

POMFRET COMMUNITY SCHOOL  
Pomfret Center, CT

# PROFESSIONAL LEARNING AND EVALUATION PLAN 2015-2016

*Where Students Dare to be Remarkable*



## Pomfret Community School

*Where Students Dare to be Remarkable*

## **Mission**

*Our mission as a community school is to...  
provide an enriching and safe learning environment  
where all students and staff are challenged  
to achieve their highest potential  
and become life long learners.*

*We are dedicated to promoting academic  
excellence as measured by established  
performance standards and real world applications.  
We will foster creativity and responsible citizenship  
so that our students thrive  
in a changing global community.*

## **Introduction**

**Pomfret Community School**, located in the “quiet corner” of Connecticut, is a PreK-8 elementary school serving the community of Pomfret. We are extremely proud of our staff and students’ accomplishments. We are especially proud of the close and positive relationship we maintain with our parents and the community at large. Pomfret Community School is a school where our staff maintains high academic and behavioral standards for our students. At the same time, we are a staff devoted to making school a friendly warm and safe environment for our students, where they learn to excel academically but also appreciate the differences in others. We are committed to assisting our students in becoming productive and caring citizens of our global community.

The basis of this Professional Learning and Evaluation Plan has been adapted with permission from EASTCONN’s Professional Learning and Evaluation Plan; March 2014.

### **PROFESSIONAL LEARNING AND EVALUATION PLAN COMMITTEE**

Susan Imschweiler, Principal

Michael Galligan, Assistant Principal

Elizabeth Pierce-Fortin, Math Specialist, PCEA Union President, Team Leader

Ashley McKee, Grade 4 Teacher, Team Leader

Darlene Moore, Grade 4 Teacher

Dana Heilemann, Grade 3 Teacher

## TABLE OF CONTENTS

Mission Statement.....	2
Introduction.....	3
Professional Learning and Evaluation Plan Committee.....	3
Overview.....	6
Core Values and Beliefs about Professional Learning.....	7
Philosophy of Professional Evaluation.....	8
Pomfret Professional Learning and Evaluation Plan Goals.....	9
Roles and Responsibilities for Professional Learning and Evaluation.....	10
Evaluator Professional Learning and Proficiency.....	12
Implementation of Professional Learning and Evaluation Plan.....	13
Dispute Resolution.....	15
<b>TEACHER EVALUATION PLAN</b> .....	<b>17</b>
Timeline of Teacher Evaluation.....	18
Process and Timeline of Teacher Evaluation.....	19
Components of Teacher Evaluation and Rating.....	22
Category 1: Student Growth and Development (45%).....	22
Category 2: Teacher Performance and Practice (40%).....	28
Observation Frequency Schedule.....	32
Category 3: Parent Feedback (10%).....	33
Category 4: Whole-School Student Learning Indicators (5%).....	34
Summative Teacher Evaluation Rating.....	35
A. Teacher Practice Rating.....	36
B. Student Outcomes.....	37
C. Final Summative.....	37
Summative Rating Matrix.....	38
Definition of Teacher Effectiveness and Ineffectiveness.....	39
System for Professional Assistance and Support (SPAS).....	39
Evaluation-Based Professional Learning.....	42
Principles of the Pomfret Plan: Aligning Standards and Processes.....	42
Career Development and Professional Growth.....	44
<b>ADMINISTRATOR EVALUATION PLAN</b> .....	<b>45</b>
Overview.....	46
Components of the Administrator Evaluation Plan.....	49
Category 1: Student Growth and Development (45%).....	49
Category 2: Leadership Practice (40%).....	51
Category 3: Teacher Effectiveness (5%).....	54
Category 4: Stakeholder Feedback (10%).....	55
Summative Administrator Evaluation Rating.....	56
A. Practice.....	57
B. Outcomes.....	58
C. Final Summative.....	58
Administrator System for Professional Assistance and Support (SPAS).....	59
Evaluation-Based Professional Learning.....	60
Principles of the Pomfret Plan: Aligning Standards and Processes.....	61

Career Development and Professional Growth.....	63
<b>STUDENT SUPPORT SPECIALIST EVALUATION PLAN.....</b>	<b>63</b>
Student Support Specialist Evaluation Process.....	65
Components of Student Support Specialist Evaluation.....	69
Category 1: Student Outcomes and Achievement (45%).....	69
Category 2: Professional Practice (40%).....	73
Category 3: Parent Feedback (10%).....	79
Category 4: Whole-School Learning Indicators (5%).....	80
References and Resources.....	83

## **OVERVIEW**

### ***INTRODUCTION***

Pomfret Community School's Professional Learning and Evaluation Plan is designed to create a process for the continuous learning and advancement of educational professionals throughout their careers. The Plan components are aligned with the Core Requirements of the Connecticut Guidelines for Educator Evaluation (adopted by the State Board of Education in June 2012 and revised in May 2014). Pomfret's Professional Learning and Evaluation Plan represents our commitment to incorporate current, high-quality research in the creation of professional learning opportunities. It fosters best practices in teacher supervision and evaluation and improves student learning through effective curriculum, instruction, and assessment practices. As such, the Plan: addresses the elements of Connecticut's Core Requirements for Teacher and Administrator Evaluation; is aligned with our school's missions and values; and meets the educational needs of the stakeholders in our school.

This plan was originally developed by EASTCONN's Professional Development and Curriculum Committee, and with their permission, was revised to meet the needs of Pomfret Community School. The revisions were made by the Professional Learning and Evaluation Plan Committee and will be approved by the Pomfret Board of Education after approval is received by the CSDE.

## ***CORE VALUES AND BELIEFS ABOUT PROFESSIONAL LEARNING***

Pomfret's Professional Learning and Evaluation Plan establishes high standards for the performance of teachers and administrators that ultimately lead to and are evidenced by improved student learning. Professional standards, including *Connecticut's Common Core of Teaching (CCT 2014)*, *Connecticut's Common Core of Teaching Rubric for Effective Teaching: Student and Educator Support Specialists (CCT-SESS 2014)*, *Connecticut's Common Core of Leading-Connecticut School Leadership Standards (2012)*, the *Standards for Professional Learning (2012)*, and national standards for student support specialists provide the foundation for Pomfret's Professional Learning and Evaluation Plan. Herein, all future references to the CCT will include the CCT 2014 and the CCT-SESS 2014.

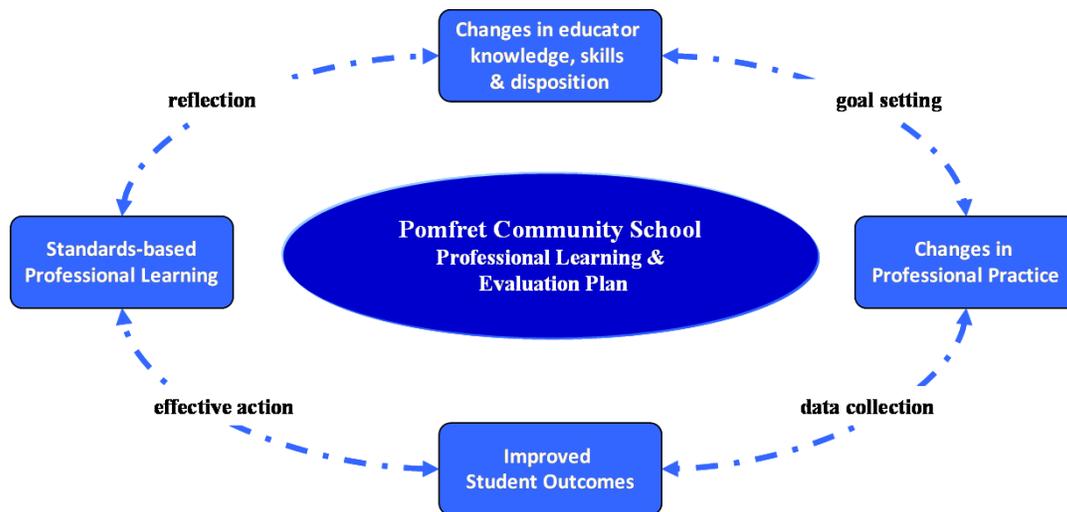
Our plan seeks to create a professional culture that is grounded in the following beliefs:

### ***We believe that:***

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

## ***PHILOSOPHY OF PROFESSIONAL EVALUATION***

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



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

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

### ***POMFRET PROFESSIONAL LEARNING AND EVALUATION PLAN GOALS***

#### **1. Improve the teaching profession**

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

#### **2. Improve the quality and focus of observation and evaluation**

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

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

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

#### ***ROLES AND RESPONSIBILITIES FOR PROFESSIONAL LEARNING AND EVALUATION***

##### **Definition of Teacher and Evaluator**

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

##### **Superintendent's Role in the Evaluation Process**

- Arbitrate disputes
- Allocate and provide funds or resources through the Board of Education to implement the plan
- Serve as liaison between the Board of Education and the evaluation process
- Be responsible for ensuring that the Professional Development Committee receives information regarding school and program improvement and individual professional growth goals for use in planning staff development programs

##### **Responsibility for Evaluations**

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

###### **Superintendent**

Principal

Assistant Principal

Director of Pupil Services

### **Principal and/or Director of Pupil Services**

Teachers	Occupational Therapist/COTA*
Nurse*	Physical Therapist*
Guidance Counselor	Other Related Services Personnel*
Psychologist	Speech Pathologist

\* The evaluation of these positions may not fall under the guidelines contained in this plan and may be evaluated according to their respective licensure.

### **Roles and Responsibilities of Evaluators and Evaluatees**

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

- the review and understanding of Connecticut’s Common Core of Teaching (CCT);
- the review and understanding of Connecticut’s Common Core of Teaching Rubric for Effective Teaching: Student and Educator Support Specialists (CCT-SESS);
- the review and understanding of Connecticut’s Common Core of Leading (CCL) and the Leadership Practice Rubric;
- the review and familiarity with applicable Connecticut and National Curriculum Standards;
- adherence to established timelines;
- completion of required components in a timely and appropriate manner; and
- sharing of professional resources and new learnings about professional practice.

#### **Evaluator Roles**

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

#### **Evaluatee Roles**

- Reflection on previous feedback from evaluations.
- Engagement in inquiry-based professional learning opportunities.
- Participation in collaborative conferences with evaluator.
- Development, implementation, and self-assessment of goals, student learning indicators, learning activities, and outcomes.

- Request clarification of questions or assistance with identification of professional resources and/or peer assistance.

### **Evaluator Professional Learning and Proficiency**

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

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

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

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

Pomfret evaluators will be required to demonstrate proficiency in the use of the CCT for educator evaluation. Any evaluator who does not initially demonstrate proficiency will be provided with additional practice and coaching opportunities as needed and will be required to successfully complete online proficiency activities.

