

EAST HADDAM PUBLIC SCHOOLS



PROFESSIONAL DEVELOPMENT

&

TEACHER EVALUATION PROGRAM

Revised August 4, 2015

EAST HADDAM PUBLIC SCHOOLS



ADMINISTRATOR DEVELOPMENT AND PERFORMANCE PLAN:

A PROCESS OF SUPPORT AND EVALUATION FOR EAST HADDAM ADMINISTRATORS

(Adapted from the LEARN Educator Development and Performance Plan)
Revised June 30, 2015

ADMINISTRATOR DEVELOPMENT AND PERFORMANCE PLAN

The East Haddam Public Schools Administrator Development and Performance Plan aligns with the Teacher Development and Performance Plan. It is grounded in the following purposes as defined by our team:

- To support student learning, growth and development as a key measure of our success as leaders;
- To commit to continuous growth and development for ourselves and individuals that we lead;
- To use data, not just hunches, as a means to examine our practice and to drive our plans and leadership actions;
- To use reflection as a key tool, both individually and collectively, to shape our practice;
- To ensure that we develop and maintain high quality relationships with our stakeholders;
- To ensure that the practice of leadership incorporates the traits of efficacy, initiative and strategy, feedback and decision making, change management, and communication and relationships;
- To ensure that we communicate well and give and receive feedback on our leadership; and
- To ensure that we examine and seek to strengthen our capacity and resources.

This plan is grounded in the belief that great leaders lead great schools. The Model of Continuous Improvement in the Teacher Development and Performance Plan is a defining connection between the two plans.

The purpose of the evaluation model is both to evaluate Administrator performance fairly and accurately and to help each leader strengthen his/her practice to lead to school development and improvement. Our administrator evaluation model is founded on a set of core principles about the power of great leaders and the critical role of accountability in developing them.

Design Principles

The following six design principles are interdependent; each is critical in determining that evaluations meet the needs of teachers, school leaders and students. They build upon the Connecticut's efforts at administrator evaluation and include current research and best practice in leadership development:

1 Focus on What Matters Most

The Four areas defined by the state board as what matters for administrators are: student learning (45%), administrator practice (40%), stakeholder feedback (10%), and teacher effectiveness (5%). Instructional leadership is the key defining trait of high quality school leadership and is weighted as such in this plan. It connects directly to our teacher core principle: the instructional core matters and focusing on student learning and the teaching that shapes that learning is key.

2 Emphasize Growth Over Time

No single data point can paint a complete picture of a leader's performance. The East Haddam Public Schools Administrator Development and Performance Plan uses multiple measures and begins with the premise that an individual's performance should be about their improvement from an established starting point. This applies to their professional practice goals and the outcomes they are striving to reach. Attaining high levels of performance matters, and maintaining high results is part of the work, but the model should encourage administrators to pay attention to continually improving practice, which is affirmed in The East Haddam Public School's model of continuous improvement.

3 Interface of Educational Leadership Practice and Personal Leadership Practice

Effective school and district leadership considers not only what needs to be done, but how the personal leadership practice of an administrator builds sustainable and coherent practices in a school that builds the capacity of staff, students, and the community at large. The Wallace Foundation paper [*Assessing the Effectiveness of School Leaders*](#) (2009) documents the importance of synthesizing technical knowledge with leadership competencies, noting that a focus on "driver" behaviors that improve instruction and promote necessary school change, anchored in standards, is critical for school and organizational improvement. Additionally, the Wallace Foundation notes that a focus on formative rather than summative feedback is critical to the growth of school leaders. Finally, several studies from Vanderbilt University (<http://www.valed.com/about.html>) support the use of an integrated framework. Other states have aligned their leadership frameworks to educational and personal leadership competencies, notably the Wisconsin leadership framework.

4 School and District Development Planning as the Foundation for Improvement

Strategic planning is the essence of focused school improvement, and this plan relies on school and district plans to guide the continuous improvement process. The evidence of proficient leadership practices are tied to the strategic goals and objectives of the school and district development plans, supported by observational and documented evidence. Additionally, these plans are intended to be aligned with and tied to ongoing embedded professional learning opportunities for teachers, administrators, and support staff.

5 Professional Learning and Development

An evaluation process must have meaningful implications, both positive and negative, in order to earn sustained support from school leaders and to contribute to the systematic improvement of schools. Of key importance is the professional conversation between Administrator and his/her supervisor that can be accomplished through a well-designed and well-executed evaluation system. So the model requires evaluators to observe the practice of administrators and collect and examine adequate evidence to make well informed judgments about the quality and efficacy of practice.

6 Consider Implementation at Least as Much as Design

This plan is designed to limit excessive demands on those doing evaluations or being evaluated. The work is integrated into the overall school improvement and development efforts of The East Haddam Public Schools and is integral to the work, not an addition to it. The plan underscores the importance of the need for evaluators to build skills in setting goals (for themselves and with others), observing practice, and providing high quality feedback.

Model of Continuous Improvement

The East Haddam Public Schools Administrator Development and Performance Plan parallels the Teacher Development and Performance Plan defining effectiveness in terms of practice and performance (practice and stakeholder feedback), and student outcomes and teacher effectiveness/learning (academic progress and teacher growth and development).

The model of continuous improvement depends on the development of synergy between school and district efforts to support the practice of educators in the service of student learning. In this evaluation model, this is reified in the form of core practices that create a “through line” from mission and vision to school and district improvement plans to leadership actions. This through line connects from The East Haddam Public Schools mission and vision, and theory of action, to the school development planning process. The school development process is then driven by careful analysis of multiple indicators of school performance, supported by strategic goals, strategies and action steps. The process of improvement is driven by the leader’s theory of action and personal leadership that is grounded in efficacy and identified strategies, supported by providing meaningful and actionable feedback, engaged through appropriate change management strategies, and grounded in high quality relationships and meaningful communication. The process of continuous school and district improvement is shaped by the school culture, community and context in which each school resides. These efforts require supported professional learning experiences for administrators that address their range of needs and areas for growth.

An additional source of particular importance is the American Institute of Research’s *The Ripple Effect* (Clifford, Behrstock-Sherratt, and Feters, 2012). In this synthesis of research on principal effectiveness, the authors analyze the principal leadership actions most likely to effect the ongoing improvement of a school. Exemplified in the diagram below, this framework focuses on the direct effects of principal leadership to create better outcomes for students.

Additionally, this framework is aligned with and meets the requirements as specified in the CSDE guidelines and requirements for administrator evaluation.

This evaluation model describes 4 levels of performance for administrators and focuses on the practices and outcomes of accomplished administrators. These administrators can be characterized as:

- Meeting expectations as an instructional leader
- Meeting expectations in at least three other areas of practice
- Meeting one target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on two student learning objectives aligned to school and The East Haddam Public Schools priorities
- Having more than 60% of teachers proficient on the student growth portion of the evaluation

What follows is a description of the plan and the four components on which administrators will be evaluated: 1) leadership practice, 2) stakeholder feedback, 3) student learning, and 4) teacher effectiveness. The document also includes steps for arriving at a final summative rating. The model is derived from: Connecticut Common Core of Leading; LEAD Connecticut Turnaround Principal Competencies; LEAD Connecticut Administrator Professional Practice Rubric; Wisconsin Framework for School Leadership; Delaware Performance Appraisal System; Denver, Co. School Leadership Framework; Massachusetts Model System for Educator Evaluation; the Vanderbilt Assessment of Leadership in Education, as well as the work referenced above. It was created with a team of superintendents in southeastern CT, in the LEARN region, a community of practice, seeking to strengthen their efforts to supervise, develop, and evaluate administrators.

Overview of the Process

Each administrator participates in the evaluation process as a cycle of continuous improvement. Beginning with the examination of student learning data, the administrator develops a school improvement plan, including meaningful goals. The school improvement plans must support high quality instruction, and include the collective examination of results as well as how administrators provide feedback and collaborate with all stakeholders throughout the process.

The evaluation begins with goal-setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a Mid-Year Formative Review, followed by continued implementation. The latter part of the process offers administrators a chance to self-assess and reflect on progress to date, a step that informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the subsequent year.

The cycle itself begins with the following processes and general timeline:

June-July: Orientation and Context Setting

To begin the process, the Administrator needs the following:

1. Student learning data are available for review by the administrator and the school has been assigned a School Performance Index rating (if available);
2. Stakeholder survey data are available for review by the administrator;
3. The Superintendent or designee has communicated student learning priorities for the year;
4. The administrator has developed a school improvement plan that includes student learning goals; and
5. The evaluator has reviewed the written plan with the Administrator.

All evaluators will engage annually in training focused on the administrator evaluation system including training on conducting effective observations and providing high-quality feedback.

Training will also include an in-depth overview of the four categories that are part of the plan, the process and timeline for the plan implementation, the process for arriving at summative evaluation. Training will be provided on the rubric/framework so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator proficiency.

July-September: Goal-Setting and Plan Development

Before a school year starts, school administrators identify three student learning indicators based on the school improvement plan and prior evaluation results (where applicable). They also determine two focus areas of educational leadership practice. All of these elements (with the exception of educational and personal leadership practice focus and teacher effectiveness rating) reside in the school or district development plan. The administrator and the evaluator meet to discuss and agree on the selected outcome goals and practice focus areas.

The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in accomplishing the goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual’s evaluation plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used. The focus areas, goals, activities, outcomes, and time line will be reviewed by the administrator’s evaluator prior to the beginning work on the goals. The evaluator may suggest additional goals as appropriate.

September-December: Plan Implementation and Collect Evidence

As the Administrator implements the plan, he/she and the evaluator both collect evidence about the Administrator’s practice. For the evaluator, this must include at least two and preferably more, school site visits. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence, and analyze the work of school leaders. At a minimum, fall, winter and spring visits to the school leader’s work site are essential.

Unlike visiting a classroom to observe a teacher, school visits to observe Administrator practice can vary significantly in length and setting and focus. This may include direct observation of the administrator’s practice, observations of the day to day operations of the school and instructional practice, and discussing other forms of evidence with the administrator. Further, central to this process is providing meaningful feedback based on observed practice. Evaluators need to provide timely feedback (oral or written) after each visit. This process relies on the professional judgment of the Administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence. As cited in the Delaware Administrator Performance Plan, there are many ways to collect evidence, including but not limited to:

Observable Evidence

Directly observing an administrator at work

The evaluator is physically present in the school or venue where the administrator is present, leading, and/or managing. This includes but is not limited to leadership team meetings, professional development sessions, parent meetings, and teacher feedback conversations.

Observing the systems established by the administrator

The evaluator is observing systems that operate without the leader present. This includes but is not limited to team meetings or collaboration sessions (where the administrator is not present), observing teacher practice across multiple classrooms, or observing school systems, culture, climate, etc.

Documented Evidence

Collecting artifacts

The evaluator reviews materials that document administrator practice. This includes but is not limited to school improvement plans, school newsletters, and professional development agendas and materials.

Reviewing school data

The evaluator reviews teacher performance data, student performance data, and overall school performance data. This includes but not limited to leading indicators of the school or district development plan, direct evidence of student performance, and all stakeholder feedback.

February: Mid-year Formative Review

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

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

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

The Administrator and evaluator hold a Mid-Year Formative 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 goals; goals may be changed at this point. The evaluator provides a mid-year summary to inform the work of the administrator for the remainder of the school year.

May/June: Self-Assessment

In the spring, the administrator is expected to assess their practice on the Connecticut Leadership Standards through the lens of The East Haddam Public Schools Leadership Framework.

The Administrator should also review their focus areas and determine if they consider themselves on track or not. This reflection should be used to inform their rating for the year. The administrator submits their self-assessment to their evaluator.

June: Preliminary Summative Assessment (adjusted in August, if appropriate).

The administrator and evaluator analyze the administrator's performance based on all available evidence. Using the school improvement plan, the administrator reports on the results and outcomes that were achieved based on the plan and its actions. Those goals connect to the academic goals required, the goals related the specific program foci, the results related to stakeholder feedback. Regarding the leadership practice, the two review and discuss each component of the framework and the evidence that supports each component to arrive at a final summative judgement. The teacher effectiveness rating is analyzed through both examination of the process of evaluating staff as well as the outcomes.

