

# **EAST GRANBY PUBLIC SCHOOLS**

## **East Granby, Connecticut**

### **East Granby Public Schools Teacher Evaluation and Support Plan**

#### *East Granby Public Schools Vision Statement*

*The East Granby Public Schools is a learning community where students are inspired and engaged in rigorous and authentic learning experiences that prepare them to meet the demands of a changing world. Students pursue knowledge in 21<sup>st</sup> century learning environments that foster individual talents, skills, and interests so they may achieve their personal and career goals. Educators, parents, students, and community partners are important stakeholders in the success of the East Granby Public Schools. Together we work to ensure that students achieve high expectations and actualize their full potential to contribute to society.*

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# INTRODUCTION

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*To be a passionate teacher is to be someone in love with a field of knowledge, deeply stirred by issues and ideas that challenge our world, drawn to the dilemmas and potentials of the young people (i.e. all learners) who come into class each day – or captivated by all of these. A passionate teacher is a teacher who breaks out of the isolation of the classroom, who refuses to submit to apathy or cynicism... Only when teachers bring their passions about learning and about life into their daily work can they dispel the fog of passive compliance or activate disinterest that surrounds so many students. (Robert L. Fried, The Passionate Teacher)*

East Granby's Teacher Evaluation Professional Growth Plan is clearly focused on improving teaching and learning. It connects teacher evaluation, professional growth, curriculum development, and student assessment in an atmosphere of mutual respect and trust through purposeful goal setting, collegial discussions, feedback, sharing best practices, and reflection focused on improving student learning.

Connecticut's Guidelines for Teacher Evaluation and Professional Development recognize that student learning improves throughout the year when educators work collaboratively to examine the effect of teaching practices on student work. Through a shared partnership between teachers and administrators, the development of goals is viewed as a cooperative activity with constant focus on the premise that improved competency in instruction increases student achievement and enhances the learning environment. Education is a collaborative effort, and inherent in the process is a guiding principle that students and the community take responsibility for learning. By reflecting on student work and student learning issues, making curricular and instructional adjustments as appropriate, and assessing the impact that teaching practices have on student learning, educators build a trusting professional learning community in which they share knowledge and best practices in order to improve student learning.

Professional growth further supports educators' ongoing and systematic study of student learning issues. In that way, teacher evaluation and professional growth interconnect, support the learning process and focus on student achievement and school-based accountability. Connecticut Guidelines for Teacher Evaluation and Professional Development adopted by the State Board of Education in *June 2012* replace those adopted on *May 1999*. The new guidelines are designed to build on and strengthen Connecticut's unwavering commitment to equality and excellence in education.

**The Connecticut State Department of Education applied for and was granted waivers from the federal government to de-couple the educator evaluation process and student performance results. The waiver also presented the option to not use the new Smarter Balanced Assessment System (SBAS) to measure student achievement in the areas of English/Language Arts and Mathematics in 2013-2014 and 2014-2015. In addition the waiver allowed districts to choose between the legacy tests CMT and CAPT or SBAS.**

# STATEMENT OF PURPOSE

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East Granby's ultimate goal of the Teacher Evaluation and Professional Growth Process is to collaboratively create a culture and learning climate in which all educators become reflective practitioners in order to improve student learning.

This is based on the knowledge that:

- Student learning is directly affected by teacher competence;
- Teacher competence is affected positively by the integration of teacher evaluation and professional growth;
- Teachers, like students, must be continual learners;
- The gaps between expectations for student performance and actual student performance should guide the content of professional growth as well as promote continued and new learning by teachers;
- Effective teachers improve teaching competencies throughout their careers by constantly questioning and analyzing the effectiveness of their methods, and searching out new approaches to add to their repertoire; and
- Effective teachers employ a wide variety of teaching and assessments methods and adapt them to the abilities and learning styles of pupils, the classroom setting, and the goals of the lesson.

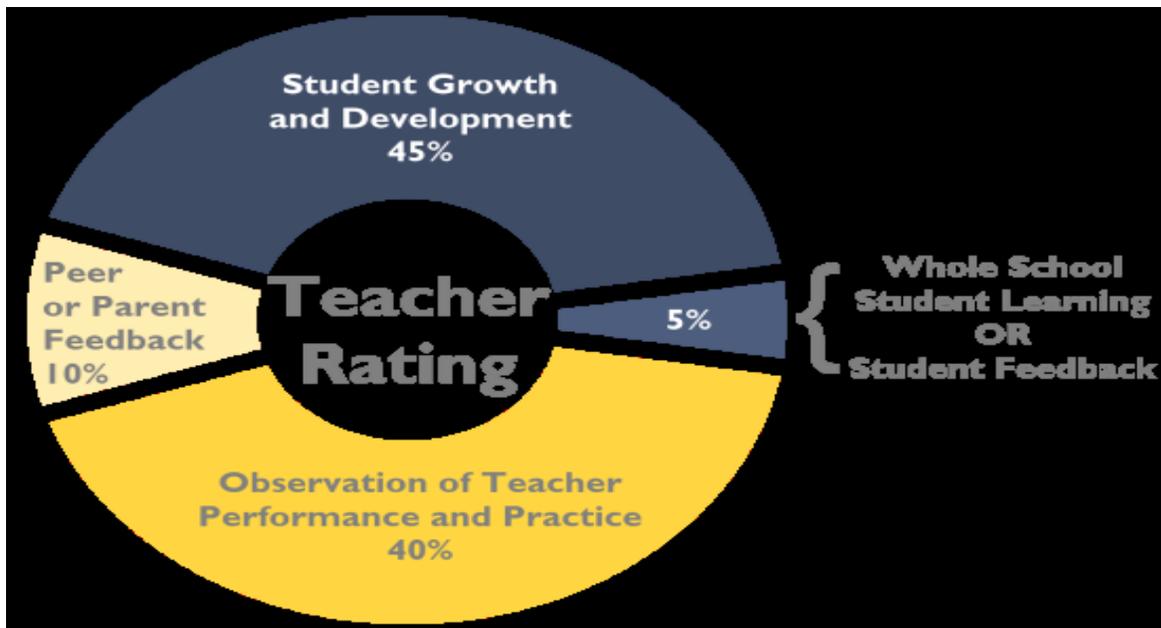
The East Granby Teacher Evaluation/Professional Growth Committee used the following guidelines to develop this document in order to reflect a shared sense of trust, purpose and responsibility between the teacher and administrator:

- Student learning will improve through the regular collection, analysis, and interpretation of student work and subsequent professional growth and adjustments to instruction;
- Continuous improvement must be fostered through a teacher evaluation and professional growth plan that is responsive to educators' different stages of growth and teaching experiences;
- Adequate time should be provided for educators to work collaboratively;
- Teaching, learning, and educational leadership will improve through a researched-based professional growth program that devotes adequate time to learning new skills and progressing through the stages of professional growth; and
- Educators will be supported and acknowledged for their growth, improvement, and contributions.

**That said, the fundamental purposes of our plan are:**

1. To improve student learning.
2. To provide a teacher evaluation/professional growth document that recognizes continuum in professional growth and teacher performance and provides support for both individual and collaborative evaluation and professional growth.
3. To provide an opportunity for the teacher and administrator to collaboratively analyze the teacher's strengths and needs as they relate to the teaching/learning process and to use this knowledge, as a reflective practitioner, to develop plans for continuous professional growth.
4. To provide a means for the administrator to determine the effectiveness of teacher performance. This includes making decisions and recommendations concerning continued employment, granting of tenure, granting of increment/salary increases and responding on behalf of the school system to their other personnel related responsibilities.

**The East Granby Public School teacher will be evaluated according to the four part process described in the categories below:**



# RESPONSIBILITIES

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## **ALL EDUCATORS HAVE A SHARED RESPONSIBILITY:**

- ⇒ To grow professionally;
- ⇒ To share their knowledge with one another through various methods of data collection and collaborative work;
- ⇒ To become reflective practitioners; and
- ⇒ To contribute in a positive manner to the culture and climate of the total school/program community.

In order for this to happen, the teacher and administrator must work collaboratively to:

- ⇒ Establish rapport and promote an atmosphere of trust and mutual respect;
- ⇒ Encourage openness of communication;
- ⇒ Provide a conference setting conducive to privacy and concentration;
- ⇒ Create a sense of shared commitment and responsibility for student performance, progress, and success.

## **DEFINITION OF TEACHER AND ADMINISTRATOR:**

- ⇒ When the word “teacher” is used in this plan, it is consistent with the statutory definition meaning all certified persons below the rank of superintendent
- ⇒ The evaluation plan includes components for classroom teachers, and administrative staff.
- ⇒ Administrators include the superintendent, principal, director of pupil services and assistant principals, who are responsible for the supervision and evaluation of other certified staff.

In addition, the teacher and administrator have specific job-related responsibilities as delineated in the job descriptions.

## **TEACHER RESPONSIBILITIES:**

The primary responsibility of the teacher shall be successful performance in meeting the foundational skills and competencies as delineated in the Connecticut Common Core of Teaching, Common Core of Learning, and Discipline-Based Standards. The teacher must be knowledgeable about these evaluation criteria.

To improve student learning, the teacher will actively participate in the evaluation process by:

- ⇒ Acknowledging the need for professional growth and self-improvement.
- ⇒ Developing objectives and a professional growth plan that leads to more skillful teaching
- ⇒ Engaging in reflection and self-evaluation
- ⇒ Seeking assistance and advice whenever necessary.

## **ADMINISTRATOR RESPONSIBILITIES:**

The primary responsibilities of the administrator are the development, support, and assessment of all teachers for whom she/he is responsible under this evaluation plan. A secondary responsibility of the administrator is to establish a collaborative relationship with the teacher.

To have a fair, equitable and credible evaluation and professional development plan, administrators will be trained to assess teachers' reliably and fairly across schools and within/across disciplines.

To improve student learning, the administrator will actively participate in the evaluation process by:

- ⇒ Supporting the teacher's goals and professional growth plan consistent with the school district's mission, goals, and objectives.
- ⇒ Having frequent contact with the teacher to discuss student progress and desired outcomes of the goals and professional growth plan.
- ⇒ Making every effort to support the teacher's self-improvement and professional growth.

# CORE DESIGN PRINCIPLES

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The following principles guided the design of the Educator Evaluation and Professional Development System that was promulgated by the Connecticut State Department of Education.

*Consider multiple, standards-based measures of performance*

An evaluation system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of a teacher's performance. The new model defines four categories of teacher effectiveness: student learning (45%), teacher performance and practice (40%), parent feedback (10%) and school-wide student learning or student feedback (5%). These categories are grounded in research-based, national standards: Charlotte Danielson's *Framework for Teaching*; the Common Core State Standards, as well as Connecticut's standards: The Connecticut Common Core of Teaching (CCT); the Connecticut Framework K-12 Curricular Goals and Standards; the CMT/CAPT Assessments; and locally-developed curriculum standards. East Granby Schools will utilize the results of student assessment on Measures of Academic Progress (MAP) and Fountas and Pinnel (F&P) as local standards-based measures of student performance.

