach others how to develop;
- Helps to define goals in terms that can be widely understood; and
- Requires thinking through the implementation as well as the outcome.

The characteristics of SMART goals are:

- **Specific and Strategic**
  - The goal should be well defined enough that anyone with limited knowledge of your intent should understand what is to be accomplished.
- **Measurable**
  - Goals need to be linked to some form of a common measure that can be used as a way to track progress toward achieving the goal.
- **Aligned and Attainable**
  - The goal must strike the right balance between being attainable and aligned to standards but lofty enough to impact the desired change.
- **Results-Oriented**
  - All goals should be stated as an outcome or result.
- **Time-Bound**
  - The time frame for achieving the goal must be clear and realistic.

SMART goals Dos and Don'ts

DO:	DON'T:
Create a plan	Expect to accomplish without effort
Start small	Focus on too much at once
Write it down	Forget to make a deadline
Be specific	Deal in absolutes
Track your progress	Expect perfection
Celebrate your success	Keep your goal on a shelf
Ask for support sooner than later	Beat yourself up over shortcomings
Make commitments	Try to accomplish it alone
	Forget that you CAN DO IT!

Appendix B: Sample Parent Feedback Survey All Grades

Part I: School Feedback	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	I Don't Know
1. I talk with my child's teacher(s) about my child's schoolwork.	○	○	○	○	○	○
2. I talk with my child's teacher(s) about what I can do to help my child learn.	○	○	○	○	○	○
3. I know how my child is doing in school before I get my child's report card.	○	○	○	○	○	○
4. I have attended at least one meeting or event at school this year.	○	○	○	○	○	○
5. I feel welcome at this school.	○	○	○	○	○	○
6. My child is learning a lot in school this year.	○	○	○	○	○	○
7. My child's teacher(s) have high expectations for my child.	○	○	○	○	○	○
8. My child's teacher(s) talk to me about how my child is doing in class.	○	○	○	○	○	○
9. My child's teacher(s) care about my child.	○	○	○	○	○	○

Part II: Background

10. What is your child's gender?

○ Male   ○ Female

11. My child's grades are…

○ Mostly A's   ○ Mostly B's   ○ Mostly C's   ○ Mostly D's   ○ Mostly F's   ○ I Don't Know/
                                                                                Does Not Apply

12. What is your child's race or ethnicity?

○ White   ○ Black or African-   ○ Asian   ○ Hispanic or Latino
                         American

○ American-Indian   ○ Native-Hawaiian or   ○ Two or More
  or Alaska Native   Other Pacific-Islander   Races/Ethnicities

Climate Survey - Parents/Guardians

Please indicated how much you agree or disagree with the following statements about your child's school.

1. My child likes his/her school.
   - ○ Strongly agree
   - ○ Agree
   - ○ Disagree
   - ○ Strongly disagree

2. My school has clear rules and expectations for behavior.
   - ○ Strongly agree
   - ○ Agree
   - ○ Disagree
   - ○ Strongly disagree

3. The rules are fairly and consistently enforced at this school.
   - ○ Strongly agree
   - ○ Agree
   - ○ Disagree
   - ○ Strongly disagree

4. There is an excellent learning environment at this school.
   - ○ Strongly agree
   - ○ Agree
   - ○ Disagree
   - ○ Strongly disagree

5. Children are taught to think independently at this school.
   - ○ Strongly agree
   - ○ Agree
   - ○ Disagree
   - ○ Strongly disagree

6. Students at this school are well-behaved.
   - ○ Strongly agree
   - ○ Agree
   - ○ Disagree
   - ○ Strongly disagree

7. My child has a sense of pride and achievement at school.
   - ○ Strongly agree
   - ○ Agree
   - ○ Disagree
   - ○ Strongly disagree

8. My child's school is clean and well maintained.

- ○ Strongly agree
- ○ Agree
- ○ Disagree
- ○ Strongly disagree

9. My child has friends at this school.

- ○ Strongly agree
- ○ Agree
- ○ Disagree
- ○ Strongly disagree

10. I feel welcome at this school.

- ○ Strongly agree
- ○ Agree
- ○ Disagree
- ○ Strongly disagree

11. My child's school offers sufficient opportunities for my child to explore strengths and interests.

- ○ Strongly agree
- ○ Agree
- ○ Disagree
- ○ Strongly disagree

12. I am satisfied with the technology and other instructional resources available to my child.

- ○ Strongly agree
- ○ Agree
- ○ Disagree
- ○ Strongly disagree

13. My child is challenged to meet high expectations at this school.

- ○ Strongly agree
- ○ Agree
- ○ Disagree
- ○ Strongly disagree

14. Students at this school treat faculty and staff with courtesy and respect.

- ○ Strongly agree
- ○ Agree
- ○ Disagree
- ○ Strongly disagree

15. My child rides the school bus.

  ○ Yes
  ○ No

16. If no, why not?

  ○ My child is a walker
  ○ I drive them
  ○ I am concerned about safety on the bus

17. I am proud to be a member of this school community.

  ○ Strongly agree
  ○ Agree
  ○ Disagree
  ○ Strongly disagree

18. This school offers me many ways to be involved in my child's education.

  ○ Strongly agree
  ○ Agree
  ○ Disagree
  ○ Strongly disagree

19. This school is sensitive to issues related to race/ethnicity.

  ○ Strongly agree
  ○ Agree
  ○ Disagree
  ○ Strongly disagree

20. This school is sensitive to issues related to gender.

  ○ Strongly agree
  ○ Agree
  ○ Disagree
  ○ Strongly disagree

21. This school is sensitive to issues related to sexual identity/sexual orientation.

  ○ Strongly agree
  ○ Agree
  ○ Disagree
  ○ Strongly disagree

22. This school is sensitive to issues related to disabilities.

  ○ Strongly agree
  ○ Agree
  ○ Disagree
  ○ Strongly disagree

23. This school is sensitive to issues related to socioeconomic status.

  ○ Strongly agree
  ○ Agree
  ○ Disagree
  ○ Strongly disagree

24. This school is sensitive to issues related to cultural diversity.

- ❍ Strongly agree
- ❍ Agree
- ❍ Disagree
- ❍ Strongly disagree

25. My child has been insulted, teased, made fun of or excluded at school.

- ❍ Strongly agree
- ❍ Agree
- ❍ Disagree
- ❍ Strongly disagree

26. If yes, did you or your child report it?

- ❍ Yes, I reported it and was satisfied with outcome.
- ❍ No, I did not report it.
- ❍ Yes, I reported it but was dissatisfied.
- ❍ Yes, my child reported it and was satisfied
- ❍ Yes, my child reported it and was dissatisfied
- ❍ No, my child did not report it

