



Berlin Educator Evaluation and Development Plan

2019-2020

Professional Growth and Evaluation Committee

PROFESSIONAL GROWTH & EVALUATION COMMITTEE

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INTRODUCTION

The Berlin Public School district is committed to using a teacher evaluation plan based on the belief that successful learning and effective teaching are supported by a meaningful system of professional learning. We are committed to supporting teachers through all stages of their professional careers and to providing time and resources so that they are able to work in a safe learning community that supports collaboration and best practices. We appreciate our professional educators and value the impact they have in our community and recognize the important role administrators play in building capacity within our professional community.

We are committed to a professional evaluation system that not only encourages teachers, but also recognizes differentiated needs for support and professional learning. The district believes that teachers work best in a learning community that is supportive and helps them build their professional capacity through collaborative teams and opportunities for job embedded professional learning. To this end, we encourage self-reflection and analysis of student work so that teachers can evaluate their performance and focus on the impact it has on student learning. To meet the challenge of making certain that all teachers are provided with opportunities to grow professionally, we are dedicated to supporting development through meaningful interaction with colleagues, workshops and professional readings

The Berlin Public School district has a rich history of commitment to continuous improvement. District and school improvement plans are developed each year to support coherence and alignment of work across the district. Individual teachers' focus areas and action plans are not developed in isolation. Through collaborative analysis of data and evaluation of student work, as well as review of stakeholder feedback, teachers identify goals for professional practice and to enhance student achievement.

The teachers' individual focus areas and action plans allow teachers to develop their action steps based not only on the needs of their students but also based on their needs as a professional. The individual focus areas and action plans allow teachers to differentiate their professional learning plans and allow for greater flexibility and support for all teachers.

GOAL STATEMENT

Our goal is to increase student learning and performance by helping teachers achieve high levels of professional practice through their ongoing engagement in an effectual professional growth and development process.

OBJECTIVES FOR PROFESSIONAL GROWTH AND EDUCATOR EVALUATION

1. To enhance the professional skills of the staff so they may more effectively meet the needs of all students.
2. To provide equitable opportunities for focused continuing education and professional development for all educators.
3. To provide feedback that motivates personal and professional growth.
4. To facilitate communication and collaboration among educators to improve teaching and learning.
5. To provide assistance to educators for their continuous improvement.

6. To establish a procedure by which individual and district goals can be translated into performance objectives.
7. To contribute to good morale by demonstrating just and equitable personnel practices.
8. To acknowledge and recognize educators' growth, improvement, and contributions promoting professional growth.
9. To provide differentiated professional growth opportunities that acknowledge and are responsive to differences in skills, experience and learning needs.

GUIDING BELIEFS

The professional growth and evaluation process is based on the assumption that educators, like students, must be continual learners and are motivated to examine and reflect upon their professional practice in order to improve instruction. To that end, the Berlin Professional Growth and Educator Evaluation Plan is based on the following beliefs about teaching and learning:

We believe that all students:

- should be challenged to reach their highest potential;
- learn differently and at a different pace;
- deserve equal opportunities to learn; and
- deserve a positive, respectful learning environment.

We believe that effective educators are:

- passionate about their work and their students;
- accountable for the success of their students;
- reflective and use performance feedback to improve student learning;
- committed to continuous professional growth and collegial collaboration; and
- contributing members of a positive, respectful professional culture.

TEACHER EVALUATION AND DEVELOPMENT PLAN

DESIGN PRINCIPLES

Purpose and Rationale

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

Core Design Principles

The following principles guided the design of the teacher and administrator evaluation models, aligned with the Connecticut Guidelines for Educator Evaluation:

Consider multiple, standards-based measures of performance

An evaluation and support system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of an educator's performance. The new model defines four components of teacher effectiveness: student growth and development (45%), teacher performance and practice (40%), parent feedback (10%) and whole-school student learning indicators (5%).

Promote both professional judgment and consistency

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

Foster dialogue about student learning

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

Encourage aligned professional learning, coaching and feedback to support growth

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

Improving student achievement sits at the center of the work for all educators. The Berlin Educator

Evaluation and Development Plan model recognizes that student learning is a shared responsibility between teachers, administrators and district leaders. When teachers and administrators develop goals and objectives in a way that supports overall school improvement, opportunities for success have no boundaries.

TEACHER EVALUATION SYSTEM

TEACHER EVALUATION AND SUPPORT FRAMEWORK

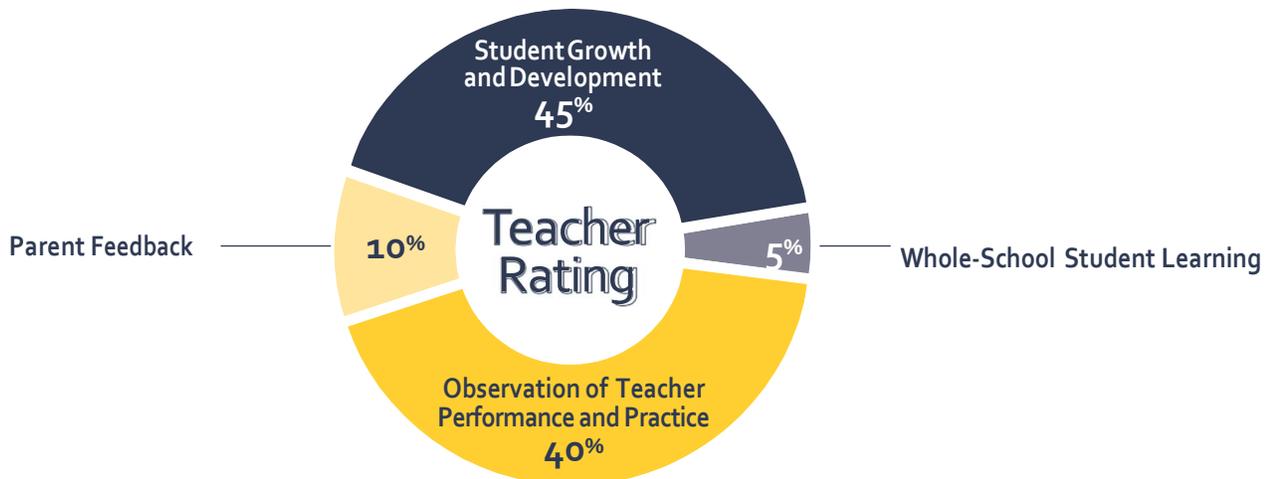
The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four components, grouped into two types of major categories: Teacher Practice and Student Outcomes.