*Promote both professional judgment and consistency*

Assessing a teacher's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers interact with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, teachers' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between school leaders' evaluations of classroom practice and support fairness and consistency within and across schools.

*Foster dialogue about student learning*

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

*Encourage aligned professional development, coaching and feedback to support teacher growth*

Novice and veteran teachers alike deserve detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students. The evaluation system promotes a shared language of excellence to which professional development, coaching and feedback can align to improve practice.

*Ensure feasibility of implementation*

East Granby educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources.

# SHIFTS IN APPROACH TO TEACHER EVALUATION & PROFESSIONAL DEVELOPMENT

*Reference: Connecticut State Department of Education*

<b>NOW:</b>	<b>PREVIOUSLY:</b>
The <b>focus</b> is on <b>student learning</b> .	The <b>focus</b> is on <b>teacher behavior</b> .
The focus of evaluation is on <b>teamwork, collaboration, sharing, and reflection</b> , and its <b>impact upon student learning</b> .	The focus of evaluation is on the individual in <b>isolation</b> .
Teacher evaluation is viewed as a <b>complex process</b> that involves collecting <b>multiple sources of data</b> in order to <b>focus on student learning</b> and insure <b>continuous improvement</b> . It involves goal setting, collecting and analyzing student learning data, reflection, collaborative work, and monitoring and adjusting instruction, curriculum, and the learning environment to <b>meet student learning needs</b> .	Evaluation consists mainly of a <b>supervisor’s classroom observations</b> and summative feedback, which documents how well teachers demonstrate a prescribed set of teaching practices.
<b>Supervisors use their time for supervision and observation of non-tenured staff</b> , staff needing additional assistance, and to determine whether teachers have the necessary skills needed for continued employment. Supervisors <b>also meet regularly with individuals and teams to assist in planning and monitoring</b> goals, classroom <b>coaching</b> , providing <b>resources</b> (including time), <b>offering encouragement</b> , and <b>ensuring success</b> .	<b>Supervisors use their time to observe large numbers</b> of staff and give them feedback, which has limited effect upon long-term practice after the tenure year and is not directly linked to student learning results.
<b>Professional development often</b> involves educators’ <b>ongoing and systematic study of student learning issues</b> . Educators are encouraged to use their own knowledge and expertise to solve issues, improve practice, and learn from one another. Efforts are often <b>long-term in nature</b> and <b>focus on teacher-identified needs</b> and <b>address specific student learning issues</b> .	<b>Professional development</b> frequently takes place <b>outside</b> the context of school, by outside “experts”, and is often <b>short-term in nature</b> .
<b>Supervision, evaluation, and professional development interconnect</b> , support the learning process, and <b>focus on student achievement and school-based accountability</b> .	<b>Supervision, evaluation and professional development</b> are separate entities and <b>frequently not connected</b> or focused on student achievement.
<b>Teacher objectives align and coordinate with school goals</b> . School goals are <b>determined by faculty consensus around student learning needs</b> .	<b>Teacher objectives</b> , when set, do <b>not necessarily consider the goals of the school</b> .

# **GUIDELINES FOR EDUCATOR EVALUATION CORE REQUIREMENTS**

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The primary goal of the Teacher Evaluation and Support System is to strengthen individual and collective practices so as to increase student learning and development.

## **Connecticut Guidelines/Core Requirements Design Principles**

- Educator evaluation is standards-based
- Fosters continuing collaborative dialogue around teaching and learning in order to increase student academic growth and development.
- Connects professional learning to the outcomes of the evaluation process.

## **TEACHER EVALUATION CATEGORIES**

### **Four categories of teacher performance**

#### **Teacher Practice Indicators**

- 1) Observation of teacher performance and practice (40%)
- 2) Parent or peer feedback (10%)

#### **Student Outcome Indicators**

- 3) Student growth and development (45%); and,
- 4) Whole-school student learning indicators (5%)

## **FOUR PERFORMANCE 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

**CATEGORY #1:  
Teacher Performance & Practice  
(40%)**

**Observation models must be:**

- Locally-developed frameworks based on best practice to include formal, informal, and mini-observations
- Aligned to the CT Common Core of Teaching (CCT)
- Rated using rubrics that have four performance levels.

**East Granby Public Schools will use review the CSDE revised CCT rubric.**

**Teacher rated proficient or exemplary**

At least 1 formal, in-class observation every three years, 2 informals year 2 and 1 3 informal in-class observations year 3. all other years.

1 review of practice/year. Observations for non-classroom teachers take place in appropriate settings.

The teacher evaluation system shall ensure that processes related to observation of teacher practice and performance:

- Facilitate and encourage effective means for multiple in-class visits
- Provide constructive oral and written feedback in a timely and useful manner
- Provide on-going calibration of evaluators in the district
- Use a combination of formal, informal, announced and unannounced observations
- Differentiate the number of observations related to experience, prior ratings, needs and goals

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**CATEGORY #2:  
Parent or Peer Feedback  
(10%)**

**Parent or Peer Feedback  
Ratings:**

- Gathered from the *Comprehensive School Climate Inventory*
- East Granby Public Schools will use a whole-school parent survey collaboratively developed, in order to encourage alignment with school improvement goals.
- Parent responses will be anonymous.
- The survey instrument will be fair, reliable, valid and useful.
- Surveys will be administered to each parent either on-line or paper version.
- Results from surveys addressed by teachers will be aligned with student improvement goals.
- For the whole-school parent surveys, ratings will be based on evidence of teachers' implementation of strategies to address areas of need as identified by the survey results.
- Teacher ratings in this area may be based on a teacher's improvement in performance goals based on parent feedback or on the criteria found in Domain 6 (Professional Practice) of the Common Core of Teaching.

**CATEGORY #3:  
Student Growth & Development  
(45%)**

1 Student Learning Objective (SLO) per year  
Support Specialist develops learning objective and indicators based on his/her role

Student Growth Goals as measured by Indicators of Academic Growth and Development (IAGDs):

- **22.5%** – IAGDs based on the state test for those teaching tested grades/subjects or another standardized indicator where available.
- **22.5%** – IAGDs based on a minimum of one non-standardized indicator and a maximum of one additional standardized indicator.

**CATEGORY #4:  
Whole-school Feedback (5%)**

A teacher's indicator rating shall be represented by the aggregate rating for multiple student learning indicators established for the administrator's evaluation rating

**Process**

**Goal-setting**

Orientation first week of teacher work year  
Goal-setting conference by November 15  
Evidence collection and review (ongoing)

**Mid-year check-in**

By February 28

**End-of-year summative review & conference**

Teacher self-assessment  
End-of-year conference by June 30

# TEACHER EVALUATION & SUPPORT OVERVIEW

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The East Granby Teacher Evaluation System is a hybrid model that follows the Connecticut State Department of Education guidelines. The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four categories, grouped in two major focus areas: Teacher Practice and Student Outcomes.

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

(a) **Observation of teacher performance and practice (40%)** as defined in the Connecticut Framework for Teacher Evaluation and Support, which articulates four domains and eighteen components of teacher practice.

(b) **Parent feedback (10%)** on teacher practice through surveys.

**2. Student Outcomes Related Indicators:** An evaluation of teachers' contribution to student academic progress, at the school and classroom level. There is also an option in this focus area to include student feedback. This focus area is comprised of two categories:

(a) **Student growth and development (45%)** as determined by the teacher's student learning objectives (SLOs).

(b) **Whole-school measures of student learning** as determined by aggregate student learning indicators **(5%)**.

Scores from each of the four categories will be combined to produce a summative performance rating of Exemplary, Proficient, Developing or Below Standard.

The performance levels are defined as:

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

# PROCESS, TIMELINE, AND ORIENTATION

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The annual evaluation process between a teacher and an evaluator (principal or designee) is anchored by three performance conversations at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set development goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.



## **Goal-Setting and Planning: Target is October 15; must be completed by November 15**

- 1. Orientation on Process** – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and student learning objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation process.
- 2. Teacher Reflection and Goal-Setting** – The teacher examines student data, prior year evaluation and survey results and the Connecticut Framework for Teacher Evaluation and Support to draft a proposed performance and practice goal(s), a parent feedback goal, student learning objectives (SLOs), and a student feedback goal (if required) for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.
- 3. Goal-Setting Conference** – The evaluator and teacher meet to discuss the teacher’s proposed goals and objectives (objectives and IAGD’s) in order to arrive at a **mutual agreement**. There should be at least one, but no more than four goals. All IAGD’s must **be mutually agreed** upon by the teacher and their evaluator. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher’s practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.

## **Mid-Year Check-In: January and February**

1. ***Reflection and Preparation*** – The teacher and evaluator collect and reflect on evidence to date about the teacher’s practice and student learning in preparation for the check-in.
2. ***Mid-Year Conference*** – The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on teacher practice goals, student learning objectives (SLOs) and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

## **End-of-Year Summative Review: May and June; must be completed by June 30**

1. ***Teacher Self-Assessment*** – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.
2. ***Scoring*** – The evaluator reviews submitted evidence, self-assessments and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student-related indicators significantly to change the final rating. Such revisions should take place as soon as state test data are available and before September 15.
3. ***End-of-Year Conference*** – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before June 30.

# PROCEDURES

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Charlotte Danielson's *Framework for Teaching* serves as the definition of foundational skills and competencies for all Connecticut Teachers. The East Granby Teacher Evaluation Professional Growth Plan supports the State Department of Education's premise that teachers are on a continuum in their professional career.

It recognizes the need to provide additional support for new teachers involved with the TEAM (Teacher Education and Mentor Program), as well as for those tenured teachers who need additional professional assistance. In addition, a separate Professional Assistance Program is available to address serious issues in teaching and learning and other professional responsibilities. These are each explained in detail within this document.

## TWO PHASES OF THE TEACHER EVALUATION PLAN

### 1. INDUCTION PHASE

- ⇒ During the **Induction Phase**, there will be a series of informal and formal observations. At least 3 formal in-class observations, all of which includes a post-conference and 2 of which include a pre-conference.
- ⇒ During the **Induction Phase**, beginning teachers are expected to demonstrate competence in the foundational skills and competencies and Discipline-Based Professional Standards as well as the successful completion of the Teacher Education and Mentor Program (TEAM) teaching modules as applicable.

### Teacher Education and Mentoring (TEAM)

All teachers who participate in **TEAM** are in the **Induction Phase** of the Teacher Evaluation Plan.

**Category I** teachers certified and working under the following endorsements: elementary education, English language arts, health, mathematics, science, social studies, special education, bilingual education, music, physical education, visual arts, world languages and teachers of English as a second language:

All teachers who do not hold a Provisional Educator certificate will be required to participate in the full five-module program by completing three modules in one year and two in the second.

- ❖ This group will be eligible to apply for a provisional certificate upon the successful completion of all five modules.
- ❖ Teachers, who are certified mentors as provided by the State Department of Education guidelines, will receive an annual stipend. The parties agree to adhere to the State Department of Education guidelines regarding the annual rate of stipends.

