

# CANTERBURY PUBLIC SCHOOLS

## Educator Evaluation And Support Plan

State Approved \_\_\_\_\_

Revised May 2015

## Mission Statement

In collaboration with our community, the Canterbury Public Schools will develop, foster, and cultivate all students to their highest potential, through rigorous academics within a safe, nurturing and respectful environment.

## Vision

We seek to create a vibrant learning environment for all students that:

- ✓ Celebrates self-discovery in all domains of the child
- ✓ Promotes a lifelong habits of excellence, including critical thinking and creativity
- ✓ Prepares all children for school and career and provides tools they need for a productive life
- ✓ Makes a strong connections between school, family and community
- ✓ Reflex educators who are patient knowledgeable and understanding about the diverse learning needs of all students
- ✓ Integrates assessment for learning with a design and does every of high quality instruction
- ✓ Utilizes digital resources for learning that incorporate 21<sup>st</sup> century educational tools
- ✓ Values the contributions of staff that all levels in a work environment where they are supported in empowered

# Canterbury Educator Evaluation and Support Plan

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## Canterbury Educator Evaluation and Support Plan

### OVERVIEW

Canterbury is a public school district which is committed to continuous school improvement. It's restructured Professional Learning and Evaluation Committee, consisting of school district leaders representing the school administration and also the professional staff, has proposed this program as a response to recently enacted legislation by the Connecticut General Assembly in June, 2012. On February 6, 2014 the State Board of Education considered and adopted flexibility guidelines for Educator Evaluation. This latest revisions are reflected in this revised plan.

Canterbury's Educator Evaluation and Support Plan been designed to create pathways for the continuous learning and advancement of educational professionals throughout their careers. The Plan components are aligned with the Core Requirements of the Connecticut Guidelines for Educator Evaluation (adopted by the State Board of Education in June 2012). Canterbury's Educator Evaluation and Support Plan represents our commitment to incorporating current, high-quality research in the creation of professional learning opportunities, fostering best practices in teacher supervision and evaluation, and improving student learning through effective curriculum, instruction, and assessment practices, in our classrooms, schools and programs. As such, the Program: a) addresses the elements of CT's Core Requirements for Teacher and Administrator Evaluation; b) is aligned with our schools' missions and values; and c) meets the educational needs of the students in our schools.

The original plan was developed in 2012-2013 by Canterbury's newly restructured Professional Learning and Evaluation Committee. It was presented to the Canterbury Board of Education at its regularly scheduled meeting on April 9, 2013 and the Board unanimously voted to authorize the submission of the draft of the district's proposed plan to the Connecticut State Department of Education for its approval. Furthermore, the plan was revised on October 15, 2013 and Canterbury Board of Education approved it on October 22, 2013. Moreover, the newly adopted flexibility options of February 6, 2014 have been incorporated into the revised plan of February 10, 2014 and was Board of Education approved on March 11, 2014. Student support specialist revisions were added to this plan. Final revisions of the 2014-15 plan were completed by May 30, 2014 and submitted to the state for approval. The state requested revisions and they were submitted in August 2014. Canterbury BOE approval followed. **The same process was followed for school year 2015-2016.**

## Canterbury Educator Evaluation and Support Plan

### ***CORE VALUES AND BELIEFS ABOUT PROFESSIONAL LEARNING***

Canterbury's Educator Evaluation and Support Plan establishes high standards for the performance of teachers and administrators that ultimately lead to and are evidenced by improved student learning. Professional standards, including *Connecticut's Common Core of Teaching (2010)*, which clearly establish high expectations for learning for all children, *Connecticut's Common Core of Leading-Connecticut School Leadership Standards (2012)*, which define effective teaching practices throughout the career continuum of teachers, the *Standards for Professional Learning (2012)*, and national standards for educational specialists provide the foundation for Canterbury's Educator Evaluation and Support Plan.

We acknowledge that enhanced student learning and high achievement that transfers to enrichment of future learning, career and personal experiences later in life is built by the collaborative, interdependent work of teachers and administrators, students and families, and school districts and the communities they serve. Therefore, our Program seeks to create a professional culture in our educational programs that is grounded in the following beliefs:

#### ***We believe that:***

- An effective teaching and learning system must reflect and be grounded in the vision and core values of the district and its schools.
- An effective teaching and learning system creates coherence among the functions of supervision and evaluation of professional practice, professional learning and support, and curriculum and assessment development.
- A comprehensive evaluation process includes:
  - on-going inquiry into and reflection on practice;
  - goal-setting aligned with expectations for student learning;
  - information gathered from multiple sources of evidence;
  - analysis of data from multiple sources of evidence;
  - support structures for feedback, assistance, and professional collaboration;
  - research-based professional learning opportunities aligned with the needs of teachers.

## Canterbury Educator Evaluation and Support Plan

- An effective teaching and learning system that increases educator effectiveness and student outcomes is standards-based, promotes and is sustained by a culture of collaboration and knowledge-sharing.

### ***PHILOSOPHY OF PROFESSIONAL EVALUATION***

The purpose of educator evaluation is to improve student achievement through effective instruction and support for student and educator learning. A variety of factors support the improvement of learning and instruction. The Canterbury Educator Evaluation and Support Plan addresses all these factors systemically. It is a comprehensive system that is based on clearly defined expectations that consist of domains of skills, knowledge, and disposition articulated in the *Common Core of Teaching (2010)* for teacher evaluation, the *Common Core of Leading-Connecticut's Leadership Standards (2012)* for administrator evaluations well as what current research tells us about the relationship between teaching and learning.

The Educator Evaluation and Support Plan supports the development of educators at all stages of their careers, as it connects professional standards with expectations for student learning, and ongoing evaluation with access to professional learning and support. The Program's teacher observation and evaluation instrument is designed to align with the processes and professional performance profiles outlined in Connecticut's Teacher Education and Mentoring (TEAM) program, which provides differentiated professional learning for all beginning teachers. Such alignment promotes the establishment of common, consistent vocabulary and understandings about teacher practice at all levels, among administrators and teachers, throughout the district.

Canterbury's professional evaluation program takes into account school improvement goal(s), curricular goal(s), student learning goal(s), and evidence of educators' contributions to the school as a whole. Performance expectations within our Plan also include those responsibilities that we believe to be the key in promoting a positive school climate and the development of a professional learning community.

## Canterbury Educator Evaluation and Support Plan

### *EDUCATOR EVALUATION AND SUPPORT PLAN GOAL(S)*

#### **1. Professionalize the Profession**

- Document and share educators' best practices that result in meaningful advancement of student learning.
- Enhance expert knowledge and collective efficacy in the field.
- Create new opportunities for educators to collaborate and develop leadership skills in their schools and disciplines.
- Recognize excellence in teaching, administration, and exemplary contributions to Canterbury schools and programs.
- Ensure that only high quality professionals are selected for tenure in Canterbury schools and programs.

#### **2. Improve the quality and focus of observation and evaluation**

- Establish collaborative examinations of instructional practice among administrators and teachers to develop shared understanding of the strengths and challenges within our schools and programs to improve student learning.
- Define and clarify criteria for evaluation and measurement of student learning, using research-based models for evaluation.
- Establish multiple measures to assess professional practice, such as: teacher portfolios; teacher-designed objectives, benchmarks, and assessments of student learning; teacher contributions to school/district level research on student learning and professional resources; mentoring and peer assistance; achievement of learning objectives for student growth, as measured by appropriate standardized assessments, where applicable, or other national or locally-developed curriculum benchmarks and expectations for student learning.

#### **3. Support organizational improvement through the Educator Evaluation and Support Plan.**

- Align district- and school-level professional learning opportunities with the collective and individual needs of educators, based on data acquired through professional learning goal plans and observations of professional practice.
- Provide educators with multiple opportunities to pursue professional learning.
- Integrate Canterbury's resources to support and provide professional learning opportunities.
- Create formal and informal opportunities for educators to share professional learning with colleagues.

## Canterbury Educator Evaluation and Support Plan

### ***ROLES AND RESPONSIBILITIES FOR EDUCATOR EVALUATION AND SUPPORT PLAN***

#### **Definition of Teacher and Evaluator**

Evaluator, as used in this document, refers to all individuals (including school and district administrators) whose job responsibilities include supervision and evaluation of teachers.

Teacher, as used in this document, shall mean all certified staff below the rank of administrator.

#### **Superintendent of School's Role in the Evaluation Process**

- Arbitrate disputes.
- Allocate and provide funds or resources to implement the plan.
- Serve as liaison between Canterbury's Board of Education and the evaluation process.
- The Superintendent will be responsible for ensuring that the Educator Evaluation and Support Plan receives information regarding school and program improvement and individual professional growth goal(s) for use in planning staff development programs.

#### **Responsibility for Evaluations**

Administrators will be responsible for evaluations, including, but not limited to, personnel in the following categories:

All teachers as defined by statute.

#### **Superintendent of Schools**

Canterbury's administrators (Principals and Director of Pupil Services)

#### **Roles and Responsibilities of Evaluators and Teachers**

The primary purpose of educator evaluation is to strengthen individual and collective practices to improve student growth. Therefore, evaluators and teachers share responsibilities for the following:

- The Common Core of Teaching (CCT) Rubric for Effective Teaching.
- The review and understanding of Connecticut's Common Core of Learning (CCL) and the Leadership Practice Rubric.
- The review and familiarity with applicable portions of Connecticut's Common Core State Standards, Connecticut's Frameworks of K-12 Curricular Goal(s) and Standards, CMT/CAPT Assessments (Smarter Balanced Assessments), as well as locally-developed curriculum standards.
- Adherence to established timelines.
- Completion of required components in a timely and appropriate manner.
- Sharing of professional resources and new learning about professional practice.

## Canterbury Educator Evaluation and Support Plan

### **Evaluator Roles**

- Review of and familiarity with teachers' previous evaluations.
- Participation in collaborative conferences with teachers.
- Assistance with assessment of goal(s), student learning indicators, learning activities developed and implemented by teachers, and outcomes.
- Analysis and assessment of performance, making recommendations as appropriate.
- Clarification of questions, identification of resources, facilitation of peer assistance and other support as needed.

### **Teacher Roles**

- Reflection on previous feedback from evaluations.
- Engagement in inquiry-based professional learning opportunities.
- Participation in collaborative conferences with evaluator.
- Development, implementation, and self-assessment of goal(s), student learning indicators, learning activities, and outcomes.
- Request clarification of questions or assistance with identification of professional resources and/or peer assistance

## ***IMPLEMENTATION OF EDUCATOR EVALUATION AND SUPPORT PLAN***

### **Training and Orientation of Teachers and Administrators**

Prior to the start of the 2015-2016 and no later than October 30<sup>th</sup> of the 2015-2016 school year, the district will provide to all educators several orientation and update training sessions (through in-service sessions, target group sessions and individual conferences) that explain the processes for professional learning planning, protocol for evaluation and observation (including timelines and rubrics), and documents that will be used by all staff.

Teachers and administrators will have access on the Teacher Drive to the Educator Evaluation and Support Plans and will engage in training to ensure that they understand the elements and procedures of the Program, processes and documents. Teachers and administrators new to Canterbury will be provided training as soon as is possible after their official start date. This training will take place upon employment or prior to the beginning of the school year with members of Canterbury's administration.

## Canterbury Educator Evaluation and Support Plan

### **New Educator Support and Induction**

In the interest of supporting all educators in the implementation of the Plan, each Canterbury site will offer localized support to staff members new to the district or building. A variety of general topics will be addressed, including:

- School philosophy and goal(s)
- Policies and procedures
- Assignments and responsibilities
- Facility and staffing
- Curriculum and instructional support
- Resources for professional learning
- Schedules and routines
- Support services

In addition, periodic meetings with school personnel will focus on domains of the Common Core of Teaching, Common Core of Leading, Common Core Standards in English and Language Arts, Mathematics, and the Content Areas, discipline policies, stakeholder communication, effective collaboration, classroom interventions, special education, evaluation and professional responsibilities.

### **Evaluator Orientation and Support**

In order to facilitate the evaluation process and promote student growth it is essential to understand Canterbury's Educator Evaluation and Support Plan's features, Connecticut's Common Core of Teaching (CCT), Common Core of Leading (CCL), Common Core State Standards, Standards for Professional Learning, and the components of professional evaluation and observation. To that end, evaluators will be provided with on-going training and support in the use and application of Canterbury's Evaluation Program. Evaluators will review Plan elements and procedures prior to the beginning of each school year and at other appropriate intervals, to be determined. Plans for staff training will be coordinated annually by the administration of the Canterbury Public Schools.

### **Resources for Program Implementation**

Funds to provide material and training as well as time for professional learning opportunities and collaboration necessary to support the successful achievement of the teachers' goal(s), objectives and implementation of the Evaluation Program will be allocated annually and determined on a program by program basis.

## Canterbury Educator Evaluation and Support Plan

### *DISPUTE RESOLUTION*

The purpose of the resolution process is to secure at the lowest possible administrative level, equitable solutions for disagreements which from time to time may arise related to the evaluation process. The right of appeal is a necessary component of the evaluation process and is available to every participant at any point in the evaluation process. As our evaluation system is designed to ensure continuous, constructive and cooperative processes among professional educators, most disagreements are expected to be worked out informally between evaluators and teachers.

The resolution process may be implemented when there is a question as to whether or not:

1. evaluation procedures and/or guidelines have been appropriately followed;
2. adequate data has been gathered to support fair and accurate decisions.

The resolution process shall be conducted in accordance with the law governing confidentiality.

#### **Procedures**

**NOTE:** The teacher shall be entitled to Collective Bargaining representation at all levels of the process.

1. Within three days of articulating the dispute in writing, the teacher will meet and discuss the matter with the evaluator with the object of resolving the matter informally.
2. If there has been no resolution, the teacher shall meet with the dispute resolution panel which will be made up of the superintendent, teacher union president (or one co-president) and a neutral third person selected jointly by the superintendent and teacher union president ( or one co-president) Should the resolution process not result in resolution of the issue in question, the determination regarding that issue will be made by the superintendent.

#### **Time Limits**

1. Since it is important that appeals be processed as rapidly as possible, the number of days shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean school days.
3. If an teacher does not initiate the dispute procedure within 5 days of acknowledged receipt of evaluation materials, the teacher shall be considered to have waived the right of appeal.

Failure of the teacher at any level to appeal to the next level within the specified time shall be deemed to be acceptance of the decision rendered at that level.

## **EDUCATOR EVALUATION PLANS**

### **TEACHER EVALUATION PLAN**

#### ***OVERVIEW***

Canterbury's Educator Evaluation and Support Plan supports an environment in which educators have the opportunity to develop teaching practices that positively affect student learning.

To help foster such an environment, we have created the Educator Evaluation and Support Plan as a district-wide system that provides multiple opportunities and options for teachers to engage in individual and collaborative activities in which they collect, analyze, and respond to data about student learning, within and among Canterbury's schools and programs. Teachers and administrators are expected to provide evidence related to the effectiveness of instructional practices and their impact on student learning. Teachers and administrators are also expected to take an active role in a cycle of inquiry into their practice, development, implementation and analysis of strategies employed to advance student growth, and reflection on effectiveness of their practice. The Program includes an additional component, Professional Assistance and Support System (PASS), for those teachers and administrators in need of additional support to meet performance expectations.

