

Plymouth Public Schools Teacher Evaluation Model 2015-2016



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TEACHER EVALUATION AND
DEVELOPMENT COMMITTEE
2014-2015

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PURPOSE AND RATIONALE OF THE EVALUATION SYSTEM

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers. To support our teachers, we need to clearly define excellent practice and results; give accurate, useful information about teachers' strengths and development areas; and provide opportunities for growth and recognition. The purpose of the teacher evaluation is to fairly and accurately evaluate teacher performance and to help each teacher strengthen his/her practices to improve student learning.

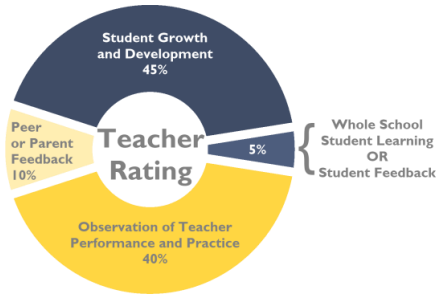
Core Design Principles

The Plymouth Public Schools evaluation model is based on the following principles:

- *Consider multiple, standards-based measures of performance*
- *Promote both professional judgment and consistency*
- *Foster dialogue about student learning*
- *Encourage aligned professional development, coaching and feedback to support teacher growth*

TEACHER EVALUATION AND SUPPORT SYSTEM OVERVIEW

The Plymouth Public Schools 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.



Teacher Practice Related Indicators (50%):

1. **Observation of teacher performance and practice (40%)** as defined by Plymouth Rubric for Effective Teaching
2. **Parent feedback (10%)** on teacher practice through parent surveys

-AND -

Student Outcomes Related Indicators (50%):

- (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 school improvement plans or **student feedback (5%)** through student surveys

Scores from each of the four categories will be combined to produce the following summative performance* ratings:

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

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

Teacher Evaluation Process and Timeline

The annual evaluation process between a teacher and an evaluator 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:

Timeframe:

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 Plymouth teacher effectiveness rubric to draft a parent feedback goal, one student learning objectives (SLO), and a student feedback goal (if required) for the school year. The teacher should 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 and mutually agree upon the teacher’s proposed goals, objectives, and selected indicators up to 3 indicators from the Plymouth Teacher Effectiveness Rubric. 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:

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:

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 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 and Summative Report* – 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.

Complementary Observers

The primary evaluator for most teachers will be the school principal, assistant principal, or central office administrator who will be responsible for the overall evaluation process, including assigning summative ratings. The district may also decide to use complementary observers to assist the primary evaluator. Complementary evaluators must be certified teachers with administrative certification or certified teachers who have demonstrated teaching proficiency through the Plymouth evaluation model. Complementary evaluators *must* be fully trained as evaluators in order to be authorized to serve in this role.

Complementary evaluators may assist primary evaluators by conducting observations, collecting additional evidence, reviewing student learning objectives (SLOs) and providing additional feedback. A complementary evaluator will share his/her feedback with the primary evaluator as it is collected and shared with teachers.

Primary evaluators will have sole responsibility for assigning final summative ratings.

Ensuring Fairness and Accuracy: Evaluator Training and Monitoring

~~All evaluators are required to complete training on the evaluation model to ensure that evaluators are proficient in conducting teacher evaluations. The district will provide training at least 3 trainings per year. During this training, the administrators will develop look fors for each indicator of the Plymouth Teaching Rubric and score videotaped lessons until the team reaches 70% reliability and no scores differ by more than one point. Such reliability will be an indicator of proficiency. In addition, each administrator will participate in one collaboratively scored teacher evaluation and teams must reach consensus on each indicator scored.~~

~~At the request of a district or employee, a third party could review evaluation ratings that include dissimilar ratings in different categories (e.g., include both *exemplary* and *below standard* ratings). In these cases, the third party will determine a final summative rating.~~

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete extensive training on the evaluation model. The district will provide training opportunities and tools throughout the year to support district administrators and evaluators in implementing the model across their schools. The district will adapt and build on these tools to provide comprehensive training and support to their schools and to ensure evaluators are proficient in conducting teacher evaluations.

Professional Growth and Improvement Plans

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. Throughout the process of implementing the Plymouth teacher evaluation model, all teachers will identify their professional learning needs in mutual agreement with their evaluator. The identified needs will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process as well as school-wide professional learning areas.

This model was developed to provide individualized support to all teachers based on professional growth goals and school improvement planning. Plymouth Public Schools will provide opportunities for career development and professional growth for all teachers. Some examples of such opportunities for such teachers may include, but are not limited to: teacher collaboration, data teams, observation of peers, mentoring, instructional coaching, and partnering teachers so that Proficient and Exemplary teachers can support the development of teacher improvement.

As part of this plan, if an observation of a teacher's performance is rated as *developing* or *below standard* at any time during the course of the school year, based on the Plymouth Rubric for Effective Teaching, it signals the need for the administrator to work collaboratively with the teacher to create a more targeted improvement plan. Teachers always have the option to include union representation. A targeted improvement plan for any teacher receiving a below standard or developing rating will include:

- revised professional growth goals and strategies, if needed;
- resources, support and other strategies to be provided to address documented areas for growth;
- a timeline for implementing such resources, support, and strategies, in the course of the same school year as the plan is issued; and
- additional indicators of success for attainment of professional growth goals including a summative rating of Proficient or better at the conclusion of the improvement plan
- additional student data sources to monitor student progress toward SLOs, if needed.

Additional supports offered may be, but are not limited to:

1. Active participation of another administrator mutually selected by the teacher and evaluator
2. Increased formal and/or informal observations
3. Professional visits to other classrooms
4. Peer coaching (may be a teaching colleague, department coordinator, team leader, or grade level coordinator)

Intensive Assistance

If a teacher is not meeting the goals of an updated improvement plan, he or she will receive intensive assistance to ensure his/her performance meets Plymouth's professional standards based on the this model. As part of intensive assistance, the following steps will be taken to ensure that the teacher is aware of the concern that the teacher may fall into the below standard or developing rating at the end of the year.

- A. Written notification by the administrator that the teacher is being considered for intensive assistance.
- B. Collaboration with the teacher and his/her exclusive bargaining representative to determine if they continue to implement their current plan or develop a more rigorous growth plan (meeting the same requirements for improvement plans as listed above).
- C. At the conclusion of this meeting, the teacher will be notified verbally and in writing if he/she is on intensive assistance with a revised improvement plan or is continuing to implement current improvement plan.

Overall teacher effectiveness shall be determined by end-of-year summative ratings (see below).

Definition of Effectiveness and Ineffectiveness

Teachers shall generally be deemed effective if said educator receives summative *Proficient* ratings. A summative *below standard* rating will indicate ineffectiveness. See chart below for guidelines on teacher effectiveness.

Superintendents shall offer a contract to any educator he/she deems effective or progressing toward effective at the end of year.

Effective	Non-Effective
Proficient or Above	Below standard at any time Developing for two sequential years Developing in three non-sequential years

Dispute-Resolution Process

The right of appeal is inherent in the evaluation process and is available to every participant at any point in the evaluation process. The appeal procedure is designed to facilitate the resolution of conflicts generated by the evaluation process. A panel, composed of the superintendent designee, teacher union representation and a mutually agreed upon neutral 3rd person shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback in performance and practices or final summative rating. The right of appeal is

inherent in the evaluation process and is available to every participant at any point in the evaluation process. The appeal procedure is designed to facilitate the resolution of conflicts generated by the evaluation process. ~~Should the process established not result in resolution of a given issue, the determination regarding that issue shall be made by the superintendent whose decision shall be binding.~~ The Appeals Committee members may not work in the same school as the party filing the dispute, and may not include either of the parties involved in the dispute. Resolutions must be topic-specific and timely. The Appeals Committee *must* come to a resolution for the dispute. All steps will be taken to resolve the issue at the appeals committee. Should the process established not result in a unanimous resolution of a given issue, the determination regarding that issue shall be made by the superintendent whose decision is binding.

To initiate an appeal, either party must submit Appeal Worksheet I to the Appeal Committee within 5 school days of the dispute arising. Within three (3) school days of receipt of the appeal, the Appeal Committee will send copies of the appeal to the other party. Using Appeal Worksheet II, the Appeal Committee will schedule a joint meeting of the parties involved within seven (7) school days of the original receipt of the appeal (see Appendix A).

When an appeal is brought to the Appeal Committee, the following will occur:

1. At the hearing, the parties will present their concerns, talking with each other only through the superintendent.
2. At the hearing, when the committee is satisfied that they have sufficient information; they will recess to formulate a resolution.
3. When the Appeal Committee has reached consensus, it will prepare the written resolution on Appeal Worksheet III, which will be delivered to both parties by the committee within three (3) school days.

