



BROOKLYN SCHOOL
2015-2016
Evaluation and Support Plan

The Brooklyn School

MISSION STATEMENT

The Brooklyn School will foster a drive for learning within each student that will allow all students to reach his/her greatest potential. To achieve this mission, the school will continually improve its educational programs and services to meet the needs of all students and to meet this community's expectations for a quality education for all.

Brooklyn Schools
2015-2016 Evaluation and Support Plan
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OVERVIEW

INTRODUCTION

Brooklyn is a public school district dedicated to serving a small rural town in the northeast corner of Connecticut. Although the total number in the district may be comparatively small, the diversity is vast. The mission of the district is clear: *The Brooklyn School will foster a drive for learning within each student that will allow that student to reach his/her greatest potential.* To achieve this mission, Brooklyn School must continually reflect upon its practices and make the revisions that provide the best experience for our students and staff.

Brooklyn's Professional Learning and Evaluation Program has been designed to create pathways for the continuous learning and advancement of educational professionals throughout their careers. The Program components are aligned with the Core Requirements of the Connecticut Guidelines for Educator Evaluation (adopted by the State Board of Education in June 2012). Brooklyn's Professional Learning and Evaluation Program 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. As such, the Program: a) address the elements of Connecticut's Core Requirements for Teacher and Administrator Evaluation; b) is aligned with our school's missions and values; and c) meets the educational needs of the stakeholders in our schools.

The plan was developed in 2012-2013, it was then reviewed and revised by the Brooklyn Professional Learning and Teacher Evaluation Committee and the superintendent of schools.

CORE VALUES AND BELIEFS ABOUT PROFESSIONAL LEARNING

Brooklyn's Professional Learning and Evaluation Program establishes high standards for the performance of teachers and administrators that ultimately lead to and are evidenced by improved student learning. Professional standards, including *Connecticut's Common Core of Teaching (2010)*, *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 Brooklyn's Professional Learning and Evaluation Program.

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 teachers and administrators, students and families, and school and the communities they serve. Therefore, our Program seeks to create a professional culture in our educational programs that is grounded in the following beliefs:

We believe that:

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

Brooklyn's professional evaluation program 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 Program 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.

BROOKLYN PROFESSIONAL LEARNING AND EVALUATION PROGRAM GOALS

1. Professionalize the Profession

- Document and share educators' best practices that result in meaningful advancement of student learning.
- Enhance expert knowledge and collective efficacy in the field
- Create new opportunities for educators to collaborate and develop leadership skills in their schools and disciplines.
- Recognize and reward excellence in teaching, administration, and exemplary contributions to Brooklyn School.
- Ensure that only high-quality professionals are selected for tenure in Brooklyn schools.
- 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 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 program and support systems.
- **Support organizational improvement through the Professional Learning and Evaluation Program.**
 - 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.

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- Integrate Brooklyn School 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 Brooklyn's Board of Education and the evaluation process.
- The Superintendent will be responsible for ensuring that the Professional Development Committee receives information regarding school and individual professional growth goals for use in planning staff development programs.

Responsibility for Evaluations

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

Administrators

- Teachers
- Nurses
- Social Workers

Director of Special Education

- Psychologists
- Speech Therapists
- Special Education Teachers

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:

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- The review and understanding of Connecticut's Common Core of Teaching (CCT) and Brooklyn's Performance and Practice Continuum.
 - The review and understanding of Connecticut's Common Core of Leading (CCL) and the Leadership Practice Rubric.
 - The review and familiarity with applicable portions of Connecticut's Common Core State Standards, Connecticut's Frameworks of K-8 Curricular Goals and Standards, the CMT/CAPT Assessments (and Smarter Balanced Assessments, when available), as well as locally-developed curriculum standards.
 - Adherence to established timelines.
 - Completion of required components in a timely and appropriate manner.
 - Sharing of professional resources and new learnings 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.
- Request clarification of questions or assistance with identification of professional resources and/or peer assistance

IMPLEMENTATION OF PROFESSIONAL LEARNING AND EVALUATION PROGRAM

Training and Orientation of Teachers and Administrators

During Spring 2015 and throughout the 2015-16 school year, the district will provide to all educators several orientation and update training sessions (through in-service sessions, target group sessions, and individual conferences) that explain the processes

for professional learning planning, protocol for evaluation and observation (including timelines and rubrics), and documents that will be used by all staff.

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

New Educator Support and Induction

In the interest of supporting all educators in the implementation of the Program, the Brooklyn School will offer support to staff members new to the school. 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 Brooklyn's Professional Learning and Evaluation Program'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 training and support in the use and application of Brooklyn's Evaluation Program. Evaluators will review Program elements and procedures prior to the beginning of each school year and at other appropriate intervals, to be determined. Plans for staff training

will be coordinated annually by Brooklyn's Superintendent.

Resources for Program Implementation

Funds to provide material and training 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 Program 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 or disagreements which from time to time may arise related to the evaluation process. The right of appeal is a necessary component of the evaluation process and is available to every participant at any point in the evaluation process. As our evaluation system is designed to ensure continuous, constructive and cooperative processes among professional educators, most disagreements are expected to be worked out informally between evaluators and evaluatees.

The resolution process may be implemented when a teacher receives a summative rating of below or developing standard:

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

The principal's judgment shall not be the focus of a dispute. The resolution process shall be conducted in accordance with the law governing confidentiality.

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. 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.

3. The evaluatee may have 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. 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.
3. Days shall mean school days. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
4. 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 PLAN

OVERVIEW

Brooklyn'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 Brooklyn 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 Brooklyn's Professional Learning and Evaluation Plan are defined using the 4 domains and their indicators of the Common Core of Teaching (CCT, 2014). The Connecticut Common Core of Teaching Rubrics for Effective Teaching 2014, the tool used for observing and assessing teacher practice in the domains, reflects the spirit and specifics of the CCT, articulates components of teaching, and establishes designations of levels of practice, including: *Below Standard; Developing; Proficient; Exemplary*. The CCT (2014) and the *CCT Rubric 2014* are provided in Appendix A of this document.

Core Requirements of the Evaluation Program

Brooklyn'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 Brooklyn's Plan 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:
 1. The *CCT Rubric for Effective Teaching 2014*
 2. administrator, school, and district priorities that should be reflected in teacher performance and practice goals.
 3. development of SMART goals related to student outcomes and achievement.
 4. data regarding whole-school indicators of student learning.
 5. self-assessment processes and purposes.
 6. data collection, including types of data and processes for collection and analysis.
 7. access to Bloomboard an online evaluation system

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.), the prior year's evaluation, and survey results, previous professional learning goals, and the *CCT Rubric*. The teacher will draft the following goals:

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- a) **one SMART Goal** to address student learning and achievement objectives, which will comprise 45% of a teacher’s summative evaluation;
 - b) **a performance and practice goal**, based on student performance data, whole-school climate or learning data, teacher reflection and previous year’s evaluator observations and review of the *CCT Rubric 2014*;
 - c) **a goal aligned with a whole-school goal** determined by the school administrator based on data from **parent feedback**; and
 - d) **a goal based on whole school indicators of student learning** for the school year. The teacher may collaborate with grade level or subject matter teams to support the goal-setting process.