The evaluator completes the summative evaluation report, shares it with the Administrator, and adds it to the personnel file with any written comments attached that the Administrator requests to be added within two weeks of receipt of the report. Summative ratings are expected to be completed for all administrators by June 30 of a given school year. Should state standardized test data not be available at the time of a 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 summative rating when the data is available and submit the adjusted rating no later than September 15. 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.

The Four Components of the Evaluation

Administrators will be evaluated and supported on the basis of four key components:

1) Leadership Practice, 2) Stakeholder Feedback, 3) Student Learning, and 4) Teacher Effectiveness.

Component One: Leadership Practice Rating (40%)

An assessment of an Administrator's leadership practice is 40% of the summative rating. It is determined by direct observation of practice and the collection of other evidence. These expectations are described in the Common Core of Leading; Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June, 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations. These standards form the foundation of The East Haddam Public Schools Leadership framework.

The elements of practice of The East Haddam Public Schools Leadership framework is the interface of the critical elements of educational and personal leadership practices, essentially synthesizing the "what" and "how" of effective school and district leadership. These are the translated definitions of the Connecticut Common Core of Leading in action, streamlining the 6 elements of the CT Common Core of Leading to four actionable areas. Based on the ISLLC standards and drawing on the LEAD Connecticut Turnaround Principal Competencies as well as the Vanderbilt Assessment of Leadership in Education, this model builds on the latest research to develop the capacity of leaders and schools in East Haddam Public Schools.

Improving teaching and learning is at the core of what effective educational leaders do. As such, Performance Expectation 1 (Instructional Leadership) comprises half of the leadership practice rating and the other 3 performance expectations are equally weighted.

These weightings are consistent for all administrators. For assistant administrators and other school-based 092 certificate holders in non-teaching roles, the Performance Expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers.

In order to arrive at these ratings, administrators are measured against The East Haddam Public Schools Leadership Framework (Appendix) which describes leadership actions across four performance levels for each of the 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 across the district or beyond. Collaboration and involvement from a wide range of staff, students and stakeholders is

prioritized as appropriate in distinguishing Exemplary performance from Accomplished performance.

- **Accomplished:** The framework is anchored at the Accomplished Level using the indicator language from the Connecticut School Leadership Standards. It describes the educational and personal leadership practices necessary to lead successfully.
- **Developing:** The Developing Level focuses on leaders with a general knowledge of educational leadership practices but most of those practices do not necessarily lead to positive results or results are inconsistent.
- **Below Standard:** The Below Standard Level focuses on a limited understanding of educational leadership practices, misuse or general inaction on the part of the leader, or working against school and district improvement on the part of the leader.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each performance expectation in The East Haddam Public Schools Leadership Framework. Evaluators collect written evidence about and observe the administrator's leadership practice across the performance expectations described in the framework. Specific attention is paid to leadership performance areas identified as needing development. This is accomplished through the steps described above, undertaken by the administrator being evaluated and by the evaluator completing the evaluation. The steps include:

1. The administrator and evaluator meet for a Goal-Setting Conference to identify focus areas for development of the administrator's leadership practice.
2. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. Administrator evaluators must conduct at least two school site observations for any Administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession, or who have received ratings of *developing* or *below standard*. Assistant principal evaluators shall conduct at least four observations of the practice of the assistant principal.
3. The administrator and evaluator hold a Mid-Year Formative Conference, with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
4. Near the end of the school year, the Administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.

5. The evaluator and the Administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *exemplary*, *accomplished*, *developing*, or *below standard* for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year. (Supported by the “Summative Rating Form,” Appendix.)

School Based Administrators

Rate Each Component:

1. Instructional Leadership:

| | | | |
|---|--|--|---|
| <p>Effective instructional leaders work in their school communities/contexts to collaboratively articulate a mission, vision and goals focused on academic achievement for all through collaborative processes.</p> <p>Examine all three attributes (1.1 Mission, Vision and Goals; 1.2 Student Achievement Focus; 1.3 Collaborative Practice), with evidence determine:</p> | | | |
| <p>(4) Exemplary: Collaboratively integrates a wide range of personal leadership practices to provide instructional leadership to engage all members of the school community to achieve the mission, vision and goals for academic, behavioral and social improvement for all students.</p> | <p>(3) Accomplished: Integrates a range of personal leadership practices to provide instructional leadership to engage the school community to achieve the mission, vision, and goals for instructional improvement for students.</p> | <p>(2) Developing: Uses some or inconsistent leadership practices to address some aspects of achieving the mission, vision and goals for improvement.</p> | <p>(1) Below Standard: Applies inappropriate personal leadership practices or implements personal or leadership practices that work against instructional improvement.</p> |

2. Human Capital/Talent Development:

| | | | |
|---|--|--|---|
| <p>Effective leaders recruit, select, retain, and develop staff over the course of their careers through systems of high quality support and evaluation.</p> <p>Examine all three attributes (2.1 Recruitment, Selection and Retention, 2.2 Professional Learning, 2.3 Observation and Performance Evaluation), with evidence determine:</p> | | | |
| <p>(4) Exemplary: Collaboratively integrates a wide range of personal and educational leadership practices to effectively recruit, select, retain and develop staff throughout their careers through differentiated approaches</p> | <p>(3) Accomplished: Integrates a range of personal and educational leadership practices to develop staff over the course of their career through support and evaluation and staff development.</p> | <p>(2) Developing: Uses some or inconsistent personal and educational leadership practices to address some aspects of recruiting, selecting, or developing and retaining staff.</p> | <p>(1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that lead to staff turnover or lack of focus on the school mission.</p> |

3. Management and Operations:

| | | | |
|--|---|--|---|
| <p>Effective leaders manage and create environments that are conducive to learning and use their personal and leadership practices to ensure safety, security and resource management.</p> <p>Examine all three attributes (3.1 Management of the Learning Environment, 3.2, Safety and Security, 3.3, Resource Management), with evidence determine:</p> | | | |
| <p>(4) Exemplary: Integrates a wide range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning through appropriate and innovative resource management.</p> | <p>(3) Accomplished: Uses a range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning, with resources that align with the school priorities.</p> | <p>(2) Developing: Uses some or inconsistent personal or educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities</p> | <p>(1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not or are misaligned.</p> |

4. Culture and Climate:

| | | | |
|--|--|---|--|
| <p>Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices.</p> <p>Examine all three attributes (4.1 Family and Community Engagement, 4.2, School Culture and Climate, 4.3, Equitable and Ethical Practice), with evidence determine:</p> | | | |
| <p>(4) Exemplary: Integrates a wide range of inclusive personal and educational leadership practices to create a positive culture and climate that promotes high expectations, and equitable and inclusionary practices through equitable and ethical practices.</p> | <p>(3) Accomplished: Uses a range of personal and educational leadership practices to create a positive school culture and climate through equitable and ethical practices.</p> | <p>(2) Developing: Uses some or inconsistent personal or educational leadership practices to create learning environments that are at times conducive to learning; resources are mostly aligned with priorities.</p> | <p>(1) Below Standard: Applies inappropriate personal leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not aligned or are misaligned.</p> |

Based on an analysis of educational and personal leadership practice, weighing instructional leadership as half, draw a summative conclusion:

| Exemplary | Accomplished | Developing | Below Standard |
|--|--|--|---|
| Exceeds the expectations of educational and personal leadership practices of the Leadership Framework. | Meets expectations of educational and personal leadership practices of the Leadership Framework. | Progressing toward expectations of educational and personal leadership practices of the Leadership Framework. (developing on instructional leadership) | Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework. |

Assistant Administrators and Other School-Based Administrators

| Exemplary | Accomplished | Developing | Below Standard |
|--|---|--|---|
| Exceeds the expectations of educational and personal leadership practices of the Leadership Framework. | Meets expectations of educational and personal leadership practices of the Leadership Framework | Progressing toward expectations of educational and personal leadership practices of the Leadership Framework | Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework. |

Central Office Staff

East Haddam Public Schools Central Office Leadership Framework parallels the administrator framework. Both school leaders and central office staff are connected by the core components of their work; however, central staff have responsibilities for educational leadership practice that may vary in scope and responsibility. The Central Office and administrator rubrics are linked through the core components of educational leadership practice as well as Personal Leadership Practices.

| Administrators | | Central Office Leaders |
|---------------------------------|--|--|
| Educational Leadership Practice | Personal Leadership Practice | Educational Leadership Practice |
| Instructional leadership | Efficacy, Initiative, Strategy | Instructional Leadership |
| Human Capital | Feedback, Decision Making Accountability | Human Capital/Talent Development |
| Management and Operations | Change Management | Organizational Management and Operations |
| Culture and Climate | Communication and Relationships | District Culture and Climate |

The Central Office framework can be found in the Appendix. Central Office administrators use the district development and planning process to derive their work. Sources of evidence parallel the administrator, both in terms of directly observable performance as well as documented evidence of progress. The rating system parallels that of the administrator and is shaped by the nature of the central office role's scope of responsibility.

Component Two: Stakeholder Feedback (10%)

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

The stakeholders surveyed will be those in the best position to provide meaningful feedback to the Administrator. For school-based administrators, stakeholders will include teachers and parents, but may include other stakeholders (e.g, other staff, community members, students, etc.). Surveys will be administered anonymously and all East Haddam Public Schools administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement. The surveys shall be administered annually. Data will be used as baseline data for the following year. Using the survey data, administrators will establish goals, within their school development plans, to address stakeholder feedback. Once the stakeholder feedback goal has been determined, the administrator will identify the strategies he/she will employ to meet the target.

Arriving at a Stakeholder Feedback Summative Rating

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

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

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

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

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

Establishing what results in having “substantially exceeded” the target or what constitutes “substantial progress” is left to the discretion of the evaluator and the administrator being evaluated in the context of the target being set

Component Three: Student Learning (45%)

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

Currently, the state’s accountability system includes four measures of student academic learning:

1. School Performance Index (SPI) progress – changes from year to year in student achievement on Connecticut’s standardized assessments [Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT)].
2. SPI progress for student subgroups – changes from year to year in student achievement for subgroups on Connecticut’s standardized assessments
3. SPI rating – absolute measure of student achievement on Connecticut’s standardized assessments
4. SPI rating for student subgroups – absolute measure of student achievement for subgroups on Connecticut’s standardized assessments

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

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

| | Target (4) | Target (3) | Target (2) | Target (1) |
|---------------------------------|---|---|---|---|
| SPI Progress | >125% of target progress | 100-125% of target progress | 50-99% of target progress | <50% of target progress |
| Subgroup SPI Progress | Meets performance targets for all subgroups that have SPI <88 OR all subgroups have SPI > 88 OR The school does not have any subgroups of sufficient size | Meets performance targets for 50% or more of subgroups that have SPI <88 | Meets performance targets for at least one sub-group that has SPI <88 | Does not meet performance target for any subgroup that has SPI <88 |
| SPI Rating | 89-100 | 77-88 | 64-76 | < 64 |
| SPI Rating for Subgroups | The gap between the “all students” group and each subgroup is <10 SPI points or all subgroups have SPI > 88 OR The school has no subgroups | The gap between the “all students” group and 50% or more of subgroups is <10 SPI points | The gap between the “all students” group and at least one subgroup is >10 SPI points. | The gap between the “all students” group and all subgroups is >10 SPI points. |

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

| Exemplary | Accomplished | Developing | Below Standard |
|------------------|---------------------|---------------------|-----------------------|
| >3.5 | Between 2.5 and 3.5 | Between 1.5 and 2.4 | Less than 1.5 |

This score represents 22.5% of the rating for this area of focus. For any school that does not have tested grades, the entire rating on student learning indicators is based on the locally-determined indicators.

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.

If the use of state assessment data is waived, or if a state assessment does not exist, locally determined measures will be used to replace state assessment data.

Locally Determined Measures

Administrators establish a minimum of three student learning objectives (goals) on measures they select that they will integrate into their school development plans. (If the Administrator has no state-wide assessments, at least three goals must be established). 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, the school must provide evidence of alignment to research-based learning standards.
- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State's approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.

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

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).
- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.
- Students' performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.
- The process for selecting measures and creating goals should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process unfold in this way (described for principals):
 - First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.