Appeal Committee Composition and Guidelines

1. The evaluator of the educator initiating the appeal cannot sit on the Appeal Committee to which the person brings his/her appeal.
2. Whenever possible, members of the Appeal Committee should include teachers or administrators who teach or supervise the same grade level(s) or subject area(s) as the person initiating the hearing.
3. Appeal Committee members shall not discuss appeals or appeal hearings with those not on the Appeal Committee.
4. Appeal hearing timelines may be extended by mutual agreement of both parties involved as well as their respective bargaining associations.

CATEGORY #1: TEACHER PERFORMANCE AND PRACTICE

The Plymouth Rubric for Effective Teaching represents the most important skills and knowledge that teachers need to successfully educate each and every one of their students and is aligned with the six domains of CT Common Core of Teaching and includes Common Core State Standards throughout the domains. (Domain 1, Content and Essential Skills is **not** included in the rubric since it is expected to be demonstrated at the pre-service level and is also embedded in the other domains — planning, instruction and assessment.) The rubric will be used to evaluate and provide feedback on teacher performance and practice. Specialized rubrics, using a 4-point scoring scale, will be used for support service specialists, such as social workers and speech pathologists.

Observation Schedule

Non-Tenured Teachers:

~~**Years 1 and 2 — All** at least 3 formal in-class observations, at least two with pre and all with post conferences (at least 2 with pre and post observation forms) plus one review of practice*~~

~~**Years 3 and 4 — If proficient or above** at least 2 formal in-class observations (at least 1 with pre and post observation teacher forms) plus one review of practice* (3 formals if prior year rating is not proficient)~~

~~**Years 3 and 4 — If not proficient** At least 3 formal observations (at least 2 with pre and post observation teacher forms) plus one review of practice*~~

Tenured Teachers:

Proficient or Above (based on prior year's rating)

Tenured teachers who receive and maintain a performance evaluation designation of proficient or exemplary shall be evaluated with a minimum of one formal in-class observation no less frequent than once every three years, and three informal in class observations in all other years, and shall complete one review of practice every year. Teachers with proficient or exemplary designations may receive a formal in class observation or review of practice in a given year if there is a concern about teacher practice.

~~For non-classroom teachers, the above frequency of observations shall apply in the same ways, except that the observations need not be in the classroom (they shall instead be conducted in appropriate settings).~~

~~For 2013-2014 Phase in Teachers: Any teacher who was **not** on intensive assistance last year or the year prior under our former model will be currently classified as proficient.~~

Formal observations—All observations will include a preconference to be held no more than one week prior to the observation. Prior to the preconference, the teacher will complete the pre-observation form. All formal observations will be followed by a post conference that takes place within five school days, but no more than one calendar week, after the observation.

Informal observations—All informal observations will last no longer than 20 minutes. Feedback given to the teacher will be more general and indicate whether or not the evaluator will conduct a follow up formal observation. Each informal observation will lead to verbal and/or written feedback given to the teacher within 5 school days, but no more than one calendar week, after the observation.

Track A – First and second year teachers, teachers in TEAM, teachers rated Developing or Below Standard, experienced teachers who are new to the district, having come from another district or out of state. **All-** at least 3 formal in-class observations, at least two with pre and all with post conferences (at least 2 with pre and post observation forms) plus one review of practice*

Track B
Proficient or Above (based on prior year's rating)

Teachers who receive and maintain a performance evaluation designation of proficient or exemplary shall be evaluated with a minimum of one formal in-class observation no less frequent than once every three years. They will have three informal in-class observations in all other years, and shall complete one review of practice every year.

For non-classroom teachers, the above frequency of observations shall apply in the same ways, except that the observations need not be in the classroom (they shall instead be conducted in appropriate settings).

Track B Observation Schedule

Teacher Group	2014-2015	2015-2016	2016-2017	2017-2018
Track B Group 1	Informal Status at least <u>3 informal</u> in-class observations and 1 review of practice*	Informal Status at least <u>3 informal</u> in-class observations and 1 review of practice*	Formal Status at least <u>1 formal</u> classroom observation and 1 review of practice*	Ongoing rotation
Track B Group 2	Formal status At least <u>1 formal</u> classroom observation and 1 review of practice*	Informal Status at least <u>3 informal</u> in-class observations and 1 review of practice*	Informal status at least <u>3 informal</u> in-class observations and 1 review of practice*	Ongoing rotation
Track B Group 3	Track A	Formal Status At least <u>1 formal</u> classroom observation and 1 review of practice*	Informal Status at least <u>3 informal</u> in-class observations and 1 review of practice*	Ongoing rotation

Not Proficient (based on prior year's rating)

At least 3 formal observations (at least 2 with pre and post observation teacher forms) plus one review of practice

* See next page for definition of review of practice

Observation Pre-Conferences and Post-Conferences

Pre-conferences are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. A pre-conference can be held with a group of teachers, where appropriate (see Appendix B for forms).

Post-conferences provide a forum for reflecting on the observation using the Plymouth Rubric for Effective Teaching and for generating action steps that will lead to the teacher's improvement. A good post-conference:

- begins with an opportunity for the teacher to share his/her self-assessment of the lesson observed;
- cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made, and where future observations may focus;
- involves written and/or verbal feedback from the evaluator; and
- occurs within five days of the informal observation and within 5 days of the formal observation.

Non-Classroom Reviews of Practice

Because teacher evaluation aims to provide teachers with comprehensive feedback on their practice all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers, and attendance records from professional development or school-based activities/events. A mid-year conference with the aforementioned interactions may be considered a review of practice.

Feedback

The goal of feedback is to help teachers grow as educators and become more effective with each and every one of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- specific evidence and ratings, where appropriate, on observed components of the Plymouth Rubric for Effective Teaching;
- prioritized commendations and recommendations for development actions;
- next steps and supports the teacher can pursue to improve his/her practice; and
- a timeframe for follow up.

Teacher Performance and Practice Scoring

Individual Observations

During observations, evaluators should 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 can align the evidence with the appropriate component(s) on the rubric and then make a judgment about which performance level the evidence support. Evidence for ~~every indicator~~ each mutually agreed upon indicator does not need to be collected for every observation.

Summative Observation of Teacher Performance and Practice Rating

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and interactions. Evaluators then analyze the consistency, trends and significance of the evidence to determine a rating for each of the indicators. ~~Some indicators may not be measured.~~ Mutually agreed upon indicators will be measured. The evaluator holistically reviews evidence collected through observations and reviews of practice and uses professional judgment to determine indicator ratings. Some questions to consider while analyzing the evidence include:

- **Consistency:** What rating have I seen relatively uniform, homogenous evidence for throughout the semester/year? 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 overshadows 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?)

Primary evaluators then determine a final teacher performance and practice rating and discuss this rating with the teacher during the End-of-Year Conference. This process can also be followed in advance of the Mid-Year Conference to discuss formative progress related to the Teacher Performance and Practice rating.

CATEGORY #2: PARENT FEEDBACK (10%)

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicator. The process for using parent feedback is as follows:

1. Administration of a Whole-School Parent Survey

Anonymous parent surveys that show evidence of fairness, reliability, validity and usefulness will be conducted every spring at the whole-school level.

2. Determining School-Level Parent Goals

Principals and teachers will review the parent survey results at the beginning of the school year to identify areas of need and set 2-3 general parent engagement goals based on the survey results.

3. Selecting a Parent Engagement Goal and Improvement Targets

After these school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators **one** related parent goal they would like to pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc.

Teachers will also set improvement targets related to the goal they select. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class. Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback category. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are aligned and attainable (see Appendix B for forms).

4. Measuring Progress on Growth Targets

There are two ways a teacher can measure and demonstrate progress on their growth targets. A teacher can (1) measure how successfully they implement a strategy to address an area of need (like the examples in the previous section), and/or (2) they can collect evidence directly from parents to measure parent-level indicators they generate. For example, a teacher could conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

5. Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

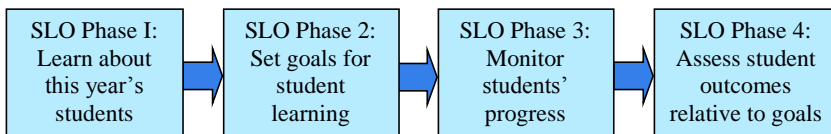
Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

CATEGORY #3: STUDENT GROWTH AND DEVELOPMENT (45%)

Overview of Student Learning Objectives (SLOs)

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account. Student Learning Objectives (SLOs) will be used to measure student growth during the school year.

SLOs are carefully planned, long-term academic goals. They are set at the beginning of the year and describe broad goals for student learning and expected student outcomes within a given interval of instruction. Adjustments or modifications to SLOs/indicators of progress can be discussed during the Mid-Year Check-in Conference. Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Teachers with similar assignments may have identical SLOs although they will be individually accountable for their own students' results.



Phase I: Data Collection

Once teachers know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the teacher is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources teachers can tap to understand both individual student and group strengths and challenges.