27. My child has been insulted, teased, made fun of or excluded through social media.

- ❍ Strongly agree
- ❍ Agree
- ❍ Disagree
- ❍ Strongly disagree

28. My child has been physically hurt or threatened by another student.

- ❍ Strongly agree
- ❍ Agree
- ❍ Disagree
- ❍ Strongly disagree

29. I am a member of my school's PTA/SEPTA.

- ❍ Yes, I am an active member
- ❍ Yes, I am a member, but not active
- ❍ No, I am not a member

30. I am a regular volunteer at my child's school.

- ❍ 10+ times per year
- ❍ 5-10 times per year
- ❍ 1-5 times per year
- ❍ No, I am unable to volunteer at this time
- ❍ Don't know what opportunities are available

31. I am able to read/understand all aspects of my child's progress reports/report cards.

- ❍ Strongly agree
- ❍ Agree
- ❍ Disagree
- ❍ Strongly disagree

32. I am satisfied with the steps being taken to provide a safe learning environment at this school.

   - ○ Strongly agree
   - ○ Agree
   - ○ Disagree
   - ○ Strongly disagree

33. I regularly access the Infinite Campus Parent Portal.

   - ○ Strongly agree
   - ○ Agree
   - ○ Disagree
   - ○ Strongly disagree

34. If no, why not?

35. Homework is productive and supports learning in the classroom.

   - ○ Strongly agree
   - ○ Agree
   - ○ Disagree
   - ○ Strongly disagree

36. There are policies and procedures in place at this school to keep students and faculty/staff safe.

   - ○ Strongly agree
   - ○ Agree
   - ○ Disagree
   - ○ Strongly disagree

37. I would recommend this school to friends and family.

   - ○ Strongly agree
   - ○ Agree
   - ○ Disagree
   - ○ Strongly disagree

Appendix C: Marzano Evaluation Model Aligned to the 2010 CCT

Marzano Evaluation Model Domains 1, 2, 3, and 4	CT 2010 Common Core of Teaching: Foundational Skills
DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS	
I. Lesson Segments Involving Routine Events	
Design Question #1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?	
1. Providing Clear Learning Goals and Scales (Rubrics)	Element 5.6
2. Tracking Student Progress	Elements 4.7, 5.1, 5.2, 5.3, 5.5
3. Celebrating Success	
Design Question #6: What will I do to establish and maintain Classroom rules and procedures?	
4. Establishing Classroom Routines	Elements 2.4, 2.5
5. Organizing the Physical Layout of the Classroom	
II. Lesson Segments Addressing Content	
Design Question #2: What will I do to help students effectively Interact with new knowledge?	
6. Identifying Critical Information	Elements 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3.1, 4.1, 4.2, 4.4, 4.5, 4.6
7. Organizing Students to Interact with New Knowledge	
8. Previewing New Content	
9. Chunking Content into "Digestible Bites"	
10. Processing of New Information	
11. Elaborating on New Information	
12. Recording and Representing Knowledge	
13. Reflecting on Learning	
Design Question #3: What will I do to help student practice and deepen their understanding of new knowledge?	
14. Reviewing Content	Elements 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 4.1, 4.2, 4.4, 4.5, 4.6
15. Organizing Students to Practice and Deepen Knowledge	
16. Using Homework	
17. Examining Similarities and Differences	
18. Examining Errors in Reasoning	
19. Practicing Skills, Strategies, and Processes	
20. Revising Knowledge	
Design Question #4: What will I do to help students generate and test Hypotheses about new knowledge?	
21. Organizing Students for Cognitively Complex Tasks	Elements 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 4.1, 4.2, 4.4, 4.5, 4.6
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing	
23. Providing Resources and Guidance	

Marzano Evaluation Model Domains 1, 2, 3, and 4	CT 2010 Common Core of Teaching: Foundational Skills
III. Lesson Segments Enacted on the Spot	
DesignQuestion#5: What will I do to engage students?	
24. Noticing When Students are Not Engaged	Elements 2.2, 4.6
25. Using Academic Games	
26. Managing Response Rates	
27. Using Physical Movement	
28. Maintaining a Lively Pace	
29. Demonstrating Intensity and Enthusiasm	
30. Using Friendly Controversy	
31. Providing Opportunities for Students to Talk about Themselves	
32. Presenting Unusual or Intriguing Information	
DesignQuestion#7: What will I do to recognize and acknowledge Adherence or lack of adherence to rules and procedures?	
33. Demonstrating "Withitness"	Elements 2.4, 2.5
34. Applying Consequences for Lack of Adherence to Rules and Procedures	
35. Acknowledging Adherence to Rules and Procedures	
DesignQuestion#8: What will I do to establish and maintain effective relationships with students?	
36. Understanding Students' Interests and Background	Elements 2.1, 2.3
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students	
38. Displaying Objectivity and Control	
DesignQuestion#9: What will I do to communicate high expectations for all students?	
39. Demonstrating Value and Respect for Low Expectancy Students	
40. Asking Questions of Low Expectancy Students	
41. Probing Incorrect Answers with Low Expectancy Students	
DOMAIN2: PLANNING AND PREPARING	
I. Planning and Preparing for Lessons and Units	
42. Effective Scaffolding of Information with Lessons	Elements 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 5.1, 5.2, 5.8
43. Lessons within Units	
44. Attention to Established Content Standards	
II. Planning and Preparing for Use of Resources and Technology	
45. Use of Available Traditional Resources	
46. Use of Available Technology	
III. Planning and Preparing for Needs of English Language Learners **IV. Planning and Preparing for Needs of Students Receiving Special Education** **V. Planning and Preparing for Needs of Students Who Lack Support for Schooling**	