- The Administrator uses available data to craft a school improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The Administrator chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
- The Administrator chooses measures that best assess the priorities and develops clear and measurable goals for the chosen assessments/indicators.
- The Administrator shares the goals with her/his evaluator, informing a conversation designed to ensure that:
 - The objectives are adequately ambitious.
 - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
 - The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
 - The professional resources are appropriate to supporting the administrator in meeting the performance targets.

The Administrator and evaluator collect interim data on the goals to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings. Based on this process, administrators receive a rating for this portion, as follows:

| Exemplary | Accomplished | Developing | Below Standard |
|---|--|---|--|
| Met all three goals and substantially exceeded at least 2 targets | Met 2 goals substantially with substantial progress on the third | Met 1 goals and made substantial progress on at least 1 other | Met 0 goals OR Met 1 goal and did not make substantial progress on the other two |

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

| | | STATE TEST PORTION (22.5%) | | | |
|------------------------------------|----------------|-----------------------------------|----------------|----------------|----------------------------|
| | | Exemplary | Accomplished | Developing | Below Standard |
| LOCALLY DETERMINED PORTION (22.5%) | Exemplary | Exemplary | Exemplary | Accomplished | Gather Further Information |
| | Accomplished | Accomplished | Accomplished | Accomplished | Gather further information |
| | Developing | Accomplished | Developing | Developing | Below Standard |
| | Below Standard | <i>Gather further information</i> | Below Standard | Below Standard | Below Standard |

Component Four: Teacher Effectiveness (5%)

Teacher effectiveness – as measured by an aggregation of teachers’ student learning objectives (goals) – is 5% of an administrator’s evaluation. Improving teacher effectiveness is central to an Administrator’s role in driving improved student learning outcomes. That is why, in addition to measuring the actions that administrators take to increase teacher effectiveness – from hiring and placement to ongoing professional development to feedback on performance – the Administrator evaluation model also assesses the outcomes of all of that work.

As part of The East Haddam Public Schools’ teacher evaluation model, teachers are assessed in part on their accomplishment of goals. This is the basis for assessing administrators’ contribution to teacher effectiveness outcomes.

In order to maintain a strong focus on teachers setting ambitious goals for their evaluation, it is imperative that evaluators discuss with the administrators their strategies in working with teachers to set goals. During the evaluation process, administrators are expected to share samples of their work with teacher supervision and evaluation, as the process of evaluation is also a critical variable in an administrator’s success.

| Exemplary | Accomplished | Developing | Below Standard |
|--|--|--|--|
| >80% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation | >60% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation | >40% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation | <40% of teachers are rated <i>accomplished</i> or <i>exemplary</i> on the student growth portion of their evaluation |

Determining End of Year Summative Ratings

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

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

The practice rating derives from an administrator’s performance on the four components/performance expectations of The East Haddam Public Schools Framework rubric and the stakeholder feedback targets. Evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. This forms the basis of the overall practice rating, but the rating is adjusted upward or downward one level in the event that the stakeholder feedback is either *exemplary* or *below standard*, respectively.

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

The outcome rating derives from the student learning measures – state test results and student learning objectives – and teacher effectiveness outcomes. State reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. These two combine to form the basis of the overall outcomes rating, but the rating is adjusted upward or downward one level in the event that the teacher effectiveness is either *exemplary* or *below standard*, respectively.

C. OVERALL: Practice (50%) + Outcomes (50%) = 100%

The overall rating combines the practice and outcomes ratings using the matrix below. If the two categories are highly discrepant (e.g., a rating of 4 for practice and a rating of 1 for outcomes), then the Superintendent/evaluator should examine the data and work with the administrator to gather additional information in order to make a final rating.

| | | <i>PRACTICE RELATED INDICATORS RATING</i> | | | |
|--|-----------------------|--|---------------------|-------------------|----------------------------|
| | | Exemplary | Accomplished | Developing | Below Standard |
| <i>OUTCOMES RELATED INDICATORS RATING</i> | Exemplary | Exemplary | Exemplary | Accomplished | Gather Further Information |
| | Accomplished | Accomplished | Accomplished | Accomplished | Gather further information |
| | Developing | Accomplished | Developing | Developing | Below Standard |
| | Below Standard | <i>Gather further information</i> | Below Standard | Below Standard | Below Standard |

Summative Administrator Evaluation Rating

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

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

Accomplished represents fully satisfactory performance, that is, effective performance. It is the rigorous standard expected for most experienced administrators. Specifically, accomplished administrators can be characterized as:

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

Supporting administrators to reach the accomplished level is at the very heart of this evaluation model. *Exemplary* ratings are reserved for performance that significantly exceeds accomplished and could serve as a model for leaders district-wide or even statewide. Few administrators are expected to demonstrate *exemplary* performance on more than a small number of practice elements. *Accomplished* represents fully satisfactory performance, that is, effective performance.

A rating of *developing* means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected and a pattern at the *developing* level is, for an experienced administrator, a cause for concern: an administrator would then be put on the professional assistance plan. On the other hand, for principals in their first year, performance rated *developing* is acceptable at the beginning of their practice. If a pattern of *developing* continues without adequate progress or growth, the Administrator will be moved to professional assistance. A rating of *below standard* indicates performance that is below proficient on all components or unacceptably low on one or more components. The Administrator will be moved to professional assistance.

Professional Assistance Plan

An Administrator who receives a final summative rating of “Developing” or “Below standard” will be required to work with their evaluator to create a professional assistance plan. This plan will be designed in consultation with such administrator and his or her exclusive bargaining representative and will include the following:

- a. resources, support and other strategies to be provided by the local or regional board of education to address documented deficiencies;
- b. indicates a timeline for implementing such resources, support, and other strategies, in the course of the same school as the plan is issued; and
- c. indicators of success including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.

This personalized improvement plan will be created after the completion of the summative evaluation rating conference. If an administrator does not successfully complete the plan and make adequate progress or growth, they will be deemed ineffective.

Evaluation Criteria: The evaluation criteria are derived from the components of the School Development and Performance Plan and Standards for School Leaders. The plan should target areas in need of improvement: 1) Leadership Practice, 2) Stakeholder Feedback, 3) Student Learning, and 4) Teacher Effectiveness.

Methods: The methods to evaluate are the same as those described above and include some of the following, depending on the areas of need:

- Observations in a range of settings
- Examination of artifacts/data
- Reflective conversations with supervisors, coaching
- Constructive, ongoing feedback
- Assistance and support from evaluator or designee
- Comprehensive goal setting

Time period: The timeframe is dependent upon the nature of the area of concern and the extent of the needs for change and improvement.

Accountability: Documentation of evaluation criteria will include summative ratings supported by evidence. It may include strengths, areas needing improvement and recommended strategies for meeting any next steps. It may also include a recommendation regarding continued employment.

Peer support: The primary support for staff in this format will be the administrator. Others, including peers or executive coaches, may provide additional supervision or assistance.

Dispute Resolution Process

If the evaluator and administrator cannot agree on objectives, the evaluation period, feedback or the professional development plan, then the superintendent acts as the final decision maker when a resolution cannot be reached.

Evaluation-based Professional Learning

The East Haddam Public Schools, as an organization, is committed to supporting the continuous growth and development of the leadership of the organization. The East Haddam Public Schools provides professional learning opportunities for administrators, based on the individual or group of individuals' needs that are identified through the evaluation process. These learning opportunities are clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observations of professional practice, or the results of stakeholder feedback. They may be provided through our regularly scheduled administrative team meeting time, or additional sessions as necessary. In addition, individual opportunities to learn may be provided both within and outside of the organization to meet individual learning needs.

Career Development and Growth

East Haddam Public Schools values the opportunities for career development and professional growth. These opportunities may be about deepening skills, knowledge or understanding in the particular job an administrator holds and/or helping to develop and explore new career options, and/or helping others to develop into leaders throughout the organization. East Haddam Public Schools provides opportunities for career and professional growth based on Administrator's performance identified through the evaluation process. Examples of these range of growth opportunities include but are not limited to: observation of peers; mentoring/coaching early career administrators; leading learning experiences for peers; cultivating leaders within a building; connecting research to practice; contributing to East Haddam Public Schools as an organization and providing opportunities for others to grow; differentiated career pathways, or the development of skills to lead to new career opportunities, and targeted professional development based on areas of need. The development of leadership occurs on a continuum. The East Haddam Public Schools approach allows for the development of leadership at every stage of a leader's career and to support others along that journey of growth and development.

Appendices:

- A. LEARN/Shoreline Leadership Framework
- B. LEARN/Shoreline Central Office Leadership Framework
- C. End of Year Conference Guiding Questions for Administrators
- D. Administrative Conference Guidelines

TABLE OF CONTENTS

| | <u>Page No.</u> |
|--|-----------------|
| Introduction | ii |
| Description of Community | iii |
| Professional Development and Teacher Evaluation Program | 1 |
| Framework for Evaluation of Teaching and Learning | 4 |
| Goals of the Plan | 5 |
| • Data Collection | 6 |
| Connecting Teacher Evaluation and Professional Development | 7 |
| Components of the Plan..... | 8 |
| • Professional Accountability..... | 10 |
| • Professional Assistance | 23 |
| Evaluation of Non-Instructional Certified Staff..... | 28 |
| Evaluation of the Plan | 29 |
| Appeals Process | 30 |
| Appendix A: Supporting Documents | |

*Updated CCT Rubric, Support Staff Rubrics, and SLO Forms can be found by navigating to the Connecticut SEED website

INTRODUCTION

In accordance with state statutes and guidelines, the East Haddam Professional Development and Teacher Evaluation Program was formulated by a committee comprised of representatives of the administrative and teaching staff, including representation from the East Haddam Education Association.

The purpose of this Professional Development and Teacher Evaluation Plan is to connect teacher evaluation with curriculum development, professional development, student assessment, and school and district goals. Through the use of clear accountability criteria and the alignment of evaluation and professional development goals with district and school goals, this plan will facilitate the improvement of student learning. The plan delineates the roles and responsibilities of the evaluators and evaluatees, and the processes that will be utilized in each phase of the plan.

All certified staff below the position of Superintendent will participate. It will be the responsibility of the Superintendent to provide training, materials and resources as needed for the successful implementation of this plan.

Evaluators will coordinate with the District Facilitator for the TEAM Program to ensure that teachers with an Initial Certificate are assigned a mentor.

Committee Members

- Alison Akehurst - Teacher, East Haddam Elementary School
- Joanne Collins - Principal, East Haddam Elementary School
- Carolyn Gbunblee - Teacher, Nathan Hale-Ray High School- Committee Co-Chair
- Doreen Johnson - Teacher, East Haddam Elementary School
- Carole Marvin - Teacher, East Haddam Elementary School
- Jason Peacock - Principal, Nathan Hale-Ray Middle School
- Brian Reas - Superintendent of Schools, East Haddam Public Schools
- David Scata - Pupil Services Director, East Haddam Public Schools- Committee Co-Chair
- Eric Spencer – Principal, Nathan Hale-Ray High School
- David Telep - Teacher, Nathan Hale-Ray Middle School and East Haddam Education Association President
- Shaleen Thoady - Teacher, Nathan Hale-Ray Middle School
- Christopher Veronesi - Teacher, Nathan Hale-Ray High School

DESCRIPTION OF COMMUNITY

East Haddam is a small eastern Connecticut town with a population of approximately 7,500 citizens. The East Haddam Public School District is comprised of approximately 1,100 students in three schools: a PK-4 elementary school, a 5-8 middle school, and a 9-12 high school. There are 117 teachers, 8 administrators, and 32 non-certified instructional staff.

MISSION STATEMENT

The mission of the East Haddam School District, where people are our greatest resource, is to develop a community of life-long learners through a rigorous instructional program delivered by a caring, competent staff dedicated to preparing productive citizens for our diverse and changing society.

CRITICAL ISSUES TO BE ADDRESSED

CURRICULUM – Curriculum development is a dynamic and continuous process by which a school system plans, implements, and evaluates its educational programs in a coherent and logical manner. Curriculum guides the teaching/learning process by defining what is to be learned, how it is to be learned and how it will be assessed. Inherent in this process is a need for a comprehensive professional development program, including a differentiated teacher evaluation model that will lead to improved student learning.

FACILITIES – The responsibility of the East Haddam community is to provide facilities to support the changing educational needs of its children. These facilities must also provide for the delivery of community-based programs. As a result of the needs of this growing community and changing educational requirements, a comprehensive plan must address modifications to present facilities and creation of plans for new facilities.