**Category II** teachers certified and working under the following endorsements: business education, vocational agriculture, agriculture, home economics, technology education, partially sighted, hearing impaired, blind, marketing educator, occupational subjects in technical high schools, trade and industrial occupations in a comprehensive high school, health occupations – comprehensive high school, health occupations – technical high schools and unique endorsements in dance, theater and Montessori:

- ❖ All Category II teachers will be required to complete two professional growth modules of their choice (any two of the five modules) in one year. Upon successful completion of the two modules they will be eligible to apply for a Provisional Educator certificate.
- ❖ Teachers, who are certified mentors as provided by the State Department of Education guidelines, will receive an annual stipend. The parties agree to adhere to the State Department of Education guidelines regarding the annual rate of stipends.

### **Observations of Teacher Performance and Practice**

The Induction Phase also includes tenured teachers who may fall into the “Below Standard and Developing” category.

In the first year of implementation of this plan (2013-2014), all non-tenured teachers will be observed 6 times (3 formal, and 3 informals **that may**, including mini-instructional observation rounds).

In school year **2015-2016** ~~2014-2015~~, all non-tenured teachers will be observed as follows:

<b>Teacher Category</b>	<b>Guideline Requirements</b>
First and Second Year	At least 3 formal in-class observations; 2 of which include a pre-conference and all of which include a post-conference.
First, Second and Novice Teachers	Additionally, there will be <b>2</b> <del>3</del> informal observations.
<i>Below Standard and Developing</i>	At least 3 formal in-class observations; 2 of which include a pre-conference and all of which must include a post-conference. Additionally, there will be 3 informal observations.
<i>Proficient and Exemplary</i>	At least one (1) formal observation every three years. There will be <b>(3)</b> <del>(3)</del> informal in-class observations <b>in year 2 and year 3</b> . <del>all other years.</del> A minimum of (1) review of practice will be conducted annually. Informal observations may include mini-observations, leadership team

	calibration observations, or observations of co-teaching arrangements.
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## 2. CONTINUOUS PROFESSIONAL GROWTH PHASE

- ⇒ Throughout the Continuous Professional Growth Phase, the Connecticut Framework for Teacher Evaluation and Support establishes standards for the evaluation of teachers (according to the Connecticut State Department of Education's Guidelines for Teacher Evaluation and Support) and guides teachers in selecting appropriate professional development to meet individual as well as local district goals.
- ⇒ During the Continuous Professional Growth Phase where the teacher is rated as proficient or exemplary, there will be one (1) formal observation and review of practice every three years. There will be (3) (3) informal in-class observations in year two and year 3 all other years, along with a review of practice. Informal observations may include mini-observations, leadership team calibration observations, or observations of co-teaching arrangements. Teachers in this phase will have a multitude of opportunities from which to develop their objectives and professional growth plans.
- ⇒ Category: Proficient and Exemplary

# CONNECTICUT FRAMEWORK: FOUR DOMAINS

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The Connecticut Framework for Teacher Evaluation and Support is organized into four domains, each with 4–5 components. Feedback from teacher observations will address all of the components of each domain. The revised CCT Rubric for Effective Teaching 2014 will be used as a means of documenting evidence of teacher performance and practice in the four domains. East Granby Public Schools will review the CSDE revised CCT rubric. The data will be recorded in the Protraxx Data Management System.

## Evidence Generally Collected Through

### **In-Class Observations**

#### **Classroom Environment, Student Engagement and Commitment to Learning<sup>2</sup>**

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

- 1a.** Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.
- 1b.** Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.
- 1c.** Maximizing instructional time by effectively managing routines and transitions.

#### **Planning for Active Learning**

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

- 2a.** Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.
- 2b.** Planning instruction to cognitively engage students in the content.
- 2c.** Selecting appropriate assessment strategies to monitor student progress.

#### **Instruction for Active Learning**

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

- 3a.** Implementing instructional content for learning.
- 3b.** Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.
- 3c.** Assessing student learning, providing feedback to students and adjusting instruction.

#### **Professional Responsibilities and Teacher Leadership**

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

- 4a.** Engaging in continuous professional learning to impact instruction and student learning.
- 4b.** Collaborating to develop and sustain a professional learning environment to support student learning.
- 4c.** Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

# TEACHER PERFORMANCE & PRACTICE SCORING

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## Individual Observations

Evaluators are not required to provide an overall rating for each observation, but they will provide ratings and evidence for the Framework components that were observed. During observations, evaluators will take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., the teacher asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., the teacher asks good questions). Once the evidence has been recorded, the evaluator will align the evidence with the appropriate component(s) on the rubric and then make a judgment about which performance level the evidence supports.

## Summative Observation

- I. At the end of the year, primary evaluators will determine a final teacher performance and practice rating and discuss this rating with teachers during the end-of-year conference. The summative teacher performance and practice rating will be calculated by the evaluator using the following three-step process:
  - 1) Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine component ratings for each of the components.
  - 2) Average components within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.
  - 3) Apply domain weights to domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0

### Each step is illustrated below:

Evaluators holistically review evidence collected through observations and interactions and uses professional judgment to determine component ratings for each of the components. Evaluators will collect a variety of evidence on teacher practice from the year's observations and interactions. Evaluators will then analyze the consistency, trends, and significance of the evidence to determine a rating for each of the components.

Some questions to consider while analyzing the evidence include:

- **Consistency:** Which rating have I most often seen uniform, homogenous evidence for, throughout the semester? Does the evidence paint a clear, unambiguous picture of the teacher's performance in this area?

- **Trends:** Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadow earlier observation outcomes?
- **Significance:** Are some data more valid than others? Do I have notes or ratings from “meatier” lessons or interactions where I was able to better assess this aspect of performance?

Once a rating has been determined, it is then translated to a 1-4 score. *Below Standard* = 1 and *Exemplary* = 4. See example below for Domain 1:

<b>Domain</b>	<b>Rating</b>	<b>Evaluator’s Score</b>
1a	<i>Developing</i>	2
1b	<i>Developing</i>	2
1c	<i>Proficient</i>	3
1d	<i>Exemplary</i>	4

II. Average components with each domain to a tenth of a decimal to calculate domain-level scores:

<b>Domain</b>	<b>Averaged Score</b>
1	2.8
2	2.6
3	3.0
4	2.8

III. Apply domain weights to domain scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

Each of the domain ratings is weighted according to importance and summed to form one overall rating. Strong instruction and a positive classroom environment are major factors in improving student outcomes. Therefore, Domains 2 and 3 are weighted significantly more at 35%. Planning and Professional Responsibilities are weighted 15%.

<b>Domain</b>	<b>Score</b>	<b>Weighting</b>	<b>Weighted Score</b>
1	2.8	15%	0.4
2	2.6	35%	0.9
3	3.0	35%	1.1
4	2.8	15%	0.4
<b>Total</b>		2.8	

All teachers will set performance objectives, supported by professional growth plans, for the school year by November 15. Before setting goals individually or with a team, or designing professional growth plans, each teacher will review and reflect on the indicators found in the four domains of the Connecticut Framework for Teacher Evaluation and Support, district and school goals, Discipline-Based Professional Teaching Standards, and the Connecticut Common Core State Standards (CCSS).

# TEACHER PERFORMANCE & PRACTICE GOAL-SETTING

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As described in the Evaluation Process and Timeline section, teachers develop one to three practice and performance goals that are aligned to the Connecticut Framework for Teacher Evaluation and Support. These goals provide a focus for the observations and feedback conversations.

At the start of the year, each teacher will work with his or her evaluator to develop his practice and performance goal(s) through **mutual agreement**. All goals should have a clear link to student achievement and should move the teachers towards *proficient* or *exemplary* on the Connecticut Framework for Teacher Evaluation and Support. The East Granby Public Schools will create a school-wide goal aligned to a particular component (e.g., 3b: Using Questioning and Discussion Techniques) that all teachers will include as one of their goals.

Goals should be **SMART**:

**S**=Specific and Strategic  
**M**=Measurable

**A**=Aligned and Attainable  
**R**=Results-Oriented  
**T**=Time-Bound

*Goal example for Teacher Performance & Practice (40%):*

By June of the (current school year), I will use higher-order thinking questioning and discussion techniques to actively engage at least 85% of my students in discussions that promote understanding of content, interaction among students, and opportunities to extend thinking.

Progress towards goals and action steps for achieving progress will be referenced in feedback conversations following observations throughout the year. Goals and action steps will be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although performance and practice goals are not explicitly rated as part of the Teacher Performance and Practice category, progress on goals will be reflected in the scoring of Teacher Performance and Practice evidence.

**The Connecticut Teacher Evaluation and Support Guidelines** serves as the definition of effective teaching practice. It embodies the knowledge, skills and competencies that teachers need to ensure that students learn and perform at higher levels. These standards reflect current research and thinking about the mission of schooling and the job of teaching.

- ⇒ The degree of expertise teachers exhibit in the application of these standards should increase as they become more experienced. It is expected that Connecticut educators will seek opportunities for ongoing professional growth throughout their careers and continually evaluate their progress against these standards. Not all teachers will master the competencies at the same time or to the same degree; thus, a differentiated approach is reflected in this plan.
- ⇒ These guidelines include (1) foundational skills and competencies that are common to all teachers from pre-kindergarten through grade 12; and (2) discipline-based professional standards that represent the knowledge, skills and competencies that are unique for teachers of elementary education, English/language arts, history/social studies, mathematics, music,

physical education, science, special education, visual arts and world languages. The TEAM Program reflection papers and modules embody the Connecticut Competency Instrument (CCI) for purposes of assessing beginning teachers for licensure. The TEAM modules and reflection papers encompass a broad range of teaching competencies identified in Connecticut's Common Core of Teaching.

Adoption of the Connecticut Teacher Evaluation and Support Guidelines as the foundation of Connecticut's Teacher Evaluation and Professional Development Guidelines means that classroom observation is a necessity, but not the only means of evaluating teaching and student learning. Teachers will be expected to provide evidence of improved student learning through multiple sources of data including achievement of SLOs and the accompanying IAGDs that will emphasize effective teaching and learning. Evidence may also include, but not be limited to:

- Lesson logs
- Evidence of student work that reflects improved student learning
- Teachers' use of tests and other forms of assessment
- Alignment of teacher planning and instruction to State and District goals and standards (CCT)
- Teacher commentaries regarding the progress of their students over time
- Documentation of professional responsibilities and activities outside of the classroom
- Self-evaluation
- Portfolio containing student work and evidence of improved student learning

# TEACHER FINAL/SUMMATIVE RATING

## Using the Summative Matrix to determine Summative Rating

Procedure: Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *proficient* and the Student Outcomes Related Indicators rating is *proficient*. The summative rating is therefore *proficient*. If the two focus areas are highly discrepant (e.g., a rating of *exemplary* for Teacher Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to make a summative rating.