### **Primary and Complementary Evaluators**

The primary evaluator for teachers will be the school Principal, Assistant Principal or the Director of Pupil Services. They will be responsible for the overall evaluation process, including assigning summative ratings. Primary evaluators **MUST** do at least one formal observation of those teachers working with Complementary Evaluators and will have sole responsibility for assigning final summative ratings and must achieve proficiency on the professional learning modules provided.

Complementary evaluators are certified teachers who have received 2 consecutive years of Exemplary summative ratings. Complementary evaluators may also be certified administrators from outside the district. They must be fully trained as evaluators in order to be authorized to serve in this role.

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

## ***IMPLEMENTATION OF PROFESSIONAL LEARNING AND EVALUATION PLAN***

### **Professional Learning and Orientation of Teachers and Administrators**

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

Teachers and administrators new to Pomfret will be provided with copies of the Professional Learning and Evaluation Plan and will engage in professional learning to ensure that they understand the elements and procedures of the plan, processes and documents. This professional learning will take place upon employment or prior to the beginning of the school year with members of the administration.

### **New Educator Support and Induction**

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

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

In addition, periodic meetings with school personnel will focus on the domains of the Common Core of Teaching, Connecticut's Common Core of Teaching Rubric for Effective Teaching: Student and Educator Support Specialists, Common Core of Leading, Common Core State Standards in the content areas, discipline policies, stakeholder communication, effective collaboration, classroom interventions, special education, evaluation and professional responsibilities.

### **Evaluator Orientation and Support**

Understanding of Pomfret's Professional Learning and Evaluation Plan is essential to facilitating the evaluation process and promoting student growth. To that end, evaluators will be provided with on-going professional learning and support in the use and application of Pomfret's Evaluation Plan. Evaluators will review elements and procedures prior to the beginning of each school year and at other appropriate intervals. Plans for staff professional learning will be coordinated annually.

### **Resources for Plan Implementation**

Funds will be allocated annually to provide materials, as well as time, for professional learning options and collaboration necessary to support the successful achievement of the teachers' goals, objectives and implementation of the Evaluation Plan.

## ***DISPUTE RESOLUTION***

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

The resolution process may be implemented when:

- Evaluator and teacher cannot agree on
  - goals/objectives
  - evaluation period
  - feedback
  - professional development plan
- Evaluation procedures and/or guidelines may not have been appropriately followed;
- Adequate data and evidence may not have been gathered to support accurate decisions.

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

### **Procedures and Time Limits**

Since it is important that appeals be processed as rapidly as possible, the number of days shall be considered maximum. The time limits specified may be extended by written agreement of both parties. Days shall mean school days. Both parties may agree, however, to meet during breaks at mutually agreed upon times.

1. An evaluatee has five days following acknowledged receipt of evaluation materials to initiate an appeals procedure. If the evaluatee does not initiate an appeals procedure within seven days of acknowledged receipt of evaluation materials, the evaluatee shall be considered to have waived the right of appeal.
2. To file an appeal, the evaluatee must submit their dispute in writing to the evaluator.
3. Within three days of submitting the written dispute, the evaluatee will meet and discuss the matter with the evaluator with the objective of resolving the matter.

4. Within five days of failing to settle the dispute, the issue will be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC). This subcommittee will consist of a minimum of five members, excluding the disputants.
5. If there is no resolution, the Superintendent shall review any additional information from the evaluator and evaluatee and shall meet with both parties within ten days. Within five days of the meeting, and review of all documentation and recommendations, the Superintendent will act as arbitrator and make a final decision.
6. The evaluatee shall be entitled to Collective Bargaining representation at all levels of the process.

Failure of the evaluatee at any level to appeal to the next level within the specified time shall be deemed to be acceptance of the decision rendered at that level.

# TEACHER EVALUATION PLAN

## ***OVERVIEW***

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

To help foster such an environment, we have created the Professional Learning and Evaluation Plan as a school. This Plan recognizes that multiple opportunities for teachers to engage in individual and collaborative activities in which they collect, analyze, and respond to student learning data are necessary for its success. Teachers and administrators are expected to provide evidence related to the effectiveness of instructional practices and their impact on student learning. Teachers and administrators are also expected to take an active role in a cycle of inquiry into their practice, development, implementation and analysis of strategies employed to advance student growth, and reflect upon the effectiveness of their practice. The Plan includes an additional component, System for Professional Assistance and Support (SPAS), for those teachers and administrators in need of additional support to meet performance expectations.

## **Standards and Indicators of Teaching Practice**

The expectations for teacher practice in Pomfret's Professional Learning and Evaluation Plan are defined using the four domains and their indicators of the Common Core of Teaching (CCT, 2014).

## **Core Requirements of the Evaluation Plan**

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

## TIMELINE OF TEACHER EVALUATION

<b>September</b>	Teacher Reflection	The teacher will examine data related to current and past students' performance, prior year evaluations, prior survey results, previous professional learning goals, and the CCT.
<b>By September 15</b>	Orientation	Evaluators will meet with teachers, in groups and/or individually, to discuss the evaluation process and their roles and responsibilities within it.
<b>By October 15</b>	Goal Setting	The evaluator and teacher will meet to discuss the teacher's proposed goals for all four categories in order to arrive at a mutual agreement about them.
	Formal Observation(s)	Evaluators will observe teachers based on the Observation Frequency schedule. (See page 32) Schedule for observations to be developed.
	Informal Observation(s)/Review(s) of Practice	Evaluators will observe teachers based on the Observation Frequency schedule. (See page 32)
<b>By February 15</b>	Mid-Year Formative Review	The evaluator and teacher will meet to focus on processes and progress toward meeting the teacher's goals and developing practice.
<b>By May 15</b>	Summative	The teacher will finalize all focus areas and will complete the Summative Self-Assessment.
<b>By June 15</b>	End-of-Year Conference	The evaluator and teacher will meet to discuss all evidence collected to date. The teacher and evaluator will discuss the extent to which students met the SMART goals and how the teacher's performance and practice focus contributed to student outcomes and professional growth.
<b>By June 30</b>	Summative Rating	The evaluator will complete the Summative Worksheet and finalize the Summative Report. Following the end-of-year conference, the evaluator assigns a summative rating

**Throughout the year – Evidence collection and review** – The teacher collects evidence about his/her practice and student learning that is relevant to the agreed upon professional goals.

			and generates a summary report of the evaluation to submit to the CSDE.	
--	--	--	---	--

**PROCESS AND TIMELINE OF TEACHER EVALUATION**

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

**1. Orientation (by September 15):**

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

- a. Common Core of Teaching (CCT),
- b. District priorities that should be reflected in teacher performance and practice focus areas,
- c. SMART goals related to student outcomes and achievement,
- d. Data regarding whole-school indicators of student learning,
- e. Self-assessment,
- f. Data collection, including types of data and processes for collection and analysis, and
- g. Access to an online evaluation system (i.e. *My Learning Plan-OASYS*).

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

**2. Goal-setting Conference (by October 15):**

The evaluator and teacher will meet to discuss the teacher’s proposed goals in order to arrive at a mutual agreement. The goals for the year must be informed by data and evidence collected by the teacher and evaluator about the teacher’s practice. The evaluator collects evidence about teacher practice to support the review and may request revisions to the proposed focus areas and objectives.

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

Profiles, to determine a baseline for establishing goals. The teacher will draft the following goals:

- a. **two SMART Goals** related to student growth and development which will comprise 45% of a teacher’s summative evaluation;
- b. **one performance and practice focus area**, based on student performance data, whole-school climate or learning data, teacher reflection and previous year’s evaluation. Observations of *CCT* indicators will comprise 40% of the evaluation;
- c. **one goal for improving outcomes that is** based on data from **parent feedback** determined by the school administration, for which teachers will indicate their strategies for achieving this school-wide goal which will comprise 10% of the evaluation; and
- d. **one focus area based on whole school indicators of student learning** as identified in their administrator’s evaluation plan for the school year which will comprise 5% of the evaluation.

The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.

- **Goal-setting conference** – No later than October 15 of the school year, the evaluator and teacher will meet to discuss the teacher’s proposed goals in order to arrive at a mutual agreement. The goals for the year must be informed by data and evidence collected by the teacher **and** evaluator about the teacher’s practice. If the teacher and the evaluator cannot arrive at a mutual agreement, the teacher is entitled to follow the dispute resolution of this plan.

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

<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Formative Assessment Data</li> <li>• Summative Assessment Data</li> <li>• Student Work</li> <li>• Parent Communication Logs</li> <li>• Data Team Minutes</li> <li>• Survey Data</li> </ul>	<ul style="list-style-type: none"> <li>• Class Demographics</li> <li>• Standardized and Non-Standardized Data</li> <li>• School-Level Data</li> <li>• Standards for Educator Performance and Practice (CCT)</li> </ul>
---	--

### 3. Evidence collection and review (throughout school year):

The teacher collects evidence about his/her practice and student learning that is relevant to the agreed-upon professional goals. The evaluator also collects evidence about teacher

practice for discussion during the mid-year Formative Conference and Summative Review.

#### **4. Observations of practice**

Evaluators will observe teacher practice during formal and informal classroom observations and non-classroom reviews of practice throughout the school year, with frequency based on the teacher's summative evaluation rating and years in the district. (See table with Observation Frequency on page 32)

#### **5. Mid-year Formative Conference:**

The evaluator and teacher will hold a mid-year Formative Conference. The discussion should focus on processes and progress toward meeting the goals and developing one's practice. Both the teacher and the evaluator will bring evidence about practice and student learning data to review. The teacher and evaluator will discuss the cause and effect relationship of practice to student learning data, i.e., how practice positively impacts student learning. During the conference, both the teacher and evaluator will make explicit connections between the 40% and the 45% components of the evaluation program. If necessary, teachers and evaluators may mutually agree to make revisions to strategies or approaches used. Mid-year adjustments of SMART goals may be made to accommodate changes (e.g., student populations, assignment). They will also discuss actions the teacher can take and identify support the evaluator can provide to promote teacher growth.