Marzano Evaluation Model Domains 1, 2, 3, and 4	CT 2010 Common Core of Teaching: Foundational Skills
47. Needs of English Language Learners	
48. Needs of Students Receiving Special Education	
49. Needs of Students Who Lack Support for Schooling	
DOMAIN 3: REFLECTING ON TEACHING	
I. Evaluating Personal Performance	
50. Identifying Areas of Pedagogical Strength and Weakness	Elements 5.7, 6.1
51. Evaluating the Effectiveness of Individual Lessons and Units	
52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors	
II. Developing and Implementing a Professional Growth Plan	
53. Developing a Written Growth and Development Plan	
54. Monitoring Progress Relative to the Professional Growth and Development Plan	
DOMAIN 4: COLLEGIALITY AND PROFESSIONALISM	
I. Promoting a Positive Environment	
55. Promoting Positive Interactions with Colleagues	Elements 5.4, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11
56. Promoting Positive Interactions about Students and Parents	
II. Promoting Exchange of Ideas and Strategies	
57. Seeking Mentorship for Areas of Need or Interest	
58. Mentoring Other Teachers and Sharing Ideas and Strategies	
III. Promoting District and School Development	
59. Adhering to District and School Rules and Procedures	
60. Participating in District and School Initiatives	

It is useful to note that some elements in the Marzano Teacher Evaluation Model are not represented in the Connecticut criteria. Specifically, none of the elements from the following domains in the Marzano Teacher Evaluation Model are reflected in the Connecticut criteria:

- Domain I-I: Lesson Segments Involving Routine Events
  - Element 3: Celebrating Success
  - Element 5: Organizing the Physical Layout of the Classroom

- Domain I-III: Lesson Segments Enacted on the Spot
  - Element 39: Demonstrating Value and Respect for Low Expectancy Students
  - Element 40: Asking Questions of Low Expectancy Students
  - Element 41: Probing Incorrect Answers with Low Expectancy Students

Connecticut State Department of Education's
2010 Common Core of Teaching: Foundational Skills

Domain 1. Content and Essential Skills

Teachers understand and apply essential skills, central concepts and tools of inquiry in their subject matter or field by:

1.1. Demonstrating proficiency in reading, writing, and mathematics skills;
1.2. Demonstrating discipline-specific knowledge and skills as described in the relevant national and state professional teaching standards;
1.3. Using developmentally appropriate verbal, non-verbal and technological communications;
1.4. Using technological and digital resources to promote learning, collaboration with colleagues and communication within a learning community;
1.5. Demonstrating understanding of how to use content area literacy skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting; and
1.6. Demonstrating understanding of how to use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations.

Domain 2. Classroom Environment, Student Engagement and Commitment to Learning

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

2.1 Creating a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels;
2.2 Promoting engagement in and shared responsibility for the learning process and providing opportunities for students to initiate their own questions and inquiries;
2.3 Providing explicit instruction about social skills to develop students' social Competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized to student needs;
2.4 Fostering appropriate standards of behavior that support a productive learning environment for all students; and
2.5 Maximizing the amount of time spent on learning by effectively managing routines and transitions.

Domain 3. PlanningforActiveLearning

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

3.1 Determining students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs;

3.2 Developing and organizing coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline;

3.3 Promoting the development and application of skills with conceptual understanding, and anticipating students' content misconceptions;

3.4 Selecting appropriate assessment strategies to monitor ongoing student progress;

3.5 Selecting or designing instructional strategies, resources and flexible groupings that provide opportunity for students to think critically and creatively, and solve problems;

3.6 Integrating learning activities that make real-world, career or global connections, and promote interdisciplinary connections whenever possible;

3.7 Designing or selecting academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone;

3.8 Designing strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse and/or inquiry-based learning; and

3.9 Including strategies for teaching and supporting content area literacy skills and, When appropriate, numeracy skills.

Domain 4. Instruction for Active Learning

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

4.1 Using a variety of evidence-based strategies to enable students to apply and construct new learning;

4.2 Using technological and digital resources strategically to promote learning;

4.3 Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning;

4.4 Varying the student and teacher roles in ways that develop independence and interdependence with the gradual release of responsibility to students;

4.5 Using differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents;

4.6 Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks; and

4.7 Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance.

Domain 5. Assessment for Learning

Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction by:

5.1 Understanding the different purposes and types of assessment that capture the complexity of student learning across the hierarchy of cognitive skills;
5.2 Using and/or designing a variety of formative and summative assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn;
5.3 Using a comprehensive set of data that provides depth and breadth of understanding of student achievement at a particular point in time and over time;
5.4 Collaborating with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress;
5.5 Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning;
5.6 Supporting students' progress by communicating academic and behavioral performance expectations and results with students, their families and other educators;
5.7 Understanding the role that lack of opportunity to learn, lack of effective instruction, and assessment bias can play in the overrepresentation in special education of students with cultural, ethnic, gender and linguistic differences; and
5.8 Using academic, behavioral and health data to select and/or design interventions, and assist in the development of individualized education programs for students with disabilities.

Domain 6. ProfessionalResponsibilitiesandTeacherLeadership

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

6.1 Continually engaging in reflection, self-evaluation and professional development to enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning;
6.2 Seeking professional development opportunities to enhance skills related to teaching and meeting the needs of all students;
6.3 Collaborating with colleagues, administrators, students and their families to develop and sustain a positive school climate;

6.4 Collaborating with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures to support continuous school and district improvement;

6.5 Guiding and coaching paraprofessionals and collaborating with colleagues, administrators, and special services staff to monitor the impact of instructional or behavioral support and interventions;

6.6 Proactively communicating in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning;

6.7 Understanding the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process;

6.8 Understanding how one's race, gender and culture affect professional interactions with students, families and colleagues;

6.9 Using communication technology in a professional and ethical manner;

6.10 Collaborating with colleagues, administrators, and families in the development of individualized student success plans to address goal setting, personal and academic development, post-secondary and career exploration, and/or capstone projects; and

6.11 Conducting themselves as professionals in accordance with the Connecticut's Code of Professional Responsibility for Educators.

