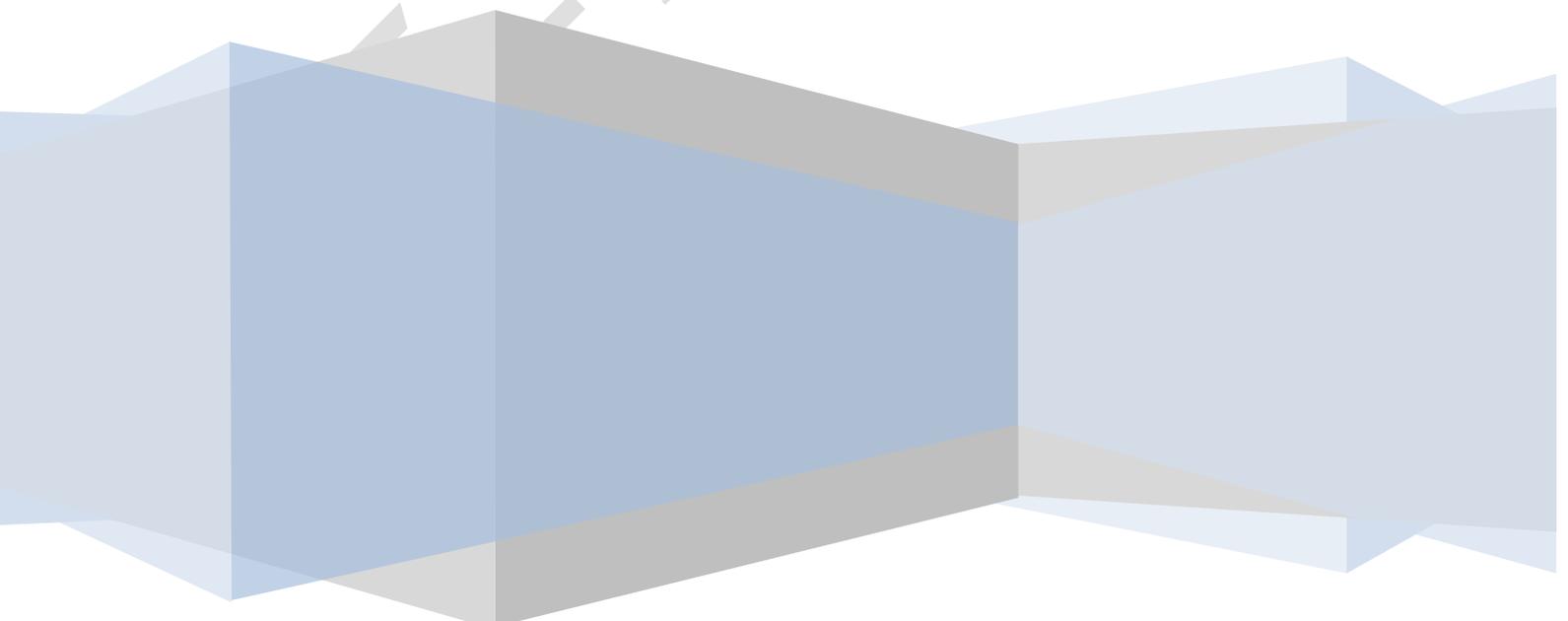

THOMPSON PUBLIC SCHOOLS

**PROFESSIONAL
LEARNING
AND
EVALUATION PLAN
2015-2016**

**Amended January 2015
May 2015 draft**



THOMPSON PUBLIC SCHOOLS

Mission Statement

The Thompson Public Schools are committed to excellence throughout the school community. In a positive and caring environment, students will master lifelong learning skills to achieve individual maximum potential. Students will participate in a challenging curriculum that encourages creative and critical thinking. In partnership with community and family, we will foster the values of integrity and respect in a diverse and changing society.

The Thompson Public schools would like to acknowledge and thank the EASTCONN Regional Service Center and the division of Teaching and Learning for their guidance and assistance with creating this document.

THOMPSON PUBLIC SCHOOLS
PROFESSIONAL LEARNING AND EVALUATION PLAN

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OVERVIEW

INTRODUCTION

THOMPSON PUBLIC SCHOOLS PROFESSIONAL LEARNING AND EVALUATION PLAN

INTRODUCTION

In accordance with state statutes and guidelines, the Thompson Public Schools' Professional Learning and Evaluation Plan was formulated by a committee consisting of representatives of the administrative and teaching staff, including representation from the Thompson Education Association and Thompson Association of School Administrators.

PURPOSE

The purpose of the Professional Learning and Evaluation Plan is to facilitate the improvement of student learning through the alignment of professional instructional practices, curriculum, assessment and staff professional development with district and school goals. This Plan promotes continual teacher learning and improvement. It shall be the responsibility of the Superintendent to provide professional learning, materials and resources as needed for the successful implementation of this Plan. Professional development activities should be linked to the teacher, school, district, and goals, and designed to promote continuous improvement of all professional staff.

This plan will be presented to Thompson Board of Education prior to September 2015. The contents of the Plan will be shared with all new hires, by building level administrators.

Professional Development and Evaluation Committee Members 2014-15:

Dr. Barbara Macauley, Thompson Public Schools' Director of Special Services

Dr. Penny Hebert, Tourtellotte Memorial High School Principal

Mr. Ronald Springer, Thompson Middle School Principal

Ms. Judith Perkins, Thompson Education Association Representative

Ms. Noveline Beltram, Mary R. Fisher Elementary School Principal

Ms. Megan Baker, Thompson Public Schools' Curriculum Director

Ms. Valerie Krogul, Thompson Education Association Representative

Ms. Donna Shaw, Tourtellotte Memorial High Representative

Mr. Michael Joyce, Tourtellotte Memorial High Representative

Ms. Lucinda Trudeau, Thompson Middle School Representative

Ms. Judith Perkins, Thompson Middle School Representative

Ms. Elizabeth Ten-Eyke, Mary R. Fisher Elementary School Representative

Ms. Lori Chesanek, Mary R. Fisher Elementary School Representative

Founding Teacher Evaluation Committee Members 2013-14:

Dr. Barbara Macauley, Thompson Public Schools' Director of Special Services

Dr. Penny Hebert, Tourtellotte Memorial High School Principal

Mr. Ronald Springer, Thompson Middle School Principal

Ms. Judith Perkins, Thompson Education Association Representative

Ms. Noveline Beltram, Mary R. Fisher Elementary School Principal

Ms. Megan Baker, Thompson Public Schools' Curriculum Director

Ms. Sandra Cox, Thompson Education Association Representative

Ms. Tina Chahanovich, Mary R. Fisher Elementary School Representative

Founding Professional Development Plan Committee Members 2011-12:

Tina Chahanovich, Representative Mary R. Fisher Elementary School, Chairperson

Dr. Barbara Macauley, Thompson Public Schools' Director of Special Services

Dr. Penny Hebert, Tourtellotte Memorial High School Principal

Ronald Springer, Thompson Middle School Principal

Noveline Beltram, Mary R. Fisher Elementary School Principal

Valerie Krogul, Representative Thompson Education Association

Lori Chesanek, Representative Thompson Education Association

Marsha Bean Sokoloski, Representative Tourtellotte Memorial High School

Michael Joyce, Representative Tourtellotte Memorial High School

Mary Monahan, Representative Thompson Middle School

Patricia Chenail, Representative Thompson Middle School

Elizabeth Ten Eyck, Representative Mary R. Fisher Elementary School

DESCRIPTION OF COMMUNITY

The town of Thompson (population approximately 9375) is largely rural, although it has some small industrial plants. The town is governed by a Board of Selectmen and through town meeting and other elected boards.

In the 2014-15 school year, fifty-one point two percent (51.20%) of the school budget was funded by local taxes. The remainder came from tuition, grants, state and federal funds.

The Mary R. Fisher Elementary School (pre-kindergarten - grade 4), the Thompson Middle School (grade 5-8), and the Tourtellotte Memorial High School (grade 9-12) are located in the same complex and serve a student population of approximately 1000.

The professional staff consists of certified teachers, administrators, and a superintendent. Contiguously designed, the district's administrators share the evaluation of the professional staff. Previous teacher evaluation programs have been governed by a Teacher Evaluation Plan which has been in effect since 2001 revised in 2006. The recent Plan has been modified to reflect changes in State legislation.

District Goals

These goals are defined as what the community believes are the most important objectives for the Town of Thompson's Public School System.

1. Student Achievement

Ensure academic excellence, challenging standards and high expectations, while maximizing the potential for all learners.

2. School Climate

Nurture a safe, creative learning environment in which respect for all promotes positive attitudes and shared pride in our schools and community.

3. Partnerships

Ensure that there will be a shared responsibility between family, community and schools for a commitment to quality education and to enhance learning opportunities.

4. Resources/Support

Provide equal access to quality materials, instruction and facilities to enhance educational opportunities for sharing ideas and resources.

5. Personal Growth

Prepare students to become productive, responsible citizens and encourage them to make positive contributions to the community.

Framework

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

1. EASTCONN Professional Learning and Evaluation Plan 2014
2. *Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014*
3. *Common Core of Teaching (CCT) Rubric for Effective Teaching Student and Educator Support Specialists (SESS) 2014*
4. *Connecticut's Common Core of Teaching (CCT) 2010*, which defines effective teaching practice throughout the career continuum of teachers from *pre-service*, through *induction*, as well as for the *evaluation and continued professional development of experienced teachers*.
5. *Connecticut's Common Core of Learning (CCL) 1998*, which clearly establishes high expectations for learning for all of Connecticut's children;
6. *CT Core State Standards*, which establishes student content and performance standards across all disciplines by grade span, e.g., K-1, 2-3, 4-5, 6-7, 8-10, 11-12.
7. Connecticut's System for Educator Evaluation and Development (SEED)
8. *Thompson Public Schools' Goals and School Improvement Plans*

Using these documents as the foundation for the Professional Learning and Evaluation Plan establishes a critical link between professional development, effective teaching and increased student learning.

Each school establishes school-wide goals based upon these district goals. Data from multiple sources is gathered and analyzed by each building's administrators and staff to determine school goals. Data sources may include but are not limited to the following:

- Standardized State Assessment results, when available
- District and State testing results
- Community Surveys/Focus groups
- Staff and Student Focus Groups
- Accreditation Reports
- Federal and State mandates

Vision Statement

The overall goal of the Thompson Professional Learning and Evaluation Plan will be to increase all students' proficiency in all curricular areas and to improve school climate by providing systematic learning opportunities, while improving and monitoring the effectiveness of the certified staff.

Implementation of the Professional Learning and Evaluation Plan

- **All evaluators will receive professional learning for all components of the Plan.**
- **All evaluatees will receive professional learning for all components of the Plan.**
- **Timelines established for implementation will be monitored and maintained.**
- **Teacher/administrator SMART goals will be linked to school improvement.**

Link to Professional Development

The Professional Development Plan links to the Professional Learning and Evaluation Plan in the following ways:

- Professional development activities will be provided to teachers to maintain certification requirements, both in district and off-site, and will include choice of multiple learning formats, i.e. workshops, team meetings, peer coaching, mentoring, collaboration, etc.
 - Needs assessments will be done to identify what additional knowledge is needed to provide teachers with new approaches/strategies to help their students meet the above goals. These could be in the forms of surveys, small group discussions or rating scales.
 - Professional Development options will be based on teacher growth needs that directly support teacher goals and are linked to school goals.
 - Evaluations/feedback will follow every professional development activity. These will be used to guide development and planning for future activities.
 - The District Professional Development and Evaluation Committee will be an advisory committee who assists in the planning and monitoring of professional development activities and revisions to the teacher evaluation process.
-

Statement of Beliefs

Thompson Public Schools certified staff recognizes that through this plan, the staff continues to learn for the purpose of improving student learning. The Framework documents provide a valid set of expectations for teaching and learning.

- It is an educator's professional responsibility to remain current in his/her field and assume a leadership role within his/her content area(s) and pedagogy.
- The professional development needs of the individual are as important as school and district needs.
- Lifelong learning depends on continual growth in effective problem solving, which leads to informed decision-making.
- Learning is best accomplished through collaboration and collegiality, and recognizes diversity in the community.
- Using the previously listed documents provides the roadmap for student achievement, staff learning and professional development.

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

The original Plan was developed in 2013-2014 and reviewed by THOMPSON's Teacher Evaluation Committee, comprised of representative teachers and administrators. Thompson's Teacher Evaluation Committee and Professional Development Committee merged in the fall of 2014, with the merging of the two documents drafted in January 2015, for the Professional Development and Evaluation Committees review and approval in February 2015.

CORE VALUES AND BELIEFS ABOUT PROFESSIONAL LEARNING

THOMPSON'S Professional Learning and Evaluation Plan establishes high standards for the performance of educators and administrators that ultimately lead to and are evidenced by improved student learning. Professional standards, including *Connecticut's Common Core of Teaching (2010)*, *Connecticut's Common Core of Leading-Connecticut School Leadership Standards (2012)*, the *Standards for Professional Learning (2012)*, and national standards for educational specialists, provide the foundation for THOMPSON's Professional Learning and Evaluation Plan.