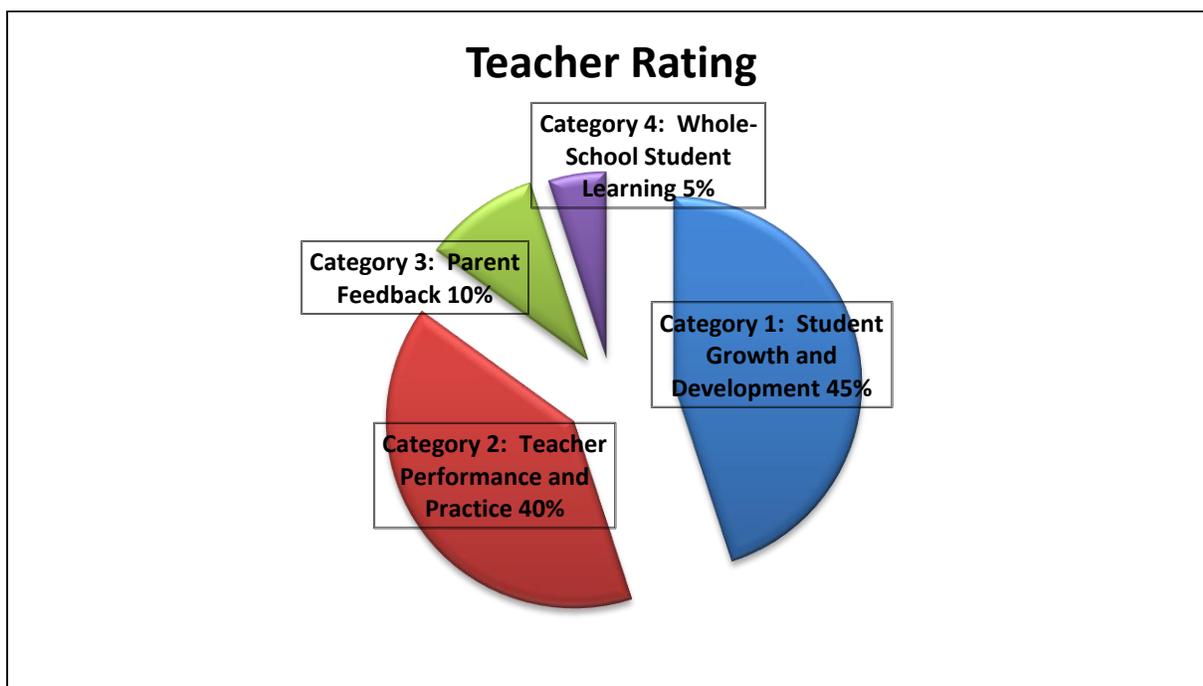
#### **6. End-of-year Summative Review:**

- *Teacher self-assessment* - The teacher will complete a self-assessment for review by the evaluator. The self-assessment should address all components of the evaluation plan and include what the teacher learned throughout the year supported by evidence and personal reflection. The self-assessment should also include a statement that identifies a possible future direction that is related to the year's outcomes.
- *End-of-year conference* - The evaluator and the teacher meet to discuss all evidence collected to date. The teacher and evaluator will review evidence that supports the extent to which students met the SMART goals and how the teacher's performance and practice focus contributed to student outcomes and professional growth.
- *Summative Rating* - The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating using the summative rating matrix.

(See pages 35-39 for explanation of summative ratings and matrix.)

## COMPONENTS OF TEACHER EVALUATION AND RATING

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



### CATEGORY 1: STUDENT GROWTH AND DEVELOPMENT (45%)

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

- *One SMART GOAL based on Standardized indicators (comprises 22.5% of teacher's evaluation rating):* For those teaching tested grades and subjects, SMART goals will be developed based on an analysis of results of student achievement on the appropriate state test and other standardized assessments where available. If no standardized assessment is available, teachers are required to develop a smart goal based on non-standardized measures.
  - Teachers in non-tested grades and subjects may establish common SMART goals based on student learning needs and measurable targets revealed in

aggregate data from state tests or other standardized assessments where available and appropriate.

- *One SMART goal based on Non-standardized indicators (comprises 22.5% of teachers evaluation rating):* Sources for the development of SMART goals based on non-standardized indicators may include:
  - Benchmark assessments of student achievement of school-wide expectations for student learning, measured by analytic rubrics;
  - Other curricular benchmark assessments; and/or
  - Student portfolios of examples of work in content areas collected over time and reviewed annually.
- SMART goals for all personnel must demonstrate alignment with school-wide student achievement priorities.

### ***Goal Setting***

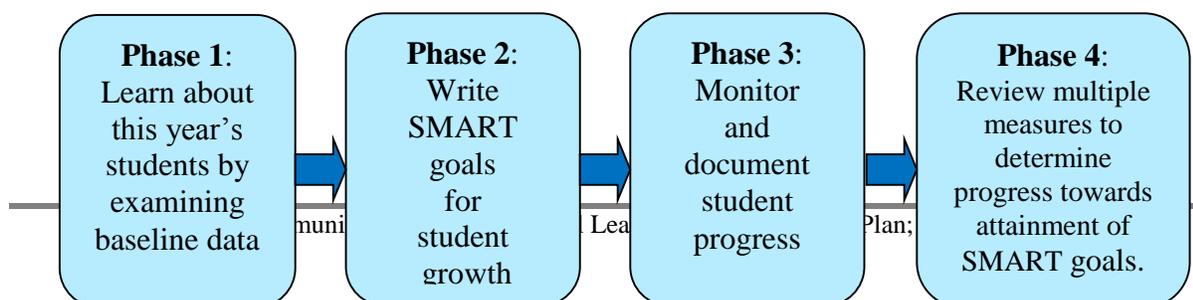
Pomfret teachers' SMART goals address the learning needs of their students and are aligned to the teacher's assignment. The student outcome related indicators will be written to meet SMART goal criteria, i.e., **S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**ime-Bound. Teachers will write two (2) SMART goals that will address targeted areas for student growth and/or achievement.

Each SMART goal will:

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

### ***SMART Goals and Student Progress***

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



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

Data analysis and a thorough knowledge of students is required to write meaningful and relevant SMART goals that align to their teaching assignment. Examples of data that teachers will be required to analyze include:

1. Student outcome data (academic)
2. Behavior data (absences, referrals)
3. Program data (participation in school or extracurricular activities or programs)
4. Perceptual data (learning styles and inventories, anecdotal)

Teachers must be able to document baseline data that they have used to determine their instructional focus and be able to write SMART goals based on that data.

**Phase 2:**  
Write  
SMART  
goals  
for  
student  
growth

Each SMART goal should make clear

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

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

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

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

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

Once SMART goals are approved, teachers monitor students' progress toward achieving student learning SMART goals.

Teachers may monitor and document student progress through:

1. Examination of student work;
2. Administration of periodic formative assessments; and
3. Tracking of students' accomplishments and challenges.

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

### **Mid-Year Formative Conference:**

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

### **End-of-year review of SMART goals/ Student Growth and Development:**

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

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

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

*End of Year Conference* – Throughout the year the teacher shall collect evidence of student progress toward meeting the student learning goals/objectives. This evidence will reflect student progress toward meeting SMART goals for learning. The teacher and evaluator will discuss the extent to which the students met the learning goals. Following the conference, the evaluator will rate the extent of student progress toward meeting the student learning goals (based on criteria for the 4 performance level designations shown in the table on the following page).

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

<b>Exceeded (4)</b>	Substantially exceeding indicators of performance (SMART goal(s))
<b>Met (3)</b>	Meeting indicators of performance (SMART goal(s))
<b>Partially Met (2)</b>	Meeting some indicators of performance (SMART goal(s)) but not others
<b>Did Not Meet (1)</b>	Not meeting indicators of performance (SMART Goal(s))

The term “performance” in the above shall mean “progress as defined by specific indicators.” Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence. To arrive at a rating for each SMART goal, the evaluator will review the results from data collected as a body of evidence regarding the accomplishment of the goal and score the achievement of the SMART goals holistically.

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

***Professional Learning for Teachers and Evaluators***

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

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

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

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

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

## **CATEGORY 2: TEACHER PERFORMANCE AND PRACTICE (40%)**

Forty percent (40%) of a teacher’s evaluation will be based on evidence of teacher practice and performance, using the Common Core of Teaching. Observation will include formal and informal in-class observations and reviews of practice.

### ***Pomfret’s CCT Performance and Practice Plan***

Pomfret’s observation instrument for the Professional Learning and Evaluation Plan has been developed to align with Connecticut’s Common Core of Teaching (CCT) and to reflect the content of its domains and indicators. The CCT defines key aspects of effective teaching, correlated with student learning and achievement, that have been evidenced in professional literature. Teachers and evaluators are required to reflect on these practices during pre- and post-observation conferences and self evaluations. The overarching principles of the CCT are:

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

### ***Teacher Focus Area Setting for Performance and Practice***

In preparation for instructional planning and Goal-Setting Conferences with evaluators, teachers will analyze their student data and use the CCT to reflect on their own practices and their impact on student performance. Based on that reflection, teachers will develop a focus area to guide their own professional learning, performance, and practice with the purpose of promoting student growth and achievement. Teachers will be evaluated and given a rating on each domain of the CCT. Each teacher will select one Domain (1-4) to focus upon for their

performance and practice focus area. A teacher's performance and practice focus area should result in improvements in teacher knowledge and skills which will be evidenced through observations of teacher performance and practice.

### ***Data Gathering Process***

Evidence related to the CCT standards and the effectiveness of teachers' performance and practice will be derived through teacher conferences, classroom observation, reviews of practice, and artifacts and evidence aligned to specific Domains. Data may be collected from multiple sources, including, but not limited to:

- teacher lesson plans and associated documentation,
- pre-observation and post observation,
- teacher self-reflection forms, and related conversations,
- non-classroom reviews of practice, such as
  - communication with families,
  - collaboration with colleagues,
  - participation in data teams,
  - professional learning presentations by faculty members,
  - participation in mentoring,
  - instructional rounds,
  - PPTs, and
  - action research.

Over the course of the school year, evaluators and teachers will gather evidence for Domains and Indicators of the CCT which will allow teachers to demonstrate:

- the context for their work;
- their ability to improve student learning and performance;
- their ability to engage in reflective practice to improve their own knowledge and skills; and
- how they exercise leadership skills within their classrooms and school.

<b>Evidence of Teacher Performance and Practice (40%)</b>		
<b>SOURCES</b>	<b>EXAMPLES OF DATA</b>	<b>IMPORTANCE OF DATA</b>
Conferences	CCT Domains <ul style="list-style-type: none"> <li>• Conversation and artifacts that reveal the teacher has an understanding of content, students strategies, and use of data</li> <li>• Teacher’s use of data to inform instruction, analyze student performance and set appropriate learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Provides opportunities for teachers to demonstrate cause and effect thinking</li> <li>• Provides the opportunity for the teacher to identify and demonstrate learning</li> <li>• Provides context for observations and evaluation</li> </ul>
In-class observations	CCT Domains <ul style="list-style-type: none"> <li>• Teacher-student, student-student conversations, interactions, activities related to learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Provides evidence of teacher’s ability to improve student learning and promote growth</li> </ul>
Non-classroom reviews of practice	CCT Domains <ul style="list-style-type: none"> <li>• Teacher reflection, as evidenced in pre- and post-conference data</li> <li>• Engagement in professional development opportunities, involvement in action research</li> <li>• Collaboration with colleagues</li> <li>• Teacher-family interactions</li> <li>• Ethical decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Provides evidence of teacher as learner, as reflective practitioner and teacher as leader.</li> </ul>

### ***Observation of Teacher Practice***

Observations, both formal and informal, provide valuable information to all professional staff about instructional practice. Data collected through observations allow school leaders to understand more about the nature of learning and instruction. Feedback from observation provides individual teachers with insights regarding the impact of their management, planning, instruction, and assessment practices on student growth. Administrators will annually engage in professional learning opportunities to enhance their skills in effective observation, provide constructive feedback, and engage in productive professional conversations with teachers.