Appendix D: Marzano Causal Teacher Evaluation Model and

CCT Rubric for Effective Service Delivery 2014

The full rubric for the Marzano Causal Teacher Evaluation Model can be accessed below:

Domain 1:   http://cdn.fairfieldschools.org/hr/teacher-eval/Marzano_Domain_1_Protocols.pdf

Domains 2-4:   http://cdn.fairfieldschools.org/hr/teacher-eval/Marzano_Domain_2-4_Protocols.pdf

The full rubric for the Connecticut *Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2014, Adapted for Student and Educator Support Specialists* can be accessed below:

http://cdn.fairfieldschools.org/curriculum/misc/CCT_Rubric_for_Effective_Service_Delivery_2014.pdf

Appendix E: Post Observation Feedback Form

POST-CONFERENCE PLANNING

Teacher: _____   Date:_____

Time/Period: _____   Subject:_____

Observer: _____

Instructional Objective of Lesson:

_____

Conference Opener:

_____

POSSIBLE CONFERENCE MESSAGE STARTERS

A. **Supervisor Analysis – Strength Pattern**
   [use specific evidence, label, discuss **why** worked]
   "Let me share some decisions you made that promoted student success."

B. **Teacher Self Analysis – Strength Pattern**
   [label, discuss **why** worked]
   "What were some additional decisions that you were pleased with?"

C. **Teacher Self Analysis – Growth Pattern**
   [label, discuss **why** didn't work]
   "Were there decisions you'd alter if you could? or
   "If you were to teach this lesson again, what would you do differently?""

D. **Supervisor Analysis – Growth Pattern**
   [use specific evidence, label, discuss **why** didn't work]
   "Were you aware that…? What were your reasons for…? Then
   "I observed that …is that an issue for you?"
   "Let's brainstorm options…"

CHECK BACK
"What discussion was most important to you from this conference?"

D. Title
11/3/10

Appendix F: End of Year Self-Assessment Form

Name: Location:
Position: Grade:
Mentor Name:

Student Growth Indicators (45%)

Provide any evidence specific to each SLO/Goal and indicate your overall progress by rating "Attainment of the Objective" (i.e. a brief "description" of the data that you will bring to the summative meeting.

SLO (45%) – Indicate your overall progress by rating attainment of the goal

Attainment of Objective (IAGD 1):

Did Not Meet	Partially Met	Met	Exceeded
○	○	○	○

Attainment of Objective (IAGD 2):

Did Not Meet	Partially Met	Met	Exceeded
○	○	○	○

Whole-School Student Learning Indicators (5%)

Describe what you did to achieve your goal. Give a brief description of the information you will bring to the summative meeting.

Whole School Student Learning Indicator (5%) – Indicate your overall progress by rating attainment of the goal

Attainment of Objective:

Did Not Meet	Partially Met	Met	Exceeded
○	○	○	○

Describe what you did to achieve your goal. Give a brief description of the evidence you will bring to the summative meeting.

Parent Feedback (10%)- Indicate your overall progress by rating attainment of the goal.

Attainment of Objective:

Did Not Meet	Partially Met	Met	Exceeded
◯	◯	◯	◯

Teacher Practice and Performance (40%)

Describe the action steps you took to develop your Focus Area and your growth related to student achievement.

TEACHER SELF-ASSESSMENT/REFLECTION

Provide a brief reflection summary related to your work this year (e.g. what you've learned this year, professional learning activities you attended, on-going professional learning or support you need, etc.).

Fairfield Public Schools
Conflict Resolution Process Form

Name of Teacher: _____

Name of Primary Evaluator: _____

School _____ **Date of Submission** _____

Evaluation level: _____

Reasons for Appeal: (Normally, the dispute will concern issues related to objectives, the evaluation period, the professional growth plan, or feedback. Please, be specific in stating the reason for appeal.)

Signature of Teacher: _____

Resource Advisor Chosen by Teacher and Evaluator: _____

Date Received by Standing Review Committee on Evaluation: _____

___ **Resolution of Conflict:** (Use additional space on the back.)

___ **Conflict unresolved. Date submitted to Superintendent:** _____

Fairfield Public Schools
Structured Support Level
Initial Placement Form

Staff Member_____Years of Experience_____

Position_____Years in Fairfield_____

Evaluator_____School_____

Date of Notice_____Date of Action Plan Review_____

The purpose of the Structured Support Level is to provide guided support to staff members who have been identified as experiencing difficulty meeting the standards of the Fairfield Public Schools and the Fairfield Teacher Evaluation Plan. The supervisor and the teacher will work collaboratively to complete this form. For a complete description of the Structured Support Level refer to The Fairfield Teacher Evaluation Plan.

1.   Describe the targeted job description concern(s) leading to placement on Structured Support.

2.   Describe the support to be provided by the evaluator.

3.   Describe the mutually accepted action plan and time frame.

4.   Describe the professional development to be used to meet the action plan.

_____   _____   _____   _____
Signature of Staff Member   Date   Signature of Supervisor   Date

Fairfield Public Schools
Structured Support Level Evaluation Form
End of the Year Status
School Year _____

Staff Member_____**Years of Experience**_____

Position_____**Years in Fairfield**_____

Evaluator_____**Date**_____

Evaluator's statement of status following review on the Structured Support Level:

1. **Statement of Evaluator:**

Resolution:

_____Remain on Structured Support Level

_____Placed on Intensive Supervision Level

_____Return to evaluation through the Fairfield Teacher Evaluation Plan

_____   _____   _____   _____
Signature of Staff Member   **Date**   **Signature of Supervisor**   **Date**

Fairfield Public Schools
Intensive Supervision Evaluation
Initial Placement Form

Staff Member_____Years of Experience_____

Position_____Years in Fairfield_____

Evaluator_____School_____

Date of Notice_____Date of Action Plan Review_____

The purpose of the Intensive Supervision Level is to provide intensive supervision to staff members who have been identified as not meeting the accountability standards of the Fairfield Public Schools and the Fairfield Teacher Evaluation Plan. The supervisor and the teacher will work collaboratively to complete this form. For a complete description of the Structured Support Level refer to The Fairfield Teacher Evaluation Plan.