	Teacher Practice Related Indicators Rating				
		Exemplary	Proficient	Developing	Below Standard
Student Outcomes Related Indicators Rating	Exemplary	Exemplary	Exemplary	Proficient	<i>Gather further information</i>
	Proficient	Proficient	Proficient	Proficient	<i>Gather further information</i>
	Developing	Proficient	Developing	Developing	Below Standard
	Below Standard	<i>Gather further information</i>	Below Standard	Below Standard	Below Standard

Adjustment of Summative Rating Summative ratings must be completed for all teachers by **June 30** of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator may recalculate the teacher's summative rating when the data are available and submit the adjusted rating **no later than September 15**. These adjustments should inform goal setting in the new school year.

# SUPPORT AND DEVELOPMENT

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As a standalone, evaluation cannot hope to improve teaching practice and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move teachers along the path to exemplary practice.

## Evaluation-Based Professional Learning

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Using the Teacher Evaluation and Support document, teachers will be identifying their professional learning needs in **mutual agreement** between the teacher and his/her evaluator and serving as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher will be based on the individual strengths and needs that are identified through the evaluation process. Learning opportunities are clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observations of professional practice, and/or the results of stakeholder feedback. If the process reveals areas of common need among teachers, these will be targeted with school-wide professional development opportunities.

**Teacher objectives and professional growth must be linked.** Teachers have different evaluation and professional development needs. Therefore, this plan provides choices to teachers that allow them to meet those needs. *A one-size-fits-all plan is not acceptable given the diversity and development of teachers.* Therefore, the teacher is responsible for developing objectives and a professional growth plan to support those objectives. The teacher and administrator will work collaboratively to define and clarify support/resources necessary to facilitate the achievement of the teacher objectives and professional growth plan to improve student learning.

Professional growth offerings will provide meaningful learning experiences enabling educators to continuously raise their expectations for their students' achievement and for their teaching. Thus, the central focus for all professional growth, must be to improve student learning, linked to specific elements and outcome of the summative rating, and shall be individualized.

## Improvement and Remediation Plans

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

- Identify resources, support and other strategies to be provided to address documented deficiencies;
- Indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and

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

## Career Development and Growth

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

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

**Master Teacher Professional Activities.** Any tenured teacher or group of teachers who have successfully completed the Continuous Professional Growth phase of the evaluation process is eligible to apply for this option if they have achieved a rating of Exemplary. The Extended Professional Growth category is designed for the teacher with tenure. The teacher(s) must present a clearly articulated goal, with objective-based action plan. The plan should include identifiable goals, an implementation plan, and an assessment process. A portfolio or other appropriate assessment instrument, or use of multiple intelligence strategies will reflect the quality and progress of the teacher's growth and its impact on student learning and or teaching practices. The evaluation may contain data from multiple sources. Additionally, the teacher(s) will provide reflective commentaries on the project, possible changes to any facet of the project, and how the learning experience improved student success and/or teaching strategies.

# TEACHER ASSISTANCE PROGRAM

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In the event there are serious concerns about a tenured or non-tenured teacher's performance, she/he will be placed in the Professional Assistance Program (Special Assistance and Intensive Assistance). Placement in this program is considered to be very serious. If appropriate teacher improvement does not take place, a teacher may be terminated.

## **NON-TENURED Supervised Assistance Intensive Assistance**

Non-tenured teachers assigned to the **Supervised** or **Intensive** Assistance Program will work cooperatively with their administrators to develop and implement an individualized remediation plan designed to assist the teacher in meeting competence. In general, a teacher will be placed in the first level (**Supervised Assistance**) to address area(s) of concern in their performance. The Superintendent may, however, immediately place a teacher in the second level (**Intensive Assistance**) to address serious concerns. The Assistance Program will include sufficient opportunities for the teacher to obtain assistance from peers and administrators and/or participate in special training that is purposefully designed to build the teacher's competency. The teacher shall be advised by the administrator to discuss placement in the Special Assistance Program with a representative of the East Granby Education Association (EGEA). The teacher has a right to EGEA representation in all subsequent meetings. Below is a description of Supervised Assistance and the procedures to be followed for each.

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### **Supervised Assistance**

The teacher will receive verbal and written notification when being moved into Supervised Assistance. The administrator and teacher must sign the notification. A copy will be placed in the teacher's central office personnel file.

1. The administrator and teacher will meet no later than five school days after the notification, and will review prior documentation to determine if there are any extenuating circumstances that may account for the lapse in the teacher's performance.
2. The teacher may select a peer coach from his/her colleagues for support and implementation of the Plan of Action. The primary role of the peer coach is to assist the teacher. The peer coach will have no role in the evaluation process.
3. Within ten school days after the notification, a Plan of Action will be developed and include:
  - Identification of what must be accomplished.

- Strategies for resolution of the problem/need and the level and type of assistance to be provided.
  - Indicators of success/assessment criteria
  - A timeline for meeting minimum performance expectations (up to ninety days).
4. All feedback from the administrator to the teacher throughout Supervised Assistance shall be in writing.

Upon review of progress toward correcting the problem/need, the administrator will make in writing, within five days, one of the following recommendations:

- Problem/need resolved. Teacher is removed from the Supervised Assistance and returned to the Non-Tenured Phase.

**OR**

- Teacher is making progress, but has not yet addressed all concerns/needs. Teacher remains in Supervised Assistance for a one-time extension of ninety days.

**OR**

- Problem/need not resolved. Teacher moved to **Intensive Assistance**.

### **Intensive Assistance**

When concerns are not alleviated through Supervised Assistance, the administrator should confer with the teacher, follow up the conference with a written statement of the specific concerns the administrator has about the teacher's performance, and what has been done to date under the Supervised Assistance Program. After discussion and review by the administrator, an Intensive Assistance Program will be initiated, which will be coordinated by the administrator.

1. Intensive Assistance begins with a notice to the teacher that a meeting will be held in the administrator's office to discuss the teacher's performance. All administrators involved with the teacher will attend this meeting, and it will be suggested that the teacher invite a representative of the East Granby Education Association to attend as well. The administrator conducts this meeting, and its purpose is to clearly establish that the concerns previously identified have not yet been adequately addressed.
2. The Intensive Assistance plan is developed, clearly indicating what has to be done in order to alleviate these concerns. The responsibility is placed on the teacher, although help continues to be available from the administrator involved. This meeting is summarized in writing by the administrator, in the form of a letter to the teacher with copies to the Superintendent.
  - The plan includes a fixed time period, usually ninety days, with a regular schedule of observations at a designated frequency.

- Copies of all observation reports and conference summaries are forwarded to the Superintendent and given to the teacher under Intensive Assistance.
3. The Intensive Assistance Program plan also includes periodic meetings scheduled by the administrator to review progress.
    - The first meeting date for this purpose is established when the Intensive Assistance Program is initiated.
    - The teacher is told that self-motivation to alleviate the concerns is expected.
    - The teacher must show clear evidence of an intensive effort to improve teaching performance.
  4. At the end of the designated ninety-day period, all observation reports, conference summaries, and written summaries of progress review meetings will be examined to determine whether there is improved performance. If improved performance does not occur, the teacher will be informed that his/her performance continues to be unsatisfactory. In this case, the records of the Intensive Assistance Program will be used to begin the process of termination.

## **TENURED Structured Support Professional Assistance**

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### **Structured Support**

The **Structured Support** Program is provided for the tenured teacher and administrator to work collaboratively to focus and remedy an identified area of concern. It is intended to provide a short-term avenue to address a concern in its early stage. Structured support is intended to be positive, remedial, and supportive. The sequence of events, options and outcomes of Structured Support are listed below.

1. The administrator, either formally or informally, makes the teacher aware of a concern.
2. The administrator and teacher attempt to resolve the concern together. Their efforts will include the development of a collaborative design to remedy the concern and a timeline for review.
3. Upon review of the collaborative design, the administrator will make one of the following recommendations:

- a. Concern resolved. Teacher is removed from Structured Support. Although a record of the concern is created and held with the administrator, no documentation is forwarded to the teacher's Central Office Personnel File.
- b. Concern is not resolved:
  - i. The collaborative design is continued or revised with a new timeline set for review. This option is available for up to forty-five days from the date that identified the original concern.
  - ii. Teacher is moved to the Professional Assistance Program. Documentation is forwarded to the teacher's Central Office Personnel File.

## **Professional Assistance**

The **Professional Assistance** Program is intended to assist the tenured educator who is having difficulty consistently demonstrating competence as described in Connecticut Guidelines for Teacher Evaluation and Support. Teachers assigned to the Professional Assistance Program will work cooperatively with their administrators to develop and implement an individualized remediation plan designed to assist the teacher in meeting competence. In general, a teacher will be placed in the first level (**Special Assistance**) to address area(s) of concern in their performance. The Superintendent may, however, immediately place a teacher in the second level (**Intensive Assistance**) to address serious concerns. The Professional Assistance Program will include sufficient opportunities for the teacher to obtain assistance from peers and administrators and/or participate in special training that is purposefully designed to build the teacher's competency. The teacher shall be advised by the administrator to discuss placement in the Professional Assistance Program with a representative of the East Granby Education Association (EGEA). The teacher has a right to EGEA representation in all subsequent meetings. Below is a description of Special and Intensive Assistance and the procedures to be followed for each.

### **Level One: Special Assistance**

1. The teacher will receive verbal and written notification when being moved into Special Assistance. The administrator and teacher must sign the notification. A copy will be placed in the teacher's central office personnel file.
2. The administrator and teacher will meet no later than five school days after the notification, and will review prior documentation to determine if there are any extenuating circumstances that may account for the lapse in the teacher's performance.
3. If Structured Support preceded this level, there will be a review of prior recommendations.
4. The teacher may select a peer coach from his/her colleagues for support and implementation of the Plan of Action. The primary role of the peer coach is to assist the teacher. The peer coach will have no role in the evaluation process.
5. Within ten school days after the notification, a Plan of Action will be developed and include:

- Identification of what must be accomplished.
  - Strategies for resolution of the problem/need and the level and type of assistance to be provided.
  - Indicators of success/assessment criteria
  - A timeline for meeting minimum performance expectations (up to ninety days).
6. All feedback from the administrator to the teacher throughout Special Assistance shall be in writing.
7. Upon review of progress toward correcting the problem/need, the administrator will make in writing, within five days, one of the following recommendations:
- Problem/need resolved. Teacher is removed from the Professional Assistance and returned to the Tenured Phase.  
**OR**
  - Teacher is making progress, but has not yet addressed all concerns/needs.
  - Teacher remains in Professional Assistance for a one-time extension of ninety days.  
**OR**
  - Problem/need not resolved. Teacher moved to Intensive Assistance.

### **Level Two: Intensive Assistance**

1. When concerns are not alleviated through Special Assistance, the administrator should confer with the teacher, follow up the conference with a written statement of the specific concerns the administrator has about the teacher's performance, and what has been done to date under the assistance process. After discussion and review by the administrator, an Intensive Assistance Program will be initiated, which will be coordinated by the administrator.
2. Intensive Assistance begins with a notice to the teacher that a meeting will be held in the administrator's office to discuss the teacher's performance. All administrators involved with the teacher will attend this meeting, and it will be suggested that the teacher invite a representative of the East Granby Education Association to attend as well. The administrator conducts this meeting, and its purpose is to clearly establish that the concerns previously expressed, that have now become concerns of the school system. Concerns address such situations as:
  - Inadequate planning
  - Ineffective instructional practices
  - Lack of a variety of assessments including differentiated instruction
  - Poor classroom management/environment
3. The Intensive Assistance plan is developed clearly, indicating what has to be done in order to alleviate the concerns. The responsibility is placed on the teacher, although help continues to

be available from the administrator involved. This meeting is summarized in writing by the administrator, in the form of a letter to the teacher with copies to the Superintendent.