* 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.

- *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:

<ul style="list-style-type: none"> • Lesson Plans • Formative Assessment Data • Summative Assessment Data • Student Work • Parent Communication Logs • Data Team Minutes • Survey Data 	<ul style="list-style-type: none"> • Class List • Standardized and Non-Standardized Data (based on the teacher’s class) • School-Level Data • CCT Rubric for Effective Teaching 2014
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* In year one of the implementation of the new year program, teachers were encouraged to set one year goals related to professional learning and practice. At the end of year one, teachers may choose to set multi-year goals.

- **Observations of practice (by November 30, January 30, and April 30)**
Evaluators will observe teacher practice in formal and informal in-class observations and non-classroom reviews of practice throughout the school year,

with frequency based on the year of implementation of the plan and the teacher's summative evaluation rating (see Observation Schedule on p. 30)

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

The teacher collects evidence about his/her practice and student learning that is relevant to the agreed-upon professional goals. The evaluator also collects evidence about teacher practice for discussion in the interim conference and summative review.

- **Interim Conference (by February 15; or by April 30 to accommodate second semester in high school) :**

- a. The evaluator and teacher will hold at least one conference near the mid-point of the evaluation cycle. The discussion should focus on processes and progress toward meeting the 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 goal to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

- 2. End-of-year summative review (by June 10):**

- a. *Teacher self-assessment* – (due to the evaluator 5 working days prior to the end-of-year conference). The teacher reviews and reflects on all information and data collected during the year related to the goals and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development, referencing the *CCT Rubric 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

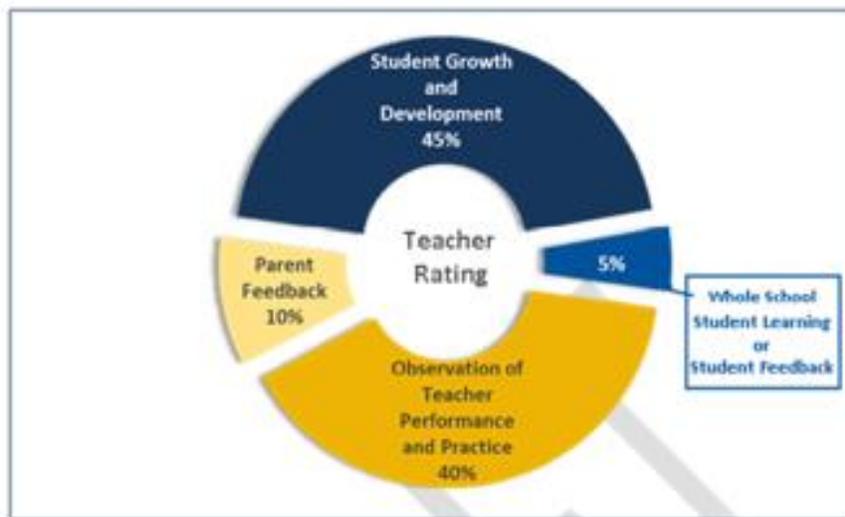
include a statement that identifies a possible future direction that is related to the year's outcomes.

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

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:

Teacher Evaluation Components



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CATEGORY 1: STUDENT OUTCOMES AND ACHIEVEMENT (45%)

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

- *SMART GOAL based on Standardized indicators (comprises 45 % of teacher's evaluation rating).* For those teaching tested grades and subjects, a SMART goal will be developed based on an analysis of results of student achievement on the *STAR Enterprise Test* and other standardized assessments where available. **If no standardized assessment is available, teachers are required to develop a SMART goal based on non-standardized measures.**

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- Pending U.S. Department of Education’s approval of CT’s request for flexibility on the use of student test data in 2015-2016, Brooklyn Schools will not require that 22.5% of a teacher’s summative rating incorporate state test data. Alternatively, the 45% student growth and development component will be composed of 22.5% standardized assessment for those grades and subjects where available and appropriate. The other 22.5% will be based on a minimum of one non-standardized indicator and a maximum of one additional standardized indicator (in accordance with the Guidelines.) If there are not standardized assessments available and/or appropriate, then the educator’s entire 45% student learning outcomes component would be based fully on non-standardized indicator in the 2015-2016 year.
 - Teachers in non-tested grades and subjects may establish common 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 45% of teachers evaluation rating):* **For those teaching in non-tested grades and subjects and where no standardized assessment is available, a SMART goal will be developed using a minimum of one non-standardized measure.** Sources for the development of a SMART goal is based on non-standardized indicators may include:
 - Benchmark assessments of student achievement of school-wide Expectations for Student Learning, measured by analytic rubrics.
 - Other curricular benchmark assessments.
 - 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

Brooklyn 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 one (1) SMART goal that will address targeted areas for student growth and/or achievement.

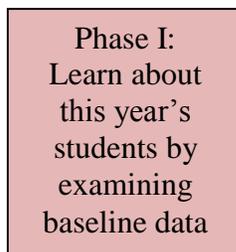
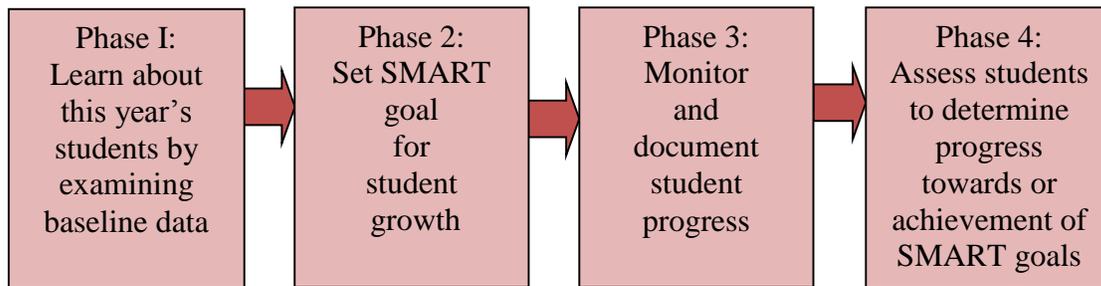
Each SMART goal will:

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

SMART Goals and Student Progress

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

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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:

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

Teachers must learn as much as they can about the students they teach, be able to document baseline data that they have used to determine their instructional focus and be able to write a SMART goal 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 SMART goals
for
student
growth

Each teacher will write One SMART goal. Teachers whose students take a standardized assessment may create one SMART goal based on that assessment or one SMART goal based on a non-standardized assessment.

Each SMART goal should make clear:

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

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

Teachers will submit their SMART goal to their evaluator for review and approval. The review and approval process of the SMART goal will take place during the Goal-Setting conference, on or before October 15. Evaluators will review and approve the SMART goals based on the following criteria, to ensure they are as fair, reliable, valid, and useful to the greatest possible extent:

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

Phase 3:
Monitor and
document
student
progress

Once the SMART goal is approved, teachers must monitor students' progress toward achieving student learning SMART goals.