Evaluators will use a combination of formal and informal, announced and unannounced observations to:

- Gather evidence of and facilitate professional conversation regarding the quality of teacher practice;

- Provide constructive oral and written feedback of observations that is timely and useful for educators;
- Provide information for the on-going calibration of evaluators and evaluation practices in the district.

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

In addition to in-class observations and conferences, non-classroom reviews of practice will be conducted. Examples of non-classroom observations or reviews of practice include but are not limited to:

- observations of data team meetings,
- observation of participation in team meetings,
- observations of coaching/mentoring other teachers, and
- review of lesson plans or other teaching artifacts.

The Professional Learning and Evaluation Plan also establishes opportunities for teachers to participate in informal, non-evaluative observations of teacher practice for the following purposes:

- to enhance awareness of teaching and learning practices in our school;
- to create opportunities for problem-based professional learning projects and action research to improve student learning; and
- to enhance collaboration among teachers and administrators in advancing the vision and mission of their school.

The following table summarizes the frequency of observations of practice for teachers.

**OBSERVATION FREQUENCY**

<b>Performance Designation</b>	<b>Number of Observations</b>	<b>Conferencing and Feedback</b>
<b>1<sup>st</sup> and 2<sup>nd</sup> Year Teachers and teachers new to the district</b>  <b>Participation in SPAS if needed</b>	Three formal observations	All must have pre- and post conferences
	At least one review of practice in a mutually agreed upon area of practice and informal observation(s) as appropriate	Feedback will be written
<b>Teachers with 2 or More Years of Experience in the district designated <i>Accomplished</i> or <i>Exemplary</i> in the prior year's summative evaluation</b>	One formal observation every third year	Must have pre- and post conferences
	<b>At least one informal observation every year</b>	<b>Feedback will be written</b>
	At least one review of practice in a mutually agreed upon area of practice	Feedback will be written
	Three formal observations	All must have pre- and post conferences
<b>Teachers with 2 or More Years of Experience in the district designated <i>Developing</i> and/or <i>Below Standard</i> in the prior year's summative evaluation</b>  <b>(Participation in SPAS)</b>	At least one review of practice in a mutually agreed upon area of practice and informal observation(s) as appropriate	Feedback will be written

***Evaluation Ratings for Performance and Practice***

Evaluation ratings will be assigned at the end of each school year. After evidence has been gathered and analyzed for indicators within each of the CCT Domains 1-4, evaluators will

assign ratings of Exemplary, **Accomplished**, Developing or Below Standard to each domain. Ratings will be made at the Domain level only using The Common Core of Teaching rubric.

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

<b>Ratings Guidelines for Observation of Teacher Performance and Practice</b>	
<b>Rating</b>	<b>Criteria</b>
<b>Exemplary</b>	Minimum of three exemplary ratings at the domain level and no ratings below proficient
<b>Accomplished</b>	Minimum of three proficient ratings at the domain level and no rating of below standard
<b>Developing</b>	Minimum of two developing ratings at the domain level and not more than one rating below standard
<b>Below Standard</b>	Two or more ratings at the domain level below standard

### **CATEGORY 3: PARENT FEEDBACK (10%)**

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

Pomfret Community School strives to meet the needs of all students. A school-wide parent survey will be used to gain insight into what parents perceive about our ability to accomplish this goal. The survey instrument to be used was developed by Victoria Bernhardt, *Education for the Future*, Executive Director. The survey instrument, used both nationally and internationally, has been subjected to a rigorous vetting process that found it to be fair, reliable, valid, and useful.

Using an *Education for the Future* Parent Survey, administered online and that allows for anonymous responses, Pomfret Community School will collect and analyze parent feedback data that will be used for continuous improvement. Surveys will be administered annually in

the spring. Survey data will be used by teachers as baseline data for the upcoming academic year. Analysis of survey data will be conducted on a school-wide basis, with all certified staff engaged in the analysis, and result in one school-wide goal to which all certified staff will be held accountable.

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

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

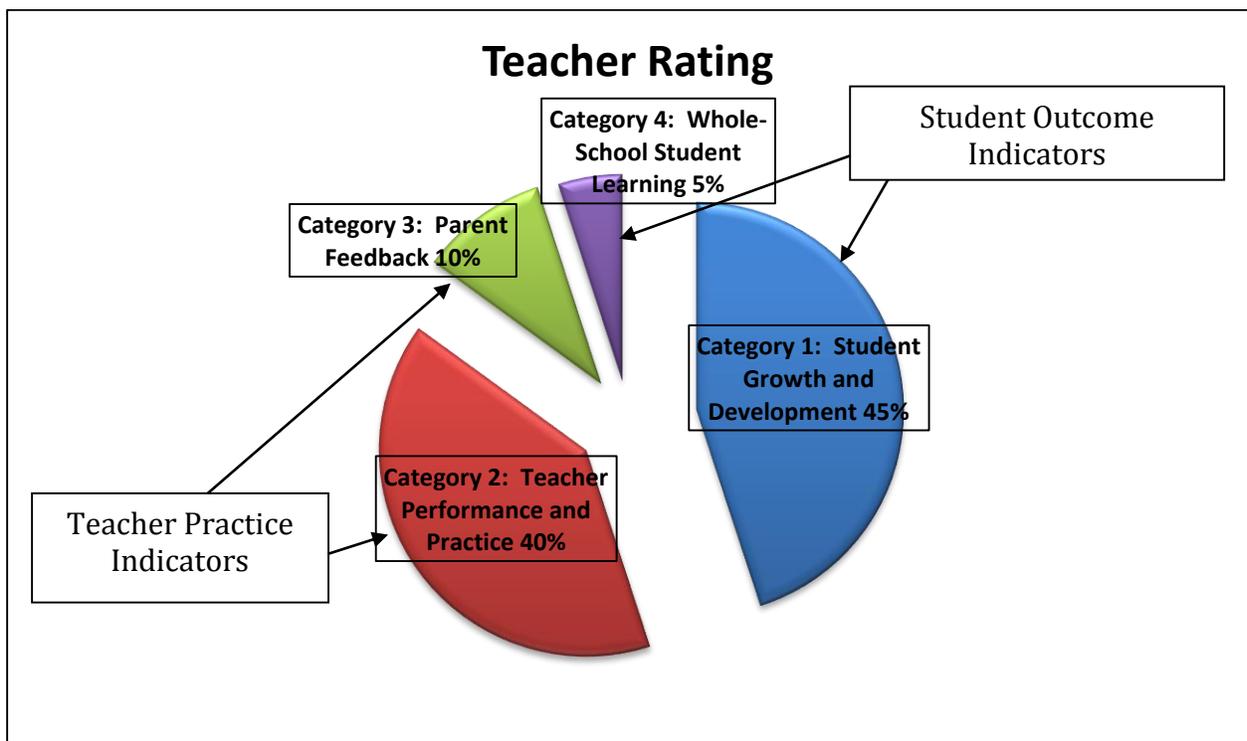
#### **CATEGORY 4: WHOLE-SCHOOL STUDENT LEARNING INDICATORS (5%)**

Five percent (5%) of a teacher's evaluation shall be represented by the aggregate rating (45%) for multiple student learning indicators established for the administrator's evaluation rating.

Teachers' efforts and actions taken towards achievement of the Whole School Learning Goal will be discussed during the pre-, post, mid-year, and end-of-year conferences. Teachers will be expected to bring artifacts from their practice that support and provide evidence of their contributions to the attainment of these indicators.

## SUMMATIVE TEACHER EVALUATION RATING

The summative teacher evaluation rating will be based on the four categories of performance, grouped in two major focus areas: Student Outcome Indicators and Teacher Practice Indicators.



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

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

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

**Accomplished** ratings represent a fully satisfactory performance. It is the rigorous standard expected for experienced teachers.

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

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

**Determining Summative Ratings**

The process for determining summative evaluation ratings has three steps:

1. Determining a teacher practice rating,
2. Determining a teacher outcomes rating and
3. Combining the two into an overall rating.

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

The practice rating derives from a teacher’s performance on the four domains of the *CCT Continuum* and the parent feedback target. Evaluators record a rating for the domains that generates an overall rating for teacher practice. The Parent Feedback rating is combined with the Teacher Practice rating and the evaluator uses the matrix to determine an overall Teacher Performance & Practice Rating. See the following example:

Category	Score (1-4)	Weight	Points (score x weight)
Category 2: Teacher Performance and Practice	2.8	40	112
Category 3: Parent Feedback	3	10	30
<b>TOTAL TEACHER PRACTICE INDICATORS POINTS</b>			<b>142</b>

**Rating Table**

Teacher Practice Indicators Points	Teacher Practice Rating
50-80	Below Standard
81-126	Developing
127-174	<b>Accomplished</b>

175-200	Exemplary
---------	-----------

**B. STUDENT OUTCOMES: Student Growth and Achievement (45%) + Whole-School Student Learning Indicators (5%) = 50%**

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

Category	Score (1-4)	Weight	Points (score x weight)
Category 1: Student Growth and Achievement (SMART Goals)	3.5	45	158
Category 4: Whole School Student Learning Indicators	3	5	15
<b>TOTAL STUDENT OUTCOMES INDICATORS POINTS</b>			<b>173</b>

**Rating Table**

Student Outcomes Indicators Points	Student Outcomes Rating
50-80	Below Standard
81-126	Developing
127-174	Accomplished
175-200	Exemplary

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

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

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

### Summative Rating Matrix

<b>Teacher Practice Rating</b> (Teacher Performance and Practice (40%) + Parent Feedback (10%)= 50%)					
		<i>Exemplary</i>	<i>Accomplished</i>	<i>Developing</i>	<i>Below Standard</i>
<b>Student Outcomes Rating</b> (Student Growth and Development (45%) + Whole-School Learning (5%) = 50%)	<i>Exemplary</i>	<i>Exemplary</i>	<i>Exemplary</i>	<i>Accomplished</i>	<i>Developing</i>
	<i>Accomplished</i>	<i>Exemplary</i>	<i>Accomplished</i>	<i>Accomplished</i>	<i>Developing</i>
	<i>Developing</i>	<i>Accomplished</i>	<i>Accomplished</i>	<i>Developing</i>	<i>Below Standard</i>
	<i>Below Standard</i>	<i>Developing</i>	<i>Developing</i>	<i>Below Standard</i>	<i>Below Standard</i>

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

1. Annual summative evaluations must provide each teacher with a summative rating aligned to one of four performance evaluation designations: Exemplary, Accomplished, Developing and Below Standard.
  