#### **Standards and Indicators of Teaching Practice**

The expectations for teacher practice in Canterbury's Educator Evaluation and Support Plan are defined using the 4 domains and their indicators of the Common Core of Teaching (CCT, 2010). The *CCT Rubric for Effective Teaching*, and the **CCT Rubric for Effective Teaching – Student and Educator Support Specialists**, the tools used for observing and assessing teacher practice in the domains, reflects the spirit and specifics of the CCT, articulates components of teaching, and establishes designations of levels of practice, including: *Below Standard; Developing; Proficient; Exemplary*.

#### **Core Requirements of the Evaluation Program**

Canterbury's Educator Evaluation and Support Plan is aligned with the Core Requirements of the State Board-approved Guidelines for Educator Evaluation, as provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by Sec. 51 of P.A. 12-116. The following is a description of the processes and components of Canterbury's program for teacher evaluation, through which the Core Requirements of the Guidelines shall be met.

**PROCESS AND TIMELINE OF TEACHER EVALUATION**

The annual evaluation process for a teacher will at least include, but not be limited to, the following steps, in order:

**1. Orientation ( by October 30):**

- To begin the annual evaluation process, evaluators meet with teachers, in groups and/or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will review and discuss the following:
  1. The *CCT Rubric for Effective Teaching*.
  2. administrator, school, and district priorities that should be reflected in teacher performance and practice goal(s).
  3. development of SMART goal(s) related to student outcomes and achievement.
  4. data regarding whole-school indicators of student learning.
  5. self-assessment processes and purposes.
  6. data collection, including types of data and processes for collection and analysis.
  7. Assuming funds are available, it is the intent of the district to access and use an online evaluation system to assist in the evaluation process.

Evaluators and teachers will establish a schedule for collaboration required by the evaluation process.

**2. Goal-setting – submitted to evaluator by October 15 but no later than Oct. 30<sup>th</sup>:**

- *Teacher Reflection*—Prior to the goal setting conference, the teacher will examine data related to current students’ performance (including, but not limited to: standardized tests, portfolios and other samples of student work appropriate to teacher’s content area, etc.), the prior year’s evaluation and survey results, previous professional learning goal(s), and the *CCT Rubric for Effective Teaching*. The teacher will draft the following goal(s):
  - a) **1 - 3 mutually agreed upon SMART Goal(s)** to address student learning and achievement objectives, which will comprise 45% of a teacher’s summative evaluation. 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) **a performance and practice goal (40%)**, based on student performance data, whole-school climate or learning data, teacher reflection and previous year’s evaluator observations and review of the *CCT Rubric for Effective Teaching*;

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- c) a **goal aligned with a whole-school goal (10%)** determined by the school administrator based on data from **parent feedback**; and
- d) a **goal based on whole school indicators of student learning (5%)** will be utilized when a statewide student performance assessment is developed by the State Department of Education to create a school wide rating, such as the School Performance Indicator (SPI).

\* First-year beginning teachers may find it helpful to reflect on their practice goal(s) with their mentor teachers, using the TEAM program's Module Resources and Performance Profiles, to determine a baseline for establishing goal(s).

- *Goal-setting conference* – No later than November 15 of the school year the evaluator and teacher will meet to discuss the teacher's proposed goal(s) in order to arrive at mutual agreement about them. The goal(s) for the year must be informed by data and evidence collected by the teacher and evaluator about the teacher's practice. The evaluator collects evidence about teacher practice to support the review and may request revisions to the proposed goal(s) and objectives if they do not meet approval criteria.

*Examples of baseline data and evidence that may be included in creating and achieving the goals:*

<ul style="list-style-type: none"><li>• Lesson Plans</li><li>• Formative Assessment Data</li><li>• Summative Assessment Data</li><li>• Student Work</li><li>• Parent Communication</li><li>• Data Team Minutes</li><li>• Survey Data</li></ul>	<ul style="list-style-type: none"><li>• Class List</li><li>• Standardized and Non-Standardized Data (based on the teacher's class)</li><li>• School-Level Data</li><li>• CCT Rubric for Effective Teaching</li></ul>
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\* Teacher's may choose to continue goals for multiple years, however, annual measurement as mutually agreed upon at the goal setting conference is required to be included in the yearly rating.

- **Observations of practice (by November 30, February 28, and April 30)**  
Evaluators will observe teacher practice in formal and informal in-class observations and non-classroom reviews of practice throughout the school year, with frequency based on the year of implementation of the plan and the teacher's summative evaluation rating (see Observation Cycle on p. 29)

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- **Evidence collection and review (throughout school year):**

The teacher collects evidence about his/her practice and student learning that is relevant to the agreed-upon professional goal(s). Artifacts must be uploaded to the district computerized platform. **A lesson plan, using the district provided template, is required as an artifact for formal observations.** The evaluator also collects evidence about teacher practice for discussion in the mid-year conference and summative review.

- **Mid-Year Conference - Finalization of Goals (by February 28) :**

- a. The evaluator and teacher will hold at least one conference near the mid-point of the evaluation cycle. The discussion should focus on processes and progress toward meeting the goal(s) and developing one's practice. Both the teacher and the evaluator will bring evidence about practice and student learning data to review. The teacher and evaluator will discuss the cause and effect relationship of practice to student learning data, i.e. – how practice positively impacts student learning. During the conference, both the teacher and evaluator will make connections between the 40% and the 45% components of the evaluation program. If necessary, teachers and evaluators may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of their SMART goal(s) to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

- 2. End-of-year summative review (includes self-assessment, and end of year conference - ):**

- a. *Teacher self-assessment* – (submitted via My Learning Plan 5 school days prior to the end-of-year conference). The teacher reviews and reflects on all information and data collected during the year related to the goal(s) and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development, referencing the *CCT Rubric for Effective Teaching* and established in the goal-setting conference. *The self-assessment* should address all components of the evaluation plan and include what the teacher learned throughout the year supported by evidence and personal reflection. The self-assessment should also include a statement that identifies a possible future direction that is related to the year's outcomes.
- b. *End-of-year conference* - (no later than 5 school days prior to the end of the school year) - The evaluator and the teacher meet to discuss all evidence

## Canterbury Educator Evaluation and Support Plan

collected to date. The teacher and evaluator will discuss the extent to which students met their SMART goal(s) and how the teacher's performance and practice focus contributed to student outcomes and professional growth. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.

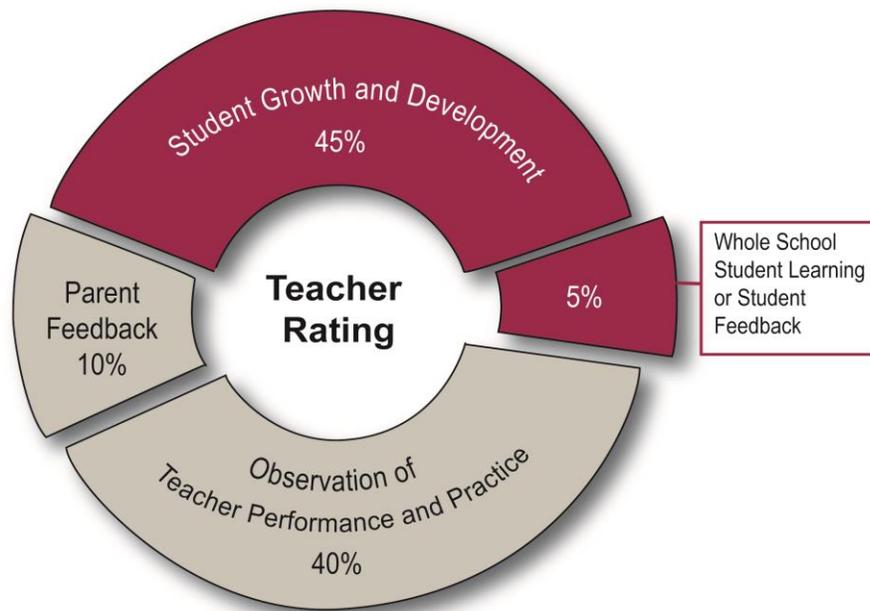
- c. *Summative Rating (by the end of the school year)* —The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating using the summative rating matrix.

**(Explanation of Summative Ratings begins on page 33)**

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### COMPONENTS OF TEACHER EVALUATION AND RATING

The Core Requirements of the CT Guidelines for Teacher Evaluation require that districts weight the components of teacher's annual summative evaluations and ratings as follows:



### CATEGORY 1: STUDENT OUTCOMES AND ACHIEVEMENT (45%)

Forty-five percent (45%) of a teacher's evaluation will be based on achievement of student learning outcomes defined by teacher-created SMART Goal(s) that is aligned with both standardized and non-standardized measures. Teachers are required to develop **one to three SMART goal(s)** related to student growth and development.

- *SMART GOAL based on Standardized indicators (comprises 22.5% of teacher's evaluation rating).*
  - Teachers will establish 1 – 3 SMART goal(s) based on student learning needs and measurable targets revealed in aggregate data from state tests or other standardized assessments where available
- *SMART goal based on Non-standardized indicators (comprises 22.5% of teachers evaluation rating):* Sources for the development of SMART goal(s) based on non-standardized indicators may include:
  - Benchmark assessments of student achievement of school-wide Expectations for Student Learning, measured by analytic rubrics.
  - Other curricular benchmark assessments.

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- Student portfolios of examples of work in content areas, collected over time and reviewed annually.
- SMART goal(s) for all personnel must demonstrate alignment with school-wide student achievement priorities

### ***Goal Setting***

Canterbury teachers' SMART goal(s) address the learning needs of their students and are aligned to the teacher's assignment. The student outcome related indicators will be written to meet SMART goal criteria, i.e. Specific, Measurable, Attainable, Relevant, and Time-Bound. Teachers will write 1 - 3 SMART goal(s) that will address targeted areas for student growth and/or achievement.

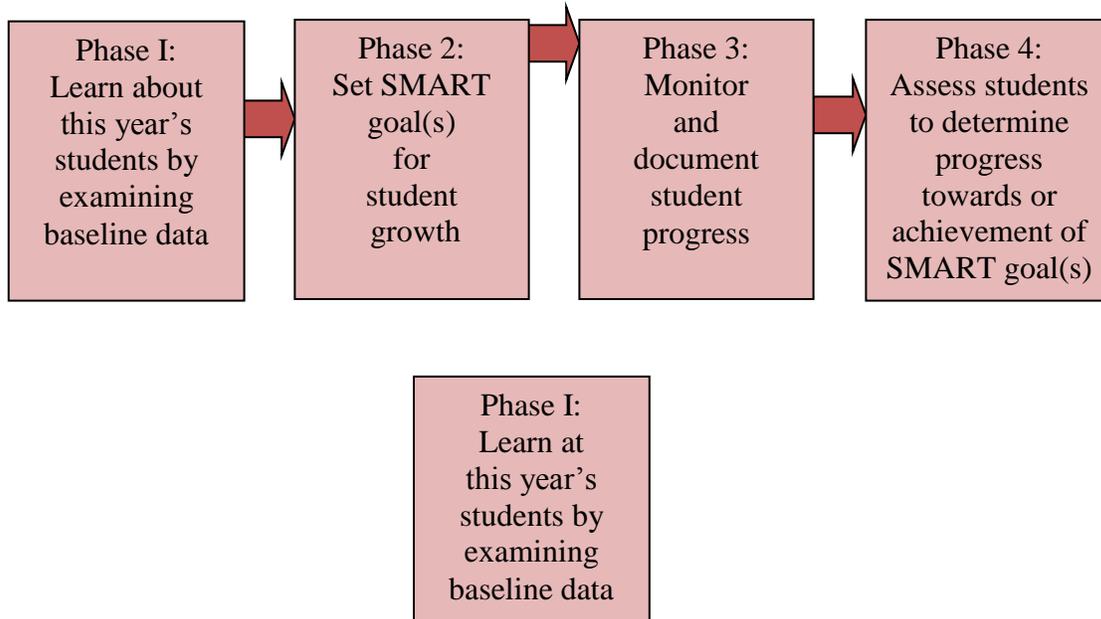
Each SMART goal will:

1. take into account the academic record and social, emotional, and behavioral needs and strengths of the students that teacher is teaching that year/semester.
2. address the most important purposes of a teacher's assignment through self-reflection.
3. align with school, district, and state student achievement objectives.
4. take into account students' learning needs vis-à-vis relevant baseline data.
5. be aligned to state and national curriculum standards/frameworks.
6. be mutually agreed upon by teacher and their evaluator.
7. be fair, valid, reliable and useful to the greatest extent possible.

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### *SMART Goal(s) and Student Progress*

The following diagram illustrates the processes involved in establishing and assessing SMART goal(s) for student learning.



To write meaningful and relevant SMART goal(s) that align to their teaching assignment and result from a thorough knowledge of their students, data analysis is required.

Examples of data that teachers will be required to analyze are:

- Student outcome data (academic)
- Behavior data (absences, referrals)
- Perceptual data (learning styles, results from interest inventories, anecdotal, etc.)

Teachers must learn as much as they can about the students they teach, be able to document baseline data that they have used to determine their instructional focus and be able to write SMART goal(s) on which they will, in part, be evaluated.

Analysis of these initial pieces of data on incoming students for the year should be completed by mid-September of the academic year.

## Canterbury Educator Evaluation and Support Plan

Phase 2:  
Set SMART goal(s)  
for  
student  
growth

Each teacher will write 1 - 3 SMART goal(s). All teachers will develop their 1 - 3 SMART goal(s) based on non-standardized assessment or a standardized assessment where available and appropriate.

Each SMART goal should make clear:

1. what evidence was or will be examined.
2. what level of performance is targeted.
3. strategies used to help students to reach learning targets.
4. what assessment(s)/indicator(s) will be used to measure the targeted level of performance.
5. what proportion of students is projected to achieve the targeted performance level.

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

Teachers will submit their SMART goal(s) to their evaluator for review and approval. The review and approval process of the SMART goal will take place during the Goal-Setting conference but no later than Nov. 15. Evaluators will review and approve the SMART goal(s) based on the following criteria, to ensure they are as fair, reliable, valid, and useful to the greatest possible extent:

- **Priority of Content**:- SMART goal is deeply relevant to teacher's assignment and addresses the most important purposes of that assignment.
- **Rigor of SMART goal**: SMART goal is attainable, but ambitious, and represents at least one year's student growth (or appropriate growth for a shorter interval of instruction).
- **Analysis of Student Outcome Data**: SMART goal provides specific, measurable evidence of student outcome data through analysis by the teacher and demonstrates knowledge about students' growth and development.

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Phase 3:  
Monitor and  
document  
student  
progress

Once SMART goal(s) are approved, teachers must monitor students' progress toward achieving student learning SMART goal(s).

Teachers may monitor and document student progress through:

- Examination of student work.
- Administration of periodic formative assessments .
- Tracking of students' accomplishments and challenges.

Teachers may choose to share their findings from formative assessments with colleagues during collaborative time. They may also wish to keep their evaluator apprised of progress. Artifacts related to the teacher's monitoring practices can be reviewed and discussed during the Mid-Year Conference.