Teachers may monitor and document student progress through:

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

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

Interim Conferences - Mid-year check-ins:

Evaluators and teachers will review progress toward the SMART goals at least once during the school year, using available information and data collected on student progress. This review may result in revisions to the instructional strategies or approaches teachers use. Teachers and evaluators may mutually agree to mid-year adjustments to the SMART goal for the purpose of accommodating significant changes in student population or teaching assignment. The Mid-Year Conference will take place by February 15 of the academic year (or April 30 for second semester courses in middle school).

Phase 4:
Assess students to
determine progress
towards or
achievement of
SMART goals

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

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 the SMART goal 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 by 10% margin or higher.
Met (3)	Met the SMART goal.
Partially Met (2)	Did not meet the SMART goal 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 goal holistically.

The individual SMART goal rating and final Student Outcomes and Achievement rating will be shared and discussed with teachers during the End-of-Year Conference.

Training for Teachers and Evaluators

Specific training will be provided to develop evaluators' and teachers' data literacy and creation of a SMART goal by which teachers will be evaluated. A training session to 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 training will include, but not be limited to:

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

- Data Literacy as it relates to: Analyzing and Interpreting Assessment Data, Understanding Root Cause, and Decision-Making based on Inferences
- Quality of measures and indicators used to determine student growth
- Alignment of SMART 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 are required to use guidelines provided for SMART goals to ensure a standardized approach to the documentation of student learning outcomes and

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

CATEGORY 2: TEACHER PERFORMANCE AND PRACTICE (40%)

Forty percent (40%) of a teacher's evaluation will be based on observation of teacher practice and performance, using the *CTT Rubric for Effective Teaching 2014*.

The Connecticut Common Core of Teaching Rubric for Effective Teaching 2014

The CCT Rubric 2014, will be the observation instrument for Brooklyn's Professional Learning and Evaluation Program. It has been developed to align with Connecticut's Common Core of Teaching (CCT) 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.

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

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

Teacher Goal Setting for Performance and Practice

In preparation for instructional planning and Goal-Setting Conferences with evaluators, teachers will analyze their student data and use *CCT Rubric* to reflect on their own practices and their impact on student performance. Based on that reflection, teachers will develop a performance and practice goal to guide their own professional learning and improvements in practice that will ultimately promote student growth and achievement of student outcome goals. Teacher practice goals 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

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

Over the course of the school year, evaluators will gather evidence for all Indicators and Domains of the *CCT Rubric* 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.



Data-Informed Observation of Teacher Performance and Practice (40%)		
SOURCES OF DATA	EXAMPLES OF DATA	IMPORTANCE OF DATA
Conferences	<p>Data related to all 4 domains</p> <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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 Formal observations	<p>Data related to Domains 1-4</p> <ul style="list-style-type: none">• Teacher-student, student, student-student conversations, interactions, activities related to learning goals	<ul style="list-style-type: none">• Provides evidence of teacher’s ability to improve student learning and promote growth
Non-classroom reviews of practice	<p>Data related to Domain 4</p> <ol style="list-style-type: none">1. Teacher reflection, as evidenced in pre- and post-conference data.2. Engagement in professional development opportunities, involvement in action research.3. Collaboration with colleagues4. Teacher-family interactions5. Ethical decisions	<ul style="list-style-type: none">• Provides evidence of teacher as learner, as reflective practitioner and teacher as leader.

Observation of Teacher Practice

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

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.

Administrators may differentiate the number of observations based on experience, prior ratings, needs and goals of individual teachers.

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

to improve student learning; and to enhance collaboration among teachers and administrators in advancing the vision and mission of their schools.

- In the 2015-16 school year, 33% of all teachers, who received a summative performance evaluation of proficient or exemplary, will receive at least one in-class formal observation. The one formal evaluation will include a pre-conference and a post-conference with timely written and verbal feedback. Also, one informal, unannounced in-class observation and at least one non-classroom review of practice will be conducted for this group of teachers..
- Teachers who receive a summative performance evaluation designation of below standard or developing for the previous year will receive a number of observations appropriate to their individual development plan, but no fewer than three in-class formal observations. Each of the formal observations will include a pre-conference and a post-conference with timely written and verbal feedback.
- In subsequent years of the plan implementation, teachers who receive a summative performance evaluation designation of proficient or exemplary for the previous year will receive three informal observations and one review of practice. Feedback will be provided.
- In the 2015-2016 school year all non-tenured teachers will receive at least three formal in-class observations. Each observation will include a pre-conference and a post conference with timely written and verbal feedback. An informal observation and one non-classroom review of practice will be conducted for all non-tenured teachers.

OBSERVATION SCHEDULE

PERFORMANCE DESIGNATION	NUMBER OF OBSERVATIONS	CONFERENCING AND FEEDBACK
33% of all teachers	One (1) in-class formal observation One (1) informal observation	There will be pre conference and post conference meetings. Feedback will be written and verbal.
	At least one review of practice, with a mutually agreed upon area of practice	Feedback for review of practice will be verbal and/or written.
Non-Tenured Teachers, Teachers designated below Standard or Developing, and new Brooklyn Employees	3 in-class formal observations	All must have pre-conferences, all must have post-conferences. Feedback will be written and verbal
	One in-class informal unannounced observation	Feedback will be verbal and/or written.
	At least one review of practice, on a mutually agreed upon area of practice	
Teachers with Three or More years and designated as Proficient or Exemplary	Three (3) unannounced, informal observations.	Feedback will be written and/or verbal
	At least one review of practice, with a mutually agreed upon area of practice	Feedback will be written and/or verbal

Evaluation Ratings for Performance and Practice

Evaluation ratings will be assigned at the end of each school year. After gathering and analyzing evidence for all Indicators within each of the Domains 1-4, evaluators will use the *CCT Rubric 2014* to initially assign ratings of Below Standard, Developing, Proficient or Exemplary.

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

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 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 TRAINING AND PROFICIENCY

Formal observations of classroom practice are guided by the Domains and Indicators of the *CCT Rubric 2014*. Evaluators participate in extensive training and are required to be proficient in the use of the *CCT Rubric* for educator evaluation. Training is conducted annually (at a minimum) to ensure consistency, compliance, and high-quality application of the *CCT* 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.

In the first year of implementation of Brooklyn's Professional Learning and Evaluation Program, all evaluators will be required to participate in six days of initial training and successfully complete online proficiency activities. 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. Three days of face-to-face training that will focus on:
 - using the *CCT Rubric* for data collection, analysis and evaluation
 - introducing participants to the online practice and proficiency system.
2. One day of online practice to be completed independently or as a collaborative learning activity at the school or district level
3. One day of on-line proficiency comprised of two proficiency activities requiring evaluators to demonstrate their ability to: recognize bias; identify evidence from classroom observations, conferences and non-classroom reviews of practice that is appropriate to specific *CCT Rubric* Indicators and Domains; gather and analyze a comprehensive set of data to assign appropriate ratings at the Domain level.
4. One day of follow-up face-to-face training to:
 - enhance evaluator conferencing and feedback skills
 - debrief on proficiency as needed

In the first year of implementation, evaluators will also participate in two support sessions during the school year:

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1. Two-hour facilitated conversation in preparation for Mid Year Conferences
 2. Two-hour facilitated conversation in preparation for End of Year Conferences

After the first year of implementation, all evaluators new to Brooklyn will be required to participate in the training, proficiency and supports sessions described above.