2. In order to determine summative rating designations for each teacher, evaluators will:
  - A. Rate teacher performance in each of the four Categories:
    1. Student Outcomes and Achievement;
    2. Observations of Teacher Performance and Practice;
    3. Parent Feedback, and
    4. Whole-School Student Learning Indicators.
  - B. Combine the Student Outcomes and Achievement (Category 1, above) and Whole-School Student Learning Indicator rating(Category 4, above) into a single

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

## **DEFINITION OF TEACHER EFFECTIVENESS AND INEFFECTIVENESS**

Teacher effectiveness will be based upon a pattern of summative teacher ratings collected over time. In order to be deemed effective, teachers will need to have a summative rating of Proficient or Exemplary for two consecutive years. Teachers are required to be effective within any two consecutive years of being evaluated using the district’s plan. Teachers who are not deemed effective by this criteria will be deemed ineffective.

Any teacher having a summative rating of Developing or Below Standard after one year of being evaluated with this plan may be placed on, or request to be on, an individual improvement plan. System of Professional Assistive and Support (SPAS) is a 3 tiered approach to teacher support. **(See description of SPAS, SPAS Improvement and Remediation Plan, and SPAS Intensive Remediation Plan that follows.)**

## **SYSTEM FOR PROFESSIONAL ASSISTANCE AND SUPPORT (SPAS) (INDIVIDUAL PERFORMANCE REMEDIATION PLAN)**

Teachers placed on the SPAS Plan will be required to work with their evaluator to design a teacher performance remediation plan. The teacher will also be entitled to include local association representation in the development of the plan. The plan will be created prior to September 30 of the upcoming school year. The performance remediation plan will identify areas of needed improvement and include supports that the district will provide to address these areas. After the development of the SPAS Plan, the teacher, their local association representative, and evaluator will collaborate to determine the target completion date.

The plan must include the following components:

1. *Areas of Improvement*: Identify area(s) of needed improvement
2. *Rationale for Areas of Improvement*: Evidence from observations that show an area(s) needing improvement
3. *Domains*: List any CCT Domain(s) rated Developing or Below Standard
4. *Indicators for Effective Teaching*: Identify best practices in the area identified as needing improvement
5. *Improvement Strategies to be Implemented*: Provide strategies that the teacher can implement to show improvement in any category rated Developing or Below Standard
6. *Tasks to Complete*: Specific tasks the teacher will complete that will show growth in each area identified as needing improvement
7. *Support and Resources*: The evaluator and/or teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc.
8. *Monitoring*: The evaluator will provide consistent supervision and monitoring as outlined in the plan.
9. *Evidence of Progress*: How the teacher will show progress towards Proficient/Exemplary in identified areas needing improvement.
10. *Determination of Proficiency*: Assessment of proficiency rating at the end of the action plan.

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

### ***Timeframe for Improvement in SPAS***

<b>Rating</b>	<b>Timeframe for Improvement</b>
Below Standard for 1 <sup>st</sup> and 2 <sup>nd</sup> year teachers	183 days (one school year) to achieve a Developing rating
Below Standard for teachers with 2+ years of experience	183 days (one school year) to achieve a Proficient or Exemplary rating
Developing	183 days (one school year) to achieve a Proficient or Exemplary rating
Accomplished	N/A
Exemplary	N/A

At the end of the assistance period, the evaluator will issue a recommendation. If the teacher demonstrates that he/she is *Accomplished* or better, the evaluator will designate placement of that teacher to a normal plan phase. If the teacher demonstrates he/she is not proficient, the evaluator will have the option of either continuing to provide the teacher with additional assistance or recommend termination of employment to the Superintendent. Specific written reports of the assistance plan with reports of observations and a final determination on progress will become part of the teacher's personnel file.

### **Resolution of Differences in the SPAS Process**

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

## **EVALUATION-BASED PROFESSIONAL LEARNING**

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

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

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

### **PRINCIPLES OF THE POMFRET PLAN: ALIGNING STANDARDS AND PROCESSES:**

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

- ***Organizational culture matters:*** The framework and outcomes of systems for the evaluation of teachers must reflect an understanding of the culture of schools as learning organizations (see Schein, 2010; Senge, 2012).
  - It is vitally important to examine the core beliefs that underpin organizational processes such as professional learning and evaluation, as well as teachers’ and administrators’ perception of their roles and effectiveness, to effect positive changes in student learning, growth, and achievement. Further, it is important to evolve the role of principals and administrators from the sole judges and evaluators of teachers and teaching to emphasize their role as instructional leaders who collaborate with teachers.
    - Evaluators and teachers support each other in the pursuit of individual and collective professional growth and student success through rich professional conferences and conversations. [*Standards: Leadership; Resources*]
    - Each school’s core beliefs about student learning are the foundation for evaluation and support systems, and provide a focus for individual and collaborative reflections on personal practice and organizational functioning. [*Standards: Learning Communities; Implementation*]
    - Teachers and administrators collaborate to observe instructional practices in their school and to analyze data on instruction and student performance. [*Standards: Data; Outcomes*]
    - Teachers and administrators collaborate to plan, assess, and evaluate professional learning. [*Standards: Leadership; Learning Communities; Implementation; Learning Designs*]
  
- ***Evaluation and professional learning must be differentiated to increase organizational effectiveness:*** There is a growing research base that demonstrates that individual and collective teacher efficacy (defined by Bandura, 1997, as “the group’s shared belief in its conjoint capabilities to organize and execute courses of action required to produce given levels of attainments”), is positively associated with and predictive of student achievement (Allinder, 1995; Goddard, et al., 2000; Moolenaar, et al., 2012; Tschannen-Moran and Barr, 2004)
  - The needs of veteran and novice teachers are different, and evaluation-based professional learning is designed to meet those needs, inspire and motivate individual and collective efficacy, and build leadership capacity in schools and districts (see Peterson, 2000). [*Standards: Learning Design; Leadership; Resources*]

- The development of such structures as career ladders, personal professional portfolios, and opportunities are provided for teachers to share their learning from professional activities, findings from their own research or from research-based practices they have applied, classroom-level and professional accomplishments and/or challenges. [*Standards: Data; Outcomes: Learning Communities; Leadership*]

## **CAREER DEVELOPMENT AND PROFESSIONAL GROWTH**

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

For educators rated Exemplary, the following career development and professional growth opportunities would be available:

- observation of peers;
- mentoring/coaching early-career educators or educators new to Pomfret;
- participating in development of educator System for Professional Assistance and Support plans for peers whose performance is developing or below standard;
- leading Professional Learning Communities for their peers; and,
- targeted professional development based on areas of need.

## ADMINISTRATOR EVALUATION PLAN

### ***OVERVIEW***

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

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

- Meeting expectations as an instructional leader
- Meeting expectations in at least 2 other areas of practice
- Meeting 1 target related to stakeholder feedback
- Meeting and making progress on 2 locally developed SMART goals aligned to district priorities
- Having more than 60% of teachers proficient on the student growth portion of their evaluation

This document describes the administrator evaluation plan, beginning with a set of underlying core design principles. The four components on which administrators are evaluated include: leadership practice, stakeholder feedback, student learning and teacher effectiveness.

## ADMINISTRATOR EVALUATION PROCESS

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

### OVERVIEW

Each administrator participates in the evaluation process as a cycle of continuous improvement. The cycle is the centerpiece of state guidelines designed to have all educators play a more active, engaged role in their professional growth and development. For every administrator, evaluation begins with goal-setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a Mid-Year Formative Review, followed by continued implementation. The latter part of the process offers administrators a chance to self-assess and reflect on progress to date, a step that informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the subsequent year.

### SCHOOL YEAR: PLAN IMPLEMENTATION AND EVIDENCE COLLECTION

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

#### *Step 1: Orientation and Context-Setting by August 15*

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

1. District level student learning data are available for review by the administrator.
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent and administrators have communicated his/her student learning priorities for the year.

4. The superintendent and administrators have developed a school improvement plan that includes student learning goals.

***Step 2: Goal-Setting and Plan Development prior to the start of the school year***

Before a school year starts, administrators will:

1. identify two SMART goals, and
2. identify one stakeholder feedback target.

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

Next, the administrator and the evaluator meet prior to the start of the school year to discuss and agree on the selected outcome goals and practice focus areas.

The evaluator and administrator also discuss the appropriate resources and professional learning needs to support the administrator in accomplishing the goals. Together, these components, the goals, the practice areas and the resources and supports, comprise an individual's evaluation plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used.

The goal-setting form is to be completed by the administrator being evaluated. The focus areas, goals, activities, outcomes, and timeline will be reviewed by the administrator's evaluator prior to the beginning work on the goals.

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

***Step 3: Mid-Year Formative Review:*** The administrator being evaluated and the evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and

practice. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could impact accomplishment of outcome goals; goals may be changed at this point.

In preparation for meeting:

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

**Step 4: Self-Assessment:** By May 30, the administrator being evaluated completes a self-assessment on his/her practice on all 18 elements of the Connecticut Leadership Standards. For each element, the administrator being evaluated determines whether he/she:

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

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

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

**Step 5: Summative Review and Rating:** The administrator being evaluated and the evaluator meet by June 30 to discuss the administrator's self-assessment and all evidence collected over the course of the year. This meeting serves as an opportunity to convey strengths, growth areas, and their probable rating. After the meeting, the evaluator assigns a rating, based on all available evidence.

The evaluator completes the summative evaluation report, shares it with the administrator, and adds it to the administrator's personnel file with any written comments attached that the administrator requests to be added within two weeks of receipt of the report. Summative ratings must be completed for all administrators by June 30 of a given school year.

## COMPONENTS OF THE ADMINISTRATOR EVALUATION PLAN

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

### **CATEGORY #1: STUDENT GROWTH AND DEVELOPMENT (45%)**

Student learning is assessed in equal weight by performance and growth on 2 locally-determined measures, (SMART goals). Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator's evaluation. The scores in each category are combined, resulting in an overall state test rating that is scored on the following scale:

#### **SMART GOALS**

In mutual agreement with the Superintendent, the administrators establish two SMART goals on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Connecticut Learning Standards. In instances where there are no such standards that apply to a subject/grade level or an administrators' assignment, Pomfret will use research-based learning standards appropriate for that administrators' assignment (i.e., Standards for Professional Learning, American School Counselors Association, etc.).

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

- Student performance or growth on district adopted assessments (e.g., commercial content area assessments).

The process for selecting measures and creating SMART goals will strike a balance between alignment to student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process unfold in this way:

- First, establish student learning priorities for a given school year based on available data.
- The administrators use available data to craft an improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The administrators choose student learning priorities for her/his own evaluation that are aligned with the school improvement plan.

- The administrators choose measures that best assess the priorities and develop clear and measurable goals for the chosen assessments/indicators.
- The administrator shares the SMART goals with her/his evaluator, informing a conversation designed to ensure that:
  - The SMART goals are attainable.
  - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established SMART goals.
  - The SMART goals are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
  - The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The administrator being evaluated and the evaluator collect interim data on the SMART goals to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

Based on this process, administrators receive a rating for this portion using the Administrator Evaluation Summative Rating Form:

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

		Locally-determined SMART Goal 2 (22.5%)			
		Exemplary	Proficient	Developing	Below Standard
Locally-determined SMART Goal 1 (22.5%)	Exemplary	Exemplary	Exemplary	Proficient	Developing
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

**CATEGORY #2: LEADERSHIP PRACTICE (40%)**

An assessment of an administrator’s leadership practice, through direct observation of practice and the collection of other evidence, is 40% of an administrator’s summative rating.