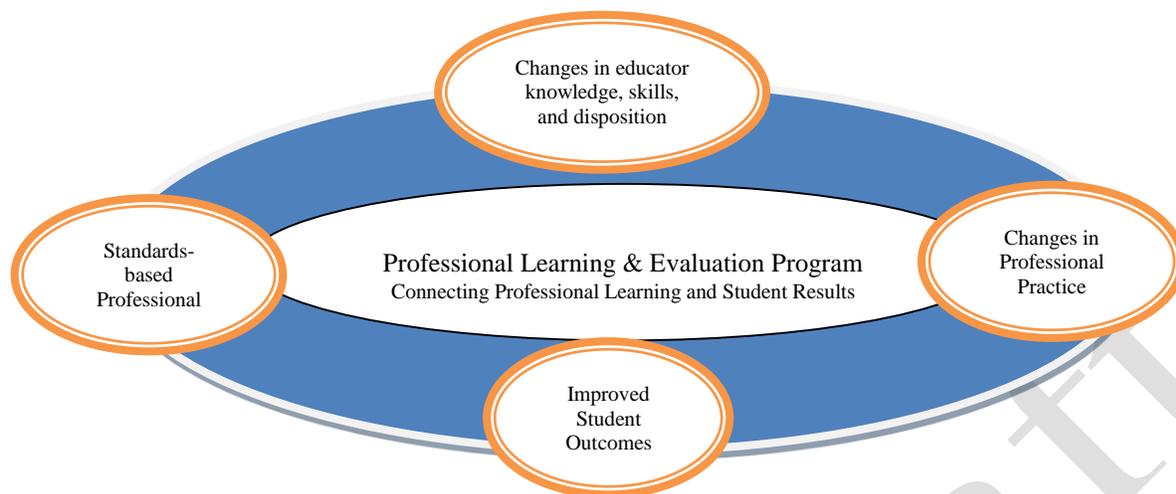
We acknowledge that deep student learning and high achievement that transfers to enrichment of future learning, career and personal experiences later in life is built by the collaborative, interdependent work of educators and administrators, students and families, and school districts and the communities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

We believe that:

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

PHILOSOPHY OF PROFESSIONAL EVALUATION

The purpose of educator evaluation is to improve student achievement outcomes through effective instruction and support for student and educator learning. A variety of factors support the improvement of learning and instruction. The THOMPSON Professional Learning and Evaluation Plan addresses all these factors systemically. It is a comprehensive system that is based on clearly defined expectations that consist of domains of skills, knowledge, and disposition articulated in the *Common Core of Teaching (2014)* for teacher evaluation, the *Common Core of Leading-Connecticut's Leadership Standards (2012)* for administrator evaluation, and the national standards for the evaluation of educators in pupil services, as well as what current research tells us about the relationship between teaching and learning.



The Professional Learning Plan supports the development of educators at all stages of their careers, as it weaves together professional standards with expectations for student learning and ongoing evaluation with access to professional learning and support. The Plan's teacher observation and evaluation instrument, the *CCT Rubric for Effective Teaching 2014*, is designed to align with the processes and professional performance profiles outlined in Connecticut's Teacher Education and Mentoring (TEAM) program, which provides differentiated professional learning for all beginning teachers. Such alignment promotes the establishment of common, consistent vocabulary and understandings about teacher practice at all levels, among administrators and teachers, throughout the district.

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

THOMPSON PROFESSIONAL LEARNING AND EVALUATION PLAN GOALS

1. Professionalize the Practice

- Document and share educators' best practices that result in meaningful advancement of student learning.
- Enhance expert knowledge and collective efficacy in the field
- Create new opportunities for educators to collaborate and develop leadership skills in their schools and disciplines.
- Recognize and reward excellence in teaching, administration, and exemplary contributions to THOMPSON schools and programs.
- Ensure that only high-quality professionals are selected for tenure in THOMPSON schools and programs.
- Provide a process for validating personnel decisions, including recommendations for continued employment of staff.

2. Improve the quality and focus of observation and evaluation

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

3. Support organizational improvement through the Professional Learning and Evaluation Plan

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

ROLES AND RESPONSIBILITIES FOR PROFESSIONAL LEARNING AND EVALUATION

Definition of Teacher and Evaluator

Evaluator refers to all individuals (including school and district administrators) whose job responsibilities include supervision and evaluation of other teachers. Teacher, as used in this document, shall mean all certified instructional and non-instructional persons below the rank of Administrator.

Superintendent's Role in the Evaluation Process

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

Responsibility for Evaluations

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

Administrators of THOMPSON Schools

- Teachers
- Social Workers
- Guidance Counselors
- Assistant Principals

Director of Pupil Services

- Psychologists
- Speech Therapists
- Occupational Therapists/COTA
- Physical Therapists
- Social Workers
- Guidance Counselors
- Teachers
- Other Related Services Personnel

Superintendent

- THOMPSON's Administrators

Roles and Responsibilities of Evaluators and Evaluatees

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

- The review and understanding of *Connecticut's Common Core of Teaching (CCT) Rubric for Effective Teaching 2014* and associated rubrics
- The review and understanding of Connecticut's Common Core of Leading (CCL)
- The review and familiarity with applicable Connecticut and National curriculum standards
- The review and familiarity with all locally administered standardized assessments such as: DRA2, NWEA, etc...
- Adherence to established timelines
- Completion of required components in a timely and appropriate manner
- Sharing of professional resources and new learning about professional practice

Evaluator Roles

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

Evaluatee Roles

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

IMPLEMENTATION OF PROFESSIONAL LEARNING AND EVALUATION PLAN

Professional Learning and Orientation of Teachers and Administrators

At the beginning of each new school year, the district will provide, to all educators several orientation and update sessions (through in-service sessions, target group sessions, and individual conferences) that explain the processes for professional learning planning, protocol for evaluation and observation (including timelines and rubrics), and documents, that will be used by all staff.

Teachers and administrators new to THOMPSON (employed during or after the first year of implementation) will be provided with copies of the Professional Learning and Evaluating Plan and will engage in professional learning to ensure that they understand the elements and procedures of the Plan, processes and documents. This professional learning will take place upon employment or prior to the beginning of the school year with members of THOMPSON's Administration.

New Educator Support and Induction

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

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

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

Evaluator Orientation and Support

Understanding of THOMPSON's Professional Learning and Evaluation Plan's features, Connecticut's Common Core of Teaching (CCT), Common Core of Leading (CCL), Common Core State Standards, Standards for Professional Learning, and the components of professional evaluation and observation is essential to facilitating the evaluation process and promoting student growth. To that end, evaluators will be provided with on-going professional learning and support in the use and application of THOMPSON's Evaluation Plan. Evaluators will review Plan elements and procedures prior to the beginning of each school year and at other appropriate intervals, to be determined. Plans for staff professional learning will be coordinated annually by THOMPSON's Administrators and Superintendent.

Resources for Plan Implementation

Funds to provide materials, as well as time for Professional Learning options and collaboration necessary to support the successful achievement of the teachers' goals, objectives and implementation of the Evaluation Plan will be allocated annually and determined on a program by program basis.

DISPUTE RESOLUTION

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

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

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

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

DISPUTE RESOLUTION

Procedures

1. Within three days of articulating the dispute, the evaluatee will meet and discuss the matter with the evaluator with the object of resolving 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 issue in dispute may be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). The superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent.
3. If there has been no resolution, the Superintendent shall review the recommendations of the facilitator and any additional information from the evaluator and evaluatee and shall meet with both parties as soon as possible. Within three days of the meeting, and review of all documentation and recommendations, the Superintendent will act as arbitrator and make a final decision and shall be binding.
4. The evaluatee shall be entitled to Collective Bargaining representation at all levels of the process.

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 5 days of acknowledged receipt of evaluation materials, the evaluatee shall be considered to have waived the right of appeal.

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.

**EDUCATOR EVALUATION PLANS
TEACHER EVALUATION**

15-16 draft

TEACHER EVALUATION PLAN

OVERVIEW

THOMPSON 's Professional Learning and Evaluation Plan supports an environment in which educators have the opportunity to regularly employ inquiry into and reflection on practice, to give each other feedback, and to develop teaching practices that positively affect student learning.

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

Standards and Indicators of Teaching Practice

The expectations for teacher practice in THOMPSON's Professional Learning and Evaluation Plan are defined using the four domains and their indicators of the *CCT Rubric for Effective Teaching 2014* THOMPSON 's Performance and Practice Continuum, the tool used for observing and assessing teacher practice in each of the domains, reflects the spirit and specifics of the CCT, articulates components of teaching, and establishes designations of levels of practice, including: *Below Standard; Developing; Proficient; Exemplary*.

Core Requirements of the Evaluation Plan

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

PROCESS AND TIMELINE OF TEACHER EVALUATION

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

1. Orientation - by September 15:

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

- a. THOMPSON's *CCT Rubric for Effective Teaching 2014*
- b. School or district priorities that should be reflected in teacher performance and practice focus areas.
- c. SMART goals related to student outcomes and achievement.
- d. Data regarding whole-school indicators of student learning.
- e. Self-assessment processes and purposes.
- f. Data collection, including types of data and processes for collection and analysis.
- g. Access to an online evaluation system when this becomes available.

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

2. Goal-setting Conference – by October 15:

Teacher Reflection—In advance of the Goal Setting Conference, the teacher will examine data related to current students' performance (including, but not limited to: standardized tests, portfolios and other samples of student work appropriate to teacher's content area, etc.), prior year evaluation and survey results, previous professional learning focus areas, and THOMPSON *CCT Rubric for Effective Teaching 2014*. First-year beginning teachers may find it helpful to reflect on their practice goals with their mentor teachers, using the TEAM program's Module Resources and Performance Profiles, to determine a baseline for establishing goals.

The teacher will draft the following goals:

- a) **two SMART Goals** to address student learning and achievement objectives, which will comprise 45% of a teacher's summative evaluation;
- b) **one performance and practice focus area**, based on data from teacher reflection and evaluator observations and review of the *CCT Rubric for Effective Teaching 2014* which will comprise 40% of the evaluation;
- c) **one goal with a whole-school goal** determined by the school administrator based on data from **peer feedback**; and

- d) **one focus area based on whole school indicators of student learning** as identified in their administrator’s evaluation plan for the school year, which will comprise 5% of the evaluation. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.
- **Goal-setting conference** – No later than October 15 of the school year, the evaluator and teacher will meet to discuss the teacher’s proposed goals in order to arrive at mutual agreement about them. The goals for the year must be informed by data and evidence collected by the teacher **and** evaluator about the teacher’s practice. The evaluator collects evidence about teacher practice to support the review and may request revisions to the proposed goals and objectives if they do not meet approval criteria.

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

Lesson Plans	Class List
Formative Assessment Data	Standardized and Non-Standardized Data (based on the teacher’s class)
Summative Assessment Data	School-Level Data
Student Work	<i>CCT Rubric for Effective Teaching 2014</i>
Parent Communication Logs	
Data Team Minutes	
Survey Data	

- **Observations of practice**

Evaluators will observe teacher practice using a combination of formal and informal in-class observations and non-classroom reviews of practice throughout the school year, with frequency based on the teacher’s summative evaluation rating or years in the district.

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

The teacher collects evidence about his/her practice and how it relates to the SMART goals that are relevant to the agreed-upon professional goals. The evaluator also collects evidence about teacher practice for discussion in the Mid-Year Formative Conference and summative review.

- **Mid-Year Formative Conference:**

The evaluator and teacher will hold a Mid-Year Conference. The discussion should focus on processes and progress toward meeting the goals and developing one’s practice. Both the teacher and the evaluator will bring evidence about practice and student learning data to review. The teacher and evaluator will discuss the cause and effect relationship of practice to student learning data, i.e. – how practice positively impacts student learning. During the conference, both the teacher and evaluator will make explicit connections between the 40% and the 45% components of the evaluation program. If necessary, teachers and evaluators may mutually agree to revisions to strategies or approaches used

and/or mid-year adjustment of SMART goals to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

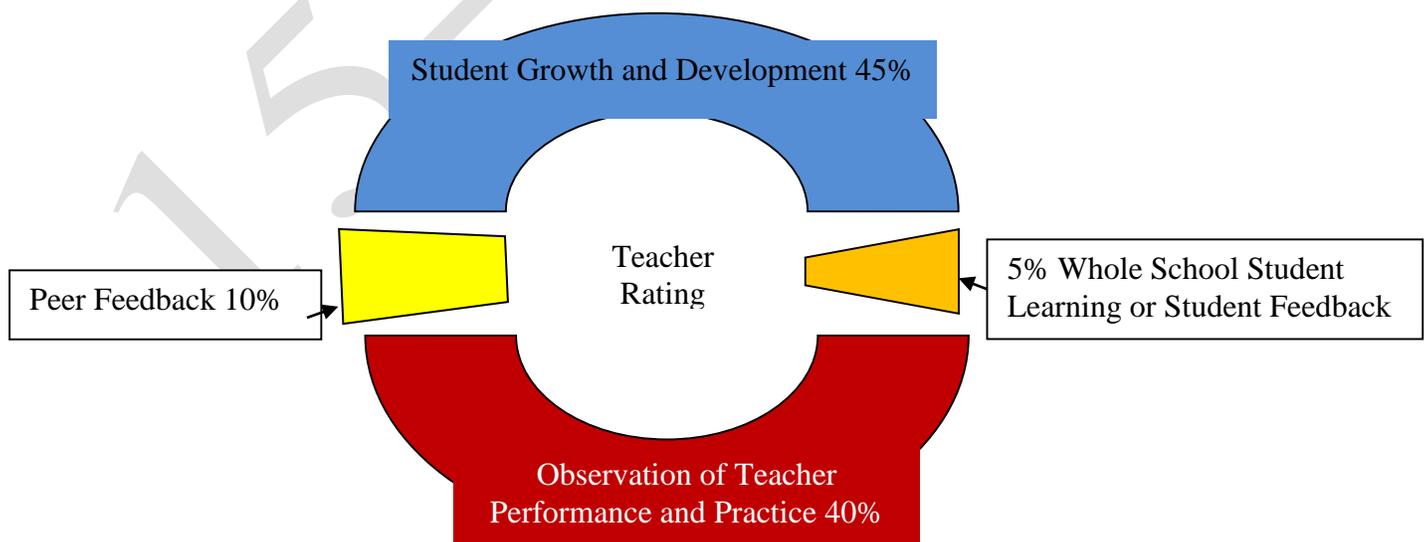
- **End-of-year summative review:**

- a. *Teacher self-assessment* - The teacher 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. This self-assessment may focus specifically on the areas for development, referencing *CCT Rubric for Effective Teaching 2014* and established in the goal-setting conference.
- b. *The self-assessment* should address all components of the evaluation plan and include what the teacher learned throughout the year supported by evidence and personal reflection. The self-assessment should also include a statement that identifies a possible future direction that is related to the year’s outcomes.
- c. *End-of-year conference* - The evaluator and the teacher meet to discuss all evidence collected to date. The teacher and evaluator will review evidence that supports the extent to which students met the SMART goals and how the teacher’s performance and practice focus contributed to student outcomes and professional growth. .
- d. *Summative Rating* - The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating using the summative rating matrix.