### **Mid-Year Conferences (Finalization of goals):**

Evaluators and teachers will review progress toward the SMART goal(s) at least once during the school year, using available information and data collected on student progress. This review may result in revisions to the instructional strategies or approaches teachers use. Teachers and evaluators may mutually agree to mid-year adjustments to SMART goal(s) for the purpose of accommodating significant changes in student population or teaching assignment. The Mid-Year Conference will take place by February 28 of the academic year.

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Phase 4:  
Assess students to  
determine progress  
towards or  
achievement of  
SMART goal(s)

### End-of-year review of SMART goal(s)/ Student Outcomes and Achievement:

*End of Year Conference* – The teacher shall collect evidence of student progress toward meeting the student learning goal(s)/objectives. This evidence will reflect student progress toward meeting SMART goal(s) for learning. The evidence will be submitted to the evaluator, and the teacher and evaluator will discuss the extent to which the students met the learning goal(s)/objectives. Following the conference, the evaluator will rate the extent of student progress toward meeting the student learning goal(s)/objectives, based on criteria for the 4 performance level designations shown in the table below. If state test data may have a significant impact on a final rating, a final rating may be revised before August 30 when state test data should become available.

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

<b>Exceeded (4)</b>	Exceeded SMART goal(s)
<b>Met (3)</b>	Met the SMART goal(s).
<b>Partially Met (2)</b>	Did not meet the SMART goal(s) by 10% margin.
<b>Did Not Meet (1)</b>	Did not meet the SMART goal(s) by more than 10% .

To arrive at a rating for each SMART goal, the evaluator will review the results from data collected as a body of evidence regarding the accomplishment of the goal and score the achievement of the SMART goal(s) holistically.

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The final rating for Category 1: Student Outcomes and Achievement rating for a teacher is the total of their 1-3 -SMART goal scores. For example, if one SMART goal was Partially Met, for 2 points, and the other SMART goal was Met, for 3 points, the student growth and development rating would be 2.5  $[(2+3)/2]$ . The individual SMART goal ratings and final Student Outcomes and Achievement rating will be shared and discussed with teachers during the End-of-Year Conference.

NOTE: For SMART goal(s) that include an assessment based on state standardized tests, results may not be available in time to score the SMART goal prior to the June 30 deadline. If this is the case, the teacher's student growth and development rating will be based only on the results of the SMART goal that is based on non-standardized indicators.

### *Training for Teachers and Evaluators*

Specific training will be provided to develop evaluators' and teachers' data literacy and creation of their SMART goal(s) by which teachers will be evaluated. A day training session will support and/or enhance the abilities and skills of each teacher to communicate their goal(s) for student learning outcomes and achievement. The content of the training will include, but not be limited to:

### *SMART Goal Criteria: Specific, Measurable, Attainable, Relevant, Time-Bound*

- Data Literacy as it relates to: Analyzing and Interpreting Assessment Data, Understanding Root Cause, and Decision-Making based on Inferences
- Quality of measures and indicators used to determine student growth
- Alignment of SMART goal(s) to school and/or district goal(s)
- Writing plans that articulate the strategies and progress monitoring tools teachers will implement to achieve their SMART goal(s)

All teachers and evaluators will be required to attend this training to ensure a standardized approach to the documentation of student learning outcomes and achievement. Should additional training be needed, it will be decided on a case-by-case basis at the school or individual level.

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### **CATEGORY 2: TEACHER PERFORMANCE AND PRACTICE (40%)**

Forty percent (40%) of a teacher's evaluation will be based on observation of teacher practice and performance, using the *CCT Rubric for Effective Teaching*.

#### **Connecticut's Common Core of Teaching**

The observation instrument for Canterbury's Educator Evaluation and Support Plan, has been based on Connecticut's Common Core of Teaching (CCT) and reflects the content of its domains and indicators. The CCT has defined for Connecticut's educators key aspects of effective teaching, correlated with student learning and achievement, that have been evidenced in professional literature.

The *CCT Rubric for Effective Teaching*, which observers will use in conducting teacher observations and reviews of practice, was developed by teams of educators (including teachers, building-level administrators, central office administrators, and professional staff developers), who reviewed the domains and indicators that comprise the CCT, relevant research on effective instructional practices that improve student learning and achievement, and other models for observation of professional teaching practice (Danielson, 2011; Marshall, 2011; Marzano, et al., 2011 ). The *CCT Rubric for Effective Teaching* represents a distillation of each of these resources to essential elements, crucial to effective practice, that can be observed and applied in appraisals of teachers.

The *CCT Rubric for Effective Teaching* addresses several principles that are essential components of effective teacher performance and practice. These principles are explicitly embedded in the *CCT Rubric for Effective Teaching* as observable practices, and teachers and evaluators are required to reflect on these practices during pre- and post-observation conferences and self-evaluations. The overarching principles of the *CCT Rubric for Effective Teaching* are:

- *Diversity* as enrichment of educational opportunities for all students;
- *Differentiation* as a necessity for success and equal opportunities for all students;
- *Purposeful use of technology* as a pathway to access learning for all students;
- *Collaboration* as essential to producing high levels of learning for all students;
- *Data collection and analysis* as essential to informing effective planning, instruction, and assessment practices that enhance student learning;
- *Professional learning* as integral to improved student outcomes.

Key attributes of teacher performance and practice outlined in the CCT are reflected in the descriptors of the Indicators within the *CCT Rubric for Effective Teaching*, so that evaluators

## Canterbury Educator Evaluation and Support Plan

and teachers may understand how these attributes apply in practice, observations, and evaluation. Teacher lesson plans and associated documentation, pre-observation, post-observation, and teacher self-reflection forms and related conversations, as well as non-classroom reviews of practice, such as communication with families, collaboration with colleagues, participation in data teams, professional learning presentations by faculty members, participation in mentoring, instructional rounds, PPTs and action research, all provide rich data related to the CCT standards and the effectiveness of teachers' performance and practice.

In employing the CCT as its foundation, the *CCT Rubric for Effective Teaching* maintains consistency with Connecticut's TEAM program of mentorship and professional development of new teachers. TEAM's Performance Profiles, which also describe attributes of effective teaching practice along a continuum for each of its professional growth modules, apply the CCT indicators as the focus for new teacher reflection on their practice and development of differentiated professional growth plans. The *CCT Rubric for Effective Teaching* and TEAM both rely on rich professional discussion about and reflection on professional practice to advance teacher effectiveness and student learning. Therefore, consistency between these two programs makes it possible for all educators to acquire common understandings and language about teaching and learning, with the intent of enriching collaboration, communication, and community to pave the way for school improvement and success for all students.

### ***Teacher Goal Setting for Performance and Practice***

In preparation for instructional planning and Goal-Setting Conferences with evaluators, teachers will analyze their student data and use the *CCT Rubric for Effective Teaching* to reflect on their own practices and their impact on student performance. Based on that reflection, teachers will develop a performance and practice goal to guide their own professional learning and improvements in practice that will ultimately promote student growth and achievement of student outcome goal(s). Teacher practice goal(s) will not be evaluated, but should result in improvements in teacher knowledge and skills which will be evidenced in observations of teacher performance and practice.

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### ***Data Gathering Process***

Canterbury evaluators will use the *CCT Rubric for Effective Teaching* to guide data collection from three sources: teacher conferences, classroom observations and reviews of practice.

Over the course of the school year, evaluators will gather evidence for all Indicators and Domains of the *CCT Rubric for Effective Teaching* which will allow teachers to demonstrate: the context for their work; their ability to improve student learning and performance; their ability to engage in reflective practice to improve their own knowledge and skills; how they exercise leadership skills within their classrooms, schools and district.

### ***Observation of Teacher Practice***

Observations, both formal and informal, provide valuable information to all professional staff about instructional practice. Data collected through observations allow school leaders to understand more about the nature of learning and instruction in our schools, and feedback from observation provides individual teachers with insights regarding the impact of their management, planning, instruction, and assessment practices on student growth. Annually, administrators will engage in professional learning opportunities, including online options and collaborative sessions that will develop their skills in effective observation, providing meaningful, useful feedback, and engaging in productive professional conversations with teachers.

**Canterbury Educator Evaluation and Support Plan**

**Data-Informed Observation of Teacher Performance and Practice (40%)**

<b>SOURCES OF DATA</b>	<b>EXAMPLES OF DATA</b>	<b>IMPORTANCE OF DATA</b>
Conferences	<p>Data related to all domains</p> <ul style="list-style-type: none"> <li>• Conversation,(meeting minutes) and artifacts that reveal the teacher has an understanding of, content, students, strategies, and use of data (screen shots of classwork)</li> <li>• Teacher’s use of data to inform instruction, analyze student performance and set appropriate learning goal(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Provides opportunities for teachers to demonstrate cause and effect thinking.</li> <li>• Provides opportunities for evaluator learning in content; systems effectiveness; priorities for professional learning</li> <li>• Provides context for observations and evaluation</li> </ul>
In-class observations	<p>Data related to Domains 1-3</p> <ul style="list-style-type: none"> <li>• Teacher-student, student, student-student conversations, interactions, activities related to learning goal(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Provides evidence of teacher’s ability to improve student learning and promote growth</li> </ul>
Non-classroom reviews of practice	<p>Data related to Domain 4</p> <ol style="list-style-type: none"> <li>1. Teacher reflection, as evidenced in pre- and post-conference data.</li> <li>2. Engagement in professional development opportunities, involvement in action research.</li> <li>3. Collaboration with colleagues</li> <li>4. Teacher-family interactions</li> <li>5. Ethical decisions</li> </ol>	<ul style="list-style-type: none"> <li>• Provides evidence of teacher as learner, as reflective practitioner and teacher as leader.</li> </ul>

Evaluators and other instructional leaders use a combination of formal and informal, announced and unannounced observations to:

1. Gather evidence of and facilitate professional conversation regarding the quality of teacher practice;
2. Provide constructive oral and written feedback of observations that is timely and useful for educators;
3. Provide information for the on-going calibration of evaluators and evaluation practices in the district.

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Administrators may differentiate the number of observations based on experience, needs and goal(s) of individual teachers.

In addition to formal conferences for goal-setting and performance review and formal observations, informal observations of teachers by evaluators will occur periodically. Observations are for the purpose of helping teachers to gain insights about their professional practice and its impact on student learning. Formal and informal observation of teachers is considered a normal part of the evaluator's job responsibilities. More importantly, observation is essential for establishing a culture of continuous learning for educators and for understanding the nature, scope and quality of student learning in a school as a whole. In addition to in-class observations, non-classroom reviews of practice will be conducted. 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, review of lesson plans or other teaching artifacts. The Educator Evaluation and Support Plan also establishes opportunities for teachers to participate in informal, non-evaluative observations of teacher practice for the following purposes: to enhance awareness of teaching and learning practices in our schools; to create opportunities for problem-based professional learning projects and action research to improve student learning; and to enhance collaboration among teachers and administrators in advancing the vision and mission of their schools.

### **Historical Roll Out**

For school year 2014-2015, the 1/3 of teachers who were formally observed under the new teacher evaluation plan during the 2013-2014 school year shall follow the observation cycle on page 29 according to the assigned summative rating designated at the end of the 2013-2014 school year. All other teachers, who were not on an Intervention Plan during the 2013-2014 school year shall be considered Proficient/Exemplary for the purposes of placement on the observation cycle on page 29 for the 2014-2015 school year.

In order to effectively populate the new three year observation cycle for tenured teachers, the Professional Development Evaluation Committee will determine placement on the three year cycle based on the 2011-2012 and 2012-2013 school year observation cycle placements, change of content area, or movement greater than 2 grade levels.

**During School 2015-2016, all teachers will follow this plan according to their placement on the predetermined observation cycle.**

**Canterbury Educator Evaluation and Support Plan**

***OBSERVATION CYCLE***

<b>PERFORMANCE DESIGNATION</b>	<b>NUMBER OF OBSERVATIONS</b>	<b>CONFERENCING AND FEEDBACK</b>
<b><i>NON-TENURED/ CHANGE IN CONTENT AREA/ 2 OR MORE GRADE LEVEL CHANGE</i></b>	A minimum of 3 in-class formal observations (minimum 20 minutes)	Two must have pre-conferences, all must have post-conferences (within 10 school days) and write-ups (within 30 school days).
	In-class informal observations, review of practice may occur	
<b><i>TEACHERS DESIGNATED BELOW STANDARD OR DEVELOPING</i></b>	A minimum of 3 in-class formal observations (minimum 20 minutes)	Two must have pre-conferences, all must have post-conferences within 10 school days and write ups within 30 school days.
	In-class informal observations/r.o.p. may occur and may be in conjunction with teachers individual plan, if appropriate	
<b><i>TENURED TEACHERS DESIGNATED AS PROFICIENT/ EXEMPLARY</i></b>	During year 1 of a 3 year cycle, there will be 1 in class formal (minimum 20 minutes) observation and 1 review of practice.	In-class observation must have pre and post-conferences within 10 school days and write ups within 30 school days
	During years 2&3 of a 3 year cycle, there will be 2 informal (minimum 10 minutes) in class observations and 1 informal OR review of practice.	Feedback for review of practice will be verbal (within 10 school days) and/or written (within 30 school days).

## Canterbury Educator Evaluation and Support Plan

### *Evaluation Ratings for Performance and Practice*

Evaluation ratings will be assigned at the end of each school year. After gathering and analyzing evidence for all Indicators within each of the Domains 1-4, evaluators will use the *CCT Rubric for Effective Teaching* to initially assign ratings of Below Standard, Developing, Proficient or Exemplary. **Ratings will be made at the Domain level only.**

Once Domain ratings have been assigned, evaluators will use the *Rating Guidelines for Observation of Teacher Performance and Practice* to assign a rating.

Teachers who receive a performance rating of below standard or developing must receive a number of observations appropriate to their individual plan, but no fewer than three formal in-class observations. Two of the three must include a pre-conference all must include a post conference.

<b>Ratings Guidelines for Observation of Teacher Performance and Practice</b>	
<b>Rating</b>	<b>Criteria</b>
<b>Exemplary</b>	Minimum of three exemplary ratings and no ratings below proficient
<b>Proficient</b>	Minimum of three proficient ratings and no rating below standard
<b>Developing</b>	Minimum of 2 proficient rating and not more than one rating below standard
<b>Below Standard</b>	Two or more ratings below standard

## Canterbury Educator Evaluation and Support Plan

### **EVALUATOR TRAINING AND PROFICIENCY**

Formal observations of classroom practice are guided by the Domains and indicators of the *CCT Rubric for Effective Teaching*. Evaluators participate in extensive training and are required to be proficient in the use of the *CCT Rubric for Effective Teaching* for educator evaluation. Training is conducted annually (at a minimum) to ensure consistency, compliance, and high-quality application of the **CCT Rubric** in observations and evaluation. Formal observations include pre- and post-conferences that provide opportunities for deep professional conversations that allow evaluators and teachers to set goal(s), allow administrators to gain insight into the teacher's progress in addressing issues and working toward their goal(s), and share evidence each has gathered during the year.