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

All six of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. **Performance Expectation 2 (Teaching and Learning) for administrators will be weighted twice as much as** any other Performance Expectation. The other Performance Expectations must have a weighting of at least 5% of the overall evaluation. These weightings will be consistent for the Principal and Director of Pupil Services at Pomfret Community School.

In order to arrive at these ratings, administrators are measured against the **Leader Evaluation Rubric.** (see Appendix ) This rubric describes leadership actions across four performance levels which include:

- **Exemplary:** The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Proficient performance.

- **Proficient:** The rubric is anchored at the Proficient Level using the indicator language from the Connecticut School Leadership Standards. **Proficient** represents fully satisfactory performance. It is the rigorous standard expected for most experienced administrators.
- **Developing:** The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.
- **Below Standard:** The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

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

### **Leadership Practice Summative Rating**

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

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

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

1. The administrators being evaluated collect evidence about his/her practice and the evaluator collects evidence about administrators’ practice with particular focus on the identified focus areas for development. **Evaluators of administrators must conduct at least two school site observations for each administrator and will conduct at least**

**four school site observations for administrators who are new to their district, the profession, or who have received ratings of *developing* or *below standard*.**

2. Each administrator being evaluated and the evaluator hold a Mid-Year Formative Review **by January 30** with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
3. **By May 30**, each administrator being evaluated reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.
4. **By June 30**, the evaluator and each administrator being evaluated meet to discuss all evidence collected. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *exemplary*, *proficient*, *developing*, or *below standard* for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the Leadership Practice Matrix and generates a summary report of the evaluation by June 30.

### **Orientation and Training Programs**

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

By August 30, Pomfret will provide evaluators of administrators with training focused on the administrator evaluation system. Training will include an in-depth overview and orientation of the 4 categories that are part of the plan, the process and timeline for plan implementation, the process for arriving at a summative evaluation, and use of *My Learning Plan/OASYS*. Training will be provided on the use of the Leadership Practice Rubric, so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator proficiency. Additional training will be provided to all evaluators in conducting effective observations and providing high-quality feedback. Training will also be provided on the 3 other categories in the plan.

## Pomfret Community School Administrators

Leadership Practice Matrix (40%):

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

### **CATEGORY #3: TEACHER EFFECTIVENESS (5%)**

Administrator performance is directly related to teacher effectiveness. Teacher effectiveness as measured by an aggregation of teachers' SMART goals is 5% of an administrator's evaluation.

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

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

<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Below Standard</b>
80-100% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	70-79% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	50-69% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	<50% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation

**CATEGORY #4: STAKEHOLDER FEEDBACK (10%)**

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

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

The survey instrument to be used was developed by Victoria Bernhardt, *Education for the Future*, Executive Director. This survey, used both nationally and internationally, has been subjected to a rigorous vetting process that has found them to be fair, reliable, valid, and useful.

The survey will be administered online, allowing for anonymous responses in the spring of each year. Paper copies of the survey will also be made available. Pomfret administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement. The spring survey data will be used by administrators as baseline data for the following academic year.

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

## ARRIVING AT A STAKEHOLDER FEEDBACK SUMMATIVE RATING

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

- Administrators with high ratings already, in which case, the rating should reflect the degree to which measures remain high.
- Administrators new to the role, in which case, the rating should be based on a reasonable target, as defined by the evaluator.

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

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

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

## SUMMATIVE ADMINISTRATOR EVALUATION RATING

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

- A. **Exemplary:** Exceeding indicators of performance
- B. **Proficient:** Meeting indicators of performance
- C. **Developing:** Meeting some indicators of performance but not others
- D. **Below standard:** Not meeting indicators of performance

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

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

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

*Exemplary* ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. 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. Two consecutive years at the *developing* level is, for an experienced administrator, a cause for concern.

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

### ***Determining Summative Ratings***

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

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

The practice rating derives from an administrator's performance on the six performance expectations of the leader evaluation rubric and the stakeholder feedback target. As shown in the Summative Rating Form evaluators record a rating for the performance expectations that

generates an overall rating for leadership practice. The Stakeholder Feedback rating is combined with the Leadership Practice rating and the evaluator uses the matrix to determine an overall Practice Rating.

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

The outcomes rating derives from the two student learning measures, SMART goals and teacher effectiveness outcomes. The evaluator uses the matrix to determine an overall Outcomes Rating.

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

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

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

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

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

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

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

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

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

### **ADMINISTRATOR SYSTEM FOR PROFESSIONAL ASSISTANCE AND SUPPORT PLAN (SPAS) (INDIVIDUAL IMPROVEMENT AND REMEDIATION PLAN)**

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

The plan must include the following components:

1. *Areas of Improvement*: Identify area of needed improvement.

2. *Rationale for Areas of Improvement*: Evidence from observations that show an area needing improvement.
3. *Performance Expectation*: List performance expectation rated “developing” or “below standard”.
4. *Indicators for Effective Leading*: Identify exemplar practices in the area identified as needing improvement.
5. *Improvement Strategies to be Implemented*: Provide strategies the administrator can implement to show improvement in performance expectations rated “developing” or “below standard”.
6. *Tasks to Complete*: Specific tasks the administrator will complete that will improve the performance expectation.
7. *Support and Resources*: The evaluator and/or administrator may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc.
8. *Monitoring*: The evaluator will provide consistent supervision and monitoring as outlined in the plan.
9. *Indicators of Progress*: How the administrator will show progress towards proficient/exemplar in domain through observations, data, evidence, etc.

The plan will be designed and written in a collaborative manner. The administrator and evaluator will sign the plan. The contents of the plan will be confidential.

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

## **EVALUATION-BASED PROFESSIONAL LEARNING**

As our core values indicate, Pomfret believes that the primary purpose for professional learning is school improvement as measured by the success of every student. We also believe that professional learning must focus on creating meaningful experiences for all staff members. Designing evaluation-based professional learning is a dynamic process. Working with program goals and data from the administrator evaluation process, professional learning

is planned to strengthen instruction around identified student growth needs or other areas of identified educator needs.

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

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

**PRINCIPLES OF THE POMFRET PLAN: ALIGNING STANDARDS AND PROCESSES:**

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

- Administrator reflection on aspects of their leadership practice and its effect on student achievement and teacher effectiveness, on other facets of responsibility to the school community, and on their professional contributions to their field is critical to improved practice for both veteran and novice teachers. [*Standards: Learning Communities; Data; Outcomes*]
  - Educator self-reflection represents the initiation and culmination of the cycle of professional praxis and procedures for evaluation.
  - Educators collect and assemble relevant data related to student outcomes and their professional contributions, and determine how their data can be used in evaluation.
- ***Organizational culture matters:*** The framework and outcomes of systems for the evaluation of administrators must reflect an understanding of the culture of schools as learning organizations (see Schein, 2010; Senge, 2012).
  - It is vitally important to examine the core beliefs that underpin organizational processes such as professional learning and evaluation, as well as teachers’ and administrators’ perception of their roles and effectiveness, to effect positive changes in student learning, growth, and achievement. Further, it is important to evolve the role of principals and administrators from the sole

judges and evaluators of teachers and teaching to emphasize their role as instructional leaders who collaborate with teachers.

- Evaluators and administrators support each other in the pursuit of individual and collective professional growth and student success through rich professional conferences and conversations. [*Standards: Leadership; Resources*]
- Each school's core beliefs about student learning are the foundation for evaluation and support systems, and provide a focus for individual and collaborative reflections on personal practice and organizational functioning. [*Standards: Learning Communities; Implementation*]
- Teachers and administrators collaborate to observe instructional practices in their school and to analyze data on instruction and student performance. [*Standards: Data; Outcomes*]
- Teachers and administrators collaborate to plan, assess, and evaluate professional learning. [*Standards: Leadership; Learning Communities; Implementation; Learning Designs*]

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

## **CAREER DEVELOPMENT AND PROFESSIONAL GROWTH**

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

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

## **STUDENT SUPPORT SPECIALIST EVALUATION PLAN**

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

The Plan aligns the professional standards for student support specialists with outcomes for learning in evaluation of practice, while recognizing the unique responsibilities of each education specialist.

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

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

### ***Who are Student Support Specialists?***

Student Support Specialists include non-teaching, non-administrative education professionals who provide a variety of services to students, teachers, and parents. Specialists may include counselors, nurses, library/media specialists, school psychologists, social workers, and others with specialized training who offer a broad range of services.

Student Support Specialist Position Categories at Pomfret Community School:

- Pupil Personnel services: school counselors, school nurses, school psychologists
- Instructional Support services: instructional support specialists (Reading and Math Specialists), library/media specialists
- Related Services: occupational therapists, physical therapists, speech and language pathologists

### ***Who Evaluates Student Support Specialists?***

Pomfret's Principal and Director of Pupil Services are responsible for Student Support Specialists' evaluations.

### ***Performance Standards***

It is expected that student support specialists will be knowledgeable about their professional standards. Evaluators will be knowledgeable about the professional standards for each specialist they evaluate. Those standards form the basis for goal-setting, assessment of professional practice, and alignment of professional learning opportunities for the student support specialists. Links to standards and other informational documents related to the professional practice requirements of student support specialists are provided below. In observations of practice, evaluators will use the domains and indicators outlined in the Common Core of Teaching Rubric for Effective Teaching: Student and Educator Support Specialists (CCT-SESS) as appropriate.

### ***Links to Professional Standards Documents:***

School Counselors: ASCA Ethical Standards for School Counselors (2010):  
<http://www.schoolcounselor.org/files/EthicalStandards2010.pdf>

School Social Workers: NASW Standards for School Social Work Services (2012):  
<http://www.naswdc.org/practice/standards/NASWSchoolSocialWorkStandards.pdf>

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

Occupational Therapists: AOTA Standards of Practice

<http://www.aota.org/about/core/36194.aspx>

Instructional Technology Specialists: NETS-T (2010)

<http://www.iste.org/docs/pdfs/nets-t-standards.pdf?sfvrsn=2>

Assistive Technology Specialists: RESNA Standards:

<http://www.resna.org/atStandards/standards.dot>

Physical Therapists: APTA Code of Ethics (2012)

[http://www.apta.org/uploadedFiles/APTAorg/About\\_Us/Policies/HOD/Ethics/CodeofEthics.pdf](http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/HOD/Ethics/CodeofEthics.pdf)

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

[http://www.pediatricapta.org/pdfs/References%20for%20SB%20SIG1\\_23.pdf](http://www.pediatricapta.org/pdfs/References%20for%20SB%20SIG1_23.pdf)

Professional Development Coordinator, Education Staff Developers: Learning Forward, Standards for Professional Learning (2012):

<http://www.learningforward.org/bookstore/standards-for-professional-learning>

### **STUDENT SUPPORT SPECIALIST EVALUATION PROCESS**

The process for the evaluation of student support specialists is consistent with that of Pomfret's teacher and administrative evaluation processes, and includes the following characteristics:

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

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

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

**1. Orientation – by September 15:**

- A. To begin the annual evaluation process, evaluators meet with specialists, in groups and/or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will review and discuss the following:
- a. The CCT-SESS,
  - b. School priorities that should be reflected in specialists’ performance and practice goals,
  - c. SMART goals related to learner needs,
  - d. Focus areas based on teacher and/or student needs,
  - e. Data regarding whole-school indicators of student learning,
  - f. Self-assessment processes and purposes,
  - g. Data collection, including types of data and processes for collection and analysis,
  - h. Access to the online evaluation system (*My Learning Plan-OASYS*).

