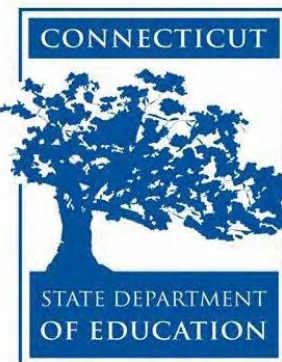


**South Windsor
Public Schools**



2015 Handbook for Educator Evaluation and Development

**Connecticut's State Model for
Educator Evaluation**





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Professional Development and Evaluation Committee
2014 - 2015

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Introduction

Message from the Connecticut State Department of Education, Bureau of Educator Effectiveness and Professional Learning

Excellent schools begin with great school leaders and teachers. The importance of highly-skilled educators is beyond dispute as a strong body of evidence now confirms what parents, students, teachers and administrators have long known: effective teachers are among the most important school-level factor in student learning, and effective leadership is an essential component of any successful school.

The Connecticut State Department of Education (CSDE) is committed to raising the overall quality of our schools' workforce. To meet this goal, the state, in partnership with local and regional school districts and many other stakeholder groups, aims to create a comprehensive approach to supporting and developing Connecticut's educators so that the state prepares, recruits, hires, supports, develops and retains the best educators to lead our classrooms and schools.

Educator evaluation is the cornerstone of this holistic approach and contributes to the improvement of individual and collective practice. High-quality evaluations are necessary to inform the individualized professional learning and support that all educators require. Such evaluations also identify professional strengths which should form the basis of new professional opportunities. High-quality evaluations are also necessary to make fair employment decisions based on teacher and administrator effectiveness. Used in this way, high-quality evaluations will bring greater accountability and transparency to schools and instill greater confidence in employment decisions across the state.

Connecticut's System for Educator Evaluation and Development (SEED) is a model evaluation and support system that is aligned to the **Connecticut Guidelines for Educator Evaluation** (Core Requirements), which were adopted by the Performance Evaluation Advisory Council (PEAC) in June of 2012. In February 2014, PEAC adopted additional flexibilities to the existing core requirements for teacher evaluation in response to feedback from various stakeholder groups. These flexibility options are described in subsections 2.9 and 2.10 of the Core Requirements.

The SEED model was informed by a large body of research, including the Gates Foundation's **Measures of Effective Teaching (MET)** study. In 2012-13, ten districts/district consortia piloted SEED and provided feedback through an implementation study conducted by the University of Connecticut - Neag School of Education which further guided the model design.

The system clearly defines effective practice, encourages the exchange of accurate, useful information about strengths and development areas, and promotes collaboration and shared ownership for professional growth. The primary goal of Connecticut's educator evaluation and support system is to develop the talented workforce required to provide a superior education for Connecticut's 21st-century learners.



As provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by P.A. 13-245, the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher. For the purposes of this document, the term “teacher” refers to any teacher serving in a position requiring teacher certification within a district, but not requiring a 092 certification. Furthermore the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each administrator who serves in a role requiring a 092 certification, in accordance with the requirements of Connecticut General Statutes.

DESIGN PRINCIPLES

South Windsor’s Educator Evaluation and Development Model

This document outlines the model for the evaluation and development of teachers in the South Windsor Public Schools. It is based on the Connecticut Guidelines for Educator Evaluation, developed by a diverse group of educators from across the state of Connecticut in June 2012, and on best practice research from around the country. South Windsor’s model widely adopts Connecticut’s System for Educator Evaluation and Development (SEED) with adaptations specific to the observation protocols.

Purpose and Rationale

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

Core Design Principles

The following principles guided the design of the teacher and administrator evaluation models, developed in partnership with Education First and New Leaders:

- Consider multiple standards-based measures of performance;
- Emphasize growth over time;
- Promote both professional judgment and consistency;
- Foster dialogue about student learning;
- Encourage aligned professional learning, coaching and feedback to support growth; and
- Ensure feasibility of implementation.

Consider multiple, standards-based measures of performance

An evaluation and support system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of an educator’s performance. The new

model defines four components of teacher effectiveness: student growth and development (45%), teacher performance and practice (40%), parent feedback (10%) and whole-school student learning indicators (5%). The model defines four components of administrator effectiveness: multiple student learning indicators (45%), leadership practice (40%), stakeholder feedback (10%) and teacher effectiveness outcomes (5%).

The four components of the SEED model are grounded in research-based standards for educator effectiveness, Common Core State Standards, as well as Connecticut's standards: The Connecticut Common Core of Teaching (CCT); the Common Core of Leading (CCL); Connecticut School Leadership Standards; the Connecticut Framework K-12 Curricular Goals and Standards; the Smarter Balanced Assessments; and locally-developed curriculum standards.

Emphasize growth over time

The evaluation of an educator's performance should consider his/her improvement from an established starting point. This applies to professional practice focus areas and the student outcomes they are striving to reach. Attaining high levels of performance matters—and for some educators maintaining high results is a critical aspect of their work—but the model encourages educators to pay attention to continually improving their practice. The goal-setting process in this model encourages a cycle of continuous improvement over time.

Promote both professional judgment and consistency

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

Foster dialogue about student learning

In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers. The SEED model is designed to show that of equal importance to getting better results is the professional conversation between an educator and his/her supervisor which can be accomplished through a well-designed and well-executed evaluation and support system. The dialogue in the SEED model occurs more frequently and focuses on what students are learning and what administrators can do to support teaching and learning.

Encourage aligned professional learning, coaching and feedback to support growth

Novice and veteran educators alike deserve detailed, constructive feedback and professional learning tailored to the individual needs of their classrooms and students. SEED promotes a shared language of excellence to which professional learning, coaching and feedback can align to improve practice.

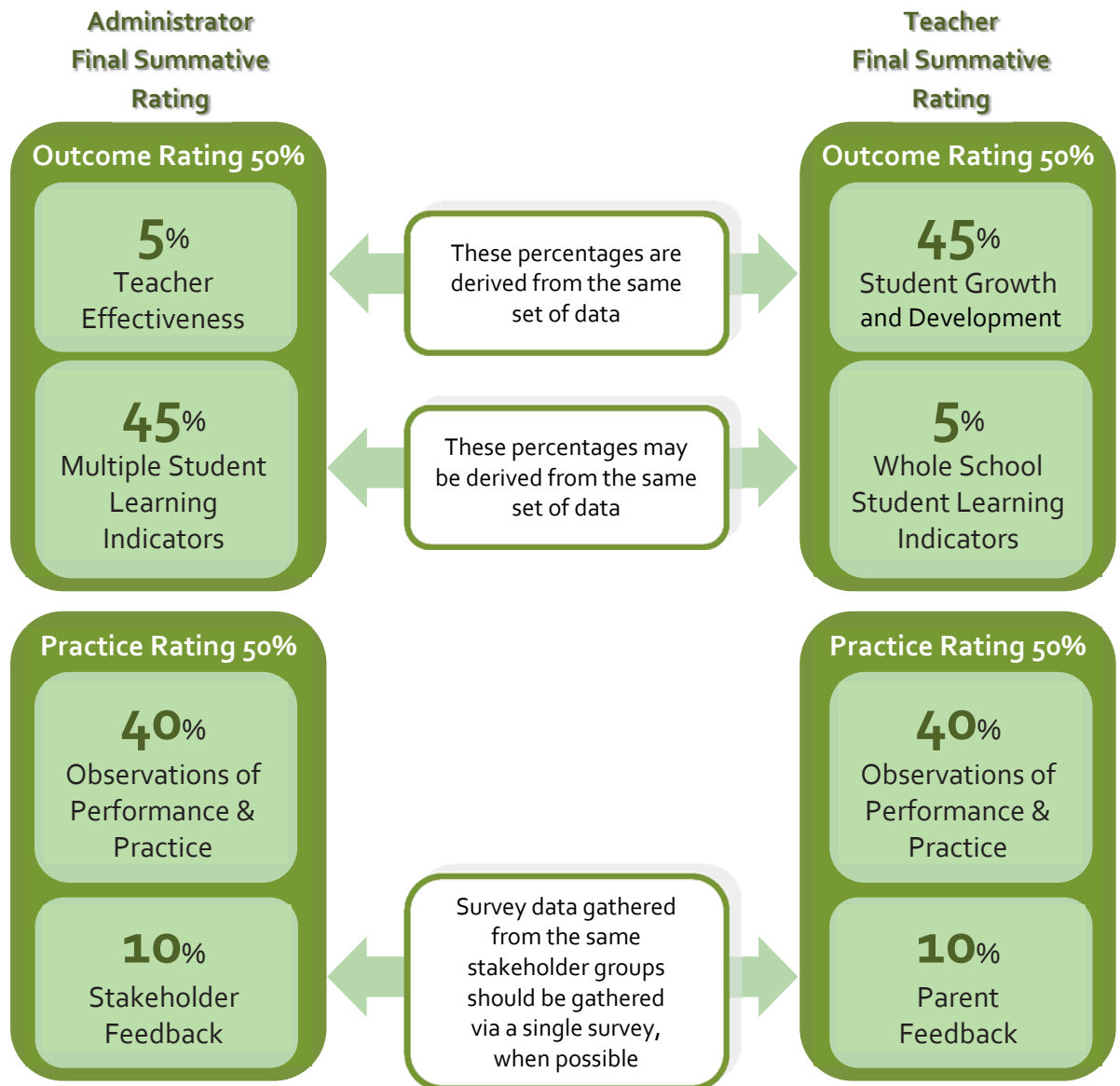
Ensure feasibility of implementation

Throughout each district, educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources. Sensitive to the tremendous responsibilities and limited resources that administrators have, the model is



aligned with other responsibilities (e.g., writing a school improvement plan) and emphasizes the need for evaluators to build important skills in setting goals, observing practice and providing high-quality feedback. The model aims to balance high expectations with flexibility for the time and capacity considerations within districts.

Improving student achievement sits at the center of the work for all educators. The SEED model recognizes that student learning is a shared responsibility between teachers, administrators and district leaders. When teachers and administrators develop goals and objectives in a way that supports overall school improvement, opportunities for success have no boundaries. Therefore, by design, the SEED model creates a relationship between component ratings for teachers and administrators as depicted in the diagram below.



For clarity, see the example below to illustrate how administrators receive a final summative rating for Teacher Effectiveness Outcomes (5%) as derived from teachers' aggregate final summative rating for Student Growth and Development (45%):

Example:

Administrator Final Summative Rating (5%) Teacher Effectiveness Outcomes	Teacher Final Summative Rating (45%) Student Growth and Development
The administrator receives a final summative rating of Effective (3) for Teacher Effectiveness Outcomes (5%) if...	the aggregate final summative rating for Student Growth and Development (45%) for greater than 60% of staff is Effective (3).