Any evaluator who has not participated in the initial training and successfully completed proficiency activities will be required to do so. Evaluators will meet periodically to support continued calibration. To ensure consistency and fairness in the evaluation process, all evaluators must meet the proficiency standard prior to conducting teacher observations. Components may include the following:

1. Training that will focus on:
  - using the *CCT Rubric for Effective Teaching* for data collection, analysis and evaluation
  - introducing participants to the online practice and proficiency system.
2. Online practice to be completed independently or as a collaborative learning activity at the school or district level
3. On-line proficiency comprised of two proficiency activities requiring evaluators to demonstrate their ability to: recognize bias; identify evidence from classroom observations, conferences and non-classroom reviews of practice that is appropriate to specific *CCT Rubric for Effective Teaching* Indicators and Domains; gather and analyze a comprehensive set of data to assign appropriate ratings at the Domain level.
4. Follow-up training to:
  - enhance evaluator conferencing and feedback skills
  - debrief on proficiency as needed

## Canterbury Educator Evaluation and Support Plan

All Canterbury evaluators will be required to demonstrate proficiency in the use of the *CCT Rubric for Effective Teaching* for educator evaluation bi-annually. Any evaluator who does not initially demonstrate proficiency will be provided with additional practice and coaching opportunities as needed and will be required to successfully complete online proficiency activities. In the second year of proficiency, evaluators will be required to calibrate their ability to appropriately apply the *CCT Rubric for Effective Teaching* by participating in district update/calibration sessions.

### **CATEGORY 3. PARENT FEEDBACK (10%)**

Ten percent (10%) of a teacher's evaluation shall be based on parent feedback, including data from surveys and may also include focus group data.

Using a validated parent survey, administered on-line and that allows for anonymous responses, Canterbury schools will collect and analyze parent feedback data that will be used for continuous improvement. Surveys will be administered one time per year. The survey data will be used by teachers as baseline data for the following academic year. Analysis of survey data will result in one school-wide goal to which all certified staff will be held accountable.

Once a school-wide parent feedback goal has been determined by the school, teachers will identify the strategies they will implement to achieve the school-wide goal.

### **CATEGORY 4. WHOLE-SCHOOL STUDENT LEARNING INDICATORS (5%)**

Five percent (5%) of a teacher's evaluation shall be based on whole-school student learning indicators or student feedback. The teacher's rating will be represented by the aggregate rating (45%) for multiple student learning indicators established for the administrator's evaluation rating (for example, if the administrator 45% rating = 3, then the teachers he / she supervises will also receive a 3 for their 5% Whole School learning indicator).

When available, Canterbury schools will define and communicate a Whole School Learning Indicator that is based on the school performance index (SPI) to which all certified staff will be held accountable. Certified staff will be asked to articulate in writing how they will, through their instructional practice, contribute to the achievement of the Whole School Learning Indicator.

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

### **SUMMATIVE TEACHER EVALUATION RATING:**

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

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

*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.*

*Exemplary* ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for teachers district-wide or even statewide

*Proficient* ratings represent fully satisfactory performance. It is the rigorous standard expected for experienced teachers.

*Developing* ratings indicate performance that has met a level of proficiency in some indicators but not others. Improvement is necessary and expected.

*Below standard* ratings indicates performance that has been determined to be below proficient on all components or unacceptably low on one or more indicators.

### ***Determining Summative Ratings***

The process for determining summative evaluation ratings has three steps: (a) determining a teacher practice rating, (b) determining a teacher outcomes rating and (c) combining the two into an overall rating.

## Canterbury Educator Evaluation and Support Plan

### **A. TEACHER PRACTICE RATING: Teacher Performance & Practice (40%) + Parent Feedback (10%) = 50%**

The practice rating derives from a teacher's performance on the five domains of the *CCT Rubric for Effective Teaching* and the parent feedback target. Evaluators record a rating for the domains that generates an overall rating for teacher practice. The Parent Feedback rating is combined with the Teacher Practice rating and the evaluator uses the matrix to determine an overall Teacher Performance & Practice Rating.

### **B. TEACHER OUTCOMES RATING: Student Outcome & Achievement (45%) + Whole-School Student Learning Indicators (5%) = 50%**

The outcomes rating derives from the two student outcome & achievement measures – 1 SMART goal(s) – and whole-school learning indicators outcomes. As shown in the Summative Rating Form, evaluators record a rating for the SMART goal(s) agreed to in the beginning of the year. The Whole-School Student Learning Indicator Rating is combined with the SMART goal(s) rating and the evaluator uses the matrix to determine an overall Outcomes Rating

### **C. FINAL SUMMATIVE RATING: Teacher Practice Rating (50%) + Teacher Outcomes Rating (50%) = 100%**

The Summative rating combines the practice and outcomes ratings using the matrix below. If the two areas in any Matrix are highly discrepant (e.g., a rating of exemplary for Teacher Practice and a rating of below standard for Student Outcomes), then the evaluator and the teacher will re-examine the data and/or gather additional information in order to determine the rating for the Matrix.

## Canterbury Educator Evaluation and Support Plan

In accordance with The CT Guidelines for Educator Evaluation, Canterbury’s Educator Evaluation and Support Plan employs a 4-level matrix rating system, as follows:

<i>Teacher Practice Rating</i>					
		<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>
<i>Teacher Outcomes Rating</i>	<i>4</i>	<i>Exemplary</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Gather further information</i>
	<i>3</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Proficient</i>	<i>Developing</i>
	<i>2</i>	<i>Proficient</i>	<i>Proficient</i>	<i>Developing</i>	<i>Developing</i>
	<i>1</i>	<i>Gather further information</i>	<i>Developing</i>	<i>Developing</i>	<i>Below Standard</i>

*If upon re-examination of the data, the ratings do not change, the evaluator will use his/her professional judgment and the Matrix to determine the rating.*

1. Annual summative evaluations must provide each teacher with a summative rating aligned to one of four performance evaluation designations: Exemplary, Proficient, Developing and Below Standard.
2. In order to determine summative rating designations for each teacher, Canterbury evaluators will:
  - A. Rate teacher performance in each of the four Categories:
    1. Student Outcomes and Achievement;
    2. Observations of Teacher Performance and Practice;
    3. Parent Feedback, and
    4. Whole-School Student Learning Indicators.

## Canterbury Educator Evaluation and Support Plan

- B. Combine the Student Outcomes and Achievement (Category 1, above) and Whole-School Student Learning Indicator rating (Category 4, above) into a single rating, taking into account their relative weights. This will represent an overall “**Outcomes Rating**” of Exemplary, Proficient, Developing, or Below Standard.
- C. Combine the Observations of Teacher Performance and Practice rating (Category 2, above) and the Parent Feedback rating (Category 3, above) into a single rating, taking into account their relative weights; this will represent an overall “**Practice Rating**” of Exemplary, Proficient, Developing, or Below Standard.
- D. Combine the **Outcomes Rating** and **Practice Rating** into a **final rating**. In undertaking this step, teachers will be assigned a summative rating category of **Exemplary, Proficient, Developing, or Below Standard**.

### PRIMARY EVALUATORS

The primary evaluator for teachers will be the school Principal or Director of Pupil Services and will be responsible for the overall evaluation process, including assigning summative ratings. Primary evaluators will have sole responsibility for assigning final summative ratings and must achieve proficiency on the training modules provided. Complementary evaluators may be utilized in implementation of this plan. Teachers and/or primary evaluator may request additional data gathering if a perceptual discrepancy arises.

### DEFINITION OF TEACHER EFFECTIVENESS AND INEFFECTIVENESS

Teacher effectiveness will be based upon a pattern of summative teacher ratings collected over time. In order to be deemed effective, teachers will need to have a summative rating of Proficient or Exemplary. Teachers are required to be effective within two years of being evaluated using this plan.

*A non-tenured teacher or a teacher new to a grade or content area shall generally be deemed effective if said educator receives at least two sequential “proficient” ratings, one of which must be earned in the fourth year of a non-tenured teacher’s career. A “below standard” rating shall only be permitted in the first year of a non-tenured teacher’s career, assuming a pattern of growth of “developing” in year two and two sequential “proficient” ratings in years three and four. Superintendents shall offer a contract to any educator he/she is deeming effective at the end of year four. This shall be accomplished through the specific issuance of that effect.*

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

*In the first year of a change in a teaching assignment, consideration should be given by the evaluator to the impact that the change in assignment may have had on the teacher’s performance.*

## Canterbury Educator Evaluation and Support Plan

Any teacher having a summative rating of Developing or Below Standard after one year of being evaluated with this plan may be placed on an individual improvement plan. (See **Professional Assistance and Support System, or PASS, below**)

After one year of participating in PASS, a teacher receiving such support will be expected to have a summative rating of Proficient or Exemplary. Teachers who do not receive a summative rating of Proficient or Exemplary after one year of participation in PASS may be placed on an additional year of PASS. No teacher will be placed on PASS for more than two consecutive years.

### **TEACHER PROFESSIONAL ASSISTANCE AND SUPPORT SYSTEM (PASS)**

Teachers who receive a summative evaluation rating of Developing or Below Standard may work with their local association president (or co-president) in the development of a PASS plan, in collaboration with the evaluator. The plan will be created prior to the beginning of the next school year. The PASS process will identify areas of improvement needed and will include supports that Canterbury will provide to address the performance areas identified as in need of improvement. Please see the *Timeframe for Improvement in PASS* table on page 38 for indicators of success.

The plan must include the following components:

1. *Areas of Improvement*: Identify area of needed improvement
2. *Rationale for Areas of Improvement*: Evidence from observations that show an area needing improvement.
3. *Domain*: List domain rated “developing” or “below standard.”
4. *Indicators for Effective Teaching*: Identify exemplary practices in the area identified as needing improvement.
5. *Improvement Strategies to be Implemented*: Provide strategies that the teacher can implement to show improvement in any domain rated “developing” or “below standard.”
6. *Tasks to Complete*: Specific tasks the Teacher will complete that will improve the domain.
7. *Support and Resources*: List of supports and resources the Teacher can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc. .
8. *Indicators of Progress*: How the teacher will show progress towards proficient/exemplary in identified domain(s) through observations, data, evidence, etc.

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The plan will be designed and written in a collaborative manner, which focuses on the development of a professional learning community supporting colleagues within this level. The teacher, local association president or co-president and evaluator will sign the plan. Copies will be distributed to all those who will be involved in the implementation of the plan as well as the Superintendent of Schools. The contents of the plan will only be provided to those who are involved in the implementation of the plan.

### *Timeframe for Improvement in PASS*

Rating	Timeframe for Improvement
Below Standard	180 days (one year) to achieve a developing rating and one year to achieve a proficient rating
Developing	360 days (two years) to achieve a proficient rating
Proficient	N/A
Exemplary	N/A

### **PASS Improvement and Remediation Plan (30 Days)**

The PASS Remediation Plan is a further step in the attempt to provide a teacher with the support, supervision, and resources needed to foster positive growth in situations when an individual is having considerable difficulty implementing the professional responsibilities of teaching. **The plan will be designed and written in a collaborative manner, which focuses on the development of a professional learning community supporting colleagues within this level with the teacher, local association president or co-president and evaluator input and signatures on the plan. Copies will be distributed to all those who will be involved in the implementation of the plan as well as the Superintendent of Schools. The contents of the plan will only be provided to those who are involved in the implementation of the plan.**

The evaluator will help the teacher outline specific goal(s) and objectives with timelines, resources, and evaluative criteria. The evaluator and/or teacher may draw upon the size of the state and out of all the than 1 hour to the limit for the revise and this can tell that was a named best and local law and that was the eighth and ninth was at the same of the past plan is given the design in consultation with the whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. Consistent supervision and, at minimum, a weekly observation followed by timely feedback, will be provided by the evaluator. This

## Canterbury Educator Evaluation and Support Plan

intervention will operate for a period of time that the evaluator determines to be appropriate, but will normally conclude within 30 school days. At the end of the intervention period, the evaluator will issue a recommendation. If the teacher demonstrates that he/she is *Effective* or better, the evaluator will designate placement of that teacher to a normal plan phase. In situations when progress is unacceptable, the teacher will move into Intensive Remediation Plan. Specific written reports of the intervention plan with reports of observations and a final determination on progress will become part of the teacher's personnel file.

### **PASS Intensive Remediation Plan (60 Days)**

The PASS Intensive Remediation Plan is the final attempt and is implemented after the Improvement and Remediation Plan if necessary, to provide the help necessary to meet the requirements of the position. **The plan will be designed and written in a collaborative manner, which focuses on the development of a professional learning community supporting colleagues within this level, with the teacher, local association president or co-president and evaluator input and signatures. Copies will be distributed to all those who will be involved in the implementation of the plan as well as the Superintendent of Schools. The contents of the plan will only be provided to those who are involved in the implementation of the plan.**

The teacher, evaluator, and another appropriate administrator will develop a plan that includes specific goal(s), timelines, resources, and evaluative criteria. The teacher may choose to include their bargaining representative. The evaluator and/or the teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. The plan will be in operation for a period of time that the evaluator determines to be appropriate, but will normally conclude after 60 school days. Weekly observations followed by feedback will be provided during this phase. At the conclusion of this phase, the evaluator will make a recommendation as to whether the intensive supervision will be terminated or extended. If the teacher demonstrates that he/she is *Effective* or better, the evaluator will designate placement of that teacher to the normal plan phase. If the teacher's performance is below *Effective*, the evaluator will recommend termination of that teacher's employment to the superintendent.

### **Resolution of Differences**

Should a teacher disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The teacher has the right to attach a statement to the observation report, progress report, or summative evaluation identifying the areas of concern and presenting his/her perspective. However, observation and

## **Canterbury Educator Evaluation and Support Plan**

evaluation reports are not subject to the grievance procedure. In the event that the teacher and evaluator are unable to resolve their differences, they can submit the matter to the resolution committee for review and decision. The resolution committee will be comprised of the Professional Development and Evaluation Committee minus the Superintendent and primary evaluator. If no resolution arises, the issue is transferred to the Superintendent for resolution. Any such matters will be handled as expeditiously as possible.

### **STUDENT SUPPORT SPECIALIST EVALUATION PLAN**

Canterbury's Educator Evaluation and Support Plan provides both the structure and flexibility required to guide Student Support Specialists and evaluators in understanding their roles in enhancing student learning and assessing their professional practices. The goal of the Student Support Specialist Evaluation Plan is to support these specialists in their professional growth toward the aim of improved student outcomes.

The Plan aligns the professional standards for Student Support Specialists with outcomes for learning in evaluation of practice, while recognizing the unique responsibilities of each Student Support Specialist.

#### ***Goal(s) of the Canterbury Educator Evaluation and Support Plan for Student Support Specialists:***

- improve learner outcomes through meaningful evaluation of practice of Student Support Specialists, aligned with professional learning;
- improve school and/or district-wide learning goal outcomes through effective collaboration among educators;
- improve the quality of instruction by ensuring accountability for learner outcomes and educational specialist effectiveness,
- provide professional assistance and support for Student Support Specialists when and where necessary.

#### ***Who are Student Support Specialists?***

Student Support Specialists include non-teaching, non-administrative education professionals who provide a variety of services to students, teachers, and parents. Specialists include counselors, school psychologists, social workers, and others with specialized training who offer a broad range of services primarily to students.