1. **Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This category is comprised of two components:
 - (a) **Observation of Teacher Performance and Practice (40%)** as defined within the *CCT Rubric for Effective Teaching 2017*, which articulates four domains and twelve indicators of teacher practice
 - (b) **Parent Feedback (10%)** on teacher practice through surveys

2. **Student Outcomes Related Indicators:** An evaluation of teachers' contributions to student academic progress at the school and classroom level. There is also an option in this category to include student feedback. This area is comprised of two components:
 - (a) Student Growth and Development (45%) as determined by the teacher's Student Learning Objectives (SLOs) and associated Indicators of Academic Growth and Development (IAGDs)
 - (b) Whole-School Measures of Student Learning as determined by aggregate student learning indicators (5%)

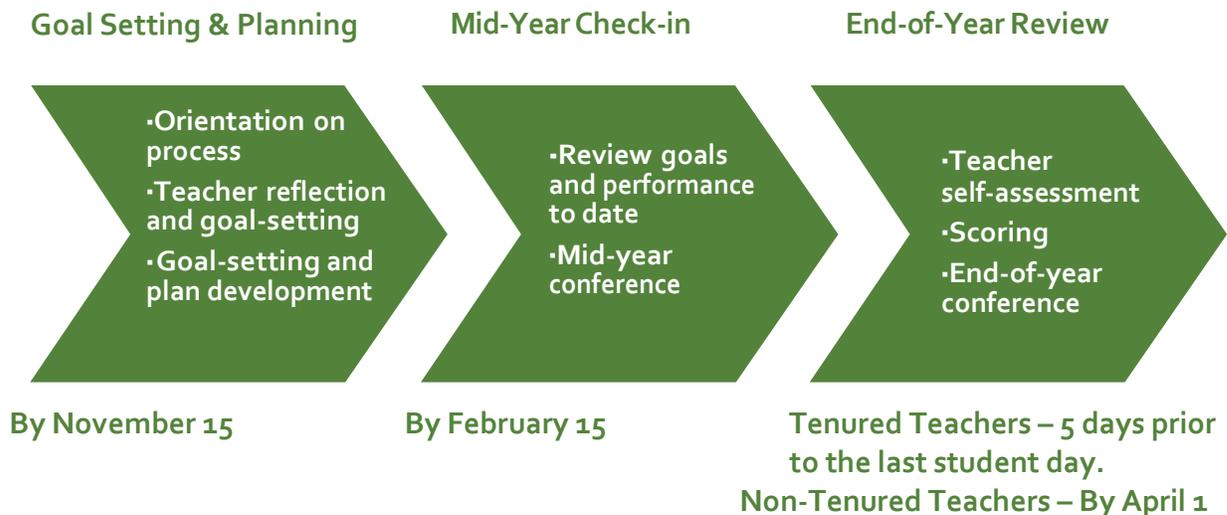
Scores from each of the four components will be combined to produce a summative performance rating designation of *Exceeding*, *Meeting*, *Approaching* or *Below Standard*. The performance levels are defined as:

- Exceeding Standard – Substantially exceeding indicators of performance
- Meeting Standard – Meeting indicators of performance
- Approaching Standard – Meeting some indicators of performance but not others
- Below Standard – Not meeting indicators of performance



PROCESS AND TIMELINE

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



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

GOAL-SETTING AND PLANNING:

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

1. **Orientation on Process** – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice focus areas and Student Learning Objectives (SLOs).
2. **Teacher Reflection and Goal-Setting** – The teacher examines student data, prior year evaluation and survey results, and the *CCT Rubric for Effective Teaching 2017* to draft a proposed performance and practice focus area, a parent feedback goal, and SLOs for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.
3. **Goal-Setting Conference** – The evaluator and teacher meet to discuss the teacher’s proposed focus area, goals, and SLOs in order to arrive at mutual agreement about them. The evaluator may request revisions to the proposed focus area(s), goals, and objectives if they do not meet approval criteria.

4. **Observations** – First and second year teachers, new teachers to the district, and teachers rated approaching or below standard will be observed by November 1. All teachers will have at least one observation by December 15. All observations should be completed at least ten days prior to the end of the school year.

MID-YEAR CHECK-IN:

Timeframe: February 15

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

END-OF-YEAR SUMMATIVE REVIEW:

Timeframe: Tenured Teachers = 5 days prior to the last student day

Non-tenured Teachers = by April 1

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

SPECIAL NOTES:

In the event of a teacher absence that lasts 6 weeks or more during the school year, upon return from the absence the administrator and teacher will meet to consider whether adjustments to the teacher’s SLOs are needed and if timelines for components of the evaluation process need to be adjusted.

If a teacher is hired after October 1 of a school year, the evaluator should consult with the Assistant Superintendent to set timelines for the components of the evaluation process.

In rare instances, a teacher's summative evaluation may not be able to be completed within the school year. In such cases, the evaluator should use the goal-setting conference of the next school year to review the teacher's performance during the prior year and use that information in goal-setting.

ENSURING FAIRNESS AND ACCURACY

The Berlin Public Schools will create training opportunities to support district administrators, evaluators and teachers in implementing the model across their schools. Evaluators must demonstrate proficiency on an ongoing basis in conducting teacher evaluations. This comprehensive training will give stakeholders the opportunity to:

- Understand the nature of learning for students and educators and its relation to the priorities of the *CCT Rubric for Effective Teaching 2017*;
- Establish a common language that promotes professionalism and a culture for learning through the lens of the *CCT Rubric for Effective Teaching 2017*;
- Understand how coaching conversations support growth-producing feedback;
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of teaching practice; and
- Collaborate with colleagues to deepen understanding of the content.

SUPPORT AND DEVELOPMENT

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

EVALUATION-BASED PROFESSIONAL LEARNING

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

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Throughout the Berlin Educator Evaluation and Development Plan, every teacher will be identifying their professional learning needs in mutual agreement between the teacher and his/her evaluator which serves as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities.

CAREER DEVELOPMENT AND GROWTH

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

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

IMPROVEMENT AND REMEDIATION PLANS

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

- Identify specific areas of concern as related to practice, performance or student learning goal;
- identify resources, support and other strategies to be provided to address documented deficiencies;
- indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and

- include indicators of success including a summative rating of *meeting standard* or better at the conclusion of the improvement and remediation plan.

FLEXIBILITY FROM CORE REQUIREMENTS FOR THE EVALUATION OF TEACHERS

Because of the unique nature of the roles fulfilled by Student and Educator Support Specialists, districts are granted flexibility in applying the Core Requirements of teacher evaluation in the following ways:

Districts shall be granted flexibility in using Indicators of Academic Growth and Development to measure attainment of goals and/or objectives for student growth. The Goal-setting conference for identifying the IAGD shall include the following steps:

- The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.
- The educator and evaluator will determine if the indicator will apply to the individual teacher, a team of teachers, a grade level or the whole school.
- The educator and evaluator should identify the unique characteristics of the population of students which would impact student growth (i.e. high absenteeism, highly mobile population in school).
- The educator and evaluator will identify the learning standard to measure: the assessment, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.

Because some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance at the beginning of the school year. The observations will be based on standards when available. Examples of appropriate venues include but are not limited to: observing Student and Educator Support Specialist staff working with small groups of children, working with adults, providing professional development, working with families, participation in team meetings or Planning and Placement Team meetings.

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

SUPERVISED ASSISTANCE

OVERVIEW

The purpose of Supervised Assistance is to provide support and assistance to certified staff members who have demonstrated a deficiency (Below Standard) in one or more specified components of their teaching, as described in the Teacher Practice Related Indicators and/or the Student Outcomes Indicators.

Teachers will be assigned to Supervised Assistance by their primary administrator to correct identified performance problems. It is expected that teachers and evaluators will work collaboratively within this phase to clarify expectations and address problems in order to improve teaching and student learning opportunities.

Supervised Assistance consists of two levels, as described below.

LEVEL ONE

Definition of the Problem:

The primary administrator must provide verbal and written notification that the teacher is being moved into Level One of Supervised Assistance. Notification must identify which components of the Teacher Practice Related Indicators and/or the Student Outcomes Related Indicators are deficient and the specific data used to identify the problem. Teachers are encouraged to discuss their placement on Supervised Assistance with a Berlin Education Association (BEA) representative and may have BEA representation at all subsequent meetings.