RELATIONSHIPS – Relationships that are based on mutual respect and trust can have life long positive impacts on intellectual, social, and emotional growth and development of a person. The East Haddam Public Schools will nurture the development of positive relationships and maintain trust between students, staff, teachers and administrators, parents, Board of Education, town government and community members in order to create a supportive learning environment that inspires confidence and facilitates the health and wellness of its members.

**EAST HADDAM PUBLIC SCHOOLS
PROFESSIONAL DEVELOPMENT AND TEACHER EVALUATION PROGRAM**

Statement of Purpose

The purpose of the East Haddam Professional Development and Teacher Evaluation Program is to ensure consistently high levels of instruction that lead all students toward their greatest levels of achievement. Teaching is a dynamic and ever changing profession that requires continuous learning and growth. This program represents the process by which continual growth is supported.

Guiding Principles

We believe that:

- student learning drives the ongoing development and implementation of teacher evaluation and professional growth;
- the relationship between expectations for student performance and actual student performance guides the content of professional growth and teacher evaluation;
- professional growth of educators is critical to the process of increased student learning in our schools;
- school improvement is more proficient and coherent when teacher evaluation and school improvement processes are integrated with an ongoing systematic professional development process;
- a collegial, collaborative relationship between and among educators creates an optimum climate for proficient teaching and student learning;
- the teacher evaluation process must include validating teacher's strengths and recognizing how these can be used more efficiently, identifying weaknesses, and providing scaffolding towards improvement;
- the teacher evaluation process includes multiple sources of information and data; and
- a proficient evaluation plan requires a clear definition of teaching and learning and a system to assess it, in which clearly defined expectations of performance and criteria for measuring performance exist.

Our document is framed around the contents of the following Connecticut State Department of Education publications and District-wide Goals and Standards:

1. Connecticut's Common Core of Teaching (CCT) revised June 7, 2013 which defines Proficient teaching performance and practices through the lens of Domains 1-4 of the original CCT.
2. Connecticut's Guidelines and Standards for Comprehensive School Counseling
3. Connecticut's Guidelines for the Practice of School Psychology
4. Connecticut's Practice Guidelines for the Delivery of School Social Work Services
5. Connecticut Code of Professional Responsibility for Teachers.
6. Connecticut Code of Professional Responsibility for Administrators.
7. State of Connecticut and East Haddam Curricular Goals and Standards (Common Core State Standards where available), which establish student content and performance standards across all disciplines by grade span, (preK-12) and schools.
8. East Haddam District and School Improvement Goals and Curriculum Standards
9. A plan for developing curriculum in the East Haddam Public Schools.
10. Job Descriptions for teachers, administrators, and coordinators.

Using these documents as the foundation for teacher evaluation and professional development establishes a critical link between Proficient teaching and increased student learning.

INTRODUCTION TO THE PLAN

Educator Involvement in Development of the Plan

This document has been developed through the collaborative efforts of teacher representatives from each of the schools, a representative of the EHEA, and principal representatives. The committee has come to mutual agreement on all aspects of the plan. We define mutual agreement as “a meeting of the minds on a specific subject, and a manifestation of intent of the parties to do or refrain from doing some specific act or acts.”

Definition of Teacher and Evaluator

Evaluator refers to all individuals whose job description includes supervision and evaluation of other teachers. Teacher, as used in this document, shall mean any certified person below the rank of Superintendent.

Implementation of Plan: Training of Teachers and Administrators

In-service training that addresses the plan, the foundation documents, and the revised performance expectations will be provided for all staff prior to implementation of the plan.

Teachers and administrators new to the East Haddam School System will be provided with training to ensure that they understand the elements and procedures of the Professional Development and Teacher Evaluation Program and the foundation documents.

Superintendent’s Role in the Evaluation Process

1. Serve as liaison to the Board of Education.
2. Ensure that the Professional Development and Teacher Evaluation Committee receive information regarding school and program improvement and individual professional growth goals for use in planning district staff development programs.
3. Allocate and provide funds or resources to implement the plan.
4. Arbitrate disputes.

INTRODUCTION TO THE PLAN (CONTINUED)

Responsibility for Evaluations

Superintendent

- Principals
- District Directors
- PreK-12 Coordinators

Building Principals

- Assistant Principals

Building Principals and Assistant Principals

- Teachers
- Guidance Counselors
- Library Media Specialists

Director of Pupil Services

- School Psychologists
- School Social Workers
- Speech and Language Pathologists
- Special Education Staff

Resources for Plan Implementation

Funds to provide materials and training to support the successful achievement of the teachers' goals, objectives and implementation of the Evaluation Plan will be allocated annually.

FRAMEWORK FOR EVALUATION OF TEACHING AND LEARNING

The East Haddam Professional Development and Teacher Evaluation Program is designed to address learning and instruction and is based on clearly defined expectations. These expectations are based on the *Common Core of Teaching*, the *Common Core State Standards*, and the *Codes of Professional Responsibility for Teachers and Administrators*, as well as current educational research. The performance expectations also include those responsibilities that we as a district believe to be key in promoting a positive school climate and the development of a professional learning community.

Teaching Expectations

1. *Application of Best Practice:* The teacher demonstrates and articulates the selection, application and evaluation of the knowledge base of teaching. This area encompasses both organizing for and the delivery of instruction and selecting instructional methods to develop student abilities and learning styles.
 - Teachers understand how students learn and develop.
 - Teachers understand how students differ in their approaches to learning.
 - Teachers understand the central concepts and skills, tools of inquiry, and structures of the discipline(s) they teach.
 - Teachers know how to design and deliver instruction.
 - Teachers plan instruction based upon knowledge of subject matter, students, the curriculum and the community.
 - Teachers select and/or create learning tasks that make subject matter relevant and meaningful to students.
 - Teachers establish and maintain appropriate standards of behavior and create a positive learning environment that shows a commitment to students and their successes.
 - Teachers create instructional opportunities that support students' academic, social and personal development.
 - Teachers use proficient verbal, nonverbal and media communication techniques which foster individual and collaborative inquiry.
 - Teachers employ a variety of instructional strategies that enable students to think critically, solve problems and demonstrate skills.
 - Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate.
2. *Contributing Member of Staff:* The teacher plays a role in the school community outside the classroom.
 - Teachers conduct themselves as professionals in accordance with the Code of Professional Responsibility for Teachers (Section 10-145d-400a of the Connecticut Certification Regulations).
 - Teachers share responsibility for student achievement and well-being.
3. *Positive Parent and Community Relationships:* The teacher invites communication and builds bridges between the school, parents and the community.
 - Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community.
4. *Continuous Professional Growth and Development:* The teacher is a constant learner and models for students that learning is a lifelong endeavor.
 - Teachers seek out opportunities to grow professionally.
 - Teachers serve as leaders in the school community.
 - Teachers demonstrate a commitment to their students and a passion for improving their profession.

GOALS OF THE PLAN

The purpose of the new evaluation model is to evaluate educator performance fairly and accurately and to help each educator strengthen his/her practice to improve student learning. The process of evaluation has four purposes: to increase student learning, to promote proficient teaching, to enhance school improvement, and to provide for accountability in the educational system.

The East Haddam Educator Development and Performance Plan connects to student achievement and aligns with professional development and school improvement. The purpose of the new evaluation model is to evaluate teacher performance fairly and accurately and to help each teacher strengthen his/her practice to improve student learning outcomes. This evaluation plan relies on four design principles.

The following four design principles are interdependent; each is critical in determining that evaluations meet the needs of all educators: teachers, student support professionals, school leaders and students.

1 Focus on Student Learning

Research continues to show that high quality engaging classroom instruction has a greater impact on student learning than any other school-level factor. The East Haddam Educator Development and Performance Plan aims to improve student learning outcomes through Proficient instruction and support for student and educator learning in intellectually, emotionally and physically safe environments. Furthermore, through the use of a variety of data sources, educators will organize, plan, and set goals that meet the needs of the individual student and the class. Educators will be held accountable for the use of various types of assessment data throughout the school year to evaluate student progress and to make adjustments to their practice toward improved teaching and learning outcomes.

2 Multiple Measures of Performance Data

The East Haddam Educator Development and Performance Plan uses multiple measures to determine whether educator performance expectations have been met.

Each measure within the plan has been specifically weighted in accordance with the Connecticut Guidelines that allows both educators and administrators to understand how each component contributes to the final summative evaluation rating.

3 Evaluator Obligation to Measure Outcomes with Fidelity

The East Haddam evaluation process must have a meaningful impact on school and district improvement as well as educator proficiency to be reliable and valid. The ability to support, develop and retain East Haddam talent is the job of the school leader. Therefore, evaluators will be held responsible for evaluating all *fairly, accurately and consistently* while taking steps to impact overall student achievement and impact achievement gaps.

Administrators will adhere to all rating definitions and scoring rubrics, will be rated proficient in the use of the evaluation process and the corresponding data management systems. Consistency and calibration among evaluators is an essential part to the evaluation process.

GOALS OF THE PLAN (CONTINUED)

4 Support, Professional Development, and Regular Feedback

The East Haddam plan encourages Administrators/Evaluators and designated instructional leaders to observe professional practice in many circumstances. It is prescriptive in its requirement that Administrators/Evaluators will engage in regular conversations with educators to discuss overall performance and student progress to establish, clarify and/or adjust school improvement goals to create and sustain student achievement and an appropriate climate for learning, to establish, clarify and/or adjust professional goals and to provide support for goals' attainment. The Administrators/Evaluators will have regular conversations with individual educators and collectively to discuss overall classroom performance and student progress; to establish professional goals and developmental needs; and to provide the support available to meet those needs.

Core Requirements/Law

Sections 51 through 56 of PA 12-116, signed into law by Governor Dannel P. Malloy on May 15, 2012 and amended by sections 23 and 24 of PA 12-2 of the June 12 special session, requires the State Board of Education to adopt, on or before July 1, 2012 and in consultation with the Performance Evaluation Advisory Council (PEAC), guidelines for a model teacher evaluation and support program. The PEAC have renamed these "core requirements". The East Haddam evaluation system was developed pursuant to these statutory requirements.

DATA COLLECTION

The East Haddam Educator Development and Performance Plan uses multiple measures to determine whether educator performance expectations have been met. Each measure within the plan has been specifically weighted in accordance with the Connecticut Guidelines that allows both educators and administrators to understand how each component contributes to the final summative evaluation rating.

CONNECTING TEACHER EVALUATION AND PROFESSIONAL DEVELOPMENT

As our guiding principles indicate, the East Haddam school system believes that the primary purpose for staff development is school improvement as measured by the success of every student. We also believe that professional development must focus on creating meaningful learning experiences for all staff members.

We also recognize that designing professional development is a dynamic process. Working with our district and school goals, professional development will be planned based on individual and group needs identified through the evaluation process (General Statute 10-220B).

We recognize that educators, as well as students, learn in different ways and have different learning needs at different points in their careers. Proficient professional development, therefore, must provide for a variety of learning experiences through learning teams, study groups, individual study, as well as school-wide professional development activities. Individual professional growth opportunities will be identified through the evaluation process. Teachers who have identified a specific interest are encouraged to design a professional development program that will meet their specific needs.

Furthermore, it is important that district professional development includes opportunities for staff to learn-by-doing, and includes time to reflect on the learning experience followed by the generating and sharing of the new insights about teaching and learning. This approach to professional development allows teachers to explore different methods of instruction and to discover what works best with students in their classes.

Integrated Professional Development

In order to ensure that our professional development is aligned with and supports the evaluation process, the Professional Development and Teacher Evaluation Committee will use the following guidelines:

The professional development and evaluation committee shall consist of certified employees, and such other school personnel as the board deems appropriate, including representatives selected by the exclusive bargaining representative for such employees chosen pursuant to subsection (b) of section 10-153 of Public Act No. 13-245.

The Committee's responsibility is to review the professional development support and resources required for the teacher goals and school goals. The results of this analysis will then be used to develop a Professional Development Plan for the school system and to monitor this evaluation plan.

Career Development and Professional Growth

Opportunities for career development and professional growth based on performance will be identified through the evaluation process. Examples include, but are not limited to: observation of peers, mentoring/coaching early-career teachers, leading Professional Learning Communities for their peers, and differentiated career pathways.