Student Support Specialist Position Categories:

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- Pupil Personnel services: school counselors, school psychologists, social workers
- Related Services: speech and language pathologists

### ***Who Evaluates Student Support Specialists?***

Canterbury principals and directors are responsible for Student Support Specialists evaluations, including, but not limited to, personnel in the following categories:

#### Director of Pupil Services

- Speech and Language Pathologists
- Psychologists
- Social Workers
- Guidance Counselors
- Special Education teachers (by mutual agreement with building principal)

### ***Performance Standards***

It is expected that Student Support Specialists and their evaluators will be knowledgeable about the appropriate professional standards in evaluation and assessment of performance. Those standards form the basis for goal-setting, assessment of professional practice, and alignment of professional learning opportunities with the needs of Student Support Specialists. In observations of practice, evaluators will use the domains and indicators outlined in the *CCT Rubric for Effective Teaching - Student and Educator Support Specialists*.

### ***Links to Professional Standards Documents:***

Links to standards and other informational documents related to the professional practice requirements of student support specialists are provided as reference for specialists and evaluators:

School Counselors: ASCA Ethical Standards for School Counselors (2010):

<http://www.schoolcounselor.org/files/EthicalStandards2010.pdf>

School Social Workers: NASW Standards for School Social Work Services (2012):

<http://www.naswdc.org/practice/standards/NASWSchoolSocialWorkStandards.pdf>

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School Psychologists: NASP Professional Standards (2010):

<http://www.nasponline.org/standards/2010standards.aspx>

### **STUDENT SUPPORT SPECIALIST EVALUATION PROCESS**

The process for the evaluation of Student Support Specialists is consistent with that of Canterbury's teacher and administrative evaluation processes, and includes the following characteristics:

- a focus on the relationship between professional performance and its impact on educational outcomes;
- evaluation of Student Support Specialist performance based on analysis of data from multiple sources;
- observations and reviews of practice that promote professional growth,
- a support system for providing assistance when needed

The annual evaluation process for a Student Support Specialist will at least include, but not be limited to, the following steps, in order:

#### **1. Orientation – by October 30th:**

To begin the annual evaluation process, evaluators meet with Student Support Specialists, in groups and/or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will review and discuss the following:

- a. CCT - SESS
- b. Canterbury priorities that should be reflected in specialists' performance and practice goal(s).
- c. SMART goal(s) related to learner needs.
- d. Data regarding whole-school indicators of student learning
- e. Self-assessment processes and purposes.
- f. Data collection, including types of data and processes for collection and analysis.
- g. Access to the online evaluation system

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### 2. Goal-setting – submitted to evaluator by October 15<sup>th</sup> but no later than October 30<sup>th</sup>:

*Student Support Specialist Reflection*—In advance of the Goal Setting Conference, the Student Support Specialist will examine data related to current students' needs and performance data (including, but not limited to: data from various criterion- and norm-referenced assessments, IEPs, 504's etc.), prior year evaluation and survey results, previous professional learning goal(s), and the professional standards for their area of practice and *CCT Rubric for Effective Teaching - Student and Educator Support Specialists*. The support specialists will draft the following goal(s), specific to their assignments:

#### *For Student Support Specialists assigned to schools and/or districts:*

1. **1 - 3 SMART goal(s)** to address student outcome and achievement objectives for those specialists with student caseloads, which will comprise 45% of the Student Support Specialist summative evaluation;
  2. **one professional practice focus area**, based on data from Student Support Specialist reflection and evaluator observations, which will comprise 40% of their evaluation;
  3. **one goal for improving outcomes based on data from parent feedback**, determined by the school administrator, for which specialists will indicate their strategies for achieving this school-wide goal, which will comprise 10% of their evaluation; and
  4. **one focus area based on whole school indicators of student learning as identified in their administrator's evaluation plan** for the school year, which will comprise 5% of their evaluation. The Student Support Specialist may collaborate with other educators or teams to support the goal-setting process.
- *Goal-setting conference* – No later than **Nov 15** of the school year, the evaluator and Student Support Specialist will meet to discuss the specialist's proposed goal(s) in order to arrive at mutual agreement about them. The goal(s) for the year must be informed by data and evidence collected by the specialist **and** evaluator about the specialist's practice. The evaluator collects evidence about specialist practice to support the review and may request revisions to the proposed goal(s) and objectives if they do not meet approval criteria.

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- Specialists may choose to continue goals for multiple years, however annual measurement as mutually agreed upon at the goal setting conference is required to be included in the yearly rating.

*Examples of data that may be included in the goal-setting conference:*

Student Support Specialist	Evaluator
<ul style="list-style-type: none"> <li>• Specialist Products or Artifacts</li> <li>• Data on Learning or Achievement of Learners</li> <li>• Lesson, intervention, treatment, or customer action plans and records</li> <li>• Artifacts from work of Learners</li> <li>• Client Communication Logs</li> <li>• Data Team Minutes</li> <li>• Journals/notes documenting reflections on practice</li> <li>• Schedule of meetings/conferences</li> <li>• Survey Data</li> </ul>	<ul style="list-style-type: none"> <li>• Data from multiple sources (based on the Student Support Specialist’s role)</li> <li>• School, District, or Agency Level Data</li> <li>• Observation/review of practice data based on <i>CCT Rubric for Effective Teaching</i>- Student and Educator Support Specialists and professional standards documents</li> </ul>

- **Observations of practice (by November 30<sup>th</sup> , February 28<sup>th</sup>, and April 30<sup>th</sup>)**
  - Evaluators will observe Student Support Specialists’ practice using a combination of formal and informal observations and/or non-classroom reviews of practice throughout the school year, with the frequency schedule as outlined in the teacher evaluation plan. The cycle of observations is outlined on page 76.
- **Evidence collection and review (throughout school year):**
  - The Student Support Specialist collects evidence about his/her practice and outcomes related to the SMART goal(s) that are relevant to the agreed-upon professional goal(s). The evaluator also collects evidence about specialist’s practice for discussion in the mid-year conference and summative review.
- **Interim Formative Conference – Mid Year Check In - by February 28 (finalization of goals) :**

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- The evaluator and specialist will hold a mid-year conference. The conference should focus on the progress toward meeting the goal(s) established in the goal-setting conference. Both the specialist and the evaluator will bring evidence about practice, learning and/or outcomes data to be reviewed at this conference. During this conference, the specialist and evaluator will discuss the cause and effect relationship of practice to outcomes data. If necessary, specialists and evaluators may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of SMART goal(s) to accommodate changes (e.g., student populations, assignment). They also discuss actions that the specialist can take and support the evaluator can provide to promote the specialist's growth in his/her development areas.
- **End-of-year summative review (includes self-assessment and end of year conference):**
  - a. *Support Specialist self-assessment* – (submitted via My Learning Plan 5 school days prior to the end-of-year conference). The support specialist reviews and reflects on all information and data collected during the year related to the goal(s) and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development, referencing the *CCT Rubric for Support Specialist* and established in the goal-setting conference. *The self-assessment should address all components of the evaluation plan and include what the support specialist learned throughout the year supported by evidence and personal reflection. The self-assessment should also include a statement that identifies a possible future direction that is related to the year's outcomes.*
  - b. *End-of-year conference* - (no later than 5 school days prior to the end of the school year) - The evaluator and the support specialist meet to discuss all evidence collected to date. The support specialist and evaluator will discuss the extent to which students met their SMART goal(s) and how the teacher's performance and practice focus contributed to student outcomes and professional growth. **During** the conference, the evaluator **reviews the** summative rating and **finalizes** a summary report of the evaluation before the end of the school year.
  - c. *Summative Rating (by the end of the school year)* —The evaluator reviews submitted evidence, self-assessments, and observation **data to determine summative ratings.** The category ratings generate the final, summative rating using the summative rating matrix.
- *Rating*—The evaluator reviews submitted evidence, self-assessments, and observation data to generate category ratings. The category ratings are combined to determine the final, summative rating.

**COMPONENTS OF STUDENT SUPPORT SPECIALIST EVALUATION**

**CATEGORY 1: STUDENT OUTCOMES AND ACHIEVEMENT (45%)**

**1 - 3 SMART goal(s)**, addressing student growth will comprise 45% of the Student Support Specialist summative evaluation.

Forty-five percent (45%) of a specialist's evaluation will be based on attainment of agreed upon measures of student outcomes defined by the SMART Goal(s) that are aligned to multiple measures of student growth. Student Support Specialists are required to develop 1 - 3 **SMART goal(s)** related to the growth and development of students assigned to their caseloads.

**Requirement of student IEPs may also be reflected in the SMART goal.**

Sources for the development of SMART goal(s) may include:

- Norm or criterion-referenced assessments
- Benchmark assessments of student achievement of school-wide Expectations for Student Learning, measured by analytic rubrics.
- Other curricular benchmark assessments.
- Student portfolios of examples of work in content areas,
- Other indicators of student growth as appropriate to the specialist's role.

***Goal Setting***

Canterbury student support specialist's SMART goal(s) address the needs of their students and are aligned to the specialist's assignment and, where applicable, to IEP goal(s) and objectives. The student outcome related indicators will be written to meet SMART goal criteria, i.e. Specific, Measurable, Attainable, Relevant, and Time-Bound. Student Support Specialists will write 1 - 3 SMART goal(s) that will address targeted areas for student growth and/or achievement.

Each SMART goal will:

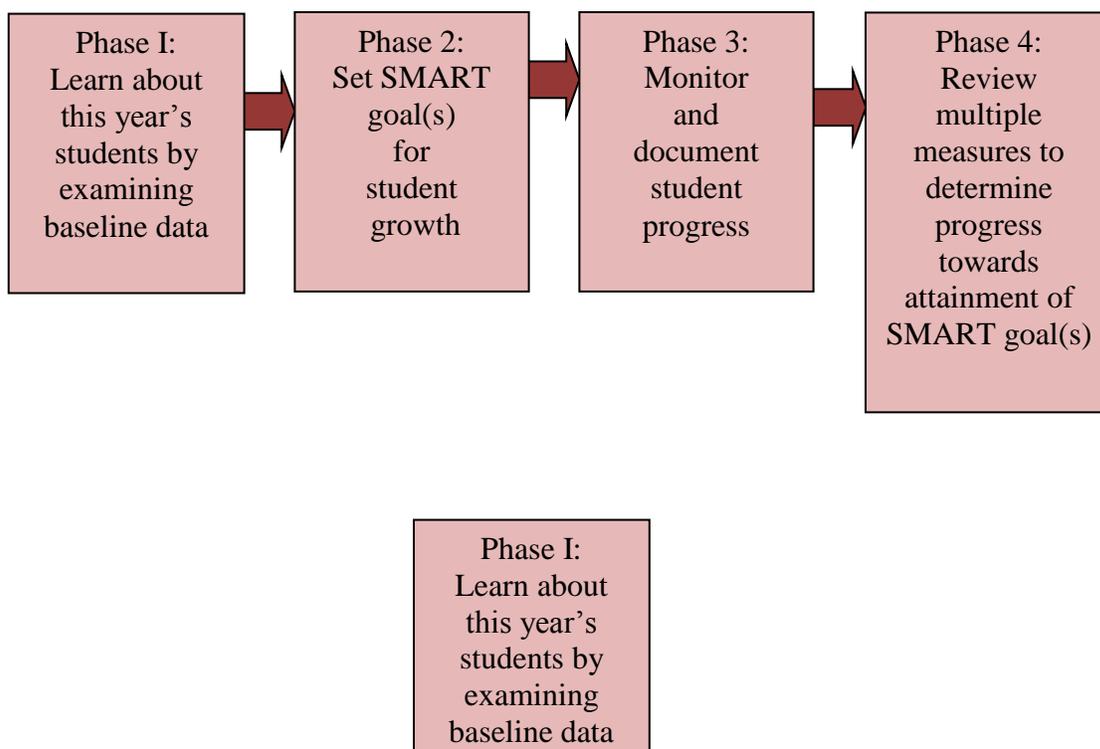
1. take into account the academic records and overall needs and strengths of the students assigned to the Student Support Specialist that year/semester.
2. address the most important purposes of a specialist's assignment through self-reflection.
3. align with school, district, and state student achievement objectives.

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4. take into account students' needs upon analysis of relevant baseline data.
5. consider Public School Information System (PSIS) factors.
6. be mutually agreed upon by the specialist and their evaluator.
7. be fair, valid, reliable and useful to the greatest extent possible.

### *SMART Goal(s) and Student Progress*

The following diagram illustrates the processes involved in establishing and assessing SMART goal(s) for student learning.



To write meaningful and relevant SMART goal(s) that align to the specialist's assignment and result from a thorough knowledge of their students, data analysis is required.

Examples of data that specialists will be required to analyze are:

- Student outcome data (academic, IEPs, 504s etc.)
- Behavior data (absences, referrals, IEPs, 504s etc.)
- Program data (interventions, participation in programs, etc.)
- Perceptual data (learning inventories, anecdotal)

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Analysis of these initial pieces of data on incoming students for the year should be completed by mid-September of the academic year.

Phase 2:  
Set SMART goal(s)  
for  
student  
growth

Each specialist will write 1-3 SMART goal(s). All specialists will develop their 1 – 3 SMART goals based on non-standardized assessment or a standardized assessment where available and appropriate.

Each SMART goal should make clear (1) what evidence was or will be examined, (2) what level of growth is targeted, and (3) what proportion of students is projected to achieve the targeted growth level. It is through the Phase I examination of student data that specialists will determine what level of growth to target for which students.

Student Support Specialists will submit their SMART goal(s) to their evaluator for review, mutual agreement, and approval. The review and approval process of the SMART goal(s) will take place during the Goal-Setting conference, by Nov. 15. Evaluators will review and approve the SMART goal(s) based on the following criteria, to ensure they are as fair, reliable, valid, and useful to the greatest possible extent:

- **Priority of Content-**: SMART goal is deeply relevant to the Student Support Specialist's assignment and address a large proportion of his/her students.
- **Rigor of SMART goal:** SMART goal is obtainable, but ambitious, and represents at least one year's student growth (or appropriate growth for a shorter interval of instruction).
- **Analysis of Student Outcome Data:** SMART goal provides specific, measurable evidence of student outcome data analysis and demonstrates knowledge about students' growth and development:

Phase 3:  
Monitor and  
document  
student  
progress

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Once SMART goal(s) are approved, specialists must monitor students' progress as it impacts attainment of the SMART goal(s). Specialists and evaluators may mutually agree to mid-year adjustments to SMART goals to accommodate changes (e.g., student populations, assignment).

Specialists may monitor and document student progress through:

- Examination of student work
- Administration of various assessments
- Tracking of students' accomplishments and struggles

### **Mid-Year Formative Conference by February 28 (finalization of goals):**

The mid-year conference will take place by February 28 of the academic year. Student Support Specialists will review progress toward the goal(s)/objectives during the school year, using available information and data collected on student progress. This review may result in revisions to the instructional strategies or approaches specialists use.