- The plan includes a fixed time period, usually ninety days, with a regular schedule of observations at a designated frequency.
  - Copies of all observation reports and conference summaries are forwarded to the Superintendent and given to the teacher under Intensive Assistance.
4. The Intensive Assistance Program plan also includes periodic meetings scheduled by the administrator to review progress.
    - a. The first meeting date for this purpose is established when the Intensive Assistance Program is initiated.
    - b. The teacher is told that self-motivation to alleviate the concerns is expected.
    - c. The teacher must show clear evidence of an intensive effort to improve teaching performance.
  5. At the end of the designated ninety day period, all observation reports, conference summaries, and written summaries of progress review meetings will be examined to determine whether there is improved performance, or, if improved performance does not occur, the teacher will be informed that his/her performance continues to be unsatisfactory. In this case, the records of the Intensive Assistance Program will be used to begin the process of termination.

# **DISPUTE RESOLUTION PROCESS**

## **Public Act 12-116**

### **Dispute Over Objectives and/or Final Evaluation**

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#### **Public Act 12-116 (“An Act Concerning Educational Reform”)**

This law (effective July 1, 2014) focuses on teacher effectiveness in two significant respects:

1. While teachers will continue to achieve tenure after forty continuous months of continuous employment for the same board of education (or after twenty continuous months of continuous employment for “short track” teachers), tenure will only be achieved if the Superintendent offers the teacher a contract for the following year on the basis of “effective practice,” as informed through performance evaluations.
2. The new law adds “ineffectiveness” to “inefficiency or incompetence” as a reason to terminate a tenured teacher’s contract. Under the new law, if termination proceedings are based on a teacher’s alleged incompetence or ineffectiveness, the determination of incompetence or ineffectiveness must be based on performance evaluations developed in accordance with statute and with teacher evaluation guidelines recommended by the Performance Advisory Council (PEAC) and approved by the State Board of Education (June 27, 2012).

#### **Dispute Over Objectives**

The following procedures will be used in cases where the administrator and teacher cannot agree on objectives for the evaluation period:

- The teacher may notify the administrator that a dispute over objectives exists
- The administrator will meet with the teacher within 5 school days in an attempt to resolve the dispute.
- If the dispute is not resolved within 10 school days, the administrator will arrange a second meeting, at which two members of the Teacher Evaluation Committee (at least one of whom shall be a teacher) will join the discussion.
- After hearing the dispute, the two members of the Teacher Evaluation Committee and the administrator will prescribe a resolution of the dispute within 10 school days.

## **Definition of Effectiveness and Ineffectiveness**

Each district shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings, or a one-time summative rating, derived from the new evaluation system.

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

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

### **The following procedures shall be used when teachers disagree with the Annual Evaluation Report:**

- Disagreements related to administrative comments on the Final Evaluation Report shall be discussed with the administrator responsible for the completion of the final appraisal document in an attempt to clarify potential misinterpretation of comments.
- Teachers are encouraged to express their individual feelings about their overall performance in the comment section on the evaluation document. Such comments may include a statement of disagreement with administrative comments.

A panel, composed of the Superintendent, teacher union president and a neutral third person, shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the Superintendent.

# TRAINING COMPONENT

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Administrators and teachers will be trained in the facilitation of the new Connecticut Teacher Evaluation and Support Professional Development document through a series of workshops and seminars prior to the implementation of this plan. This will be part of the state-required 15 hours of training for administrators in the evaluation of teachers for the Superintendent of Schools and employees employed in positions requiring an intermediate administrator or supervisory certificate.

There will be an orientation session at the beginning of each school year for teachers and administrators. The administrator training will include a refresher exercise to ensure proper calibration of the scoring and rating system. Evaluators will be required to demonstrate their ability to calibrate the scoring and rating system in order to be assigned as the primary evaluator for any teacher.

The teacher training will include a review of the evaluation system and timelines as well as the process for developing and writing SLOs and IAGDs. Student performance data and other measures will be reviewed at that time.

# EVALUATION OF THE TEACHER EVALUATION AND SUPPORT PLAN

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The District Educator Evaluation Committee, which is composed of teachers, building administrators and a representative of East Granby bargaining units is a standing committee charged with the responsibility of overseeing the implementation and evaluation of the Educator Evaluation and Support Plan. The committee will meet at least once yearly to consider modifications in the approved plan that are brought forward by teachers, administrators, and/or as a result of changes in state statutes or regulations. Every year, *at a minimum*, the plan will be formally evaluated to assure that the plan is meeting its stated purposes, goals, and objectives. Input will be sought, through a structured process, from all personnel being evaluated under the plan. The District Educator Evaluation Committee will be responsible for modifications to the plan to assure that it meets its stated purposes, and the professional growth needs of all certified personnel of the East Granby Public Schools.

# **EAST GRANBY PUBLIC SCHOOLS**

East Granby, Connecticut

## **East Granby Public Schools Administrator Evaluation and Support Plan**

### *East Granby Public Schools Vision Statement*

*The East Granby Public Schools is a learning community where students are inspired and engaged in rigorous and authentic learning experiences that prepare them to meet the demands of a changing world. Students pursue knowledge in 21<sup>st</sup> century learning environments that foster individual talents, skills, and interests so they may achieve their personal and career goals. Educators, parents, students, and community partners are important stakeholders in the success of the East Granby Public Schools. Together we work to ensure that students achieve high expectations and actualize their full potential to contribute to society.*

**Date of Board of Education Review April 8, 2013**  
**Board of Education 2<sup>nd</sup> Review – October 28, 2013**  
**Board of Education 3<sup>rd</sup> Review – March 24, 2014**  
**Board of Education Revised – June 3, 2014**  
**Board of Education Revised – September 3, 2014**  
**Board of Education Revised – May 11, 2015**

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## Administration Evaluation Committee Members



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Public Schools

Stella Ross, Curriculum Director, East Granby Public Schools

Kevin Iapichino-Dorr, EGEA President, Teacher, East Granby Middle School

Linda DeFlaun, Teacher, East Granby Middle and High School

Shannon Karlowicz, Teacher **R. D. Seymour** ~~Carl D. Allgrove~~ School

Amanda Striefler, Teacher, R. D. Seymour School

~~Michelle Zawawi~~, Teacher, East Granby Middle School

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- F. Administrative Job Descriptions (EGPS)
- G. School Improvement Template (EGPS)
- H. Standards for Accreditation K-12 (NEASC)
- I. Practice/Outcome Rating Forms
- J. Definitions
- K. Summative Rating Matrix

# INTRODUCTION

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As a companion document to the Connecticut Guidelines for Educator Evaluation (June, 2012), this plan for school leader evaluation and professional development has as its focus improved teaching, learning and student performance. In both spirit and form, it forges straightforward and purposeful connections between teacher/administrative evaluation, curriculum development, student achievement, school improvement and the charge of the Board of Education to engage the district mission in every classroom and school.

Throughout the 2012-2013 school year, the administrative team worked collaboratively to craft a plan that is both standards-based and functional. This process provided administrators with a welcome opportunity to grow professionally while encouraging earnest self-evaluation and reflection. During the 2012-2013 year, the draft process was piloted and a final evaluation of procedures and forms conducted the following summer. Administrators participated in a pilot and were trained in the teacher evaluation system during the summer of 2012. **An orientation session for all administrators is held at the beginning of each school year.** The result is an evaluation plan that is grounded by our shared responsibility and commitment to the:

- Common Core of Leading: Connecticut Schools Leadership Standards (June 2012), with a definition of effective leadership, and The Code of Professional Responsibility for Educators as the basis and support for informed decision-making.
- The Standards for Accreditation (K-12) – New England Association of Schools and Colleges – as established benchmarks for school improvement.
- Evaluation and Professional Growth as essential components of a continuous improvement process that promotes cooperation and provides multiple opportunities for diverse voices to contribute to our shared success.

# EDUCATOR RESPONSIBILITIES

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## **ALL EDUCATORS HAVE A SHARED RESPONSIBILITY:**

- ⇒ To grow professionally;
- ⇒ To share their knowledge with one another through various methods of data collection and collaborative work;
- ⇒ To become reflective practitioners; and
- ⇒ To contribute in a positive manner to the culture and climate of the total school/program community.

In order for this to happen, the teacher and administrator must work collaboratively to:

- ⇒ Establish rapport and promote an atmosphere of trust and mutual respect;
- ⇒ Encourage openness of communication;
- ⇒ Provide a conference setting conducive to privacy and concentration;
- ⇒ Create a sense of shared commitment and responsibility for student performance, progress, and success.

## **DEFINITION OF TEACHER AND ADMINISTRATOR:**

- ⇒ When the word “teacher” is used in this plan, it is consistent with the statutory definition meaning all certified persons below the rank of superintendent
- ⇒ The evaluation plan includes components for classroom teachers, and administrative staff.
- ⇒ Administrators include the superintendent, principal, director of pupil services and assistant principals, who are responsible for the supervision and evaluation of other certified staff.

In addition, the teacher and administrator have specific job-related responsibilities as delineated in the job descriptions.

## **TEACHER RESPONSIBILITIES:**

The primary responsibility of the teacher shall be successful performance in meeting the foundational skills and competencies as delineated in the Connecticut Common Core of Teaching, Common Core of Learning, and Discipline-Based Standards. The teacher must be knowledgeable about these evaluation criteria.

To improve student learning, the teacher will actively participate in the evaluation process by:

- ⇒ Acknowledging the need for professional growth and self-improvement.
- ⇒ Developing objectives and a professional growth plan that leads to more skillful teaching
- ⇒ Engaging in reflection and self-evaluation
- ⇒ Seeking assistance and advice whenever necessary.

## **ADMINISTRATOR RESPONSIBILITIES:**

The primary responsibilities of the administrator are the development, support, and assessment of all teachers for whom she/he is responsible under this evaluation plan. A secondary responsibility of the administrator is to establish a collaborative relationship with the teacher.

To have a fair, equitable and credible evaluation and professional development plan, administrators will be trained to assess teachers' reliably and fairly across schools and within/across disciplines.

To improve student learning, the administrator will actively participate in the evaluation process by:

- ⇒ Supporting the teacher's goals and professional growth plan consistent with the school district's mission, goals, and objectives.
- ⇒ Having frequent contact with the teacher to discuss student progress and desired outcomes of the goals and professional growth plan.
- ⇒ Making every effort to support the teacher's self-improvement and professional growth.