Plan of Action:

Following a conference with the primary administrator, the teacher develops, within five school days, an action plan to address the deficiency. The plan includes the specific area of concern, identification of what must be accomplished to address the concerns, strategies for resolving the problem, types of assistance needed (evaluator, peer, department supervisor), indicators of improvement based on multiple sources of data (including classroom observations by the evaluator(s)), and a timeline for meeting performance expectations (not to exceed 45 school days). The plan must be approved by the primary administrator, who may choose to include in the process complementary evaluators of the teacher. The primary administrator will provide support and assistance to the teacher in developing and implementing the plan of action.

Evaluation:

After data has been collected, the teacher and administrator will meet to discuss whether the teacher has met the plan's objectives, and a Supervised Assistance Evaluation (Form XXX) supported by data will be completed.

The administrator will make one of following recommendations:

1. The problem or deficiency has been resolved satisfactorily (not deemed *Approaching* or *Below Standard*) and the teacher returns to Berlin Educator Evaluation and Development plan.
2. The teacher has made progress, but not yet addressed all concerns and remains in Level One of Supervised Assistance for a mutually agreed upon time (not to exceed 45 school days).
3. The problem has not been resolved, and the teacher is placed in Level Two of Supervised Assistance.

At the discretion of the primary evaluator based on evidence of lack of progress or failure to comply with the agreed upon Level One plan, the teacher may be moved to Level Two.

LEVEL TWO

Definition of the Problem:

The administrator must provide verbal and written notification to the teacher and all of the teacher's evaluators and to the Assistant Superintendent that the teacher is being moved to Level Two of Supervised Assistance. Notification should include specific data to substantiate the move to Level Two intervention, as related to the concerns identified in Level One. The teacher is encouraged to have Berlin Education Association (BEA) representation at meetings.

Plan of Action:

A meeting will be convened by the Assistant Superintendent to establish that the concerns previously expressed by the administrator (as linked to the Teacher Practice and/or Student Outcomes Related Indicators) have not been resolved. A new remediation plan not to exceed 45 school days will be developed by the administrator (with teacher input) following the format used in Level One. The plan will be approved by the Assistant Superintendent.

Weekly meetings between teacher and primary administrator will take place to discuss data collected and progress towards addressing the goals of the remediation plan. The primary administrator and/or the teacher may choose to include the complementary evaluators of the teacher at the weekly meetings. Status reports will be provided to the Assistant Superintendent for Administration throughout the process.

The primary administrator will make one of following recommendations:

1. The problem or deficiency has been satisfactorily resolved and the teacher returns to Educator Evaluation and Development plan developed at the start of the cycle.
2. The problem or deficiency has not been resolved and moves to progressive disciplinary action outside the scope of this plan.

At the discretion of the primary evaluator, based on evidence of lack of progress or failure to comply with the agreed upon Level Two plan, the primary administrator may move a teacher to progressive disciplinary action.

TEACHER PRACTICE RELATED INDICATORS

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

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

Teacher Practice Framework - *CCT Rubric for Effective Teaching 2017*

The *CCT Rubric for Effective Teaching 2017* represents the most important skills and knowledge that teachers need to demonstrate in order to prepare students to be career, college and civic ready. The *CCT Rubric for Effective Teaching 2017* is organized into four domains, each with three indicators. Forty percent of a teacher's final annual summative rating is based on his/her performance across all four domains. The domains represent essential practice and knowledge and receive equal weight when calculating the summative Performance and Practice rating.

CCT RUBRIC FOR EFFECTIVE TEACHING 2017 AT A GLANCE

Evidence Generally Collected Through In-Class

Evidence Generally Collected Through Non-Classroom Observations/Reviews of

Domain 1 Classroom Environment, Student Engagement and Commitment to Learning

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

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

Domain 2 Planning for Active Learning

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

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

Domain 3 Instruction for Active Learning

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

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

Domain 4 Professional Responsibilities and Teacher Leadership

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

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

Observation Process

Observations in and of themselves are not useful to teachers – it is the feedback, based on observations, that helps teachers reach their full potential. All teachers deserve the opportunity to grow and develop through observations and timely feedback.

Therefore, in the Berlin Educator Evaluation and Development Plan:

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

- **Formal:** Observations that last at least 30 minutes and are followed by a post-observation conference, which includes both written and verbal feedback and are video recorded.
- **Informal:** Observations that last at least 15 minutes and are followed by written feedback.
- **Non-classroom observations/reviews of practice include but are not limited to:** Observations of data team meetings, observations of coaching/mentoring other teachers, student work, PPT, IDT, SAT or other teaching artifacts.
- All observations must be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox, TalentEd) or both, within a timely manner, within five business days.
- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that evaluators use a combination of announced and unannounced observations.
- Formal observations of non-tenured teachers will be video recorded to facilitate reflection on practice. Tenured teachers may request that formal observations be video recorded to facilitate their own reflection. Evaluators may request that formal observations of tenured teachers be video recorded, and will discuss the reasons with the teacher prior to the observation. Video recording may be required as part of a supervised assistance plan.

Berlin Teacher Evaluation Plan Requirement

<p>➤ Non-tenured Staff (Years 1 & 2) <i>*Continue in years 3 & 4 if approaching or below standard in years 1 & 2</i></p> <p>➤ Non-tenured Fast Track Staff</p> <p>➤ Tenured Staff that are Below Standard or Approaching Standard</p>	<ul style="list-style-type: none"> • Minimum of 3 observations* <ul style="list-style-type: none"> ○ 1 formal unannounced* <i>This is the first observation and will take place prior to November 1</i> (Video recorded to facilitate reflection) <ul style="list-style-type: none"> ▪ Focus on Domains 1 & 3 only ▪ Hold post conference only ○ 2 formal announced (Video recorded to facilitate reflection) <ul style="list-style-type: none"> ▪ Hold pre and post conference ○ 1 review of practice <ul style="list-style-type: none"> ▪ Examples: PPT, IDT, team meeting, data team, after-school program <p><i>*This represents the minimum number of observations. Additional observations are at the discretion of administration. All observations must be completed by April 1.</i></p>
<p>➤ Non-tenured Staff (Years 3 & 4) <i>*Only if meeting or exceeding standard in years 1 & 2</i></p>	<ul style="list-style-type: none"> • Minimum of 3 observations* <ul style="list-style-type: none"> ○ 1 formal unannounced* <i>This is the first observation and will take place prior to November 1</i> (Video recorded to facilitate reflection) <ul style="list-style-type: none"> ▪ Focus on Domains 1 & 3 only ▪ Hold post conference only ○ 2 informal observations, not video recorded ○ 1 review of practice <ul style="list-style-type: none"> ▪ Examples: PPT, IDT, team meeting, data team, after-school program <p><i>*This represents the minimum number of observations. Additional observations are at the discretion of administration. All observations must be completed by April 1.</i></p>
<p>➤ Tenured Staff that are Meeting or Exceeding Standard</p>	<p>NEW! Cycle is now two years—one year on, one year off</p> <ul style="list-style-type: none"> ➤ On-cycle <ul style="list-style-type: none"> ○ 1 formal unannounced observation (with post) } 1 of 2 completed by December 15 ○ 1 review of practice } ➤ Off-cycle <ul style="list-style-type: none"> ○ 3 informal observations } 1 of 4 completed by December 15 ○ 1 review of practice } <p><i>*This represents the minimum number of observations. Additional observations are at the discretion of administration. All observations must be completed 10 days prior to the last day of school.</i></p>
<p>Additional Observation Information</p>	<p>Evaluator records notes during observations and provides written commendations and recommendations based on the Connecticut Common Core of Teaching Domains.</p>
<p>Student Learning Objectives (SLOs)</p>	<p>1 SLO with at least 2 IAGDs OR 2 SLOs with at least 1 IAGD each</p>