Phase 4:  
to determine  
progress towards  
attainment of  
SMART goal(s)

### **3. End-of-year summative review (includes self-assessment and end of year conference - ):**

- a. *Student Support Specialist self-assessment* – (submitted via My Learning Plan 5 school days prior to the end-of-year conference). The Student Support Specialist reviews and reflects on all information and data collected during the year related to the goal(s) and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development, referencing the *CCT Rubric for Effective Teaching – SESS* and established in the goal-setting conference. *The self-assessment* should address all components of the evaluation plan and include what the student support specialist learned throughout the year supported by evidence and personal reflection. The self-assessment should also include a statement that identifies a possible future direction that is related to the year's outcomes.

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- b. *End-of-year conference* - (no later than 5 school days prior to the end of the school year) - The evaluator and the Student Support Specialist meet to discuss all evidence collected to date. The student support specialist and evaluator will discuss the extent to which students met their SMART goal(s) and how the student support specialist's performance and practice focus contributed to student outcomes and professional growth. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.
- c. *Summative Rating (by the end of the school year)* —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 using the summative rating matrix.

**(Explanation of summative ratings and matrix begins on page 59.)**

<b>Exceeded (4)</b>	Exceeded SMART goal(s)
<b>Met (3)</b>	Met the SMART goal(s).
<b>Partially Met (2)</b>	Did not meet the SMART goal(s) by 10% margin.
<b>Did Not Meet (1)</b>	Did not meet the SMART goal(s)

To arrive at a rating for each SMART goal, the evaluator will review the results from data collected as a body of evidence regarding the accomplishment of the goal and rate the attainment of the SMART goal(s) holistically.

The final rating for Category 1: Student Outcomes and Achievement rating for a specialist is the average of their two SMART goal ratings. For example, if one SMART goal was Partially Met, for 2 points, and the other SMART goal was Met, for 3 points, the student growth and development rating would be 2.5  $[(2+3)/2]$ .

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NOTE: For SMART goal(s) that include an assessment based on state standardized tests, results may not be available in time to score the SMART goal prior to the June 30 deadline. If this is the case, the specialist's student growth and development rating will be based only on the results of the SMART goal that is based on non-standardized indicators.

### *Professional Learning for Student Support Specialists and Evaluators*

Professional Learning will be provided to develop evaluators' and specialist's data literacy and development of the 1 - 3 SMART goal(s) by which specialists will be evaluated. Professional Learning will support and/or enhance the abilities and skills of each specialist to communicate their goal(s) for students. The content of the Professional Learning will include, but not be limited to:

#### ***SMART Goal Criteria: Specific, Measurable, Attainable, Relevant, Time-Bound***

- Data Literacy as it relates to: Analyzing and Interpreting Assessment Data, Understanding Root Cause, and Decision-Making based on Inferences
- Quality of measures and indicators used to determine student growth
- Alignment of SMART goal(s) to school and/or district goal(s)
- Writing plans that articulate the strategies and progress monitoring tools teachers will implement to achieve their SMART goal(s)

Should additional professional learning be needed, it will be decided on a case-by-case basis at the school or individual level.

### **CATEGORY 2: PROFESSIONAL PRACTICE (40%)**

A professional practice focus area, based on data from the Student Support Specialist's reflection and evaluator's observations, where available, will comprise 40% of their evaluation

The CCT has defined for Connecticut's educators key aspects of effective teaching, correlated with student learning and achievement, that have been evidenced in professional literature. Key attributes of Student Support Specialist performance and practice outlined in

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the CCT are reflected in the descriptors of the Indicators within the *CCT Rubric for Effective Teaching- Student and Educator Support Specialists (SESS)*, so that evaluators and specialists may understand how these attributes apply in practice, observations, and evaluation. Student Support Specialists plans, interventions, action plans, and associated documentation, pre-observation, post-observation, and specialist self-reflection forms and related conversations, as well as reviews of practice, such as communication with families, collaboration with colleagues, participation in data teams, professional learning presentations by faculty members, participation in mentoring, instructional rounds, PPTs and action research, all provide rich data related to the CCT standards and the effectiveness of Student Support Specialists' performance and practice.

In employing the CCT as its foundation, the *CCT Rubric for Effective Teaching-SESS* maintains consistency with the *CCT Rubric for Effective Teaching-SESS* that is employed in teacher evaluation. Both versions of the *Continuum* rely on rich professional discussion about and reflection on professional practice to advance educator effectiveness and student learning. Therefore, consistency among professional language and concepts regarding instructional practices makes it possible for all educators to acquire common understandings and language about teaching and learning, with the intent of enriching collaboration, communication, and community to pave the way for school improvement and success for all students.

### ***Student Support Specialist Focus Area for Performance and Practice***

In preparation for instructional planning and Goal-Setting Conferences with evaluators, specialists will analyze their student data and use the *CCT Rubric for Effective Teaching-SESS* to reflect on their own practices and their impact on student performance. Based on that reflection, specialists will develop a performance and practice focus area to guide their own professional learning and improvements in practice that will ultimately promote student growth and achievement of student outcome goal(s). Student Support Specialist performance and practice focus areas will not be evaluated, but should result in improvements in specialist knowledge and skills which will be evidenced in observations of performance and practice.

### ***Data Gathering Process***

Canterbury evaluators will use the *CCT Rubric for Effective Teaching-SESS* to guide data collection from three sources: conferences with specialists, classroom observations and reviews of practice. Over the course of the school year, evaluators will gather evidence for

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Indicators and Domains of the *CCT Rubric for Effective Teaching -SESS* which will allow specialists to demonstrate: the context for their work; their ability to improve student learning and/or performance and outcomes; their ability to engage in reflective practice to improve their own knowledge and skills; how they exercise leadership skills within their classrooms, schools and district.

### *Observation of Student Support Specialist Practice*

Observations, both formal and informal, provide valuable information to all professional staff about instructional practice. Data collected through observations allow school leaders to understand more about the nature of learning and instruction in our schools, and feedback from observation provides individual educators with insights regarding the impact of their

<b>Data-Informed Observation of Student Support Specialist Performance and Practice (40%)</b>		
<b>SOURCES OF DATA</b>	<b>EXAMPLES OF DATA</b>	<b>IMPORTANCE OF DATA</b>
Conferences	Data related to 4 domains <ul style="list-style-type: none"><li>• Conversation and artifacts that reveal the specialist has an understanding of, content, students, strategies, and use of data</li><li>• Specialist use of data to inform</li></ul>	<ul style="list-style-type: none"><li>• Provides opportunities for specialists to demonstrate cause and effect thinking.</li><li>• Provides opportunities for evaluator learning in content;.</li></ul>

management, planning, instruction, and assessment practices on student growth. On an ongoing basis, evaluators may engage in professional learning opportunities, including online options and collaborative sessions, designed to develop their skills in effective observation, providing meaningful, useful feedback, and engaging in productive professional conversations with educators.

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	instruction, analyze student performance and set appropriate goal(s)	systems effectiveness; priorities for professional learning. <ul style="list-style-type: none"> <li>• Provides context for observations and evaluation.</li> </ul>
Observations	Data related to Domains 1-4 <ul style="list-style-type: none"> <li>• Specialist-student, student-student conversations, interactions, activities related to learning goal(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Provides evidence of specialist's ability to improve student learning and promote growth.</li> </ul>
Non-classroom reviews of practice  Documentation Log	Data related to Domain 4 <ul style="list-style-type: none"> <li>• Specialist reflection, as evidenced in pre- and post-conference data.</li> <li>• Engagement in professional development opportunities, involvement in action research.</li> <li>• Collaboration with colleagues</li> <li>• Specialist-family interactions</li> <li>• Ethical decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Provides evidence of specialist as learner, as reflective practitioner and teacher as leader.</li> </ul>

Evaluators and instructional leaders use a combination of formal and informal observations to:

- Gather evidence of and facilitate professional conversation regarding the quality of educator practice;
- Provide constructive oral and written feedback of observations that is timely and useful for educators;
- Provide information for the on-going calibration of evaluators and evaluation practices in the district.

Administrators may differentiate the number of observations based on experience, needs and goal(s) of individual Student Support Specialists.

In addition to formal conferences for goal-setting and performance review and formal observations, informal observations of Student Support Specialists by evaluators will occur periodically. Observations are for the purpose of helping specialists to gain insights about their professional practice and its impact on student learning. Formal and informal observation of teachers is considered a normal part of the evaluator's job responsibilities. More importantly, observation is essential for establishing a culture of continuous learning for educators and for understanding the nature, scope and quality of student learning in a school as a whole. In addition to in-class observations, where applicable, non-classroom reviews of practice will be

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conducted. 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, review of plans or other artifacts. The Canterbury Educator Evaluation and Support Plan also establishes opportunities for specialists to participate in informal, non-evaluative observations of practice for the following purposes: to enhance awareness of teaching and learning practices in our schools; to create opportunities for problem-based professional learning projects and action research to improve student learning; and to enhance collaboration among educators and administrators in advancing the vision and mission of their schools.

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The following table summarizes the frequency of observations of practice for Student Support Specialists:

<b>PERFORMANCE DESIGNATION</b>	<b>NUMBER OF OBSERVATIONS</b>	<b>CONFERENCING AND FEEDBACK</b>
<b><i>NON-TENURED/ CHANGE IN CONTENT AREA/ 2 OR MORE GRADE LEVEL CHANGE</i></b>	A minimum of 2 in-class formal observations (minimum 20 minutes) (Two announced )	Two must have pre-conferences, all must have post-conferences (within 10 school days) and write-ups (within 30 school days).
	A minimum of 1 in-class informal unannounced observation (minimum 10 minutes)	Verbal feedback will be provided within 10 school days. Feedback may also be written.
	One review of practice, with a mutually agreed upon area of practice that has been established at the goal setting conference	
<b><i>SPECIALISTS DESIGNATED BELOW STANDARD OR DEVELOPING</i></b>	A minimum of 2 in-class formal announced observations	All must have pre-conferences, all must have post-conferences within 10 school days and write ups within 30 school days.
	A minimum of three in-class informal unannounced observations	Verbal feedback will be provided within 10 school days. Feedback may also be written.
	At least one review of practice, on a mutually agreed upon area of practice that has been established at the goal setting conference	
<b><i>TENURED SPECIALISTS DESIGNATED AS PROFICIENT/ EXEMPLARY</i></b>	During year 1 of a 3 year cycle, there will be 1 in class formal observation and 1 review of practice with a mutually agreed upon area of practice that has been established at the goal setting conference	In-class observation must have pre and post-conferences.
	During years 2&3 of a 3 year cycle, there will be 2 informal (minimum of 10 minutes) in class observations and 1 informal OR review of practice.	Feedback for review of practice will be verbal (within 10 school days) and/or written (within 30 school days).

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### *Evaluation Ratings for Performance and Practice*

Evaluation ratings will be assigned at the end of each school year. After gathering and analyzing evidence for indicators within each of the Domains 1-4, evaluators will use the *CCT Rubric for Effective Teaching- Students and Educator Support Specialist* to initially assign ratings of Below Standard, Developing, Proficient or Exemplary. **Ratings will be made at the Domain level only.**

Once Domain ratings have been assigned, evaluators will use the *Rating Guidelines for Observation of Student Support Specialist Performance and Practice* to assign a rating.

Teachers to receive a performance rating of below standard or developing must receive a number of option visions appropriate to the individual plan, but no fewer than three formal in-class observations. Two of the three must include a pre-conference and almost include a post-conference

Ratings Guidelines for Observation of Student Support Specialist Performance and Practice	
Rating	Criteria
<b>Exemplary</b>	Minimum of three exemplary ratings and no ratings below proficient
<b>Proficient</b>	Minimum of three proficient ratings and no rating below standard
<b>Developing</b>	Minimum of 2 proficient ratings and not more than one rating below standard
<b>Below Standard</b>	Two or more ratings below standard

### **EVALUATOR TRAINING AND PROFICIENCY**

Formal observations of classroom practice are guided by the Domains and indicators of the *CCT Rubric for Effective Teaching - SESS*. Evaluators participate in extensive training and are required to be proficient in the use of the *CCT Rubric for Effective Teaching – SESS* for educator evaluation. Training is conducted annually (at a minimum) to ensure consistency, compliance, and high-quality application of the **CCT -SESS Rubric** in observations and evaluation. Formal observations include pre- and post-conferences that provide opportunities for deep professional conversations that allow evaluators and specialists to set goal(s), allow administrators to gain insight into the specialist's progress in addressing issues and working toward their goal(s), and share evidence each has gathered during the year.

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Any evaluator who has not participated in the initial training and successfully completed proficiency activities will be required to do so. Evaluators will meet periodically to support continued calibration. To ensure consistency and fairness in the evaluation process, all evaluators must meet the proficiency standard prior to conducting specialist observations. Components may include the following:

1. Training that will focus on:
  - using the *CCT Rubric for Effective Teaching - SESS* for data collection, analysis and evaluation
  - introducing participants to the online practice and proficiency system.
2. Online practice to be completed independently or as a collaborative learning activity at the school or district level
3. On-line proficiency comprised of two proficiency activities requiring evaluators to demonstrate their ability to: recognize bias; identify evidence from classroom observations, conferences and non-classroom reviews of practice that is appropriate to specific *CCT Rubric for Effective Teaching – SESS* Indicators and Domains; gather and analyze a comprehensive set of data to assign appropriate ratings at the Domain level.
4. Follow-up training to:
  - enhance evaluator conferencing and feedback skills
  - debrief on proficiency as needed

All Canterbury evaluators will be required to demonstrate proficiency in the use of the *CCT Rubric for Effective Teaching- SESS* for educator evaluation bi-annually. Any evaluator who does not initially demonstrate proficiency will be provided with additional practice and coaching opportunities as needed and will be required to successfully complete online proficiency activities. In the second year of proficiency, evaluators will be required to calibrate their ability to appropriately apply the *CCT Rubric for Effective Teaching - SESS* by participating in district update/calibration sessions.

### **CATEGORY 3. PARENT FEEDBACK (10%)**

Ten percent (10%) of a specialist's evaluation shall be based on parent feedback, including data from surveys and may also include focus group data.

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Using a validated parent survey, administered on-line and that allows for anonymous responses, Canterbury schools will collect and analyze parent feedback data that will be used for continuous improvement. Surveys will be administered one time per year. The survey data will be used by specialists as baseline data for the following academic year. Analysis of survey data will result in one school-wide goal to which all certified staff will be held accountable.

Once a school-wide parent feedback goal has been determined by the school, specialists will identify the strategies they will implement to achieve the school-wide goal.

### **CATEGORY 4. WHOLE-SCHOOL STUDENT LEARNING INDICATORS (5%)**

Five percent (5%) of a specialist's evaluation shall be based on whole-school student learning indicators or student feedback. **The teachers rating will be represented by the aggregate rating (45%) for multiple student learning indicators established for the administrators evaluation rating; for example if the administrator 45% rating = 3, and the teachers he / she supervises will also receive a 3 for their 5% whole-school learning indicator.**

When available, Canterbury schools will define and communicate a Whole School Learning Indicator that is based on the school performance index (SPI) to which all certified staff will be held accountable. Certified staff will be asked to articulate in writing how they will, through their instructional practice, contribute to the achievement of the Whole School Learning Indicator.

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

### **SUMMATIVE STUDENT SUPPORT SPECIALIST EVALUATION RATING:**

Each Student Support Specialist will receive an annual summative rating in one of four levels:

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

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*Exemplary* ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for Student Support Specialists district-wide or even statewide.