Phase 2: SLO and Indicator of Progress Setting/ Student Growth Component –

Each teacher, through mutual agreement with his/her evaluator, will select 1 SLO for student growth with multiple indicators of progress. For any teacher whose primary responsibility is not the direct instruction of students, the mutually agreed upon SLO and indicators shall be based on the role of the teacher.

Teachers should develop at least two indicators of progress for the SLO using multiple assessments, including at least one standardized (if available) and one non-standardized.

22.5% of the SLO score will be made up of a standardized test score if there are interim assessments for such test; such interim assessments shall be included in the 22.5% for those teaching the tested grades and subjects. This ensures that the SLO shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time. In the Plymouth Public Schools, Smarter-Balanced summative test scores will not be used prior to 2016-2017 without evidence of validity and reliability so long as it is not required by the PEAC guidelines. Those without an available standardized indicator will select, through mutual agreement, an additional non-standardized indicator.

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For the other half (22.5%) of SLO score, there may be: a. A maximum of one additional standardized indicator, and b. A minimum of one non-standardized indicator.

All indicators will also be mutually agreed upon. ~~When selecting multiple indicators used to gauge attainment of goals/objectives, teachers and their evaluators shall agree on a balance in the weighting of standardized and non-standardized indicators.~~

Standardized Indicators	Non-standardized Indicators
<p>Characterized by the following attributes:</p> <ul style="list-style-type: none"> • Administered and scored in a consistent – or “standard” – manner; • Aligned to a set of academic or performance “standards;” • Broadly administered (e.g. nation-or statewide); • Commercially produced; • Often administered only once a year. <p>Examples:</p> <ul style="list-style-type: none"> • AP exams • Science CMT or CAPT • DRA (administered more than once a year); • DIBELS (administered more than once a year); • Trade certification exams; • Standardized vocational ED exams; • Curriculum based assessments taken from 	<p>Examples:</p> <ul style="list-style-type: none"> • Performances rated against a rubric (such as: music performance, dance performance); • Performance assessments or tasks rated against a rubric (such as: constructed projects, student oral work, and other written work); • Portfolios of student work rated against a rubric; • Curriculum-based assessments, including those constructed by a teacher or team of teachers; • Periodic assessments that document student growth over time (such as: formative assessments, diagnostic assessments, district benchmark assessments); • Other indicators (such as: teacher developed tests, student written work,

banks of state-wide or assessment • consortium assessment item banks.	constructed project).
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Within the process, the following are descriptions of selecting indicators of progress. These terms are defined as follows:

1. Fair to students – The indicator of academic growth and development is used in such a way as to provide students an opportunity to show that they have met or are making progress in meeting the learning objective. The use of the indicator of academic growth and development is as free as possible from bias and stereotype.
2. Fair to teachers – The use of an indicator of academic growth and development is fair when a teacher has the professional resources and opportunity to show that his/her students have made growth and when the indicator is appropriate to the teacher’s content, assignment and class composition.
3. Reliable – Use of the indicator is consistent among those using the indicators and over time.
4. Valid – The indicator measures what it is intended to measure.
5. Useful – The indicator may be used to provide the teacher with the meaningful feedback about student knowledge, skills, perspective and classroom experience that may be used to enhance student learning and provide opportunities for teacher professional growth and development.

Four Steps in Creating an SLO

Step 1: Decide on the Student Learning Objectives (SLOs)

SLOs are carefully planned, long-term academic goals. They are set at the beginning of the year and describe broad goals for student learning and expected student outcomes within a given interval of instruction. Adjustments or modifications to SLOs can be discussed during the Mid-Year Check-in Conference. Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Teachers with similar assignments may have identical SLOs although they will be individually accountable for their own students’ results.

SLOs should each address a central purpose of the teacher’s assignment and it should pertain to a mutually-agreed upon cross-section of his/her students. The SLO should reflect high expectations for student learning - at least a year’s worth of growth (or a semester’s worth for shorter courses) – and should be aligned to relevant state, national (e.g., common core), or district standards for the grade level or course. Depending on the teacher’s assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes). All evidence will be examined holistically to determine student growth over time.

The following are examples of SLOs based on student data:

Teacher Category	Student Learning Objective
8th Grade Science	My students (representative sample) will master critical concepts of science inquiry.
High School Visual Arts	All of my students chosen (representative sample) will demonstrate proficiency in applying the five principles of drawing.

Step 2: Select Indicators of Student Progress

An **Indicator of Student Progress** is the specific evidence, with quantitative targets, that will demonstrate whether the objective was met. They are unique to the teacher's particular students; teachers with similar assignments may use the same evidence for their SLOs, but it is unlikely they would have identical indicators of student progress. For example, all 2nd grade teachers in a district might set the same SLO and use the same reading assessment to measure their SLOs, but individualized goals would likely vary among 2nd grade teachers. Additionally, individual teachers may establish multiple differentiated targets for students achieving at various performance levels. *Taken together, an SLO and indicators of student progress provide the evidence that the objective was met.*

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing students or ELL students.

Taken together, an SLO's indicators, if achieved, would provide evidence that the objective was met. Here are some examples of indicators that might be applied to the previous SLO examples:

Sample SLO- INDICATOR OF STUDENT PROGRESS(s)

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development (<i>at least one is required</i>)
8th Grade Science	My students (representative sample) will master critical concepts of science inquiry.	1. My students will design an experiment that incorporates the key principles of science inquiry. 90% of my representative sample will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry.
High School Visual Arts	My students (representative sample) will demonstrate proficiency in applying the five principles of drawing.	1. 85% of students from my representative sample will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts teachers in our district.

Step 3: Provide Additional Information

During the goal-setting process, teachers and evaluators will document the following:

- the rationale for the objective, including relevant standards;
- any important technical information about the indicator evidence (like timing or scoring plans);
- the baseline data that was used to set each INDICATOR OF STUDENT PROGRESS;
- interim assessments the teacher plans to use to gauge students’ progress toward the SLO during the school year (optional); and
- any training or support the teacher thinks would help improve the likelihood of meeting the SLO (optional).

Step 4: Submit SLOs to Evaluator for Approval

SLOs are proposals until the evaluator approves them. While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO proposals (see Appendix B for forms).

The evaluator will examine the SLO relative to three criteria described below. The SLO must meet all three criteria to be approved.

SLO Approval Criteria

Priority of Content	Quality of Indicators	Rigor of Objective/Indicators
Objective is deeply relevant to teacher’s assignment and addresses a representative sample proportion of his/her students.	Indicators provide specific, measurable evidence. The indicators provide evidence about students’ progress over the school year or semester during which they are with the teacher.	Objective and indicator(s) are attainable but ambitious and taken together, represent at least a year’s worth of growth for students (or appropriate growth for a shorter interval of instruction).

Phase 3: Monitor Student Progress

Once SLOs are approved, teachers should monitor students’ progress towards the objectives. They can, for example, examine student work products, administer interim assessments and track students’ accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress.

If a teacher’s assignment changes or if his/her student population shifts significantly, the SLO can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

Phase 4: Assess Student Outcomes

At the end of the school year, the teacher should collect the evidence required by their indicators and submit it to their evaluator. Along with the evidence, teachers will reflect on the SLO outcomes by briefly responding to a set of questions. (see Appendix B)

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

Exceeded (4)	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
Met (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
Partially Met (2)	Many students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
Did Not Meet (1)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

For the SLO, the evaluator will look at results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically. The SLO rating will be shared and discussed with teachers during the End-of-Year Conference.

Category #4: Whole-School Student Learning Indicator and/or Student Feedback (5%)

Elementary Schools: Whole-School Student Learning Indicator

~~This will be based on a school-created whole-school indicator based on the school improvement plan.~~ A teacher's indicator ratings shall be represented by the aggregate rating for multiple student learning indicators established for the administrator's evaluation rating.

Secondary Schools:

Schools will use feedback from students, collected through whole-school or teacher-level surveys, to comprise this category of a teacher's evaluation rating. All surveys will be anonymous and demonstrate fairness, reliability, validity, and usefulness.

Research, including the Gates Foundation's *Measures of Effective Teaching* study, has shown that student surveys can be valid and reliable indicators of teacher performance and that student feedback about a teacher is correlated with student performance in that class. Additionally, student surveys provide teachers with actionable information they can use to improve their practice – feedback that teachers would not necessarily receive elsewhere in the evaluation process.

Notes: 1. Special education students who would not be able to respond to the survey, even with accommodations, should not be surveyed. 2. Surveys should not be used to evaluate a teacher if fewer than 15 students would be surveyed or if fewer than 13 students ultimately complete the survey.

When student surveys are not appropriate for a particular teacher, the 5% should be absorbed into the SLO rating.

Survey Administration

Student surveys must be administered in a way that allows students to feel comfortable providing feedback without fear of retribution. Surveys should be confidential, and survey responses must not be tied to students' names.