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

CATEGORY 3. PARENT FEEDBACK (10%)

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

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

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

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

Teacher ratings will be determined using a 4-level performance matrix. Ratings will be based on evidence of teacher's implementation of strategies to address areas of need as identified by the survey results.

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.

Brooklyn 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:

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

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

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

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

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

Determining Summative Ratings

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

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

The practice rating derives from a teacher's performance on the four domains of the *CT Rubric 2014* and the parent feedback target. Evaluators record a rating for the domains that generates an overall rating for teacher practice. The Parent Feedback rating is combined with the Teacher Practice rating and the evaluator uses the matrix to determine an overall Teacher Performance & Practice Rating.

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

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

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

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

		<i>Teacher Practice Rating</i>			
		<i>Exemplary</i>	<i>Proficient</i>	<i>Developing</i>	<i>Below Standard</i>
<i>Teacher Outcomes Rating</i>	<i>Exemplary</i>	<i>Exemplary</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Developing</i>
	<i>Proficient</i>	<i>Exemplary</i>	<i>Proficient</i>	<i>Proficient</i>	<i>Developing</i>
	<i>Developing</i>	<i>Proficient</i>	<i>Proficient</i>	<i>Developing</i>	<i>Below Standard</i>
	<i>Below Standard</i>	<i>Developing</i>	<i>Developing</i>	<i>Below Standard</i>	<i>Below Standard</i>

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 his/her professional judgment and the Matrix to determine the rating.

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

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

PRIMARY AND COMPLEMENTARY EVALUATORS

The primary evaluator for most teachers will be the school principal, assistant principal or Central Office Administrator who will be responsible for the overall evaluation process, including assigning summative ratings. Primary evaluators MUST do at least one formal observation of those teachers working with Complementary Evaluators and will have sole responsibility for assigning final summative ratings and must achieve proficiency on the training modules provided.

Complementary evaluators are certified teachers who have received 2 consecutive years of Exemplary summative ratings. Complementary evaluators must be fully trained as evaluators in order to be authorized to serve in this role.

Complementary evaluators may assist primary evaluators by collaborating with teachers to develop smart goals, conducting observations, collecting additional evidence, reviewing student learning data and providing additional feedback. A complementary evaluator should share his/her feedback with the primary evaluator as it is collected and shared with teachers.

DEFINITION OF TEACHER EFFECTIVENESS AND INEFFECTIVENESS

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

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

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

TEACHER PROFESSIONAL ASSISTANCE AND SUPPORT SYSTEM (PASS)

Teachers who receive a summative evaluation rating of Developing or Below Standard may work with their local association president (or designee) in the development of a PASS plan, in collaboration with the evaluator (or designee). The plan will be created prior to the beginning of the next school year. The PASS process will identify areas of improvement needed and will include supports that Brooklyn will provide to address the performance areas identified as in need of improvement. A teacher's successful completion of

participation in PASS is determined by a summative final rating of Proficient or Exemplary at the conclusion of the school year.

The plan must include the following components:

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

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.

Timeframe for Improvement in PASS

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

PASS Improvement and Remediation Plan (30 Days)

The PASS Remediation Plan is a further step in the attempt to provide a teacher with the support, supervision, and resources needed to foster positive growth in situations when an individual is having considerable difficulty implementing the professional responsibilities of teaching. The 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. Consistent supervision and, at minimum, a weekly observation followed by timely feedback, will be provided by the evaluator. This intervention will operate for a period of time that the evaluator determines to be appropriate, but will normally conclude within 30 school days. At the end of the intervention period, the evaluator will issue a recommendation. If the teacher demonstrates that he/she is *Effective* or better, the evaluator will designate placement of that teacher to a normal plan phase. In situations when progress is unacceptable, the teacher will move into Intensive Remediation Plan. Specific written reports of the intervention plan with reports of observations and a final determination on progress will become part of the teacher's personnel file.

PASS Intensive Remediation Plan (60 Days)

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

Resolution of Differences

Should a teacher disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The teacher has the right to attach a statement to the observation report, progress report, or summative evaluation identifying the areas of concern and presenting his/her perspective. However, observation and evaluation reports are not subject to the grievance procedure. In the event that the teacher and evaluator are unable to resolve their differences, they can submit the matter to the superintendent for review and 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, Brooklyn 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.

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

TENETS OF THE BROOKLYN PLAN: ALIGNING STANDARDS AND PROCESSES:

- ***Evaluation is a teacher-centered process:*** We believe that, for evaluation to improve professional practice, it is essential to “make evaluation a task managed by a teacher, and not a thing done to a worker” (Peterson, 2000, p. 5).
 - Teacher reflection on aspects of their instructional practice and its effect on student achievement, 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.
 - Teachers collect and assemble relevant data related to student outcomes and their professional contributions, and determine how their data can be used in evaluation.

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- **Organizational culture matters:** The framework and outcomes of systems for the evaluation of teachers 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 teachers 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 teacher 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 teachers 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*]

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- The development of such structures as career ladders, personal professional portfolios, and opportunities are provided for teachers 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

Brooklyn 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 Brooklyn; 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 PLAN

OVERVIEW

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

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

- Meeting expectations as an instructional leader
- Meeting expectations in at least 2 other areas of practice
- Meeting 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on 2 SMART goals aligned to school and district priorities
- Having more than 60% 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. (see Appendix)

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 weightings will be consistent for all principals. For assistant principals and other 092 certificate holders in non-teaching roles, the six Performance Expectations are weighted equally.

In order to arrive at these ratings, administrators are measured against the **Leader Evaluation Rubric** (see Appendix) 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.

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- **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. 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 Brooklyn Public Schools' 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 1 to identify focus areas for development of the administrator's leadership practice.

1. The administrator being evaluated collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. **Evaluators of principals must conduct at least two school site observations for any principal and will conduct at least four school site observations for principals who are new to their district, school, the profession, or who have received ratings of *developing* or *below standard*.** Evaluators of assistant principal will conduct at least four observations of the practice of the assistant principal. Evaluators of other Brooklyn Public Schools' administrators will conduct at least two observations and/or reviews of practice.
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. (Supported by the "Summative Rating Form," see Appendix.)

Orientation and Training Programs

In the spring, the Brooklyn Public Schools will provide training 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 Brooklyn administrators with access to resources and to connect with colleagues to deepen their understanding of the Evaluation Program.