1.   **Describe the targeted job description concern(s) leading to placement on Intensive Supervision.**

2.   **Describe the support to be provided by the evaluator.**

3.   **Describe the mutually accepted action plan and time frame.**

4.   **Describe the professional development to be used to meet the action plan.**

_____   _____   _____   _____
Signature of Staff Member   Date   Signature of Supervisor   Date

Fairfield Public Schools
Intensive Supervision Evaluation Form
Final Review
School Year _____

Staff Member_____Years of Experience_____

Position_____Years in Fairfield_____

Evaluator_____Date_____

1.   **Statement of Evaluator:**

Resolution:

_____ Remain on Intensive Supervision Level

_____ Return to evaluation through the Fairfield Teacher Evaluation Plan

_____ Recommend Termination of Employment

_____   _____   _____   _____
Signature of Staff Member   **Date**   **Signature of Supervisor**   **Date**

Appendix L: Teacher Professional Growth Plan Information

	2018-19	2019-20	2020-21
Y3+ at Accomplished or above	• 1 formal in- class observation (with a pre and post conference) • 1 review of practice*	• 1 formal in- class observation (with a pre and post conference) • 1 review of practice*	• 1 formal in- class observation (with a pre and post conference) • 1 review of practice*
Y1-Y2/ Growth Plan	• 3 formal in- class observations (2 with pre- conference, all with post- conference)	• 3 formal in- class observations (2 with pre- conference, all with post- conference)	• 3 formal in- class observations (2 with pre- conference, all with post- conference)

*A review of practice may occur during the mid-year or end of year review and will involve a discussion between the evaluator and teacher.

Evaluators are not limited to the number of observations in the table above. It is at the discretion of the evaluator to add additional observations for each teacher based on school and staff needs in accordance with the Guidelines for Educator Evaluation. Teachers may also request additional observations.

Academic Achievement

Defined as meeting a uniform and pre-determined level of mastery on subject or grade level standards. Achievement is a set point or "bar" that is the same for all students, regardless of where they begin.

ACTFL

The American Council on the Teaching of Foreign Languages (ATFL) assessment is given to students in Level 20 classes of French, Spanish or Chinese to assess their proficiency with the language.

ALIRA

The ACTFL Latin Interpretive Reading Assessment (ALIRA) assessment is given to students in Level 20 Latin classes to assess their proficiency with the language.

CCT

The Connecticut Common Core of Teaching (CCT) articulates essential knowledge, skills and qualities Connecticut teachers need to prepare students to meet the challenges of the 21st century. These foundational skills are grouped into six interrelated domains: (1) Content and Essential Skills, (2) Classroom Environment, Student Engagement and Commitment to Learning, (3) Planning for Active Learning, (4) Instruction for Active Learning, (5) Assessment for Learning; and (6) Professional Responsibilities and Teacher Leadership. The CCT was designed as a guide to help build teacher competence beginning with pre-service and continuing throughout a teacher's career.

Classroom Assessment

A teacher-developed assessment used by a single teacher for a particular course or group of students. A classroom assessment does not refer to an assessment created by and administered by groups of teachers.

Content Mastery Standard

A score on an assessment that a student must obtain in order to be considered as having achieved mastery. A content mastery standard is typically established somewhere between a passing score and 100%.

Educator Evaluation and Support System

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of educator performance. All teachers and administrators will be evaluated in four categories, grouped in two major focus areas: Practice Related Indicators and Student Outcomes Related Indicators. The performance levels are defined as:

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

End-of-Year Conference

The annual evaluation process between a teacher/administrator and evaluator (administrator or designee) is anchored in a minimum of three performance conversations that occur at the beginning, middle and end of the school year. It is expected that the End-of-Year conference will occur in May or June but no later than June 30th. During the End-of -Year conference, the teacher/administrator will present their self-assessment and related documentation for discussion and the evaluator will present his or her evaluation of the teacher/administrator's performance. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher/administrator in order to be productive and meaningful.

Goal-Setting Conference

The annual evaluation process between a teacher/administrator and evaluator (administrator or designee) is anchored in a minimum of three performance conversations that occur at the beginning, middle and end of the school year. It is expected that the Goal-Setting and Planning conference will occur on or before October 15th but must be completed prior to November 15th. A portion of the conference may include a brief orientation to the new teacher/administrator evaluation process but the main purpose of this conference is for the teacher/administrator and evaluator to discuss school and district priorities and the teacher/administrator's objectives and goals to ensure they are related to school and district priorities.

Growth

Improving skills required to achieve mastery on a subject or grade level standard over a period of time. Growth differentiates mastery expectations based on baseline performance.

IAGD

An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with quantitative targets, that will demonstrate whether a Student Learning Objective (SLO) was met. The SLO must include at least one IAGD. Each IAGD must 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.

IAGD Goals must be
SMART: S=Specific
and Strategic
M=Measurable
A=Aligned and
Attainable R=Results-
Oriented T=Time-
Bound

Sample IAGD template:

1. Assessment measure 1
   a. Students with a baseline score between _____ and ___ on the fall 2018 XX assessment will improve their scores by at least _____ points on the (same_ assessment by spring 2019.
   b. Students with a baseline score between _____ and ___ on the fall 2018 _____ assessment will improve their scores by at least _____ points on the XX assessment by spring 2019.
2. Assessment measure 2
   a. Students who received a score of _____ or less on the YY rubric in the fall of 2018 will increase by ___ points on the YY rubric by spring 2019.
   b. Students who received a score of _____ or higher on the YY rubric in the fall of 2018 will increase by ___ points on the YY rubric by spring 2019.

Mid-Year Check-In

The annual evaluation process between a teacher/administrator and evaluator is anchored in a minimum of three performance conversations that occur at the beginning, middle and end of the school year. The evaluator and teacher/administrator must complete at least one Mid-Year Conference at which they review progress on the teacher/administrator's goals and objectives to date. The Mid-Year Conference is an important point in the year for addressing concerns, reviewing results and adjusting goals and objectives as needed. Evaluators can deliver mid-year formative information on categories of the evaluation framework for which evidence has been gathered and analyzed. Each educator will also provide an analysis of student survey responses (conducted in January by each educator) and reflect on his/her practice as a result of the survey responses. If needed, teachers/administrators and evaluators can mutually agree to revise goals and/or objectives.