Fall Baseline and Feedback Survey

~~Teachers will conduct two student feedback surveys each year. The first, administered in the fall or spring of previous school year, should be used as a baseline for that year's targets. The second, administered in the spring, will be used to calculate the teacher's summative rating and provide valuable feedback that will help teachers achieve their goals and grow professionally. Fall surveys rather than spring surveys from the previous year are encouraged as teachers will be able to set better goals because the same group of students will be completing both the baseline survey and the final survey.~~

Establishing Goals

Teachers and their evaluators should use their judgment in setting goals for the student feedback category. In setting a goal, a teacher must decide what he/she wants the goal to focus on. A goal will usually refer to a specific survey question (e.g., "My teacher makes lessons interesting.").

Commented [t1]: Clarified language since we do fall surveys

However, some survey instruments group questions into categories or topics, such as “Classroom Control” or “Communicating Course Content,” and a goal may also refer to a category rather than an individual question (see Appendix B for forms).

Teachers will measure performance in terms of the percentage of students who responded favorably to the question. For example a performance on a goal would be measured as the percentage of students who responded “Agree” or “Strongly Agree” to the corresponding question. A teacher must set a numeric performance target based on growth or on maintaining performance that is already high. Since growth becomes harder as performance increases, if current performance exceeds 70% of students responding favorably to a question, it is recommended that teachers set maintenance of high performance targets (rather than growth targets).

Finally, where feasible, a teacher may optionally decide to focus a goal on a particular subgroup of students. (Surveys may ask students for demographic information, such as grade level, gender and race.) For example, if a teacher’s fall survey shows that boys give much lower scores than girls in response to the survey question “My teacher cares about me,” the teacher might set a growth goal for how the teacher’s male students respond to that question.

The following are examples of effective goals:

- The percentage of students who “Agree” or “Strongly Agree” with “My teacher believes I can do well” will increase from 50% to 60%.
- The percentage of students who “Agree” or “Strongly Agree” with “My teacher makes what we’re learning interesting” will remain at 75%.

Arriving at a Student Feedback Summative Rating:

In most cases, summative ratings should reflect the degree to which a teacher makes growth on feedback measures, using data from the prior school year or the fall of the current year as a baseline for setting growth targets. For teachers with high ratings already, summative ratings should reflect the degree to which ratings remain high.

This is accomplished in the following steps, undertaken by the teacher being evaluated through mutual agreement with the evaluator:

1. Review survey results from prior period (previous school year or fall survey).
2. Set **one** measurable goal for growth or performance (see above).
3. Later in the school year, administer surveys to students.
4. Aggregate data and determine whether the teacher achieved the goal.
5. Assign a summative rating, using the following scale to be discussed and finalized with their evaluator during the End-of-Year Conference.

Exemplary	Proficient/Accomplished	Developing	Below Standard
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

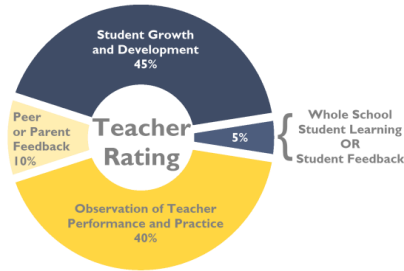
Option 3: Whole-School Student Learning Indicator and Student Feedback

As previously mentioned, districts can use whole-school student learning indicators for certain teachers and feedback from students for others depending on grade level.

SUMMATIVE TEACHER EVALUATION SCORING

Summative Scoring

The individual summative teacher evaluation rating will be based on the four categories of performance.



Simply multiply each category by the weights.
For example:

	Score	Weight	Total
SLO	3	.45	1.35
Whole School Learning or Student Feedback	2	.05	.1
Observation of Teacher Practice	3	.40	1.2
Parent Feedback	4	.10	.4
Total			3.15
Rating			Proficient

The points are translated to a rating using the rating table below.

Teacher Summative Points	Teacher Summative Rating
1-1.49	Below Standard (1)
1.5- 2.49	Developing (2)
2.5 – 3.49	Proficient (3)
3.5 – 4.0	Exemplary (4)

Adjustment of Summative Rating: Summative ratings must be completed for all teachers by June 30 of a given school year. If state standardized test data is used, 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 is available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year.

DATA MANAGEMENT GUIDANCE

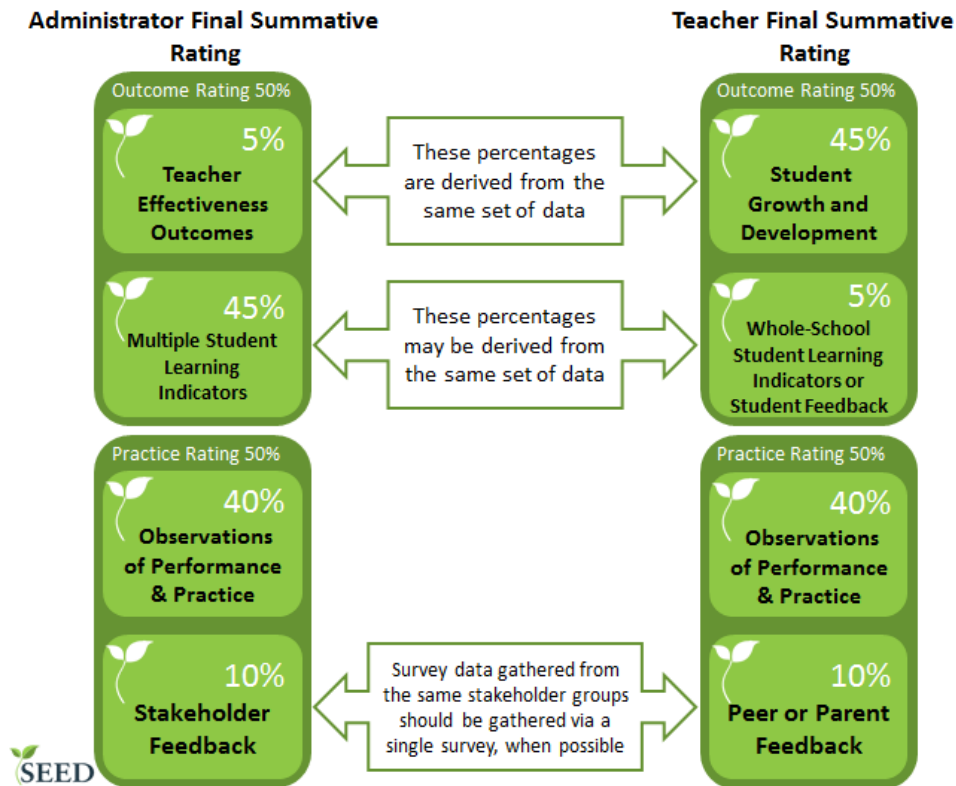
On or before September 15, 2014 and each year thereafter, the professional development and evaluation Committee shall review and report to the board of education the user experience and efficiency of the district's data management systems/platforms being used by teachers and administrators to manage evaluation plans.

Data Management will:

1. Limit entry only to artifacts, information and data that is specifically identified in a teacher or administrator's evaluation plan as an indicator to be used for evaluating such educators, and to optional artifacts as mutually agreed upon by teacher/administrator and evaluator;
2. Streamline educator evaluation data collection and reporting by teachers and administrators;
3. Prohibit the State Department of Education from accessing identifiable student data in the educator evaluation data management systems/platforms, except as needed to conduct the audits managed by C.G.S. 10-151b© and 10-151i, and ensure that third-party organizations keep all identifiable student data confidential;
4. Prohibit the sharing or transference of individual teacher data from one district to another or to any other entity without the teacher or administrator's consent, as prohibited by law;
5. Limit the access of teacher or administrator data to only the primary evaluator, superintendent or his/her designee, and to other designated professionals directly involved with evaluation and professional development processes. Consistent with Connecticut General Statutes, this provision does not affect the State Department of Education's data collection authority;
6. Include a process for logging the names of authorized individuals who access a teacher or administrator's evaluation information.

ALIGNMENT TO ADMINISTRATOR EVALUATION

The Plymouth Public Schools recognize that student learning is a shared responsibility between teachers, administrators and district leaders. The following graphic illustrates the areas of common accountability that connect teacher and administrator evaluation.



Appendix A – Appeals Process Worksheets

APPEALS PROCESS WORKSHEET #I

EDUCATOR EVALUATION APPEALS PROCESS
DESCRIPTION OF DISPUTE

Educator Names: _____

Assignment: _____ Building: _____

Date: _____

A conflict exists between _____ and _____
With regard to the following issue(s):

(Please cite specific area, section, process, or procedure with the evaluation program that is under appeal. Please be as explicit as possible.)

(Signature of Appeal Initiator)

(Date)

(Signature of Appeal Committee)

(Date received)

APPEALS PROCESS WORKSHEET #II

EDUCATOR EVALUATION APPEALS PROCESS
NOTIFICATION OF APPEAL HEARING

To: _____

From: _____, Appeal Hearing committee

Date: _____

Re: Appeal - Procedure

This will acknowledge receipt of the Description of Dispute.