COMPONENTS OF THE PLAN

It is important to recognize that the overall goal of the plan is to *support the development of a professional culture of analysis, reflection, feedback and discourse about teaching practice and student learning* among the faculty. Research tells us that this type of an environment results in better learning for students.

To support such an environment, it is important to be clear about the differences between supervision and evaluation, two aspects of all Teacher Evaluation and Professional Development Plans. Instructional facilitators contribute to the supervision of teachers but do not evaluate teachers. Evaluation of teachers is done solely by district administration. There are differences in the expected outcomes for these two aspects.

Supervision vs. Evaluation

Supervision

1. Facilitating- helping teachers think about and plan to meet self-set goals.
2. Engaging- stretching teachers' thinking about their instructional decisions.
3. Coaching- validating teachers' proficiency in a believable and strength-building way.
4. Problem Solving- facilitating teachers' analyzing and solving classroom problems.

The boundary between supervision and evaluation comes when decisions are made with gathered information.

Evaluation

1. Monitoring- monitoring for fidelity of curriculum implementation.
2. Directing- directing teachers to weak areas in their teaching and helping them improve.
3. Making Decisions- about teacher placement, hiring, commendation, promotion, tenure.
4. Remediating/Dismissing- identifying the need for remediation, counseling, or dismissal.

EAST HADDAM DEVELOPMENT AND PERFORMANCE PLAN

The East Haddam plan includes multiple measures to assess a teacher's performance comprehensively. Based on our core guiding principles and beliefs, professional collaboration is central. Collaborative teaming forms the foundation of our practice. Teams begin with student learning data and use it to design, redesign, and modify instructional practices together. A team may examine individual student work generated from common assessments (both formative and summative), locally determined assessments, as well as district and state assessments as starting points. Each school has designated opportunities for staff to engage in professional collaboration. Their job, no matter what the structure, is to adhere to the reflective practice cycle, to examine student learning data together, to engage in collaborative planning for high quality curricular and instructional design, to deliver that instruction, then to examine the results of that instruction. The process applies, whether teachers are setting individual student learning goals or collective whole school goals.

This process is shaped by the district and school improvement goals and requires ongoing professional learning to help keep educators current and strategically Proficient. Professional development is inherent in this process in ways not limited to traditional internal or external professional development sessions, but also includes modeling, coaching, feedback, instructional rounds, and discussing student work examples. Professional development is driven by student learning data and results in this plan.

The East Haddam Educator Development and Performance Plan is therefore grounded in the work to create a palate of continuous improvement strategies and confirmation of those practices that will be sustained. The processes and structures described herein rely upon both collaborative and individual work.

Our plan has the following components: The **Professional Accountability** Component which is designed to ensure adequate performance by non-tenured and tenured teachers; and the **Professional Assistance** Component which is designed to specifically address areas in need of remediation.

PROFESSIONAL ACCOUNTABILITY

Professional Accountability is designed for both tenured teachers who have shown proficiency and non-tenured teachers who are developing knowledge, skills, and competencies in accordance with the CCT and individual professional responsibilities as described in their job descriptions.

Purpose

- To ensure quality instruction for students.
- To collect data to assist in making decisions about continued employment for non-tenured teachers.
- To engage in collaborative conversations about student learning.
- To provide sufficient support so that a teacher can perform to his/her potential.
- To assess teacher competencies.
- To proficiently use reflective practices/exercises.

YEAR 1 & 2:

Year 1 and 2 teachers will work with a mentor or a support team. A support team may include an administrator, a trained mentor, and other faculty who will work together to support the induction of the new teacher. The East Haddam School District is committed to providing appropriate release time for a mentor or the support team and non-tenured teacher to meet as needed.

Process

1. A minimum number of classroom observations by an administrator according to chart on p. 17
2. Meet regularly with assigned mentor and/or support team.
3. Minimum of 2 non-evaluative, feedback observations by the mentor or a member of the support team.
4. Participate in activities designed for teachers new to the district.
5. Attendance at TEAM seminars and/or clinics.
6. Completion of five TEAM modules.

YEARS 3 & 4: Non-tenured teachers who are rated proficient or exemplary receive a minimum number of observations per year according to the chart on p. 17

STEPS IN THE PROCESS

The steps in the process of teacher development are summarized below in accordance with Connecticut Guidelines. It includes, at a minimum, the following steps in the process:

1. **Orientation: At the start of the school year**

All teachers receive an orientation to the program, its processes and expectations, including their roles and responsibilities in the process and the standards that are used to assess teaching and learning. District and school improvement priorities and student learning objectives or goals will be announced so that they can be reflected upon in future goal setting meetings.

2. **Goal Setting Conference: By November 15th**

The CT SEED system timeline provides for implementation and evidence collection of an individual plan to occur from September – December. Reflection: In advance of the student learning objective (SLO) setting meeting, educators will examine student data, prior year evaluation results and feedback, and other relevant school or stakeholder data to establish individual goals. At least one, but not more than 4, SLO(s) to address student learning and achievement will be written. The SLO will comprise student performance (growth and development component) and be valued at 45% of the summative evaluation rating.

Goals related to student and parent feedback will comprise 15% of the final summative rating. Observation of educator performance and practice as discussed earlier in this plan will comprise 40% of the summative evaluation rating.

Goal Setting Conference: The educator and evaluator meet to discuss the proposed SLO and arrive at mutual agreement about them. The goals for the year must be informed by data and evidence by the combined collection of both educator and evaluator. Evaluators may require changes to goals and objectives if they do not support district and school improvement priorities or meet established curriculum and standards requirements.

This chart exemplifies a completed goal; one which addresses each form field:

| A Complete Goal | Definition | Reflection/Preparation |
|--|---|---|
| The Rationale | Goal is defined with regard to why it was chosen. It will connect with district/school improvement goals and addresses student learning needs as evidenced by data on student performance and achievement as addressed above – standardized assessments, local assessments, perceptual data, behavioral data, and student work. | Consider the baseline data and background information. What did I use to write/establish this goal? Have I considered the strength and weaknesses of my students with regard to content standards (CCSS if available)? An educator might also consider this goal in the context of affecting whole school learning. |
| Student Learning Objective | The objective itself must define, what you are projecting your students will achieve. It will be written as a specific, measurable, attainable, relevant and timely (S.M.A.R.T.) goal. The SLO must be relevant to most if not all students, and as such will be “ambitious” and reflect at least one year’s worth of progress. | Consider what impact your practices including preparation, planning, strategies may have resulted in the growth of your students toward achieving your stated SLO growth projection. This SLO will, therefore, be specific to what you want to achieve with your students. |
| Action Steps | The SLO must be specific to how you and your students will achieve this goal. It will address your next steps, a plan of action that includes what you will do, and what you expect the students will need to do. | Consider how you will direct progress toward meeting this goal. Think about the standards you are working toward and map the strategies will you use, and the support you will need. Identify what Professional Development you will need. |
| Indicators of Academic Growth and Development (IAGD) 2 or more required | Consider the evidence you will use. How are you and your evaluator going to know if there is progress toward achievement of this SLO? What standardized and/or non-standardized indicators are you using? Remember the SLO must be S.M.A.R.T. What other indicators you are using to measure your students growth and development? | What is your actual target of performance growth for your students? What data are you going to consider now in preparation to meet your new targets? |

3. Observations of Practice: Ongoing

The administrator observes educator practice using a rubric, and conducts conferences related to those observations. The administrator provides a rating on the rubric.

4. Ongoing Data Collection Related to Performance and Practice: Ongoing Both educator and administrator collect data related to the student outcomes and learning goals as well as data regarding practice and performance as required by the rubric.

5. Interim Mid-year Check-in Conference: January/February

Educator and evaluator will hold at least one mid-year conference. The conference will focus on processes and progress toward meeting the goals established in the goal-setting conference. Evidence about practice and student learning data will be reviewed. It is important to note that local/formative assessment data and perceptual data may be a part of this conversation. Other student indicators may be taken into account such as behavioral data, participation and engagement elements (absences, referrals), student engagement in other kinds of school activities impacting their achievement and the educator's assessment of their students' learning needs/styles. This is conversation that will reference both empirical and anecdotal information. Educators and evaluators may mutually agree to revisions of strategies, approaches or targets to accommodate other changes in the goals.

6. End of Year Summative Review: Prior to the Last Day of School

Self-Assessment: Educator reviews and reflects on all information and data collected during the year related to the goals and completes a self-assessment for review by the evaluator. The educator completes a self-assessment prior to this meeting for the administrator's review and thereby creates the forum for discussion. The self-assessment will be viewed as the lead-off discussion points and will be crafted in accordance with the fields addressed in SLO proposals and will be evidence itself of the educator's reflections on the SLO they have chosen. Educators are asked to describe the results they have noted (positive or negative), provide their evidence and describe what contributing practice factors impacted those results. Educators are asked to consider what they have learned and how they will use that knowledge going forward. They will consider what types of Professional Development or support they perceive would be helpful to future goals attainments.

End of Year Conference: Educator and Evaluator meet to discuss all of the evidence collected to date and goals attainment. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation. The summative report may be revised based on additional assessment data collected during the summer.

Evaluators review the evidence and the teacher's self-assessment and assign one of four points to each SLO: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point).

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

7. Final Summative Rating

It is expected that the process is actively engaged in by both educator and evaluator: establishing goals based on student learning data, engaging in collaborative processes to create or review curriculum, design instruction and engage in high quality instruction. It is expected that the educator will bring this process into their repertoire of practice strategies.

This chart is a brief summary of the responsibilities.

| Areas of Evaluation | Educator Responsibility | Administrator Responsibility |
|--|--|---|
| Observation of educator performance and practice (40%) | <ul style="list-style-type: none"> ▪ Self-reflection on standards ▪ Identification of professional learning needs | <ul style="list-style-type: none"> ▪ Pre and Post Conferences ▪ Observations of practice - see chart p.17 ▪ Summative Rating |
| Parent feedback (10%) | <ul style="list-style-type: none"> ▪ Mutual goal setting and strategies | <ul style="list-style-type: none"> ▪ Data collection ▪ Mutual goal setting ▪ Summative rating |
| Student feedback (5%) | <ul style="list-style-type: none"> ▪ Mutual goal setting and strategies | <ul style="list-style-type: none"> ▪ Data collection ▪ Mutual goal setting ▪ Summative rating |
| Student learning/achievement measures (45%) | <ul style="list-style-type: none"> ▪ One student learning goal with minimum of 2 IAGDs ▪ Fall, mid-year, end of year conferences to write/adjust SLOs ▪ Data collection/reflection ▪ Mutual goal setting | <ul style="list-style-type: none"> ▪ Fall, mid-year, end of year conferences ▪ Mutual goal setting ▪ Summative rating |
| Final Rating (100%) | | <ul style="list-style-type: none"> ▪ Final Summative Rating |

Summative Teacher Development and Performance Review:

The Core Requirements of the Connecticut Guidelines for Educator Evaluation require that districts weight the components of the educator’s annual summative evaluations and ratings as follows:

| Educator Performance and Practice | Student Outcomes and Learning |
|---|--|
| 40% Observation of educator performance and practice | 45% Student learning/achievement measures |
| 10% Parent feedback | 5% Student feedback |
| = 50% | = 50% |
| 100% = Summative Rating | |

All educators will be evaluated in four categories, grouped into two major focus areas: Performance and Practice based on student learning outcomes. The specifics of each portion of the plan are outlined below.

Student Outcomes and Learning

45% Student Learning/Achievement Measures

The process for assessing student growth using multiple indicators of academic growth and development is developed through mutual agreement by each teacher and his or her evaluator at the beginning of the year (or mid-year for semester courses). The educator will create a minimum of one Student Learning Objective (SLO) for student growth and will use multiple (two or more) indicators of academic growth and development (IAGDs). The evaluator may score each indicator separately, and then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

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

For the other half (22.5%) of the indicators of academic growth and development, a minimum of 1 non-standardized indicator must be used in rating 22.5% of IAGDs (e.g. performances rated against a rubric, portfolios rated against a rubric, etc.) and a maximum of one additional standardized indicator, if there is mutual agreement.

The individual SLO ratings and the student growth and development rating will be shared and discussed with teachers during the End-of Year Conference. ***Evaluators are strongly urged to use their professional judgment, not just an algorithm, to determine the final summative rating.***

NOTE: For the 2015-16 academic year, the required use of state test data is suspended, pending federal approval.