*Proficient* ratings represent fully satisfactory performance. It is the rigorous standard expected for experienced teachers.

*Developing* ratings indicate that performance has met proficiency in some indicators but not others. Improvement is necessary and expected.

*Below standard* ratings indicate that performance that has been designated as below proficient on all components or unacceptably low on one or more indicators.

### ***Determining Summative Ratings***

The process for determining summative evaluation ratings has three steps: (a) determining practice rating, (b) determining an outcomes rating and (c) combining the two into an overall summative evaluation rating.

#### **A. PRACTICE RATING: Student Support Specialists Performance & Practice (40%) + Parent Feedback (10%) = 50%**

The practice rating derives from a specialist's performance on the five domains of the *CCT Rubric for Effective Teaching-Students and Educator Support Specialists* and the parent feedback target. Evaluators record a rating for the domains that determines an overall rating for specialist practice. The Parent Feedback rating is combined with the Student Support Specialist Practice rating and the evaluator uses the matrix to determine an overall Student Support Specialist Performance & Practice Rating.

#### **B. OUTCOMES RATING: Student Outcome & Achievement (45%) + Whole-School Student Learning Indicators (5%) = 50%**

The outcomes rating derive from the 1-3 student outcome & achievement measures – 1-3 SMART goal(s) – and whole-school learning indicators outcomes. As shown in the Summative Rating Form, evaluators record a rating for the SMART goal(s) agreed to in the beginning of the year. The Whole-School Student Learning Indicator Rating is combined with the SMART goal(s) rating and the evaluator uses the matrix to determine an overall Outcomes Rating

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**C. FINAL SUMMATIVE: Practice (50%) + Outcomes (50%) = 100%**

The Summative rating combines the practice and outcomes ratings using the matrix below. If the two areas in any Matrix are highly discrepant (e.g., a rating of exemplary for Student Support Specialist Practice and a rating of below standard for Student Outcomes), then the evaluator and the teacher will re-examine the data and/or gather additional information in order to determine the rating for the Matrix.

*If upon re-examination of the data, the ratings do not change, the evaluator will use the Matrix to determine the rating.*

<i>Student Support Specialist Practice Rating</i>					
		<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>
<i>Student Support Specialist Outcomes Rating</i>	<i>4</i>	<i>Exemplary</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Gather further information</i>
	<i>3</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Proficient</i>	<i>Developing</i>
	<i>2</i>	<i>Proficient</i>	<i>Proficient</i>	<i>Developing</i>	<i>Developing</i>
	<i>1</i>	<i>Gather further information</i>	<i>Developing</i>	<i>Developing</i>	<i>Below Standard</i>

In accordance with The CT Guidelines for Educator Evaluation, Canterbury’s Canterbury Educator Evaluation and Support Plan employs a 4-level matrix rating system, as follows:

1. Annual summative evaluations must provide each Student Support Specialist with a summative rating aligned to one of four performance evaluation designations: Exemplary, Proficient, Developing and Below Standard.
2. In order to determine summative rating designations for each Student Support Specialist, Canterbury evaluators will:
  - Rate specialist’s performance in each of the four Categories:

## Canterbury Educator Evaluation and Support Plan

- Student Outcomes and Achievement (45%);
- Observations of Performance and Practice(40%);
- Parent Feedback (10%), and
- Whole-School Student Learning Indicators (5%).
- Combine the Student Outcomes and Achievement (Category 1, above) and Whole-School Student Learning Indicator rating(Category 4, above) into a single rating, taking into account their relative weights. This will represent an overall “**Outcomes Rating**” of Exemplary, Proficient, Developing, or Below Standard.
- Combine the Observations of Performance and Practice rating (Category 2, above) and the Parent Feedback rating (Category 3, above) into a single rating, taking into account their relative weights; this will represent an overall “**Practice Rating**” of Exemplary, Proficient, Developing, or Below Standard.
- Combine the **Outcomes Rating** and **Practice Rating** into a **final rating**. In undertaking this step, Student Support Specialists will be assigned a summative rating category of **Exemplary, Proficient, Developing, or Below Standard**

### PRIMARY EVALUATORS

The primary evaluator for specialists will be the school Director of Pupil Services and will be responsible for the overall evaluation process, including assigning summative ratings. Primary evaluators will have sole responsibility for assigning final summative ratings and must achieve proficiency on the training modules provided. Complementary evaluators may be utilized in implementation of this plan. Specialists and/or primary evaluator may request additional data gathering if a perceptual discrepancy arises.

### DEFINITION OF STUDENT SUPPORT SPECIALIST EFFECTIVENESS AND INEFFECTIVENESS

Student Support Specialist effectiveness will be based upon a pattern of summative ratings collected over time. In order to be deemed effective, specialists will need to have a summative rating of Proficient or Exemplary. Specialists are required to be effective within two years of being evaluated using this plan.

*A non-tenured specialist shall generally be deemed effective if said specialist receives at least two sequential “proficient” ratings, one of which must be earned in the fourth year of a non-tenured specialist’s career. A “below standard” rating shall only be permitted in the first year of a non-tenured specialist’s career, assuming a pattern of growth of “developing” in year two and two sequential “proficient” ratings in years three and four. Superintendents shall offer a contract to any specialist he/she is deeming effective at*

## Canterbury Educator Evaluation and Support Plan

*the end of year four. This shall be accomplished through the specific issuance of that effect.*

*A tenured specialist shall generally be deemed ineffective if said specialist receives at least two sequential “developing” ratings or one “below standard” rating at any time.*

*In the first year of a change in assignment, consideration should be given by the evaluator to the impact that the change in assignment may have had on the specialists performance.*

Any specialist having a summative rating of Developing or Below Standard after one year of being evaluated with this plan may be placed on an individual improvement plan. (See **Professional Assistance and Support System, or PASS, below**)

After one year of participating in PASS, a specialist receiving such support will be expected to have a summative rating of Proficient or Exemplary. Specialists who do not receive a summative rating of Proficient or Exemplary after one year of participation in PASS may be placed on an additional year of PASS. No specialist will be placed on PASS for more than two consecutive years.

### **STUDENT SUPPORT SPECIALISTS PROFESSIONAL ASSISTANCE AND SUPPORT PLAN (PASS)**

Specialists who receive a summative evaluation rating of Developing or Below Standard may work with their local association president (or co-president) in the development of a PASS plan, in collaboration with the evaluator. The plan will be created prior to the beginning of the next school year. The PASS process will identify areas of improvement needed and will include supports that Canterbury will provide to address the performance areas identified as in need of improvement. **Please see the *Timeframe for Improvement in PASS* table on the following page for indicators of success.**

The plan must include the following components:

- 1. Areas of Improvement:* Identify area of needed improvement
- 2. Rationale for Areas of Improvement:* Evidence from observations that show an area needing improvement.
- 3. Domain:* List domain rated “developing” or “below standard.”
- 4. Indicators for Effective Teaching:* Identify exemplary practices in the area identified as needing improvement.
- 5. Improvement Strategies to be Implemented:* Provide strategies that the specialist can implement to show improvement in any domain rated “developing” or “below standard.”

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6. *Tasks to Complete*: Specific tasks the specialist will complete that will improve the domain.

7. *Support and Resources*: List of supports and resources the specialist can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc. .

8. *Indicators of Progress*: How the specialist will show progress towards proficient/exemplary in identified domain(s) through observations, data, evidence, etc.

The plan will be designed and written in a collaborative manner, which focuses on the development of a professional learning community supporting colleagues within this level. The teacher, local association president or co-president and evaluator will sign the plan. Copies will be distributed to all those who will be involved in the implementation of the plan as well as the Superintendent of Schools. The contents of the plan will only be provided to those who are involved in the implementation of the plan. .

### ***Timeframe for Improvement in PASS***

Rating	Timeframe for Improvement
Below Standard	180 days (one year) to achieve a developing rating and one year to achieve a proficient rating
Developing	360 days (two years) to achieve a proficient rating
Proficient	N/A
Exemplary	N/A

### **PASS Improvement and Remediation Plan (30 Days)**

The PASS Remediation Plan is a further step in the attempt to provide a specialist with the support, supervision, and resources needed to foster positive growth in situations when an individual is having considerable difficulty implementing the professional responsibilities of their assignment. The plan will be designed and written in a collaborative manner, which focuses on the development of a professional learning community supporting colleagues within this level with the teacher, local association president or co-president and evaluator input and signature on the plan. Copies will be distributed to all those who will be involved in the implementation of the plan as well as the Superintendent of Schools. The contents of the plan will only be provided to those who are involved in the implementation of the plan.

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The evaluator will help the specialist outline specific goal(s) and objectives with timelines, resources, and evaluative criteria. The evaluator and/or specialist may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. Consistent supervision and, at minimum, a weekly observation followed by timely feedback, will be provided by the evaluator. This intervention will operate for a period of time that the evaluator determines to be appropriate, but will normally conclude within 30 school days. At the end of the intervention period, the evaluator will issue a recommendation. If the specialist demonstrates that he/she is *Effective* or better, the evaluator will designate placement of that specialist to a normal plan phase. In situations when progress is unacceptable, the specialist will move into Intensive Remediation Plan. Specific written reports of the intervention plan with reports of observations and a final determination on progress will become part of the specialist's personnel file.

### **PASS Intensive Remediation Plan (60 Days)**

The PASS Intensive Remediation Plan is the final attempt and is implemented after the Improvement and Remediation Plan if necessary, to provide the help necessary to meet the requirements of the position. **The plan will be designed and written in a collaborative manner, which focuses on the development of a professional learning community supporting colleagues within this level with the teacher, local association president or co-president and evaluator input and signature on the plan. Copies will be distributed to all those who will be involved in the implementation of the plan as well as the Superintendent of Schools. The contents of the plan will only be provided to those who are involved in the implementation of the plan.**

The specialist, evaluator, and another appropriate administrator will develop a plan that includes specific goal(s), timelines, resources, and evaluative criteria. The specialist may choose to include their bargaining representative. The evaluator and/or the specialist may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. The plan will be in operation for a period of time that the evaluator determines to be appropriate, but will normally conclude after 60 school days. Weekly observations followed by feedback will be provided during this phase. At the conclusion of this phase, the evaluator will make a recommendation as to whether the intensive supervision will be terminated or extended. If the evaluator demonstrates that he/she is *Effective* or better, the evaluator will designate placement of that specialist to the normal plan phase. If the specialist's performance is below *Effective*, the evaluator will recommend termination of that specialist's employment to the superintendent.

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### Resolution of Differences

Should a specialist disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The specialist has the right to attach a statement to the observation report, progress report, or summative evaluation identifying the areas of concern and presenting his/her perspective. However, observation and evaluation reports are not subject to the grievance procedure. In the event that the specialist and evaluator are unable to resolve their differences, they can submit the matter to the resolution committee for review and decision. The resolution committee will be comprised of the Professional Development and Evaluation Committee minus the Superintendent and primary evaluator. If no resolution arises, the issue is transferred to the Superintendent for resolution. Any such matters will be handled as expeditiously as possible.

### ADMINISTRATOR EVALUATION PLAN

#### *OVERVIEW*

Canterbury's Administrator Evaluation Plan means to develop a shared understanding of leader effectiveness. Canterbury's administrator evaluation and support plan defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in their community.

The plan 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 2 other areas of practice
- Meeting 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on 2 SMART goal(s) aligned to school and district priorities
- Having more than 60% of teachers proficient on the student growth portion of their evaluation

## Canterbury Educator Evaluation and Support Plan

This document describes the administrator evaluation plan, beginning with a set of underlying core design principles. We then describe the four components on which administrators are evaluated – leadership practice, stakeholder feedback, student learning and teacher effectiveness – before describing the process of evaluation and, finally, the steps evaluators take to reach a summative rating for an administrator.

### COMPONENTS OF THE ADMINISTRATOR EVALUATION PLAN

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

#### CATEGORY #1: LEADERSHIP PRACTICE (40%)

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

Leadership practice is described in the Common Core of Leading: Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June of 2012.

Improving teaching and learning is at the core of what effective educational leaders do. As such, **Performance Expectation 2 (Teaching and Learning) for principals will be weighted twice as much as** any other Performance Expectation. The other Performance Expectations must have a weighting of at least 5% of the overall evaluation. These weightings will be consistent for all principals and the Director of Pupil Services.

In order to arrive at these ratings, administrators are measured against the **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.

## Canterbury Educator Evaluation and Support Plan

- **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 of the concepts demonstrates a continuum of performance across the row, from *below standard* to *exemplary*.

**Assigning ratings for each Performance Expectation:** Performance indicators provide examples of observable, tangible behavior that indicate the degree to which administrators are meeting each Performance Expectation. Evaluators and administrators will review performance and complete evaluation at the Performance Expectation level, NOT at the Element level. Additionally, it is important to document an administrator's performance on each Performance Expectation with evidence generated from multiple performance indicators, but not necessarily all performance indicators. As part of the evaluation process, evaluators and school leaders should identify a few specific areas for ongoing support and growth.

### Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each performance expectation in the Connecticut School Leadership Standards. Evaluators collect written evidence about and observe the administrator's leadership practice across the six 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 by September 1 to identify focus areas for development of the administrator's leadership practice.

1. The administrator being evaluated collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. **Evaluators of principals must conduct at least two school site observations, one announced and one unannounced, for any principal and will conduct**

## Canterbury Educator Evaluation and Support Plan

**at least four school site observations, two of which are announced, for principals who are new to their district, school, the profession, or who have received ratings of *developing* or *below standard*. The evaluator of the Director of Pupil Services will conduct at least two observations and/or reviews of practice, one announced. In the event of this administrator new to the district or in receipt of ratings of *developing* or *below standard*, at least four observations and/or reviews of practice.**

2. The administrator being evaluated and the evaluator hold a Mid-Year Formative Conference by February 15 with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
3. By June 30, the administrator being evaluated reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.
4. By July 30, the evaluator and the administrator being evaluated meet to discuss all evidence collected. 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 Leadership Practice Matrix and generates a summary report of the evaluation by August 15.

### **Orientation and Training Programs**

During the **summer**, all administrators **new to Canterbury** will be oriented to understand the evaluation system, the processes, and the timelines for their evaluation. Special attention will be given to the Common Core of Leading Performance Expectations and the Leadership Practice Rubric, so that all administrators fully understand Performance Expectations and the requirement for being a “Proficient” administrator. Additional opportunities will be provided throughout the academic year that will provide Canterbury administrators with access to resources to deepen their understanding of the Evaluation Plan.

Training will include an in-depth overview and orientation of the 4 categories that are part of the plan, the process and timeline for plan implementation, the process for arriving at a summative evaluation. Training will be provided on using the Leadership Practice Rubric, so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator proficiency. Additional training will be provided to all evaluators in conducting effective observations and providing high-quality feedback.