IMPORTANT DATES

Goal Setting and Planning:
 Timeframe: Target is **October 15**, must be completed by **November 15**

Mid-Year Check-in: by **February 15**

End-of-Year Review:
 Tenured Teachers - **5 days prior to the last student day**
 Non-Tenured Teachers – by **April 1**

First Observation Completed By:
 Non-Tenured Teachers by **Nov. 1**
 Tenured Teachers by **Dec. 15**

DEFINITIONS

- **Formal:** Observations that last at least 30 minutes and are followed by a post-observation conference, which includes both written and verbal feedback. Formal observations for non-tenured teachers are video recorded to facilitate reflection.
- **Informal:** Observations that last at least 15 minutes and are followed by written feedback.
- **Non-classroom observations/reviews of practice include but are not limited to:** Observations of data team meetings, observations of coaching/mentoring other teachers, student work, PPT, IDT, SAT or other teaching artifacts.
- All observations must be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox, TalentEd) or both, within a timely manner, within five business days.
- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that evaluators use a combination of announced and unannounced observations.

Pre-Conferences and Post-Conferences

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

Post-conferences provide a forum for reflecting on the observation against the *CCT Rubric for Effective Teaching 2017* and for generating action steps that will lead to the teacher's improvement. A good post-conference:

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

Classroom observations generally provide the most evidence for Domains 1 and 3 of the *CCT Rubric for Effective Teaching 2017*. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 2 and 4. Both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Because the evaluation and support model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the *CCT Rubric for Effective Teaching 2017*, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 2 and 4 of the *CCT Rubric for Effective Teaching 2017*. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, call logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers and/or attendance records from professional learning or school-based activities/events.

Feedback

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

- Specific evidence and formative ratings, where appropriate, on observed indicators of the *CCT Rubric for Effective Teaching 2017*;
- Prioritized commendations and recommendations for development actions;
- Next steps and supports to improve teacher practice; and
- A timeframe for follow up.

Teacher Performance and Practice Focus Area

As described in the Evaluation Process and Timeline section, teachers develop one performance and practice focus area that is aligned to the *CCT Rubric for Effective Teaching 2017*. The focus area will guide observations and feedback conversations throughout the year.

Each teacher will work with his/ her evaluator to develop a practice and performance focus area through mutual agreement. All focus areas should have a clear link to student achievement and should move the teacher towards *meeting* or *exceeding* on the *CCT Rubric for Effective Teaching 2017*. Schools may decide to create school-wide or grade-specific focus areas aligned to a particular indicator.

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

Teacher Performance and Practice Scoring

During observations, evaluators should take evidence-based notes, capturing specific instances of what the teacher and students said and did in the classroom. Evaluators then make a determination about which performance level the evidence supports. Evaluators are **not required** to provide an overall rating for each observation, but they should be prepared to discuss evidence for the rubric indicators at the performance level that was observed.

Summative Observation of Teacher Performance and Practice Rating

Primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. Within the Berlin Educator Evaluation and Development Plan model, each domain of the *CCT Rubric for Effective Teaching 2017* carries equal weight in the final rating. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

1. Evaluator holistically reviews evidence collected through observations, interactions and reviews of practice (e.g., team meetings, conferences) and uses professional judgment to determine indicator ratings for each of the 12 indicators.
2. Evaluator averages indicators within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.
3. Evaluator averages domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0.

Each step is illustrated below:

- Evaluator holistically reviews evidence collected through observations and reviews of practice and uses professional judgment to determine indicator level ratings for each of the 12 indicators.
- By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and reviews of practice. Evaluators then analyze the consistency, trends and significance of the evidence to determine a rating for each of the

12 indicators. Some questions to consider while analyzing the evidence include:

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

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

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

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

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

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

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

Steps 2 and 3 can be performed by district administrators and/or using tools/technology that calculates the averages for the evaluator.

The summative Teacher Performance and Practice component rating and the domain/ indicator level ratings will be shared and discussed with teachers during the End-of-Year Conference. This process can also be followed in advance of the Mid-Year Conference to discuss formative progress related to the Teacher Performance and Practice rating.

COMPONENT #2: Parent Feedback (10%)

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators category of the Berlin Educator Evaluation and Development Plan.

The process for determining the parent feedback rating includes the following steps:

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

Determining School-Level Parent Goals

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

Selecting a Parent Engagement Goal and Improvement Targets

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

Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are aligned, ambitious and attainable.

Arriving at a Parent Feedback Rating

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

Exceeding (4)	Meeting (3)	Approaching (2)	Below Standard (1)
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

STUDENT OUTCOMES RELATED INDICATORS

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

Two components comprise this category:

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

These components will be described in detail below.

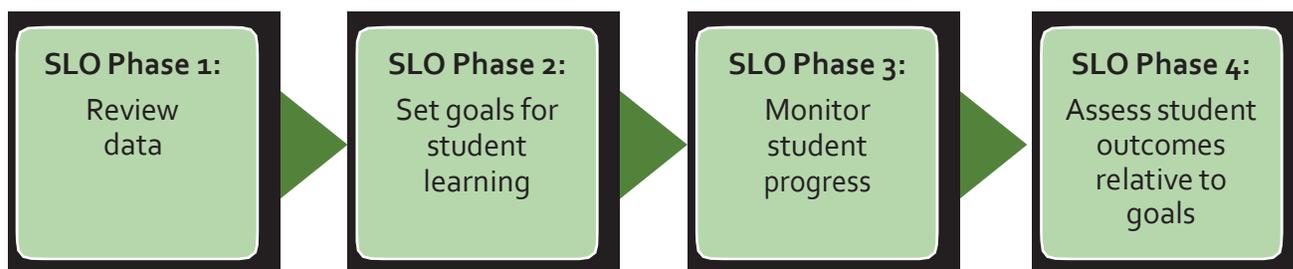
COMPONENT #3: Student Growth and Development (45%)

Overview of Student Learning Objectives (SLOs)

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

SLOs are carefully planned, long-term academic objectives. SLOs should reflect high expectations for learning or improvement and aim for mastery of content or skill development. SLOs are measured by Indicators of Academic Growth and Development (IAGDs) which include specific assessments/measures of progress and targets for student mastery or progress.

The SLO process, as outlined within the Berlin Educator Evaluation and Development Plan model, will support teachers in using a planning cycle that will be familiar to most educators:



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

PHASE 1: Review the Data

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

Examples of Data Review

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

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

It is important that the teacher understands both the individual student and group strengths and

challenges. This information serves as the foundation for setting the ambitious yet realistic goals in the next phase.

PHASE 2: Set SLOs

Each teacher will write one or two SLOs.