Parent Feedback

A whole-school parent survey (data is aggregated at the school level) must be conducted each spring and trends analyzed from year-to-year to inform teacher practice. Parent surveys must be confidential and survey responses should not be tied to parents' names. Survey results may be used to identify a parent engagement goal and related improvement target.

Post-Conference

A post-conference follows a formal observation or review of practice and may or may not follow an informal observation or review of practice. Post-conferences provide a forum for reflecting on the observation/review of practice against the CT Framework for Teacher Evaluation and Support and for generating action steps that will lead to the teacher's improvement.

Pre-Conference

A pre-conference precedes a formal observation or review or practice and allows the teacher to provide the context for the lesson/practice session and information about the students to be observed. It is also an opportunity for the evaluator to set expectations for the observation process.

Professional Growth Plan

A Professional Growth Plan is co-created with mutual agreement between a teacher and his/her evaluator and serves as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. Professional learning opportunities identified in a Professional Growth Plan should be based on the individual strengths and needs of a teacher that are identified through the evaluation process.

School Assessment

Assessments developed by groups of teachers that are mandated or optional for use school-wide (e.g., end-of-course assessment written by science teaches and used in all chemistry courses in the school).

SLO

A Student Learning Objective (SLO) is an academic goal that teachers/administrators and evaluators set for groups of students. In the SEED Handbook, there are differences between how SLOs are defined within the teacher model and the administrator model. The table below outlines these differences.

Administrator SLOs	Teacher SLOs
Administrator SLOs combine the three areas of teacher SLO into one SMART statement. They are written like a SMART goal and include target, measurement and time within a single SLO. They should: • Align to district and school learning goals • Provide a measure • Be written in SMART format • Focus on priority areas	Teacher SLOs contain three component parts: **Broad goals** for student learning that address a central purpose, **a rationale** that explains why this is an important area of improvement, and **at least two IAGDs which is the specific evidence, with a quantitative target,** that will demonstrate whether the objective was met. Teachers may have 2-4 IAGDs.

Sample SLO template: Students will demonstrate progress in (specific skill area.)

SMART Goal

At the start of the school year, each educator will work with his or her evaluator to develop their practice and performance goal(s) and SLO through mutual agreement. All goals should have a clear link to student achievement and school/district priorities.

IAGD Goals must be
SMART: S=Specific and
Strategic M=Measurable
A=Aligned and Attainable
R=Results-Oriented
T=Time-Bound

Student Outcomes Related Indicators

An evaluation of a teacher's contribution to student academic progress, at the school and classroom level. This focus area is comprised of two categories:

- *Student Growth and Development (45%)* as determined by academic progress related to a teacher's student learning objectives (SLOs), and
- *Whole-school Measure of Student Learning (5%)* as determined by aggregate student learning indicators.

Teacher Observations:

- **Formal in-class obervations:** Mutually scheduled observations that last at least 30 minutes, include a pre-conference and are followed by a post- observation conference, which includes both written and verbal feedback.
- **Informal Observations:** Announced or unannounced observations that last at least 10 minutes and are followed by written and/or verbal feedback. Informal observations must be in-class observations.
- **Review of Practice:** Mutually scheduled reviews of practice that last at least 30 minutes and are followed by written feedback and may also include verbal feedback. A review of practice may occur during the mid-year or end fo year review and will involve a discussion between the evaluator and teacher.

    The evaluation and support model aims to provice teachers with comprehensive feedback on their practice, as defined by the Marzano rubrics. Therefore, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation.

    - Review of practice may include,but are not limited to:
        - Planning meetings
        - Data team meetings
        - Planning and placement team meetings
        - Observations of coaching/mentoring other teachers
        - Reviews of lesson/unit plans and assessments or other teaching artifacts
        - Call logs or notes from parent-teacher meetings
        - Reviews of attendance records from professional learning or school-based activities/events
        - Discussion of Marzano rubric component(s)
        - Review of Professional Growth Opportunity plan

All observations should 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 week of an observation.

Teacher Practice Related Indicators

An evaluation of the core instructional practices and skills that positively affect student learning. In the SEED model, this focus area is comprised of two categories:

- ***Observation of Educator Performance and Practice (40%)*** as defined in the Connecticut Framework for Teacher Evaluation and Support, which articulates four domains and eighteen components of teacher practice; and
- ***Parent Feedback (10%)*** on teacher practice through surveys

Whole-School Student Learning Indicators

For districts that include whole-school student learning indicators in teacher evaluations, a teacher's indicator ratings shall be represented by the aggregate rating for the multiple student learning indicators established by the administrator's evaluation rating.

ADMINISTRATOR

EVALUATION PLAN

Fairfield Public Schools
Fairfield, Connecticut
2018-19 edition

DISTRICT ADMINISTRATOR EVALUATION COMMITTEE

Jason Bluestein (Principal, Burr Elementary School)

Margaret Boice (Director of Secondary Education)

John Chiappetta (English/Language Arts Coordinator, Grades 6-12)

Gayle Donowitz (Secondary Coordinator of Special Education)

David Ebling (Housemaster, Fairfield Warde High School)

Ann Leffert (Director of Human Resources)

Karen Parks (Deputy Superintendent)

Administrator Evaluation and Support

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

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

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

Leader Practice Related Indicators

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

Student Outcomes Related Indicators
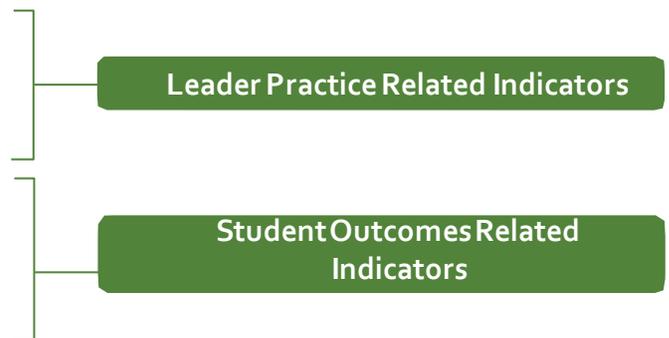
Additional Requirements for Administrator Evaluation and Support Plans

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

- Evaluator Training and Ongoing Proficiency/Calibration
- Evaluation-Informed Professional Learning
- Improvement and Remediation Plans
- Career Development and Growth

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

Any variation from the components of teacher evaluation and support as written within this document is no longer the SEED model and would be considered a "district-developed" evaluation and support plan. Districts are required to submit an educator evaluation and support plan annually to the CSDE.