The Committee chosen to hear this appeal is:

1. _____
2. _____
3. _____

The hearing of the appeal is scheduled as follows:

Day: _____

Date: _____ Time: _____

Location: _____ Room#: _____

APPEALS PROCESS WORKSHEET #III
EDUCATOR EVALUATION APPEALS PROCESS
NOTIFICATION OF RESOLUTION

To: _____

(Disputants in Appeal Process)

From: _____

(Appeal Committee)

Date: _____

In response to your appeal of _____, regarding _____

the following resolution has been formulated:

Appendix B – Goal Setting, Conferencing, and Lesson Planning and Reflection Forms

Parent Feedback Form

Directions: Create 1 goal based on school-wide goal from parent survey data.

Section A: SMART Goal Setting

SMART = Specific, Measurable, Attainable, Relevant, Time Specific

1. What is your SMART goal based upon the school-wide parent goals?
2. How will you achieve this goal? What learning supports do you need to achieve this goal?
3. How will you gauge your progress toward this goal?

Section B: Mid-Year Reflection

1. What evidence is there that you are on track toward achieving this goal?
2. Do you need to adjust your action plan? If so, how so?

Section C: End-of-Year Reflection

1. To what degree did you meet your goal? Describe results and bring evidence to end-of-year conference.
2. What have you learned and how will you use that going forward?

**Student Learning Objective (SLO) and
Indicators of Academic Growth and Development (INDICATOR OF STUDENT PROGRESS)
Form (Teacher)**

SECTION A: GOAL SETTING

1. Student Learning Objective: What will you teach in the SLO? What is the expectation for student improvement related to school improvement goals?

2. Standards and Learning Content: What are the CCSS and CT state standards connected to the learning content?

3. Baseline Data: What data were reviewed for this SLO? How does the data support the SLO?

4. SMART Goal/Indicators of Progress

What are the quantitative targets that will demonstrate achievement of the SLO?

5. Student Population: Who are you going to include in this objective? Why is this target group/student selected?

6. Instructional Strategies What methods will you use to accomplish this SLO? How will progress be monitored? What professional learning/supports do you need to achieve this SLO?

SECTION B: MID-YEAR REFLECTION

1. What evidence is there that students are on track toward achieving this goal?

2. Do you need to adjust your action plan? If so, why? For example, are there significant changes in the make-up of your students that will affect your SLO?

SECTION C: END-OF-YEAR REFLECTION

1. To what degree did students meet the SLO target outcome? Describe results and attach evidence.

2. What have you learned and how will you use that going forward?

Student Feedback Goal (Secondary Teachers Only)

Directions: For secondary level only – create 1 goal based on fall (recommended) or previous spring student surveys.

Section A: SMART Goal Setting

SMART = Specific, Measurable, Attainable, Relevant, Time Specific

1. What is your SMART goal based upon the school-wide parent goals?
2. How will you achieve this goal? What learning supports do you need to achieve this goal?
3. How will you gauge your progress toward this goal?

SECTION B: MID-YEAR REFLECTION

1. What evidence is there that you are on track toward achieving this goal?
2. Do you need to adjust your action plan? If so, how so?

SECTION C: END-OF-YEAR REFLECTION

1. To what degree did you meet your goal? Describe results and bring evidence to end-of-year conference.
2. What have you learned and how will you use that going forward?

Conferencing Form (Evaluator)

SECTION A: GOAL SETTING CONFERENCE		
	Yes	No
Quality of SLOs and SMART Goals: <ul style="list-style-type: none">• Are they SMART: Specific, Measurable, Attainable, but Ambitious, Relevant, Time Specific?• Does the SLO address a representative sampling of students?		
Discussion/Artifact Review Notes: What are the mutually agreed upon indicators that you will focus on during observations? (May change throughout the course of the year based on feedback.)		

SECTION B: MID-YEAR CONFERENCE
Discussion/Artifact Review Notes:

SECTION C: END OF YEAR CONFERENCE
Discussion/Artifact Review Notes:

Plymouth Public Schools
Gradual Release Lesson Plan Template

Teacher:
School Year:

Note: This template can be used for an individual lesson. While a lesson may encompass all 4 steps of the GRR Framework, these steps do not have to occur in order, nor do all components of the GRR need to occur within a single lesson. A given lesson may start with any phase of the instructional framework. For example, a lesson may start with an “I do” such as a do now or pre-test to gather information. Another lesson may begin with an inquiry-based collaborative challenge to hook students. (*Better Learning Through Structured Teacher, Fisher and Frey (F&F), page 123*).

If your lesson does not follow the order of the template, just indicate the order by numbering your steps or re-ordering the boxes by cutting and pasting. (*See sample in teacher Evaluation folder*)

Topic:
CT Standards Addressed: Lesson Objective(s) or I Can Statement(s):
Purpose(s) - Content, Language, Social (F&F pp. 24-26)
Essential Questions (Unit and/or Lesson):
Materials:

ASSESSMENT

(Fisher and Frey pp. 36-37, 62-65, 94-95, 118-121, 126-127)

<p>What data have you used prior to this lesson to target instruction and differentiate? (Observational or Formal):</p>	<p>How will you check for understanding during the lesson? How will you differentiate to meet students' needs?</p>
<p>How will you check for understanding after the lesson? What are the DOK levels of the assessment tasks?</p>	<p>What student misconceptions do you anticipate?</p>

Questions to consider are listed to guide your planning. (Not all need to be addressed)

<p>Questions to consider:</p> <p>How will you...</p> <ul style="list-style-type: none"> • Make lesson purposes clear to your students? • Connect to prior learning? • Ensure relevance and interest in the content? • Model and demonstrate? • Notice what students are learning and still need to learn? • Provide multiple explanations for new concepts? • Allow for student interaction? 	<p style="text-align: center;"><u>Focused Instruction - “I Do It”</u></p> <p style="text-align: center;"><i>(Fisher and Frey, pp. 19-38)</i></p>
---	---

<p>Questions to consider:</p> <p>How will you...</p> <ul style="list-style-type: none"> • Know that each student thought through and formulated a response to questions? • Prompt and cue as needed? • Allow students a variety of methods and modalities in which to respond? • Assist students in processing information? 	<p style="text-align: center;"><u>Guided Instruction - “We Do It”</u></p> <p style="text-align: center;"><i>(Fisher and Frey, pp. 39-65)</i></p>
---	---

Questions to consider:

How will you...

- Determine the complexity of the task?
- Provide students with hands-on experiences and practice?
- Determine grouping (pairs, groups) for this activity?
- Ensure that students have sufficient language support to be successful in collaborative tasks?
- Hold students accountable for their learning?

Collaborative Learning - “You Do It Together”

(Fisher and Frey, pp. 66-95)

Questions to consider:

How will you...

- Intervene with students who are not ready to move on?
- Assess at the close of the lesson to determine who has mastered the content and who needs further assistance?
- Extend the lesson for those who are ready to move on?
- Support students in connecting concepts to future lessons and in exploring real-life applications?
- Provide opportunities for students to self-assess?
- Offer opportunities for students to extend their learning?
- Endorse independent learning or more in depth study of content by students?

Independent Learning - “You Do It Alone”

(Fisher and Frey, pp. 96-122)

Is there anything else you want your evaluator to know before the lesson (e.g. specific behavioral expectations or routines, challenges, make up of class, etc.)?

Teachers Should Reference the Teacher Evaluation Rubric Prior to Finalizing Lesson

Lesson Plan Template Adapted from: Better Learning, Fisher and Frey, 2014

Post-Observation Reflection

Teacher _____ School _____

Date _____

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

1. As you think about your lesson and how it progressed, to what extent did students achieve the learning outcomes you intended? Which of your instructional strategies were most effective in helping students learn? What evidence from student work or assessment do you have that provides you with sufficient information about student learning/progress towards the learning outcome? (Bring student work or assessments from the lesson to the Post-Observation Conference.)
2. If you made changes or adjustments during your lesson, what were they, and what led you to make them?
3. **Briefly** describe how you differentiated instruction and the performance of the students for whom the instruction was differentiated?
4. If you were to teach this lesson again, would you do anything differently? Why or why not?

Plymouth Public Schools Administrator Evaluation Model 2015-2016



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Purpose and Rationale

A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness. The Plymouth Public Schools administrator evaluation and support model defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in his/her community. This model applies to all administrators holding an 092 endorsement.

Administrator Evaluation and Support Framework Overview

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of administrator performance. All administrators will be evaluated on four components, grouped into two major categories: Leadership Practice and Student Outcomes.

Leadership Practice Related Indicators: An evaluation of the core leadership practices and skills that positively affect student learning. This category is comprised of two components:

- a) **Observation of Leadership Performance and Practice (40%)** as defined the Plymouth Leadership Rubric based on the CT SEED Leader Evaluation Rubric.
- b) **Stakeholder Feedback (10%)** on leadership practice through surveys.