See the example below to illustrate how teachers receive a final summative rating for Whole-School Student Learning Indicator as derived from an administrator’s final summative rating for Multiple Student Learning Indicators (45%):

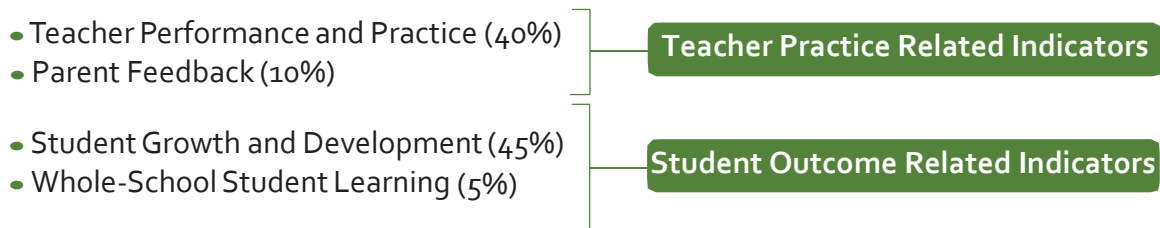
Example:

Administrator Final Summative Rating (45%) Multiple Student Learning Indicators	Teacher Final Summative Rating (5%) Whole-School Student Learning Indicators
If the administrator receives a final summative rating of Effective (3) for Multiple Student Learning Indicators (45%) then...	teachers evaluated by that administrator receive a final summative rating of Effective (3) for the Whole-School Student Learning Indicator (5%) rating.

Teacher Evaluation and Support

The CSDE designed model for the evaluation and support of teachers in Connecticut is based on the Connecticut Guidelines for Educator Evaluation (Core Requirements), developed by a diverse group of educators in June 2012 and based upon best practice research from around the country. The CSDE, in consultation with the Performance and Evaluation Advisory Committee (PEAC) and the State Board of Education (SBE), may continue to refine the tools provided in this document for clarity and ease of use.

The model for teacher evaluation and support includes specific guidance for the four components of teacher evaluation*:



Teacher Evaluation Overview

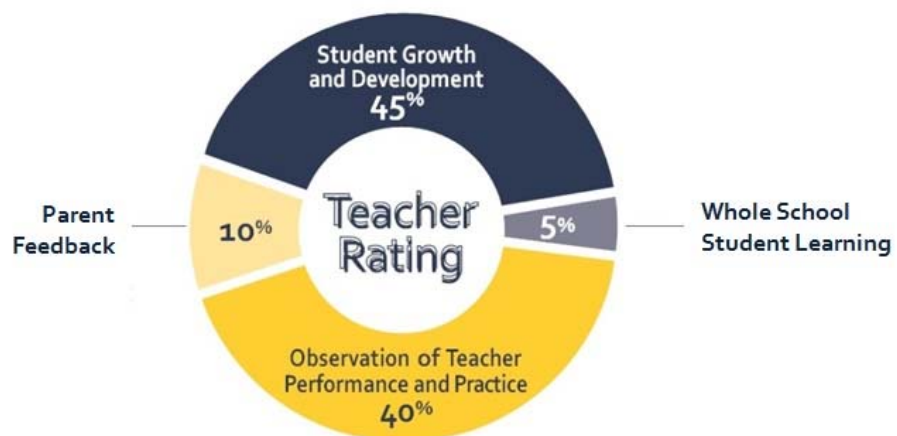
Teacher Evaluation and Support Framework

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four components, grouped into two types of major categories: Teacher Practice and Student Outcomes.

1. **Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This category is comprised of two components:
 - a. **Observation of Teacher Performance and Practice (40%)** as defined within the *CCT Rubrics*.
 - b. **Parent Feedback (10%)** on teacher practice through surveys
2. **Student Outcomes Related Indicators:** An evaluation of teachers' contributions to student academic progress at the school and classroom level. There is also an option in this category to include student feedback. This area is comprised of two components:
 - a. **Student Growth and Development (45%)** as determined by the teacher's Student Learning Objective (SLO) and associated Indicators of Academic Growth and Development (IAGDs)
 - b. **Whole-School Measures of Student Learning** as determined by the administrator's aggregate student learning indicator ratings (5%)

Scores from each of the four components will be combined to produce a summative performance rating designation of *Exemplary*, *Effective*, *Developing* or *Below Standard*. The performance levels are defined as:

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



Process and Timeline

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



**If state test data may have a significant impact on a final rating, a final rating may be revised by September 15 when state test data are available.*

GOAL-SETTING AND PLANNING:

Timeframe: Target is October 15, must be completed by November 15

1. **Orientation on Process** – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice focus areas and Student Learning Objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation and support process.
2. **Teacher Reflection and Goal-Setting** – The teacher examines student data, prior year evaluation and survey results, and the *Rubric for Effective Teaching* to draft a proposed performance and practice focus area, a parent feedback goal, one SLO and a student feedback goal (if required) for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.
3. **Goal-Setting Conference** – The evaluator and teacher meet to discuss the teacher's proposed focus area, goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher's practice to support the review. The evaluator may request revisions to the proposed focus area(s), goals and objectives if they do not meet approval criteria.

MID-YEAR CHECK-IN:

Timeframe: January and February

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

END-OF-YEAR SUMMATIVE REVIEW:

Timeframe: May and June; must be completed by June 30

1. **Teacher Self-Assessment** – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the Goal- Setting Conference.
2. **Scoring** – The evaluator reviews submitted evidence, self-assessments and observation data and uses them to generate component ratings. The component ratings are combined to calculate scores for Teacher Practice Related Indicators and Student Outcomes Related Indicators. These scores generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data would significantly change the Student-Related Indicators final rating. Such revisions should take place as soon as state test data are available and before September 15.
3. **End-of-Year Conference** – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss component ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before June 30².

² The district superintendent shall report the status of teacher evaluations to the local or regional board of education on or before June 1, each year. Not later than June 30, of each year, each superintendent shall report to the Commissioner of Education the status of the implementation of teacher evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers who have not been evaluated and other requirements as determined by the CSDE.

Complementary Observers

The primary evaluator for most teachers will be the school principal, associate principal or curriculum leader who will be responsible for the overall evaluation process, including



assigning summative ratings. Complementary observers are certified educators. They may have specific content knowledge, such as department heads or curriculum coordinators. Complementary observers must hold a certificate for intermediate administrator and supervision (092) and be fully trained as evaluators in order to be authorized to serve in this role.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators, including complementary observers, are required to complete extensive training on the SEED evaluation and support model. The purpose of training is to provide educators who evaluate instruction with the tools that will result in evidence-based classroom observations; professional learning opportunities tied to evaluation feedback and improved student performance.

The CSDE will provide districts with training opportunities to support district administrators, evaluators and teachers in implementing the model across their schools. Districts can adapt and build on these tools to provide comprehensive training and support to their schools and to ensure that evaluators are Effective in conducting teacher evaluations.

In South Windsor, all new administrators and complementary observers will complete the Teachscape online proficiency training during the summer prior to each school year. Additionally, at the beginning of each school year, the district will provide training opportunities to all administrators who have already completed proficiency training to refresh and recalibrate their observation skills and review changes to the *CCT Rubrics*.

At the request of a district or employee, the CSDE or a third-party entity approved by the CSDE will audit the evaluation components that are combined to determine an individual's summative rating in the event that such components are significantly dissimilar (i.e., include both *Exemplary* and *Below Standard* ratings) ratings in different components. In these cases, the CSDE or a third-party entity will determine a final summative rating.

Additionally, there is an annual audit of evaluations. "The CSDE or a third-party designated by the CSDE will audit ratings of *Exemplary* and *Below Standard* to validate such *Exemplary* or *Below Standard* ratings by selecting ten districts at random annually and reviewing evaluation evidence files for a minimum of two educators rated *Exemplary* and two educators rated *Below Standard* in those districts selected at random, including at least one classroom teacher rated *Exemplary* and at least one teacher rated *Below Standard* per district selected."
[Connecticut Guidelines for Educator Evaluation 2.8 (3)]

Support and Development

Evaluation alone cannot hope to improve teacher practice and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move teachers along the path to Exemplary practice.

Evaluation-Informed Professional Learning

Student success depends on effective teaching, learning and leadership. The CSDE vision for professional learning is that each and every Connecticut educator engages in



continuous learning every day to increase professional effectiveness, resulting in positive outcomes for all students. For Connecticut's students to graduate college and career ready, educators must engage in strategically planned, well supported, standards-based, continuous professional learning focused on improving student outcomes.

In mutual agreement with their evaluators all teachers will identify professional learning needs that support their goal and objectives. The identified needs will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide or district-wide professional learning opportunities.

Improvement and Remediation Plans

There are two levels of Professional Assistance. The goal is that the certified staff member will make improvements at Level I and therefore not require Level II assistance. In all cases, the duration of the Professional Assistance Plan may vary depending on the identified need(s), but the approximate range should be from eight to twelve weeks.

When initiating an improvement plan, the supervisor will provide the staff member with an opportunity to have union representation involved in the process. Improvement and remediation plans will be developed in consultation with the certified staff member's bargaining unit representative. The certified staff member ultimately determines the degree to which the bargaining unit representative is involved in the development of the plan.

A building administrator or evaluator can initiate Professional Assistance Plans for certified staff members in two ways:

1. If a specific concern(s) about a certified staff member's performance, practice, or professionalism is identified by a supervisor, including after an observation, and he/she is unable to demonstrate observable improvement after written feedback has been provided to the staff member by the supervisor, the evaluator may place the certified staff member on a Level I Professional Assistance Plan. The plan may be initiated at any time after written feedback has been provided.
2. If a certified staff member's Performance and Practice summative evaluation rating is at Developing, he/she may be placed on a Level I Professional Assistance Plan for the start of the following school year. If Below Standard, he/she will be placed on a Level 1 Professional Assistance Plan for the start of the following school year.

Level I Professional Assistance Plan

The written plan should be created by both the certified staff member and the supervisor, and should include the following components:

- Professional Assistance Goal(s)
- Associated domain(s) and indicator(s) from the Common Core of Teaching/CT School Leadership Standards



- Action Plan - strategies to achieve the goal; including identified dates for completion and resources necessary to support growth
- Results Indicators or Desired Outcomes
- Anticipated Observations (if applicable)- The supervisor must increase the number of observations during the period of time that the Professional Assistance Plan is in place in order to gauge progress on the plan
- Meeting Schedule - A minimum of every three weeks between the certified staff member and supervisor should be scheduled and continue for the duration of time that the plan is in place.

There are three potential outcomes from participation in a Level I Plan:

1. If significant progress is noted, no further assistance is required;
2. If some progress is noted, the staff member will continue on Level I; or
3. If minimal progress is noted, the staff member will be moved to Level II.