Two Options:	
Single SLO with two or more IAGDs	Two SLOs, each with one or more IAGDs

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

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

An **Indicator of Academic Growth and Development (IAGD)** is the specific quantitative target that will be used to determine whether the objective was met. Each IAGD should reflect high expectations for student learning - at least a year’s worth of growth (or a semester’s worth for shorter courses) – and should be aligned to relevant state, national, or district standards for the grade level or course. Each SLO must include at least one indicator.

Each indicator should make clear (1) the evidence of learning that will be examined, (2) the desired level of performance, and (3) the proportion of students projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing students or ELL students. The examination of student data in Phase I supports determination of performance targets.

Since indicator targets are set for the teacher’s particular students, teachers with similar assignments may use the same evidence for their indicators, but are 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.

One half (22.5%) of the indicators of academic growth and development (IAGDs) should be based on a standardized indicator, **when available and appropriate**. Data used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including standardized indicators for other grades and subjects where available and appropriate. Those without an available standardized indicator will select, through mutual agreement, subject to the local dispute-resolution procedure, a non-standardized indicator.

The other half (22.5%) of the indicators of academic growth and development may be:

1. A maximum of one additional standardized indicator, if there is mutual agreement,
2. A minimum of one non-standardized indicator.

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

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

Step 3: Provide Additional Information

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

- Goal statement (including the population of students and the improvement focus area)
- Success criteria (assessment learning targets for all or subgroups of students)
- Rationale (What data prompted you to focus on this goal?)

Step 4: Submit SLOs to Evaluator for Review

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

PHASE 3: Monitor Students Progress

Once SLOs are finalized, teachers should monitor students' progress towards the objectives. Teachers can, for example, examine student work; administer interim assessments and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress. Progress towards SLOs/IAGDs and action steps for achieving progress should be referenced in feedback conversations throughout the year. If a teacher's assignment changes, or if his/her student population shifts significantly, the SLOs can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

PHASE 4: Assess Student Outcomes Relative to SLOs

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

1. Did students achieve the goal? How do you know? Summarize your results.
2. What data and/or artifacts show how students achieved?

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

Exceeding (4)	All or nearly all students met or substantially exceeded the target(s) contained in the indicator(s).
Met (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).

Partially Met (2)	Some students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, progress towards the goal was made.
Did Not Meet (1)	Few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

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

The final student growth and development rating for a teacher is the average of their two SLO scores. For example, if one SLO was “Partially Met,” for a rating of 2, and the other SLO was “Met,” for a rating of 3, the Student Growth and Development rating would be 2.5 $[(2+3)/2]$. The individual SLO ratings and the Student Growth and Development rating will be shared and discussed with teachers during the End-of-Year Conference.

Averaged Domain-Level Score	
SLO 1	2
SLO 2	3
Student Growth and Development Rating	2.5

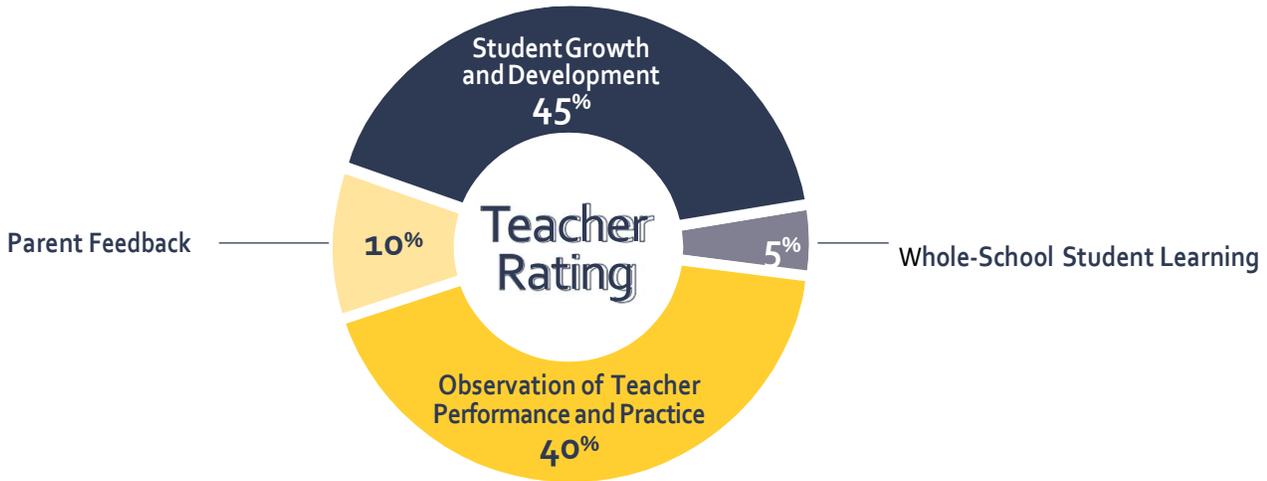
COMPONENT #4: Whole-School Student Learning Indicator (5%)

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

SUMMATIVE TEACHER EVALUATION SCORING

SUMMATIVE SCORING

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



Every educator will receive one of four performance* ratings:

Exceeding – Substantially exceeding indicators of performance

Meeting – Meeting indicators of performance

Approaching – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

The rating will be determined using the following steps:

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

Each step is illustrated below:

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

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

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

Rating Table

Teacher Practice Related Indicators Points	Teacher Practice Related Indicators Rating
50-80	Below Standard
81-126	Approaching
127-174	Meeting
175-200	Exceeding

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

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

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

Rating Table

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Below Standard
81-126	Approaching
127-174	Meeting
175-200	Exceeding

3. Use the Summative Matrix to determine the Summative Rating

Using the ratings determined for each major category: Student Outcomes Related Indicators and Teacher Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *meeting* and the Student Outcomes Related Indicators rating is *meeting*. The summative rating is therefore *meeting*. If the two major categories are highly discrepant (e.g., a rating of *exceeding* for Teacher Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather

Summative Rating Matrix

		Teacher Practice Related Indicators Rating			
		Exceeding Standard	Meeting Standard	Approaching Standard	Below Standard
Student Outcomes Related Indicators Rating	Exceeding Standard	Exceeding Standard	Meeting Standard	Meeting Standard	<i>Gather further information</i>
	Meeting Standard	Exceeding Standard →	Meeting Standard	Approaching Standard	<i>Gather further information</i>
	Approaching Standard	Meeting Standard	Meeting Standard	Approaching Standard	Below Standard
	Below Standard	<i>Gather further information</i>	Approaching Standard	Below Standard	Below Standard

Adjustment of Summative Rating

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

Definition of Effectiveness and Ineffectiveness

Berlin Public Schools shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from this evaluation system.

Effective	Teacher has received a summative rating of <i>meeting</i> or <i>exceeding standard</i> .
Ineffective	Teacher has received two consecutive ratings of <i>approaching</i> or one rating of <i>below standard</i> .