5% Student Feedback

East Haddam educator’s goals must be connected to the district and school improvement priorities.

Student Feedback via Surveys

Administrators will consider whole school responses from students on administered student surveys. The survey will be anonymous, and demonstrate fairness, reliability, validity and usefulness. Surveys will use age and grade-level appropriate language and administration protocol.

Educators and administrators will establish a goal relative to student surveys collectively, as a school or individually. Ratings will be based on evidence of teacher’s implementation of strategies to address areas of need as identified by the survey results. A summative rating, using the following scale will be discussed and finalized during the End-of-Year Conference.

| Below Standard | Developing | Proficient | Exemplary |
|-----------------------|------------------------|-------------------|-------------------|
| Did not meet the goal | Partially met the goal | Met the goal | Exceeded the goal |

Teacher Performance and Practice

40% Observation of Teacher Performance and Practice

Forty percent (40%) of a teacher’s evaluation will be based on observation of teacher practice and performance, using the Connecticut CCT rubric based on the *Common Core of Teaching*. The CCT and its state approved rubric are found on the Connecticut SEED Website.

East Haddam educators’ performance will be assessed within the domains of the state’s newly revised CCT rubric. The rubric is consistent with Connecticut’s TEAM program of mentorship in the professional development of new educators. The rubric parallels the tenets of the TEAM modules and moves from the platform of reflective practice to advance educators’ practices and student achievement. Like TEAM, the CCT rubric seeks documentation of the evidence of growth of instructional practice and allows the presence of collaborative planning and practice in which students may be successful.

Evaluators will rate educator practice by reviewing data that is collected on an ongoing basis through the formal and informal observation process, dialogue with the educator, in the review of the products of practice such as lesson plans and in the review of student work to reach a summative rating. Educators will be a part of this process and self-assess using the CCT and state’s rubric to share in reflection with their evaluator and the process of conferencing formally and informally (invaluable to the educator’s practice and their students’ achievement).

OBSERVATION REQUIREMENTS:

The observation minimal requirements of the East Haddam evaluation process will be conducted as per the table:

| OBSERVATIONS | 1 st and 2 nd year teachers or others with below standard or developing ratings | 3 rd and 4 th year teachers with proficient or exemplary ratings | Tenured teachers with proficient or exemplary ratings | |
|---|---|---|--|--|
| | | | Year 1 of 3 year cycle | Years 2 & 3 of 3 year cycle |
| | 3 formals (additional informals appropriate to individuals) | 1 formal; Minimum 2 informals | 1 formal (additional informals appropriate to individuals) | Minimum 3 informals; 1 informal includes reflection form and post conference |
| 1 review of practice shall be completed every year. | | | | |

Administrators will determine the individual plan needs and provide a number of observations appropriate to the plan, but no fewer than 3 formal in-class observations for those educators who are in years 1 and 2 or receive performance ratings of ***below standard or developing***. Formal observations require pre-conferencing and post-conferencing.

Educators in years 3 and 4 with performance ratings of ***proficient or exemplary*** will receive 1 formal classroom observations and a minimum of 2 informals.

Tenured teachers with performance ratings of ***proficient or exemplary*** will be placed on a three year observation cycle. One year will include 1 formal observation. Two years will include a minimum of 3 informal observations, with one informal observation per year that includes a post-observation form and follow-up conference.

One review of practice shall be completed every year for every teacher. A review of practice includes, but is not limited to, observations of another area of professional practice, coaching/mentoring other teachers, review of lesson plans, or other teaching artifacts. The review of practice will be mutually agreed upon during the goal setting meeting.

FORMAL AND INFORMAL OBSERVATIONS

Formal Observations

Formal observations will be announced. An announced observation is scheduled and the time is known by the teacher and administrator.

Teachers will complete a pre-observation form for all formal observations. There will be a pre-meeting, which includes discussion of a lesson within the context of the unit, an observation lasting at least 30 minutes, teacher post-observation reflection form, and a post-observation meeting.

Informal Observations

The purpose of informal observations is to ensure consistency of high levels of instruction. The length of an informal observation is 15 to 30 minutes. Informal observations can be announced or unannounced. Written or verbal feedback will be provided to the teacher by the administration in a timely manner.

Time and date, along with a short description of what was seen during the observation, will be entered into Bloomboard by the administrator for all informal observations. Teachers will be notified of all informal observations within 24 hours following the observation. Upon mutual agreement, one informal observation will require a teacher post-observation reflection form within three school days of the notification and will include a post-conference. It is optional to fill out the post-observation reflection form for the other informal observations.

| Years 2 & 3 for tenured teachers with proficient or exemplary ratings | |
|--|--|
| 2 Informal Observations Without Post-Conference | 1 Informal Observation With Post-Conference |
| <ul style="list-style-type: none"> • Post-observation reflection form optional | <ul style="list-style-type: none"> • Post-observation reflection form required within three school days of notification • Post-conference with evaluator |
| <ul style="list-style-type: none"> • Time, date and short description entered into Bloomboard • Informed teacher within 24 hours following observation • Followed by written or verbal feedback from evaluator in a timely manner | |

If informal observations show that there is a significant concern, the evaluator will indicate that a formal observation is needed. A formal observation is required before a teacher can be rated below the proficient rating.

* Additional informal observations beyond the minimum requirement may include educator practice in other areas of responsibility such as data team meetings, coaching/mentoring other educators, facilitating or delivering professional development to educators, as well as examining artifacts of practice such as lesson plans, data collections, or other artifacts relevant to their instructional assignments.

Evaluators will be trained through state of Connecticut training modules, and will show ongoing proficiency through evaluations that include appropriate evidence and feedback based on the criteria outlined in the following paragraph.

In all observations of practice and corresponding artifacts examination, the evaluator will use the State of Connecticut's CCT rubric through which they will provide feedback and facilitate conversations with the educator. Professional dialogue is a necessary part of the observation cycle. The feedback process is valuable and required for each observation. An evaluative rating will be assigned for performance and practice at the summative conference. Administrators are expected to gather and analyze evidence for all of the indicators identified and assign the rating at the domain level. Once assigned, the summative rating will be assigned according to the rubric.

Summative Rating Guidelines for Observation of Teacher Performance and Practice

| Rating | Criteria |
|-----------------------|---|
| Exemplary | Minimum of two exemplary ratings on the CCT domains and no rating below proficient |
| Proficient | Minimum of two proficient ratings on the CCT domains and no rating below standard |
| Developing | Minimum of one proficient rating on the CCT domains and not more than one rating below standard |
| Below Standard | Two or more ratings below standard |

10% Parent Feedback

Ten percent (10%) of an educator’s evaluation will be based on whole school parent feedback, including data from surveys. Surveys will be used to capture parent feedback that is anonymous and demonstrates fairness, reliability, validity and usefulness.

The East Haddam individual school climate survey will be used as a source of data for this indicator. Educators and administrators will establish a goal relative to parent surveys collectively, as a school or individually. Ratings will be based on evidence of teacher’s implementation of strategies to address areas of need as identified by the survey results. A summative rating, using the following scale will be discussed and finalized during the End-of-Year Conference.

| Below Standard | Developing | Proficient | Exemplary |
|-----------------------|------------------------|-------------------|-------------------|
| Did not meet the goal | Partially met the goal | Met the goal | Exceeded the goal |

SUMMATIVE RATINGS

The East Haddam Development and Performance Plan uses the four- level matrix rating system that is now required by the State of Connecticut Guidelines for all educators.

The four areas discussed earlier are as follows:

Student Learning Achievement Measures (45%)

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

Student Feedback (5%)

| | | | |
|-----------------------|------------------------|-------------------|-------------------|
| Below Standard | Developing | Proficient | Exemplary |
| Did not meet the goal | Partially met the goal | Met the goal | Exceeded the goal |

Teacher Performance and Practice (40 %)*Rating Guidelines for Observation of Teacher Performance and Practice by CCT Domain***Observations**

| Rating | Criteria |
|-----------------------|---|
| Exemplary | Minimum of two exemplary ratings on the CCT domains and no rating below proficient |
| Proficient | Minimum of two proficient ratings on the CCT domains and no rating below standard |
| Developing | Minimum of one proficient rating on the CCT domains and not more than one rating below standard |
| Below Standard | Two or more ratings below standard |

Parent Feedback (10%)

| | | | |
|-----------------------|------------------------|-------------------|-------------------|
| Below Standard | Developing | Proficient | Exemplary |
| Did not meet the goal | Partially met the goal | Met the goal | Exceeded the goal |

These four areas are totaled as follows for the summative rating:

| Teacher Performance and Practice | Student Outcomes and Learning |
|--|---|
| 40% Observation of teacher performance and practice | 45% Student Learning/achievement measures |
| 10% Parent feedback | 5% Whole school student Learning or student feedback |
| = 50% | = 50% |
| 100% = Summative Rating | |

In the aggregate the yearly summative evaluations must provide each East Haddam educator with a rating that is one of four performance evaluation designations: ***Exemplary, Proficient, Developing, Below Standard***.

The performance levels are defined as follows:

- Exemplary: Substantially exceeding standards of performance
- Proficient: Meeting standards of performance
- Developing: Meeting some standards of performance, but not others
- Below standard: Substantially not meeting standards of performance

East Haddam evaluators will rate each educator’s performance in each of the four categories as follows:

- a. Performance
 - i. Student learning/achievement metrics
 - ii. Whole school student learning
 - iii. Observation of teacher performance and practice
 - iv. Parent feedback
- b. Combine the student learning/achievement measures and whole school student learning into a single rating, taking into account their relative weights. Arrive at an overall “Student Outcomes and Learning Rating”
- c. Combine the Observation of teacher performance and practice rating and parent feedback rating, taking into account their relative weights. This will represent a “Teacher Performance and Practice Rating”
- d. Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. If the two focus areas are highly discrepant then the evaluator would examine the data and gather additional information in order to arrive at a rating.

The summative rating will be determined holistically, using the following matrix as a general guide.

| <i>Teacher Performance and Practice Rating</i> | | | | | |
|--|------------------------------|-----------------------------------|-------------------|-------------------|-----------------------------------|
| | | Exemplary | Proficient | Developing | <i>Below Standard</i> |
| <i>Student Outcomes and Learning Rating</i> | Exemplary | Exemplary | Exemplary | Proficient | <i>Gather Further Information</i> |
| | Proficient | Exemplary | Proficient | Proficient | Developing |
| | Developing | Proficient | Proficient | Developing | Developing |
| | <i>Below Standard</i> | <i>Gather further information</i> | Developing | Developing | Below Standard |

East Haddam administrators will complete state required evaluation training that will confirm their ability to use their professional judgment in determining a summative rating as above. Beginning teachers shall generally be deemed effective if the teachers receive at least two sequential “Proficient” ratings, by the fourth year of a beginning teacher’s career. A “Below Standard” rating shall only be permitted in the first year of a novice teacher’s career, assuming a pattern of growth of “Developing” in year two and two sequential “Proficient” ratings in year three and four. It is expected for those teachers who receive tenure to have final summative ratings of “Proficient” or “Exemplary” in accordance with Connecticut’s Guidelines ratings. A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential “Developing” ratings or one “Below Standard” rating at any time.

PROFESSIONAL ASSISTANCE

The purpose of the professional assistance plan is to provide support and learning opportunities for teachers who need to improve their instruction and/or professional responsibilities. When the evaluator observes a consistent problem or pattern of behavior during regular on-going contact, during conferences, or over the course of several observations, the evaluator may determine that the teacher needs to be placed on a professional assistance plan. The Common Core of Teaching Rubric will be used to determine if a teacher is meeting standards of performance. The plan is based on progressive steps of support. Written evidence of informal conversations and actions between a teacher and their evaluator regarding instructional practice will precede placement on the Supervised Assistance track unless the actions of the teacher are deemed egregious enough to warrant immediate placement on the Professional Assistance cycle.

The evaluator and teacher will mutually create plans of individual teacher improvement and remediation (supervised assistance) for teachers whose performance is developing or below standard, designed in consultation with such teacher and his/her exclusive bargaining representative. This plan will identify resources, support and other strategies to be provided by the local or regional board of education to address documented deficiencies, indicates a timeline for implementing such resources, support, and other strategies, in the course of the same school year as the plan is issued, and includes indicators of success including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.