Level II Professional Assistance Plan

The written plan should be created by both the certified staff member and the supervisor, and should include the following components:

- Professional Assistance Goal(s)
- Associated domain(s) and indicator(s) from the CCT/CT School Leadership Standards
- Action Plan - strategies to achieve the goal; including identified dates for completion and resources necessary to support growth
- Results Indicators or Desired Outcomes
- Anticipated Observations (if applicable)- The supervisor must increase the number of observations during the period of time that the Professional Assistance Plan is in place in order to gauge progress on the plan
- Meeting Schedule – Weekly meetings between the certified staff member and supervisor should be scheduled and continue for the duration of time that the plan is in place.

There are three potential outcomes from participation in a Level II Plan:

1. If significant progress is noted, the staff member will return to Level I
2. If some progress is noted, the staff member will continue on Level II.
3. If minimal progress is noted, the supervisor will communicate their concern with the certified staff member and Central Office administration for follow up.

Career Development and Growth

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

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

Teacher Practice Related Indicators

The Teacher Practice Related Indicators evaluate the teacher’s knowledge of a complex set of skills and competencies and how these are applied in a teacher’s practice. Two components comprise this category:

1. Teacher Performance and Practice, which counts for 40%; and
2. Parent Feedback, which counts for 10%.

These two components will be described in detail below

Component #1: Teacher Performance and Practice (40%)

The Teacher Performance and Practice component is a comprehensive review of teaching practice conducted through multiple observations, which are evaluated against a standards-based rubric. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify strong practice, to identify teacher development needs and to tailor support to meet those needs.

Teacher Practice Framework- CCT Rubric for Effective Teaching 2014 and CCT Rubric for Effective Service Delivery 2014

The CCT Rubric for Effective Teaching 2014 and the CCT Rubric for Effective Service Delivery (adapted for Student and Educator Support Specialists) (collectively, the “CCT Rubrics”) represent the most important skills and knowledge that teachers need to demonstrate in order to prepare students to be career, college and civic ready. The CCT Rubrics are aligned with the CCT and include references to Connecticut Core Standards and other content standards. Forty percent of a teacher’s final annual summative rating is based on his/ her performance across all domains. The domains represent essential practice and knowledge and receive equal weight when calculating the summative Performance and Practice rating.

CCT RUBRIC FOR EFFECTIVE TEACHING 2014 - AT A GLANCE

Evidence Generally Collected Through In-Class Observations

Evidence Generally Collected Through Non-Classroom Observations/Reviews

DOMAIN 1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote student engagement, independence and inter-dependence in learning and facilitate a positive learning community by:

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

DOMAIN 2: Planning for Active Learning

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

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

DOMAIN 3: Instruction for Active Learning

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

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

DOMAIN 4: Professional Responsibilities and Teacher Leadership

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

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



CCT RUBRIC FOR EFFECTIVE SERVICE DELIVERY 2014

Evidence Generally Collected Through Observations

Evidence Generally Collected Through Non-Classroom/Reviews of Practice

DOMAIN 1: Learning Environment, Student Engagement and Commitment to Learning	DOMAIN 2: Planning for Active Learning
<p><i>Service providers promote student engagement, independence and inter-dependence in learning and facilitate a positive learning community by:</i></p> <ul style="list-style-type: none"> 1a. Promoting a positive learning environment that is respectful and equitable 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students; and 1c. Maximizing service delivery by effectively managing routines and transitions. 	<p><i>Service providers plan prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> 2a. Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students; 2b. Planning prevention/intervention to actively engage students in the content; and 2c. Selecting appropriate assessment strategies to monitor student progress.
DOMAIN 3: Service Delivery	DOMAIN 4: Professional Responsibilities and Leadership
<p><i>Service providers implement prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> 3a. Implementing service delivery for learning; 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies; and 3c. Assessing student learning, providing feedback to students and adjusting service delivery. 	<p><i>Service providers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <ul style="list-style-type: none"> 4a. Engaging in continuous professional learning to impact service delivery and student learning; 4b. Collaborating to develop and sustain a professional learning environment to support student learning; and 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.



Observation Process

Observations in and of themselves are not useful to teachers – it is the feedback, based on observations, that helps teachers reach their full potential. All teachers deserve the opportunity to grow and develop through observations and timely feedback. In fact, teacher surveys conducted nationally demonstrate that most teachers are eager for more observations and feedback to inform their practice throughout the year.

Therefore, in the teacher evaluation and support model:

Each teacher should be observed between four and six times per year through both formal and informal observations as defined below.

- **Formal:** Scheduled observations that last at least 30 minutes and are followed by a post-observation conference. Conference will include written and/or verbal feedback provided in a timely manner, as well as feedback on the four domains of the Rubric.
- **Informal:** Non-scheduled observations that last at least ten minutes and are followed by written and/or verbal feedback, provided in a timely manner, and include feedback on the four domains of the Rubric.
- **Reviews of Practice:** Scheduled or non-scheduled observations occurring outside of the classroom, which include (but are not limited to) observations of data team meetings, observations of coaching/mentoring other teachers, student work or other teaching artifacts.

OBSERVATION SCHEDULE

Reviewing lesson plans in a pre-conference, prior to a scheduled observation, generally provides evidence for the planning domain and is considered a part of the formal observation process. It is not a separate observation or review of practice.

SCHEDULE CHANGED

	Total Observations	Formal	Informal	Review of Practice
Non-Tenured Years 1 & 2	5	3	1	1
Non-Tenured Years 3 & 4	5	2	2	1
Tenured Year A	3	1	1	1
Tenured Year B	4	0	3	1

Teachers who receive an end-year performance evaluation summary rating of Below Standard or Developing shall receive a number of observations appropriate to their individual development plan, but no fewer than three (3) in-class formal observations. Two of the three observations must include a pre-conference, and all of the observations must include a post-conference with timely written and verbal feedback.

Tenured staff categorized as *Effective* and *Exemplary* will be divided into Year A and Year B. Each teacher will cycle through Years A and B within a 2-year period.



All teachers will focus equally on all Domains.

- All observations must be followed by feedback, either verbal (e.g., a post-conference or conversation), written, or both, within a timely manner.
- Providing both verbal and written feedback after an informal observation or a review of practice is ideal, but school leaders are encouraged to discuss feedback preferences and norms with their staff.
- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, evaluators will use a combination of announced and unannounced observations.

Pre-Conferences and Post-Conferences

Pre-conferences are valuable for establishing the context for the lesson, providing information about the students to be observed and setting expectations for the observation process and provide the evidence for Domain 2: Planning for Active Learning. A pre-conference can be held with a group of teachers, where appropriate.

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

- Begins with an opportunity for the teacher to share his/her reflections on the lesson;
- Cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made and where future observations may focus;
- Involves written and/or verbal feedback from the evaluator; and
- Occurs within a timely manner, typically within five business days.

Classroom observations generally provide the most evidence for Domains 1 and 3 of the CCT Rubrics. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 2 and 4. Both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Because the evaluation and support model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the Rubrics, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation.

Feedback

The goal of feedback is to help teachers grow as educators and inspire high achievement in all of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- Specific evidence and formative ratings, where appropriate, on observed indicators of the CCT Rubrics;



- Prioritized commendations and recommendations for development actions;
- Next steps and supports to improve teacher practice; and
- A timeframe for follow up.

Teacher Performance and Practice Focus Area

As described in the Evaluation Process and Timeline section, teachers develop one performance and practice focus area that is aligned to their Rubric. The focus area will guide observations and feedback conversations throughout the year.

Each teacher will work with his/ her evaluator to develop a practice and performance focus area through mutual agreement. All focus areas should have a clear link to student achievement and should move the teacher towards *Effective* or *Exemplary* on the Rubric. Schools may decide to create school-wide or grade-specific focus areas aligned to a particular indicator (e.g., 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies).

Growth related to the focus area should be referenced in feedback conversations throughout the year. The focus area and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although performance and practice focus areas are not explicitly rated as part of the Teacher Performance and Practice component, growth related to the focus area will be reflected in the scoring of Teacher Performance and Practice evidence.

Teacher Performance and Practice Scoring

During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Once the evidence has been recorded, the evaluator can align the evidence with the appropriate indicator(s) on the Rubric and then make a determination about which performance level the evidence supports. Evaluators are **not required** to provide an overall rating for each observation, but they should be prepared to discuss evidence for the rubric indicators at the performance level that was observed.

Summative Observation of Teacher Performance and Practice Rating

At the end of the year, primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. Each domain of the Rubric carries equal weight in the final rating. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process. Each step is illustrated below.

- 1. Evaluator holistically reviews evidence collected through observations and reviews of practice and uses professional judgment to determine indicator level ratings for each of the indicators.***

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and reviews of practice. Evaluators then analyze the consistency, trends and significance of the evidence to determine a rating for each of the indicators. Some questions to consider while analyzing the evidence include:

- **Consistency:** What levels of performance have I seen relatively uniform, homogenous evidence for throughout the semester/year? Does the evidence paint a clear, unambiguous picture of the teacher's performance in this area?
- **Trends:** Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?
- **Significance:** Are some data more valid than others? (Do I have notes or ratings from "meatier" lessons or interactions where I was able to better assess this aspect of performance?)

Once a rating has been determined, it is then translated to a 1-4 score.

Below Standard = 1 and Exemplary = 4. See example below for Domain 1:

Domain 1	Indicator Level Rating	Evaluator's Score
1a	<i>Developing</i>	2
1b	<i>Developing</i>	2
1c	<i>Exemplary</i>	4
Average Score		2.7

2. Evaluator averages indicators with each domain to a tenth of a decimal to calculate domain-level scores:

Domain	Averaged Domain-Level Score
1	2.7
2	2.6
3	3.0
4	2.8

3. The evaluator averages domain level scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

Domain	Score
1	2.7
2	2.6
3	3.0
4	2.8
Average Score	2.8

The summative Teacher Performance and Practice component rating and the domain/indicator level ratings will be shared and discussed with teachers during the End-of-Year

Conference. This process can also be followed in advance of the Mid-Year Conference to discuss formative progress related to the Teacher Performance and Practice rating.

Component #2: Parent Feedback (10%)

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators. The process for determining the parent feedback rating includes the following steps:

1. The school conducts a whole-school parent survey (data is aggregated at the school level);
2. Administrators and teachers determine several school-level parent goals based on the survey feedback;
3. The teacher and evaluator identify **one** related parent engagement goal and set improvement targets;
4. Evaluator and teacher measure progress on growth targets; and
5. Evaluator determines a teacher's summative rating, based on four performance levels.

Administration of a Whole-School Parent Survey

Parent surveys will be conducted at the whole-school level as opposed to the teacher-level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents. Parent surveys will be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys should be confidential, and survey responses should not be tied to parents' names. The parent survey should be administered every spring and trends analyzed from year to year.

School districts are encouraged to work closely with teachers to develop the survey and interpret results. Parent representatives may be included in the process. If a school governance council exists, the council shall assist in the development of whole-school surveys in order to encourage alignment with school improvement goals. Parent surveys deployed by districts should be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time).