# ESSENTIAL ELEMENTS

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## I. The School Improvement Plan

This is an action plan for comprehensive school growth and development with annual and multi-year applications. School improvement planning in East Granby combines standards-based institutional goal setting and comprehensive needs assessment with specific implementation objectives, progress indicators and an accompanying goal-specific professional development plan.

## II. Administrator Evaluation and Support

### A. Administrative Goal Setting

Before a school year starts, administrators **rated as proficient or exemplary**, identify **two** student learning objectives (SLOs) and one survey target, drawing on available data, the superintendent's priorities, their school improvement plan, and prior evaluation results (where applicable). ~~They also determine two areas of focus for their practice ("3-2-1 goal setting").~~

Administrative goals (submitted with the SIP) are written to reflect individual needs or specific leadership outcomes. Crafted to improve knowledge, leadership and program management they are linked to building and district goals and centered on the improvement of student performance.

### B. Mid-Year Conference

The evaluator and administrator will complete *at least one* formative mid-year conference during which they will review progress on the administrator's goals and performance to date. The administrator will share a synopsis of activities and efforts towards achieving the stated goals, indicate any adjustments that have been made, and discuss the resources, including professional development, that have been used to support achievement of the goals. The meeting is also an opportunity to discuss any changes in the context that could impact the accomplishment of outcome goals, as goals *may* be changed at this point.

### C. Administrator Reflection

In the spring, the administrator will take an opportunity to assess his/her practice according to the elements of the *Common Core of Leading: Connecticut School*

*Leadership Standards or Educator Leadership Inventory(ELI)*. The administrator will also review focus areas to determine if they consider themselves on track or not.

## **D. Final Summative Evaluation**

The administrator and evaluator meet in the late spring to discuss the administrator's self-assessment and all evidence collected over the course of the year. While a formal rating follows this meeting, the meeting is viewed primarily as an opportunity to convey strengths, growth areas, and a probable rating. After the meeting, the evaluator assigns a rating, based on all available evidence (see next section for rating methodology).

# EVALUATION FRAMEWORK: FOUR CATEGORIES

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Each of these categories needs to be considered throughout the year as administrators adhere to the timeline for implementation.

## **Category #1: Leadership practice (40%)**

*Based on the Performance Expectations in the Connecticut School Leadership Standards*

- A. Vision, Mission, and Goals:** Education Leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.
- B. Teaching and Learning:** Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.
- C. Organizational Systems and Safety:** Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.
- D. Families and Stakeholders:** Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.
- E. Ethics and Integrity:** Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.
- F. The Education System:** Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal and cultural contexts affecting education.

## **Category #2: Stakeholder feedback (10%)**

Feedback from stakeholders will be assessed through the administration of the **Comprehensive School Climate Inventory** which includes measures that align to the Connecticut Leadership Standards. The survey comprises 10% of an administrator's summative rating.

For each administrative role, the stakeholders surveyed should be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback will include teachers and parents.

*For each administrative role, stakeholders providing feedback might include:*

### **School-based Administrators**

Principals  
All family members  
All teachers and staff members  
All students  
Assistant Principals and other school-based administrators  
All or a subset of family members  
All or a subset of teachers and staff members All or a subset of students

### **Central Office Administrators**

#### Line Managers of Instructional Staff (e.g., Assistant/Regional Superintendents)

Principals or principal supervisors  
Other direct reports  
Relevant family members

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

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

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

Principals  
Specific subsets of teachers  
Other specialists within the district

### **Category #3: Student learning (45%)**

Student learning is assessed in equal weight by: (a) performance and progress on the academic learning measures determined in the district accountability system for schools; and, (b) performance and growth on local-determined measures (Measures of Academic Progress-MAP, School Performance Index-SPI). These measures will have a weight of 22.5% and together they will account for 45% of the administrator's evaluation. **The administrator will identify one two (21) Student Learning Objective (SLO).**

### **Category #4: Teacher Effectiveness (5%)**

Teacher effectiveness is measured by an aggregation of the teachers' student learning objectives, based on locally determined indicators and is 5% of an administrator's evaluation.

# EVALUATION PROCESS AND TIMELINE

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The annual evaluation process between an administrator and his/her evaluator is anchored by six performance conversations over the summer and at the beginning, middle and end of the academic year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each administrator on his/her performance, set development goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the administrator in order to be productive and meaningful.

## 1. July and August: Orientation and Context Setting

### A. As part of the annual orientation process:

- The Evaluator or his/her designee will provide an orientation session on the Administrator's Evaluation and Support System for all those administrators who will be evaluated by it.
- Each administrator will be provided with materials outlining the evaluation process, including the rubric used for assessing administrator practice, the instruments to be used to gather feedback from stakeholders and their alignment to the rubric, and the process and calculation by which all evaluation elements will be integrated into the overall rating.
- There will be discussions with the supervisor to assist the administrator in better understanding the district goals, educational policies and the responsibility for implementing those goals and policies.
- District administrators will participate in summer meetings.

### B. Context Setting includes:

- Data collection and analysis, including student learning data available for review by the administrator:
- East Granby's School Performance Index (SPI) ~~rating~~, issued by the state
- Reviewing SIP progress;
- Reviewing district and building goals;
- Engaging in self-reflection and planning;

- Writing an initial draft of a *School Improvement Plan* that includes student learning goals (peer review/coaching/assistance is available);
- Stakeholder survey data, available for review by the administrator;
- The superintendent's communicating his/her student learning priorities for the year.

## 2. By November 15 (or within 30 days of employment in East Granby): Goal Setting

The goal-setting process will be informed by the following evaluation categories:

- Leadership practice (40%)
- Stakeholder feedback (10%)
- Student learning (45%)
- Teacher effectiveness (5%)

Goal setting will be finalized in November, and the School Improvement Plan and Administrative Goals will be submitted to the evaluator.

### Considerations:

The goal setting process will encompass the development of the school improvement plan that reflects established learning standards, standards for accreditation, expectations for student learning that outline clear performance measures, and school and district goals, and another goal based on personal identified need or an instructional leadership outcome. Goals may be written as a multi-year experience as long as the requirement for an annual evaluation is met. Goals will be responsive to the results of the analysis of student assessment data. The main objectives of the goal setting process are to improve knowledge, leadership, and program management.

**Administrators identify ~~TWO~~ ONE three-student learning objective and one survey target, drawing on available data, the Superintendent's priorities, their school improvement plan, and prior evaluation results (where applicable). They also determine two areas of focus for their practice. This is called "3-2-1 goal setting."**

Administrator and evaluator meet to discuss and agree on the selected outcome goals and practice focus areas. The evaluator and administrator also discuss 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 evaluator may suggest additional goals as appropriate.

### 3. February 28: Mid-year Formative Conference

The evaluator and administrator will complete *at least one formative mid-year conference* during which they will review progress on the administrator's goals and performance to date. The administrator will share a synopsis of activities and efforts towards achieving the stated goals, indicate any adjustments that have been made, and discuss the resources, including professional development, that have been used to support achievement of the goals. This will include an explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance or practice. The meeting is also an opportunity to discuss any changes in the context that could impact the accomplishment of outcome goals, as goals *may* be changed at this point.

The conference will highlight the appropriate levels of involvement of members of the school community in identifying expectations for student learning, developing the SIP, conversations about teaching and learning, and in designing necessary adjustments to ensure improved student performance.

The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. The administrator and evaluator will share and reflect on evidence to date about the administrator's practice.

- Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed.
- If needed, administrators and evaluators can mutually agree to revisions on the strategies/approaches used, and/or mid-year adjustments to accommodate changes (e.g., student populations, assignment).
- They also discuss actions that the administrator can take and supports the evaluator can provide to promote growth in his/her development areas.
- Additional formative conferences with the supervisor/mentor/colleague coach may be held as needed.

### 4. April 30: Self-Assessment

In the spring, the administrator takes an opportunity to assess his/her practice according to the elements of the Educator Leader Inventory (ELI) *Common Core of Leading*:

*Connecticut School Leadership Standards.* The administrator should also review focus areas to determine if they consider themselves on track or not.

For each element, the administrator determines whether he/she:

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

**The administrator will submit the self-assessment to his or her evaluator.**

#### **5. By June 30 of each year: Preliminary Annual Goal/Summative Conference**

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

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

**Preliminary Summative ratings** must be completed for all administrators by June 30 of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available.

**When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator may recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September 15.** If possible, this adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

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

- If *stakeholder* survey results are not yet available, then the observation of practice rating should count for 50% of the preliminary rating.
- If the *teacher* effectiveness ratings are not yet available, then the student learning measures should count for 50% of the preliminary rating.

- If the *state accountability measures* are not yet available, then the student learning objectives should count for the full assessment of student learning.
- If none of the summative student learning indicators can yet be assessed, then the evaluator should examine the *most recent interim assessment data* to assess progress and arrive at an assessment of the administrator's performance on this component.

**6. By August 30 of each year: Annual Goal/Summative Conference finalized**

In the event that the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator may recalculate the administrator's summative rating when the data are available.

- The evaluator will meet with the administrator to discuss the additional data prior to submitting any changes to the administrator's rating.
- The evaluator will meet with the administrator in August to review the final summative rating.

**Reflection/Goal Implementation/Mentor/Colleague Coach:**

Consistent with the implementation of all phases of this plan, for the systematic engagement of administrative goals, thoughtful professional reflection and collegial support/coaching are essential to the success of administrator and the advancement of the educational program.

**Evaluation and Summary forms are located in the PROTRAXX electronic data management system.** The format is consistent with those in the Connecticut Guidelines for Administrator Evaluation and Support and reflects the educational philosophy of the East Granby Public Schools.

# **TEACHER EFFECTIVENESS**

## **Public Act 12-116 (“An Act Concerning Educational Reform”)**

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Effective July 1, 2014 this law focuses on teacher effectiveness in two significant respects. First, under the law, teachers will achieve tenure after 40 months of continuous employment for the same board of education (or after 20 continuous months of employment if tenured in another district), tenure will only be achieved if the superintendent offers the teacher a contract for the following year on the basis of “effective practice,” as informed through performance evaluations.

Second, the new law adds “ineffectiveness” to “inefficiency or incompetence” as a reason to terminate a tenured teacher’s contract. Under the new law, if termination proceedings are based on a teacher’s alleged incompetence or ineffectiveness, the determination of incompetence or ineffectiveness must be based on performance evaluations developed in accordance with statute and with teacher evaluation guidelines recommended by the Performance Evaluation Advisory Council (PEAC) and approved by the State Board of Education.

### **Definition of Effectiveness and Ineffectiveness**

The district defines effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system.

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

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

# DISPUTE RESOLUTION

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## Dispute Over Objectives

The following procedures will be used in cases where the administrator and supervisor cannot agree on objectives for the evaluation period:

- The administrator may notify the supervisor that a dispute over objectives exists
- The administrator will meet with the supervisor within 5 school days in an attempt to resolve the dispute.
- If the dispute is not resolved within 10 school days, the supervisor will arrange a second meeting, at which two members of the District Evaluation Committee (at least one of whom shall be a administrator) will join the discussion.
- After hearing the dispute, the two members of the District Evaluation Committee and the supervisor will prescribe a resolution of the dispute within 10 school days.