Student Outcomes Related Indicators: An evaluation of an administrator's contribution to student academic progress, at the school, district and/or classroom level. This category is comprised of two components:

- a) **Student Learning Objectives (SLOs) (45%)** assessed by performance and growth on two SLOs with multiple indicators of progress, aligned to district and school goals, one of which must be from student outcomes in Literacy or Math. The other may be from other types of student indicators, such as college and career readiness.
- b) **Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs)

Scores from each of the four components 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

A proficient rating represents fully satisfactory performance, and it is the rigorous standard expected of most experienced administrators.

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

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

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

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

Ensuring Fairness and Accuracy: Evaluator Training

All evaluators of administrators will possess CT state [administrator \(092\)](#) or Superintendent Certification (093) and will have attended a CT state training on conducting effective evaluations and providing high quality feedback. In addition, the Superintendent will work with the administrative team to create look fors for each indicator so that there is a common understanding of the CT Leadership Practices. Evaluators of administrators will receive on-going training focused on the administrator evaluation system through participation in district, state and/or RESC training in order to develop proficiency in conducting effective observations and in providing high-frequency feedback

Commented [t1]:

Process and Timeline

The evaluation process begins with a self-assessment, collaborative goal-setting, and planning for the school year. The cycle continues with a mid-year self-assessment and formative review followed by continued implementation, then an end of year self-assessment and review. Evidence from the summative evaluation and self-assessment become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the subsequent year.

The Superintendent, in conjunction with the administrative team, will determine when the cycle starts. For example, the self-assessment process may start in the spring in order for goal-setting and plan development to take place prior to the start of the next school year or it may begin at the start of the school year.

Figure 1: Sample timeframe:



* Summative assessment to be finalized in August if needed

Step 1: Orientation and Context-Setting

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

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

Step 2: Goal-Setting and Plan Development

At the start of the school year, administrators identify two Student Learning Objectives (SLOs) and one survey target, drawing on available data, district priorities, their school improvement plan and prior evaluation results (where applicable). They also determine two areas of focus for their practice that will help them in attaining their SLOs and survey target creating a logical through-line from practice to outcomes. Goals and strategies should be developed and shared during administrative collaboration time so that all goals are aligned for district coherence and shared accountability.

Next, the administrator and the evaluator meet to review the goals and practice focus areas and evaluation and support plan. This is an opportunity to discuss the administrator's choices and the appropriate resources and professional learning needs to support the administrator in accomplishing his/her goals.

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 dispute resolution process outlined on page 13 should be followed](#). The following completed form represents a sample evaluation and support plan.

Commented [t2]: Mimicks teacher plan

DOES THE DISTRICT HAVE A GOOD EVALUATION PLAN?

Here are some questions to consider in assessing whether an administrator's evaluation and support plan is likely to drive continuous improvement:

1. Are the goals clear and measurable so that an evaluator will know whether the administrator has achieved them?
2. Can the evaluator see a through line from district priorities to the school improvement plan to the evaluation and support plan?
3. Do the practice focus areas address growth needs for the administrator? Is at least one of the focus areas addressing instructional leadership?

Sample Evaluation and Support Plan

Administrator's Name _____

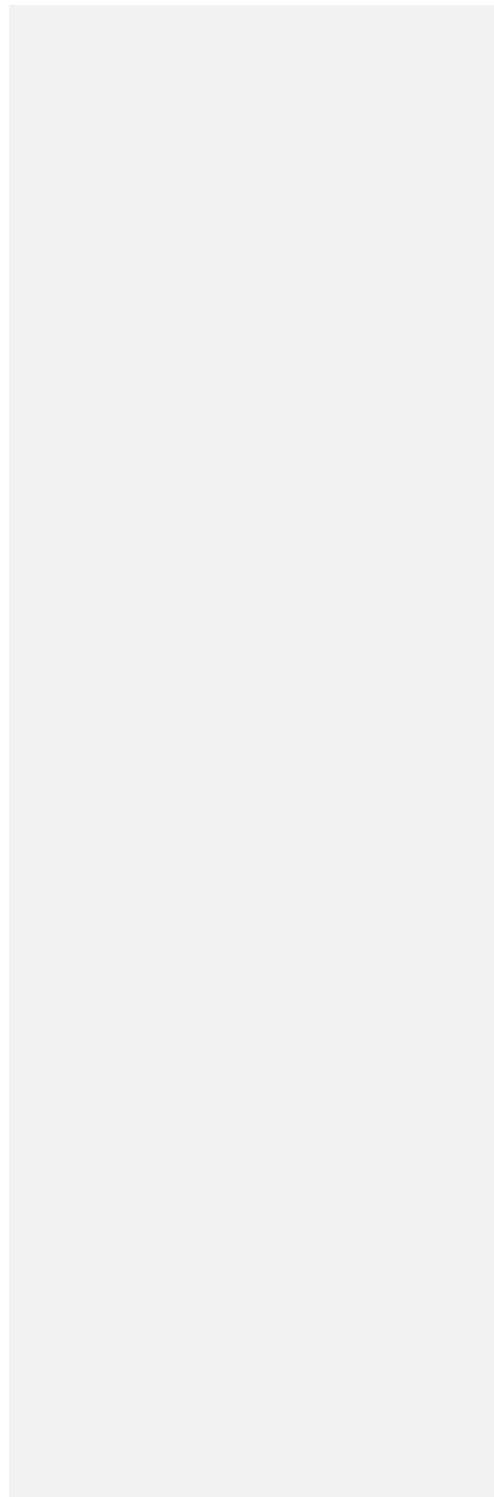
Evaluator's Name _____

School _____

Baseline Data	Outcome Goals 2 SLOs with Indicators of Progress and 1 Survey	Leadership Practice Focus Areas	Strategies	Additional Skills, Knowledge and Support Needed
<p>Cohort Graduation Rate is 65th and the extended graduation rate is 70th.</p>	<p>SLO 1: Increase the # of student graduating with a high school diploma</p> <p>Indicator 1: Increase whole school cohort graduation rate by 2nd and the extended graduation rate by 3rd.</p> <p>Indicator 2: Increase cohort graduation rate for F/R students by 10%</p> <p>Indicator 3: 80th of students will complete 9th grade with 12 credits.</p>	<p>Focus Area 1: Use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress, close achievement gaps and communicate progress. (PE: 2, E: C)</p>	<p>Develop Support Service SLOs to address intervention needs and strategies.</p> <p>Increase Tier 2 support services</p> <p>Ensure that school counselors meet with any student who fail quarter 1 and survey students to determine why they are struggling.</p>	<p>Support needed in reaching out to the F/R student population and families to increase awareness of the graduation requirements and benefits.</p>
<p>70% of grade 9 students score an 80 or higher on Algebra I final exams</p> <p>20% of students fail Algebra I in 9th grade</p> <p>80% on 9th graders complete Algebra I</p>	<p>SLO 2: To increase the # of students finishing grade 9 with credit in Algebra I</p> <p>Indicator 1: 90% of 9th graders will complete Algebra I</p> <p>Indicator 2: 80% of grade 9 students will score an 80 or higher on the Algebra I exam</p>	<p>Focus Area 2: Improve instruction for the diverse needs of all students; and collaboratively monitor and adjust curriculum and instruction. (PE: 2, E: B)</p>	<p>Create SLOs with Math teachers aligned to school-wide goal of increasing the # of students who finish grade 9 with Algebra I</p> <p>Create intervention labs for any grade student who does not meet 50% norm on NWEA math test</p> <p>Create flex period for students to get extra help during the school day.</p>	<p>Work with school counselors to ensure students are enrolled in credit earning courses in 9th and 10th grades and that deficient students are contacted re: summer remedial offerings.</p>

<p>75% of students report that teachers present material in a way that is easy for them to understand and learn from.</p>	<p>Stakeholder Feedback Goal: 90% of students will report that teachers present material in a way that makes it easy for them to understand and learn.</p>		<p>Visit at least 5 classrooms per week and conduct informal conferences with teachers to enhance instructional practices.</p>	
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Step 3: Plan Implementation and Evidence Collection

As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. School visits should be frequent, purposeful and adequate for sustaining a professional conversation about an administrator's practice. Visits to the school leader's work site will provide invaluable insight into the school leader's performance and offer opportunities for ongoing feedback and dialogue. School visits must include:

- Two observations for each administrator.
- ~~Four-Four~~ observations for any administrator new to the district (1st year) or who has received ratings of *developing* or *below standard*.

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The first visit should take place near the beginning of the school year to ground the evaluator in the school context and the administrator's evaluation and support plan. Subsequent visits might be planned at two-to three-month intervals.

Building on the sample evaluation and support plan on page 7, this administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to his or her focus areas and goals:

- Data systems and reports for student information
- Artifacts of data analysis and plans for response
- Observations of teacher team meetings
- Observations of administrative/leadership team meetings
- Observations of classrooms where the administrator is present
- Communications to parents and community
- Conversations with staff
- Conversations with students
- Conversations with families
- Presentations at Board of Education meetings, community resource centers, parent groups etc.