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**Principals and Director of Pupil Services:**

Leadership Practice Matrix (40%)

<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Below Standard (1)</b>
<i>Exemplary</i> on Teaching and Learning	At least <i>Proficient</i> on Teaching and Learning	At least <i>Developing</i> on Teaching and Learning	<i>Below Standard</i> on Teaching and Learning
<i>Exemplary</i> on at least 2 other performance expectations	At least <i>Proficient</i> on at least 2 other performance expectations	At least <i>Developing</i> on at least 3 other performance expectations	or  <i>Below Standard</i> on at least 3 other performance expectations
No rating below <i>Proficient</i> on any performance expectation	No rating below <i>Developing</i> on any performance expectation		

**CATEGORY #2: STAKEHOLDER FEEDBACK (10%)**

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

To gain insight into what stakeholders perceive about administrators’ effectiveness, for each administrative role, the stakeholders surveyed will be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback may include teachers, students, community members and parents.

The surveys may be administered on-line but always allowing for anonymous responses. All Canterbury administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement. Surveys will be administered one time per year in the spring. The spring survey data will be used by administrators as baseline data for the following academic year. Once the stakeholder feedback goal has been determined by the administrator, the administrator will identify the strategies he/she will implement to meet the target.

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### ARRIVING AT A STAKEHOLDER FEEDBACK SUMMATIVE RATING

Ratings will reflect the degree to which an administrator makes growth on feedback measures, using data from the prior year as a baseline for setting a growth target. Exceptions to this include:

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

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

1. Review baseline data on selected measures,
2. Set 1 target for growth on a selected measure or performance.
3. In the spring, administer surveys to relevant stakeholders
4. Aggregate data and determine whether the administrator achieved the established target
5. Assign a rating, using this scale:

<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Below Standard (1)</b>
Exceeded target	Met target	Made progress but did not meet target	No progress against target

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### **CATEGORY #3: SMART GOAL(S) (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 using the SPI and (b) performance and growth on two locally-determined measures, (SMART goal(s)). Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator’s evaluation.

#### **State Assessments (SPI)**

1. School Performance Index (SPI) progress – changes from year to year in student achievement on Connecticut’s standardized assessments [~~Connecticut Mastery Test (CMT)~~].
2. SPI progress for student subgroups – changes from year to year in student achievement for subgroups on Connecticut’s standardized assessments.

***NOTE: If there are no student subgroups of adequate size for reporting, the entire rating will be based on the SPI Progress rating.***

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

**Step 1:** SPI Progress and SPI Subgroup Progress ratings are applied to give the administrator a score between 1 and 4 for each category, using the table below:

	Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
<b>SPI Progress</b>	>= SPI 88	SPI between 75-87	SPI between 50-75	SPI 49 or below
<b>Subgroup SPI Progress</b>	Meets performance targets for all subgroups that have SPI <88  OR	Meets performance targets for 50% or more of any one sub-group that has a SPI <88	Meets performance targets for 25% or more of any one sub-group that has a SPI <88	Does not meet performance target for any one subgroup that has SPI <88

**Step 2:** The scores in each category are combined, resulting in an overall state test rating that is scored on the following scale:

Exemplary	Proficient	Developing	Below Standard
>3.5	Between 2.5 and 3.5	Between 1.5 and 2.4	Less than 1.5

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

### **LOCALLY-DETERMINED MEASURES – SMART GOAL(S)**

Administrators establish two SMART goal(s) on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Connecticut learning standards. In instances where there are no such standards that apply to a subject/grade level or an administrators' assignment, Canterbury will use research-based learning standards appropriate for that administrators' assignment.
- At least one of the measures will focus on student outcomes from subjects and/or grades not assessed on state-administered assessment.

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
- Students' performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

The process for selecting measures and creating SMART goal(s) will strike a balance between alignment to student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process unfold in this way (described for principals):

- First, establish student learning priorities for a given school year based on available data.
- The principal uses available data to craft an improvement plan for the school. This is done in collaboration with staff.
- The administrator chooses student learning priorities for her/his own evaluation that are (a) aligned to Canterbury priorities (unless they are already doing well against those priorities) and (b) aligned with the school improvement plan.

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- The principal chooses measures that best assess the priorities and develops clear and measurable goal(s) for the chosen assessments/indicators.
- The principal shares the SMART goal(s) with her/his evaluator, informing a conversation designed to ensure that:
  - The SMART goal(s) are attainable.
  - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established SMART goal(s).
  - The SMART goal(s) 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 being evaluated and the evaluator collect interim data on the SMART goal(s) 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 using the Canterbury Administrator Evaluation Summative Rating Form.

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

		State Assessment – SPI (22.5%)			
		Exemplary	Proficient	Developing	Below Standard
Locally-determined Portion SMART goal(s) (22.5%)	Exemplary	Exemplary	Exemplary	Proficient	Gather Further Information
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Developing
	Below Standard	Gather Further Information	Developing	Developing	Below Standard

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### **CATEGORY #4: TEACHER EFFECTIVENESS (5%)**

Teacher effectiveness – as measured by an aggregation of teachers’ SMART goal(s) – is 5% of an administrator’s evaluation.

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

As part of Canterbury’s teacher evaluation plan, teachers are assessed in part on their accomplishment of their SMART goal(s). This is the basis for assessing principals’ contribution to teacher effectiveness outcomes.

<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Below Standard</b>
>80% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	>60% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	>40% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	<40% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation

### **ADMINISTRATOR EVALUATION PROCESS**

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. The following pages explain the annual cycle that administrators and evaluators will follow.

#### ***OVERVIEW***

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

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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.

### SCHOOL YEAR: PLAN IMPLEMENTATION AND EVIDENCE COLLECTION

JULY	AUGUST	SEPTEMBER	FEBRUARY	JUNE
Orientation and context setting summative conference by July 30	Written summative evaluation by August 15	Goal setting and plan development	Mid-year formative review by February 15	-Summative self-assessment by June 30 -Preliminary summative rating to be finalized in August

#### ***Step 1: Orientation and Context-Setting by July 30 (Orientation and Context setting to be finalized in August)***

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.
2. Stakeholder survey data are available for review by the administrator.
3. Student learning priorities for the year have been determined.
4. The administrator has developed a school improvement plan that includes student learning goal(s).
5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process.

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### ***Step 2: Goal-Setting and Plan Development by September 1***

Before a school year starts, administrators will:

1. identify a target for growth on the SPI,
2. identify two SMART goal(s) and
3. identify one stakeholder feedback target.

Administrators will then identify the two specific areas of focus for their practice ***that will help them accomplish*** their SPI targets, their SMART goal(s), and their stakeholder feedback target, choosing from among the elements of the Connecticut School Leadership Standards.

Next, the administrator and the evaluator meet in September to discuss and agree on the selected outcome goal(s) and practice focus areas.

The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in accomplishing the goal(s). Together, these components – the goal(s), the practice areas and the resources and supports – comprise an individual’s evaluation plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goal(s), supports and sources of evidence to be used.

The goal-setting form is to be completed by the administrator being evaluated. The focus areas, goal(s), activities, outcomes, and time line will be reviewed by the administrator’s evaluator prior to the beginning work on the goal(s). The evaluator may suggest additional goal(s) as appropriate.

The evaluator will establish a schedule of school visits with the administrator to collect evidence and observe the administrator’s work. The first visit will take place near the beginning of the school year to ground the evaluator in the school context and the administrator’s evaluation plan. Subsequent visits will be planned at two- to three-month intervals.

#### **A note on the frequency of school site observations:**

- two observations for each administrator.
- four observations for any administrator new to Canterbury, or who has received ratings of *developing* or *below standard*.

## Canterbury Educator Evaluation and Support Plan

### ***Step 3: Mid-Year Formative Review:***

In February, there will be a formal check-in to review progress. In preparation for meeting:

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

The administrator being evaluated and the evaluator hold a Mid-Year Formative Conference, 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 impact accomplishment of outcome goal(s); goal(s) may be changed at this point.

### ***Step 4: Self-Assessment:***

By June 30, the administrator being evaluated completes a self-assessment on his/her practice on established goal(s).

The administrator being evaluated will also review his/her focus areas and determine if s/he considers themselves on track or not.

The administrator being evaluated submits his/her self-assessment to his/her evaluator.

### ***Step 5: Summative Review and Rating:***

The administrator being evaluated and the evaluator meet by July 30 to discuss the administrator's self-assessment and all evidence collected over the course of the year. This meeting serves 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 (see next section for rating methodology).

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

## Canterbury Educator Evaluation and Support Plan

Summative ratings must be completed for all administrators by July 30 of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator may recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than August 30. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

### SUMMATIVE ADMINISTRATOR EVALUATION RATING

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

1. **Exemplary:** Exceeding indicators of performance
2. **Proficient:** Meeting indicators of performance
3. **Developing:** Meeting some indicators of performance but not others
3. **Below standard:** Not meeting indicators of performance

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 2 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 2 SMART goal(s) aligned to school and district priorities
- 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 exceeds proficiency.

## Canterbury Educator Evaluation and Support Plan

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

A rating of *below standard* indicates performance that is below proficient on all components.

### ***Determining Summative Ratings***

The process for determining summative evaluation ratings has three steps: (a) determining an administrator practice rating, (b) determining an administrator outcomes rating and (c) combining the two into an overall rating.

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

The practice rating derives from an administrator's performance on the six performance expectations of the leader evaluation rubric and the stakeholder feedback target. Evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. The Stakeholder Feedback rating is combined with the Leadership Practice rating and the evaluator uses the matrix to determine an overall Practice Rating.

#### **B. ADMINISTRATOR OUTCOMES RATING: SMART goal(s) (45%) + Teacher Effectiveness (5%) = 50%**

The outcomes rating derives from the two student learning measures and teacher effectiveness outcomes. As shown in the Summative Rating Form in the Appendix, state reports provide an assessment rating and evaluators record a rating for the SMART goal(s) agreed to in the beginning of the year. These two combine to form the basis of the overall SMART goal(s) rating. The Teacher Effectiveness rating is combined with the SMART goal(s) rating and the evaluator uses the matrix to determine an overall Outcomes Rating.

#### **C. FINAL SUMMATIVE: Practice (50%) + Outcomes (50%) = 100%**

The Summative rating combines the practice and outcomes ratings using the matrix below. *If the two areas in any Matrix are highly discrepant (e.g., a rating of exemplary for Administrator Practice and a rating of below standard for Administrator Outcomes), then the*

## Canterbury Educator Evaluation and Support Plan

*evaluator and the administrator will re-examine the data and/or gather additional information in order to determine the rating for the Matrix.*

*If upon re-examination of the data, the ratings do not change, the evaluator will use the Matrix to determine the rating*

<b>Administrator Practice Rating</b>					
		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Administrator Outcomes Rating</b>	<b>4</b>	<b>Exemplary</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Gather Further Information</b>
	<b>3</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Proficient</b>	<b>Developing</b>
	<b>2</b>	<b>Proficient</b>	<b>Proficient</b>	<b>Developing</b>	<b>Developing</b>
	<b>1</b>	<b>Gather Further Information</b>	<b>Developing</b>	<b>Developing</b>	<b>Below Standard</b>

### *Definition of Effectiveness and Ineffectiveness*

Administrator effectiveness will be based upon a pattern of summative administrator ratings collected over time. In order to be deemed effective, administrators will need to have a summative rating of Proficient or Exemplary. Administrators are required to be effective within 2 years of being evaluated using this plan.

Any administrator having a summative rating of Developing or Below Standard after 1 year of being evaluated with this plan may be placed on an individual improvement plan. (See **Professional Assistance and Support System, or PASS, below**)

## Canterbury Educator Evaluation and Support Plan

### **ADMINISTRATOR PROFESSIONAL ASSISTANCE AND SUPPORT PLAN (PASS) (INDIVIDUAL IMPROVEMENT AND REMEDIATION PLAN)**

Administrators who receive a summative evaluation rating of “Developing” or “Below Standard” will be required to work with his/her evaluator (or designated PASS Administrator Performance Remediation Plan Developer) to design an administrator performance remediation plan. The plan will be created within 30 days after the completion of the summative evaluation rating conference. The administrator performance remediation plan will identify areas of needed improvement and include supports that Canterbury will provide to address the performance areas identified as needing improvement. After the development of the PASS Administrator Performance Remediation plan, the administrator and evaluator will collaborate to determine the target completion date. Administrators must receive a summative evaluation rating of “Proficient” within a year of the development of his/her PASS Administrator Performance Remediation Plan. After one year of participating in PASS, the administrator receiving support in PASS will be expected to have a summative rating of Proficient or Exemplary. Administrators who do not receive a summative rating of Proficient or Exemplary after one year of PASS may be placed on an additional year of PASS. No administrators will be placed on PASS for more than 2 consecutive years.

The plan must include the following components:

1. *Areas of Improvement*: Identify area of needed improvement.
2. *Rationale for Areas of Improvement*: Evidence from observations that show an area needing improvement.
3. *Performance Expectation*: List performance expectation rated “developing” or “below standard.”
4. *Indicators for Effective Leading*: Identify exemplar practices in the area identified as needing improvement.
5. *Improvement Strategies to be Implemented*: Provide strategies the administrator can implement to show improvement in performance expectations rated “developing” or “below standard.”
6. *Tasks to Complete*: Specific tasks the administrator will complete that will improve the performance expectation.
7. *Support and Resources*: List of supports and resources the administrator can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc.
8. *Indicators of Progress*: How the administrator will show progress towards proficient/exemplar in domain through observations, data, evidence, etc.

## Canterbury Educator Evaluation and Support Plan

~~The plan will be designed and written in a collaborative manner, which focused on the development of a professional learning community supporting colleagues within this level. The administrator and evaluator will sign the plan. Copies will be distributed to all those who will be involved in the implementation of the plan as well as the division director and Executive Director. The contents of the plan will be confidential.~~

The plan will be designed and written in a collaborative manner, which focuses on the development of a professional learning community supporting colleagues within this level with the administrator, local association president or co-president and evaluator input and signature on the plan. Copies will be distributed to all those who will be involved in the implementation of the plan as well as the Superintendent of Schools. The contents of the plan will only be provided to those who are involved in the implementation of the plan.

### **EVALUATION-BASED PROFESSIONAL LEARNING**

As our core values indicate, Canterbury believes that the primary purpose for professional learning is school improvement as measured by the success of every student. We also believe that professional learning must focus on creating meaningful experiences for all staff members. Designing evaluation-based professional learning is a dynamic process. Working with program goal(s) and data from the educator evaluation process, professional learning is planned to strengthen instruction around identified student growth needs or other areas of identified educator needs.

We recognize that educators as well as students learn in different ways and have different learning needs at different points in their career. Effective professional learning, therefore, must be highly personalized and provide for a variety of experiences, including learning teams, study groups, individual study, etc. as well as opportunities for conducting research and collaborating with colleagues on content-based pedagogical activities.

### **CAREER DEVELOPMENT AND PROFESSIONAL GROWTH**

Canterbury will provide opportunities for educator career development and professional growth based on the results of the evaluation. Educators with an evaluation of Proficient or Exemplary will be able to participate in opportunities to further their professional growth, including attending state and national conferences and other professional learning opportunities.

## **Canterbury Educator Evaluation and Support Plan**

For educators rated Exemplary, the following career development and professional growth opportunities would be available: observation of peers; mentoring/coaching early-career educators or educators new to Canterbury; participating in development of educator Professional Assistance and Support System plans for peers whose performance is developing or below standard; leading Professional Learning Communities for their peers; and, targeted professional development based on areas of need.