~~The teacher may request a representative from EHEA to also be involved in the creation of the assistance plan.~~

When a tenured East Haddam educator's performance is rated in summation at Developing or Below Standard that individual will be required to work with their evaluator to design a professional assistance plan. Tenured teachers with summative ratings of Below Standard will begin the next school year on intensive assistance. Tenured teachers with summative ratings of Developing will begin the school year on supervised assistance. Specific plans will be created within 30 school days after the completion of the summative evaluation rating conference.

Evaluation Criteria: The evaluation criteria are derived from the components of the East Haddam Teacher Evaluation Plan.

Methods: The methods to support and evaluate are the same as those described above and include some of the following, depending on the areas of need:

- Observations in a range of settings
- Examination of artifacts/student work
- Reflective conversations with supervisors, coaching
- Constructive, ongoing feedback
- Assistance and support from evaluator or designee
- Comprehensive goal setting

Time period: The timeframe for improvement will be mutually agreed upon between the evaluator and teacher. The timeline may be revised during completion of the plan.

Accountability: Documentation of evaluation criteria may include summative ratings supported by evidence, data from formal and informal observations, data regarding SLO progress, or other evidence. It may include strengths, areas needing improvement and recommended strategies for meeting any next steps. It may also include a recommendation regarding continued employment. Professional development in the form of in-service trainings, coaching, etc. will be part of this process.

Peer support: The primary support for staff in this format will be the administrator. Additional assistance may be provided by peers.

Evaluator: The evaluator for staff in this format will be an administrator.

| Level | Administrative Responsibility | Teacher Responsibility | Resolution |
|------------------------------|---|---|---|
| Supervised Assistance | <ul style="list-style-type: none"> • Inform teacher verbally with a written follow up that he/she is on Supervised Assistance, specifying identified areas of concern • Notify Superintendent of the placement • Collaborate with teacher to develop written Action Plan to address the issue | <ul style="list-style-type: none"> • Develop Action Plan to address the identified areas of concern in a timely manner • Implement the approved Action Plan • Collect Action Plan data to share at the review conference • May request a secondary evaluator to conduct additional observations | <p>Teacher is successful <i>or</i> Teacher is put on Intensive Assistance</p> |
| Intensive Assistance | <ul style="list-style-type: none"> • Inform teacher verbally with a written follow up that he/she is on Intensive Assistance • Notify Superintendent of the placement • Request written Action Plan to address the issue • Collaborate with teacher to develop the Action Plan • Conduct at least one formal observation • Have a secondary evaluator conduct a minimum of one informal observation | <ul style="list-style-type: none"> • Develop Action Plan to address the identified areas of concern in a timely manner • Implement the approved Action Plan • Set up weekly meetings with evaluator to review progress • Collect Action Plan data to share at weekly meetings and the review conference | <p>Teacher is successful and is placed on Supervised Assistance <i>or</i> Teacher is extended on Intensive Assistance</p> |

- Teacher receiving a Summative End-of-year rating of “Below Standard” (1) will begin the school year on Intensive Assistance
- Teacher receiving a Summative End-of-year rating of “Developing” (2) will begin the school year on Supervised Assistance

LEVEL ONE: Supervised Assistance

A teacher will be placed on Supervised Assistance when the evaluator has ongoing concerns about performance and feels that a teacher needs greater support to be successful demonstrating the knowledge and skills required by the district standards. A formal letter will be provided to the teacher as written follow up and will be copied to the Superintendent and placed in the teacher's personnel file.

PROCEDURES:

1. Development of the Supervised Assistance Plan

The teacher and evaluator will hold an Assistance Planning Meeting within a timely manner following written notification. The teacher may request EHEA representation at the meeting. At the initial meeting a plan will be written using Professional Assistance Action Plan (Appendix A) which includes:

- a. Deficiency to be addressed: a description of the area(s) of concern and why it is considered to be poor performance. Specific indicators in the Common Core of Teaching Rubric will be referenced.
- b. Desired outcomes: identification of the specific behaviors (*observable objectives for improvement*) with expected levels of performance that the teacher must develop to demonstrate that he/she is competent in the area(s) that were considered unsatisfactory.
- c. Steps to reach the desired outcomes:
 - i. Actions to be taken: actions with stated timelines which incorporates teacher and evaluator input.
 - ii. Professional development and resources: outline of the assistance that will be provided. Assistance may include coaching from the evaluator, resource materials, professional development workshops, referral to a colleague for peer assistance, or assistance from an outside agency such as a Regional Educational Service Center, college or university, or a CSDE resource bank of trained assessors qualified to provide assistance in improved teaching.
 - iii. Evidence to be collected: specific evidence that will show a teacher's progress towards completing the action step
 - iv. Timeline: A timeline and review schedule which allows the teacher adequate opportunity to improve his/her performance will be stated. The frequency of review meetings (observations/conferences) will fall within a range of one per week to one a month during the assistance period.
 - v. Responsible party: indicate whether the teacher or evaluator is responsible for the action step

This will be documented on the Professional Assistance Action Plan (Appendix A) and be placed in the teacher's personnel file with a copy to the teacher. The Superintendent will be notified immediately when a teacher is placed on this cycle.

Teacher and evaluator will meet as indicated in the timeline. If satisfactory progress is not being made, the teacher will be placed on the Intensive Assistance Cycle.

2. Resolution

At the completion of the Supervised Assistance Plan, a review conference will be held to determine whether the teacher has successfully met the established objectives.

- a. If the evaluator decides that sufficient progress has been made towards meeting the established objectives, the teacher will be returned to the Professional Accountability phase. A written statement will be included on the Professional Assistance Action Plan (Appendix A) indicating that performance in the area(s) of concern has improved and will continue to be monitored.
- b. If satisfactory progress is not being made, the teacher will be placed on the Intensive Assistance Phase.

LEVEL TWO: Intensive Assistance

If the evaluator continues to have serious concerns about a teacher's performance, and the teacher is not meeting the district performance standards and expectations, then the teacher will be informed that they are being placed on the Intensive Assistance Cycle. This will be documented on the Professional Assistance Action Plan (Appendix A). The action plan, together with a letter, will be issued to the teacher to advise him/her that improvement in performance must be shown, or the result will be possible termination of employment. The Superintendent will be notified immediately when a staff member is placed on Intensive Assistance and will receive a copy of the documentation sent to the teacher.

The teacher may request additional supervisory personnel or peer support to provide assistance and support, and provide the evaluator with data relative to the achievement of specified objectives. Intensive Assistance will include the following steps:

1. Development and Implementation of the Intensive Assistance Plan

Within a timely manner following notification, the teacher and evaluator will meet to write an assistance plan using the Professional Assistance Action Plan (Appendix A) that will include:

Within a timely manner following notification, the teacher and evaluator will hold an Assistance Planning Meeting. At the initial meeting a plan will be written using Professional Assistance Action Plan (Appendix A) which includes:

- c. Deficiency to be addressed: explicit statement of the problem and dissatisfaction with a staff member's performance. This notice must be specific as to what the area(s) of concern is and why it is considered unsatisfactory performance. Specific indicators in the Common Core of Teaching Rubric will be referenced.
- a. Desired outcomes: identification of the specific behaviors (observable objectives for improvement) with expected level(s) of performance that the teacher must develop to demonstrate that he/she is competent in the area(s) that were considered unsatisfactory.
- b. Steps to reach the desired outcomes:
 - i. Actions to be taken: Actions with stated timelines defining the amount and kind of assistance and the frequency of observations and conferences. Written and oral reports of observations shall be given to the teacher in a timely manner.

- ii. Professional development and resources: the evaluator is to offer reasonable assistance so that the teacher can improve his/her performance in the area(s) that were considered unsatisfactory. This assistance may include positive suggestions, resource materials, professional development opportunities, referral to a colleague for peer assistance, or assistance from the outside agency such as Regional Educational Service Center, a college or university or a CSDE resource bank of trained assessors qualified to provide assistance in improving teaching.
- iii. Evidence to be collected: specific evidence that will show a teacher's progress towards completing the action step
- iv. Timeline: A timeline, not to exceed 90 school days, which allows the teacher adequate opportunity to improve his/her performance must be stated. The evaluator has the responsibility to monitor the teacher's progress in achieving the objectives established for performance improvement.
- v. Responsible party: indicate whether the teacher or evaluator is responsible for the action step

2. Resolution/Progress

At the completion of the Intensive Assistance Timeline, the evaluator will evaluate whether the teacher has successfully met the established objectives. The evaluator then has three options:

- a. If the evaluator decides that sufficient progress has been made toward meeting the established objectives, the teacher will be placed on the professional accountability component.
- b. If the evaluator decides that some progress has been made toward meeting the established objectives, but performance does not yet meet district standards, a recommendation for continuation of the Intensive Assistance Cycle may be made.

Personnel assigned to intensive assistance are fully protected by the right to due process rights as provided by Connecticut General Statutes.

EVALUATION OF NON-INSTRUCTIONAL CERTIFIED STAFF

Non-Instructional Teaching Staff

Section 10-151b of the Connecticut General Statutes requires the evaluation of teachers on a continuous basis. By definition, this includes guidance counselors, social workers, speech and language pathologists, and psychologists. In 1991, revisions to the teacher evaluation guidelines specified requirements for evaluating these non-instructional educators.

Whenever possible, the observation procedure stipulated in the plan will be used to evaluate pupil service personnel. In addition, a student and/or parent survey may be used to gain feedback regarding the Proficiency of services provided by these non-instructional educators. In addition, the evaluator will write a narrative describing the overall Proficiency and competencies of this group of pupil personnel specialists.

Teaching staff in this group will be assessed using the Adapted CCT Rubric for Student and Educator Support Specialists (SESS), which can be found by navigating to the Connecticut SEED Website.

EVALUATION OF THE PLAN

The Professional Development and Teacher Evaluation Committee will meet regularly to monitor and evaluate the Plan based on feedback from certified staff. This information will be analyzed with respect to the achievement of the purposes of the plan and shared with the Superintendent. The Superintendent will report to the Board of Education annually regarding the status of the Professional Development and Teacher Evaluation Program, including possible recommendations for change.

Procedures for the evaluation of the Plan shall include:

- Collection of feedback by committee members on specific components of the Plan that are being implemented.

Evaluators will engage in ongoing training with the superintendent to address calibration, consistency, and the goals of the evaluation plan.

APPEALS PROCESS

The purpose of the appeals process is to secure at the lowest possible administrative level, equitable solutions or disagreements which 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 the 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 evaluatees.

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

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

The supervisor's judgment shall not be the focus of an appeal. The appeal process shall be conducted in accordance with the law governing confidentiality.

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. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. If an evaluatee does not initiate the appeals procedure within five (5) days of acknowledged receipt of evaluation materials, the evaluatee shall be considered to have waived the right of appeal.
4. Failure of the evaluatee 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.

Procedures

1. Within three (3) days of initiating the appeal, the evaluatee will meet and discuss the matter with the evaluator with the objective of solving the matter informally. The two parties have the option of choosing a facilitator who will review the areas of difference and suggest compromises or resolutions.
2. The evaluatee shall be entitled to Association representation at all levels of the process.
3. When an agreement cannot be reached, the issue in dispute may be referred for resolution to a subcommittee of the profession development and teacher evaluation committee (PDTE). The superintendent and association may each select one representative from the PDTE to constitute this subcommittee, as well as a neutral party mutually agreed upon between the superintendent and association.
4. In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding.

APPENDIX A – SUPPORTING DOCUMENTS

- Formal Observations
 - Pre-Observation Form (A-1)
 - Post Observation Form (A-3)
- Informal Observations
 - Post Observation Form (A-4)
- Conference Guidelines (A-5)

- Supervised Assistance Action Plan (A-7)

- Appeals Notice to Appeals Panel (A-11)

- Appeals Notice to Superintendent (A-12)

Formal Observation: Pre-Observation Plan for Classroom Teachers

Teacher _____ Grade Level _____ Date of lesson _____

Directions: This plan will be completed by the teacher and provided to the evaluator at least 24 hours prior to the Pre-Observation Conference and the formal observation. The CSDE does not recommend use of this form for everyday planning purposes.

Content Standards: Identify one or two **primary** content standards, including CCSS that this lesson is designed to help students attain.