By July 15, the Brooklyn Public Schools’ will provide all evaluators of administrators with training focused on the administrator evaluation system. Training will include an in-depth overview and orientation of the 4 categories that are part of the plan, the process and timeline for plan implementation, the process for arriving at a summative evaluation, and use of Bloomboard. Training will be provided on using the Leadership Practice Rubric, so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator proficiency. Additional training will be provided to all evaluators in conducting effective observations and providing high-quality feedback, as well as on the 3 other categories in the plan and in the use of the on-line system.

Principals and Central Office Administrators:

Leadership Practice Matrix (40%)

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

Assistant Principals and Other Administrators:

Leadership Practice Matrix (40%)

Exemplary	Proficient	Developing	Below Standard
<i>Exemplary</i> on at least 3 performance expectations	At least <i>Proficient</i> on at least 4 performance expectations	At least <i>Developing</i> on 4 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 and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.).

The surveys will be administered on-line and allows for anonymous responses, all Brooklyn administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement. Surveys will be administered one time per year, in March. The March 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.

Examples of surveys, developed by *Education for the Future*, that will be used by the Brooklyn Public Schools', are attached in the Appendix.

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. By March 15, 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%)

Pending U.S. Department of Education's approval of CT's request for flexibility on the use of student test data in 2014-2015, Brooklyn Public Schools will not require that 22.5% of the administrator's student learning component incorporate SPI progress. Given this adjustment, the entire 45% of an administrator's rating on student learning indicators shall be based on the locally-determined indicators. These locally-determined indicators would also comprise the 5% Whole-School Student Learning Indicator rating for teachers." (unless the district/school have chosen to incorporate Student Feedback for the teacher's 5% component)

LOCALLY-DETERMINED MEASURES – SMART GOALS

Administrators establish one SMART goal 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, the Brooklyn Public Schools' will use research-based learning standards appropriate for that administrators' assignment (i.e., Standards for Professional Learning, American School Counselors Association, etc.)

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

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

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- 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 the Brooklyn Public Schools' 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 s 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.

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 principals take to increase teacher effectiveness – from hiring and placement to ongoing professional development to feedback on performance – the principal evaluation model also assesses the outcomes of all of that work.

As part of the Brooklyn Public Schools’ teacher evaluation plan, teachers are assessed in part on their accomplishment of their SMART goals. This is the basis for assessing principals’ 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	>60% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	>40% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	<40% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation

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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

JULY	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 July 30

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

1. Student learning data are available for review by the administrator.
2. Parent 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 one SMART goal and
2. identify one stakeholder feedback target.

Administrators will then 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 growth, 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 development needs to support the administrator in accomplishing the goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used.

The 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 may suggest additional goals as appropriate.

The evaluator will establish a schedule of school visits with the administrator to collect evidence and observe the administrator's work. The first visit will take place near the beginning of the school year to ground the evaluator in the school context and the administrator's evaluation plan. Subsequent visits will be planned at 2-to 3-month intervals.

A note on the frequency of school site observations:

- 2 observations for each administrator.
- 4 observations for assistant principals and for any administrator new to Brooklyn School, or who has received ratings of *developing* or *below standard*.

Step 3: Mid-Year Formative Review: Midway through the school year there will be a formal check-in to review progress. In preparation for meeting:

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

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

Step 5: 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 principal's personnel file with any written comments attached that the administrator's 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

1. **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 one SMART goal aligned to school and district priorities
- Having more than 60% of teachers proficient on the student growth portion of their evaluation

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

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

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

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

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. As shown in the Summative Rating Form in Appendix 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 (APPENDIX) to determine an overall Practice Rating.

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

The outcomes rating derives from the two student learning measures –SMART goal – and teacher effectiveness outcomes. As shown in the Summative Rating Form in the Appendix , standardized assessments and evaluators record a rating for the SMART goals agreed to in the beginning of the year. These two combine to form the basis of the overall SMART goals rating. 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					
Administrator Outcomes Rating		Exemplary	Proficient	Developing	Below Standard
	Exemplary	Exemplary	Exemplary	Proficient	Developing
	Proficient	Exemplary	Proficient	Proficient	Below Standard
	Developing	Proficient	Developing	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

Definition of Effectiveness and Ineffectiveness

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

After the first 2 years of implementation of the program, administrators will be required to have no more than one summative rating of Developing during the 2 year period and a summative rating of Proficient or Exemplary in the other year.

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

Resolution of Differences

Should an administrator disagree with the evaluator’s assessment and feedback, the parties are encouraged to discuss those 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 process. In the event that the administrator and evaluator are unable to resolve their differences, they can submit the matter to the superintendent for review and decision. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) school days.

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

Administrators who receive a summative evaluation rating of “Developing” or “Below Standard” will be required to work with their evaluator (or designated PASS Administrator Performance Remediation Plan Developer) to design an administrator performance remediation plan. The plan will be created within 30 days after the completion of the summative evaluation rating conference. The administrator performance remediation plan will identify areas of needed improvement and include supports that Brooklyn will provide to address the performance areas identified as needing improvement. After the development of the PASS Administrator Performance Remediation plan, the administrator and evaluator will collaborate to determine the target completion date. Administrators must receive a summative evaluation rating of “Proficient” within a year of the development of his/her PASS Administrator Performance Remediation Plan.

The plan must include the following components:

- *Areas of Improvement*: Identify area of needed improvement
- *Rationale for Areas of Improvement*: Evidence from observations that show an area needing improvement.
- *Performance Expectation*: List performance expectation rated “developing” or “below standard”
- *Indicators for Effective Leading*: Identify exemplar practices in the area identified as needing improvement
- *Improvement Strategies to be Implemented*: Provide strategies the administrator can implement to show improvement in performance expectations rated “developing” or “below standard”

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- *Tasks to Complete:* Specific tasks the administrator will complete that will improve the performance expectation.
 - *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.
 - *Indicators of Progress:* How the administrator will show progress towards proficient/exemplar in domain through observations, data, evidence, etc.

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

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 Brooklyn; 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.

EVALUATION-BASED PROFESSIONAL LEARNING

As our core values indicate, Brooklyn 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.

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

TENETS OF THE Brooklyn 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 matters:*** 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

Brooklyn will provide opportunities for administrator career development and professional growth based on the results of the evaluation. Administrators 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 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 Brooklyn; 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.

EDUCATION SPECIALIST EVALUATION PLAN

Brooklyn's Professional Learning and Evaluation Plan provides both the structure and flexibility required to guide education specialists and evaluators in understanding their roles in enhancing student learning and assessing their professional practices. The goal of the Education 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 education specialists with outcomes for learning in evaluation of practice, while recognizing the unique responsibilities of each education specialist.

Goals of the Education Specialist Professional Learning and Evaluation Plan:

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

Who are Education Specialists

Education Specialists include non-teaching, non-administrative education professionals who provide a variety of services to students, teachers, and parents. Specialists include

counselors, nurses, library/media specialists, school psychologists, social workers, and others with specialized training who offer a broad range of services.