Determining School-Level Parent Goals

Evaluators and teachers should review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals. Ideally, this goal-setting process would occur between the principal and teachers (possibly during faculty meetings) in August or September so agreement can be reached on two to three improvement goals for the entire school.

Selecting a Parent Engagement Goal/Improvement Targets

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



conferences, etc. See the sample state model survey for additional questions that can be used to inspire goals.

The goal should be written in SMART language format and must include specific improvement targets. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are aligned, ambitious and attainable.

Measuring Progress on Growth Targets

Teachers and their evaluators should use their judgment in setting growth/ improvement targets for the parent feedback component. There are two ways teachers can measure and demonstrate progress on their growth targets. Teachers can:

1. Measure how successfully they implement a strategy to address an area of need (like the examples in the previous section); and/or
2. They can collect evidence directly from parents to measure parent-level indicators they generate.

For example, teachers can conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

Arriving at a Parent Feedback Rating

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

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

Student Outcomes Related Indicators

Student Outcomes Related Indicators capture a teacher's impact on student learning and comprise half of the teacher's final summative rating. The inclusion of student outcomes indicators acknowledges that teachers are committed to the learning and growth of their students and carefully consider what knowledge, skills and talents they are responsible for developing in their students each year. As a part of the evaluation and support process, teachers document their goals of student learning and anchor them in data.

Two components comprise this category:

1. Student Growth and Development, which counts for 45%; and
2. Whole-School Student Learning, which counts for 5% of the total evaluation rating.

These components are described in detail below.

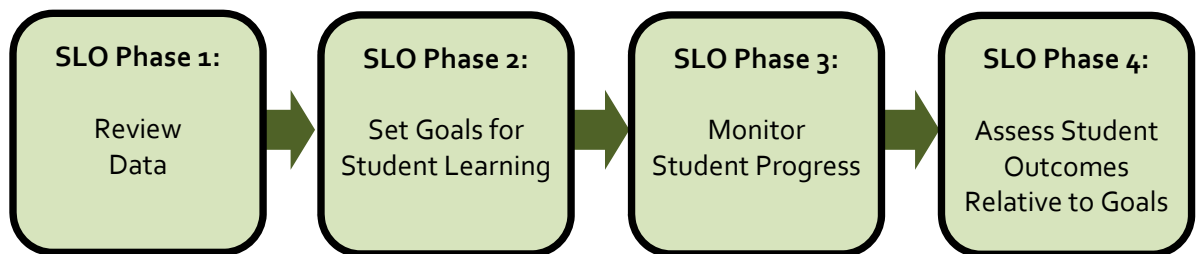
Component #3: Student Growth and Development (45%)

Overview of Student Learning Objectives (SLOs)

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation and support purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account. Connecticut, like many other states and localities around the nation, has selected a goal-setting process grounded in Student Learning Objectives (SLOs) as the approach for measuring student growth during the school year.

SLOs are carefully planned, long-term academic objectives. SLOs should reflect high expectations for learning or improvement and aim for mastery of content or skill development. SLOs are measured by Indicators of Academic Growth and Development (IAGDs) which include specific assessments/measures of progress and targets for student mastery or progress. Research has found that educators who set high-quality SLOs often realize greater improvement in student performance.

The SLO process will support teachers in using a planning cycle that will be familiar to most educators:



Developing SLOs is a process rather than a single event. The purpose is to craft SLOs that serve as a reference point throughout the year as teachers document their students' progress toward achieving the IAGD targets. While this process should feel generally familiar, the SEED model asks teachers to set more specific and measurable targets than they may have done in the past. Teachers may develop them through consultation with colleagues in the same grade level or teaching the same subject. The final determination of SLOs and IAGDs is made through mutual agreement between the teacher and his/her evaluator. The four phases of the SLO process are described in detail below:

PHASE 1: Review the Data

This first phase is the discovery phase which begins with reviewing district initiatives and key priorities, school/district improvement plans, and the building administrator's goals. Once teachers know their class rosters, they should examine multiple sources of data about their students' performance to identify an area(s) of need. Documenting the "baseline" data, or where students are at the beginning of the year, is a key aspect of this step. It allows the teacher to identify where students are with respect to the grade level or content area the teacher is teaching.

Examples of Data Review

A teacher may use but is not limited to the following data in developing an SLO:

- a. Initial performance for current interval of instruction (writing samples, student interest surveys, pre-assessments etc.)
- b. Student scores on previous state standardized assessments
- c. Results from other standardized and non-standardized assessments
- d) Report cards from previous years
- d. Results from diagnostic assessments
- e. Artifacts from previous learning
- f. Discussions with other teachers (across grade levels and content areas) who have previously taught the same students
- g. Conferences with students' families
- h. Individual Educational Plans (IEPs) and 504 plans for students with identified special education needs
- i. Data related to English Language Learner (EL) students and gifted students
- j. Attendance records
- k. Information about families, community and other local contexts

It is important that the teacher understands both the individual student and group strengths and challenges. This information serves as the foundation for setting the ambitious yet realistic goals in the next phase.

PHASE 2: Set SLOs

Based on a review of district and building data, teachers will develop at least one SLO that addresses identified needs. To create their SLOs, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objectives

The SLOs are broad goal statements for student learning and expected student improvement. These goal statements identify core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicate a need. Each SLO should address a central purpose of the teacher's assignment and should pertain to a large proportion of his/her students, including specific target groups where appropriate. Each SLO statement should reflect high expectations for student learning at least a year's worth of growth (or a semester's worth for shorter courses) and should be aligned to relevant state, national (e.g., Common Core State Standards) or district standards for the grade level or course. Depending on the teacher's assignment, an SLO statement might qualify for content mastery or else it might aim for skill development.

SLO broad goal statements can unify teachers within a grade level or department while encouraging collaborative work across multiple disciplines. Teachers with similar assignments may have identical SLOs although they will be individually accountable for their own students' results.



The following are examples of SLOs based on student data:

Grade/Subject	Student Learning Objective
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.
11th Grade Algebra II	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.
9th Grade English/ Language Arts	Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
1st and 2nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.

Step 2: Select Indicators of Academic Growth and Development (IAGDs)

An Indicator of Academic Growth and Development (IAGD) is an assessment/measure of progress to include a quantitative target that will demonstrate whether the SLO was met. The SLO must include multiple, differentiated IAGDs.

IAGDs should be rigorous, attainable and meet or exceed district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success). Each indicator should make clear:

1. What evidence/measure of progress will be examined;
2. What level of performance is targeted; and
3. What proportion of students is projected to achieve the targeted performance level.

IAGDs can also address student subgroups, such as high or low-performing students or EL students. It is through the Phase 1 examination of student data that teachers will determine what level of performance to target for which population(s) of students.

IAGDs are unique to the teacher’s particular students; teachers with similar assignments may use the same assessment(s)/measure of progress for their SLOs, but it is unlikely they would have identical targets established for student performance. For example, all 2nd grade teachers in a district might set the same SLO and use the same reading assessment (measure of progress) to measure their SLOs, but the target(s) and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade teachers. Additionally, individual teachers may establish multiple differentiated targets for students achieving at various performance levels.

Taken together, an SLO and its IAGD(s) provide the evidence that the objective was met. The following are some examples of IAGDs:



Grade/Subject	SLO	IAGD(s)
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.	<p>By May 15:</p> <ul style="list-style-type: none"> Students who scored a 0-1 out of 12 on the pre-assessment will score 6 or better Students who scored a 2-4 will score 8 or better. Students who scored 5-6 will score 9 or better. Students who scored 7 will score 10 or better <p><i>This is one IAGD (assessment/measure of progress) that outlines differentiated targets based on pre-assessments.</i></p>
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.	<p>By May 30:</p> <ul style="list-style-type: none"> 90%-100% of all students will be proficient (scoring a 3 or 4) or higher on 5 of the 6 standards (as measured by 8 items) on the digital literacy assessment rubric. <p><i>*This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.</i></p>
11th Grade Algebra 2	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.	<p>By May 15:</p> <ul style="list-style-type: none"> 80% of Algebra 2 students will score an 85 or better on a district Algebra 2 math benchmark. <p><i>*This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.</i></p>
9th Grade ELA	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.	<p>By June 1:</p> <ul style="list-style-type: none"> 27 students who scored 50-70 on the pre-test will increase scores by 18 points on the post test. 40 students who score 30-49 will increase by 15 points. 10 students who scored 0-29 will increase by 10 points. <p><i>*This is one IAGD (assessment/measure of progress) that has been differentiated to meet the needs of varied student performance groups.</i></p>
1st and 2nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.	<p>By June:</p> <p>IAGD #1: Students will increase their attitude towards reading by at least 7 points from baseline on the full scale score of the Elementary Reading Attitude Survey, as recommended by authors, McKenna and Kear.</p> <p>IAGD #2: Students will read instructional level text with 95% or better accuracy on the DRA.</p> <ul style="list-style-type: none"> Grade 1- Expected outcome- Level 14-16 Grade 2- Expected outcome- Level 22-24 <p><i>*These IAGDs use two assessments/measures of progress. IAGD #2 has also been differentiated to meet the needs of varied student performance groups.</i></p>

Step 3: Provide Additional Information

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

- Baseline data used to determine SLO and set IAGDs;
- Selected student population supported by data;
- Learning content aligned to specific, relevant standards;
- Interval of instruction for the SLO;
- Assessments/measures of progress teacher plans to use to gauge students' progress;
- Instructional strategies;



- Any important technical information about the indicator evidence (like timing or scoring plans); and
- Professional learning/supports needed to achieve the SLOs.

Step 4: Submit SLO to Evaluator for Review

SLOs are proposals until the teacher and the evaluator mutually agree upon them. Prior to the Goal-Setting Conference, the evaluator will review the proposed SLO relative to the following criteria to ensure that SLOs across subjects, grade levels and schools are both rigorous and comparable:

- Baseline – Trend Data
- Student Population
- Standards and Learning Content
- Interval of Instruction
- Assessments/Measures of Progress
- Indicators of Academic Growth and Development (IAGDs)/Growth Targets
- Instructional Strategies and Supports

PHASE 3: Monitor Students' Progress

Once SLOs are finalized, teachers should monitor students' progress towards the objectives. Teachers can, for example, examine student work; administer interim assessments and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress. Progress towards SLOs/IAGDs and action steps for achieving progress should be referenced in feedback conversations throughout the year.

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

PHASE 4: Assess Student Outcomes Relative to SLOs

At the end of the school year, the teacher should collect the evidence required by their IAGDs, upload artifacts to the data management software system, where available and appropriate, and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment, which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

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

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



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

For SLOs with more than one IAGD, the evaluator may score each indicator separately, and then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

Component #4: Whole-School Student Learning Indicator (5%)

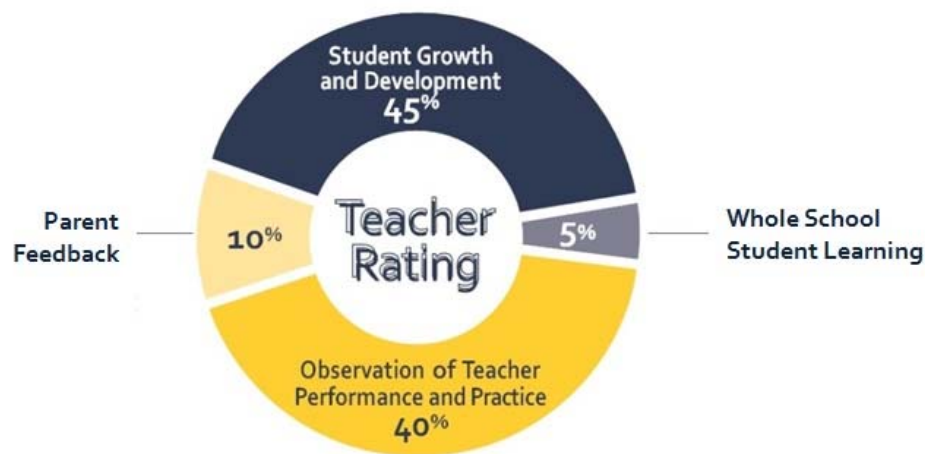
Ratings for the whole-school student learning indicator in a teacher’s evaluation shall be equal to the aggregate rating for multiple student learning indicators established for his/her administrator’s evaluation rating. For most schools, this will be based on the school performance index (SPI), when available, and the administrator’s progress on SLO targets, which correlates to the Student Learning rating on an administrator’s evaluation (equal to the 45% component of the administrator’s final rating).

PLEASE NOTE: *If the whole-school student learning indicator rating is not available when the summative rating is calculated, then the student growth and development score will be weighted 50% and the whole-school student learning indicator will be weighted 0 (see Summative Teacher Evaluation Scoring). However, once the state data is available, the evaluator should revisit the final rating and amend at that time as needed, but no later than **September 15**.*

Summative Teacher Evaluation Scoring

Summative Scoring

The individual summative teacher evaluation rating will be based on the four components, grouped in two major categories: Student Outcomes Related Indicators and Teacher Practice Related Indicators.



Every educator will receive one of four performance* ratings:

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

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

The rating will be determined using the following steps:

1. Calculate a Teacher Practice Related Indicators score by combining the observation of teacher performance and practice score (40%) and the parent feedback score (10%)
2. Calculate a Student Outcomes Related Indicators score by combining the student growth and development score (45%) and whole-school student learning indicator (5%).
3. Use the Summative Matrix to determine the Summative Rating

Each step is illustrated below:

1. Calculate a Teacher Practice Related Indicators rating by combining the observation of teacher performance and practice score and the parent feedback score.

The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
Total Teacher Practice Related Indicators Points			142

Rating Table

Teacher Practice Related Indicators Points	Teacher Practice Related Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Effective
175-200	Exemplary

2. Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning indicators or student feedback score.

The student growth and development component counts for 45% of the total rating and the whole-school student learning indicators or student feedback component counts for 5% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)	3.5	45	157.5
Whole School Student Learning Indicator	3	5	15
Total Student Outcomes Related Indicators Points			172.5 → 173

Rating Table

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

3. Use the Summative Matrix to determine the Summative Rating

Using the ratings determined for each major category: Student Outcomes Related Indicators and Teacher Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided above, the Teacher Practice Related Indicators rating is *Effective* and the Student Outcomes Related Indicators rating is *Effective*. The summative rating is therefore *Effective*. If the two major categories are highly discrepant (e.g., a rating of *Exemplary* for Teacher Practice and a rating of *Below Standard* for Student Outcomes), then



the evaluator should examine the data and gather additional information in order to determine a summative rating.

		Teacher Practice Related Indicators Rating			
		4	3	2	1
Student Outcomes Related Indicators Rating	4	Rate Exemplary	Rate Effective	Rate Developing	<i>Gather further information</i>
	3	Rate Exemplary	Rate Effective	Rate Developing	Rate Developing
	2	Rate Effective	Rate Effective	Rate Developing	Rate Below Standard
	1	<i>Gather further information</i>	Rate Developing	Rate Developing	Rate Below Standard

Adjustment of Summative Rating

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

Definition of Effectiveness and Ineffectiveness

Novice teachers shall generally be deemed effective if said educator receives at least two sequential *Effective* ratings, one of which must be earned in the fourth year of a novice teacher’s career. A *below standard* rating shall only be permitted in the first year of a novice teacher’s career. There should be a trajectory of growth and development as evidenced by a subsequent rating of developing or higher in year two and sequential *Effective* ratings in years three and four.

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

Dispute-Resolution Process (see Dispute Resolution Form in Appendix A)

South Windsor Public Schools believes a collaborative conversation between a certified staff member and his/her supervisor can resolve most concerns that may arise during the evaluation process. Thus, initiating the formal dispute resolution process should be a rare occasion, and only done after all informal options have been utilized.

When an issue/concern cannot be resolved informally, the certified staff member shall communicate his or her concern to the Assistant Superintendent for Personnel and Administration by submitting the Dispute Resolution form. The Assistant Superintendent shall work with the Co-Chairs of the Professional Development and Evaluation Committee



(PDEC) and the South Windsor Educator Association (SWEA) Representative on PDEC to identify members of a Dispute Resolution Committee. This committee shall consist of the following representatives:

- SWEA PDEC Representative or Designee;
- Assistant Superintendent for Personnel and Administration ;
- One teacher from PDEC; and
- One administrator from PDEC

The Dispute Resolution Committee will investigate the dispute and render a decision within fifteen (15) business days unless the Dispute Resolution Committee determines that there are extenuating circumstances. Should the process established not result in resolution of a given issue, the Superintendent shall make the final determination regarding that issue.

CORE REQUIREMENTS for the Evaluation of Student and Educator Support Specialists

As provided in Sec.10-151b of the 2012 Supplement (C.G.S.) as amended by P.A. 13-245, "The superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each Student and Educator Support Specialist," in accordance with the requirements of this section. Local or regional boards of education shall develop and implement Student and Educator Support Specialist evaluation programs consistent with these requirements.

Flexibility from Core Requirements for the Evaluation of Teachers

1. Student and Educator Support Specialists (SESS) shall have a clear job descriptions and delineation of their role and responsibilities in the school to guide the setting of Indicators of Academic Growth and Development (IAGDs), feedback and observation.
2. Because of the unique nature of the roles fulfilled by Student and Educator Support Specialists, districts shall be granted flexibility in applying the Core Requirements of teacher evaluation in the following ways:
 - a. Districts shall be granted flexibility in using IAGDs to measure attainment of goals and/or objectives for student growth. The Goal-Setting Conference for identifying the IAGDs shall include the following steps:
 - i. The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.
 - ii. The educator and evaluator will determine if the indicator will apply to the individual teacher, a team of teachers, a grade level or the whole school.
 - iii. The educator and evaluator should identify the unique characteristics of the population of students which would impact student growth (e.g. high absenteeism, highly mobile population in school).
 - iv. The educator and evaluator will identify the learning standard to measure: the assessment/measure of progress, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.
 - b. Because some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance at the beginning of the school year. The observations will be based on standards when available. Examples of appropriate venues include but are not limited to: observing Student and Educator Support Specialist staff working with small groups of children, working with adults, providing professional development, working with families, participation in team meetings or Planning and Placement Team meetings.



- c. When student, parent and/or peer feedback mechanisms are not applicable to Student and Educator Support Specialists, districts may permit local development of short feedback mechanisms for students, parents and peers specific to particular roles or projects for which the Student and Educator Support Specialists are responsible.

ADMINISTRATOR EVALUATION AND DEVELOPMENT

Purpose and Rationale

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

There are four levels of performance for administrators which focus on the practices and outcomes of *Effective* administrators. These administrators can be characterized as:

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 3 other areas of practice;
- Meeting 1 target related to stakeholder feedback;
- Meeting state accountability growth targets on tests of core academic subjects;
- Meeting and making progress on 3 Student Learning Objectives aligned to school and district priorities; and
- Having more than 60% of teachers Effective on the student growth portion of their evaluation.

The Exemplary performance level is established for those who exceed these characteristics, but exemplary ratings are reserved for those who could serve as a model for leaders across their district or even statewide. An Effective rating represents fully satisfactory performance, and it is the rigorous standard expected of most experienced administrators.

This model for administrator evaluation has several benefits for participants and for the broader community. It provides a structure for the ongoing development of principals and other administrators to establish a basis for assessing their strengths and growth areas so they have the feedback they need to get better. It also serves as a means for districts to hold themselves accountable for ensuring that every child in their district attends a school with effective leaders.

As noted, the model applies to all administrators holding an 092 endorsement. Because of the fundamental role that principals play in building strong schools for communities and students, and because their leadership has a significant impact on outcomes for students, the descriptions and examples focus on principals. However, where there are design differences for assistant principals and central office administrators, the differences are noted.

System Overview

Administrator Evaluation and Support Framework

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

1. **Leadership Practice Related Indicators:** An evaluation of the core leadership practices and skills that positively affect student learning. This category is comprised of two components:
 - a) **Observation of Leadership Performance and Practice (40%)** as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards.
 - b) **Stakeholder Feedback (10%)** on leadership practice through surveys.
2. **Student Outcomes Related Indicators:** An evaluation of an administrator's contribution to student academic progress, at the school and classroom level. This category is comprised of two components:
 - a) **Student Learning (45%)** assessed in equal weight by: (a) progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures.
 - b) **Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs)

Scores from each of the four components will be combined to produce a summative performance rating of *Exemplary*, *Effective*, *Developing* or *Below Standard*. The performance levels are defined as:

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

Process and Timeline

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. The annual cycle (see **Figure 1** below) allows for flexibility in implementation and lends itself well to a meaningful and doable process. Often the evaluation process can devolve into a checklist of compliance activities that do little to foster improvement and leave everyone involved frustrated. To avoid this, the model encourages two things:

1. That evaluators prioritize the evaluation process, spending more and better time in schools observing practice and giving feedback; and
2. That both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps.

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.

Superintendents can determine when the cycle starts. For example, many will want their principals to start the self-assessment process in the spring in order for goal-setting and plan development to take place prior to the start of the next school year. Others may want to concentrate the first steps in the summer months.



**Summative assessment to be finalized in August.*

Step 1: Orientation and Context-Setting

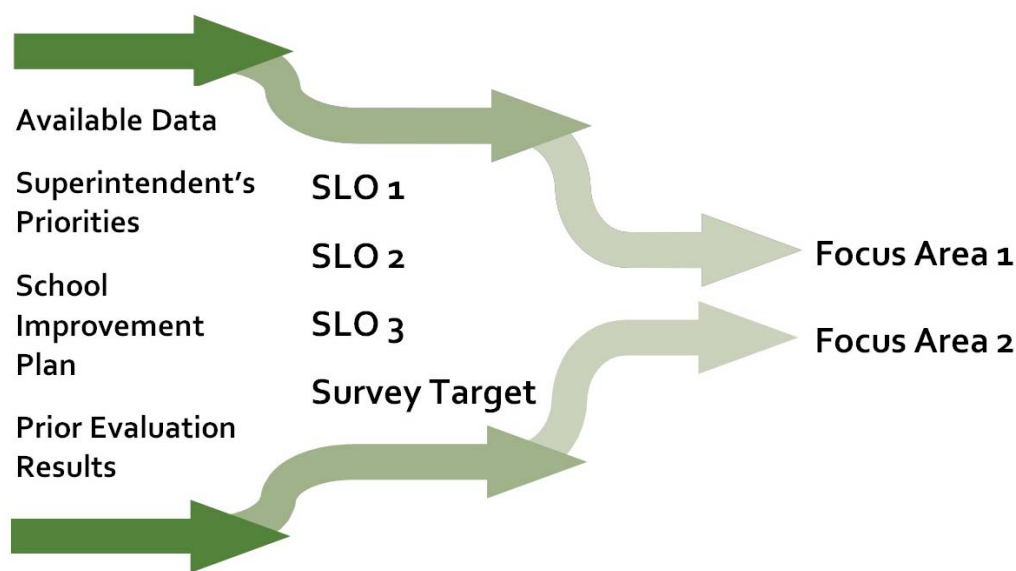
To begin the process, the administrator needs five things to be in place:

1. Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating.
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated his/her student learning priorities for the year.

4. The administrator has developed a school improvement plan that includes student learning goals.
5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process. Only #5 is required by the approved Guidelines for Educator Evaluation, but the data from #1-4 are essential to a robust goal-setting process.

Step 2: Goal-Setting and Plan Development

Before a school year starts, administrators identify three Student Learning Objectives (SLOs) and one survey target, drawing on available data, the superintendent’s priorities, their school improvement plan and prior evaluation results (where applicable). They also determine two areas of focus for their practice. This is referred to as “3-2-1 goal-setting.”



Administrators should start with the outcomes they want to achieve. This includes setting **three** SLOs and **one** target related to stakeholder feedback.

Then administrators identify the areas of focus for their practice **that will help them accomplish** their SLOs and survey targets, choosing from among the elements of the Connecticut School Leadership Standards. While administrators are rated on all six Performance Expectations, administrators are not expected to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that at least one and perhaps both, of the practice focus areas will be in instructional leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet to discuss and agree on the selected outcome goals and practice focus areas. This is an opportunity to discuss the administrator’s choices and to explore questions such as:

- Are there any assumptions about specific goals that need to be shared because of the local school context?
- Are there any elements for which Effective performance will depend on factors beyond the control of the principals? If so, how will those dependencies be accounted for in the evaluation process?
- What are the sources of evidence to be used in assessing an administrator's performance?

The evaluator and administrator also discuss the appropriate resources and professional learning needs to support the administrator in accomplishing his/her goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation and support 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 following completed form represents a sample evaluation and support plan.**

The focus areas, goals, activities, outcomes and timeline will be reviewed by the administrator's evaluator prior to beginning work on the goals. The evaluator may suggest additional goals as appropriate.

Sample Evaluation and Support Plan

Administrator's Name _____

Evaluator's Name _____

School _____

Key Findings from Student Achievement and Stakeholder Survey Data	Outcome Goals – 3 SLOs and 1 Survey	Leadership Practice Focus Areas(2)	Strategies	Evidence of Success	Additional Skills, Knowledge and Support Needed	Timeline for Measuring Goal Objectives
75% of students report that teachers present material in a way that is easy for them to understand and learn from. EL Cohort Graduation Rate is 65% and the extended graduation rate is 70%.	SLO 1: Increase EL cohort graduation rate by 2% and the extended graduation rate by 3%.	Focus Area 1: Use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress, close achievement gaps and communicate progress. (PE: 2, E: C)	Develop Support Service SLOs to address intervention needs and strategies.	EL graduation rate increases by 2% over last year and the extended graduation rate increases by 3%.	Support needed in reaching out to the EL student population and families to increase awareness of the graduation requirements and benefits.	Credit status will be determined after summer school.
80% of students complete 10th grade with 12 credits.	SLO 2: 90% of students complete 10th grade with 12 credits.	Focus Area 2: Improve instruction for the diverse needs of all students; and collaboratively monitor and adjust curriculum and instruction. (PE: 2, EB) Use current data to monitor EL student progress and to target students for intervention.	Develop content teacher SLOs to address CT Common Core reading strategies and expectations.	90% of students have at least 12 credits when entering the 11th grade.	Work with school counselors to ensure students are enrolled in credit earning courses in 9 th and 10th grades and that deficient students are contacted re: summer remedial offerings.	
87% of 10th graders are proficient in reading, as evidenced by CAPT scores (if available).	SLO 3: 95% of students are reading at grade level at the end of 10th grade.		Provide teacher PL experiences as needed to target skills in differentiation of instruction.	STAR assessments indicate that 95% of students are reading on grade level at the end of 10th grade		
75% of students report that teachers present material in a way that is easy for them to understand and learn from. EL Cohort Graduation Rate is 65% and the extended graduation rate is 70%.	Survey 1: 90% of students report that teachers present material in a way that makes it easy for them to understand and learn.			90% of students report by survey response that teachers present material in a way they can understand and learn from.		



Step 3: Plan Implementation and Evidence Collection

As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. For the evaluator, this must include at least two and preferably more, school site visits. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence, and analyze the work of school leaders. At a minimum, fall, winter and spring visits to the school leader's work site will provide invaluable insight into the school leader's performance and offer opportunities for ongoing feedback and dialogue.

Unlike visiting a classroom to observe a teacher, school site visits to observe administrator practice can vary significantly in length and setting. It is recommended that evaluators plan visits carefully to maximize the opportunity to gather evidence relevant to an administrator's practice focus areas. Further, central to this process is providing meaningful feedback based on observed practice: see the SEED website for forms that evaluators may use in recording observations and providing feedback. Evaluators should provide timely feedback after each visit.

Besides the school site visit requirement, there are no prescribed evidence requirements. The model relies on the professional judgment of the administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence.

Building on the sample evaluation and support plan on page 49, this administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to his or her focus areas and goals:

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

Further, the evaluator may want to establish a schedule of school site visits with the administrator to collect evidence and observe the administrator's work. The first visit should take place near the beginning of the school year to ground the evaluator in the school context and the administrator's evaluation and support plan. Subsequent visits might be planned at two-to three-month intervals.

A note on the frequency of school site observations:

State guidelines call for an administrator's evaluation to include:

- 2 observations for each administrator.
- 4 observations for any administrator new to their district, school, the profession or who has received ratings of *developing* or *below standard*.

School visits should be frequent, purposeful and adequate for sustaining a professional conversation about an administrator's practice.

Step 4: Mid-Year Formative Review

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

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

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

Step 5: Self-Assessment

In the spring, the administrator takes an opportunity to assess his/her practice on all 18 elements of the CCL: Connecticut School Leadership Standards. For each element, the administrator determines whether he/she:

- Needs to grow and improve practice on this element;
- Has some strengths on this element but 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 should also review his/her focus areas and determine if he/she considers him/herself on track or not. The administrators will submit a self-assessment prior to the End-of-Year Summative Review as an opportunity for the self-reflection to inform the summative rating.

Step 6: Summative Review and Rating

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

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete training on the evaluation and support model. The purpose of training is to provide evaluators of administrators with the tools that will result in evidence-based school site observations; professional learning opportunities tied to evaluation feedback, improved teacher effectiveness and student performance.

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. Should state standardized test data not yet be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator should recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

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

- If stakeholder survey results are not yet available, then the observation of practice rating should count for 50% of the preliminary rating.
- If the teacher effectiveness outcomes ratings are not yet available, then the student learning measures should count for 50% of the preliminary rating.
- If the state accountability measures are not yet available, then the Student Learning Objectives should count for the full assessment of student learning.
- If none of the summative student learning indicators can yet be assessed, then the evaluator should examine the most recent interim assessment data to assess progress and arrive at an assessment of the administrator's performance on this component.

Support and Development

Evaluation alone cannot hope to improve leadership practice, teacher effectiveness and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move administrators along the path to Exemplary practice.

Evaluation-Informed Professional Learning

Student success depends on effective teaching, learning and leadership. The CSDE vision for professional learning is that each and every Connecticut educator engages in continuous learning every day to increase professional effectiveness, resulting in positive outcomes for all students. For Connecticut's students to graduate college and career ready, educators must engage in strategically planned, well supported, standards-based, continuous professional learning focused on improving student outcomes.

In mutual agreement with their evaluators all teachers will identify professional learning needs that support their goal and objectives. The identified needs will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide or district-wide professional learning opportunities.

Improvement and Remediation Plans

There are two levels of Professional Assistance. The goal is that the certified staff member will make improvements at Level I and therefore not require Level II assistance. In all cases, the duration of the Professional Assistance Plan may vary depending on the identified need(s), but the approximate range should be from eight to twelve weeks.

When initiating an improvement plan, the supervisor will provide the staff member with an opportunity to have union representation involved in the process. Improvement and remediation plans will be developed in consultation with the certified staff member's bargaining unit representative. The certified staff member ultimately determines the degree to which the bargaining unit representative is involved in the development of the plan.

A building administrator or evaluator can initiate Professional Assistance Plans for certified staff members in two ways:

1. If a specific concern(s) about a certified staff member's performance, practice, or professionalism is identified by a supervisor, including after an observation, and he/she is unable to demonstrate observable improvement after written feedback has been provided to the staff member by the supervisor, the evaluator may place the certified staff member on a Level I Professional Assistance Plan. The plan may be initiated at any time after written feedback has been provided.
2. If a certified staff member's Performance and Practice summative evaluation rating is at Developing, he/she may be placed on a Level I Professional Assistance Plan for the

start of the following school year. If Below Standard, he/she will be placed on a Level 1 Professional Assistance Plan for the start of the following school year.

Level I Professional Assistance Plan

The written plan should be created by both the certified staff member and the supervisor, and should include the following components:

- Professional Assistance Goal(s)
- Associated domain(s) and indicator(s) from the Common Core of Teaching/CT School Leadership Standards
- Action Plan - strategies to achieve the goal; including identified dates for completion and resources necessary to support growth
- Results Indicators or Desired Outcomes
- Anticipated Observations (if applicable)- The supervisor must increase the number of observations during the period of time that the Professional Assistance Plan is in place in order to gauge progress on the plan
- Meeting Schedule - A minimum of every three weeks between the certified staff member and supervisor should be scheduled and continue for the duration of time that the plan is in place.

There are three potential outcomes from participation in a Level I Plan:

1. If significant progress is noted, no further assistance is required;
2. If some progress is noted, the staff member will continue on Level I; or
3. If minimal progress is noted, the staff member will be moved to Level II.

Level II Professional Assistance Plan

The written plan should be created by both the certified staff member and the supervisor, and should include the following components:

- Professional Assistance Goal(s)
- Associated domain(s) and indicator(s) from the Common Core of Teaching/CT School Leadership Standards
- Action Plan - strategies to achieve the goal; including identified dates for completion and resources necessary to support growth
- Results Indicators or Desired Outcomes
- Anticipated Observations (if applicable)- The supervisor must increase the number of observations during the period of time that the Professional Assistance Plan is in place in order to gauge progress on the plan
- Meeting Schedule – Weekly meetings between the certified staff member and supervisor should be scheduled and continue for the duration of time that the plan is in place.

There are three potential outcomes from participation in a Level II Plan:

1. If significant progress is noted, the staff member will return to Level I
2. If some progress is noted, the staff member will continue on Level II.
3. If minimal progress is noted, the supervisor will communicate their concern with the certified staff member and Central Office administration for follow up.

Career Development and Growth

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

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

Leadership Practice Related Indicators

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

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

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

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

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

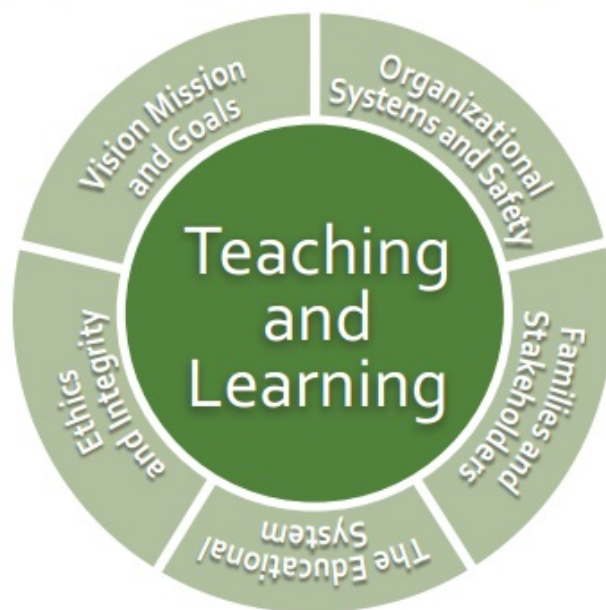
1. **Vision, Mission and Goals:** Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.
2. **Teaching and Learning:** Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.



3. **Organizational Systems and Safety:** Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.
4. **Families and Stakeholders:** Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.
5. **Ethics and Integrity:** Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.
6. **The Education System:** Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal and cultural contexts affecting education.

All six of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. As such, Performance Expectation 2 (Teaching and Learning) comprises approximately half of the leadership practice rating and the other five performance expectations are equally weighted.

Figure 3: Leadership Practice – 6 Performance Expectations



These weightings should be consistent for all principals and central office administrators. For assistant principals and other school-based 092 certificate holders in non-teaching roles, the six performance expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers. While assistant principals' roles and responsibilities vary from school to school, creating a robust pipeline of effective principals depends on adequately preparing assistant principals for the principalship.

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

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

Two key concepts, indicated by bullets, are often included as indicators. Each concept demonstrates a continuum of performance across the row, from *Below Standard* to *Exemplary*.

Examples of Evidence are provided for each element of the rubric. While these Examples of Evidence can be a guide for evaluator training and discussion, they are only examples and should not be used as a checklist. As evaluators learn and use the rubric, they should review these Examples of Evidence and generate additional examples from their own experience that could also serve as evidence of Effective practice.

Strategies for Using the CCL Leader Evaluation Rubric:

Helping administrators get better: The rubric is designed to be developmental in use. It contains a detailed continuum of performance for every indicator within the CCL: Connecticut School Leadership Standards in order to serve as a guide and resource for school leaders and evaluators to talk about practice, identify specific areas for growth and development, and have language to use in describing what improved practice would be.

Making judgments about administrator practice: In some cases, evaluators may find that a leader demonstrates one level of performance for one concept and a different level of performance for a second concept within a row. In those cases, the evaluator will use judgment to decide on the level of performance for that particular indicator.

Assigning ratings for each performance expectation: Administrators and evaluators will not be required to complete this rubric at the Indicator level for any self-assessment or evaluation process. Evaluators and administrators will review performance and complete evaluation detail at the Performance Expectation level and may discuss performance at the Element level, using the detailed Indicator rows as supporting information as needed. As part of the evaluation process, evaluators and school leaders should identify a few specific areas for ongoing support and growth.

Assessing the practice of administrators other than principals: All indicators of the evaluation rubric may not apply to assistant principals or central office administrators.



Districts may generate ratings using evidence collected from applicable indicators in the CCL: Connecticut School Leadership Standards.

Performance Expectation 1: Vision, Mission and Goals

Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.

Element A: High Expectations for All

Leaders* ensure that the creation of the vision, mission and goals establishes high expectations for all students and staff**.

The Leader...

Indicator	Below Standard	Developing	Effective	Exemplary
1. Information and Analysis Shape vision, mission and goals	Relies on their own knowledge and assumptions to shape school-wide vision, mission and goals.	Uses data to set goals for students. Shapes a vision and mission based on basic data and analysis.	Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals.	Uses a wide range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.
2. Alignment to Policies	Does not align the school's vision, mission and goals to district, state or federal policies.	Establishes school vision, mission and goals that are partially aligned to district priorities.	Aligns the vision, mission and goals of the school to district, state and federal policies.	Builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies.

*Leader: Connecticut School Leaders who are employed under their immediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other supervisory positions).

**Staff: All educators and non-certified staff

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the evidence for each performance expectation in the CCL Leader Evaluation Rubric. 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 to identify focus areas for development of the administrator's leadership practice.

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with a particular emphasis on the identified focus areas for development. **Evaluators of administrators must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession or who have received ratings of *Developing* or *Below Standard*.**
2. The administrator and evaluator hold a Mid-Year Formative Conference with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth, as well as progress on the focus areas.
4. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of Exemplary, Effective, Developing or Below Standard for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year.

Principals and Central Office Administrators:

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

Assistant Principals and Other School-Based Administrators:

Exemplary	Proficient	Developing	Below Standard
<i>Exemplary on at least half of measured performance expectations</i> +	At least <i>Proficient</i> on at least a majority of performance expectations +	At least <i>Developing</i> on at least a majority of performance expectations	<i>Below Standard on at least half of performance expectations</i>
No rating below <i>Proficient</i> on any performance expectation	No rating below <i>Developing</i> on any performance expectation		

Component #2: Stakeholder Feedback (10%)

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

For each administrative role, the stakeholders surveyed should be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.). If surveyed populations include students, they can provide valuable input on school practices and climate for inclusion in evaluation of school-based administrative roles.

Applicable Survey Types

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

- **Leadership practice surveys** focus directly on feedback related to a leader's performance and the impact on stakeholders. Leadership Practice Surveys for principals and other administrators are available and there are also a number of instruments that are not specific to the education sector, but rather probe for information aligned with broader leadership competencies that are also relevant to Connecticut administrators' practice. Typically, leadership practice surveys for use in principal evaluations collect feedback from teachers and other staff members.
- **School practice surveys** capture feedback related to the key strategies, actions and events at a school. They tend to focus on measuring awareness and impact from stakeholders, which can include faculty and staff, students, and parents.
- **School climate surveys** cover many of the same subjects as school practice surveys but are also designed to probe for perceptions from stakeholders on the school's prevailing attitudes, standards and conditions. They are typically administered to all staff as well as to students and their family members.

The survey(s) selected by a district for gathering feedback must be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent overtime). In order to minimize the burden on schools and stakeholders, the surveys chosen need not be implemented exclusively for purposes of administrator evaluation, but may have broader application as part of teacher evaluation systems, school- or district-wide feedback and planning or other purposes. Adequate participation and representation of school stakeholder population is important; there are several strategies districts may choose to use to ensure success in this area, including careful timing of the survey during the year, incentivizing participation and pursuing multiple means of soliciting responses.

Any survey selected must align to some or all of the CCL: Connecticut School Leadership Standards, so that feedback is applicable to measuring performance against those standards. In most cases, only a subset of survey measures will align explicitly to the Leadership Standards, so administrators and their evaluators are encouraged to select relevant portions of the survey's results to incorporate into the evaluation and support model.

Stakeholder Feedback Summative Rating

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

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



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

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

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

Establishing what results in having “substantially exceeded” the target or what constitutes “substantial progress” is left to the discretion of the evaluator and the administrator being evaluated in the context of the target being set. However, more than half of the rating of an administrator on stakeholder feedback must be based on an assessment of improvement over time.

Examples of Survey Applications

Example #1:

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

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

Example #2:

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

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

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

The Student Outcomes Related Indicators capture the administrator’s impact on student learning and comprise half of the final rating.

Student Outcomes Related Indicators include two components:

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

Component #3: Student Learning (45%)

Student learning is assessed in equal weight by: (a) performance and progress on the academic learning measures in the state’s accountability system for schools and (b)

performance and growth on locally-determined measures. Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator’s evaluation.

State Measures of Academic Learning

With the state’s new school accountability system, a school’s SPI—an average of student performance in all tested grades and subjects for a given school—allows for the evaluation of school performance across all tested grades, subjects and performance levels on state tests. The goal for all Connecticut schools is to achieve an SPI rating of 88, which indicates that on average all students are at the ‘target’ level.

Currently, the state’s accountability system includes two measures of student academic learning:

1. **School Performance Index (SPI) progress** – changes from baseline in student achievement on Connecticut’s standardized assessments.
2. **SPI progress for student subgroups** – changes from baseline in student achievement for subgroups on Connecticut’s standardized assessments.

Yearly goals for student achievement should be based on approximately 1/12 of the growth needed to reach 88, capped at 3 points per year. See below for a sample calculation to determine the SPI growth target for a school with an SPI rating of 52.

$$\frac{88 - 52}{12} = 3$$

Evaluation ratings for administrators on these state test measures are generated as follows.

Step 1: Ratings of SPI Progress are applied to give the administrator a score between 1 and 4, using the table below:

SPI Progress (all students and subgroups)

SPI >= 88	Did not maintain	Maintain		
	1	4		
SPI < 88	< 50% target progress	50-99% target progress	100 – 125% target progress	>125% target progress
	1	2	3	4

PLEASE NOTE: Administrators who work in schools with two SPIs will use the average of the two SPI ratings to apply for their score.