Dispute Resolutions Process

Formulation of Professional Growth Plan (or Action Plan in Intervention Process): The following procedures will be used in cases where the evaluator and teacher cannot agree on the areas of focus for the evaluation period:

1. If a disagreement arises concerning the formulation of the Professional Growth Plan (or the Action Plan in the Intervention Process), the teacher shall first discuss the matter with the primary evaluator.
2. If the disagreement cannot be resolved, the teacher will be advised to contact the Personnel Policies Chairperson of the Berlin Education Association. A member of the BEA will attempt to mediate a resolution.
3. If the problem remains unresolved, the teacher shall submit a written formal appeal with the primary evaluator within five school days. A formal written appeal shall include a statement describing the issue and a proposed remedy.
4. If the disagreement is not resolved, the appeal will be forwarded to the superintendent.
5. After reviewing the appeal, the superintendent will prescribe a resolution of the disagreement.
6. The decision of the superintendent will be final.

Summative Evaluation: The following procedures shall be used when teachers disagree with comments and/or the final ratings on the *Summative Evaluation Report*.

1. Disagreements related to ratings and/or administrative comments on the *Summative Evaluation Report* shall be discussed with the evaluator in an attempt to resolve differences.
2. If the issue is not resolved, the teacher may submit in writing the points of disagreement and the reasons. This statement will be attached to the *Summative Evaluation Report* and placed in the teacher's personnel file.

Appendix A:

[The Connecticut Common Core of Teaching \(CCT\) Rubric for Effective Service Delivery 2017](#)
[The Connecticut Common Core of Teaching \(CCT\) Rubric for Effective Teaching 2017](#)

Appendix B: Parent Surveys / Student Surveys

(under revision)



Berlin Administrator Evaluation and Support Plan

2019-2020

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ADMINISTRATOR EVALUATION AND DEVELOPMENT

Purpose and Rationale

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

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

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

System Overview

Administrator Evaluation and Support Framework

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

3. **Leadership Practice Related Indicators:** An evaluation of the core leadership practices and skills that positively affect student learning. This category is comprised of two components:
 - a) **Observation of Leadership Performance and Practice (40%)** as defined in the **Connecticut *Leader Evaluation and Support Rubric 2017***
 - b) **Stakeholder Feedback (10%)** on leadership practice through surveys.
4. **Student Outcomes Related Indicators:** An evaluation of an administrator's contribution to student academic progress, at the school and classroom level. This category is comprised of two components:

a) Student Learning (45%) assessed in equal weight by: (a) progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures.

b) Teacher Effectiveness Outcomes (5%) as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs)

Scores from each of the four components will be combined to produce a summative performance rating of *Exceeding Standard*, *Meeting Standard*, *Partially Meeting Standard*, or *Did Not Meet Standard*. The performance levels are defined as:

- *Exceeding Standard* – Substantially exceeding indicators of performance
- *Meeting Standard* – Meeting indicators of performance
- *Partially Meeting Standard* – Meeting some indicators of performance but not others
- *Did Not Meet Standard* – Not meeting indicators of performance

Process and Timeline

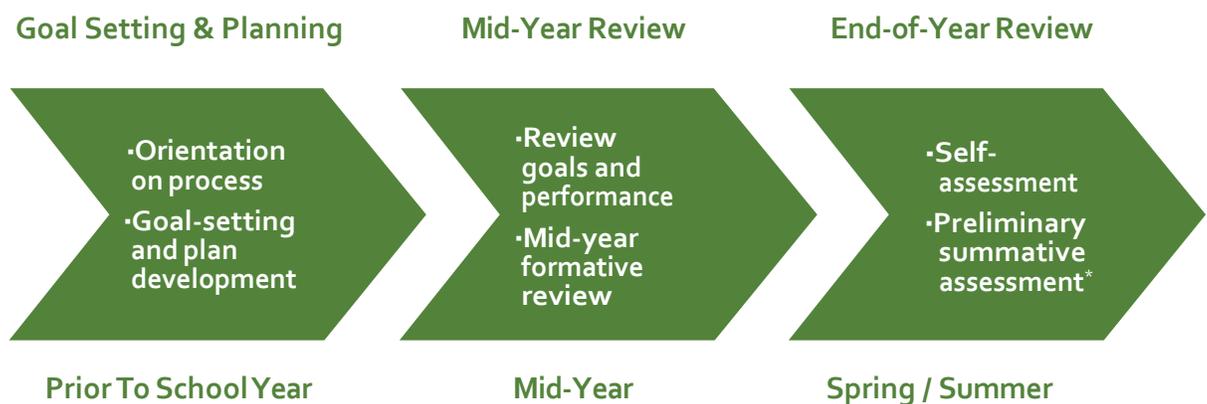
This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. The annual cycle (see **Figure 1** below) allows for flexibility in implementation and lends itself well to a meaningful and doable process. The model encourages two things:

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

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

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

Figure 1: This is a typical timeframe:



** Summative assessment to be finalized in August.*

Step 1: Orientation and Context-Setting

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

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

Step 2: Goal-Setting and Plan Development

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



Administrators should start with the outcomes they want to achieve. This includes setting three SLOs and one target related to stakeholder feedback. Then administrators identify the areas of focus for their practice **that will help them accomplish** their SLOs and survey targets, choosing from among the elements of the Connecticut School Leadership Standards and reflected in the *Connecticut .Leader Evaluation and Support Rubric 2017*. While administrators are rated on all four domains, administrators are not expected to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that at least one and perhaps both, of the practice focus areas will be in instructional leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

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

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

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

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

Step 3: Plan Implementation and Evidence Collection

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

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

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

The administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to his or her focus areas and goals:

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

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

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

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

Step 4: Mid-Year Formative Review

Midway through the school year is an ideal time for a formal check-in to review progress. In preparation for meeting:

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

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

Step 5: Self-Assessment

In the spring/summer, the administrator takes an opportunity to assess his/her practice on the elements of the *Connecticut Leader Evaluation and Support Rubric 2017*. For each element, the administrator determines whether he/she:

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

The administrator should also review his/her focus areas and determine if he/she considers him/herself on track or not.

Step 6: Summative Review and Rating

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

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

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

The district will ensure that evaluators demonstrate ongoing proficiency in conducting administrator

evaluations, including the opportunity to:

- Understand the various components of the Berlin Administrator Evaluation and Support Plan;
- Understand sources of evidence that demonstrate proficiency on the *Connecticut Leader Evaluation and Support Rubric 2017*;
- Establish a common language that promotes professionalism and a culture for learning through the lens of the *Connecticut Leader Evaluation and Support Rubric 2017*;
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of leadership practice; and
- Collaborate with colleagues to deepen understanding of the content.

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

Summative ratings are generally completed for all administrators by June 30 of a given school year. Should state standardized test data not yet be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator should recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

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

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

Support and Development

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

Evaluation-Informed Professional Learning

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

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

Improvement and Remediation Plans

If an administrator's performance is rated as *developing* or *below standard*, it signals the need for focused support and development. Districts must develop a system to support administrators not meeting the proficiency standard. Improvement and remediation plans should be developed in consultation with the administrator and his/her exclusive bargaining representative, when applicable, and be differentiated by the level of identified need and/or stage of development.

Districts may develop a system of stages or levels of support. For example:

- 1. Structured Support:** An administrator would receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage.
- 2. Special Assistance:** An administrator would receive special assistance when he/she earns an overall performance rating of *developing* or *below standard* and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.
- 3. Intensive Assistance:** An administrator would receive intensive assistance when he/she does not meet the goal(s) of the special assistance plan. This support is intended to build the staff member's competency.

Career Development and Growth

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

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

Leadership Practice Related Indicators

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

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

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

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

Leadership practice will be evaluated using the Connecticut Leader Evaluation and Support Rubric 2017, which is organized into four domains, each with three indicators.