Education Specialist Position Categories:

- Pupil Personnel services: school social workers, school nurses, school psychologist, social workers
- Instructional Support services: library/media specialists
- Related Services language pathologists

Who Evaluates Education Specialists?

Brooklyn administrators are responsible for Education Specialists evaluations, including, but not limited to, personnel in the following categories:

Administrators of Brooklyn schools

- Nurses
- Social Workers

Director of Special Education

- Speech and Language Pathologists
- Occupational Therapists
- Physical Therapists
- Psychologists

Performance Standards

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

Links to Professional Standards Documents:

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

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

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

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

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

School Psychologists: NASP Professional Standards (2010):

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

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>

Physical Therapists: APTA Code of Ethics (2012)

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

EDUCATION SPECIALIST EVALUATION PROCESS

The process for the evaluation of education specialists is consistent with that of Brooklyn'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 education 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 Education 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 districts. Some of the processes and components for the two categories of specialists are differentiated, as follows:

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

1. Orientation – by September 15:

2. **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 Rubric for Education Specialists*.
- b. SMART goals related to learner outcomes.
- c. Data regarding whole-school indicators of student learning or data related to Results-Based Accountability questions.
- d. Self-assessment processes and purposes.
- e. Data collection, including types of data and processes for collection and analysis.
- f. Access to the online evaluation system (ie. Bloomboard)

3. Goal-setting Conference – by October 15:

- *Education Specialist Reflection*—In advance of the Goal Setting Conference, the education 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, etc.), prior year evaluation and survey results, previous professional learning goals, and the professional standards for their area of practice and *CCT Rubric*. The educational specialists will draft the following goals, specific to their assignments:

For education specialists:

1. one **SMART goal** to address student outcome and achievement objectives for those specialists with student caseloads, which will comprise 45% of the education specialist summative evaluation;

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2. **one professional practice goal**, based on data from education specialist reflection and evaluator observations, which will comprise 40% of their evaluation;
 3. **one goal for improving outcomes based on data from parent feedback**, determined by the school administrator, for which specialists will indicate their strategies for achieving this school-wide goal, which will comprise 10% of their evaluation; and
 4. **one goal based on whole school indicators of student learning** for the school year, which will comprise 5% of their evaluation. The education 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 education 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.
 - In year one of the implementation of the program, education specialists will be encouraged to set one-year goals related to professional learning and practice. At the end of year one, specialists may choose to set multi-year goals.

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

Education Specialist	Evaluator
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Standardized and Non-Standardized Data (based on the education specialist’s role and caseload) • School or District- -Level Data • Observation data based on <i>CCT Rubric</i> and professional standards documents



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- **Observations of practice (by November 30, January 30, and April 30)**
 - Evaluators will observe education specialists' practice in formal and informal in-class observations or non-classroom reviews of practice throughout the school year, with the frequency schedule based on the year of implementation of the plan or the specialist's previous year's summative evaluation rating, where available.

 - **Evidence collection and review (throughout school year):**
 - The education specialist collects evidence about his/her practice and outcomes related to the SMART goals that is relevant to the agreed-upon professional goals. The evaluator also collects evidence about specialist practice for discussion in the interim conference and summative review.

 - **Interim Conference/Mid-year Check-Ins (by February 15; April 15 to accommodate second semester in high school) :**
 - The evaluator and specialist will hold at least one mid-year conference. The conference should focus on processes and progress toward meeting the goals established in the goal-setting conference. Both the specialist and the evaluator will bring evidence about practice, learning and/or outcomes data to be reviewed at this conference. During this conference, the specialist and evaluator will discuss the cause and effect relationship of practice to outcomes data, e.g. – how practice positively impacted student achievement, how practice affected school-related outcomes. The conference will allow both the specialist and evaluator to make explicit connections between the practice and practice component and the SMART goal component of the evaluation program. If necessary, specialists 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 support the evaluator can provide to promote the specialist's growth in his/her development areas.

 - **End-of-year summative review (by June 10):**
 - *Education specialist self-assessment* - The specialist 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 established in the goal-setting conference.

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- *End-of-year conference* - The evaluator and the education specialist meet to discuss all evidence collected to date. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.
 - *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.
 - **Summative rating revisions (by June 30)**

COMPONENTS OF EDUCATION SPECIALIST EVALUATION*

Components of education specialists' evaluation will reflect the instructions for corresponding categories in the Teacher Evaluation Plan.

CATEGORY 1: STUDENT OUTCOMES AND ACHIEVEMENT (45%)

One **SMART goals**, addressing student outcome and achievement, which will comprise 45% of the education specialist summative evaluation;

Forty-five percent (45%) of a specialist's evaluation will be based on achievement of student learning outcomes defined by specialist-created SMART Goals that are aligned with to either standardized and non-standardized measures. Education specialists are required to develop **one SMART goal** related to the growth and development of student assigned to their caseloads.

- *Standardized SMART GOAL (comprises 45% of specialist's evaluation rating)*. SMART goals will be developed based on an analysis of results of student achievement on the appropriate standardized test (i.e. STAR) and other standardized assessments where available. Requirement of student IEPs must also be reflected in the SMART goal.
- Specialists may also based the standardized SMART goal on other standardized, norm- or criterion-referenced tests, where applicable and available.

OR

- Specialists who are not assigned to students in tested grades or subjects, or who do not have direct instructional responsibility for state testing, may establish common SMART goals based on student learning needs and targets revealed in aggregate

data from state tests or outcomes data, and/or other standardized assessments where available

- *Non-standardized SMART goal (comprises 45% of specialist's evaluation rating):* Sources for the development of a SMART goal based on non-standardized indicators may include:
 - Benchmark assessments of student achievement of school-wide Expectations for Student Learning, measured by analytic rubrics.
 - Other curricular benchmark assessments.
 - 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 (see Appendix I for examples of Standardized and Non-Standardized SMART goals).

Goal Setting

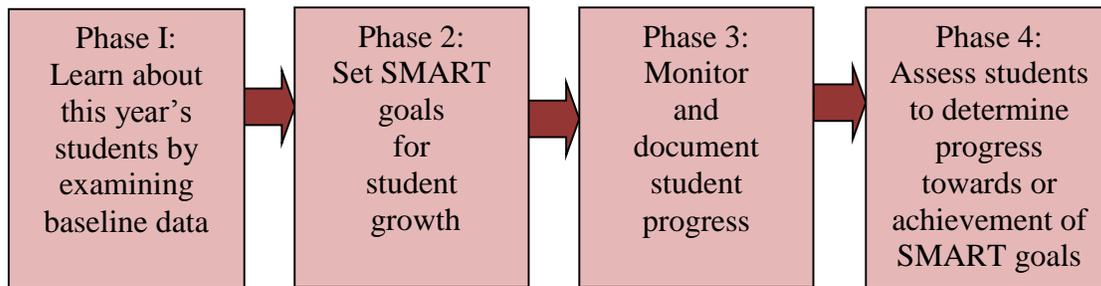
SMART goals address the learning needs of their students and are aligned to the specialist's assignment and, where applicable, to IEP goals and objectives. The student outcome related indicators will be written to meet SMART goal criteria, i.e. Specific, Measurable, Attainable, Relevant, and Time-Bound. Education specialists will write one SMART goal 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 education 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.
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 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 I:
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:

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

Specialists must learn as much as they can about the students they teach, be able to document baseline data that they have used to determine their instructional focus and be able to write SMART 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 SMART goals
for
student
growth

Each specialist will write one SMART goal. Specialists whose students take a state assessment will create one SMART goal based on that assessment or one SMART goal based on a non-standardized assessment. All other teachers may develop their SMART goal based on non-standardized assessments.