Summative rating revisions -by August 15

COMPONENTS OF TEACHER EVALUATION AND RATING

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



CATEGORY 1: STUDENT OUTCOMES AND ACHIEVEMENT (45%)

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

- *SMART GOAL based on Standardized indicators (comprises 22.5% of teacher's evaluation rating).* For those teaching tested grades and subjects, SMART goals will be developed based on an analysis of results of student achievement on the appropriate state test and other standardized assessments where available.
 - Teachers in non-tested grades and subjects may establish SMART goals based on student learning needs and measurable targets revealed in aggregate data from state tests or other standardized assessments where available
- *SMART goal based on non-standardized indicators (comprises 22.5% of teachers evaluation rating):* Sources for the development of SMART goals based on non-standardized measures may include:
 - Benchmark assessments of student achievement of school-wide Expectations for Student Learning, measured by analytic rubrics.
 - Benchmark indicators of student growth as written in the School Improvement Plan
 - Other curricular benchmark assessments
 - Student portfolios of examples of work in content areas collected over time and reviewed annually.
- SMART goals for all personnel must demonstrate alignment with school-wide student achievement priorities

Goal Setting

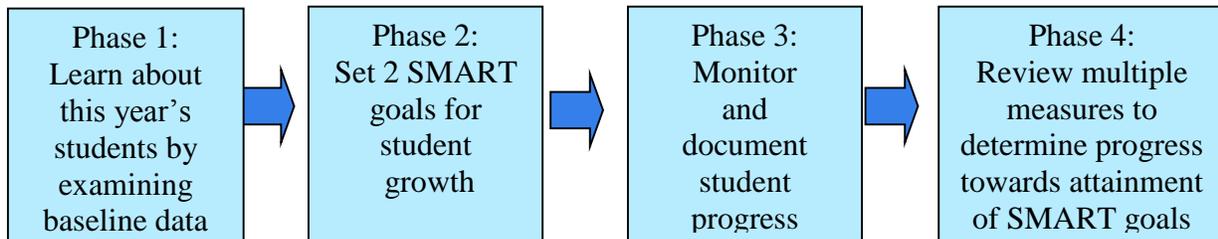
THOMPSON teachers' SMART goals address the learning needs of their students and are aligned to the teacher's assignment. The student outcome related indicators will be written to meet SMART goal criteria, i.e. Specific, Measurable, Attainable, Relevant, and Time-Bound. Teachers will write two (2) SMART goals that will address targeted areas for student growth and/or achievement.

Each SMART goal will:

1. take into account the academic track record and overall needs and strengths of the students that teacher is teaching that year/semester.
2. address the most important purposes of a teacher's assignment through self-reflection.
3. align with school, district, and state student achievement objectives when available.
4. take into account students' learning needs vis-à-vis relevant baseline data.
5. consider Public School Information System (PSIS) factors.
6. be mutually agreed upon by teacher and their evaluator.
7. be fair, valid, reliable and useful to the greatest extent possible.

SMART Goals and Student Progress

The following diagram illustrates the processes involved in establishing and assessing SMART goals for student learning.



Phase 1:
Learn about this year's students by examining baseline data

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

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

1. Student outcome data (academic)
2. Behavior data (absences, referrals)
3. Program data (participation in-school or extracurricular activities or programs)
4. Social, emotional, behavioral data (learning inventories, anecdotal)

Teachers are able to document baseline data that they have used to determine their instructional focus and be able to write SMART goals on which they will, in part, be evaluated.

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

Phase 2:
Set 2 SMART goals for student growth

Each SMART goal should make clear:

- (1) what evidence was or will be examined
- (2) what level of growth is targeted
- (3) what assessment/indicator will be used to measure the targeted level of performance
- (4) what proportion of students is projected to achieve the targeted growth level
- (5) what proportion of students is projected to achieve the targeted level of growth

SMART goals can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase 1 examination of student data that teachers will determine what level of growth to target for which students.

Teachers will submit their SMART goals to their evaluator for review, mutual agreement and approval. The review and approval process of the SMART goal will take place during the Goal-Setting conference, on or before October 15.

**Phase 3:
Monitor and document student progress**

Once SMART goals are mutually agreed upon, teachers monitor students' progress toward achieving student learning SMART goals.

Teachers may monitor and document student progress through:

1. Examination of student work
2. Administration of interim assessments
3. Tracking of students' accomplishments and struggles

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

Mid-Year Formative Conference:

At the Mid-year Formative Conference, evaluators and teachers will review progress toward the goals/objectives using available information and data collected on student progress. This review may result in revisions to the instructional strategies or approaches teachers use. Teachers and evaluators may mutually agree to mid-year adjustments to SMART goals to accommodate changes (e.g., student populations, assignment).

**Phase 4:
Review multiple measures to determine progress towards attainment of SMART goals**

End-of-year review of SMART goals/ Student Outcomes and Achievement:

Teacher Self-Assessment – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. Teachers will reflect on the SMART goals by responding to the following four statements:

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

End of Year Conference – The teacher shall collect evidence of student progress toward meeting the student learning goals/objectives. This evidence will reflect student progress toward meeting SMART goals for learning. The evidence will be submitted to the evaluator, and the teacher and evaluator will discuss the extent to which the students met the learning goals/objectives. Following the conference, the evaluator will rate the extent of student progress toward meeting the student learning goals/objectives, based on criteria for the 4 performance level designations shown in the table below. Evaluators will review the evidence and the teacher’s self-assessment and assign one of four ratings to each SMART goal: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point). These ratings are defined as follows:

Exceeded (4)	Exceeded SMART goal(s).
Met (3)	Met the SMART goals.
Partially Met (2)	Did not meet the SMART goals by 10% margin.
Did Not Meet (1)	Did not meet the SMART goals by 11% or greater.

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

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

Professional Learning for Teachers and Evaluators

Specific professional learning will be provided to develop evaluators’ and teacher’s data literacy and creation of the two SMART goals by which teachers will be evaluated. Professional learning will support and/or enhance the abilities and skills of each teacher to communicate their goals for student learning outcomes and achievement. The content of the professional learning will include, but not be limited to:

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

- Data Literacy as it relates to: Analyzing and Interpreting Assessment Data, Understanding Root Cause, and Decision-Making based on Inferences
- Quality of measures and indicators used to determine student growth
- Alignment of SMART goals to school and/or district goals

Writing plans that articulate the strategies and progress monitoring tools teachers will implement to achieve their SMART goals

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

CATEGORY 2: TEACHER PERFORMANCE AND PRACTICE (40%)

Forty percent (40%) of a teacher's evaluation will be based on evidence of teacher practice and performance, using THOMPSON's *CCT Rubric for Effective Teaching 2014*

THOMPSON's CCT Rubric for Effective Teaching 2014

THOMPSON's observation instrument for the Professional Learning and Evaluation Plan has been developed to align with *CCT Rubric for Effective Teaching 2014* and to reflect the content of its domains and indicators. The CCT has defined for Connecticut's educators key aspects of effective teaching, correlated with student learning and achievement, that have been evidenced in professional literature.

THOMPSON 's *CCT Rubric for Effective Teaching 2014*, which observers will use in conducting teacher observations and reviews of practice, was developed by teams of educators (including teachers, and administrators from a cross section of grades, content areas and districts, as well as representatives from the Connecticut Education Association (CEA) and the American Federation of Teachers (AFT), CSDE staff from the Academic, Talent and Special Education offices, the Connecticut Association of Schools (CAS) and the Regional Educational Service Centers (RESCs) whose goal was to simplify, prioritize and focus the most essential aspects of the 2014 CCT.

The *CCT Continuum* addresses several principles which are essential components of effective teacher performance and practice. These principles are explicitly embedded in the *Continuum* as observable practices, and teachers and evaluators are required to reflect on these practices during pre- and post-observation conferences and self-evaluations. The overarching principles of THOMPSON's Performance and Practice Continuum are:

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

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

In employing the CCT as its foundation, THOMPSON's *CCT Rubric for Effective Teaching 2014* maintains consistency with Connecticut's TEAM program of mentorship and professional development of new teachers. TEAM's Performance Profiles, which also describe attributes of effective teaching practice along a continuum for each of its professional growth modules, apply the CCT indicators as the focus for new teacher reflection on their practice and development of differentiated professional growth plans. THOMPSON's Continuum and TEAM both rely on rich professional discussion about and reflection on professional practice to advance teacher effectiveness and student learning. Therefore, consistency between these two programs makes it possible for all educators to acquire common understandings and language about teaching and learning, with the intent of enriching collaboration, communication, and community to pave the way for school improvement and success for all students.

Teacher Focus Area Setting for Performance and Practice

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

Data Gathering Process

THOMPSON evaluators will use the *CCT Continuum* to guide data collection from three sources: teacher conferences, classroom observations reviews of practice and artifacts and evidence aligned to specific domains

Over the course of the school year, evaluators will gather evidence for Indicators and Domains of the *CCT Continuum* which will allow teachers to demonstrate: the context for their work; their ability to improve student learning and performance; their ability to engage in reflective practice to improve their

own knowledge and skills; how they exercise leadership skills within their classrooms, schools and district.

Observation of Teacher Practice

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

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

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

In addition to formal conferences for goal-setting and performance review and formal observations, informal observations of educators by evaluators will occur periodically. Observations are for the purpose of helping teachers to gain insights about their professional practice and its impact on student learning. Formal and informal observation of teachers is considered a normal part of the evaluator's job responsibilities. More importantly, observation is essential for establishing a culture of continuous learning for educators and for understanding the nature, scope and quality of student learning in a school as a whole. In addition to in-class observations, non-classroom reviews of practice will be conducted. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans or other teaching artifacts. The Professional Learning and Evaluation Plan also establishes opportunities for teachers to participate in informal, non-evaluative observations of teacher practice for the following purposes: to enhance awareness of teaching and learning practices in our schools; to create opportunities for problem-based professional learning projects and action research to improve student learning; and to enhance collaboration among educators and administrators in advancing the vision and mission of their schools.

The table below summarizes the frequency of observations of practice for Teachers.

OBSERVATION FREQUENCY

PERFORMANCE DESIGNATION	NUMBER OF OBSERVATIONS	CONFERENCING AND FEEDBACK
New THOMPSON Employees	Three in- class formal observations	All must have pre-conferences All must have post-conferences.
1 st and 2 nd Year Teachers	At least one review of practice, on a mutually agreed upon area of practice	Feedback will be verbal and/ or written.
Teachers Designated Below Standard or Developing	Informal observation(s) as appropriate	
All Proficient and/or Exemplary teachers with 2 or more years of service	Formal Year: One in-class formal observation every other year Informal observation(s) as needed	In-class observation must have pre and post- conferences. Informal Feedback will be verbal and/or written.
	Informal Year: Three informal observations on the alternate year Additional observations may be requested	Feedback will be verbal and/or written.
	Annually: One review of practice, with a mutually agreed upon area	Feedback for review of practice will be verbal and/or written.

Descriptions of non-classroom observation/reviews of practice include, but are not limited to observations of data team meetings, coaching/mentoring other teachers, review of lesson plans or other teaching artifacts.

Data-Informed Observation of Teacher Performance and Practice (40%)		
SOURCES OF DATA	EXAMPLES OF DATA	IMPORTANCE OF DATA
Conferences	Data related to all 4 domains Conversation and artifacts that reveal the teacher has an understanding of, content, students, strategies, and use of data Teacher’s use of data to inform instruction, analyze student performance and set appropriate learning goals	Provides opportunities for teachers to demonstrate cause and effect thinking. Provides opportunities for evaluator learning in content; systems effectiveness; priorities for professional learning Provides context for observations and evaluation
In-class observations	Data related to Domains 1-3 Teacher-student, student, student-student conversations, interactions, activities related to learning goals	Provides evidence of teacher’s ability to improve student learning and promote growth
Non-classroom reviews of practice	Data related to Domain 4 Teacher reflection, as evidenced in pre- and post-conference data. Engagement in professional development opportunities, involvement in action research. Collaboration with colleagues Teacher-family interactions Ethical decisions	Provides evidence of teacher as learner, as reflective practitioner and teacher as leader.

*District has the right to place employee within appropriate observation frequency cycle
*New will be defined by the administrator and evaluate.

Evaluation Ratings for Performance and Practice

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

Once Domain ratings have been assigned, evaluators will use the *Rating Guidelines for Observation of Teacher Performance and Practice* to assign a rating for Teacher Performance and Practice (40%)

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

EVALUATOR PROFESSIONAL LEARNING AND PROFICIENCY

Formal observations of classroom practice are guided by the Domains and Indicators of THOMPSON's *CCT Rubric for Effective Teaching 2014*. Evaluators participate in extensive professional learning and are required to be proficient in the use of the *Continuum* for educator evaluation. Professional learning is conducted annually (at a minimum) to ensure consistency, compliance, and high-quality application of the *Continuum* in observations and evaluation. Formal observations include pre- and post-conferences that provide opportunities for deep professional conversations that allow evaluators and teachers to set goals, allow administrators to gain insight into the teacher's progress in addressing issues and working toward their goals, and share evidence each has gathered during the year.