4: Mid-Year Formative Review

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

- The administrator analyzes available student achievement data and considers progress toward outcome goals.
- The administrator self- assesses his/her practice on the Leadership Rubric with an emphasis on his/her focus areas
- The evaluator reviews observation and feedback forms to identify key themes for discussion.

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

Step 5: Summative Review and Rating

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

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

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

~~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, here are rules of thumb to use in arriving 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 outcomes 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.~~

Commented [t3]: Deleted since there is not state standardized test data therefore all data is available

Support and Development

Using Evaluation for Professional Learning

Supporting administrators to reach proficiency is at the very heart of this evaluation model. Evaluation alone cannot hope to improve leadership practice, teacher effectiveness and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move administrators along the path to exemplary practice.

The Plymouth Public Schools will provide opportunities for career development and professional growth for all administrators based on individual or group needs that are identified through the evaluation process. Administrators will self-assess themselves using the Plymouth Leadership Rubric three times per year and during conferences the Superintendent and administrator will work collaboratively to determine individualized needs and supports. The Superintendent will also use results from the different evaluation components (observations of leadership practice, stakeholder feedback, and student learning results) to determine areas in which the individual or the entire administrative team needs professional development and provide support. Some examples of such opportunities may include, but are not limited to: on and off-site professional development workshops, on-site coaching, administrative collaboration, observation of peers, book groups, and mentoring from Proficient or Exemplary administrators.

Points for District Consideration:

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate and create support systems for professional learning.

– Learning Forward, 2014

<http://learningforward.org/standards/leadership#.Uxn-fD9dXuQ>

- **Develop Capacity for Learning and Leading-** Systems that recognize and advance shared leadership promote leaders from all levels of the organization. Leaders work collaboratively with others to create a vision for academic success and set clear goals for student achievement based on educator and student learning data.
- **Advocate for Professional Learning-** As advocates of professional learning, leaders make their own career-long learning visible to others. They participate in professional learning within and beyond their own work environment. Leaders consume information in multiple fields to enhance their practice.
- **Create Support Systems and Structures-** Skillful leaders establish organizational systems and structures that support effective professional learning and ongoing continuous improvement. They equitably distribute resources to accomplish individual, team, school and school system goals through blended learning structures and promoting teacher collaboration and professional development through social media and other technological tools.

Improvement and Remediation Plans

If an administrator's performance is in danger of being rated as *developing* or *below standard* at any time during the course of the school year, based on the Plymouth Leadership Rubric, it signals the need for the administrator to work collaboratively with the Superintendent to create a more targeted improvement plan. Administrators always have the option to include union representation. A targeted improvement plan for any administrator receiving a below standard or developing rating should include:

- Clearly identified targeted support, which may include specialized professional development, collegial assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the improvement outcomes.
- Clearly delineated expected outcomes linked to specific indicators and domains within the observation of practice framework/rubric that specify exactly what the administrator must demonstrate at the conclusion of the Improvement and Remediation Plan in order to be considered "proficient."
- A timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is developed.
- Indicators of success, including a rating of proficient or better at the conclusion of the improvement and remediation plan.

Intensive Assistance

If an administrator is not meeting the goals of an updated improvement plan, he or she will receive intensive assistance to ensure his/her performance meets Plymouth's professional standards based on the this model. As part of intensive assistance, the following steps will be taken to ensure that the administrator is aware of the concern that he/she may fall into the below standard or developing rating at the end of the year.

- A. Written notification by the superintendent that the administrator is being considered for intensive assistance.
- B. Collaboration with the administrator and his/her exclusive bargaining representative to determine if they continue to implement their current plan or develop a more rigorous growth plan (meeting the same requirements for improvement plans as listed above).
- C. At the conclusion of this meeting, the teacher will be notified verbally and in writing if he/she is on intensive assistance with a revised improvement plan or is continuing to implement current improvement plan.

Overall administrator effectiveness shall be determined by end-of-year summative ratings (see below).

Definition of Effectiveness and Ineffectiveness

Administrators shall generally be deemed effective if he/she receives summative *Proficient* ratings. A summative *below standard* rating will indicate ineffectiveness. See chart below for guidelines on teacher effectiveness.

Superintendents shall offer a contract to any educator he/she deems effective or progressing toward effective at the end of year.

Effective	Non-Effective
Proficient or Above	Below standard at any time Developing for two sequential years Developing in three non-sequential years

Dispute-Resolution Process

The right of appeal is inherent in the evaluation process and is available to every participant at any point in the evaluation process. The appeal procedure is designed to facilitate the resolution of conflicts generated by the evaluation process. A panel, composed of the superintendent or a designee, administration union representation and a mutually agreed upon neutral 3rd person shall resolve disputes where the superintendent and administrator cannot agree on objectives/goals, the evaluation period feedback in performance and practices or final summative rating. Resolutions must be topic-specific and timely. Should the process established not result in a **unanimous** resolution of a given issue, the determination regarding that issue shall be made by the superintendent whose decision shall be binding.

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 and support system itself and in building the capacity and skills of all leaders.

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

Points for District Consideration:

- Align job descriptions to school leadership standards.
- Identify replicable practices and inform professional development.
- Support high-quality evaluation that aligns school accountability with teacher and principal evaluation and support.
- Provide focused targeted professional learning opportunities identified through the evaluation process and school/district needs.
- Ensure that the new principal role is sustainable. Explore ways to alleviate administrative and operational duties to allow for greater focus on the role of instructional leader.
- Recognize and reward effective [principals administrators](#).

Leadership Practice Related Indicators

The Leadership Practice Related Indicators evaluate the administrator's knowledge of a complex set of skills and competencies and how these are applied in leadership practice. It is comprised of two components:

- Observation of Leadership Practice, which counts for 40%; and
- Stakeholder Feedback, which counts for 10%.

Component #1: Observation of Leadership Practice (40%)

An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence – is 40% of an administrator's summative rating. The Plymouth Public Schools leadership rubric, adapted from the state SEED Leadership Rubric and aligned to the Common Core of Leading (CCL) Connecticut School Leadership Standards will be used to assess leadership practice.

50% of an administrator's rating will be based on standard 2:

- **Teaching and Learning:** Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

The remaining 50% will be based upon the other five standards which will be holistically viewed and a rating will be given based on the preponderance of evidence.

- **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.
- **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.
- **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.
- **Ethics and Integrity:** Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.
- **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.

Evidence for the indicators on the leadership rubric will be viewed holistically and a score of 1, 1.5, 2, 2.5, 3.0, 3.5 or 4 which represent 6 levels of performance (Below Standard, Nearly Developing, Developing, Nearly Proficient, Proficient, Nearly Exemplary, and Exemplary) will be given taking into account that 50% of the rating is based on standard 2 and 50% on the remaining CCL standards.

Figure 3: Leadership Practice – 6 Performance Expectations



Assessing the practice of administrators other than principals: All indicators of the evaluation rubric may not apply to assistant principals or central office administrators. Rating may be generated using evidence collected from applicable indicators in the CCL: Connecticut School Leadership Standards⁶.

Component #2: Stakeholder Feedback (10%)

Feedback from stakeholders – assessed by administration of a survey with measures that align to the CCL: Connecticut School Leadership Standards – is 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 must include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.). If surveyed populations include students, they can provide valuable input on school practices and climate for inclusion in evaluation of school-based administrative roles. **All surveys will be anonymous and will show evidence of fairness, reliability, validity and usefulness.**

Applicable Survey Types

There are several types of surveys – some with broader application for schools and districts – that align generally with the areas of feedback that are relevant for administrator evaluation. These include:

- **Leadership practice surveys** focus directly on feedback related to a leader’s performance and the impact on stakeholders. Leadership Practice Surveys for principals and other administrators are available and there are also a number of instruments that are not specific to the education sector, but rather probe for information aligned with broader leadership competencies that are also

relevant to Connecticut administrators' practice. Typically, leadership practice surveys for use in principal evaluations collect feedback from teachers and other staff members.

▪ **School practice surveys** capture feedback related to the key strategies, actions and events at a school. They tend to focus on measuring awareness and impact from stakeholders, which can include faculty and staff, students, and parents.

▪ **School climate surveys** cover many of the same subjects as school practice surveys but are also designed to probe for perceptions from stakeholders on the school's prevailing attitudes, standards and conditions. They are typically administered to all staff as well as to students and their family members.

Stakeholder Feedback Summative Rating

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

Exceptions to this include:

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

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

1. Select appropriate survey measures aligned to the CCL: Connecticut School 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:

Exemplary	Proficient	Developing	Below Standard
Substantially exceeded target	Met target	Made progress but did not meet target	Made little or no progress against target

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

Examples of Survey Applications

Example #1:

School #1 has mid-range student performance results and is working diligently to improve out-comes for all students. As part of a district-wide initiative, the school administers a climate survey to teachers, students and family members. The results of this survey are applied broadly to inform school and district planning as well as administrator and teacher evaluations. Baseline data from the previous year’s survey show general high performance with a few significant gaps in areas aligned to the CCL: Connecticut School Leadership Standards. The principal, district Superintendent and the school leadership team selected one area of focus – building expectations for student achievement – and the principal identified leadership actions related to this focus area which are aligned with the CCL: Connecticut School Leadership Standards. At the end of the year, survey results showed that, although improvement was made, the school failed to meet its target.