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

Education specialists will submit their SMART goal(s) to their evaluator for review and approval. The review and approval process of the SMART goal will take place during the Goal-Setting conference, on or before October 15. Evaluators will review and approve the SMART goals based on the following criteria, to ensure they are as fair, reliable, valid, and useful to the greatest possible extent:

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

Phase 3:
Monitor and
document
student
progress

Once a SMART goal is approved, specialists must monitor students' progress toward achieving student learning SMART goals.

Specialists may monitor and document student progress through:

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

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

Interim Conferences - Mid-year check-ins:

Education specialists and teachers will review progress toward the goals/objectives at least once during the school year, using available information and data collected on student progress. This review may result in revisions to the instructional strategies or approaches specialists use. Specialists and evaluators may mutually agree to mid-year adjustments to SMART goals to accommodate changes (e.g., student populations, assignment). The Mid-Year Conference will take place by February 15 of the academic year (or April 30 for second semester courses in high school).

Phase 4:
Assess students to
determine progress
towards or
achievement of
SMART goals

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

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

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

End of Year Conference – The specialist will 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 specialist 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 specialist’s self-assessment and assign one of four ratings to the 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) by 10% margin or higher.
Met (3)	Met the SMART goal(s).
Partially Met (2)	Did not meet the SMART goal(s) 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 goal holistically.

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

Training for Education Specialists and Evaluators

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

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

- Data Literacy as it relates to: Analyzing and Interpreting Assessment Data, Understanding Root Cause, and Decision-Making based on Inferences

-
- Quality of measures and indicators used to determine student growth
 - Alignment of SMART 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 specialists and evaluators will be required to attend this training to ensure a standardized approach to the documentation of student learning outcomes and achievement. Should additional training be needed, it will be decided on a case-by-case basis at the school or individual level.

CATEGORY 2: PROFESSIONAL PRACTICE (40%)

A professional practice goal, based on data from education specialist reflection and evaluator observations, will comprise 40% of their evaluation

The CCT Rubric

The *CCT Rubric*, the observation instrument for the Professional Learning and Evaluation Program, has been developed to align with Connecticut's Common Core of Teaching (CCT) 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.

The *CCT Rubric*, which observers will use in conducting teacher and education specialist observations and reviews of practice, was developed by teams of educators (including teachers, building-level administrators, central office administrators, and professional developers), who reviewed the six domains and 46 indicators that comprise the CCT, relevant research on effective instructional practices that improve student learning and achievement, and other models for observation of professional teaching practice (Danielson, 2011; Marshall, 2011; Marzano, et al., 2011). The *CCT Rubric* represents a distillation of each of these resources to essential elements, crucial to effective practice, that can be observed and applied in appraisals of teachers. and education specialists

The *CCT Rubric* has also been adapted for use in observation of the professional practice of education specialists. This adapted version addresses several principles that are essential components of effective education specialist performance and practice. These principles are explicitly embedded in the adapted *CCT Rubric* as observable practices, and specialists

and evaluators are required to reflect on these practice during pre- and post-observation conferences and self evaluations. The overarching principles of the *CCT Rubric* are:

- *Diversity* as enrichment of educational opportunities for all students;
- *Differentiation* as a necessity for success and equal opportunities for all students;
- *Purposeful use of technology* as a means of 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 education specialist performance and practice outlined in the CCT are reflected in the descriptors of the Indicators within the *CCT Rubric for Education Specialists*, so that evaluators and specialists may understand how these attributes apply in practice, observations, and evaluation. Education specialists lesson 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.

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

Education Specialist Goal Setting for Performance and Practice

In preparation for instructional planning and Goal-Setting Conferences with evaluators, specialists will analyze their student data and use the *CCT Rubric* to reflect on their own practices and their impact on student performance. Based on that reflection, specialists will develop a performance and practice goal to guide their own professional learning and improvements in practice that will ultimately promote student growth and achievement of student outcome goals. Education specialist practice goals 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

Evaluators will use the *CCT Rubric* 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 all Indicators and Domains of the *CCT Rubric* 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 Education 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. Annually, evaluators 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 instructional leaders use a combination of formal and informal, announced and unannounced observations to:

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

Administrators may differentiate the number of observations based on experience, prior ratings, needs and goals of individual education specialists.

Data-Informed Observation of Education Specialist Performance and Practice (40%)		
SOURCES OF DATA	EXAMPLES OF DATA	IMPORTANCE OF DATA
Conferences	Data related to all 6 domains <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 2-5 <ul style="list-style-type: none"> • Specialist-student, student-student conversations, interactions, activities related to learning goals 	<ul style="list-style-type: none"> • Provides evidence of specialist's ability to improve student learning and promote growth.
Non-classroom reviews of practice Documentation Log	Data related to Domain 6 <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Provides evidence of specialist as learner, as reflective practitioner and teacher as leader.

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

- In year one of the Plan implementation, all education specialists will receive three formal observations. Each of the three observations will include a pre-conference and a post-conference with timely written and verbal feedback. One informal unannounced observation or review of practice will be conducted for all specialists.
- In subsequent years, education specialists who receive a performance evaluation designation of below standard or developing for the previous year will receive a number of observations appropriate to their individual development plan, but no fewer than three formal observations. Each of the three observations will include a pre-conference and a post-conference with timely written and verbal feedback.
- In subsequent years, education specialists who receive a performance evaluation designation of proficient or exemplary for the previous year will receive a combination of at least three observations/reviews of practice, one of which must be a formal observation. The exact combination shall be mutually agreed upon by the specialist and evaluator at the beginning of the evaluation process.

OBSERVATION SCHEDULE

PERFORMANCE DESIGNATION	NUMBER OF OBSERVATIONS	CONFERENCING AND FEEDBACK
33% of all education specialists	One (1) formal observation One (1) informal	There will be pre conference and post conference meetings. Feedback will be written and verbal.
	At least one review of practice, with a mutually agreed upon area of practice	Feedback for review of practice will be verbal and/or written.
Non-Tenured Education Specialists, Non -Tenured Education Specialists designated below Standard or Developing, and new Brooklyn Employees	3 in-class formal observations	All must have pre-conferences, all must have post-conferences. Feedback will be written and verbal
	One in-class informal unannounced observation	Feedback will be verbal and/or written.
	At least one review of practice, on a mutually agreed upon area of practice	
Non-Tenured Specialists with Three or More years and designated as Proficient or Exemplary	Three (3) unannounced, informal observations.	Feedback will be written and/or verbal
	At least one review of practice, with a mutually agreed upon area of practice	Feedback will be written and/or verbal

Evaluation Ratings for Performance and Practice

Evaluation ratings will be assigned at the end of each school year. After gathering and analyzing evidence for all Indicators within each of the Domains 2-6, evaluators will use the *CCT Rubric* 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 Education Specialist Performance and Practice* to assign a rating.