Administrator Evaluation and Development

Purpose and Rationale

This section of the 2015 SEED Handbook outlines the state model for the evaluation of school and school district administrators in Connecticut. A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for the state of Connecticut. The Connecticut administrator evaluation and support model defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student growth & development); and (3) the perceptions of the administrator's leadership among key stakeholders in his/her community.

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

- Meeting expectations as an instructional leader;

- Meeting expectations in at least 3 other areas of practice;

- Meeting 1 target related to stakeholder feedback;

- Meeting state accountability growth targets on tests of core academic subjects6;

- Meeting and making progress on 3 Student Learning Objectives aligned to school and district priorities; and

- Having more than 60% of teachers proficient on the student growth portion of their evaluation.

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

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

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

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

System Overview

Administrator Evaluation and Support Framework

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

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

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

    (b) **Stakeholder Feedback (10%)** on leadership practice through surveys.

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

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

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

Scores from each of the four components will be combined to produce a summative performance rating designation of *Exemplary*, *Proficient*, *Developing* or *Below Standard*. The performance levels are defined as:
- *Exemplary* – Substantially exceeding indicators of performance
- *Proficient* – Meeting indicators of performance
- *Developing* – Meeting some indicators of performance but not others
- *Below Standard* – Not meeting indicators of performance

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

Process and Timeline

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

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

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

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

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

Figure 1: This is a typical timeframe:

Goal Setting & Planning   **Mid-Year Formative Review**   **End-of-Year Review**

- Orientation on process
- Goal-setting and plan development

- Review goals and performance
- Mid-year formative review

- Self-assessment
- Preliminary summative assessment[*]

Prior To School Year   **Mid-Year**   **Spring / End-of-Year**

[*] *Summative assessment to be finalized in August.*

Step 1: Orientation and Context-Setting

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

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

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

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

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

5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process.

Step 2: Goal-Setting and Plan Development

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

Figure 2:

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

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

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

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

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

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

The evaluator and administrator also discuss the appropriate resources and professional learning needs to support the administrator in accomplishing his/her goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation and support plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used. The completed form on page 49 represents a sample evaluation and support plan.

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

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

Sample Evaluation and Support Plan

Administrator's Name _____

Evaluator's Name _____

School _____

Key Findings from Student Achievement and Stakeholder Survey Data	Outcome Goals – 3 SLOs and 1 Survey	Leadership Practice Focus Areas (2)	Strategies	Evidence of Success	Additional Skills, Knowledge and Support Needed	Timeline for Measuring Goal Outcomes
EL Cohort Graduation Rate is 65% and the extended graduation rate is 70%.	**SLO 1:** Increase EL cohort graduation rate by 2% and the extended graduation rate by 3%.	**Focus Area 1:** Use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress, close achievement gaps and communicate progress. (PE: 2, E: C)	Develop Support Service SLOs to address intervention needs and strategies.	EL graduation rate increases by 2% over last year and the extended graduation rate increases by 3%.	Support needed in reaching out to the EL student population and families to increase awareness of the graduation requirements and benefits.	Credit status will be determined after summer school.
80% of students complete 10th grade with 12 credits.	**SLO 2:** 90% of students complete 10th grade with 12 credits.	**Focus Area 2:** Improve instruction for the diverse needs of all students; and collaboratively monitor and adjust curriculum and instruction. (PE:2, E B) Use current data to monitor EL student progress and to target students for intervention.	Develop content teacher SLOs to address CT Core standards reading strategies and expectations	90% of students have at least 12 credits when entering the 11th grade.	Work with school counselors to ensure students are enrolled in credit earning courses in 9th and 10th grades and that deficient students are contacted re: summer remedial offerings.	
87% of 10th graders are proficient in reading, as evidenced by STAR assessment scores (if available).	**SLO 3:** 95% of students are reading at grade level at the end of 10th grade.		Provide teacher PL experiences as needed to target skills in differentiation of instruction.	STAR assessments indicate that 95% of students are reading on grade level at the end of 10th grade.		
75% of students report that teachers present material in a way that is easy for them to understand and learn from. EL Cohort Graduation Rate is 65% and the extended graduation rate is 70%.	**Survey 1:** 90% of students report that teachers present material in a way that makes it easy for them to understand and learn.			90% of students report by survey response that teachers present material in a way they can understand and learn from.		7

Step 3: Plan Implementation and Evidence Collection

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

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

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

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

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

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

A note on the frequency of school site observations:

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

- 2 observations for each administrator.

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

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

Step 4: Mid-Year Formative Review

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

- The administrator analyzes available student achievement data and considers progress toward outcome goals.

- The evaluator reviews observation and feedback forms to identify key themes for discussion.

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

Step 5: Self-Assessment

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

- Needs to grow and improve practice on this element;

- Has some strengths on this element but needs to continue to grow and improve;

- Is consistently effective on this element; or

- Can empower others to be effective on this element.

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

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

Step 6: Summative Review and Rating

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

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

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

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

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

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

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

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

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

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

Points for District Consideration

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

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

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

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

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

Support and Development

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

Evaluation-Informed Professional Learning

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

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

Points for District Consideration

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

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

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

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

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

This is accomplished by:

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

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

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

Improvement and Remediation Plans

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

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

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

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

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

Points for District Consideration

Well-articulated Improvement and Remediation Plans:

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

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

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

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

Career Development and Growth

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

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

Points for District Consideration

- Align job descriptions to school leadership standards.
- Identify replicable practices and inform professional 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.