Domain 1: Instructional Leadership

Indicator 1.1 Shared Vision, Mission and Goals

Indicator 1.2 Curriculum, Instruction and Assessment

Indicator 1.3 Continuous Improvement

Domain 2: Talent Management

Indicator 2.1 Recruitment, Selection and Retention

Indicator 2.2 Professional Learning

Indicator 2.3 Observation and Performance Evaluation

Domain 3: Organizational Systems

Indicator 3.1 Operational Management

Indicator 3.2 Resource Management

Domain 4: Culture and Climate

Indicator 4.1 Family, Community and Stakeholder Engagement ...

Indicator 4.2 School Culture and Climate

Indicator 4.3 Equitable and Ethical Practice

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the evidence for each indicator in the Connecticut Leader Evaluation and Support Rubric 2017. Evaluators collect written evidence about and observe the administrator’s leadership practice across the domains described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

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

The administrator and evaluator meet for a Goal-Setting Conference to identify focus areas for development of the administrator's leadership practice.

The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with a particular emphasis on the identified focus areas for development. **Evaluators of administrators must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession or who have received ratings of *partially meeting or did not meet standard*.**

The administrator and evaluator hold a Mid-Year Formative Conference with a focused discussion of progress toward proficiency in the focus areas identified as needing development.

Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth, as well as progress on the focus areas.

The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *Exceeding Standard, Meeting Standard, Partially Meeting Standard, or Did Not Meet Standard* for each indicator.

Component #2: Stakeholder Feedback (10%)

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

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

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

Any survey selected must align to some or all of the CCL: Connecticut School Leadership Standards,

so that feedback is applicable to measuring performance against those standards. In most cases, only a subset of survey measures will align explicitly to the Leadership Standards, so administrators and their evaluators are encouraged to select relevant portions of the survey’s results to incorporate into the evaluation and support model.

Stakeholder Feedback Summative Rating

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

Exceptions to this include:

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

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

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

Exceeds	Meets	Partially Meets	Did Not Meet
Substantially exceeded target	Met target	Made substantial progress but did not meet target	Made little or no progress against target

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

Student Outcomes Related Indicators

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

Student Outcomes Related Indicators includes two components:

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

Locally-Determined Measures (Student Learning Objectives)

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

- All measures must align to Common Core State Standards and other Connecticut Content Standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.
- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in CT's Next Generation Accountability System.. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.
- For administrators assigned to a school in "review" or "turnaround" status, indicators will align with the performance targets set in the school's mandated improvement plan.

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

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

Grade Level	SLO
2nd Grade	Among second graders who remain enrolled in school and in good attendance from September to May, 80% will make at least one year's growth in reading as measured by MAP/NWEA assessments.
Middle School Science	78% of students will attain <i>proficient</i> or higher on the science inquiry strand of the NGSS Assessment.
High School	9th grade students will accumulate sufficient credits to be in good standing as sophomores by June.
Central Office Administrator	By June 1, 2014, the percentage of grade 3 students across the district (in all 5 elementary schools) reading at or above grade level will improve from 78% to 85%.

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

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

and summative data to inform summative ratings.

Based on this process, administrators receive a rating for this portion, as follows

Exceeding	Meeting	Partially Meeting	Did Not Meet
Met all 3 objectives and substantially exceeded at least 2 targets	Met 2 objectives and made at least substantial progress on the 3rd	Met 1 objective and made substantial progress on at least 1 other	Met 0 objectives OR Met 1 objective and did not make substantial progress on either of the other 2

Component #4: Teacher Effectiveness Outcomes (5%)

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

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

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

Exceeding	Meeting	Partially Meeting	Did Not Meet
> 80% of teachers are rated proficient or <i>exemplary</i> on the student learning objectives portion of their evaluation	> 60% of teachers are rated proficient or <i>exemplary</i> on the student learning objectives portion of their evaluation	> 40% of teachers are rated proficient or <i>exemplary</i> on the student learning objectives portion of their evaluation	< 40% of teachers are rated proficient or <i>exemplary</i> on the student learning objectives portion of their evaluation

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

Summative Administrator Evaluation Rating

Summative Scoring

Every administrator will receive one of four performance* ratings:

5. **Exceeding Standard:** Substantially exceeding indicators of performance
6. **Meeting Standard:** Meeting indicators of performance
7. **Partially Meeting Standard:** Meeting some indicators of performance but not others
8. **Did Not Meet Standard:** Not meeting indicators of performance

“Meeting Standard” represents fully satisfactory performance. It is the rigorous standard expected for most experienced administrators. Specifically, administrators who are meeting standard can be characterized as:

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

Determining Summative Ratings

The rating will be determined using the following steps:

1. Determining a Leader Practice Rating;
2. Determining an Student Outcomes Rating; and
3. Combining the two into an overall rating using the Summative Matrix.

Each step is illustrated below:

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

The practice rating derives from an administrator’s performance on the six performance expectations of the Connecticut Leader Evaluation and Support Rubric 2017 and the one stakeholder feedback target. The observation of administrator performance and practice counts for 40% of the total rating and stakeholder feedback counts for 10% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

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

Leader Practice-Related Points	Leader Practice-Related Rating
50-80	Did Not Meet Standard
81-126	Partially Meeting
127-174	Meeting
175-200	Exceeding

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

The outcomes rating is derived from student learning – student performance and progress on academic learning measures and teacher effectiveness outcomes. As shown in the **Summative Rating Form**, evaluators record a rating for each and multiply these weights by the component scores to get the category points. The points are then translated to a rating using the Summative Matrix.

Component	Score (1-4)	Weight	Points (score x weight)
Student Learning (SLOs)	3	45	135
Teacher Effectiveness Outcomes	2	5	10
TOTAL STUDENT OUTCOMES-RELATED POINTS			145

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Did Not Meet Standard
81-126	Partially Meeting
127-174	Meeting
175-200	Exceeding

C. OVERALL: Leader Practice + Student Outcomes

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

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

		Overall Leader Practice Rating			
		4	3	2	1
Overall Student Outcomes Rating	4	Rate Exceeding	Rate E Exceeding	Rate Meeting	<i>Gather further information</i>
	3	Rate Exceeding	Rate Meeting	Rate Meeting	Rate Partially Met
	2	Rate Meeting	Rate Meeting	Rate Partially Met	Rate Partially Met
	1	<i>Gather further information</i>	Rate Partially Met	Rate Partially Met	Rate Did Not Meet

Adjustment of Summative Rating:

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

Definition of Effectiveness and Ineffectiveness

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

Novice administrators shall generally be deemed effective if said administrator receives at least two sequential *Meeting Standards* ratings, one of which must be earned in the fourth year of a novice administrator's career. A *Did Not Meet Standards* rating shall only be permitted in the first year of a novice administrator's career, assuming a pattern of growth of developing in year two and two sequential *Meeting Standards* ratings in years three and four.

An experienced administrator shall generally be deemed ineffective if said administrator receives at least two sequential *Partially Meeting Standards* ratings or one *Did Not Meet Standards* rating at any time.