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

EVALUATOR TRAINING AND PROFICIENCY

Formal observations of classroom practice are guided by the Domains and indicators of the *Brooklyn's CCT Continuum*. Evaluators participate in extensive training and are required to be proficient in the use of the *Continuum* for educator evaluation. Training is conducted annually (at a minimum) to ensure consistency, compliance, and high-quality application of the *Brooklyn Continuum* 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.

In the first year of implementation of Brooklyn's Professional Learning and Evaluation Program, all evaluators will be required to participate in six days of initial training and successfully complete online proficiency activities. 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. Three days of face-to-face training that will focus on:
 - using the *CCT Continuum* for data collection, analysis and evaluation
 - introducing participants to the online practice and proficiency system.
2. One day of online practice to be completed independently or as a collaborative learning activity at the school or district level
3. One day of on-line proficiency comprised of two proficiency activities requiring evaluators to demonstrate their ability to: recognize bias; identify evidence from classroom observations, conferences and non-classroom reviews of practice that is appropriate to specific *CCT Continuum* Indicators and Domains; gather and analyze a comprehensive set of data to assign appropriate ratings at the Domain level.
4. One day of follow-up face-to-face training to:
 - enhance evaluator conferencing and feedback skills.
 - debrief on proficiency as needed.

In the first year of implementation, evaluators will also participate in two support sessions during the school year:

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- Two-hour facilitated conversation in preparation for Mid Year Conferences
 - Two-hour facilitated conversation in preparation for End of Year Conferences

After the first year of implementation, all evaluators new to Brooklyn will be required to participate in the training, proficiency and supports sessions described above.

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

CATEGORY 3. PARENT FEEDBACK (10%)

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

Brooklyn schools strive to meet the needs of all of the students all of the time. To gain insight into what parents perceive about our ability to accomplish this, a school-wide parent survey will be used. The survey instrument to be used was developed by Victoria Bernhardt, *Education for the Future*, Executive Director. The surveys, used both nationally and internationally, have been subjected to a rigorous vetting process that has found them to be fair, reliable, valid, and useful. The Brooklyn School will be consulted regarding the use of the appropriate survey tool.

Using an *Education for the Future* Parent Survey, administered on-line and that allows for anonymous responses, all Brooklyn schools will collect and analyze parent feedback data that will be used for continuous improvement. Surveys will be administered one time per year, in March. The March survey data will be used by teachers as baseline data for the following academic year. Analysis of survey data will be conducted on a school-wide basis, with all certified staff engaged in the analysis, and result in one school-wide goal to which all certified staff will be held accountable.

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

Examples of surveys, developed by *Education for the Future*, that will be used by Brooklyn are attached in the Appendix .

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

Five percent (5%) of a specialist’s evaluation shall be based on whole-school student learning indicators or student feedback.

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

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.

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

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

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

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

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

Determining Summative Ratings

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

A. PRACTICE RATING: Education Specialists Performance & Practice (40%) + Parent Feedback (10%) = 50%

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

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

The outcomes rating derives 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 Education Specialist 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.

Education Specialist Practice Rating					
		Exemplary	Proficient	Developing	Below Standard
Education Specialist Outcomes Rating	Exemplary	Exemplary	Exemplary	Proficient	Developing
	Proficient	Exemplary	Proficient	Proficient	Below Standard
	Developing	Proficient	Developing	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

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

1. Annual summative evaluations must provide each education 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 education specialist, Brooklyn evaluators will:
 - B. Rate specialist’s performance in each of the four Categories:
 - Student Outcomes and Achievement;
 - Observations of Performance and Practice;
 - Parent Feedback, and
 - Whole-School Student Learning Indicators.

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

DEFINITION OF EDUCATION SPECIALIST EFFECTIVENESS AND INEFFECTIVENESS

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

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

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

EDUCATION SPECIALISTS PROFESSIONAL ASSISTANCE AND SUPPORT PLAN (PASS)

Education specialists who receive a summative evaluation rating of “Developing” or “Below Standard” may work with their local association president (or designee) in the development

of a PASS plan, in collaboration with the evaluator (or designee).. The plan will be created within 30 days after the completion of the summative evaluation rating conference. The plan will be created prior to the beginning of the next school year. The PASS process will identify areas of improvement needed and will include supports that Brooklyn will provide to address the performance areas identified as in need of improvement. A specialist's successful completion of participation in PASS is determined by a summative final rating of Proficient or Exemplary at the conclusion of the school year.

The plan must include the following components:

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

The plan will be designed and written in a collaborative manner, which focused on the development of a professional learning community supporting colleagues within this level. The education 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.

Timeframe for Improvement in PASS

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

PASS Improvement and Remediation Plan (30 Days)

The PASS Remediation Plan is a further step in the attempt to provide an education specialist 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. Consistent supervision and, at minimum, a weekly observation followed by timely feedback, will be provided by the evaluator. This intervention will operate for a period of time that the evaluator determines to be appropriate, but will normally conclude within 30 school days. At the end of the intervention period, the evaluator will issue a recommendation. If the specialist demonstrates that he/she is *Effective* or better, the evaluator will designate placement of that specialist to a normal plan phase. In situations when progress is unacceptable, the specialist will move into Intensive Remediation Plan. Specific written reports of the intervention plan with reports of observations and a final determination on progress will become part of the specialist's personnel file.

PASS Intensive Remediation Plan (60 Days)

The PASS Intensive Remediation Plan is the final attempt and is implemented after the Improvement and Remediation Plan if necessary, to provide the help necessary to meet the requirements of the position. The specialist, evaluator, and another appropriate administrator will develop a plan that includes specific goals, timelines, resources, and evaluative criteria. The specialist may choose to include their bargaining representative. The evaluator and/or the

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

Resolution of Differences

Should a specialist disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The specialist has the right to attach a statement to the observation report, progress report, or summative evaluation identifying the areas of concern and presenting his/her perspective. However, observation and evaluation reports are not subject to the grievance procedure. In the event that the specialist and evaluator are unable to resolve their differences, they may submit the matter to the superintendent for review and 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, Brooklyn 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.

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

TENETS OF THE BROOKLYN 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 instructional practice and its effect on student achievement, 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 educators. [*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.

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- **Organizational culture matters:** The framework and outcomes of systems for the evaluation of educators 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 educators and teaching to emphasize their role as instructional leaders who collaborate with all educators.
 - Educators 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*]
 - Educators collaborate to observe instructional practices in their school and to analyze data on instruction and student performance. [*Standards: Data; Outcomes*]
 - Educators 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 educators 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 educators 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

Brooklyn 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 Brooklyn; 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.

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