All evaluators will be required to participate professional learning and successfully complete online proficiency and calibration activities as needed. Evaluators will also attend two additional support sessions during the school year. To ensure consistency and fairness in the evaluation process, all evaluators must meet the proficiency standard prior to conducting teacher observations. Components will include the following:

1. Face-to-face professional learning that will focus on: Using the CCT Rubric for Effective Teaching 2014 for data collection, analysis and evaluation
2. Practice to be completed independently or as a collaborative learning activity at the school or district level
3. Calibration activities requiring evaluators to demonstrate their ability to: recognize bias; identify evidence from classroom observations, conferences and non-classroom reviews of practice that is appropriate to specific *CCT Rubric for Effective Teaching 2014* Indicators and Domains; gather and analyze a comprehensive set of data to assign appropriate ratings at the Domain level.
4. Follow-up face-to-face professional learning to:
 - enhance evaluator conferencing and feedback skills
 - debrief on calibration as needed

Evaluators will also participate in two support sessions during the school year:

1. Facilitated conversation in preparation for Mid-Year Formative Conferences
2. Facilitated conversation in preparation for End of Year Conferences

All evaluators new to THOMPSON will be required to participate in the professional learning, proficiency and supports sessions described above.

All THOMPSON evaluators will demonstrate proficiency in the use of the *CCT Rubric for Effective Teaching 2014* for educator evaluation. Any evaluator who does not initially demonstrate proficiency will be provided with additional practice and coaching opportunities as needed and will be required to successfully complete online proficiency activities. Evaluators will calibrate their ability to appropriately apply the *CCT Rubric for Effective Teaching 2014* by participating in district update/calibration sessions.

CATEGORY 3. PEER FEEDBACK (10%)

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

THOMPSON schools strive to meet the needs of all of the students all of the time. To gain insight into what colleagues perceive about our ability to accomplish this, a peer survey will be used school-wide.

Using a survey that is administered by the supervisor allows for anonymous responses. Following a conversation between teacher and supervisor, wherein the teacher has the opportunity to suggest colleagues that they would prefer to have complete the survey on their behalf, the supervisor will distribute 6-8 surveys per teacher; to peers that they believe best represent the properties of fairness, reliability, and validity.

All THOMPSON school supervisors will collect, analyze and summarize their teachers’ peer feedback data to be used for individual teacher’s continuous improvement. Surveys will be administered one time per year, in the spring. The spring survey data summaries will be shared with teachers by their supervisors for individual teachers to use as baseline data for setting their following academic year’s **Peer Feedback Goal**, to which each certified staff will be held accountable.

Once the individual Peer Feedback Goal has been determined by the teacher and mutually agreed upon by the supervisor, strategies that the teacher will implement will be identified and used as evidence to monitor the achievement of their individual Peer Feedback Goal. During their end-of-year self-evaluation, the teacher will submit their self-assessment and enter any evidence that they have collected to demonstrate achievement of their goal. The evaluator may submit his/her own additional evidence for review when determining a final rating for this component. The evaluator will enter the Peer Feedback Form into the teacher’s evaluation file via the district data management system.

Rating Guidelines for Peer Feedback				
	Never	Sometimes	Usually	Always
Exemplary	0 or 1	1 or 2	12-16 with majority in “always”	
Proficient	0-3	9-13 with majority in “usually”		0,1,2

Developing	0-3	9-13, with majority in "sometimes"		0,1, or 2
Below Standard	9-13	4 or fewer	0, 1 or 2	0 or 1
Peer Feedback Goal		Did Not Meet		Met

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

Five percent (5%) of a teacher’s evaluation shall be based on whole-school student learning indicators derived from the school administrator’s rating on their two SMART goals (Administrator 45%). Thompson Schools will define and communicate a Whole School Learning Indicator that is based aggregate rating for multiple student learning indicators established for the administrator’s evaluation rating (Administrator’s 45%). Certified staff will be asked to identify strategies that will, through their instructional practice, contribute to the achievement of the Whole School Learning Indicator.

Teachers’ efforts and actions taken towards achievement of the Whole School Learning Indicator will be discussed during the pre-, mid-year, and post-conferences. Teachers will be expected to bring artifacts from their practice that support and provide evidence of their contributions to the attainment of this indicator. Teachers’ rating in this area will be determined by the administrator’s performance rating multiple student learning indicators that comprise 45% of an administrator’s evaluation.

SUMMATIVE TEACHER EVALUATION RATING:

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

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

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

Proficient represents fully satisfactory performance. It is the rigorous standard expected for experienced teachers.

A rating of **Developing** means that performance is meeting proficiency in some indicators but not others. Improvement is necessary and expected.

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

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

Determining Summative Ratings

The process for determining summative evaluation ratings has three steps:

- a. determining a practice rating,
- b. determining an outcomes rating
- c. combining the two into an overall rating.

A. PRACTICE: Teacher Performance & Practice (40%) + Peer Feedback (10%) = 50%

The practice rating derives from a teacher’s performance on the four domains of the CCT Rubric for Effective Teaching 2014 and the peer feedback target. Evaluators record a rating for the domains that generates an overall rating for teacher practice. The Peer Feedback rating is combined with the Teacher Practice rating and the evaluator uses the matrix to determine an overall Teacher Performance & Practice Rating.

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

The outcomes rating derive from the two student outcome & achievement measures – 2 SMART goals – and whole-school learning indicators outcomes. As shown in the Summative Rating Form, evaluators record a rating for the SMART goals agreed to in the beginning of the year. The Whole-School Student Learning Indicator Rating is combined with the SMART goals rating and the evaluator uses the matrix to determine an overall Outcomes Rating

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

The Summative rating combines the practice and outcomes ratings using the matrix below.

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

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

		Teacher Practice Rating			
		Exemplary	Proficient	Developing	Below Standard
Teacher Outcomes Rating	Exemplary	Exemplary	Exemplary	Proficient	Developing
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Developing
	Below Standard	Developing	Developing	Developing	Below Standard

In accordance with The CT Guidelines for Educator Evaluation, THOMPSON's Professional Learning and Evaluation Plan employs a 4-level matrix rating system, as follows:

1. Annual summative evaluations must provide each teacher with a summative rating aligned to one of four performance evaluation designations: Exemplary, Proficient, Developing and Below Standard.
2. To determine summative rating designations for each teacher, THOMPSON evaluators will:
 - A. Rate teacher performance in each of the four Categories:
 1. Student Outcomes and Achievement (45%)
 2. Observations of Teacher Performance and Practice (40%)
 3. Peer Feedback, (10%)
 4. Whole-School Student Learning Indicators (5%)
 - B. Combine the Student Outcomes and Achievement (Category 1, above) and Whole-School Student Learning Indicator rating (Category 4, above) into a single rating, taking into account their relative weights. This will represent an overall "**Outcomes Rating**" of Exemplary, Proficient, Developing, or Below Standard.
 - C. Combine the Observations of Teacher Performance and Practice rating (Category 2, above) and the Peer Feedback rating (Category 3, above) into a single rating, taking into account their relative weights; this will represent an overall "**Practice Rating**" of Exemplary, Proficient, Developing, or Below Standard.
 - D. Combine the **Outcomes Rating** and **Practice Rating** into a **final rating**. In undertaking this step, teachers will be assigned a summative rating category of **Exemplary, Proficient, Developing, or Below Standard**.

DEFINITION OF TEACHER EFFECTIVENESS AND INEFFECTIVENESS

Teacher effectiveness will be based upon a pattern of summative teacher ratings. All teachers will need to have a summative rating of Proficient or Exemplary within 2 years of employment. Any teacher not having a summative rating of Proficient or Exemplary will be placed on an individual improvement and remediation plan. **(See Professional Assistance and Support System, or PASS, below)**

Teachers may have no more than one summative rating of Developing or Below Standard during any 2 year period.

Should a teacher receive a domain rating of Developing or Below Standard on a formal observation, at the post observation conference the evaluator and or teacher may determine opportunities for improvement and growth. These opportunities may include: Peer Observation, Professional Development, additional Walkthroughs, and by mutual agreement additional formal observation(s).

Teachers receiving a summative rating of Developing or Below Standard in any year will be placed on an individual teacher improvement and remediation plan (THOMPSON’s Professional Assistance and Support System, or PASS). After one year of the PASS participation, the teacher must have a summative rating of Proficient or Exemplary to be considered effective.

TEACHER PROFESSIONAL ASSISTANCE AND SUPPORT SYSTEM (PASS) (INDIVIDUAL PERFORMANCE REMEDIATION PLAN)

Teachers who receive a summative evaluation rating of “Developing” or “Below Standard” will be notified in writing at a conference. Teachers will collaborate with their evaluator (or designee) to work with a mentor and an evaluator in the development of a PASS plan. Teachers must receive a summative evaluation rating of “Proficient” within a year of the PASS Individual Performance Remediation Plan being developed. The teacher may choose to involve their local association president (or designee). The team will be identified, a date selected to commence development of the PASS plan and a target completion date, will be defined within 30 days after determination of the summative evaluation rating. The PASS process will identify areas of needed improvement and include supports that THOMPSON will provide to address the performance areas identified as needing improvement.

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

The plan must include the following components:

1. *Defined Timeline Including Dates*
 - a. Notification of Developing or Below Standard rating at Post Observation Conference
 - b. Begin developing PASS plan
 - c. Finalize PASS plan Development
 - d. Begin implementing PASS plan
 - e. Review of PASS plan
2. *Areas of Improvement:* Identify area(s) of needed improvement
3. *Rationale for Areas of Improvement:* Evidence from observations that show an area(s) needing improvement.
4. *Domain:* List domain rated “developing” or “below standard”
5. *Indicators for Effective Teaching:* Identify exemplar practices in the area identified as needing improvement
6. *Improvement Strategies to be Implemented:* Provide strategies that the teacher can implement to show improvement in any domain rated “developing” or “below standard”
7. *Tasks to Complete:* Specific tasks the Teacher will complete that will improve performance in the domain.
8. *Support and Resources:* List of supports and resources the Teacher can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc.

9. *Evidence of Progress*: How the teacher will show progress towards proficient/exemplary in identified domain(s) through observations, data, evidence, etc.
10. *Determination of Proficiency*: Assessment of proficiency rating at the end of the action plan

PASS Improvement and Remediation Plan (60) Contracted School Days

The PASS Remediation Plan is a further step in the attempt to provide the teacher with the support, supervision, and resources needed to foster positive growth in situations when an individual is having considerable difficulty implementing his/her professional responsibilities. The evaluator will help the teacher outline specific goals and objectives with timelines, resources, and evaluative criteria. The evaluator and/or teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. The evaluator will provide consistent supervision and monitoring, as outlined by the plan.

At the end of the intervention period, the evaluator will issue a recommendation to the Superintendent. If the teacher demonstrates that he/she is proficient or better, the evaluator will designate placement of that teacher on a normal plan phase. If the teacher demonstrates he/she is not proficient the evaluator will have the option of either moving the teacher into a 30 contracted school day Intensive Intervention plan or recommend termination of employment to the Superintendent/Board of Education. Specific written reports of the intervention plan with reports of observations and a final determination on progress will become part of the teacher's personnel file.

The 30 day intensive plan is recommended if the teacher meets the following criteria:

1. Shows improvement in at least of two of the identified areas of needed improvement
2. Improvements are consistently demonstrated and observable

PASS Intensive Intervention Plan (30 Contracted School Days)

The Pass Intensive Intervention Plan is the final attempt and is implemented after the Improvement and Remediation Plan to provide the support necessary to meet the requirements of the position. The evaluator will determine a plan that includes specific goals, timelines, resources, and evaluative criteria. The teacher may choose to include their bargaining representative. The evaluator and/or specialist may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. Weekly observations/reviews of practice followed by feedback will be provided during this phase.

At the conclusion of this phase, the evaluator may make a recommendation to the Superintendent to extend the plan. If the teacher demonstrates that he/she is proficient or better, the evaluator will designate placement of that specialist on the normal plan phase. If the teacher's performance is below

effective, the evaluator will recommend termination of that teacher's employment to the Superintendent/Board of Education.

Resolution of Differences

Should a teacher disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The teacher has the right to attach a statement to the observation report, progress report, or summative evaluation identifying the areas of concern and presenting his/her perspective. However, observation and evaluation reports are not subject to the grievance procedure. In the event that the teacher and evaluator are unable to resolve their differences, they may submit the matter to a subcommittee of the professional development and evaluation committee (PDEC). If there has been no resolution, the Superintendent shall review and make a final decision. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) school days.

EVALUATION-BASED PROFESSIONAL LEARNING

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

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

THOMPSON's evaluation-based professional learning design has as its foundation the Standards for Professional Learning (Learning Forward, 2011). Each of the tenets of THOMPSON's Professional Learning and Evaluation Plan is aligned with at least one, and often several, of the seven Standards for Professional Learning, as follows.

TENETS OF THE THOMPSON PLAN: ALIGNING STANDARDS AND PROCESSES:

- ***Evaluation is an educator-centered process:*** We believe that, for evaluation to improve professional practice, it is essential to "make evaluation a task managed by an educator and not a thing done to a worker" (Peterson, 2000, p. 5).