Dispute-Resolution Process

The local or regional board of education shall include a process for resolving disputes in cases where the evaluator and administrator cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. When such agreement cannot be reached, the issue in dispute will be referred for resolution to a subcommittee of the professional growth and evaluation committee. The superintendent and the respective collective bargaining unit for the district will each select one representative from the professional growth and evaluation committee to constitute this subcommittee, as well as a neutral party, as mutually agreed upon between the superintendent and the collective bargaining unit. In the event that the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding (*see Appendix 2*).

Appendix 1

Flexibilities to the Guidelines for Educator Evaluation Adopted by Connecticut State Board of Education on February 6, 2014

Section 2.9: Flexibility Components

Local and regional school districts may choose to adopt one or more of the evaluation plan flexibility components described within Section 2.9, in mutual agreement with district's professional development and evaluation committee pursuant to 10-151b(b) and 10-220a(b), to enhance implementation. Any district that adopts flexibility components in accordance with this section in the 2013-14 school year shall, within 30 days of adoption of such revisions by its local or regional board of education, and no later than March 30, 2014, submit their plan revisions to the State Department of Education (SDE) for its review and approval. For the 2014-15 and all subsequent school years, the submission of district evaluation plans for SDE review and approval, including flexibility requests, shall take place no later than the annual deadline set by the SDE.

- a. Each teacher, through mutual agreement with his/her evaluator, will select 1 goal/objective for student growth. For each goal/objective, each teacher, through mutual agreement with his/her evaluator, will select multiple Indicators of Academic Growth and Development (IAGD) and evidence of those IAGDs based on the range of criteria used by the district. For any teacher whose primary responsibility is not the direct instruction of students, the mutually agreed upon goal/objective and indicators shall be based on the assigned role of the teacher.
- b. One half (or 22.5%) of the indicators of academic growth and development used as evidence of whether goal/objective is met shall be based on standardized indicators other than the state test (CMT, CAPT, or SBAC) for the 2014-15 academic year, pending federal approval. Other standardized indicators for other grades and subjects, where available, may be used. For the other half (22.5%) of the indicators of academic growth and development, there may be:
 1. A maximum of one additional standardized indicator other than the state test (CMT, CAPT or SBAC) for the 2014-15 academic year, pending federal approval, if there is mutual agreement, subject to the local dispute resolution procedure as described in 1.3.
 2. A minimum of one non-standardized indicator.
- c. Teachers who receive and maintain an annual summative performance evaluation designation of proficient or exemplary (or the equivalent annual summative ratings in a pre-existing district evaluation plan) during the 2012-13 or any subsequent school year and who are not first or second year teachers shall be evaluated with a minimum of one formal in-class observation no less frequently than once every three years, and three informal in-class observations conducted in accordance with Section 2.3(2)(b)(1) and 2.3(2)(b)(2) in all other years, and shall complete one review of practice every year. Teachers with proficient or exemplary designations may receive a formal in-class observation if an informal

observation or review of practice in a given year results in a concern about the teacher's practice. For non-classroom teachers, the above frequency of observations shall apply in the same ways, except that the observations need not be in-classroom (they shall instead be conducted in appropriate settings). All other teachers, including first and second year teachers and teachers who receive a performance evaluation designation of below standard or developing, will be evaluated according to the procedures in 2.3(2)(c) and 2.3(2)(d). All observations shall be followed with timely feedback. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, reviews of lesson plans or other teaching artifacts.

Flexibilities to the Guidelines for Educator Evaluation Adopted by Connecticut State Board of Education on February 6, 2014

Section 2.10: Data Management Protocols

- a. On or before September 15, 2014 and each year thereafter, professional development and evaluation committees established pursuant to 10-220a shall review and report to their board of education the user experience and efficiency of the district's data management systems/platforms being used by teachers and administrators to manage evaluation plans.
- b. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, data management systems/platforms to be used by teachers and administrators to manage evaluation plans shall be selected by boards of education with consideration given to the functional requirements/needs and efficiencies identified by professional development and evaluation committees.
- c. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, educator evaluation plans shall contain guidance on the entry of data into a district's data management system/platform being used to manage/administer the evaluation plan and on ways to reduce paperwork and documentation while maintaining plan integrity. Such guidance shall:
 1. Limit entry only to artifacts, information and data that is specifically identified in a teacher or administrator's evaluation plan as an indicator to be used for evaluating such educators, and to optional artifacts as mutually agreed upon by teacher/administrator and evaluator;
 2. Streamline educator evaluation data collection and reporting by teachers and administrators;
 3. Prohibit the SDE from accessing identifiable student data in the educator evaluation data management systems/platforms, except as needed to conduct the audits mandated by C.G.S. 10-151b(c) and 10-151i, and ensure that third-party organizations keep all identifiable student data confidential;

4. Prohibit the sharing or transference of individual teacher data from one district to another or to any other entity without the teacher or administrator's consent, as prohibited by law;
 5. Limit the access of teacher or administrator data to only the primary evaluator, superintendent or his/her designee, and to other designated professionals directly involved with evaluation and professional development processes. Consistent with Connecticut General Statutes, this provision does not affect the SDE's data collection authority;
 6. Include a process for logging the names of authorized individuals who access a teacher or administrator's evaluation information.
- d. The SDE's technical assistance to school districts will be appropriate to the evaluation and support plan adopted by the district, whether or not the plan is the state model.

Appendix 2

CT State Board of Education-Adopted Revisions: Guidelines for Educator Evaluation

May 7, 2014

Dispute-Resolution Process

(3) In accordance with the requirement in the 1999 Connecticut Guidelines for Teacher Evaluation and Professional Development, in establishing or amending the local teacher evaluation plan, the local or regional board of education shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. As an illustrative example of such a process (which serves as an option and not a requirement for districts), when such agreement cannot be reached, the issue in dispute may be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). In this example, the superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding. This provision is to be utilized in accordance with the specified processes and parameters regarding goals/objectives, evaluation period, feedback, and professional development contained in this document entitled "Connecticut Guidelines for Educator Evaluation." Should the process established as required by the document entitled "Connecticut Guidelines for Educator Evaluation," dated June 2012 not result in resolution of a given issue, the determination regarding that issue shall be made by the superintendent. An example will be provided within the State model.

Rating System

2.1: 4-Level Matrix Rating System

(1) Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance evaluation designators: Exemplary, Proficient, Developing and Below Standard.

(a) The performance levels shall be defined as follows:

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

The term “performance” in the above shall mean “progress as defined by specified indicators.” Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence. The SDE will work with PEAC to identify best practices as well as issues regarding the implementation of the 4-Level Matrix Rating System for further discussion prior to the 2015-16 academic year.

CT State Board of Education-Adopted Revisions: Guidelines for Educator Evaluation

45% Student Growth Component

- (c) One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. 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 procedure as described in section 1.3, an additional non-standardized indicator.
- a. For the 2014-15 academic year, the required use of state test data is suspended, pending federal approval, pursuant to PEAC’s flexibility recommendation on January 29, 2014 and the State Board of Education’s action on February 6, 2014.
 - b. Prior to the 2015-16 academic year, the SDE will work with PEAC to examine and evolve the system of standardized and non-standardized student learning indicators, including the use of interim assessments that lead to the state test to measure growth over time.

For the other half (22.5%) of the indicators of academic growth and development, there may be:

- a. A maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute resolution procedure as described in section 1.3.
- b. A minimum of one non-standardized indicator.

Appendix 3

[Connecticut Leader Evaluation and Support Rubric 2017](#)