Literacy through the Content Area: If you will be using any strategies for teaching literacy in the content area, describe your plan.

Placement of Lesson within Broader Curriculum/Context: Where does this lesson fall within the sequence of the larger content standards or curriculum? Is it at the beginning, middle or end of a sequence of lessons/or a unit leading to attainment of the content standards? How will the outcomes of this lesson and student learning affect subsequent instruction?

Learner Background: Describe the students' prior knowledge or skill, and/or their present level related to the learning objective(s) and the content of this lesson (using data from pre-assessment as appropriate).

Objective(s) for Lesson: Identify specific and measurable learning objectives/purpose for this lesson.

Assessment: How will you ask students to demonstrate mastery of the learning objective(s)? *Attach a copy of any assessment materials you will use, along with assessment criteria.* What data or evidence of student learning will be collected through the assessment?

Materials/Resources: List the materials you will use in each learning activity including any technological resources.

Lesson Development/Instructional Strategies

- Identify the instructional grouping/s (whole class, small groups, pairs, individuals) you will use in each lesson segment and approximate time frames for each.
- Describe what instructional strategies you will use and the learning activities in which students will be engaged in order to gain the key knowledge and skills identified in the learning objective(s). This may also include a description of how you will *initiate* (set expectations for learning and purpose) and *close* (understanding the purpose) the lesson.

Students Needing Differentiated Instruction:

Note: Differentiated instruction may not be necessary in every lesson. However, over the course of the year, it is expected that each teacher will demonstrate the ability to differentiate instruction in order to meet the needs of students with learning differences.

Identify several students with learning differences. Students will represent a range of ability and/or achievement levels, including students with IEPs, gifted and talented students, struggling learners and English language learners.

| Which students do you anticipate may struggle with the content/learning objectives of this lesson? | | |
|---|--|---|
| Student initials or group | Evidence that the student needs differentiated instruction | How will you differentiate instruction in this lesson to support student learning? |
| | | |
| | | |
| Which students will need opportunities for enrichment/a higher level of challenge? | | |
| Student initials or group | Evidence that the student needs differentiated instruction | How will you differentiate instruction in this lesson to support student learning? |
| | | |
| | | |

Formal Observation: Post-Observation Reflection

Teacher _____ School _____ Date _____

Directions: This reflection is to be completed by the teacher and provided to the evaluator prior or recorded with the evaluator during the Post-Observation Conference.

1. As you think about your lesson and how it progressed, which of your instructional strategies were most effective in helping students learn? What evidence supports your conclusions?
2. If you made changes or adjustments during your lesson, what were they, and what led you to make them?
3. To what extent did students achieve the learning outcomes you intended? What evidence from student work or assessment do you have that provides you with sufficient information about student learning/progress towards the learning outcome? (Bring student work or assessments from the lesson to the Post-Observation Conference.)
4. During our Pre-Observation Conference we discussed students requiring differentiated instruction. **Briefly** describe what you observed about the performance of the students for whom the instruction was differentiated.
5. What have you learned from this lesson or others that will affect your planning for future lessons, either in terms of your own instructional skills or in addressing students' instructional needs? If you were to teach this lesson again, would you do anything differently? If yes, why?
6. As you reflect on your overall instruction and ability to support student learning, what have you identified as areas for your own professional growth?

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Common Core of Teaching (CCT) Rubric for Effective Teaching



Informal Post-Observation Reflection

Teacher

School

Date

1. (Domain 1) Identify the content standards and the primary common core standards that are embedded in this unit. What was your lesson objective and how did it fit within the scope and sequence of the unit?
2. (Domain 2, 3) What formative assessments did you conduct during this lesson and how did the outcome of the assessments drive your instruction? Describe how students will demonstrate mastery of these standards by the end of the unit.
3. (Domain 2, 3, 4) What instructional strategies were implemented during this class period? Please include strategies which were used when the observer was not in the room and strategies for differentiation.
4. (Domain 1, 4) What have you learned from this lesson or others that will affect your planning for future lessons, either in terms of your own instructional skills or in addressing students' instructional needs?
5. Is there anything else you would like your observer to know?

Conference Guidelines

Goal-Setting Conference (completed by November 15)

Time: 15-30 minutes

Prior to Conference:

- Teacher uploads suggested SLO to Bloomboard, with appropriate baseline data and IAGDs
- Teacher uploads action plans for student and parent feedback goals to Bloomboard
- Administrator reviews suggested SLO

During Conference:

- Review and discuss SLO, ensuring that it represents one year of growth for students
 - Review and discuss IAGDs, ensuring that each is written in the form of a SMART goal
- Review and discuss Parent Feedback goal
- Review and discuss Student Feedback goal
- Mutually agree on observation or activity for Review of Practice
- Provide time for general questions related to Evaluation Plan/Process

After Conference:

- Teacher makes revisions to SLO, Parent Feedback goal, and Student Feedback goal if needed
- Administrator reviews revisions and determines whether another meeting is necessary

Mid-Year Conference (completed in January/February)

Time: 15-30 minutes

Prior to Conference:

- Teacher uploads self-assessment on Bloomboard, using the Mid-Year Teacher Reflection form
 - Specific data related to IAGDs should be included in reflection and/or as a supporting document
- Administrator reviews teacher reflection

During Conference:

- Review and discuss progress towards achieving SLO
 - Review and discuss progress towards achieving each IAGD
 - Determine if changes need to be made to SLO/IAGDs
 - If it becomes clear that SLOs/IAGDs can be improved or are no longer appropriate, adjustments may be considered if:
 - Based on new information gathered since the SLOs/IAGDs were set, the objectives fail to address the most important learning challenges in the classroom and/or school.
 - New, more reliable sources of evidence are available.
 - Class composition has significantly changed.
 - Teaching schedule, assignment or personal circumstance has significantly changed.
- Teacher and evaluator may complete the following activities if they were not completed during another meeting (post-observation conference, faculty meeting, etc.)
 - Review and discuss impressions from observation(s) if applicable
 - Review and discuss Parent Feedback goal
 - Review and discuss Student Feedback goal
- Administrator will provide a “general impression” of the teacher’s evaluation rating
- Provide time for general questions related to Evaluation Plan/Process
- A conference on the review of practice may be held immediately following the Mid-Year Conference

After Conference:

EAST HADDAM PROFESSIONAL DEVELOPMENT AND TEACHER EVALUATION PROGRAM

- Teacher makes revisions to SLO and/or uploads additional data if needed
- Administrator completes the Mid-Year Observer Feedback Form and shares it with the teacher

End-of-Year Conference (completed by end of school year)

Time: 15-30 minutes

Prior to Conference:

- Teacher uploads self-assessment on Bloomboard, using the End-of-Year Teacher Reflection form
 - Specific data related to IAGDs should be included in reflection and/or as a supporting document
- Administrator reviews teacher reflection

During Conference:

- Review and discuss achievement of SLO
 - Review and discuss achievement of each IAGD
- Review and discuss teacher performance and practice
- Review and discuss achievement of Parent Feedback goal
- Review and discuss achievement of Student Feedback goal
- Discuss next steps

After Conference:

- Administrator completes End-of-Year Summative Teacher Evaluation scoring based on submitted evidence collected, self-assessments, and observation data and generates end-of-year report by June 30.
- Administrator and teacher meet to discuss final evaluation rating, if necessary upon mutual agreement.

**EAST HADDAM PUBLIC SCHOOLS
PROFESSIONAL ASSISTANCE ACTION PLAN**

Teacher _____

School _____

Supervised Assistance

Intensive Assistance

| Deficiency to be addressed | | | | |
|--|------------------|--------------------|--------------------------------|--|
| Desired outcomes | | | | |
| Steps to reach the desired outcomes | | | | |
| Action to be taken | Resources needed | Evidence collected | Timeline for completing action | Responsible Party |
| 1. | 1. | 1. | 1. | <input type="checkbox"/> Teacher <input type="checkbox"/> Evaluator |
| 2. | 2. | 2. | 2. | <input type="checkbox"/> Teacher <input type="checkbox"/> Evaluator |
| 3. | 3. | 3. | 3. | <input type="checkbox"/> Teacher <input type="checkbox"/> Evaluator |
| 4. | 4. | 4. | 4. | <input type="checkbox"/> Teacher <input type="checkbox"/> Evaluator |
| 5. | 5. | 5. | 5. | <input type="checkbox"/> Teacher <input type="checkbox"/> Evaluator |

Related Comments:

Review Date:

**EAST HADDAM PUBLIC SCHOOLS
PROFESSIONAL ASSISTANCE ACTION PLAN**

Teacher _____

School _____

Supervised Assistance

Intensive Assistance

Signatures of agreement to the plan:

Printed name - Teacher completing plan

Signature - Teacher completing plan

date

Printed name - Teachers' Asso. representative

Signature - Teachers' Asso. representative

date

Printed name - Evaluator of Teacher

Signature - Evaluator of Teacher

date

(Signatures of those in attendance indicate agreement to the Action Plan.)

Mid-year conference

Date :

Notes during conference / changes to the plan :

In attendance : _____
Name

Signature

Name

Signature

Name

Signature

(Signatures of those in attendance indicate agreement of the accuracy of the notes that are written above.)

**EAST HADDAM PUBLIC SCHOOLS
PROFESSIONAL ASSISTANCE ACTION PLAN**

Teacher _____

School _____

Supervised Assistance

Intensive Assistance

End of year conference

Date :

Notes during conference :

Teacher status at end of plan period:

Teacher has completed the remediation plan, and the teacher's evaluation rating is now considered to be

Next steps :

In attendance : _____

Name

Signature

Name

Signature

Name

Signature

(Signatures of those in attendance indicate agreement of the accuracy of what is written above.)

**EAST HADDAM PUBLIC SCHOOLS
PROFESSIONAL ASSISTANCE ACTION PLAN**

Teacher _____

School _____

Supervised Assistance

Intensive Assistance

Additional information to consider when developing the plan:

1. **Deficiency to be addressed** - List the specific standard and component of the teaching framework used in the district, *including the wording* of same. Describe, in concrete terms, what the teacher specifically does that does not meet the district expectations. As appropriate, include the frequency of the behavior.
2. **Desired outcomes** - Give a concrete description of what the evaluator will see the teacher doing that will show that the teacher is now meeting the standard. As appropriate, include how frequently the teacher is expected to exhibit the behavior in order to be successful. When determining the desired outcomes, several factors will be considered, including but not limited to, the number of years of teaching experience the teacher has, the teacher's class/case load, other 'control factors' pertaining to the students, and resources the school has available to offer/provide the teacher.
3. **Action to be taken** - Actions may include things such as engaging in professional learning to learn new skills; meeting and working with a coach or peer; keeping a log or file of evidence that shows performance changes; etc. Actions may occur simultaneously and/or occur for a short or long period of time.
4. **Resources needed** - Resources might include things such as time for professional learning, materials and equipment, and access to people. If a teacher works with a peer or coach, the resources that person may need will also be listed.
5. **Evidence Collected** - For each action taken by the teacher or another person involved in the implementation of the remediation plan, there will be evidence collected that the action was taken, and when appropriate, what the impact of the action was. For example, if one action of the teacher is to implement a different teaching strategy, then some evidence of how that strategy affected the students may be appropriate to include.
6. **Timeline for completing action** - This will be carefully and realistically planned, taking into account the professional responsibilities the teacher has, the school calendar, and unplanned-for-issues that arise (e.g., a large number of snow days).
7. **Responsibilities** - For each action, this area will describe what the specific responsibilities are for each person involved in the action - the teacher, the evaluator, and/or any others working with the teacher.

APPEALS NOTICE TO APPEALS PANEL

| | |
|---------------------------------|--|
| TO (list appeals panel): | |
| Appellant: | |
| Assignment: | |
| Building: | |
| Date: | |

STATEMENT OF APPEAL

A conflict exists between myself and _____ with regard to the following issue(s):
(Please cite specific area, section, process, or procedure within the evaluation program that is under appeal.)

(To be completed by Supervisor)

APPEALS NOTICE

TO: Superintendent of Schools

FROM: (1) _____ (2) _____ (3) _____

(List Appeals Committee)

DATE: _____

RE: Appeal Response to _____

In response to the above appeal, initiated on _____ with regard to

We will make the following recommendations:

cc: Appellant
Supervisor

Enclosure: Appeals Notice to Appeals Panel