**2. Goal-setting Conference (by October 15)**

*Student Support Specialist Reflection* – In advance of the Goal Setting Conference, the specialist will examine data related to current students’ needs and performance data (including, but not limited to: data from various criterion- and norm-referenced assessments, IEPs, 504s, etc.), prior year evaluations and survey results, previous and professional learning goals, and the professional standards for their area of practice and CCT-SESS. The specialists will draft the following goals, specific to their assignments:

- a. **Two SMART goals** to address student outcome (for those specialists with student caseloads) and/or achievement objectives, which will comprise 45% of the education specialist summative evaluation;
- b. One professional practice focus area, based on data from student support specialist reflection and evaluator observations. Observations of CCT indicators will comprise 40% of the evaluation;
- c. **One goal for improving outcomes based on data from parent feedback**, determined by the school administrator, from which **specialists will indicate their strategies for achieving this school-wide goal**, which will comprise 10% of their evaluation; and

- d. **One focus area based on whole school indicators of student learning** as identified in their administrator’s evaluation plan for the school year, which will comprise 5% of their evaluation. The student support specialist may collaborate with other educators or teams to support the goal-setting process.

*Goal-setting conference* – No later than October 15 of the school year, the evaluator and the student support specialist will meet to discuss the specialist’s proposed goals in order to arrive at mutual agreement. The goals for the year must be informed by data and evidence collected by the specialist and evaluator about the specialist’s practice.

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

Student Support Specialist	Evaluator
<ul style="list-style-type: none"> <li>• Specialist Products or Artifacts</li> <li>• Data on Learning or Achievement of Learners</li> <li>• Lesson, intervention, treatment, or customer action plans and records</li> <li>• Artifacts from work of Learners</li> <li>• Client Communication Logs</li> <li>• Data Team Minutes</li> <li>• Journals/notes documenting reflections on practice</li> <li>• Schedule of meetings/conferences</li> <li>• Survey Data</li> </ul>	<ul style="list-style-type: none"> <li>• Data from multiple sources based on the specialist’s role and caseload</li> <li>• School-Level Data</li> <li>• Observation/review of practice data based on CCT-SESS and professional standards documents</li> </ul>

**3. Observations of practice:**

Evaluators will observe specialists’ practice using a combination of formal and informal in-class observations and non-classroom reviews of practice throughout the school year, as outlined in the Observation Frequency Schedule. (See page 77)

**4. Evidence collection and review (throughout school year):**

The student support specialist collects evidence about his/her practice and outcomes related to the SMART goals that are relevant to the agreed-upon professional goals and focus areas. The evaluator also collects evidence about specialist practice for discussion in the mid-year Formative Conference and summative review.

## **5. Mid-year Formative Conference:**

The evaluator and specialist will hold a mid-year Formative Conference. The conference should focus on the progress toward meeting the goals and focus areas established in the goal-setting conference. Both the specialist and the evaluator will bring evidence of professional practice, professional learning and/or outcomes data to be reviewed at this conference. During this conference, the specialist and evaluator will discuss the cause and effect relationship of practice to outcomes data, e.g. – how practice positively impacted student achievement. The conference will allow both the specialist and evaluator to make explicit connections between the practice component and the SMART goal component of the evaluation program. If necessary, specialists and evaluators may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of SMART goals to accommodate changes (e.g., student populations, assignment, etc). They also discuss actions that the specialist can take, and support the evaluator can provide to promote the specialist’s growth in his/her focus areas.

## **6. End-of-year Summative Review:**

- *Student Support Specialist self-assessment* - The specialist will complete a self-assessment for review by the evaluator. The self-assessment should address all components of the evaluation plan and include what the specialist learned throughout the year supported by evidence and personal reflection. The self-assessment should also include a statement that identifies a possible future direction that is related to the year’s outcomes.
- *End-of-year conference* - The evaluator and the student support specialist meet to discuss all evidence collected to date. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.
- *Rating* - The evaluator reviews submitted evidence, self-assessments, and observation data to generate category ratings. The category ratings are combined to determine the final, summative rating.

## *COMPONENTS OF STUDENT SUPPORT SPECIALISTS EVALUATION*

### **CATEGORY 1: STUDENT OUTCOMES AND ACHIEVEMENT (45%)**

**Two SMART goals** addressing student growth will comprise 45% of the student support specialist summative evaluation.

Forty-five percent (45%) of a specialist's evaluation will be based on attainment of agreed upon measures of student outcomes defined by the SMART Goals that are aligned to multiple measures of student growth. Student support specialists are required to develop **two SMART goals** to address student outcome (for those specialists with student caseloads) and/or achievement objectives.

Sources for the development of SMART goals may include:

- Norm or criterion-referenced assessments
- Benchmark assessments of student achievement of school-wide expectations for student learning, measured by analytic rubrics.
- Other curricular benchmark assessments.
- Student portfolios of examples of work in content areas
- Other indicators of student growth as appropriate to the specialist's role

#### ***Goal Setting***

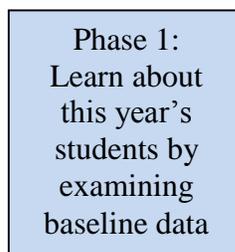
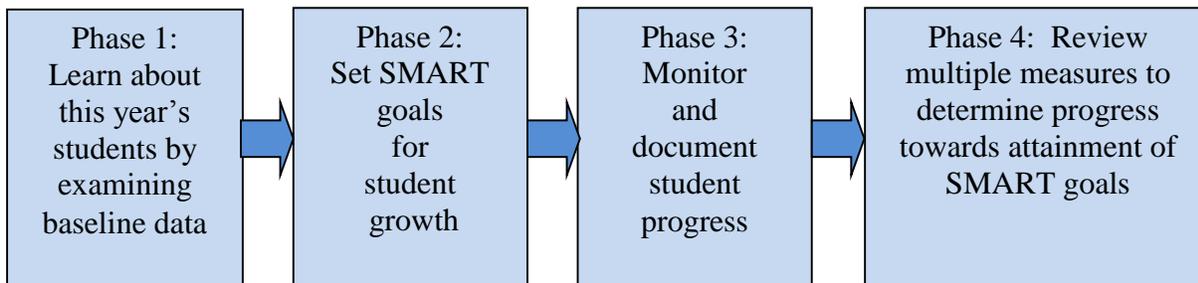
Pomfret student support specialist's SMART goals address the needs of their students and are aligned to the specialist's assignment and, where applicable, to IEP goals and objectives. The student outcome related indicators will be written to meet SMART goal criteria, i.e. Specific, Measurable, Attainable,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

Each SMART goal will:

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

### ***SMART Goals and Student Progress***

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



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

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

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

Phase 2:  
Set SMART goals  
for  
student  
growth

Each SMART goal should make clear

1. What evidence was or will be examined,
2. What level of growth is targeted, and
3. What proportion of students is projected to achieve the targeted growth level.

It is through the Phase 1 examination of student data that specialists will determine what level of growth to target and for which students.

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

Phase 3:  
Monitor and  
document  
student  
progress

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

**Mid-Year Formative Conference:**

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

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

**End-of-year review of SMART goals:**

The specialist will collect evidence of student progress toward meeting the SMART Goals. The evidence will be submitted to the evaluator, and the specialist and evaluator will discuss the extent to which the specialist met their SMART Goals. Following the conference, the evaluator will rate the SMART Goals using the 4 performance level designations shown in the table below.

<b>Exceeded (4)</b>	Substantially exceeding indicators of performance (SMART goal(s))
<b>Met (3)</b>	Meeting indicators of performance (SMART goal(s))
<b>Partially Met (2)</b>	Meeting some indicators of performance (SMART goal(s)) but not others
<b>Did Not Meet (1)</b>	Not meeting indicators of performance (SMART Goal(s))

The term “performance” in the above shall mean “progress as defined by specific indicators.” Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence. To arrive at a rating for each SMART goal, the evaluator will review the results from data collected as a body of evidence regarding the accomplishment of the goal and rate the attainment of the SMART goals holistically.

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

### ***Professional Learning for Student Support Specialists and Evaluators***

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

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

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

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

### **CATEGORY 2: PROFESSIONAL PRACTICE (40%)**

A **professional practice focus area** based on data from the student support specialist's reflection and evaluator's observations, where available, will comprise 40% of their evaluation.

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

### ***Student Support Specialist Focus Area for Performance and Practice***

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

### ***Data Gathering Process***

Evaluators will use the *CCT-SESS* to guide data collection from three sources: conferences with specialists, classroom observations and reviews of practice. Data may be collected from multiple sources, including, but not limited to:

- teacher lesson plans and associated documentation,
- pre-observation and post observation,
- teacher self-reflection forms, and related conversations,
- non-classroom reviews of practice, such as
  - communication with families,
  - collaboration with colleagues,
  - participation in data teams,
  - professional learning presentations by faculty members,
  - participation in mentoring,
  - instructional rounds,
  - PPTs, and
  - action research.

Over the course of the school year, evaluators will gather evidence for Indicators and Domains of the *CCT-SESS* which will allow specialists to demonstrate:

- the context for their work;
- their ability to improve student learning and/or performance and outcomes;
- their ability to engage in reflective practice to improve their own knowledge and skills; and
- how they exercise leadership skills within their classrooms, schools and district.