Measure and Target	Results (Target met?)
Percentage of teachers and family members agreeing or strongly agreeing with the statement “ <i>Students are challenged to meet high expectations at the school</i> ” would increase from 71% to 77%.	No; results at the end of the year showed an increase of 3% to 74% of respondents agreeing or strongly agreeing with the statement.
Stakeholder Feedback Rating: “Developing”	

Example #2:

School #2 is a low-performing school in a district that has purchased and implemented a 360° tool measuring a principal’s leadership practice which collects feedback from teachers, the principal and the principal’s supervisor. The resulting scores from this tool are incorporated in the district’s administrator evaluation and support system as stakeholder input.

Baseline data from the prior year reflects room for improvement in several areas and the principal, her supervisor and the school leadership team decides to focus on ensuring a safe, high performing learning environment for staff and students (aligned with Performance Expectation #3). Together, the principal and her supervisor focus on the principal’s role in establishing a safe, high-performing environment and identify skills to be developed that are aligned to this growth area. They then set a target for improvement based on specific measures in the survey, aiming for an increase of 7% in the number of stakeholders who agreed or strongly agreed that that there was growth in the identified area. Results at the end of the school year show that the principal had met her target, with an increase of 9%.

Measure and Target	Results (Target met?)
Percentage of teachers, family members and other respondents agreeing or strongly agreeing that the principal had taken effective action to establish a safe, effective learning environment would increase from 71% to 78%.	Yes; results at the end of the year showed an increase of 9% to 80% of respondents agreeing or strongly agreeing.
Stakeholder Feedback Rating: "Proficient"	

Student Outcomes Related Indicators includes two components:

- Student Learning, which counts for 45%, and
- Teacher Effectiveness Outcomes, which counts for 5%.

Component #3: Student Learning (45%)

Student learning will be assessed by performance and growth on locally-determined measures.

Administrators establish two Student Learning Objectives (SLOs) with multiple indicators of progress on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Common Core State Standards and Connecticut Content Standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.
- At least one of the measures must focus on student outcomes from literacy or math
- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State's approved application for flexibility under the Elementary and Secondary Education Act.

	SLO 1	SLO 2	SLO 3
Elementary or Middle School Principal and	Math or Literacy-Based	Broader discretion	
High School Principal and Assistant Principal	College and Career Readiness (must include graduation rate as one indicator of progress)	Math or Literacy-Based	
Central Office Administrator	Math or Literacy-Based	Broader discretion	

~~For the 2014—2015 academic year, the required use of state test data is suspended pending federal approval, pursuant to PEAC’s flexibility recommendation on January 29, 2014 and the State Board of Education’s action on February 6, 2014.~~ In the Plymouth Public Schools, Smarter-Balanced summative test scores will not be used prior to 2016-2017 without evidence of validity and reliability so long as it is not required by the PEAC guidelines. Below are a few examples of SLOs and indicators of progress for administrators:

Grade Level	SLO	Indicators of Progress
Elementary	To increase students reading comprehension of grade level text.	By June 15, 2014, 80% of students in grades 3-5 will score proficient on the DRP By June 1, 2014, 80% of students in grades K-2 will score proficient of the DRA2
High School	To increase students ability to reason mathematically and explain their reasoning in mathematics.	By June 1, 2014, 80% of 9th grade students will reach their projected RIT score on NWEA spring Math assessment. By June 1, 2014, 80% of students in grades 9-11 will score 80% or higher on common final mathematics exam.
Central Office Administrator	To increase elementary students reading comprehension of grade level text.	By June 1, 2014, the percentage of grade 3 students across the district (in all 5 elementary schools) reading at or above grade level will improve from 78% to 85% as measured by the DRP. By June 1, 2014, the percentage of grade 2 students across the district (in all 5 elementary schools) reading at or above grade level will improve from 80% to 88% as measured by the DRA2 (Curriculum Coordinator)

Based on this process, the evaluator holistically examines the multiple indicators of progress and scores each SLO (22.5% each), as follows:

Exemplary	Proficient	Developing	Below Standard
Substantially exceeded both targets	Met SLO target	Made progress on the SLO	Did not make progress on the SLO

Component #4: Teacher Effectiveness Outcomes (5%)

Teacher effectiveness outcomes – as measured by an aggregation of teachers’ student learning objectives (SLOs) – make up 5% of an administrator’s evaluation. Administrators will be responsible for the teachers they directly evaluate.

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

Summative Administrator Evaluation Rating

Summative ratings are determined by weighting the four components that make up the two major categories, Leadership Practice and Student Outcomes, so that the practice rating and the outcomes rating each count as 50% of the administrator’s score. Simply multiply each category by the weights. For example:

	Score	Weight	Total	Rating
Observation of Evaluator Practice [may be half (.5) score]	3.5	.40	1.4	1.8
Stakeholder Feedback	4	.10	.4	
SLO 1	3	.225	.675	1.225
SLO 2	2	.225	.45	
Teacher Effectiveness Outcomes	2	.05	.1	
Total				3.025
Final Summative Rating				Proficient

50%:
Leadership
Practice

50%:
Student
Outcomes

The points are translated to a rating using the table below.

Total Points	Final Rating
1-1.49	Below Standard (1)
1.5- 2.49	Developing (2)
2.5 – 3.49	Proficient (3)
3.5 – 4.0	Exemplary (4)

Appendix A – Appeals Process Worksheets

APPEALS PROCESS WORKSHEET #1

ADMINISTRATOR EVALUATION APPEALS PROCESS
DESCRIPTION OF DISPUTE

Administrator Name: _____

Assignment: _____ Building: _____

Date: _____

A conflict exists between _____ and _____
With regard to the following issue(s):

(Please cite specific area, section, process, or procedure with the evaluation program that is under appeal. Please be as explicit as possible.)

(Signature of Appeal Initiator)

(Date)

(Signature of Appeal Committee)

(Date received)

APPEALS PROCESS WORKSHEET #II

ADMINISTRATOR EVALUATION APPEALS PROCESS
NOTIFICATION OF APPEAL HEARING

To: _____

From: _____, Appeal Hearing committee

Date: _____

Re: Appeal - Procedure

This will acknowledge receipt of the Description of Dispute.

The Committee chosen to hear this appeal is:

1. _____
2. _____
3. _____

The hearing of the appeal is scheduled as follows:

Day: _____

Date: _____ Time: _____

Location: _____ Room#: _____

APPEALS PROCESS WORKSHEET #III
ADMINISTRATOR EVALUATION APPEALS PROCESS
NOTIFICATION OF RESOLUTION

To: _____

(Disputants in Appeal Process)

From: _____
(Appeal Committee)

Date: _____

In response to your appeal of _____, regarding _____

the following resolution has been formulated:

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Appendix B – Administrator Evaluation and Support Plan

Administrator's Name _____

Evaluator's Name _____

School _____

Part I: SLOs and Leadership Practice

Baseline Data	Outcome Goals 2 SLOs with Indicators of Progress and 1 Survey	Leadership Practice Focus Areas	Strategies	Additional Skills, Knowledge and Support Needed
	SLO 1: Indicator 1 Indicator 2 Indicator 3: .	Focus Area 1:		
	SLO 2: Indicator 1 Indicator 2 Indicator 3:	Focus Area 2: I		
Survey Data Shown:	Stakeholder Feedback Goal:			

Appendix C: End of Year Reflection

1. To what degree did you meet your stakeholder feedback goal?
2. After self-assessing yourself using the leadership rubric, in which areas do you think you showed the most growth? What areas would you like to continue to focus on? What progress did you make on the two indicators you selected in your Evaluation and Support Plan?
3. To what degree did you meet your SLO target outcomes? Describe results and show evidence.
4. What percentage of the teachers you evaluated scored proficient on the teacher evaluation model? Are you pleased or displeased with these results?

Appendix D: Conferencing Form (Evaluator)

SECTION A: GOAL SETTING CONFERENCE		
	Yes	No
1. Are the goals clear and measurable so that an evaluator will know whether the administrator has achieved them?		
2. Can the evaluator see a through line from district priorities to the school improvement plan to the evaluation and support plan?		
3. Do the practice focus areas address growth needs for the administrator? Is at least one of the focus areas addressing instructional leadership?		
Discussion/Artifact Review Notes:		

SECTION B: MID-YEAR CONFERENCE
Discussion/Artifact Review Notes:

SECTION C: END OF YEAR CONFERENCE
Discussion/Artifact Review Notes: