

# PROFESSIONAL DEVELOPMENT EVALUATION (PDEP)

## *Improvement of student learning and continuous improvement of staff effectiveness through professional development and evaluation*

June 2015

### **Introduction**

The Westport Public Schools Professional Development and Evaluation Plan (PDEP) is designed to support teachers in their continuous efforts to meld knowledge of content and curriculum, pedagogy, and motivational techniques in their quest to provide excellent instruction resulting in meaningful student learning. The plan is built upon the belief that teachers are career-long learners who collect and use student performance data to inform instruction and participate in a professional learning community that promotes collaborative inquiry and reflective practice.

Driven by a clearly articulated set of teaching and learning standards, PDEP links teaching effectiveness directly to the student learning that occurs through teachers' planning and implementation of instruction. The plan also aligns professional development with the teacher evaluation process. The plan fosters a professional culture that acknowledges the individual and experiential differences among teachers in an atmosphere that facilitates individual, school-wide, and district-wide growth that benefits all learners in the Westport Public Schools.

The ultimate goal of PDEP is to foster student achievement through the high level of the professional practice of teachers and administrators in order to close any gaps that exist between 's expectations for student learning and actual student performance.

## **Guiding Principles of the Professional Development and Evaluation Plan**

*Creating a system focused on the ongoing improvement of instruction must be the central aim of any educational improvement effort. Students' achievement will not improve unless and until we create schools and districts where all educators are learning how to significantly improve their skills as teachers and as instructional leaders.*

**Tony Wagner, Change Leadership, 2006**

The Westport Professional Development and Evaluation Plan (PDEP) is grounded in the belief that effective teacher professional development and evaluation should result in continuously improving student achievement. At the core of this belief is the conviction that every child can and must learn; therefore, it is the responsibility of all educators to create the conditions for each student to achieve. PDEP is built upon six guiding principles, which emphasize the importance of:

- a common language for teaching and learning
- continuous training for administrators
- inquiry and collaboration with a focus on student achievement
- feedback that is frequent, timely, and specific
- data-driven decision making and action research
- reflective practice

### **A Common Language for Teaching and Learning**

*If good instruction in every classroom and for all students is the central focus of systemic change in education, then districts and schools need to define "goodness" and come to a shared understanding of what is meant by competent teaching.*

**Tony Wagner, Change Leadership, 2006**

Having a defined set of standards which describe the factors necessary for effective teaching in terms of student learning outcomes creates a common language and conceptual system for analyzing and improving upon teaching and learning. Becoming conversant in an agreed upon professional language is an essential step to making supervision and evaluation meaningful to educators. The CCT Rubric for Effective Teaching 2014 (CCT Rubric) describes, for both teachers and administrators what excellent teaching looks like in a descriptive and concise manner. It is not expected that all performance indicators are to be present in each lesson taught and/or observed, but that over the course of the hundreds of hours of instruction that occur each year there will be evidence of these indicators. The professional vocabulary embedded in the CCT Rubric provides the criteria for effective teaching that observations, feedback, and written evaluations are based upon. The CCT Rubric also ultimately provides a basis for the performance criteria which are used to determine the continuing employment status of teachers.

## **Continuous Training for Administrators**

Supervision and evaluation are primary aspects of the administrator's role as instructional leader and therefore ongoing training must be given high priority. Such training supports the administrator's capacity to engage in constructive conversations with individual teachers, departments, grade-level teams, and full faculty groups about what constitutes effective instruction within the context of how it leads to meaningful learning for all students. Just as teachers benefit from professional development aimed at continuous improvement of instruction aligned with their needs and interests, administrators must be provided with opportunities to continuously hone their skills in supervision and evaluation through systematic training in conducting effective classroom observations, conducting constructive conversations about instruction, and writing accurate and meaningful written observation reports. A key component of training for administrators involves infusing the expectations embedded in the CCT Rubric with the claims, evidence, interpretations, and judgments included in observation reports and summative evaluations of teachers. Westport is committed to developing administrators who are highly proficient and calibrated in the application of the CCT Rubric to the supervision and evaluation of teachers.

All evaluators are required to complete extensive training on the evaluation model. This year, the District will begin working with a state approved consultant who will work with administrators to train them and calibrate their observations relating to curriculum and instruction, especially how it relates to the CCT Rubric. This training will take place beginning in August and continue throughout the 2015 - 2016 school year.

## **Inquiry and Collaboration with a Focus on Student Achievement**

Adults need to work together to solve core problems of practice that inhibit effective teaching and learning. Such collaboration affords teachers with opportunities to build and share knowledge as a means of becoming increasingly effective in the art and craft of teaching. Teachers collaborate with one another and with administrators to analyze student progress and reflect upon their performance in relation to the gains in knowledge and skill demonstrated by students.

## **Feedback: Frequent, Timely, and Specific**

*Teachers want and need feedback, not only on the act of teaching, but also on the results of teaching. Timely, informative feedback is vital to any improvement effort.*

**Pamela Tucker & James Stronge, Linking Teacher Evaluation and Student Learning, 2005**

The Westport Public Schools PDEP requires that teachers are "formally" (formal observation report) and "informally" observed multiple times by an administrator (or administrative team) throughout their teaching career. Tenured teachers with a rating of either Accomplished or Exemplary may choose to be evaluated through multiple mini-observations followed by immediate feedback from the evaluator. The frequency of supervision of both tenured and non-tenured teachers accomplishes both formative and accountability functions ensuring that competent instruction is taking place for all students; the teacher receives formative and timely feedback including ideas and recommendations as to how to improve upon specific aspects of lessons, and; notable commendations and/or

improvements in practice are specified. Following both formal and informal classroom observations, the administrator engages in a face-to-face conversation with the teacher as soon as possible,\* followed by written feedback, so that the lesson is fresh in the minds of the teacher and the administrator and to allow suggestions for improvement to be incorporated by the teacher, as appropriate, into upcoming lessons. Feedback from mini-observations should occur no later than ten (10) school days after the mini-observation, but the expectation is that the feedback will occur within five(5) school days after the observed lesson.

[\*Barring unusual circumstances, the face-to-face conversation and written feedback are to take place within ten (10) school days after the observed lesson.]

### **Data-Driven Decision Making and Action Research**

*Classrooms and schools are data-rich environments. When teachers make a commitment to systematically collect student performance data, they are embarking on a process that fosters continuous growth and development. When each lesson is looked on as an empirical investigation into factors affecting teaching and learning and when reflections on the findings from each day's work inform the next day's instruction, teachers can't help but develop greater mastery of the art and science of teaching.*

**Richard Sagor, Guiding School Improvement with Action Research, 2000**

The essential questions that teachers ask themselves as they design instruction in order to yield desired student learning outcomes are:

What do I expect students to know and be able to do?

Do I know why I'm getting the student outcomes that I have?

What is the best way to assess student knowledge and application of skills?

Establishing, reviewing, or revising goals (in terms of what students are to know and be able to do) and creating measurable and achievable objectives lay at the heart of using student performance data to inform instruction. In the Westport PDEP, teachers write annual goals in terms of identified student learning needs. Such learning needs identified through data provided by classroom work that students produce and performance on standardized testing instruments (as identified by the District) are an essential source of student performance data.

The goals that teachers write for their students are S-M-A-R-T: Specific, Measurable, Achievable, Relevant, and Timely (**adapted from Reeves, The Center for Performance Assessment, 2000**). Goal statements should include:

a focused aspect of student learning to be investigated.

the target student population.

the criteria to be achieved by the target student population.

the expected change in performance by students.

the instructional strategies or interventions that the teacher expects to lead to the attainment of the desired student learning outcome(s).

the assessment instrument(s) to be used by the teacher to measure the performance change made by the target student population.

### **Reflective Practice Promotes Professional Growth**

*Through reflection, real growth and therefore excellence are possible. By trying to understand the consequences of actions and contemplating alternative courses of action, teachers expand their repertoire of practice.*

### **Charlotte Danielson, Enhancing Professional Practice, 1996**

Through systematic reflection on subject matter, pedagogy, and student work, teachers along with their administrators can evaluate the impact of instruction upon student achievement.

## **Roles and Responsibilities Related to the Evaluation Component of the Westport Professional Development and Evaluation Plan**

### **The Westport Board of Education**

Connecticut General Statute 10-220a requires that boards of education develop a comprehensive staff development plan that must be directly related to the educational goals of the district. Westport Board of Education Policy 4115(a) is written in conjunction with CGS 10-220a. The format of the evaluation process is regulated by Connecticut General Statute 10-151(b) which provides that the board of education shall develop and implement teacher evaluation programs consistent with guidelines established by the State Board of Education.

### **The Superintendent of Schools**

Connecticut law vests in the superintendent of schools responsibility for the evaluation of all certified staff (i.e. teachers, principals, and all other administrators). The Superintendent is responsible for supervising subordinate central office administrators and principals. Evaluations are conducted by the superintendent and by administrators to whom the superintendent has delegated such authority.

The decision whether to non-renew the contract of a non-tenured teacher is within the discretion of the superintendent and can be based on the judgment that the teacher's performance is not up to district standards (as articulated by the Westport Teaching and Learning Standards).

The Central Office administrators observe all non-tenured teachers as part of the renewal process. Teachers who have not been previously tenured in Connecticut are observed by their building administrators and by a central office administrator in the third year of employment (assuming that contract renewals occurred after years one and two). Teachers who have been previously tenured in Connecticut (within the last five years) are observed by their building administrators and by a central office administrator in their first year in the district.

### **The Director of Human Resources**

The Director of Human Resources has overall responsibility for the implementation of the PDEP. Responsibilities include:

- informing certified staff of any updates or changes to the plan.
- providing orientation to PDEP to newly hired teachers and administrators.
- collaborating with supervisors as they evaluate teachers to ensure a high quality process that is in concert with the stated guidelines and goals of the plan.
- preparing an annual report of non-tenured teacher non-renewals to the Superintendent and the board by April 1.
- informing the Superintendent of any and all Intensive Supervision cases, including those that could potentially lead to the non-renewal of a non-tenured teacher or the termination of a tenured teacher.
- maintaining records for tenure.
- accounting for graduate course credit.

### **The Director of Elementary Education and the Director of Secondary Education**

The Directors of Elementary and Secondary Education lead the organizational structure that provides professional development for the certified staff in the district. The Directors have overall responsibility for Professional Development in the district, including

- serving as chairpersons of the PD Committee and making recommendations to the superintendent regarding planned PD opportunities.
- planning and providing for ongoing training for teachers and administrators on effective instruction and supervision .
- accounting for the number of professional development hours required by statute.

### **Supervisors**

The primary responsibility of supervisors as it pertains to PDEP is to support teachers as they develop in relation to the Westport Teaching and Learning Standards and to evaluate the effectiveness of teaching taking place in terms of student learning. Principals, assistant principals, department heads, and, where appropriate, directors and administrative coordinators are the primary PDEP supervisors for teachers. Supervisors are assigned to teachers by the building principal.

The Director of Pupil Services, or a designee, i.e. the Coordinator of Psychological Services and the Director of Stepping Stones Pre-School, works in consultation with all primary PDEP supervisors as it relates to the pupil services staff.

The principal is responsible for making all re-employment recommendations to the Director of Human Resources who in turn prepares recommendations to the Superintendent.

### **The Westport Education Association (WEA)**

In accordance with Connecticut General Statute 10-220a, while developing the district teacher evaluation plan, the board of education must have the "advice and assistance" of the teachers and administrators, including representatives from both bargaining groups.

Such advice and assistance does not include negotiation, rather, the board must assure that it has the input of these groups when it adopts and periodically revises the plan.

### **The PDEP Consultant**

The State Teacher Evaluation Guidelines provide that there should be a process for resolving disputes between the evaluatee and the evaluator, and any disputes over the substance of a teacher evaluation should be left to that process. The PDEP Consultant and the Director of Human Resources serve as facilitators to resolve conflicts which arise between supervisors and teachers as it relates to evaluation. If a conflict is not resolved, it will be referred to the Superintendent for a final decision.

### **The PDEP Joint Committee**

The implementation of the teacher evaluation plan is an ongoing process. Because it is a responsibility of the board to periodically review and revise the plan, the PDEP Joint Committee serves as a standing committee. The committee is composed of representative teachers and administrators from the various grade levels and programs in the district. The Joint Committee meets as appropriate to monitor the implementation of the plan and to periodically make recommendations to the Superintendent who in turn makes recommendations to the board regarding modifications to the program. This Committee also serves in advisory capacity for matters relating to professional development for teachers.

### **Parents**

Parent input will be solicited primarily through the stakeholder survey (administered semiannually) and focus groups. In addition, the District considers parents to be partners with the schools, regularly communicating with teachers and administrators and taking an active role in their children's lives.

## **Comprehensive Professional Development Plan** *Linking Evaluation to Professional Development*

Professional development is inexorably linked to the process of supervision and evaluation and to achieving goals to improve student learning. Westport's long-standing policies and procedures for providing rich and diversified professional development activities are reflected in the provisions of the updated Professional Development and Evaluation Plan. In this plan, data gathered in both supervisory and peer settings will enable the planning of differentiated professional development that addresses gaps in teacher experience and knowledge while at the same time affirming competency and nurturing leadership to improve student learning. Professional development will provide teachers with skills and knowledge to promote students' academic achievement and social and emotional skills to become confident, competent members of the emerging society.

Programs are designed to nurture the growth of professionals at various stages of their careers. Differentiated growth opportunities are planned to address the needs of teachers and administrators in relation to improving student learning. A range of programs is designed to provide appropriate training and development for new and experienced teachers and administrators at various stages of their careers.

The Westport Board of Education recognizes that professional development requires time and commitments. Recognizing the needs of the school system, teachers may be released, at the discretion of the administration, to attend certain kinds of professional development activities. Professional development opportunities may be provided outside the school day and during the summer recess. In addition, all staff members shall be required to attend periodic professional activities scheduled for two hours beyond the normal teacher work day, not to exceed twenty hours annually, such as curriculum committees, team meetings, meetings relating to specific students, and other professional activities.

The Comprehensive Professional Development Plan describes the process by which supervisors and groups of teachers design appropriate professional development activities to support, enhance, and increase instructional effectiveness to improve student learning.

### Goals for Professional Development – Teachers

Professional development will provide enrichment, diversity, and choice of opportunities that reflect appreciation of individual differences. In cases of new or revised curriculum, professional development is essential and participation may be mandated.

Professional development will be offered in current educational research.

Teachers will be included in all phases of curriculum planning (choice, development, implementation, evaluation, and professional development)

Teachers will be provided time to work and plan with each other as a part of their professional development program.

The staff of each building will have a system for identifying needs and developing plans for professional development.

Collaborative decision making around curriculum and professional development will be encouraged

Professional development will encourage a cooperative, caring atmosphere throughout the school system.

Specially designed professional development opportunities will be provided for teachers new to the school system or to a grade level/subject area.

Opportunities will be provided to update knowledge and skills of technology and student achievement data analysis, to enhance teaching and learning in all classrooms.

#### Goals for Professional Development - Administrators

To increase awareness of current research and innovations in curriculum, instruction, assessment, student achievement data analysis, and technology.

To use student achievement data to inform instructional decisions.

To improve communication skills in such areas as presenting and writing.

To set priorities and improve self-management skills.

To update knowledge and skills of Information and Technology Literacy.

To further develop staff supervision skills and techniques.

To study management innovations.

To encourage team-building at all levels of the organization such as: grade level, subject area, department, school, instructional level, district

To develop strategies for the management of change.

To develop the skills needed for a nurturing and challenging educational community.

### **Organizational Structure for Professional Development**

The Directors of Elementary and Secondary Education lead the organizational structure that provides professional development for the certified staff in the district. The Directors have overall responsibility for Professional Development. The organizational structure for professional development includes a committee composed of administrators and teachers who develop teaching and learning goals to improve student achievement. These goals are proposed to the Board of Education through the Superintendent of Schools for approval. The goals, often modified by this approval process, return to the Administrators and Curriculum Leaders Committee for implementation.

Responsibilities of the Administrators and Curriculum Leaders Committee include:

evaluating and revising the Comprehensive Professional Development Plan as required by state mandate.

sharing and discussing the new Professional Development Plan with building and/or district staff.

planning, implementing, and evaluating activities in response to system-wide needs as expressed in the board objectives.

allocating budget for professional development programs established by priorities based on the system-wide needs as expressed in the board objectives.

designing needs assessments that will identify school and district-wide concerns.

working with the curriculum committees in the district to plan for professional development offerings related to implementation of curriculum, instruction, and assessment.  
providing assistance, direction, and policy information for anyone interested in providing professional development in the system.  
designing a method for evaluation of professional development efforts both at an individual workshop level as well as examining the effectiveness of the professional development program as a whole.  
providing a calendar of professional development events in the district.

The following system-wide structures exist so that the teaching and learning goals are translated and implemented at each level:

Elementary Leadership Team:

Elementary Principals, Assistant Principals

Middle School Administrators and Curriculum Leaders:

Middle School Principals, Assistant Principals, Department Chairs, 6-12

Staples High School Administrators Group:

High School Principal, Assistant Principals, Department Chairs, 6-12

### **Evaluation of the Professional Development Plan**

Activities will focus on improving student achievement and will be aligned to goals and objectives set forth at the district level, instructional level, and in PDEP conferences. The process of annual needs assessment and planning activities will be implemented based on the organizational structure and processes described in the preceding sections. Evaluation data will inform this structure and processes. Evaluation will take place at a number of levels.

#### ***Structure and Processes***

Each committee/level within the professional development organizational structure will be responsible for evaluating the overall effectiveness of the plan. This evaluation will include a review of communications, interpersonal relations, representation and efficiency.

The Directors of Elementary and Secondary Education will be responsible for synthesizing the data and evaluating the professional development structure and processes as a whole in collaboration with the administrators and teachers.

Each subject area/grade level committee will evaluate the effectiveness of offerings. This will be done through immediate feedback evaluations as well as the long-term data collected from participants.

Although each committee is responsible for evaluating its own work, emphasis will also be placed on individuals evaluating their own professional growth as a result of the PDEP process.

## **Professional Development Needs Assessment**

In order to identify gaps between existing and desired opportunities for improving teaching and learning, three levels of needs assessment are conducted on a yearly basis throughout the school system.

- Individual Needs – as determined and agreed upon with a supervisor through PDEP
- School Level Needs - as identified by the administrators in each building
- System- Wide Needs - as identified by Administrators and Curriculum Leaders

Multiple sources of system-wide needs information include:

- District goals and objectives
- Student achievement data
- State and federal mandates
- Staff perceptions of programs needed to improve teaching and learning
- Curriculum development and revision schedules

## **Procedures for Implementation of the Westport Public Schools Professional Development and Evaluation Plan**

### **Evaluation and Support System Overview**

Westport's Evaluation and Support System consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four categories, grouped in two major focus areas:

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

- Observation of Teacher Performance and Practice (40%);
- Community Feedback (10%)

**Student Outcomes Related Indicators:** An evaluation of teachers' contribution to student academic progress, at the school and classroom level. This focus area is comprised of two categories:

- Student growth and development (45%) as determined by the teacher's student learning objectives (SLO's)
- Whole School Learning Indicator (5%)

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

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

## **Teacher Evaluation Process and Timeline**

The annual evaluation process between a teacher and an evaluator is anchored by a minimum of three performance conversations at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set development goals and identify development opportunities.

### **Goal-Setting and Planning**

Timeframe: October 15.

*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 student learning objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation process.

*Teacher Reflection and Goal-Setting* – The teacher examines student data, prior year evaluation, the CCT Rubric and other relevant data to draft proposed SLO's, a Professional Learning Focus (both domain and indicator), a Community Feedback goal, and a Whole School Learning goal for the school year.

*Goal-Setting Conference* – The evaluator and teacher meet to discuss the teacher's proposed 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 goals and objectives if they do not meet the district's approval criteria. This conference must be completed by **October 15**.

### **Mid-Year Check-In**

Timeframe: **January and February** (More frequent check-ins are encouraged)

*Reflection and Preparation* – The teacher and evaluator collect and reflect on evidence to date ( no more than three (3) pieces of evidence for each goal) about the teacher's practice and student learning in preparation for the check-in.

*Mid-Year Conference* – The evaluator and teacher complete at least one mid-year check-in conference during which they review the progress on teacher practice goals, SLOs, and performance on each to date. 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, assignments, etc.). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas. Both the teacher and evaluator will complete a form acknowledging that this conference has taken place.

### **Observation of Teacher Practice**

All formal and informal observations, including mini-observations, as well as reviews of practice, must be completed by June 1 of each school year, including the post conference meeting between the teacher and the evaluator.

### **End-of-Year Summative Review**

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

*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 must be completed by **June 1**.

*Scoring* – The evaluator reviews the teacher’s self-assessment and all additional relevant evidence (no more than three pieces of evidence for each goal) and data to generate category and focus area ratings. The category ratings generate the final, summative rating. After all data, including state testing data, are available, the evaluator *may* adjust the summative rating if the state test data change the student-related indicators *significantly* enough to change the final rating. Such revisions should take place as soon as the state test data are available and no later than **September 15**.

*End-of-Year Conference* – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation no later than **June 30**.

### **Teachers on Leave**

The WEA and Director of Human Resources will work together to revise the timelines and other requirements of this plan, as appropriate, for teachers on leave.

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

Based on self-reflection, an educator will select a professional learning focus (both domain and indicator). The educator will pursue professional learning related to that focus and undertake instruction and application in the classroom to document the specific impact the professional learning will have on student growth. Educators will outline the process that they will undertake in support of their professional learning focus. The process should include the tools that will be used by the educator to document evidence of the impact of the action plan on both their professional practice and the student learning growth. This professional learning focus will be evaluated and revised, if necessary, at the mid-year conference.

## **Non-Tenured Teachers**

Teachers who are in their first through fourth year of teaching participate in this phase. The main action of this phase is for teachers to receive assistance in developing and demonstrating excellence according to the CCT Rubric. New teachers (in their first year of teaching) are paired with a TEAM mentor for collegial guidance and feedback. Teachers who are not new to teaching but are new to Westport are paired with an informal mentor for the same purpose.

### **Year One and Two Teachers**

Teachers in their first and second year of teaching (and teachers previously tenured in Connecticut and in their first year of teaching in Westport) are formally observed a minimum of three (3) times. A Review of Practice will also be completed for these teachers. A Review of Practice is an evaluation of a teacher in a non-classroom setting. Examples of Reviews of Practice include, but are not limited to, observations of data team meetings, observations of grade level, team or department meetings, observations of coaching/mentoring other teachers, and review of lesson plans and other teaching artifacts. The goal for teachers in Years One and Two is to demonstrate the potential for a rating of Exemplary according to the CCT Rubric. Administrators provide timely written feedback and guidance and align teachers with appropriate resources so that they have every opportunity to meet these standards. It is expected that the teacher have the capacity to achieve Exemplary status as reported by the supervisor on the **Summative Evaluation Form**, in order for their contract to be renewed for the next year. This recommendation is made by the principal to the superintendent by April 1<sup>st</sup> each year.

All formal observations must include a pre and post-conference during which the supervisor and teacher engage in face-to-face conversation as soon as possible, followed by timely written feedback, so that the lesson is fresh in the minds of the teacher and the administrator and to allow suggestions for improvement to be incorporated by the teacher, as appropriate, into upcoming lessons. All Reviews of Practice must include a post conference, which is similar to that associated with a formal observation. There is no pre-conference required for a Review of Practice.

Teachers in their first year of teaching in Westport, who have previously received tenure in Connecticut, will be observed by a Central Office Administrator.

### **Year Three and Four Teachers Who Have Received a Rating of Accomplished or Exemplary**

Teachers in their third or fourth year of teaching (and teachers previously tenured in Connecticut who are in their second year of teaching in Westport) who receive a performance evaluation rating of Accomplished or Exemplary shall receive a minimum of two formal in-class observations. These observations must include a pre-conference and also a post-conference meeting during which the supervisor and teacher engage in face-to-face conversation as soon as possible, followed by timely written feedback, so that the lesson is fresh in the minds of the teacher and the administrator and to allow suggestions for improvement to be incorporated by the teacher, as appropriate, into upcoming lessons. In addition, these teachers shall receive at least one additional observation, which may be

either an informal observation or a Review of Practice. All informal observations used to determine a teacher's rating must include a post-conference meeting. Examples of Reviews of Practice include, but are not limited to: observations of data team meetings, observations of grade level, team or department meetings, observations of coaching/mentoring other teachers, and review of lesson plans or other teaching artifacts.

Teachers in their third year of teaching (who have not previously received tenure in Connecticut) will be observed by a Central Office Administrator.

### **Year Three and Four Teachers Who Have Received a Rating of Developing or Below Standard**

Teachers in their third or fourth year of teaching who receive a rating of Developing or Below Standard on any component of this plan shall receive a number of observations appropriate to their individual support plan (See “**Intensive Support – Non-Tenured Phase**” below) but no fewer than three formal in-class observations. Two of these observations must include a pre-conference and all three must include a post-conference meeting during which the supervisor and teacher engage in face-to-face conversation as soon as possible, followed by timely written feedback, so that the lesson is fresh in the minds of the teacher and the administrator and to allow suggestions for improvement to be incorporated by the teacher, as appropriate, into upcoming lessons.

*All teachers beyond year 2 are expected to achieve ratings of Accomplished or Exemplary on each component of this plan. If a teacher achieves a rating of Below Standard or Developing on any component of this plan, an Intensive Support Plan will be developed.*

If a non-tenured teacher's contract is renewed year after year, based upon meeting Westport's standards of performance, for a period of forty consecutive months (which do not include July and August) from their date of hire (or 20 consecutive months if the teacher was previously tenured in Connecticut within the past five years) the teacher achieves tenure status as long as the Superintendent offers the teacher a contract for the following year.

### **INTENSIVE SUPPORT – Non-Tenured Phase**

If a supervisor determines that a non-tenured teacher has not demonstrated excellence or the capacity for excellence in teaching the supervisor will:

inform the PDEP consultant;

inform the teacher in a face-to face conference;

follow-up with the teacher with a letter summarizing the concerns;

The conference and written notification are to take place by January 10<sup>th</sup>. An Intensive Support Plan is developed collaboratively by the supervisor and the teacher detailing the performance indicators in need of improvement and aligning support resources to assist the teacher toward making significant improvement for both the teacher's professional growth and to ensure that students receive a solid instructional experience. **The Intensive Support Plan must:**

- identify resources, support and other strategies to be provided to address documented

deficiencies;

- indicate a timeline for implementing such resources, support, and other strategies, in the course of the same school year as the plan is issued; and
- include indicators of success based on the areas of concern and a summative rating of at least **Accomplished at the conclusion of the structured support plan**. Significant improvement, as evidenced by classroom observations, must be demonstrated before April 1<sup>st</sup> for a principal to recommend contract renewal. **or**
- include indicators of success based on the areas of concern and a summative rating of at least **Accomplished by April 1st**. Significant improvement, as evidenced by classroom observations, must be demonstrated before April 1<sup>st</sup> for a principal to recommend contract renewal.

## **Tenured Teachers**

### **Tenured Teachers Who Have Received a Rating of Accomplished or Exemplary**

Tenured Teachers who receive a performance evaluation rating of Accomplished or Exemplary shall, through mutual agreement with their evaluator, select one of the following options to be applied to their teacher observation framework. The option selected will apply for the current school year only.

#### **Option 1: One formal Observation and One Review of Practice**

This options provides for one formal classroom observation, which includes both a pre-conference and a post-observation conference during which the teacher and administrator engage in face-to-face conversation as soon as possible, followed by timely written feedback, so that the lesson is fresh in the minds of the teacher and the administrator and to allow suggestions for improvement to be incorporated by the teacher, as appropriate, into upcoming lessons.

This option also requires one Review of Practice which always includes a post-observation conference. Reviews of Practice relate to non-classroom activities. Examples of reviews of practice include, but are not limited to: observations of data team meetings, observations of grade level, team or department meetings, observations of coaching/mentoring other teachers, and review of lesson plans or other teaching artifacts.

#### **Option 2: 5-6 Unannounced Mini-Observations and one Review of Practice**

This option provides for 5-6 unannounced mini-observations, which will include a timely post-conference (no later than 10 days after the observation, but with a target of 5 days after the observation) This feedback will be in the form of a targeted, face-to-face coaching conversation (approximately 15 minutes).The conversation is intended to provide specific feedback, focused on specific instructional practices and related outcomes. The educator and evaluator schedule the mini-meeting at a mutually convenient time and place. Following the discussion a brief written feedback form will be completed by the evaluator and entered into Westport's data management system.

This option also requires one Review of Practice which always includes a post-observation conference. Reviews of Practice relate to non-classroom activities. Examples of reviews of practice include, but are not limited to: observations of data team meetings, observations of grade level, team

or department meetings, observations of coaching/mentoring other teachers, and review of lesson plans or other teaching artifacts.

Administrators may, at any time, choose to observe a teacher for an extended period including a full lesson or sequence of lessons. In addition, administrators may, at any time, choose to observe a teacher through a formal observation, including both a pre and post conference.

### **Mini-Observations:**

Tenured teachers who have received a rating of Accomplished or Exemplary will have the option, upon agreement with their evaluator, of being evaluated through mini-observations, in addition to a Review of Practice. The mini-observation process allows for more authentic and frequent observation, feedback and dialogue between educators and evaluators. There will be 5 - 6 mini-observations over the course of the year for an educator under this option.

In Westport, mini-observations are typically a minimum of 10 minutes in duration and focus on a specific set of teaching and learning behaviors with the goal of reflecting on and sharing meaningful feedback in timely and meaningful ways. They are intentionally conducted at varied times so that over the course of a year a comprehensive understanding of an educator's practice and growth is developed by both the educator and his/her evaluators.

Evaluators will record evidence in the classroom during a mini-observation to capture elements of practice and student learning that can inform specific, growth inducing feedback for the educator. In addition to specific oral feedback and dialogue that incorporates evidence from multiple observations of practice at the mid-year and year-end conferences, feedback will also be provided through a "mini-meeting" between the educator and the evaluator after each mini-observation. This feedback will be in the form of a targeted, face-to-face coaching conversation (approximately 15 minutes). The conversation is intended to provide specific feedback, focused on specific instructional practices and related outcomes. The educator and evaluator schedule the mini-meeting at a mutually convenient time and place. Following the discussion a brief written feedback form will be completed by the evaluator and entered into Westport's data management system.

Administrators may, at any time, choose to observe a teacher for an extended period including a full lesson or sequence of lessons. In addition, administrators may, at any time, choose to observe a teacher through a formal observation, including both a pre and post conference.

Evaluators and educators will meet to discuss the educator's professional learning focus and goals in order to determine the evaluation option that is most appropriate for the educator. The evaluation option must be agreed upon no later than November 1 of each year.

### **Tenured Teachers Who Have Received a Rating of Developing or Below Standard**

Tenured teachers who receive a performance evaluation rating of Developing or Below Standard on any component of this plan shall receive the number of observations appropriate to their individual support plan (See "**Intensive Support – Tenured Phase**" below) but no fewer than three formal in-class observations. Two of these observations must include a pre-conference and all three must include a post-conference meeting during which the supervisor and teacher engage in face-to-face conversation as soon as possible, followed by timely written feedback, so that the lesson is fresh in

the minds of the teacher and the administrator and to allow suggestions for improvement to be incorporated by the teacher, as appropriate, into upcoming lessons.

### **INTENSIVE SUPPORT – Tenured Phase**

The purpose of the Intensive Support Phase is to provide support and assistance to help teachers receive a rating of either Accomplished or Exemplary and to meet the district’s teaching standards. Teachers will be assigned to this phase by their primary PDEP supervisor (in consultation with the supervisor and the Director of Human Resources) to correct identified performance problems (in relation to the CCT Rubric). An Intensive Support Plan is developed collaboratively by the supervisor and the teacher detailing the performance indicators in need of improvement and aligning support resources to assist the teacher toward making significant improvement for both the teacher’s professional growth and to ensure that students receive a solid instructional experience.

The development, implementation, and monitoring of an Intensive Support Plan requires substantial investment of time and effort by the teacher and the supervisor. Teachers who are assigned to this phase will meet regularly (as indicated in the plan) with the supervisor to share progress toward objectives outlined in the plan.

#### **The Intensive Support Plan must:**

- identify resources, support and other strategies to be provided to address documented deficiencies;
- indicate a timeline for implementing such resources, support, and other strategies, in the course of the same school year as the plan is issued; and
- include indicators of success based on the areas of concern.

Significant improvement, as evidenced by classroom observations (plus other relevant and agreed upon sources of performance data), must be demonstrated before the Intensive Support Plan ends.

There are four possible outcomes that may occur: (1) the teacher demonstrates significant growth (as demonstrated by a rating of either Accomplished or Exemplary); (2) the problem(s) have been partially (and/or satisfactorily) addressed, but the plan needs to be continued with appropriate modifications; (3) the initial problems have been addressed, but there are other areas that need to be addressed, thus requiring a new Intensive Support Plan; (4) little to no improvement has been noted, and the supervisor (in consultation with the principal, Director of Human Resources and the Superintendent) must decide next steps that may include more intensive support or perhaps progressive disciplinary actions outside the scope of this plan. If a teacher is not to be recommended for re-employment, the school district would initiate a termination process (as defined in CGS 10-151).

### **Observation by Central Office Administrator**

Teachers in their third year of teaching in Westport (who have not previously received tenure in Connecticut) are observed by a central office administrator in the third year of employment.

If a teacher was previously tenured in Connecticut, that teacher is observed by a central office administrator in the first year of employment.

## **CATEGORY #2: Community Feedback**

Feedback from the Community is used to help determine the remaining 10% of the Teacher Practice Indicators. The Community Feedback component will address the school-based area of focus identified by school administrators. Feedback from Peer and/or Parent focus groups, together with the results of a biennial School Climate Survey of peers and parents, will be the basis for the school's Community Feedback focus for each school year. Building-level School Climate Committees will continuously review survey results and identify areas of potential strength and growth for the school. Administrators will consider this data as it becomes available, together with the recommendations of the School Climate Committees to inform the administrator's development of the Community Feedback component for the school. The Community Feedback goal for each teacher will be mutually agreed upon by that teacher and his/her evaluator.

The focus for each building will be determined in response to the needs of the particular school. Teachers will then work in groups or as individuals and in collaboration with their evaluator to determine the actions they will take in order to demonstrate growth and contribution toward the Community Feedback goal. This will be included on the teacher's Professional Growth Plan no later than October 15th of each school year.

A teacher's final rating will be based on the administrator's assessment of the success and/or effort of the teacher in implementing measures that will contribute to the positive feedback received from both parents and peers as it relates to the Community Feedback goal. The teacher should enter into ProTraxx no more than three pieces of evidence that demonstrate his or her effort in implementing those measures.

## **STUDENT OUTCOME RELATED INDICATORS**

The Student Outcomes Related Indicators capture the teacher's impact on students. Every teacher is in the profession to help children learn and grow, and teachers already think carefully about what knowledge, skills and talents they are responsible for nurturing in their students each year. As a part of the new evaluation process, teachers will document those aspirations and anchor them in data.

Student Related Indicators includes two categories:

- Student growth and development(45%); and
- Whole School Student Learning (5%)

These categories will be described in detail below.

### **Category #3: Student Growth and Development (45%)**

#### ***Overview of Student Learning Objectives (SLOs)***

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

SLOs will support teachers in using a planning cycle that will be familiar to most educators:

SLO Phase 1: Learn about this year's students	SLO Phase 2: Set goals for student learning	SLO Phase 3: Monitor students' progress	SLO Phase 4: Assess student outcomes relative to goals
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The district will ask teachers to set specific and measurable targets, develop them through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with supervisors. The four SLO phases are described in detail below:

SLO Phase 1:  
Learn about this year’s students

This first phase is the discovery phase, just before the start of the school year and in its first few weeks. Once teachers know their rosters, they will access as much information as possible about their new students’ baseline skills and abilities, relative to the grade level or course the teacher is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources teachers can tap to understand both individual student and group strengths and challenges. This information will be critical for goal setting in the next phase.

SLO Phase 2:  
Set minimum of one and maximum of four SLO’s  
(goals for learning)

To create their SLOs, teachers will follow these four steps:

**Step 1: Decide on the Student Learning Objectives**

The objectives will be broad goals for student learning. They should each address a central purpose of the teacher’s assignment and should pertain to a significant proportion of his/her students relative to the grade level being taught. Each SLO should reflect high expectations for student learning - a

year’s worth of growth (or a semester’s worth for shorter courses) and should be aligned to relevant state, national, or district standards for the grade level or course. Depending on the teacher’s assignment, the objective might aim for content mastery or it might aim for skill development or for both content and skills.

Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Teachers with similar assignments may have identical objectives although they will be individually accountable for their own students’ results.

The following are examples of SLOs based on student data:

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

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

An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. Each SLO must include at least two indicators.

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students. The Template for Setting SMART Goals should be referenced as a resource for setting SLOs/IAGDs.

Since indicator targets are calibrated for the teacher's particular students, teachers with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all 2nd grade teachers in a district might use the same reading assessment as their IAGD, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade teachers.

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

**Sample SLO**

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development ( <i>at least one is required</i> )
8th Grade Science	My students will master critical concepts of science inquiry.	My students will design an experiment that incorporates the key principles of science inquiry. 80-90% will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry.

High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	75-85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts teachers in our district.
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**Step 3: Provide Additional Information**

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

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

**Step 4: Submit SLOs to Evaluator for Approval**

Teachers and evaluators will confer during the goal-setting process to select mutually agreed-upon SLOs. SLOs remain proposals until both the teacher and evaluator sign off on them. This **Goal Setting Conference** must take place no later than **October 15**.

SLOs must meet all three criteria below to be approved. If they do not meet one or more criteria, the evaluators will provide written comments and discuss their feedback with the teacher during the fall Goal-Setting Conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ten days.

**SLO Approval Criteria**

Priority of Content	Quality of Indicators	Rigor of Objective/Indicators
Objective is deeply relevant to teacher’s assignment and addresses a significant	Indicators provide specific, measurable evidence. The indicators provide evidence about students’ progress over	Objective and indicator(s) are attainable but ambitious and taken together, represent a year's worth of growth for students (or appropriate

proportion of his/her students relative to the grade level being taught.	the school year or semester during which they are with the teacher.	growth for a shorter interval of instruction).
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SLO Phase 3:  
Monitor students' progress

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

If a teacher's assignments change, if student population shifts significantly, or if a recalibration of goals is needed, the SLOs can be adjusted during the Mid-Year Conference between the evaluator and the teacher. This **Mid-Year Conference** should be held in either January or February.

SLO Phase 4:  
Assess student outcomes relative to SLOs

At the end of the school year, the teachers should collect the evidence required by their indicators and submit it to their evaluator. Teachers should submit no more than three pieces of evidence for each indicator. 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:

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

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SLO:

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

The evaluator will look at the results on each indicator as a body of evidence regarding the accomplishment of the objective.

### **Additional Information About Writing Student Outcomes Related Indicators**

Each teacher will write at least one SLO. One half (22.5%) of the indicators of academic growth and development (IAGD) used as evidence of whether the goal/objectives are met shall not be determined by a single isolated test score, but shall be determined through the comparison of data across assessments and administered over time. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement subject to the local dispute-resolution process of the Guidelines for Educator Evaluation, an additional non-standardized indicator

*Connecticut is awaiting USED approval for a request for flexibility regarding the use of state test data in teacher evaluation for the 2015-2016 academic year.*

A minimum of 1 non-standardized indicator is used in rating the other 22.5% of the IAGD's.

Examples of indicators that may be used to produce evidence of academic growth and development include, but are not limited to:

Standardized indicators;

Standardized assessments are characterized by all of the following attributes;

- Administered and scored in a consistent - or "standard" - manner;
- Aligned to a set of academic or performance "standards;"
- Broadly administered (e.g., nation - or statewide);
- Commercially produced;
- Often administered only once a year

Standardized assessments include, but are not limited to: AP exams;

- SAT-9
- DRA (administered more than once a year);
- DIBELS (administered more than once a year);
- NWEA (administered more than once a year);
- Trade certification exams;
- Standardized vocational ED exams;
- Curriculum based assessments taken from banks of state-wide or assessment consortium assessment item banks.

Non-Standardized indicators;

Non-standardized indicators include, but are not limited to:

Performances rated against a rubric (such as music performance, dance performance);

Performance assessments or tasks rated against a rubric (such as constructed projects),

Portfolios of student work rated against a rubric;

Curriculum-based assessments, including those constructed by a teacher or team of teachers;

Problem Based Learning Activities (PBL)

Periodic assessments that document student growth over time (such as formative assessments, diagnostic assessments, and district benchmark assessments);

Other indicators (such as teacher developed tests, student written work, or constructed projects).

Indicators of academic growth and achievement should be fair, reliable, valid and useful to the greatest extent possible. These terms are defined as follows:

Fair to Students - the IAGD is used in such a way as to provide students an opportunity to show that they have met or are making progress in meeting the goal. The use of the IAGD is as free as possible from bias and stereotype.

Fair to Teachers - The use of an IAGD is fair when a teacher has the professional resources and opportunity to show that his/her students have made growth and when the indicator is appropriate to the teacher's content, assignment and class composition.

Reliable - Use of the indicator is consistent among those using the indicators over time

Valid - The indicator measures what it is intended to measure.

Useful - The indicator may be used to provide the teacher with meaningful feedback about student knowledge, skills, perspective and classroom experience that may be used to enhance student

learning and provide opportunities for teacher professional growth and development.

Teachers in non-tested areas may use two non-standardized indicators if an appropriate standardized indicator is not available.

#### **CATEGORY #4: Whole School Student Learning Indicator**

The Whole School Student Learning component will address the school-based area of focus identified by school administrators. A teacher's indicator rating will be based, in part, on the aggregate rating for multiple student learning indicators established for his/her administrator's evaluation rating. The Whole School Learning Indicator for each teacher will be mutually agreed upon by that teacher and his/her evaluator.

This includes a review of the school's SPI data\* (in years in which such data is available), standardized assessment data, and other local assessment data. Once the building administrator selects a Whole School Student Learning focus, teachers will articulate on their Professional Growth Plans, the actions that they will each take to contribute to the growth of students related to the Whole

School Student Learning focus. A teacher's final rating will be based, in part, on an assessment by the administrator of the success and/or effort of the teacher in implementing measures that will contribute to the growth of students related to the Whole School Learning focus.

Teachers will work in groups (i.e., grade-level, team, etc.) or as individuals and in collaboration with their evaluator to determine the manner in which they will contribute to the Whole School Learning focus selected for their school. This will be included on the teacher's Professional Growth Plan no later than October 15 of each school year.

***\*In absence of a School Performance Index (SPI), the whole school student learning indicator will be determined by the rating of the Administrators' Student Learning Indicators alone (45%)***

### **Summative Evaluation**

The intent of the summative evaluation conference and rubric is to provide summative and accountable information relating to teacher performance while informing a continuous improvement cycle for all educators through growth feedback. The summative rubric provides evaluative information specific to each of the four components to the educator.

Supporting evidence for the evaluation of each component is gathered over time across a variety of contexts. ***No more than three pieces of evidence should be submitted for any goal or IAGD in this plan.*** Educators are required to complete Self-Assessment Forms no later than June 1 of each year. A composite rating for the educator will be reviewed as part of the year-end conference.

The Summative Evaluation Report, which includes ratings specific to each of the four components of the Westport Rubric as well as an overall rating and related determination of "effective" or "ineffective", will incorporate all sources of data either in the narrative or by attachment. These sources should include an educator's self-reflection, observation reports, information related to the performance of other professional responsibilities, including community feedback and while school student learning, as well as progress on student learning objectives. The Summative Evaluation Report *may* be revised until September 15th of the same calendar year in order to consider additional standardized assessment data received during the summer. Such revision should be considered by an evaluator only if the results of the data would materially affect the educator's final rating. The educator will be notified of any revisions that are made to the final evaluation.

Prior to submission of the Summative Evaluation to the Superintendent's office, educators will review a copy and may confer further with their evaluators. Staff members may choose to supplement the report with comments of their own. An educator's signature on the summative evaluation indicates receipt only.

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

The educator will receive one of the four performance ratings:

**Exemplary-** Substantially exceeding indicators of performance

**Accomplished-** Meeting indicators of performance

**Developing-** Meeting some indicators of performance but not others

**Below Standard-** Not meeting indicators of performance

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

Teachers in their third year or beyond shall be deemed effective if they receive a rating of Accomplished or Exemplary on each component of this plan.

Teachers in their first year shall be deemed ineffective if they receive a rating of Below Standard on any component of this plan. Teachers in their second year of teaching shall be deemed ineffective if they receive a rating of Below Standard or Developing on any component of this plan. Teachers in their third year or beyond shall be deemed ineffective if they receive a rating of Developing or Below Standard on any component of the evaluation system in their final rating, including any indicator of the CCT.

### **Dispute Resolution**

The Professional Development Committee shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic-specific and timely. Should the Professional Development Committee fail to resolve a given issue, the determination regarding that issue will be made by the superintendent.

### **Data Collection**

Westport has taken steps to limit the data, information and artifacts entered into its data management system to only those items that are specifically identified in a teacher's evaluation plan as an indicator to be used for evaluating such educator and to such optional artifacts as are mutually agreed upon by the teacher and the evaluator.

The District has also researched alternative data management collection systems in an effort to increase the efficiency of the data management and collection process and has decided to use ProTraxx for the 2014-2015 school year. This information has been reported to the Board of Education.

Westport has also limited access to teacher data to the primary evaluator, superintendent and designee, and others directly involved in the evaluation process. This has been accomplished using the ProTraxx administrative tools. Westport has always limited access to identifiable student data to that required by state report. ProTraxx also has sufficient protections in place to

protect teachers from the sharing or transference of individual teacher data without the teacher's consent.



## **Administrator Professional Development and Evaluation Plan**

**June 2015**

## **Introduction and Purpose of Evaluation**

The Westport School District encourages all its administrators, both in the central office and school based, to broaden and deepen their knowledge, understanding of the teaching-learning process, understanding of students, and their perception of themselves as effective professionals.

The ultimate goal of our Administrator Professional Development and Evaluation Plan is to:

- focus on the four areas of administrator performance identified by the State as critical to the success of our students – Student Learning (45%), Administrator Practice (40%), Community Feedback (10%), and Whole School Learning (5%).
- emphasize growth over time, by evaluating an administrator primarily based on his or her improvement from an established starting point. Attaining or maintaining high levels of performance is a critical aspect of an administrator’s work and this model will encourage administrators to continually work to improve their practice.
  - plan an ongoing and systematic professional development program designed to maintain, enrich and/or improve the skills, knowledge, and abilities needed by educational personnel to meet their professional responsibilities.
  - support school leaders in their efforts to strengthen teaching and learning in their schools/department by engaging in a school improvement process.

In order to assist Westport’s school employees to maintain, enrich and/or improve their effectiveness with students, the Board of Education will, to the extent possible, support a planned professional development program for all staff by providing funds and making time available for planning and implementing the program. The Superintendent shall appoint a Professional Development Committee, as required by Connecticut law, comprised of representatives from the administration, teachers and other appropriate staff. This commitment to professional development on the part of the school district is a commitment to the affirmation of student and staff learning as a lifelong process which contributes to the well-being of the individual, the local school district, and society.

## **Administrative PDEP Mission Statement**

In a complex society, sophisticated educational leadership is required to address the challenges posed by a culture of change where answers are not easily found. We are committed to developing a dynamic educational environment that rejects institutional mediocrity by demonstrating effective instructional leadership which promotes expert classroom instruction and builds a professional community of learners. Our goal is to guarantee that the highest levels of student learning and student achievement can be achieved with care and concern for the social and emotional development of every child within our schools.

## Commitments

Our mission is to help students acquire the attributes necessary to be successful in the complex technological, information based and rapidly changing 21<sup>st</sup> century world. Believing that each child can and should experience the pleasure of learning and creating; we are committed to providing opportunities for students so that within the context of their age, and individual abilities, they may:

***Acquire*** the ability to think and solve problems cooperatively as well as independently, and to use imagination and creativity to solve problems, create new knowledge, respond to new and unexpected information and forecast consequences.

***Acquire*** advanced knowledge and develop specific skills in a variety of academic areas - including reading, writing, calculating and thinking.

***Acquire*** the attributes necessary to become effective, problem-solving citizens of their changing communities and world.

***Experience*** personal success, develop self-esteem and respect for others, and acquire interpersonal skills and habits of personal health and fitness.

***Produce***, understand and enjoy the various aesthetic forms, and benefit from artists' insights into the human experience.

***Learn*** constructive and creative use of the tools of modern technology.

## **Evaluation and Professional Development**

The Westport Board of Education is committed to promoting high standards for all of Westport's students and professional educators. The Westport Public Schools seek outstanding teachers and administrators who are continual learners, committed to the ongoing improvement of their professional skills and knowledge. The challenges of the new millennium call for highly educated, globally aware citizens who are capable of leading our society in an increasingly complex era. Teachers and administrators play a critical role in developing human capacities needed to meet these challenges. To ensure that our students achieve at high levels we need to provide a support structure that continually enhances their knowledge and the quality of their professional practice.

### **Principles and Goals**

The Westport plan for professional improvement and appraisal of all professional staff (PDEP) is based on the following principles:

- Student learning is directly affected by teacher competence.
- Teacher competence is affected positively by the integration of teacher assessment and professional development.
- Teachers, like students, must be continual learners.
- An effective assessment plan requires a clear definition of teaching and learning and a system to assess it.
- The gaps between Westport's student learning outcomes and actual student performance should guide the content of professional development.
- Meaningful professional growth must be tailored to individual professional staff needs.

### **Training**

The District will provide all evaluators of administrators with training focused on conducting effective observations and providing high-quality feedback, using a facilitator/trainer approved for these purposes by the State of Connecticut.

### **Evaluation-Based Professional Learning**

Professional learning opportunities will be provided for administrators, based on the individual or group of individuals' needs that are identified through the evaluation process. These learning opportunities shall be clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observation of professional practice or the results of stakeholder feedback. Feedback will be useful and timely and will provide for improvement opportunities.

## **Career Development and Growth**

The District will provide administrators with opportunities for career development and professional growth based on the performance identified through the evaluation process. Examples of opportunities include, but are not limited to: observations of peers; mentoring/coaching 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 for their peers; differentiated career pathways; and, targeted professional development based on areas of need.

## **FOUR CATEGORIES FOR THE EVALUATION OF ADMINISTRATORS**

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

### **CATEGORY #1: Leadership Practice (40%)**

An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence – is 40% of an administrator's summative rating. Leadership practice is described in the Common Core of Leading: Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June of 2012, which use the national Interstate School Licensure Consortium (ISLLC) standards as their foundation and define effective administrator 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 monitoring organizational systems and resources for a safe and 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.*

For principals, a supervisor may vary the relative weight of the six standards for an individual principal, but the presumption shall be that Teaching and Learning is at the core of what effective educational leaders should do and, as such, should comprise 75% of the leadership practice rating for a principal, with the other five performance expectations each comprising 5% of the final rating in this area.

The supervisor may also vary the relative weight of the six standards for other individual administrators but the presumption shall be that Teaching and Learning shall be weighted 75% of the leadership practice with the other five performance standards each comprising 5% of the final rating in this area. If the weight of the performance expectations are varied, then Teaching and Learning must be weighted at least twice as much as any other standard and the other standards of practice must all have a weighting of at least 5% of the overall evaluation. The weighting of standards must be established by the evaluator as part of the goal setting conference at the beginning of the school year. For assistant principals and department chairs, evaluators may limit the rating to those elements that are relevant to the duties of the particular assignment.

In order to arrive at a summative rating for “Leadership Practice,” administrators are measured against the **Leadership 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 Accomplished performance.
- **Accomplished:** The rubric is anchored at the Accomplished Level, using the indicator language from the Connecticut School Leadership Standards.
- **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.

Examples of Evidence are provided for each element of the rubric. While these examples can be a guide for evaluator training and discussion, they are only examples and should not be used as a checklist.

Administrators and evaluators are not required to complete the **Leadership Evaluation 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 administrators should identify a few specific areas for ongoing support and growth.

For central office administrators, assistant principals and department chairs, a rubric is not required. These administrators may generate a rating from evidence collected directly from the Connecticut School Leadership Standards or the **Leadership Evaluation Rubric** may be used in situations where it is applicable to the specific role of the administrator being evaluated.

### **Leadership Practice Summative Rating**

Summative ratings are based on the preponderance of evidence for each performance expectation in the Connecticut School Leadership Standards. Evaluators collect written evidence about and observe the principal'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 administrators being evaluated and by the evaluator completing the evaluation:

1. The administrator and evaluator meet for a Goal Setting Conference to identify focus areas for the development of the administrator's leadership practice. This conference should occur no later than December 1 of each year.
2. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. Principal evaluators must conduct at least two school site observations for any principal and should conduct at least four school site observations for principals who are new to Westport, new to a particular school in Westport, new to the profession or who have received a rating of Developing or Below Standard on any component of this plan. Assistant principals and department chair evaluators shall conduct at least two observations of the practice of the assistant principal or department chair and should conduct at least four observations for assistant principals and department chairs who are new to Westport, new to a particular school in Westport, new to the profession or who have received a rating of Developing or Below Standard on any component of this plan.
  - a. Examples of school site observations include, but are not limited to, observing the administrator leading professional development or facilitating teacher teams, observing the administrator working with parents and community members, observing classrooms and instructional quality or assessing elements of the school culture.
3. In addition to the Goal Setting Conference in December, the administrator and evaluator may hold additional conferences, as needed. At each such conference explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance.

4. No later than June 1 of each year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the Goal Setting Conference.
5. The evaluator and the administrator meet, no later than June 15 of each year, to discuss all evidence collected to date. Following the conference the evaluator uses the preponderance of evidence to assign a summative rating of Exemplary, Accomplished, 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 prior to June 30 of each year.

**Final Ratings for All Administrators**

<b>EXEMPLARY</b>	<b>ACCOMPLISHED</b>	<b>DEVELOPING</b>	<b>BELOW STANDARD</b>
<i>Exemplary</i> on all performance indicators	At least <i>Accomplished</i> on all performance indicators	At least <i>Developing</i> on all performance indicators	<i>Below Standard</i> on any performance indicator

**CATEGORY 2: Community Feedback (10%)**

Feedback from the community is used to determine the remaining 10% of an administrator’s Practice rating. For school based administrators, feedback shall be solicited from both teachers and parents. Central office administrators shall be rated based on feedback from the stakeholders whom the administrators directly serve.

For school-based administrators, the Community Feedback goal will address a school-based area of focus identified by the principal in consultation with the School Climate Committee. Department Chairs will be rated based on the school-based goal set by the high school principal. Special Education Administrators not assigned to a single building will be rated based on the goal set by the Director of Pupil Services. Central Office Administrators will be rated based on the goal set by the Superintendent of Schools.

More than half of the rating of an administrator on Community Feedback must be based on an assessment of improvement over time and effort to achieve that goal. Administrators may also be rated based on status performance and may have less of a focus on improvement over time if that administrator has received at least two consecutive ratings of Exemplary.

The Superintendent may, in any year, set common targets of improvement and performance for all administrators in Westport.

**Arriving at 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 growth on a 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 to schools in similar situations.

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

1. Solicit appropriate feedback from peer/parent focus groups, the school climate committee recommendations and the results of the school climate survey (administered biennially).
2. Review baseline data on selected measures
3. Set one (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. Aggregate data from all sources and determine whether the administrator achieved the established target (including
5. Assign a rating based on the following scale:
  - a. Exemplary – Substantially exceeded the target
  - b. Accomplished – Met target
  - c. Developing – Made substantial progress but did not meet target
  - d. Below Standard – Made little or no progress against the target

EXEMPLARY	ACCOMPLISHED	DEVELOPING	BELOW STANDARD
Substantially Exceeded target	Met target	Made substantial progress but did not meet target	Made little or no progress against target

**CATEGORY #3: Student Learning (45%)**

1. Forty-five percent (45%) of an administrator’s summative rating shall be based on multiple student learning indicators.

- a. Twenty-two point five percent (22.5%) of an administrator's evaluation shall be based only on student performance and/or growth on the state-administered assessment in core content areas that are part of the state's approved school accountability system.

This portion must include:

- i. School performance Index (SPI) progress from year to year;
- ii. SPI progress for student subgroups.

This portion may include:

- iii. SPI rating
- iv. SPI rating for student subgroups

***SPI calculations may not be available for the 2015-16 school year due to the transition from state legacy tests to the Smarter Balanced Assessment. Therefore, 45% of an administrator's rating for Student Learning will be based on student growth and performance on locally-determined measures.***

The Superintendent shall determine the relative weight of each of the four indicators listed above.

For 092 holders serving in central office administrative roles, the rating will be based on results of 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.

All protections related to the assignment of school accountability ratings (i.e., 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 the state test data for administrator evaluation. If the state adds a student growth indicator tied to content-area assessments to the state accountability system for schools, then the indicator shall become a required element of this portion of the administrator's evaluation system.

The Director of the District's Preschool shall be rated entirely on student learning indicators described in Paragraph b below.

- b. Twenty-two point five percent (22.5%) of an administrator's evaluation shall be based on at least two locally-determined indicators of student learning. In selecting indicators the following parameters apply:
  - i. All measures must align to Connecticut Learning Standards. In instances where there are no such standards that apply to the subject/grade level, districts must provide evidence of alignment to research-based learning standards.

- ii. At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- iii. 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 all school-based administrators, selected indicators must be relevant to the student population (i.e., grade levels) served by the administrator's school, and may include:

- a. Student performance or growth on state-administered assessments and/or district adopted assessments not included in the state accountability measures (i.e., commercial content area assessments, Advanced Placement examinations, or International Baccalaureate examinations).
- b. Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> grade subjects most commonly associated with graduation.
- c. Students' performance growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.
- d. Such other indicators as may be approved by the Superintendent.

For assistant principals and department chairs, indicators may focus on student results from a subset of teachers, grade levels, or subjects consistent with the job responsibilities of the administrator being evaluated.

For central office administrators, 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.

When setting targets or objects, the superintendent or designee must include a review of relevant student characteristics (i.e., mobility, attendance, demographic and learning characteristics). The evaluator and administrator must also discuss the professional resources appropriate to supporting the administrator in meeting the performance target.

Evaluation ratings for principals on these test measures are generated as follows:

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

	<b>Target (4)</b>	<b>Target (3)</b>	<b>Target (2)</b>	<b>Target (1)</b>
<b>SPI Progress</b>	>125% of target progress	110-125% of target progress	75-109% of target progress	<75% of target progress
<b>Subgroup SPI Progress</b>	Meets performance targets for all subgroups that have SPI <88  OR  All subgroups have SPI >88  OR  The school does not have any subgroups of sufficient size	Meets performance targets for 50% or more of subgroups that have SPI <88	Meets performance targets for at least one sub-group has SPI <88	Does not meet performance target for any subgroup that has SPI <88
<b>SPI Rating</b>	89-100	77-88	64-76	< 64
<b>SPI Ratings for Subgroups</b>	The gap between the “all students” group and each subgroup is <10 SPI points or all subgroups have SPI >88  OR  The school has no subgroups	The gap between the “all students” group and 50% or more of subgroups is <10 SPI points	The gap between the “all students” group and at least one subgroup is >10 SPI points	The gap between the “all students” group and all subgroups is >10 SPI points

**Step 2: Scores are weighed 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 four measures according to local priorities for administrator, evaluation, we recommend the follow weights:

	<b>SPI &gt;88</b>	<b>SPI between 88 to 64</b>	<b>SPI &lt;64</b>
School Performance Index (SPI) progress from year to year	10%	50%	50%
SPI progress for student subgroups	40%	50%	50%
SPI rating	10%	0%	0%
SPI rating for student subgroups	40%	0%	0%

\*For schools with no subgroups, 50% on SPI progress, 50% on SPI rating

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

<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Below Standard</b>
>3.5	Between 3.0 and 3.5	Between 2.5 and 2.9	Less than 2.5

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.

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

<b>Grade Level</b>	<b>Indicator of Academic Growth and Development</b>	<b>Goal</b>	<b>SLO</b>
2 <sup>nd</sup> Grade	Students making at least one year’s worth of growth in reading	Among 2 <sup>nd</sup> graders who stay in my school from September to May, 80% will make at least one year’s growth in their reading skills.	MAP (NWEA)
Middle School Science	Student understanding of the science inquiry process	78% of students will attain at least the Accomplished or higher level on the CMT section concerning science inquiry.	7 <sup>th</sup> Grade CMT

High School	Credit accumulation	95% of students complete 10 <sup>th</sup> grade with 13 credits.	Grades
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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 unfold in this way:

- 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. 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:

<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Below Standard</b>
Substantially exceeded all 3 objectives	Met all 3 objectives and substantially exceeded at least 2	Met 2 objectives and made at least substantial progress on the third	Met 0 objectives

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

		<b>State Test Portion</b>			
		<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Below Standard</b>
<b>Locally- Determined Portion</b>	<b>Exemplary</b>	Exemplary	Exemplary	Accomplished	<i>Gather further information</i>
	<b>Accomplished</b>	Exemplary	Accomplished	Accomplished	Developing
	<b>Developing</b>	Accomplished	Accomplished	Developing	Below Standard
	<b>Below Standard</b>	<i>Gather further information</i>	Developing	Below Standard	Below Standard

**CATEGORY # 4: Whole School Student Learning (5%)**

Whole School Student Learning is 5% of an administrator’s evaluation.

Improving teacher effectiveness is central to the role of all administrators in driving improved student learning outcomes. That is why, in addition to measuring the actions that administrators take to increase teacher effectiveness – from hiring and placement to ongoing professional development to feedback on performance – the administrator evaluation model assesses the outcome of all that work. Administrators should review the school’s SPI data ( in years in which such data is available), standardized assessment data, and other local assessment data.

Acceptable measures include:

1. Improving the percentage (or meeting a target of a high percentage) of teachers who meet the student learning objectives outlined in their performance evaluations.
2. Such other district-determined measures of teacher effectiveness that have been approved by the superintendent.

For assistant principals and department chairs, measures of teacher effectiveness shall focus only on those teachers that the administrator is responsible for evaluating.

<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Below Standard</b>
>80% of teachers are rated Accomplished or exemplary on the student growth portion of their evaluation	>60% of teachers are rated Accomplished or exemplary on the student growth portion of their evaluation	>40% of teachers are rated on Accomplished or exemplary on the student growth portion of their evaluation	<40% of teachers are rated on Accomplished or exemplary on the student growth portion of their evaluation

## **ADMINISTRATOR EVALUATION PROCESS - Overview**

Each administrator participates in the evaluation process as a cycle of continuous improvement. The Superintendent shall determine when the cycle starts. For example, the Superintendent may determine that the self-assessment process should begin in the spring so that Step 2 can begin at a summer or early fall meeting. An additional option would be to concentrate the first steps of the process in the summer months.

**Step 1: Orientation and Context-Setting:** To begin the process, the administrator needs the following things to be in place:

1. Student learning data are available for review by the administrators and the state has assigned the school a School Performance Index (SPI) rating. This information will not be available for the 2014 – 2015 school year.
2. Stakeholder survey data and other assessment data are available for review by the administrator.
3. The Superintendent has communicated the 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 him/her to the evaluation process.

**Step 2: Goal-Setting and Plan Development:** As soon as possible after the teachers have created their SLO's, administrators identify three student learning objectives drawing on available data, the superintendent's priorities, their school improvement plan and prior evaluation results (where available). They also determine an area of focus for their practice. Administrators may determine their student learning objectives based on those developed by teachers. The deadline for the creation of teacher learning objectives is November 15 of each year. Therefore, the deadline for the creation of an administrator's student learning objectives is December 1.

Administrators start with the outcomes they want to achieve. This includes setting three learning objectives and one target related to community feedback. Then administrators identify the areas of focus for their practice that will help them to accomplish their SLO's and survey targets, choosing from among the elements of the Connecticut School Leadership Standards.

Administrators are not expected to focus improvement in 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 progression from practice to outcomes.

Next, the administrator and evaluator meet to discuss and agree on the selected outcome goals and practice focus areas. The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in accomplishing the goals.

**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. Unlike visiting a classroom to observe a teacher, school visits to observe an administrator can vary significantly in length and setting. Visits should be planned carefully to maximize the opportunity to gather evidence relevant to an administrator's practice focus areas. Evaluators shall provide timely feedback after each visit.

**Step 4: Mid-Year Formative Conferences:** The administrator and evaluator hold mid-year conferences as necessary with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice.

**Step 5: Self-Assessment:** In the spring, the administrator should begin assessing his/her practice on all 18 elements of the Connecticut Leadership Standards. For each element, the administrator shall determine whether he/she:

- Needs to grow and improve practice on the 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.

This self-assessment shall be submitted to the evaluator no later than June 1.

**Step 6: Summative Review and Rating:** The administrator and evaluator meet in the late spring to discuss the administrator's self-assessment and the evidence collected over the course of the year. While a formal rating follows this meeting, it is imperative that evaluators use the meeting as an opportunity to convey strengths, growth areas, and their probable ratings. After the meeting, the evaluator assigns a rating, based on all available evidence, based on the methodology described below.

## SUMMATIVE ADMINISTRATOR EVALUATION RATING

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

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

### Determining Summative Ratings:

#### A. PRACTICE: Leadership Practice (40%) and Community Feedback (10%) = 50%

The practice rating derives from an administrator's performance on the six performance expectations of the leadership evaluation rubric and the stakeholder feedback targets. Evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. This forms the basis for the overall practice rating, but the rating is adjusted upward or downward one level in the event that the stakeholder feedback is either *exemplary* or *below standard*, respectively.

#### B. OUTCOMES: Student Learning (45%) and Whole School Learning (5%) = 50%

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

#### C. OVERALL: Practice (50%) and Outcomes (50%) = 100%

The overall rating combines the practice and outcomes ratings. If the two categories are highly discrepant, then the superintendent should examine the data and gather additional information in order to make a final rating.

### New Administrator Support

Each new administrator will immediately be assigned an experienced administrator to serve as his/her mentor. This mentor has no role in the evaluation of the new administrator. The new administrator will receive an orientation to Westport and his or her specific role and needs. As administrators bring a different set of experiences with them to their new role, their orientation is not a "one-size fits all" model. The supervisor, mentor and the new administrator will plan the orientation program together. This orientation will occur over the first two years of service that shall include, but shall not be limited to:

- Safety and emergency procedures

- Sexual harassment training
- The Westport model for curriculum, instruction, and assessment
- Board of Education policies
- The Westport professional development program
- Business office procedures including budget planning and management
- Personnel office procedures
- Connecticut Standards for School Leaders
- Connecticut Code of Professional Responsibilities for School Administrators
- Data Analysis training regarding all tools used in Westport.

## **Professional Intervention Process**

### **Intensive Support for New Administrators and Administrators New to Westport Experiencing Difficulty Meeting Westport's Performance Standards**

Should it be determined that an administrator is not meeting Westport's professional standards, the supervisor will notify the administrator in writing, prior to January 15 whenever possible, and provide a list of concerns with recommendations for improvement. The supervisor will develop a clearly articulated written performance improvement plan with the administrator specifying expectations that the person must meet, the level of improvement expected (including indicators of success including a summative rating of Accomplished or better at the conclusion of the plan), the resources, support and other strategies to be provided to address the documented deficiencies, and a timeline for implementing such resources and support. The supervisor will monitor performance based on the expectations of the plan and recommend either continuing employment or non-renewal at the end of a six month intervention period or the end of the school year, whichever comes first.

During that time, the administrator is expected to take advantage of the resources set forth in the performance improvement plan to assist in the required performance improvement. The supervisor will closely monitor this performance. The intensive supervision phase will include support from peers and supervisors, and participation in special training designed to build the administrator's capacity to meet Westport standards. At the conclusion of the designated time, the supervisor will prepare and submit a summative statement that will describe one of two following future action steps. Should it be determined that the administrator has resolved the concern or deficiency, the plan will end. Should it be determined that the administrator has failed to demonstrate improved performance based on Westport standards, the Superintendent will prepare a formal statement recommending termination. Any recommendations or action affecting the administrator's continuing employment must comply with all contractual and statutory requirements. The administrator may have IAA representation at all conferences if he/she desires and requests such representation.

## **Expanded Evaluation and Support for Experienced Administrators Experiencing Difficulty Meeting Westport's Performance Standards**

If a supervisor has determined that an administrator is not meeting Westport's performance standards, the supervisor will identify areas for improvement. The supervisor will develop a clearly articulated written performance improvement plan with the administrator specifying expectations that the person must meet, the level of improvement expected (including indicators of success including a summative rating of Accomplished or better at the conclusion of the plan), the resources, support and other strategies to be provided to address the documented deficiencies, and a timeline for implementing such resources and support. This may be initiated at any time during the school year. The supervisor is responsible for monitoring the implementation of the agreed upon plan.

During the time period of this plan, the administrator is expected to utilize resources that may be of assistance in promoting the required performance improvement. The supervisor will closely monitor the administrator's performance. The intensive supervision will include:

- The development of an action plan for targeted improvement.
- Opportunities for the administrator to obtain assistance from peers and supervisors and/or participate in special training that are purposefully designed to build the administrator's capacity to meet Westport standards.
- A timetable developed in conjunction with the administrator that includes sufficient time to enable the administrator an opportunity to demonstrate improvement and includes a schedule for implementing the resources, support and other strategies suggested in the plan.

At the conclusion of the designated time, the supervisor will prepare and submit a summative statement concerning the administrator's performance. Should it be determined that the administrator has resolved the concern or deficiency, the plan will end. Should it be determined that the administrator has failed to demonstrate improved performance based on Westport's standards, the Superintendent will prepare a formal statement recommending termination. Any recommendations or action affecting the administrator's continuing employment must comply with all contractual and statutory requirements. The administrator will have the right to review written assessments before they are placed in the personnel file. The administrator will also have the right to attach written comments to the assessment. The administrator may have IAA representation at all conferences if he/she desires and requests such representation.

**DEFINITION OF EFFECTIVENESS AND INEFFECTIVENESS:** Administrators shall generally be deemed effective if said educator receives a rating of either Accomplished or Exemplary. All other administrators shall be deemed ineffective.

**DISPUTE RESOLUTION PROCESS:** The Superintendent shall resolve all disputes where the evaluator and administrator cannot agree on objectives/goals, the evaluation period, feedback or final summative rating. Resolutions must be topic-specific and timely.