In the event that a supervisor has significant concerns about an administrator's performance, she/he will be placed in a two-tiered intervention and assistance program. At the end of the designated improvement timelines in that program, all reports and written summaries will be examined to determine whether performance has improved. If improved performance has not occurred, the administrator will be informed that the intervention record will be used to begin the termination process.

### **The following procedures shall be used when administrators disagree with the Annual Evaluation Report:**

- Disagreements related to supervisor comments on the Final Evaluation Report shall be discussed with the supervisor responsible for the completion of the final appraisal document in an attempt to clarify potential misinterpretation of comments.
- Administrators are encouraged to express their individual feelings about their overall performance in the comment section on the evaluation document. Such comments may include a statement of disagreement with administrative comments.

**A panel, composed of the Superintendent, administrator union president and a neutral third person, shall resolve disputes where the evaluator and administrator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the Superintendent.**

# ORIENTATION & INDUCTION PHASE

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The **Orientation/Induction** phase of this plan is designed to provide all administrators with the support necessary to develop and demonstrate proficiency in *The Common Core of Leading: Connecticut School Leadership Standards* (2012).

The induction phase will last for the first 40 months in which the administrator is employed in the district, unless tenure was granted in another district. All administrators in the district or promoted within the district will participate in this Administrator Evaluation and Support plan. The newly hired administrator may be in one of two categories; those new to the level of administration for which they are hired (tenured or non-tenured) or those hired from outside of the East Granby Public Schools.

## Induction Components

Participation in the annual orientation session at the beginning of the school year.

Meetings with the supervisor to establish annual personal goals within one month of employment.

Regular meetings with the supervisor to reflect, plan, and implement objectives.

Assignment of an administrative mentor to the new administrator and time allocated for mentoring to occur.

Professional development activities geared to the administrator's and school's needs, and active participation in the professional development and mentoring program offered.

Participation in the regular Administrative Leadership Council meetings.

Participation in activities designed for administrators.

## Support and Assessment

The supervisor will meet with the new administrator to:

Review the Administrator Evaluation Plan and establish areas of responsibility.

Provide support and guidance through monthly meetings and ongoing review of work outcomes.

Conduct *at least two* school site observations for any principal.

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.

Conduct *at least four* observations of the practice of the assistant principal.

Provide ample opportunity for the new administrator to participate in professional development activities outside the district.

Provide assessment of the new administrator's level of attainment of *The Common Core of Leading: Connecticut School Leadership Standards* as indicated by the *ELI* results.

## **Performance Expectations**

New administrators will be expected to demonstrate high levels of performance congruent with the *Common Core of Leading: Connecticut School Leadership Standards*, achieve at high levels as described in the evaluation rating system (exemplary, proficient, developing, or below standard), as well as in the areas of school improvement plan management and goal attainment.

## **Mentoring**

New administrators will be matched with a mentor (see reference to Colleague/Coach) to:

Provide ongoing mentorship and support through meetings focused on established expectations and administrative competencies.

Provide feedback based on observations and documented accomplishments.

Provide a forum for the new administrator to discuss and resolve issues.

## **Reflection, Assessment and Reporting of Growth**

Throughout the year, the administrator will reflect on his/her professional practices and make necessary adjustments to ensure the effective administration of school and program. In the case of an administrator whose primary supervisor is not the Superintendent, reports of formative growth and summative reflection will be provided to the superintendent by the primary supervisor.

The School Leader Inventory will be used as part of the reflection format for all administrators. The format may also include a **working** narrative, which might be engaged as follows:

The administrator will prepare a narrative that describes their assessment of the impact of the school program, and the influence of the professional development that was pursued in support of the achievement of the stated goals. The administrator's narrative will outline the accomplishment of the personal/instructional goal, and point to its relevance to improvement in knowledge, leadership, or program management.

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# CONTINUOUS PROFESSIONAL GROWTH PHASE

The administrator enters the **Continuous Growth** phase after successfully completing the four-year induction phase in the East Granby Public Schools. Each administrator will be evaluated annually across four performance levels (exemplary, proficient, developing, below standard) for each of the following four categories:

Leadership practice (40%)  
Stakeholder feedback (10%)  
Student learning (45%)  
Teacher effectiveness (5%)

The nature of this phase of the administrator evaluation process is collegial, personal, and reflective. The purpose of evaluation at this phase is to facilitate the growth and improvement of the administrator in the areas of knowledge, instructional leadership, and program management. The administrator will work toward the achievement of district and school goals and personal/professional growth through the collaborative development of a school improvement plan that is aligned with school vision and expectations and state standards, and immersion in activities of instructional leadership to facilitate personal growth, the improvement of instruction, and ultimately the improvement of student performance.

To support the work of each school/program leader, East Granby administrators participate in a Leadership Council which meets regularly with the Superintendent. All administrators are members of this group, which meets regularly to discuss ~~administrative~~ educational issues focused on student performance, best practices and exemplary leadership in action. Informal collegial conversations and shared occasions for professional development also provide ongoing growth opportunities for the administrative team.

Widely-publicized school expectations for student learning (including performance criteria that were developed with input from teachers and parents) are aligned with Board of Education goals, and are the focus of school improvement efforts outlined in the school improvement plan. In the process of preparing the school improvement plan and developing goals, the school community will review and react to data generated through the analysis of student assessment results as well as other indicators and demonstrations of student learning.

## IMPLEMENTATION

### Process and Timelines

Orientation and context-setting during July and August  
Goal-setting and plan development, August to November 15.  
Goal setting by November 15, or 30 days after the date of employment  
Formative Feedback Conference at mid-year – February 28  
School Leader Reflection by April 30  
Preliminary Summative Feedback Conference at the end of the year – June 30  
The administrator will complete a self-reflection narrative prior to each conference

Final Summative Conference by August 30th.

# ARRIVING AT SUMMATIVE RATINGS

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**The four Leadership Evaluation Ratings that guide the determination of the final summative rating are described below.**

**There are three steps to determining summative evaluation ratings:**

- 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 three stakeholder feedback targets. As shown in the Summative Rating Form, evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. This forms the basis of the overall practice rating, but the rating is adjusted upward or downward one level in the event that the stakeholder feedback is either exemplary or below standard, respectively.

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

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

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

The overall rating combines the practice and outcomes ratings using the matrix (Summative Rating Matrix). If the two categories are highly discrepant (e.g. a rating of 4 for practice and a rating of 1 for outcomes), then the superintendent should examine the data and gather additional information in order to make a final rating.

## The Four Leadership Evaluation Ratings

Administrators are measured against the **Leader Evaluation Rubric (Appendix A)** which describes leadership actions across four performance levels for each of the six performance expectations and associated elements.

The four performance levels are:

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

### Leadership Practice Summative Rating (40%)

Summative ratings are based on the preponderance of evidence for each performance expectation in the *Common Core of Leading: Connecticut School Leadership Standards*. The evaluator will 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 any leadership performance element identified as needing development.

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

The administrator and evaluator meet for a goal-setting conference to identify focus areas for development of the administrator's leadership practice.

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development.
  - Principal evaluators must conduct *at least two* school site observations for any principal.
  - Principal evaluators must 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.
  - Assistant principal evaluators shall conduct *at least four* observations of the practice of the assistant principal.

- The administrator and evaluator hold a formative mid-year conference with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
- Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.
- The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator will use the preponderance of evidence to assign a preliminary summative rating of *exemplary, proficient, developing, or below standard* for each performance expectation. Then the evaluator assigns a total practice rating based on the appropriate table below, and generates a preliminary summary report of the evaluation before the end of the school year (the summary report will be finalized after the state releases district testing data results over the summer).

**Principals and  
Central Office  
Administrators:**

**Exemplary**

*Exemplary on Teaching and Learning*  
*Exemplary on at least 2 other performance expectations*  
No rating below *Proficient* on any performance expectation

**Proficient**

At least Proficient on Teaching and Learning  
At least *Proficient* on at least 3 other performance expectations  
No rating below *Developing* on any performance expectation

**Developing**

At least Developing on Teaching and Learning  
At least Developing on at least 3 other performance expectations

**Below Standard**

*Below Standard on Teaching and Learning*  
or  
*Below Standard on at least 3 other performance expectations*

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**Assistant  
Principals and  
Other School-  
Based  
Administrators:**

**Exemplary**

*Exemplary on at least half of measured performance expectations*  
No rating below *Proficient* on any performance expectation

**Proficient**

At least Proficient on at least a majority of performance expectations  
No rating below Developing on any performance expectation

**Developing**

At least Developing on at least a majority of performance expectations

**Below Standard**

*Below Standard on at least half of performance expectations*

## Stakeholder Feedback Summative Rating (10%)

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

Exceptions to this include:

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

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

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

<b>Exemplary</b> Substantially exceeded target	<b>Proficient</b> Met target	<b>Developing</b> Made substantial progress but did not meet target	<b>Below Standard</b> Made little or no progress against target
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Stakeholders solicited for feedback include teachers and parents, and may include others.

*Central office administrators* will be rated based on feedback from the stakeholders whom the administrator directly serves.

More than half of the rating of a *principal* on stakeholder feedback will be based on an assessment of improvement over time.

The primary instrument for gathering feedback will be the **Comprehensive School Climate Survey**. Administrators and their evaluators will select the relevant portions of the survey's results to incorporate into East Granby's evaluation model.

**For each administrative role, stakeholders providing feedback might include:**

#### **SCHOOL-BASED ADMINISTRATORS**

**Principals:**

All family members  
All teachers and staff members  
All students

**Assistant Principals and other school-based administrators**

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

#### **CENTRAL OFFICE ADMINISTRATORS**

**Line Managers of Instructional Staff (e.g., Assistant/Regional Superintendents):**

Principals or principal supervisors  
Other direct reports  
Relevant family members

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

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

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

Principals  
Specific subsets of teachers  
Other specialists within the district

## Summative Rating of Student learning (45%)

Student learning is assessed in equal weight by: (a) performance and progress on the academic learning measures in the district's locally determined assessment accountability system for schools; and, (b) performance and growth on locally-determined measures. These measures will have a weight that will account for 45% of the administrator's evaluation.

### Measures of Academic Learning in the state's accountability system for schools (22.5%):

School Performance Index (SPI) progress- changes from year to year in student achievement on Connecticut's standardized assessments. ~~(Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT)).~~

SPI rating - absolute measure of student achievement on Connecticut's standardized assessments.

SPI progress for student subgroups - changes from year to year in student achievement for subgroups on Connecticut's standardized assessments.

SPI rating for student subgroups – absolute measure of student achievement for subgroups on Connecticut's standardized assessments.

For the East Granby Public Schools that does not use the state's standardized **assessments**, the entire 45% of an administrator's rating on student learning indicators is based on the locally determined indicators.