- Educator reflection on aspects of their leadership practice and its effect on student achievement and teacher effectiveness, on other facets of responsibility to the school community, and on their professional contributions to their field is critical to improved practice for both veteran and novice teachers. [Standards: Learning Communities; Data; Outcomes]
 - Educator self-reflection represents the initiation and culmination of the cycle of professional praxis and procedures for evaluation.
 - Educators collect and assemble relevant data related to student outcomes and their professional contributions, and determine how their data can be used in evaluation.
- **Organizational culture is valued:** The framework and outcomes of systems for the evaluation of administrators must reflect an understanding of the culture of schools as learning organizations (see Schein, 2010; Senge, 2012).
 - It is vitally important to examine the core beliefs that underpin organizational processes such as professional learning and evaluation, as well as teachers' and administrators' perception of their roles and effectiveness, to effect positive changes in student learning, growth, and achievement. Further, it is important to evolve the role of principals and administrators from the sole judges and evaluators of teachers and teaching to emphasize their role as instructional leaders who collaborate with teachers.
 - Evaluators and administrators support each other in the pursuit of individual and collective professional growth and student success through rich professional conferences and conversations. [Standards: Leadership; Resources]
 - Each school's core beliefs about student learning are the foundation for evaluation and support systems, and provide a focus for individual and collaborative reflections on personal practice and organizational functioning. [Standards: Learning Communities; Implementation]
 - Teachers and administrators collaborate to observe instructional practices in their school and to analyze data on instruction and student performance. [Standards: Data; Outcomes]
 - Teachers and administrators collaborate to plan, assess, and evaluate professional learning. [Standards: Leadership; Learning Communities; Implementation; Learning Designs]
- **Evaluation and professional learning must be differentiated to increase organizational effectiveness:** There is a growing research base that demonstrates that individual and collective educator efficacy (defined by Bandura, 1997, as "the group's shared belief in its conjoint capabilities to organize and execute courses of action required to produce given levels of attainments"), is positively associated with and predictive of student achievement (Allinder, 1995; Goddard, et al., 2000; Moolenaar, et al., 2012; Tschannen-Moran and Barr, 2004)
 - The needs of veteran and novice administrators are different, and evaluation-based professional learning is designed to meet those needs, inspire and motivate individual and collective efficacy, and build leadership capacity in schools and districts (see Peterson, 2000). [Standards: Learning Design; Leadership; Resources]
 - The development of such structures as career ladders, personal professional portfolios, and opportunities are provided for administrators to share their learning from professional activities, findings from their own research or from research-based practices they have applied, classroom-level and professional accomplishments and/or challenges. [Standards: Data; Outcomes; Learning Communities; Leadership]

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH

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

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

EDUCATOR EVALUATION PLANS
STUDENT SUPPORT SPECIALIST EVALUATION

15-16 draft

STUDENT SUPPORT SPECIALIST EVALUATION PLAN

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

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

Goals of the Student Support Specialist Professional Learning and Evaluation Plan:

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

Who are Student Support Specialists?

Student Support Specialists include non-teaching, non-administrative education professionals who provide a variety of services to students, teachers, and parents. Specialists include counselors/transition coordinator, library/media specialists, school psychologists, social workers, physical therapist, speech and language pathologists, and others with specialized professional learning who offers a broad range of services. THOMPSON's Student Support Specialist may be located exclusively within a single school or district.

Student Support Specialist Position Categories:

- Pupil Personnel services: school counselors, school psychologists, social workers
- Instructional Support services: library/media specialists, instructional or assistive technology specialists, instructional support specialists
- Related Services: occupational therapists, physical therapists, speech and language pathologists

Who Evaluates Student Support Specialists?

THOMPSON administrators and directors are responsible for Student Support Specialist evaluations, including, but not limited to, personnel in the following categories:

Administrators and Director of Pupil Services of THOMPSON schools and programs

- Social Workers
- Guidance Counselors
- Special Education Teachers

Director of Pupil Services

- Speech and Language Pathologists
- Physical Therapists
- Related Services Personnel
- Psychologists
- Transition Coordinator

Performance Standards

It is expected that Student Support Specialist and their evaluators will be knowledgeable about the professional standards for each specialist they will evaluate. Those standards form the basis for goal-setting, assessment of professional practice, and alignment of professional learning opportunities with the needs of Student Support Specialists. In observations of practice, evaluators will use the domains and indicators outlined in The Common Core of Teaching Rubric for Effective Teaching: Student and Educator Support Specialists (CCT-SESS) as appropriate.

Links to Professional Standards Documents:

Links to standards and other informational documents related to the professional practice requirements of Student Support Specialist are provided as reference for Student Support Specialist and evaluators:

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

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

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

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

School Psychologists: NASP Professional Standards (2010): <http://www.nasponline.org/standards/2010standards.aspx>

School Speech & Language Pathologists: ASHA <http://www.asha.org>

Occupational Therapists: AOTA Standards of Practice <http://www.aota.org/about/core/36194.aspx>

Instructional Technology Specialists: NETS-T (2010) <http://www.iste.org/docs/pdfs/nets-t-standards.pdf?sfvrsn=2>

Assistive Technology Specialists: RESNA Standards: <http://www.resna.org/atStandards/standards.dot>

Physical Therapists: APTA Code of Ethics (2012)

http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/HOD/Ethics/CodeofEthics.pdf

APTA SIG: Pediatric Site: References for School-Based Practice of Physical Therapy:

http://www.pediatricapta.org/pdfs/References%20for%20SB%20SIG1_23.pdf

Professional Development Coordinator, Education Staff Developers: Learning Forward, Standards for Professional Learning (2012): <http://www.learningforward.org/bookstore/standards-for-professional-learning>

STUDENT SUPPORT SPECIALIST EVALUATION PROCESS

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

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

The Student Support Specialist Evaluation Plan is differentiated to address differences in the roles and responsibilities between those specialists who are based in schools and districts and those who provide services to a range of customers and districts. The processes and components for the two categories of specialists are as follows:

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

1. Orientation – by September 15:

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

- a. *The CCT-SESS*
- b. School, district or THOMPSON agency priorities that should be reflected in specialists' performance and practice goals
- c. SMART goals related to learner needs
- d. Data regarding whole-school indicators of student learning (for specialists assigned to schools) or data related to Results-Based Accountability questions (for specialists responsible for providing agency services to a range of customers)
- e. Self-assessment processes and purposes
- f. Data collection, including types of data and processes for collection and analysis.
- g. Access to the online evaluation system

2. Goal-setting Conference – by October 15:

- *Student Support Specialist Reflection* - In advance of the Goal Setting Conference, the Student Support Specialist will examine data related to current students' needs and performance data (including, but not limited to: data from various criterion- and norm-referenced assessments, IEPs, 504s, etc.), prior year evaluation and survey results, previous professional learning goals, and the professional standards for their area of practice and CCT-SESS. First-year beginning teachers may

find it helpful to reflect on their practice goals with their mentor teachers, using the TEAM program’s Module Resources and Performance Profiles, to determine a baseline for establishing goals.

The Student Support Specialists will draft the following goals, specific to their assignments:

- a. **two SMART goals** to address student outcome and achievement objectives for those specialists with student caseloads, which will comprise 45% of the Student Support Specialist summative evaluation;
- b. **one professional practice focus area**, based on data from Student Support Specialist reflection and evaluator observations, which will comprise 40% of their evaluation;
- c. **one goal for improving outcomes based on data from peer feedback**, determined by the school administrator, for which specialists will indicate their strategies for achieving this school-wide goal, which will comprise 10% of their evaluation; and
- d. **one focus area based on whole school indicators of student learning as identified in their administrator’s evaluation plan** for the school year, which will comprise 5% of their evaluation. The Student Support Specialist may collaborate with other educators or teams to support the goal-setting process.

Goal-setting conference – No later than October 15 of the school year, the evaluator and Student Support Specialist will meet to discuss the specialist’s proposed goals in order to arrive at mutual agreement about them. The goals for the year must be informed by data and evidence collected by the specialist **and** evaluator about the specialist’s practice. The evaluator collects evidence about specialist practice to support the review and may request revisions to the proposed goals and objectives if they do not meet approval criteria.

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

Support Specialist	Evaluator
Specialist Products or Artifacts Data on Learning or Achievement of Learners Lesson, intervention, treatment, or customer action plans and records Artifacts from work of Learners Client Communication Logs Data Team Minutes Journals/notes documenting reflections on practice Schedule of meetings/conferences Survey Data	Data from multiple sources (based on the education specialist’s role School- , District- or Agency-Level Data Observation /review of practice data based on CCT-SESS and professional standards documents

- **Observations of practice:**

Evaluators will observe specialists' practice in using a combination of formal and informal observations reviews of practice throughout the school year, with the frequency schedule based on the specialist's previous year's summative evaluation rating, where available.

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

The Student Support Specialist collects evidence about his/her practice and outcomes related to the SMART goals that are relevant to the agreed-upon professional goals. The evaluator also collects evidence about specialist practice for discussion in the Mid-Year Formative Conference and summative review.

- **Mid-year Formative Conference:**

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

- **End-of-year summative review:**

a. *Student Support Specialist self-assessment* - The Student Support Specialist reviews and reflects on all information and data collected during the year related to the goals and focus areas identified by the specialist and completes a self-assessment and reflection for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference and mid-year formative conference.

b. *The self-assessment* should address all components of the evaluation plan and include what the specialist learned throughout the year supported by evidence and personal reflection. The self-assessment should also include a statement that identifies a possible future direction that is related to the year's outcomes.

c. *End-of-year conference* - The evaluator and the Student Support Specialist meet to discuss all evidence collected to date. The specialist and evaluator will discuss the extent to which students met the SMART goals and how the specialist's performance and practice focus contributed to

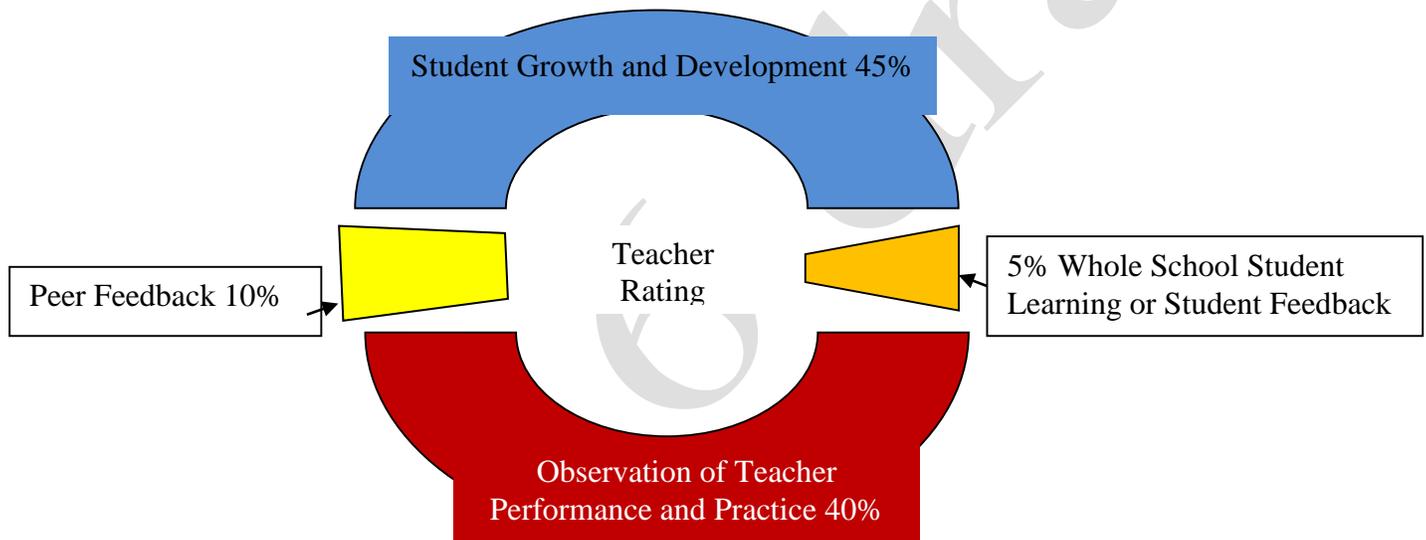
student outcomes and professional growth. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.

- d. *Summative Rating*—the evaluator reviews submitted evidence, self-assessments, and observation data to generate category ratings. The category ratings are combined to determine the final, summative rating.

Summative rating revisions -by August 15

COMPONENTS OF TEACHER EVALUATION AND RATING

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



For Student Support Specialist directly responsible for student outcomes and assigned to schools:

CATEGORY 1: STUDENT OUTCOMES (45%)

Two SMART goals, addressing student growth will comprise 45% of the Student Support Specialist summative evaluation;

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

- Sources for the development of SMART goals may include:
 - Benchmark assessments of student achievement of school-wide Expectations for Student Learning, measured by analytic rubrics.
 - Other curricular benchmark assessments.
 - Student portfolios of examples of work in content areas.
 - Norm or criterion-referenced assessments
- SMART goals for all personnel must demonstrate alignment with school-wide student achievement priorities

Goal Setting

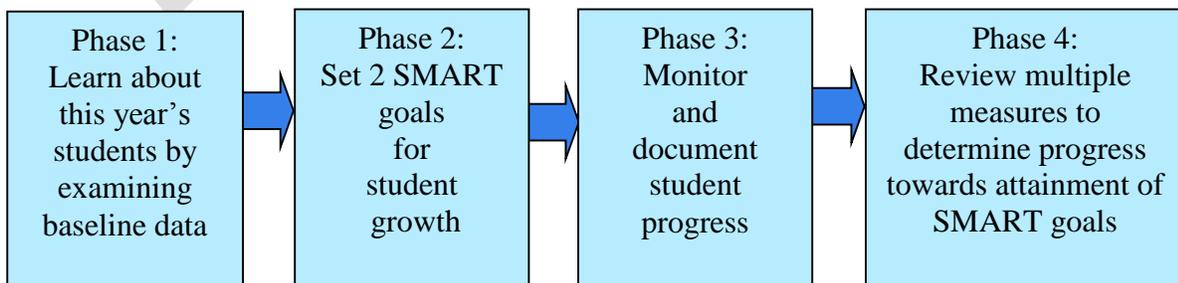
THOMPSON Student Support Specialist’s SMART goals address the needs of their students and are aligned to the specialist’s assignment and, where applicable, to IEP goals and objectives. The student outcome related indicators will be written to meet SMART goal criteria, i.e. Specific, Measurable, Attainable, Relevant, and Time-Bound. Student Support Specialist will write two (2) SMART goals that will address targeted areas for student growth and/or achievement.

Each SMART goal will:

1. take into account the academic records and overall needs and strengths of the students assigned to the Student Support Specialist that year/semester
2. address the most important purposes of a specialist’s assignment through self-reflection
3. align with school, district, and state student achievement objectives when available
4. take into account students’ needs upon analysis relevant baseline data
5. consider Public School Information System (PSIS) factors
6. be mutually agreed upon by the specialist and their evaluator
7. be fair, valid, reliable and useful to the greatest extent possible

SMART Goals and Student Progress

The following diagram illustrates the processes involved in establishing and assessing SMART goals for student learning.



Phase 1:
Learn about this year's students by examining baseline data

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

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

1. Student outcome data (academic, IEPs, 504s, etc.)
2. Behavior data (absences, referrals, IEPs, 504s, etc.)
3. Program data (interventions, participation in programs, etc.)
4. Social, Emotional, Behavioral data (learning inventories, anecdotal)

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

Phase 2:
Set 2 SMART goals for student growth

Each SMART goal should make clear:

1. what evidence was or will be examined,
2. what level of growth is targeted
3. what assessment /indicator will be used to measure the targeted level of performance,
4. what proportion of students is projected to achieve the targeted growth level. It is through the Phase 1 examination of student data that specialists will determine what level of growth to target for which students.

Student Support Specialist will submit their SMART goals to their evaluator for review, mutual agreement and approval. The review and approval process of the SMART goal will take place during the Goal-Setting conference,

Phase 3:
Monitor and document student progress

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

Mid-year Formative Conference:

At the Mid-Year Formative Conference Evaluators and Support Service Specialist will review progress toward the goals/objectives during the school year, using available information and data collected on student progress. This review may result in revisions to the instructional strategies or approaches specialists use. Specialists and evaluators may mutually agree to mid-year adjustments to SMART goals to accommodate changes (e.g., student population, assignment).

Phase 4:
Review multiple measures to determine progress towards attainment of SMART goals

End-of-year review of SMART goals:

Exceeded (4)	Exceeded SMART goals
Met (3)	Met the SMART goals.
Partially Met (2)	Did not meet the SMART goals by 10% margin.
Did Not Meet (1)	Did not meet the SMART goals by 11% or greater.

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

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

Professional learning for Student Support Specialist and Evaluators

Specific professional learning will be provided to develop evaluators’ and specialist’s data literacy and development of the two SMART goals by which specialists will be evaluated. Professional learning will support and/or enhance the abilities and skills of each specialist to communicate their goals for students. The content of the professional learning will include, but not be limited to:

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

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

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

CATEGORY 2: PROFESSIONAL PRACTICE (40%)

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

The CCT has defined for Connecticut's educators key aspects of effective teaching, correlated with student learning and achievement, that have been evidenced in professional literature. Key attributes of Student Support Specialist performance and practice outlined in the CCT are reflected in the descriptors of the Indicators within the CCT-SESS, so that evaluators and specialists may understand how these attributes apply in practice, observations, and evaluation. Student Support Specialist plans, interventions, action plans, and associated documentation, pre-observation, post-observation, and specialist self-reflection forms and related conversations, as well as reviews of practice, such as communication with families, collaboration with colleagues, participation in data teams, professional learning presentations by faculty members, participation in mentoring, instructional rounds, PPTs and action research, all provide rich data related to the CCT standards and the effectiveness of education specialists' performance and practice.

Student Support Specialist Focus Area for Performance and Practice

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

Data Gathering Process

THOMPSON evaluators will use the *CCT-SESS* to guide data collection from three sources: conferences with specialists, classroom observations and reviews of practice.

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

Observation of Student Support Specialist Practice

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

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

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

In addition to formal conferences for goal-setting and performance review and formal observations, informal observations of Student Support Specialist by evaluators will occur periodically. Observations are for the purpose of helping specialists to gain insights about their professional practice and its impact on student learning. Formal and informal observation of teachers is considered a normal part of the evaluator's job responsibilities. More importantly, observation is essential for establishing a culture of continuous learning for educators and for understanding the nature, scope and quality of student learning in a school as a whole. In addition to in-class observations, where applicable, non-classroom reviews of practice will be conducted. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, review of plans or other artifacts. The Professional Learning and Evaluation Plan also establishes opportunities for specialists to participate in informal, non-evaluative observations of practice for the following purposes: to enhance awareness of teaching and learning practices in our schools; to create opportunities for problem-based professional learning projects and action research to improve student learning; and to enhance collaboration among educators and administrators in advancing the vision and mission of their schools.

The table below summarizes the frequency of observations of practice for Student Support Specialists.

OBSERVATION FREQUENCY

PERFORMANCE DESIGNATION	NUMBER OF OBSERVATIONS	CONFERENCING AND FEEDBACK
New THOMPSON Employees 1 st and 2 nd Year Teachers	Three in- class formal observations	All must have pre-conferences All must have post-conferences.
	At least one review of practice, on a mutually agreed upon area of practice	Feedback will be verbal and/ or written.
Student Support Specialists Designated Below Standard or Developing	Informal observation(s) as appropriate	
All Proficient and/or Exemplary Student Support Specialists with 2 or more years of service	Formal Year: One in-class formal observation every other year Informal observation(s) as needed	In-class observation must have pre and post- conferences. Informal Feedback will be verbal and/or written.
	Informal Year: Three informal observations on the alternate year Additional observations may be requested	Feedback will be verbal and/or written.
	Annually: One review of practice, with a mutually agreed upon area	Feedback for review of practice will be verbal and/or written.

* District has the right to place employee within appropriate observation frequency cycle
*New will be defined by the administrator and evaluatee.

Data-Informed Observation of Student Support Specialist Performance and Practice (40%)		
SOURCES OF DATA	EXAMPLES OF DATA	IMPORTANCE OF DATA
Conferences	Data related to 4 Domains Conversation and artifacts that reveal the specialist has an understanding of, content, students, strategies, and use of data Specialist use of data to inform instruction, analyze student performance and set appropriate goals	Provides opportunities for specialists to demonstrate cause and effect thinking. Provides opportunities for evaluator learning in content; systems effectiveness; priorities for professional learning Provides context for observations and evaluation
Observations	Data related to Domains 1-3 Specialist-student, student-student conversations, interactions, activities related to learning goals	Provides evidence of specialist’s ability to improve student learning and promote growth
Non-classroom reviews of practice Documentation Log	Data related to 1-4 Specialist reflection, as evidenced in pre- and post-conference data. Engagement in professional development opportunities, involvement in action research. Collaboration with colleagues Specialist-family interactions Ethical decisions	Provides evidence of specialist as learner, as reflective practitioner and teacher as leader.

Descriptions of non-classroom observation/reviews of practice include, but are not limited to observations of data team meetings, coaching/mentoring other teachers, review of lesson plans or other teaching artifacts.

Evaluation Ratings for Performance and Practice

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

Once Domain ratings have been assigned, evaluators will use the *Rating Guidelines for Observation of Student Support Specialist Performance and Practice* to assign a rating for Teacher Performance and Practice (40%).

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

EVALUATOR PROFESSIONAL LEARNING AND PROFICIENCY

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

All evaluators will be required to participate in professional learning and successfully complete calibration activities. Evaluators will also attend additional support sessions during the school year. To ensure consistency and fairness in the evaluation process, all evaluators must meet the proficiency standard prior to conducting teacher observations. Components will include the following:

1. face-to-face professional learning that will focus on:
 - using the CCT-SESS rubric for data collection, analysis and evaluation;
2. online practice to be completed independently or as a collaborative learning activity at the school or district level
3. online calibration comprised of two calibration activities requiring evaluators to demonstrate their ability to: recognize bias; identify evidence from classroom observations, conferences and non-classroom reviews of practice that is appropriate to specific *CCT-SESS rubric* Indicators and Domains; gather and analyze a comprehensive set of data to assign appropriate ratings at the Domain level.

4. follow-up face-to-face professional learning to:
 - enhance evaluator conferencing and feedback skills
 - debrief on calibration as needed

Evaluators will also participate in two support sessions during the school year:

1. Facilitated conversation in preparation for Mid-Year Conferences
2. Facilitated conversation in preparation for End of Year Conferences

All evaluators new to THOMPSON will be required to participate in the professional learning, proficiency, calibration and supports sessions described above.

All THOMPSON evaluators will demonstrate proficiency in the use of the CCT-SESS for educator evaluation. Any evaluator who does not initially demonstrate proficiency will be provided with additional practice and coaching opportunities as needed and will be required to successfully complete online proficiency activities. Evaluators will calibrate their ability to appropriately apply the CCT-SESS by participating in district update/calibration sessions.

CATEGORY 3. PEER FEEDBACK (10%)

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

THOMPSON schools strive to meet the needs of all of the students all of the time. To gain insight into what colleagues perceive about our ability to accomplish this, a peer survey will be used school-wide.

Using a survey that is administered by the supervisor allows for anonymous responses. Following a conversation between teacher and supervisor, wherein the teacher has the opportunity to suggest colleagues that they would prefer to have complete the survey on their behalf, the supervisor will distribute 6-8 surveys per teacher; to peers that they believe best represent the properties of fairness, reliability, and validity.

All THOMPSON school supervisors will collect, analyze and summarize their teachers' peer feedback data to be used for individual teacher's continuous improvement. Surveys will be administered one time per year, in the spring. The spring survey data summaries will be shared with teachers by their supervisors for individual teachers to use as baseline data for setting their following academic year's **Peer Feedback Goal**, to which each certified staff will be held accountable.

Once the individual Peer Feedback Goal has been determined by the teacher and mutually agreed upon by the supervisor, strategies that the teacher will implement will be identified and used as evidence to monitor the achievement of their individual Peer Feedback Goal. During their end-of-year self-evaluation, the teacher will submit their self-assessment and enter any evidence that they have collected to demonstrate achievement of their goal. The evaluator may submit his/her own additional evidence

for review when determining a final rating for this component. The evaluator will enter the Peer Feedback Form into the teacher’s evaluation file via the district data management system.

Rating Guidelines for Peer Feedback				
	Never	Sometimes	Usually	Always
Exemplary	0 or 1	1 or 2	12-16 with majority in “always”	
Proficient	0-3	9-13 with majority in “usually”		0,1,2
Developing	0-3	9-13, with majority in “sometimes”		0,1, or 2
Below Standard	9-13	4 or fewer	0, 1 or 2	0 or 1
Peer Feedback Goal		Did Not Meet		Met

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

Five percent (5%) of a specialist’s evaluation shall be based on whole-school student learning indicators derived from the school administrator’s rating on their two SMART goals (Administrator 45%).

THOMPSON schools will define and communicate a Whole School Learning Indicator based on the administrator’s two SMART goals) to which all specialists will be held accountable. Specialists will be asked to articulate in writing how they will, through their practice, contribute to the achievement of the Whole School Learning Indicator.

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

SUMMATIVE STUDENT SUPPORT SPECIALIST EVALUATION RATING:

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

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

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

Proficient represents fully satisfactory performance. It is the rigorous standard expected for experienced teachers.

A rating of **Developing** means that performance is meeting proficiency in some indicators but not others. Improvement is necessary and expected.

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

Determining Summative Ratings

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

Determining Summative Ratings

The process for determining summative evaluation ratings has three steps:

- a. determining a practice rating,
- b. determining an outcomes rating
- c. combining the two into an overall rating.

A. PRACTICE RATING: Student Support Specialist Performance & Practice (40%) + Peer Feedback (10%) = 50%

The practice rating derives from a specialist’s performance on the four domains of the CCT-SESS rubric and the Peer feedback target. Evaluators record a rating for the domains that determines an overall rating for specialist practice. The Peer Feedback rating is combined with the Student Support Specialist Practice rating and the evaluator uses the matrix to determine an overall Student Support Specialist Performance & Practice Rating.

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

The outcome rating derives from the two student outcome & achievement measures – 2 SMART goals – and the whole-school learning indicators outcomes. As shown in the Summative Rating Form, evaluators record a rating for the SMART goals agreed to in the beginning of the year. The Whole-School Student Learning Indicator Rating is combined with the SMART goals rating and the evaluator uses the matrix to determine an overall Outcomes Rating

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

The Summative rating combines the practice and outcomes ratings using the matrix below.

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

<i>Student Support Specialist Practice Rating</i>					
<i>Student Support Specialist Outcomes</i>		Exemplary	Proficient	Developing	Below Standard
	Exemplary	Exemplary	Exemplary	Proficient	Developing
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Developing
	Below Standard	Developing	Developing	Developing	Below Standard

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

1. Annual summative evaluations must provide each Student Support Specialist with a summative rating aligned to one of four performance evaluation designations: Exemplary, Proficient, Developing and Below Standard.
2. In order to determine summative rating designations for each Student Support Specialist,

THOMPSON evaluators will:

- A. Rate specialist’s performance in each of the four Categories:
 1. Student Outcomes and Achievement (45%);
 2. Observations of Performance and Practice (40%);
 3. Peer Feedback (10%);
 4. Whole-School Student Learning Indicators (5%).
- B. Combine the Student Outcomes and Achievement (Category 1, above) and Whole-School Student Learning Indicator rating (Category 4, above) into a single rating, taking into account their relative weights. This will represent an overall “**Outcomes Rating**” of Exemplary, Proficient, Developing, or Below Standard.
- C. Combine the Observations of Performance and Practice rating (Category 2, above) and the Peer Feedback rating (Category 3, above) into a single rating, taking into account their relative weights; this will represent an overall “**Practice Rating**” of Exemplary, Proficient, Developing, or Below Standard.
- D. Combine the **Outcomes Rating** and **Practice Rating** into a **final rating**. In undertaking this step, Student Support Specialist will be assigned a summative rating category of **Exemplary, Proficient, Developing, or Below Standard**.

DEFINITION OF STUDENT SUPPORT SPECIALIST EFFECTIVENESS AND INEFFECTIVENESS

Student Support Specialist effectiveness will be based upon a pattern of summative ratings. All teachers will need to have a summative rating of Proficient or Exemplary within 2 years of employment. Any teacher not having a summative rating of Proficient or Exemplary will be placed on an individual improvement and remediation plan. **(See Professional Assistance and Support System, or PASS, below)**

Teachers may have no more than one summative rating of Developing or Below Standard during any 2 year period.