### ***Observation of Student Support Specialist Practice***

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

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

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

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

<b>Evidence of Student Specialist Performance and Practice (40%)</b>		
<b>SOURCES</b>	<b>EXAMPLES OF DATA</b>	<b>IMPORTANCE OF DATA</b>
Conferences	CCT-SESS Domains <ul style="list-style-type: none"> <li>• Conversation and artifacts that reveal the specialist has an understanding of content, students strategies, and use of data</li> <li>• Specialist’s use of data to inform instruction, analyze student performance and set appropriate learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Provides opportunities for specialists to demonstrate cause and effect thinking</li> <li>• Provides the opportunity for the specialist to identify and demonstrate learning</li> <li>• Provides context for observations and evaluation</li> </ul>
In-class observations	CCT-SESS Domains <ul style="list-style-type: none"> <li>• Specialist-student, student-student conversations, interactions, activities related to learning goals</li> </ul>	<ul style="list-style-type: none"> <li>• Provides evidence of specialist’s ability to improve student learning and promote growth</li> </ul>
Non-classroom reviews of practice	CCT-SESS Domains <ul style="list-style-type: none"> <li>• Specialist reflection, as evidenced in pre- and post-conference data</li> <li>• Engagement in professional development opportunities, involvement in action research</li> <li>• Collaboration with colleagues</li> <li>• Specialist-family interactions</li> <li>• Ethical decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Provides evidence of specialist as learner, as reflective practitioner and specialist as leader.</li> </ul>

In addition to in-class observations and conferences, non-classroom reviews of practice will be conducted. Examples of non-classroom observations or reviews of practice include but are not limited to:

- observations of data team meetings,
- observation of participation in team meetings,
- observations of coaching/mentoring other teachers, and
- review of lesson plans or other teaching artifacts.

The Professional Learning and Evaluation Plan also establishes opportunities for teachers to participate in informal, non-evaluative observations of teacher practice for the following purposes:

- to enhance awareness of teaching and learning practices in our school;
- to create opportunities for problem-based professional learning projects and action

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

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

***OBSERVATION FREQUENCY***

<b>Performance Designation</b>	<b>Number of Observations</b>	<b>Conferencing and Feedback</b>
<b>1<sup>st</sup> and 2<sup>nd</sup> Year Student Support Specialists and those new to the district</b> <b>Participation in SPAS if needed</b>	Three formal observations	All must have pre- and Post conferences
	At least one review of practice in a mutually agreed upon area of practice and informal observation(s) as appropriate	Feedback will be written
<b>Specialists with 2 or More Years of Experience in the district designated <i>Accomplished</i> or <i>Exemplary</i> in the prior year's summative evaluation</b>	One formal observation every third year	Must have pre- and post conferences
	<b>At least one informal observation every year</b>	<b>Feedback will be written</b>
	At least one review of practice in a mutually agreed upon area of practice	Feedback will be written
<b>Specialists with 2 or More Years of Experience in the district designated <i>Developing</i> and/or <i>Below Standard</i> in the prior year's summative evaluation (Participation in SPAS)</b>	Three formal observations	All must have pre- and post conferences
	At least one review of practice in a mutually agreed upon area of practice and informal observation(s) as appropriate	Feedback will be written

### ***Evaluation Ratings for Performance and Practice***

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

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

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

### **EVALUATOR TRAINING AND PROFICIENCY**

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

All evaluators will be required to participate in training and successfully complete calibration activities. Evaluators will also attend additional support sessions during the school year. To

ensure consistency and fairness in the evaluation process, all evaluators must meet the proficiency standard prior to conducting teacher observations. Components will include the following:

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

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

All Pomfret evaluators will participate in ongoing calibration activities in the use of the *CCT-SESS* for educator evaluation. Any evaluator who does not initially demonstrate proficiency will be provided with additional practice and coaching opportunities as needed and will be required to successfully complete online proficiency activities.

### **CATEGORY 3: PARENT FEEDBACK (10%)**

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

Pomfret Community School strives to meet the needs of all students. A school-wide parent survey will be used to gain insight into what parents perceive about our ability to accomplish this goal. The survey instrument to be used was developed by Victoria Bernhardt, *Education for the Future*, Executive Director. The survey instrument, used both nationally and internationally, has been subjected to a rigorous vetting process that found it to be fair, reliable, valid, and useful.

Using an *Education for the Future* Parent Survey, administered online and that allows for anonymous responses, Pomfret Community School will collect and analyze parent feedback data that will be used for continuous improvement. Surveys will be administered annually in the spring. Survey data will be used by specialists as baseline data for the upcoming academic year. Analysis of survey data will be conducted on a school-wide basis, with all certified staff engaged in the analysis, and result in one school-wide goal to which all certified staff will be held accountable.

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

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

#### **CATEGORY 4: WHOLE-SCHOOL STUDENT LEARNING INDICATORS (5%)**

Five percent (5%) of a student support specialist's evaluation shall be based on the specialist's efforts and actions taken towards achievement of the Whole School Learning Goal.

The administration and staff will work collaboratively to define a Whole School Learning Goal based on student progress on district assessments. Certified staff will articulate in writing how they will, through their instructional practice, contribute to the achievement of the Whole School Learning Goal.

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

### **SUMMATIVE STUDENT SUPPORT SPECIALIST EVALUATION**

#### **RATING:**

Each student support specialist will receive an annual summative rating following the same guidelines as the district teacher evaluation rating. See pages 35-39.

## **DEFINITION OF STUDENT SUPPORT SPECIALIST EFFECTIVENESS AND INEFFECTIVENESS**

Student support specialist effectiveness will be determined following the same guidelines as the district teacher definition of effectiveness. See page 39.

### **STUDENT SUPPORT SPECIALISTS SYSTEM OF PROFESSIONAL ASSISTANCE AND SUPPORT PLAN (SPAS)**

Student support specialists will follow the same guidelines outlined in the teacher Professional Assistance and Support Plan (SPAS). See pages 39-41

### **EVALUATION-BASED PROFESSIONAL LEARNING**

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

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

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

#### **TENETS OF THE POMFRET PLAN: ALIGNING STANDARDS AND PROCESSES:**

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

- Educator reflection on aspects of their instructional practice and its effect on student achievement, on other facets of responsibility to the school community, and on their professional contributions to their field is critical to improved practice for both veteran and novice educators. [*Standards: Learning Communities; Data; Outcomes*]
  - Educator self-reflection represents the initiation and culmination of the cycle of professional praxis and procedures for evaluation.
  - Educators collect and assemble relevant data related to student outcomes and their professional contributions, and determine how their data can be used in evaluation.
- **Organizational culture matters:** The framework and outcomes of systems for the evaluation of educators must reflect an understanding of the culture of schools as learning organizations (see Schein, 2010; Senge, 2012).
  - It is vitally important to examine the core beliefs that underpin organizational processes such as professional learning and evaluation, as well as teachers' and administrators' perception of their roles and effectiveness, to effect positive changes in student learning, growth, and achievement. Further, it is important to evolve the role of principals and administrators from the sole judges and evaluators of educators and teaching to emphasize their role as instructional leaders who collaborate with all educators.
    - Educators support each other in the pursuit of individual and collective professional growth and student success through rich professional conferences and conversations. [*Standards: Leadership; Resources*]
    - Each school's core beliefs about student learning are the foundation for evaluation and support systems, and provide a focus for individual and collaborative reflections on personal practice and organizational functioning. [*Standards: Learning Communities; Implementation*]
    - Educators collaborate to observe instructional practices in their school and to analyze data on instruction and student performance. [*Standards: Data; Outcomes*]
    - Educators collaborate to plan, assess, and evaluate professional learning. [*Standards: Leadership; Learning Communities; Implementation; Learning Designs*]
- **Evaluation and professional learning must be differentiated to increase organizational effectiveness:** There is a growing research base that demonstrates that individual and collective educator efficacy (defined by Bandura, 1997, as "the group's shared belief in its conjoint capabilities to organize and execute courses of action required to produce

given levels of attainments”), is positively associated with and predictive of student achievement (Allinder, 1995; Goddard, et al., 2000; Moolenaar, et al., 2012; Tschannen-Moran and Barr, 2004)

- The needs of veteran and novice educators are different, and evaluation-based professional learning is be designed to meet those needs, inspire and motivate individual and collective efficacy, and build leadership capacity in schools and districts (see Peterson, 2000). [*Standards: Learning Design; Leadership; Resources*]
- The development of such structures as career ladders, personal professional portfolios, and opportunities are provided for educators to share their learning from professional activities, findings from their own research or from research-based practices they have applied, classroom-level and professional accomplishments and/or challenges. [*Standards: Data; Outcomes: Learning Communities; Leadership*]

## **CAREER DEVELOPMENT AND PROFESSIONAL GROWTH**

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

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

### **References and Resources**

- Allinder, R.M. (1995). An examination of the relationship between teacher efficacy and curriculum-based measurement and student achievement. *Remedial and Special Education, 16*(4), 247-254. doi:10. 177/07493259501600408.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: MacMillan.
- Butler, D.L., & Schnellert, L. (2012). Collaborative inquiry in teacher professional development. *Teaching and Teacher Education (28)*2, 1206-1220.

- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1). Retrieved October 20, 2012 from <http://epaa.asu.edu/ojs/issue/view/8>.
- Darling-Hammond, L., & Bransford, J. (Eds.) (2005). *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do*. San Francisco, CA: Jossey-Bass.
- Goddard, R.D., Hoy, W.K., and Woolfolk, A. (2000). Collective teacher efficacy: Its meaning, measure, and effect on student achievement. *American Educational Research Journal*, 37(2), 479-507.
- Goe, L., & Stickler, L. (2008). *Teacher quality and student achievement: Making the most of recent research*. Washington, DC: National Comprehensive Center for Teacher Quality.
- King, J. (2003). *Teacher quality: Understanding the effectiveness of teacher attributes*. Washington, DC: Economic Policy Institute.
- Moolenaar, N.M., Slegers, P.C., & Daly, A.J. (2012). Teaming up: Linking collaboration networks, collective efficacy, and student achievement. *Teaching & Teacher Education*, 28(2), 251-262.
- Peterson, K.D. (2000). *Teacher evaluation: A comprehensive guide to new directions and practices*. Thousand Oaks, CA: Corwin Press
- Rice, J. K. (2003). *Teacher quality: Understanding the effectiveness of teacher attributes*. Washington, DC: Economic Policy Institute.
- Schein, E.H. (2010). *Organizational culture and leadership*. San Francisco: Jossey-Bass.
- Senge, P.M., Cambron-McCabe, N., Lucas, T., Smith, B., & Dutton, J. (2012). *Schools that learn: A Fifth Discipline fieldbook for educators, parents, and everyone who cares about education*. New York: Crown.
- Tschannen-Moran, M., & Barr, M. (2004). Fostering student learning: The relationship of collective teacher efficacy and student achievement. *Leadership & Policy in Schools*, 3(3), 189-209.
- Tschannen-Moran, M., Woolfolk Hoy, A.W., & Hoy, W.K. (1998). Teacher efficacy: Its meaning and measure. *Review of Education Research*, 68, 202-248.

Tschannen-Moran, M, & Woolfolk Hoy, A.W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education, 17*, 783-805.

Tschannen-Moran, M, & Woolfolk Hoy, A.W. (2001). *The influence of resources and support on teachers' efficacy beliefs*. Paper presented at the annual meeting of the American Educational Research Association, Session 13:82, *An exploration of beliefs related to academic achievements*. New Orleans, LA.