Leadership Practice Related Indicators

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

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

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

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

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

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

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

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

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

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

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

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

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

Figure 3: Leadership Practice – 6 Performance Expectations
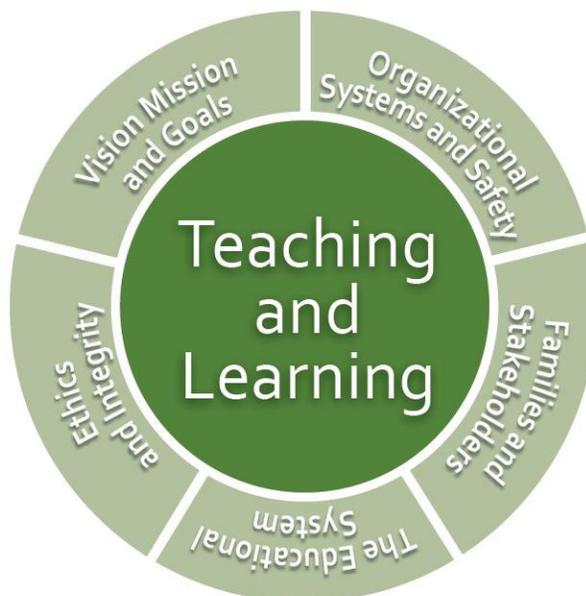
These weightings should be consistent for all principals. For assistant principals and other school or district-based 092 certificate holders in non-teaching roles, the six performance expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers. While assistant principals' roles and responsibilities vary from school to school, creating a robust pipeline of effective principals depends on adequately preparing assistant principals for the principalship.

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

- *Exemplary*: The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Proficient performance.
- *Proficient*: The rubric is anchored at the Proficient Level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted in bold at the Proficient level.
- *Developing*: The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.
- *Below Standard*: The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

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

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

Strategies for Using the CCL Leader Evaluation Rubric:*

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

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

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

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

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

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

Performance Expectation 1: Vision, Mission and Goals

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

Element A: High Expectations for All

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

The Leader*…

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

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

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

Arriving at a Leadership Practice Summative Rating

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

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

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

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

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

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

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

Principals and Central Office Administrators*:

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

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

Assistant Principals and Other School-Based Administrators:

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

Component #2: Stakeholder Feedback (10%)

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

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

Applicable Survey Types

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

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

- **School practice surveys** capture feedback related to the key strategies, actions and events at a school. They tend to focus on measuring awareness and impact from stakeholders, which can include faculty and staff, students and parents.
- **School climate surveys** cover many of the same subjects as school practice surveys but are also designed to probe for perceptions from stakeholders on the school's prevailing attitudes, standards and conditions. They are typically administered to all staff as well as to students and their family members.

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

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

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

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

For each administrative role, stakeholders providing feedback might include:

SCHOOL-BASED ADMINISTRATORS

Principals:

All family members
All teachers and staff members
All students

Assistant Principals and other school-based administrators:

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

CENTRAL OFFICE ADMINISTRATORS

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

Principals or principal supervisors
Other direct reports
Relevant family members

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

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

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

Principals
Specific subsets of teachers
Other specialists within the district

Stakeholder Feedback Summative Rating

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

Exceptions to this include:

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

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

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

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

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

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

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

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

Step 6 - Assign a rating, using this scale:

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

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

Examples of Survey Applications

Example #1:

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

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

Example #2:

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

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

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

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

Student Outcomes Related Indicators includes two components:

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

Component #3: Student Learning (45%)

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

State Measures of Academic Learning

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

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

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

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

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

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

Excelling schools, 60% in Progressing and Transition schools, and 70% in Review and Turnaround schools.

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

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

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

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

SPI Progress (all students and subgroups)

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

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

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

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

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

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

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

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

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

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

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

Locally-Determined Measures (Student Learning Objectives)

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

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

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

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

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

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

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

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

- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.

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

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

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

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

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

▪The administrator chooses student learning priorities for her/his own evaluation that are

  (a) aligned to district priorities (unless the school is already doing well against those priorities) and

  (b) aligned with the school improvement plan.

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

▪The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:

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

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

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

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

Arriving at a Student Learning Summative Rating

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

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

Component #4: Teacher Effectiveness Outcomes (5%)

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

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

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

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

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

Summative Administrator Evaluation Rating

Summative Scoring

Every educator will receive one of four performance* ratings:

1. *Exemplary*: Substantially exceeding indicators of performance

2. *Proficient*: Meeting indicators of performance

3. *Developing*: Meeting some indicators of performance but not others

4. *Below standard*: Not meeting indicators of performance

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

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

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

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

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

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

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

Determining Summative Ratings

The rating will be determined using the following steps:

1. Determining a Leader Practice Rating;

2. Determining an Student Outcomes Rating; and

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

Each step is illustrated below:

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

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

Component	Score (1-4)	Weight	Summary Score
Observation of Leadership Practice	2	40	80
Stakeholder Feedback	3	10	30
TOTAL LEADER PRACTICE-RELATED POINTS			**110**

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

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

The outcomes rating is derived from student learning – student performance and progress on academic learning measures in the state's accountability system (SPI) and student learning objectives – and teacher effectiveness outcomes. As shown in the **Summative Rating Form**, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table page 76.

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

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

C. OVERALL: Leader Practice + Student Outcomes

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

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

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

Adjustment of Summative Rating:

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

Definition of Effectiveness and Ineffectiveness

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

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

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

Dispute-Resolution Process

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

Appendix 1

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

Section 2.9: Flexibility Components

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

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

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

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

2. A minimum of one non-standardized indicator.

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

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

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

Section 2.10: Data Management Protocols

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

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

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

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

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

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

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

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

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

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

Appendix 2

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

Dispute-Resolution Process

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

Rating System

2.1: 4-Level Matrix Rating System

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

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

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

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45% Student Growth Component

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

  a. For the 2015-16 academic year, the required use of state test data is suspended, pending USED approval, pursuant to PEAC's flexibility recommendation on January 29, 2014 and the State Board of Education's action on February 6, 2014.

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

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

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

b. A minimum of one non-standardized indicator.

c. standardized indicator.