Should a teacher receive a domain rating of Developing or Below Standard on a formal observation, at the post observation conference the evaluator and or teacher may determine opportunities for improvement and growth. These opportunities may include: Peer Observation, Professional Development, additional Walkthroughs, and by mutual agreement additional formal observation(s).

Teachers receiving a summative rating of Developing or Below Standard in any year will be placed on an individual teacher improvement and remediation plan (THOMPSON's Professional Assistance and Support System, or PASS). After one year of the PASS participation, the teacher must have a summative rating of Proficient or Exemplary to be considered effective.

STUDENT SUPPORT SPECIALIST PROFESSIONAL ASSISTANCE AND SUPPORT PLAN (PASS) (INDIVIDUAL IMPROVEMENT AND REMEDIATION PLAN)

Student Support Specialists who receive a summative evaluation rating of "Developing" or "Below Standard" will be notified in writing at a conference. Student Support Specialists will collaborate with their evaluator (or designee) to work with a mentor and an evaluator in the development of a PASS plan. Student Support Specialists must receive a summative evaluation rating of "Proficient" within a year of the PASS Individual Performance Remediation Plan being developed. The specialist may choose to involve their local association president (or designee). The team will be identified, a date selected to commence development of the PASS plan and a target completion date, will be defined within 30 days after determination of the summative evaluation rating. The PASS process will identify areas of needed improvement and include supports that THOMPSON will provide to address the performance areas identified as needing improvement.

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

The plan must include the following components:

1. *Defined Timeline Including Dates*
 - a. Notification of Developing or Below Standard rating at Post Observation Conference
 - b. Begin developing PASS plan
 - c. Finalize PASS plan Development
 - d. Begin implementing PASS plan
 - e. Review of PASS plan
2. *Areas of Improvement*: Identify area(s) of needed improvement
3. *Rationale for Areas of Improvement*: Evidence from observations that show an area(s) needing improvement.
4. *Domain*: List domain rated “Developing” or “Below Standard”
5. *Improvement Strategies to be Implemented*: Provide strategies that the teacher can implement to show improvement in any domain rated “developing” or “below standard”
6. *Tasks to Complete*: Specific tasks the Support Specialist will complete that will improve performance in the domain.
7. *Support and Resources*: List of supports and resources the Support Specialist can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc.
8. *Evidence of Progress*: How the Support Specialist will show progress towards proficient/exemplary in identified domain(s) through observations, data, evidence, etc.
9. *Determination of Proficiency*: Assessment of proficiency rating at the end of the action plan

Determination of Proficiency: Assessment of proficiency rating at the end of the action plan

PASS Improvement and Remediation Plan (60) Contracted School Days

The PASS Remediation Plan is a further step in the attempt to provide the Student Support Specialists with the support, supervision, and resources needed to foster positive growth in situations when an individual is having considerable difficulty implementing his/her professional responsibilities. The evaluator will help the specialist outline specific goals and objectives with timelines, resources, and evaluative criteria. The evaluator and/or specialist may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. The evaluator will provide consistent supervision and monitoring, as outlined by the plan.

At the end of the intervention period, the evaluator will issue a recommendation to the Superintendent. If the specialist demonstrates that he/she is proficient or better, the evaluator will designate placement of that specialist on a normal plan phase. If the specialist demonstrates he/she is not proficient the evaluator will have the option of either moving the specialist into a 30 contacted school day Intensive Intervention plan or recommend termination of employment to the Superintendent/Board of Education. Specific written reports of the intervention plan with reports of observations and a final determination on progress will become part of the specialist’s personnel file.

PASS Intensive Intervention Plan (30 Contracted School Days)

The Pass Intensive Intervention Plan is the final attempt and is implemented after the Improvement and Remediation Plan to provide the support necessary to meet the requirements of the position. The evaluator will determine a plan that includes specific goals, timelines, resources, and evaluative criteria. The specialist may choose to include their bargaining representative. The evaluator and/or specialist may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. Weekly observations/reviews of practice followed by feedback will be provided during this phase.

At the conclusion of this phase, the evaluator may make a recommendation to the Superintendent to extend the plan. If the specialist demonstrates that he/she is proficient or better, the evaluator will designate placement of that specialist on the normal plan phase. If the specialist's performance is below effective, the evaluator will recommend termination of that specialist's employment to the Superintendent/Board of Education.

Resolution of Differences

Should a specialist disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The specialist has the right to attach a statement to the observation report, progress report, or summative evaluation identifying the areas of concern and presenting his/her perspective. However, observation and evaluation reports are not subject to the grievance procedure. In the event that the teacher and evaluator are unable to resolve their differences, they may submit the matter to a subcommittee of the professional development and evaluation committee (PDEC). If there has been no resolution, the Superintendent shall review and make a final decision. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) school days.

EVALUATION-BASED PROFESSIONAL LEARNING

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

We recognize that educators as well as students learn in different ways and have different learning needs at different points in their career. Effective professional learning, therefore, must be highly personalized and provide for a variety of experiences, including learning teams, study groups, individual study, etc. as

well as opportunities for conducting research and collaborating with colleagues on content-based pedagogical activities.

THOMPSON's evaluation-based professional learning design has as its foundation the Standards for Professional Learning (Learning Forward, 2011). Each of the tenets of THOMPSON's Professional Learning and Evaluation Plan is aligned with at least one, and often several, of the seven Standards for Professional Learning, as follows.

TENETS OF THE THOMPSON PLAN: ALIGNING STANDARDS AND PROCESSES:

- ***Evaluation is an educator-centered process:*** We believe that, for evaluation to improve professional practice, it is essential to “make evaluation a task managed by an educator and not a thing done to a worker” (Peterson, 2000, p. 5).
 - Educator reflection on aspects of their leadership practice and its effect on student achievement and teacher effectiveness, on other facets of responsibility to the school community, and on their professional contributions to their field is critical to improved practice for both veteran and novice teachers. [*Standards: Learning Communities; Data; Outcomes*]
 - Educator self-reflection represents the initiation and culmination of the cycle of professional praxis and procedures for evaluation.
 - Educators collect and assemble relevant data related to student outcomes and their professional contributions, and determine how their data can be used in evaluation.

- ***Organizational culture is valued:*** The framework and outcomes of systems for the evaluation of administrators must reflect an understanding of the culture of schools as learning organizations (see Schein, 2010; Senge, 2012).
 - It is vitally important to examine the core beliefs that underpin organizational processes such as professional learning and evaluation, as well as teachers' and administrators' perception of their roles and effectiveness, to effect positive changes in student learning, growth, and achievement. Further, it is important to evolve the role of principals and administrators from the sole judges and evaluators of teachers and teaching to emphasize their role as instructional leaders who collaborate with teachers.
 - Evaluators and administrators support each other in the pursuit of individual and collective professional growth and student success through rich professional conferences and conversations. [*Standards: Leadership; Resources*]
 - Each school's core beliefs about student learning are the foundation for evaluation and support systems, and provide a focus for individual and collaborative reflections on personal practice and organizational functioning. [*Standards: Learning Communities; Implementation*]
 - Teachers and administrators collaborate to observe instructional practices in their school and to analyze data on instruction and student performance. [*Standards: Data; Outcomes*]
 - Teachers and administrators collaborate to plan, assess, and evaluate professional learning. [*Standards: Leadership; Learning Communities; Implementation; Learning Designs*]

- **Evaluation and professional learning must be differentiated to increase organizational effectiveness:** There is a growing research base that demonstrates that individual and collective educator efficacy (defined by Bandura, 1997, as “the group’s shared belief in its conjoint capabilities to organize and execute courses of action required to produce given levels of attainments”), is positively associated with and predictive of student achievement (Allinder, 1995; Goddard, et al., 2000; Moolenaar, et al., 2012; Tschannen-Moran and Barr, 2004)
 - The needs of veteran and novice administrators are different, and evaluation-based professional learning is designed to meet those needs, inspire and motivate individual and collective efficacy, and build leadership capacity in schools and districts (see Peterson, 2000). [*Standards: Learning Design; Leadership; Resources*]
 - The development of such structures as career ladders, personal professional portfolios, and opportunities are provided for administrators to share their learning from professional activities, findings from their own research or from research-based practices they have applied, classroom-level and professional accomplishments and/or challenges. [*Standards: Data; Outcomes: Learning Communities; Leadership*]

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH

THOMPSON will provide opportunities for educator career development and professional growth based on the results of the evaluation. Educators will be able to participate in opportunities to further their professional growth.

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

ADMINISTRATOR EVALUATION

15-16 draft

ADMINISTRATOR EVALUATION PLAN

OVERVIEW

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

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

- Meeting expectations as an instructional leader
- Meeting expectations in at least 2 other areas of practice
- Meeting 1 target related to stakeholder feedback
- Meeting and making progress on 2 locally developed SMART goals aligned to school and district priorities
- Having more than 70% of teachers proficient on the student growth portion of their evaluation

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

COMPONENTS OF THE ADMINISTRATOR EVALUATION PLAN

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

CATEGORY #1: LEADERSHIP PRACTICE (40%)

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

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

All six of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. As such, Performance Expectation 2 (Teaching and Learning) for principals will be weighted twice as much as any other Performance Expectation. The other Performance Expectations must have a weighting of at least 5% of the overall evaluation. These weighting will be consistent for all principals. For assistant principals and other 092 certificate holders in administrative roles, the six Performance Expectations are weighted equally.

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

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

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

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

Assessing the practice of administrators other than principals and assistant principals: For THOMPSON administrators in non-school roles, administrator practice will be assessed based upon ratings from evidence collected directly from the Connecticut School Leadership Standards. The leader evaluation rubric will be used in situations where it is applicable to the role of the administrator.

Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each performance expectation in the Connecticut School Leadership Standards. Evaluators collect written evidence about and observe the administrator's leadership practice across the six performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

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

The administrator and evaluator meet for a Goal-Setting Conference by August 15 to identify focus areas for development of the administrator's leadership practice.

1. The administrator being evaluated collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. **Evaluators of principals and assistant principals must conduct at least two school site observations for any principal or assistant principal, and will conduct at least four school site observations for principals and assistant principals who are new to their district, school, the profession, or who have received ratings of *developing* or *below standard*.**
2. The administrator being evaluated and the evaluator hold a Mid-Year Formative Conference by January 30 with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
3. By May 30, the administrator being evaluated reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.
4. By June 30, the evaluator and the administrator being evaluated meet to discuss all evidence collected. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of exemplary, proficient, developing, or below standard for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the Leadership Practice Matrix and generates a summary report of the evaluation by June 30.

Orientation and Professional Learning Programs

During the spring of each year, THOMPSON will provide a series of sessions for all administrators being evaluated so that they will understand the evaluation system, the processes, and the timelines for their evaluation. Special attention will be given to the Common Core of Leading Performance Expectations and the Leadership Practice Rubric, so that all administrators fully understand Performance Expectations and the requirement for being a "Proficient" administrator. Additional sessions will be provided throughout the academic year that will provide THOMPSON administrators with access to resources and to connect with colleagues to deepen their understanding of the Evaluation Plan.

In each academic year by August 1, THOMPSON will provide all evaluators of administrators with professional learning focused on the administrator evaluation system. Professional learning will include an in-depth overview and orientation of the 4 categories that are part of the plan, the process and timeline for plan implementation, the process for arriving at a summative evaluation, and use of the data collection system. One full day of professional learning will be provided on using the Leadership Practice Rubric, so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator proficiency. An additional full day of professional learning will be provided to all evaluators in conducting effective observations and providing high-quality feedback. Two additional days of professional learning will be provided on the 3 other categories in the plan and in the use of the data collection system.

Principals, Assistant Principals and Other Administrators: Leadership Practice Matrix (40%)

Exemplary	Proficient	Developing	Below Standard
<i>Exemplary</i> on at least 2 performance expectations	At least <i>Proficient</i> on at least 3 performance expectations	At least <i>Developing</i> on 3 performance expectations	<i>Below Standard</i> on 3 performance expectations
No rating below <i>Proficient</i> on any performance expectation	No rating below <i>Developing</i> on any performance expectation		

CATEGORY #2: STAKEHOLDER FEEDBACK (10%)

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

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

The surveys used have been subjected to a rigorous vetting process that has found them to be fair, reliable, valid, and useful.

The surveys will be administered on-line and allow for anonymous responses. All THOMPSON administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement. Surveys will be administered one time per year, in the spring. The spring survey data will be used by administrators as baseline data for the following academic year.

Once the stakeholder feedback goal has been determined by the administrator, the administrator will identify the strategies he/she will implement to meet the target.

ARRIVING AT A STAKEHOLDER FEEDBACK SUMMATIVE RATING

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

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

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

1. Review baseline data on selected measures
2. Set 1 target for growth on a selected measure (or performance on a selected measure when growth is not feasible to assess or performance is already high)
3. In the spring, administer surveys to relevant stakeholders
4. Aggregate data and determine whether the administrator achieved the established target
5. Assign a rating, using this scale:

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Exceeded target	Met target	Made progress but did not meet target	Made little or no progress against target

CATEGORY #3: SMART GOALS (45%)

Student learning is assessed in equal weight by performance and progress on 2 locally-determined measures, (SMART goals). Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator’s evaluation.

LOCALLY-DETERMINED MEASURES – SMART GOALS

Administrators establish two SMART goals on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Connecticut learning standards. In instances where there are no such standards that apply to a subject/grade level or an administrators’ assignment, THOMPSON will use research-based learning standards appropriate for that administrators’ assignment (i.e., Standards for Professional Learning, American School Counselors Association, etc.)
- For administrators in high school, one measure will include the cohort graduation rate and the extended graduation rate, as defined in the State’s approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.
- For administrators assigned to a school in “review” or “turnaround” status, indicators will align with the performance targets set out in the school’s mandated Improvement Plan

Administrators have broad discretion in selecting indicators, including, but not limited to:

- Student performance or growth on 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 SMART goals will strike a balance between alignment to student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process unfold in this way (described for principals):

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

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

		SMART GOAL 2 (22.5%)			
		Exemplary	Proficient	Developing	Below Standard
Locally-determined portion SMART goals (22.5%)	Exemplary	Exemplary	Exemplary	Proficient	Developing
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Developing
	Below Standard	Developing	Developing	Developing	Below Standard

CATEGORY #4: TEACHER EFFECTIVENESS (5%)

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

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

As part of THOMPSON’S teacher evaluation plan, teachers are assessed in part on their accomplishment of their SMART goals. This is the basis for assessing administrators’ contribution to teacher effectiveness outcomes.

Exemplary	Proficient	Developing	Below Standard
>80% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	>70% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	>50% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	<50% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation

ADMINISTRATOR EVALUATION PROCESS

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. We describe an annual cycle for administrators and evaluators to follow and believe that this sequence of events lends well to a meaningful and doable process.

OVERVIEW

Each administrator participates in the evaluation process as a cycle of continuous improvement. The cycle is the centerpiece of state guidelines designed to have all educators play a more active, engaged role

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

SCHOOL YEAR: PLAN IMPLEMENTATION AND EVIDENCE COLLECTION

PRIOR TO AUG. 15	AUGUST	JANUARY	MAY	JUNE
Orientation and context setting	Goal setting and plan development	Mid-year formative review	Self-assessment	Preliminary summative rating to be finalized in August

Step 1: Orientation and Context-Setting by August 15

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

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

Step 2: Goal-Setting and Plan Development by August 15

Before a school year starts, administrators will:

1. identify a two targets for growth in an area(s) of leadership practice
2. identify two locally developed SMART goals
3. identify one stakeholder feedback target

Administrators will identify the 2 specific areas of focus for their practice **that will help them accomplish** their SMART goals, and their stakeholder feedback target, choosing from among the elements of the Connecticut School Leadership Standards. Administrators will identify these 2 specific focus areas of growth in order to facilitate a professional conversation about their leadership practice with their evaluator. What is critical is that the administrator can connect improvement in the practice focus areas to the growth in the SMART goals and the stakeholder feedback target, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet in August to discuss and agree on the selected outcome goals and practice focus areas.

The evaluator and administrator also discuss the appropriate resources and professional learning-learning 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 goal-setting form is to be completed by the administrator being evaluated. 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 will establish a schedule of school visits with the administrator to collect evidence and observe the administrator’s work. The first visit will take place near the beginning of the school year to ground the evaluator in the school context and the administrator’s evaluation plan. Subsequent visits will be planned at 2-to 3-month intervals.

A note on the frequency of school site observations:

- 2 observations for each principal.
- 4 observations for any administrator new to THOMPSON, or who has received ratings of *Developing* or *Below Standard*.

Step 3: Mid-Year Formative Review:

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

In preparation for the 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.

Step 4: Self-Assessment:

By May 30, the administrator being evaluated completes a self-assessment on his/her practice on all 18 elements of the Connecticut Leadership Standards. For each element, the administrator being evaluated determines whether he/she:

- Needs to grow and improve practice on this element;
- Has some strengths on this element but needs to continue to grow and improve;
- Is consistently effective on this element; or
- Can empower others to be effective on this element.

The administrator being evaluated will also review their focus areas and determine if they consider themselves on track or not.

The administrator being evaluated submits their self-assessment to their evaluator.

Step 5: Summative Review and Rating:

The administrator being evaluated and the evaluator meet by May 30 to discuss the administrator's self-assessment and all evidence collected over the course of the year. This meeting serves as an opportunity to convey strengths, growth areas, and their probable rating. After the meeting, the evaluator assigns a rating, based on all available evidence (see next section for rating methodology).

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

Summative ratings must be completed for all administrators by June 30 of a given school year.

SUMMATIVE ADMINISTRATOR EVALUATION RATING

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

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

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

- Meeting expectations as an instructional leader
- Meeting expectations in at least 2 other areas of practice
- Meeting and making progress on 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on 2 SMART goals aligned to school and district priorities
- Having more than 70% of teachers proficient on the student growth portion of their evaluation

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

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

A rating of **Developing** means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected after two consecutive years at the *developing* level.

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

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

Determining Summative Ratings

The process for determining summative evaluation ratings has three 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 six performance expectations of the leader evaluation rubric and the stakeholder feedback target. Using the Summative Rating Form evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. The Stakeholder Feedback rating is combined with the Leadership Practice rating and the evaluator uses the matrix to determine an overall Practice Rating.

B. OUTCOMES: SMART goals (45%) + Teacher Effectiveness (5%) = 50%

The outcomes rating derives from the two SMART goals – and teacher effectiveness outcomes. The Teacher Effectiveness rating is combined with the SMART goals rating and the evaluator uses the matrix to determine an overall Outcomes Rating.

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

The Summative rating combines the practice and outcomes ratings using the matrix below.

If the two areas in any Matrix are highly discrepant (e.g., a rating of exemplary for Administrator Practice and a rating of below standard for Administrator Outcomes), then the evaluator and the evaluatee will re-examine the data and/or gather additional information in order to determine the rating for the Matrix.

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

		Administrator Practice Rating			
		Exemplary	Proficient	Developing	Below Standard
Administrator Outcomes Rating	Exemplary	Exemplary	Exemplary	Proficient	Developing
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Developing
	Below Standard	Developing	Developing	Developing	Below Standard

Definition of Effectiveness and Ineffectiveness

Administrator effectiveness will be based upon a pattern of summative administrator ratings. All administrators will need to have a rating of Proficient or Exemplary within 2 years of employment. Any administrator not having a summative rating of Proficient or Exemplary will be placed on an individual improvement and remediation plan. **(See Professional Assistance and Support System, or PASS, below)**

Administrators may have no more than one summative rating of Developing or Below Standard during any 2 year period.

Should an administrator receive a domain rating of Developing or Below Standard on a formal observation, at the post observation conference the evaluator and/or administrator may determine opportunities for improvement and growth. These opportunities may include: Peer Observation, Professional Development, additional Walkthroughs, and by mutual agreement additional formal observation(s).

Administrators receiving a rating of Developing or Below Standard in any year will be placed on an individual administrator improvement and remediation plan (THOMPSON’s Professional Assistance and Support System, or PASS). After one year of the PASS participation, the administrator must have a summative rating of Proficient or Exemplary to be considered effective.

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

Administrators who receive a summative evaluation rating of “Developing” or “Below Standard” will be notified in writing at a conference. Administrators will collaborate with their evaluator (or designated PASS Administrator Performance Remediation Plan Developer) to work with a mentor and an evaluator in the development of an administrator PASS plan. The administrator must receive a summative

evaluation rating of “proficient” within a year of the PASS Individual Performance Remediation Plan being developed. The administrator may choose to involve their local association president (or designee). The team will be identified, a date selected to commence development of the PASS plan and a target completion date, will be defined within 30 days after determination of the summative evaluation rating. The PASS process will identify areas of needed improvement and include supports that THOMPSON will provide to address the performance areas identified as needing improvement.

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

The plan must include the following components:

1. *Defined Timeline Including Dates*
 - a. Notification of Developing or Below Standard rating at Post Observation Conference
 - b. Begin developing PASS plan
 - c. Finalize PASS plan Development
 - d. Begin implementing PASS plan
 - e. Review of PASS plan
2. *Areas of Improvement*: Identify area of needed improvement
3. *Rationale for Areas of Improvement*: Evidence from observations that show an area needing improvement
4. *Performance Expectation*: List performance expectation rated “developing” or “below standard”
5. *Indicators for Effective Leading*: Identify exemplar practices in the area identified as needing improvement
6. *Improvement Strategies to be Implemented*: Provide strategies the administrator can implement to show improvement in performance expectations rated “developing” or “below standard”
7. *Tasks to Complete*: Specific tasks the administrator will complete that will improve the performance expectation
8. *Support and Resources*: List of supports and resources the administrator can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc.
9. *Indicators of Progress*: How the administrator will show progress towards proficient/exemplar in domain through observations, data, evidence, etc.
10. *Determination of Proficiency*: Assessment of proficiency rating at the end of the action plan

PASS Improvement and Remediation Plan (60) Contracted School Days

The PASS Remediation Plan is a further step in the attempt to provide The administrator with the support, supervision, and resources needed to foster positive growth in situations when an individual is having considerable difficulty implementing his/her professional responsibilities. The evaluator will help

the administrator outline specific goals and objectives with timelines, resources, and evaluative criteria. The evaluator and/or administrator may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. The evaluator will provide consistent supervision and monitoring, as outlined by the plan.

At the end of the intervention period, the evaluator will issue a recommendation to the Board of Education. If the administrator demonstrates that he/she is proficient or better, the evaluator will designate placement of that administrator on a normal plan phase. If the administrator demonstrates he/she is not proficient the evaluator will have the option of either moving the administrator into a 30 school day Intensive Intervention plan or recommend termination of employment to the Superintendent/Board of Education. Specific written reports of the intervention plan with reports of observations and a final determination on progress will become part of the administrator's personnel file.

PASS Intensive Intervention Plan (30 Contracted School Days)

The Pass Intensive Intervention Plan is the final attempt and is implemented after the Improvement and Remediation Plan to provide the support necessary to meet the requirements of the position. The evaluator will determine a plan that includes specific goals, timelines, resources, and evaluative criteria. The administrator may choose to include their bargaining representative. The evaluator and/or administrator may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. Weekly observations/reviews of practice followed by feedback will be provided during this phase.

At the conclusion of this phase, the evaluator may make a recommendation to the Superintendent to extend the plan. If the administrator demonstrates that he/she is proficient or better, the evaluator will designate placement of that administrator on the normal plan phase. If the administrator's performance is below effective, the evaluator will recommend termination of that administrator's employment to the Superintendent/Board of Education.

Resolution of Differences

Should an administrator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The administrator has the right to attach a statement to the observation report, progress report, or summative evaluation identifying the areas of concern and presenting his/her perspective. However, observation and evaluation reports are not subject to the grievance procedure. In the event that the administrator and evaluator are unable to resolve their differences, they may submit the matter to a subcommittee of the professional development and evaluation committee (PDEC). If there has been no resolution, the Superintendent

shall review and make a final decision. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) contracted school days.

EVALUATION-BASED PROFESSIONAL LEARNING

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

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

THOMPSON's evaluation-based professional learning design has as its foundation the Standards for Professional Learning (Learning Forward, 2011). Each of the tenets of THOMPSON's Professional Learning and Evaluation Plan is aligned with at least one, and often several, of the seven Standards for Professional Learning, as follows.

TENETS OF THE THOMPSON PLAN: ALIGNING STANDARDS AND PROCESSES:

- ***Evaluation is an educator-centered process:*** We believe that, for evaluation to improve professional practice, it is essential to “make evaluation a task managed by an educator and not a thing done to a worker” (Peterson, 2000, p. 5).
 - Educator reflection on aspects of their leadership practice and its effect on student achievement and teacher effectiveness, on other facets of responsibility to the school community, and on their professional contributions to their field is critical to improved practice for both veteran and novice teachers. [*Standards: Learning Communities; Data; Outcomes*]
 - Educator self-reflection represents the initiation and culmination of the cycle of professional praxis and procedures for evaluation.
 - Educators collect and assemble relevant data related to student outcomes and their professional contributions, and determine how their data can be used in evaluation.

- ***Organizational culture is valued:*** The framework and outcomes of systems for the evaluation of administrators must reflect an understanding of the culture of schools as learning organizations (see Schein, 2010; Senge, 2012).

- It is vitally important to examine the core beliefs that underpin organizational processes such as professional learning and evaluation, as well as teachers' and administrators' perception of their roles and effectiveness, to effect positive changes in student learning, growth, and achievement. Further, it is important to evolve the role of principals and administrators from the sole judges and evaluators of teachers and teaching to emphasize their role as instructional leaders who collaborate with teachers.
 - Evaluators and administrators support each other in the pursuit of individual and collective professional growth and student success through rich professional conferences and conversations. *[Standards: Leadership; Resources]*
 - Each school's core beliefs about student learning are the foundation for evaluation and support systems, and provide a focus for individual and collaborative reflections on personal practice and organizational functioning. *[Standards: Learning Communities; Implementation]*
 - Teachers and administrators collaborate to observe instructional practices in their school and to analyze data on instruction and student performance. *[Standards: Data; Outcomes]*
 - Teachers and administrators collaborate to plan, assess, and evaluate professional learning. *[Standards: Leadership; Learning Communities; Implementation; Learning Designs]*
- ***Evaluation and professional learning must be differentiated to increase organizational effectiveness:*** There is a growing research base that demonstrates that individual and collective educator efficacy (defined by Bandura, 1997, as "the group's shared belief in its conjoint capabilities to organize and execute courses of action required to produce given levels of attainments"), is positively associated with and predictive of student achievement (Allinder, 1995; Goddard, et al., 2000; Moolenaar, et al., 2012; Tschannen-Moran and Barr, 2004)
 - The needs of veteran and novice administrators are different, and evaluation-based professional learning is be designed to meet those needs, inspire and motivate individual and collective efficacy, and build leadership capacity in schools and districts (see Peterson, 2000). *[Standards: Learning Design; Leadership; Resources]*
 - The development of such structures as career ladders, personal professional portfolios, and opportunities are provided for administrators to share their learning from professional activities, findings from their own research or from research-based practices they have applied, classroom-level and professional accomplishments and/or challenges. *[Standards: Data; Outcomes: Learning Communities; Leadership]*

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH

THOMPSON will provide opportunities for administrator career development and professional growth based on the results of the evaluation. Administrators will be able to participate in opportunities to further their professional growth.

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

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