### Locally Determined Measures (22.5%):

Administrators establish **two** ~~three~~ student learning objectives (SLO's) on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Connecticut learning standards.
- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- High School Administrators must include cohort graduation rate and the extended graduation rate.
- The plan differentiates between administrator roles/assignments and provides guidance on selection of learning indicators.
- The plan requires selected indicators to be relevant to the student population served.
- For administrators assigned to a school in "review" or "turnaround" status, indicators must align with the performance targets set out in the school's mandated improvement plan.

Beyond the stated parameters, administrators have broad discretion in selecting indicators, included but not limited to:

Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures;

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

Students' performance or growth on school- or classroom-developed assessments in subjects and grade levels for which there are not available state assessments. Examples include MAP data (NWEA), and/or high school credit accumulation.

### **Arriving at a Summative Rating Related to Teacher Effectiveness (5%)**

Teacher effectiveness is measured by an aggregation of teachers' student learning objectives and comprises 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 East Granby's teacher evaluation state model, teachers are assessed in part on their accomplishment of SLOs. This is the basis for assessing principals' contribution to teacher effectiveness outcomes.

In order to maintain a strong focus on teachers setting ambitious SLOs for their evaluation, it is imperative that principal evaluators discuss with the principals their strategies in working with teachers to set SLOs. Without attention to this issue, there is a substantial risk of principals not encouraging teachers to set ambitious SLOs.

#### **Exemplary**

>80% of teachers are rated *proficient* or *exemplary* on the student growth portion of their evaluation

#### **Proficient**

>60% of teachers are rated *proficient* or *exemplary* on the student growth portion of their evaluation

#### **Developing**

>40% of teachers are rated *proficient* or *exemplary* on the student growth portion of their evaluation

#### **Below Standard**

<40% of teachers are rated *proficient* or *exemplary* on the student growth portion of their evaluation

5% of the administrator's summative rating is based on teacher effectiveness outcomes as measured by: (a) improving the percentage (or meeting a target of a high percentage) of teachers who meet the student learning objectives outlined in their performance evaluations (If this approach is used, district should ensure that the process for setting student learning objectives is rigorous); and/or (b) other locally-determined measures of teacher effectiveness.

For assistant principals\*, measures of teacher effectiveness focus only on those teachers they are responsible for evaluating.

\*If the assistant principal's job duties don't include teacher evaluation, then the teacher effectiveness rating for the principal will apply.

# PROFESSIONAL INTERVENTION

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Whenever an East Granby administrator (tenured or non-tenured) is having difficulty consistently demonstrating the competencies delineated in the performance standards of the CCL-CSLS or successfully implementing school improvement plans, individual goals and/or adhering to the Code of Professional Ethics, additional support and supervision for that administrator will be provided, including appropriate assistance from the Human Resources officer. A system of Structured Support and a plan for Intensive Assistance (a two-tiered intervention model), is available to foster professional growth. In addition, the knowledge, skills, dispositions and performances included in the standards [CCL—CSLS Code of Professional Responsibility for Educators] referenced below are focus areas of this phase.

## Individual Administrator Improvement and Remediation Plans

East Granby offers the following plan of individual administrator improvement and remediation, for administrators whose performance is developing or below standard, collaboratively developed with the administrator and his or her exclusive bargaining representative for certified administrators. This plan will:

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

## Tier I – Structured Support

A plan of structured support will be implemented when deficiencies have been identified in an administrator's job performance. This structured support will be initiated by a conference between the supervisor (See definition: Introduction, p. 2) and the administrator after which the supervisor will prepare an action plan to include:

- Assignment of non-evaluative colleague/coach
- Identification of the area[s] of concern or performance deficiency
- Recommendations for improvement
- The manner of assessment and indicators of successful implementation
- A reasonable timeline for determining whether there has been sufficient improvement in performance
- Notification to the Administrative Bargaining Unit of placement
- Notification to the Superintendent (as non-supervisor) of placement

**Conferences will be held periodically as necessary to ensure effective communication between supervisor and administrator.**

**Timeline:** The structured support plan will be in effect for a total of 90 school days. If an administrator is making progress, but has not yet addressed all the cited concerns/needs, the administrator may remain in this phase for a one-time extension of 90 days. When an administrator has successfully completed this plan he/she will be returned to the Professional Growth Phase. If the administrator's performance does not improve in the area(s) cited by the supervisor, the supervisor will notify the administrator that he/she will be placed in The Intensive Assistance Tier of this phase.

## **Tier II – Intensive Assistance**

As above, if the administrator's performance does not improve in the area(s) cited, the supervisor will call for a conference with the administrator, which will be followed by a written assistance plan, developed collaboratively with the administrator, including the following:

- Assignment or continuance of non-evaluative colleague/coach
- Notification to the Administrative Bargaining Unit of placement
- Notification to the Superintendent (as non-supervisor) of placement
- Articulation of the area of concern or performance deficiencies
- A review of the assistance given under the Structured Support Tier
- Recommendations for additional improvement including suggested appropriate resources available to the administrator
- A reasonable timeline for determining whether there has been sufficient improvement in performance
- The manner of assessment and frequent conferences to review progress towards achieving success.

**The Intensive Assistance Plan shall be written and signed by the administrator and the supervisor. One copy will be for the administrator's file and one for the supervisor's records.**

**Timeline:** At the end of the previously established timeline, the supervisor will provide the administrator with an assessment that will contain:

- A record of assistance that has been provided
- A record of the observations, formal conferences, and other documented evidence used to monitor performance
- An assessment of performance in the area of concern or deficiency as of the date of the assessment
- A statement that the area[s] of concern or deficiency has been resolved or a recommendation for further administrative action which, depending upon the seriousness of the area[s] of concern or deficiency, shall include, as appropriate, one of the following:

- An extension of the terms and time limits of the existing Intensive Assistance Tier;
- A revision of the Intensive Assistance Plan to include other suggestions for improvement and additional support;
- Other administrative solutions up to and including recommendations for termination of employment.

Two copies of the written assessment will be given to the administrator. The administrator will retain one copy and the second copy will be kept in the administrator's personnel file. The administrator will have the right to review the written assessment before it is placed in the personnel file. The administrator will also have the right to attach written comments to the assessment. The administrator may have the right for representation at all conferences if he/she desires and requests such representation. Timeline: 90 school days.

# PROFESSIONAL DEVELOPMENT

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The East Granby Public Schools support a comprehensive professional development initiative that empowers the Connecticut Administrator Evaluation and Support and is goal-oriented, standards-based, promotes collegiality and centered on improved student performance. The **Curriculum-Professional Development Council**, (BOE members, administrators, curriculum leaders, curriculum coordinators, and faculty) conducts annual needs assessments and plans and evaluates district-based professional development programs. All certified personnel (including 092 administrators) are offered programs within the district (or supported by contractual funding to attend professional learning programs outside the district) that meet re-certification guidelines. The District provides opportunities for career development and professional growth based on performance identified through the evaluation process. The **Director of Curriculum and Professional Development** oversees the administration of in-service programs and serves as the manager for the district.

**Evaluation-Based Professional Learning:** The district articulates how it plans to provide professional learning opportunities for administrators, based on the individual or group of individuals' needs that are identified through the evaluation process. Learning opportunities are clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observations of professional practice, and/or the results of stakeholder feedback.

An important part of this phase is comprehensive school improvement planning which provides a focus for improved teaching and learning as well as a framework for professional development at all levels. Specifically, the knowledge, skills, dispositions and performances included in the standards [CCL/NAESP/NASSP] referenced below will assist district administrators with the implementation of this segment of the Plan.

## **Development of Building-Based School Improvement Plans**

School Improvement Plans are developed annually by building-based administrators in collaboration with the faculty. They follow a district-wide format, include standards-based institutional goal setting, implementation objectives, professional development needs and budget narratives and are submitted to the Superintendent and the Board of Education.

**DUE: October 30, or 30 days after employment**

## **Development of Administrative Goals**

Administrative goals (submitted with the SIP) are written to reflect individual needs or specific leadership outcomes. Crafted to improve knowledge, leadership and program management, they are linked to building and district goals and centered on the improvement of student performance.

**A Personal Professional Development Plan** will be aligned with and appended to the goals. This plan should describe systematic, ongoing professional development opportunities that support growth in the goal areas as well as in differentiated evaluation/supervision based on the previous summative rating, data collection and analysis, technology and/or efforts to improve the internal capacity of the school community to engage in effective instruction.

**DUE November 15, or 30 days after employment**

## **Conferences with Superintendent/Supervisor**

Semi-annual conferences with the Superintendent/Supervisor will take place to insure district support and consistent implementation of this evaluation plan.

**FEBRUARY (formative) and JUNE (preliminary summative) and AUGUST (summative).**

## **Conferences with Mentor and/or Colleague Coach**

Ongoing support from members of the administrative team is critical to the implementation of professional goals and an effective **Personal Professional Development Plan**. With the exception of supervisor assigned mentor in the Intensive Assistance phase, every administrator is encouraged to engage a colleague as an informal mentor/coach to provide insight and assistance as needed.

## Reflection, Assessment & Reporting of Growth

A reflective practitioner is one who adapts a critical posture about professional practices and professional issues. A representative list of processes available to encourage professional reflection follows:

- The Reflective Journal
- Reflective Observations
- Data Analysis as Reflective Practice
- Dialogues, Study Groups and Interviews as Reflection Opportunities
- Reflective Analysis of Performance as Self-Assessment

Assessment of goals, objectives and of the professional development programs in which the administrator has been engaged are to be continuously evaluated. Written reports of progress are to be made to the Superintendent at two intervals during each year on the **same** dates as the conferences noted above.

# TRAINING COMPONENT

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Administrators will be trained in the facilitation of the new Connecticut Administrator Evaluation and Support document through a series of workshops and seminars prior to the implementation of this plan. This will be part of the state-required training for administrators in the evaluation of teachers for the Superintendent of Schools and employees employed in positions requiring an intermediate administrator or supervisory certificate.

There will be an orientation session at the beginning of each school year for administrators. The administrator training will include a refresher exercise to ensure proper calibration of the scoring and rating system. Evaluators will be required to demonstrate their ability to calibrate the scoring and rating system in order to be assigned as the primary evaluator for any teacher.

The administrator training will include a review of the evaluation system and timelines as well as the process for developing and writing SLOs and IAGDs. Student performance data and other measures will be reviewed at that time.

# EVALUATION OF THE ADMINISTRATOR EVALUATION AND SUPPORT PLAN

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The **Teacher Evaluation Committee**, which is composed of elementary, middle, and high school teachers, building administrators and a representative of the East Granby Education Association is a standing committee charged with the responsibility of overseeing the implementation and evaluation of the Teacher Evaluation Plan. The committee will meet at least **once yearly** to consider modifications in the approved plan that are brought forward by teachers, administrators, and/or as a result of changes in state statutes or regulations. Every year, *at a minimum*, the plan will be formally evaluated to assure that the plan is meeting its stated purposes, goals, and objectives. Input will be sought, through a structured process, from all personnel being evaluated under the plan. The Teacher Educator Evaluation Committee will be responsible for modifications to the plan to assure that it meets its stated purposes, and the professional growth needs of all certified personnel of the East Granby Public Schools.