Step 2: Scores are weighted to emphasize improvement in schools below the State’s SPI target of 88 and to emphasize subgroup progress and performance in schools



above the target. While districts may weigh the two measures according to local priorities for administrator evaluation, the following weights are recommended:

SPI Progress	100% minus subgroup %
SPI Subgroup Progress*	10% per subgroup; up to 50%

*Subgroup(s) must exist in year prior and in year of evaluation

Below is a sample calculation for a school with two subgroups:

Measure	Score	Weight	Summary Score
SPI Progress	3	.8	2.4
SPI Subgroup 1 Progress	2	.1	.2
SPI Subgroup 2 Progress	2	.1	.2
TOTAL			2.8

Step 3: The weighted scores in each category are summed, resulting in an overall state test rating that is scored on the following scale:

Exemplary	Effective	Developing	Below Standard
At or above 3.5	2.5 to 3.4	1.5 to 2.4	Less than 1.5

All protections related to the assignment of school accountability ratings (e.g., the minimum number of days a student must be enrolled in order for that student’s scores to be included in an accountability measure) shall apply to the use of state test data for administrator evaluation.

For any school that does not have tested grades (such as a K-2 school), the entire 45% of an administrator’s rating on student learning indicators is based on the locally-determined indicators described below.

Locally-Determined Measures (Student Learning Objectives)

Administrators establish three Student Learning Objectives (SLOs) on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Common Core State Standards and Connecticut Content Standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.
- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State’s approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate

and extended graduation rate shall apply to the use of graduation data for principal evaluation.

- For administrators assigned to a school in “review” or “turnaround” status, indicators will align with the performance targets set in the school’s mandated improvement plan.
-

	SLO 1	SLO 2	SLO 3
Elementary or Middle School Principal	Non-tested subjects or grades	Broad discretion	
High School Principal	Graduation(meets the non-tested grades or subjects requirement)	Broad discretion	
Elementary or Middle School AP	Non-tested subjects or grades	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
High School AP	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
Central Office Administrator	(meets the non-tested grades or subjects requirement) Indicators may be based on results in the group of schools, group of students or subject area most relevant to the administrator’s job responsibilities, or on district-wide student learning results.		

Beyond these parameters, administrators have broad discretion in selecting indicators, including, but not limited to:

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., Advanced Placement examinations).
- Students’ progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.
- Students’ performance or growth on school or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

Below are a few examples of indicators, goals and SLOs for administrators:

Grade Level	SLO
2nd Grade	Among second graders who remain enrolled in school and in good attendance from September to May, 80% will make at least one year’s growth in reading as measured by MAP/NWEA assessments.
Middle School Science	78% of students will attain <i>Effective</i> or higher on the science inquiry strand of the CMT in May.



High School	9th grade students will accumulate sufficient credits to be in good standing as sophomores by June.
Central Office Administrator	By June 1, 2015, the percentage of grade 3 students across the district (in all 5 elementary schools) reading at or above grade level will improve from 78% to 85%. (Curriculum Coordinator)

The process for selecting measures and creating SLOs should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process follow a pre-determined timeline.

- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
- The administrator uses available data to craft an improvement plan for the school/area. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The administrator chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
- The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators.
- The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
 - The objectives are adequately ambitious.
 - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
 - The objectives 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 and evaluator collect interim data on the SLOs 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, as follows:

Exemplary	Effective	Developing	Below Standard
Met all 3 objectives and substantially exceeded at least 2 targets	Met 2 objectives and made at least substantial progress on the 3 rd	Met 1 objective and made substantial progress on at least 1 other	Met 0 objectives; OR Met 1 objective and did not make substantial progress on either of the other 2



Arriving at Student Learning Summative Rating

To arrive at an overall student learning rating, the ratings for the state assessment and the locally-determined ratings in the two components are plotted on this matrix:

		State Measures of Academic Learning			
		4	3	2	1
Locally Determined Measures	4	Rate Exemplary	Rate Effective	Rate Developing	<i>Gather further information</i>
	3	Rate Exemplary	Rate Effective	Rate Developing	Rate Developing
	2	Rate Effective	Rate Effective	Rate Developing	Rate Below Standard
	1	<i>Gather further information</i>	Rate Developing	Rate Developing	Rate Below Standard

Component #4: Teacher Effectiveness Outcomes (5%)

Teacher effectiveness outcomes – as measured by an aggregation of teachers’ student learning objectives (SLOs) – make up 5% of an administrator’s evaluation.

Improving teacher effectiveness outcomes is central to an administrator’s role in driving improved student learning. 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 and support model also assesses the outcomes of all of that work.

As part of Connecticut’s teacher evaluation state model, teachers are assessed in part on their accomplishment of SLOs. This is the basis for assessing administrators’ contribution to teacher effectiveness outcomes. In order to maintain a strong focus on teachers setting ambitious SLOs for their evaluation, it is imperative that evaluators of administrators discuss with the administrator their strategies in working with teachers to set SLOs. Without attention to this issue, there is a substantial risk of administrators not encouraging teachers to set ambitious SLOs.

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

- Central Office Administrators will be responsible for the teachers under their assigned role.
- All other administrators will be responsible for the teachers they directly evaluate.

Summative Administrator Evaluation Rating

Summative Scoring

Every educator will receive one of four performance* ratings:

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

* The term "performance" in the above shall mean "progress as defined by specified indicators." Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence (see Appendix 2).

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

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 3 other areas of practice;
- Meeting and making progress on 1 target related to stakeholder feedback;
- Meeting state accountability growth targets on tests of core academic subjects;
- Meeting and making progress on 3 student learning objectives aligned to school and district priorities; and
- Having more than 60% of teachers Effective on the student growth portion of their evaluation.

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

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

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

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

Determining Summative Ratings

The rating will be determined using the following steps:



1. Determining a Leader Practice Rating;
 2. Determining an Student Outcomes Rating; and
 3. Combining the two into an overall rating using the Summative Matrix.
- Each step is illustrated below.

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 Common Core of Leading Evaluation Rubric (CCL) and the one stakeholder feedback target. The observation of administrator performance and practice counts for 40% of the total rating and stakeholder feedback counts for 10% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Summary Score
Observation of Leadership	2	40	80
Stakeholder Feedback	3	10	30
TOTAL LEADER PRACTICE-RELATED POINTS			110

Leader Practice-Related Points	Leader Practice-Related Rating
50-80	Below Standard
81-126	Developing
127-174	Effective
175-200	Exemplary

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

The outcomes rating is derived from student learning – student performance and progress on academic learning measures in the state’s accountability system (SPI) and student learning objectives – and teacher effectiveness outcomes. As shown in the **Summative Rating Form**, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. Simply multiply these weights by the component scores to get the category points.

Component	Score (1-4)	Weight	Points (score x weight)
Student Learning (SPI Progress and SLOs)	3	45	135



Teacher Effectiveness Outcomes	2	5	10
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TOTAL STUDENT OUTCOMES-RELATED POINTS **145**

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

C. OVERALL: Leader Practice + Student Outcomes

The overall rating combines the practice and outcomes ratings using the matrix below. Using the ratings determined for each major category: Student Outcomes-Related Indicators and Leader Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Leader Practice-Related rating is developing and the Student Outcomes-Related rating is Effective. The summative rating is therefore Effective.

If the two major categories are highly discrepant (e.g., a rating of *Exemplary* for Leader Practice and a rating of *Below Standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

		Overall Leader Practice Rating			
		4	3	2	1
Student Outcomes Related Indicators Rating	4	Rate Exemplary	Rate Effective	Rate Developing	<i>Gather further information</i>
	3	Rate Exemplary	Rate Effective	Rate Developing	Rate Developing
	2	Rate Effective	Rate Effective	Rate Developing	Rate Below Standard
	1	<i>Gather further information</i>	Rate Developing	Rate Developing	Rate Below Standard

Adjustment of Summative Rating

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not yet be available at the time of a summative rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly affected by state standardized test data, the evaluator should recalculate the administrator's final summative rating when the data is available and submit the adjusted rating not later than September 15. These adjustments should inform goal setting in the new school year.



Definition of Effectiveness and Ineffectiveness

Each district shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system. A pattern may consist of a pattern of one rating. The state model recommends the following patterns:

Novice administrators shall generally be deemed effective if said administrator receives at least two sequential Effective ratings, one of which must be earned in the fourth year of a novice administrator's career. A *below standard* rating shall only be permitted in the first year of a novice administrator's career, assuming a pattern of growth of developing in year two and two sequential Effective ratings in years three and four.

An experienced administrator shall generally be deemed ineffective if said administrator receives at least two sequential *developing* ratings or one *below standard* rating at any time.

Dispute-Resolution Process

South Windsor Public Schools believes a collaborative conversation between a certified staff member and his/her supervisor can resolve most concerns that may arise during the evaluation process. Thus, initiating the formal dispute resolution process should be a rare occasion, and only done after all informal options have been utilized.

When an issue/concern cannot be resolved informally, the certified staff member shall communicate his or her concern to the Assistant Superintendent for Personnel and Administration by submitting the Dispute Resolution form. The Assistant Superintendent shall work with the Co-Chairs of the Professional Development and Evaluation Committee (PDEC) and the South Windsor Administrators Association (SWAA) Representative on PDEC to identify members of a Dispute Resolution Committee. This committee shall consist of the following representatives:

- SWAA PDEC Representative or Designee;
- Assistant Superintendent for Personnel and Administration ;
- One administrator from PDEC

The Dispute Resolution Committee will investigate the dispute and render a decision within fifteen (15) business days unless the Dispute Resolution Committee determines that there are extenuating circumstances. Should the process established not result in resolution of a given issue, the Superintendent shall make the final determination regarding that issue.

APPENDIX A – DISPUTE RESOLUTION

Dispute Resolution Form

South Windsor Public Schools believes a collaborative conversation between a certified staff member and his/her supervisor can resolve most concerns that may arise during the evaluation process. Thus, initiating the dispute resolution process should be a rare occasion, and only done after all informal options have been utilized.

-South Windsor Educator Evaluation and Development Handbook

FORM INSTRUCTIONS: Tab to enter text. Print form. Sign.

Date: Click here to enter text.

Name: Click here to enter text.

School(s): Click here to enter text.

Evaluator(s): Click here to enter text.

Please summarize the dispute:

Click here to enter text.

Please list the steps that have already been taken to resolve the dispute:

Click here to enter text.

Desired outcome of the dispute resolution process:

Click here to enter text.

Signature: _____

**This form must be submitted to the
Assistant Superintendent for Personnel and Administration**

Once received, a Dispute Resolution Committee will be formed which will consist of the Assistant Superintendent for Personnel and Administration, the SWEA/SWAA PDEC Representative or Designee, and both a teacher (for teacher disputes only) and administrator from the PDEC committee.

The Committee will investigate the dispute and render a decision within fifteen (15) business days unless there are extenuating circumstances. If the Committee cannot reach resolution, the Superintendent will make the final determination regarding the issue.

Date Received: _____