

East Windsor Public Schools
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**Educator Evaluation and
Professional Development Plan**

Curriculum Renewal
Ongoing Initiatives
Performance-Based Educator Evaluation
Individualized Professional Learning

All Lead to
Improved Student Learning Outcomes and Professional Growth

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Introduction

The East Windsor Public School District is committed to promoting a culture of learning for students and staff alike. East Windsor is a professional learning community comprised of educators who are supported with the necessary training to implement effective teaching strategies, have a deep knowledge of their content area, and present core ideas of the discipline in a clear and compelling way.

Professional evaluation includes the use of student performance data to support building, district, and state goals, while aligning with state and national standards. Using data, professional development is designed with the learning needs of both the educator and student in mind. As a result, students will be explicitly taught the necessary 21st Century learning skills to be productive global citizens.

This evaluation instrument places student learning first. It is designed to encourage reflective, inquiry-based decision making based on data, allowing for collaboration with supervisors who serve as facilitators and evaluators.

Statement of Purpose

The East Windsor Professional Evaluation and Professional Development plan is built on the objective of improving learning for all students in the East Windsor community. We believe that learning differs among individual students and that it is the teachers' responsibility to accommodate the diversity of learning styles and strengths among our students. Our Professional Learning Community believes that teachers must make instructional decisions based on current research, a thorough and collaborative examination of student work, and data from a variety of assessment sources.

This evaluation plan seeks to operationalize the standards of the Common Core of Teaching (CCT). It identifies educator strengths and learning opportunities that are directly related to improving student achievement. The plan's aim is to help teachers and administrators increase their impact on student learning and their collaborative inquiry within our Professional Learning Community.

The Professional Code of Conduct (CSDE, 2009) governs all of our activities and all educators will comply with the high standards of the professional code.

Overview of the Evaluation Process

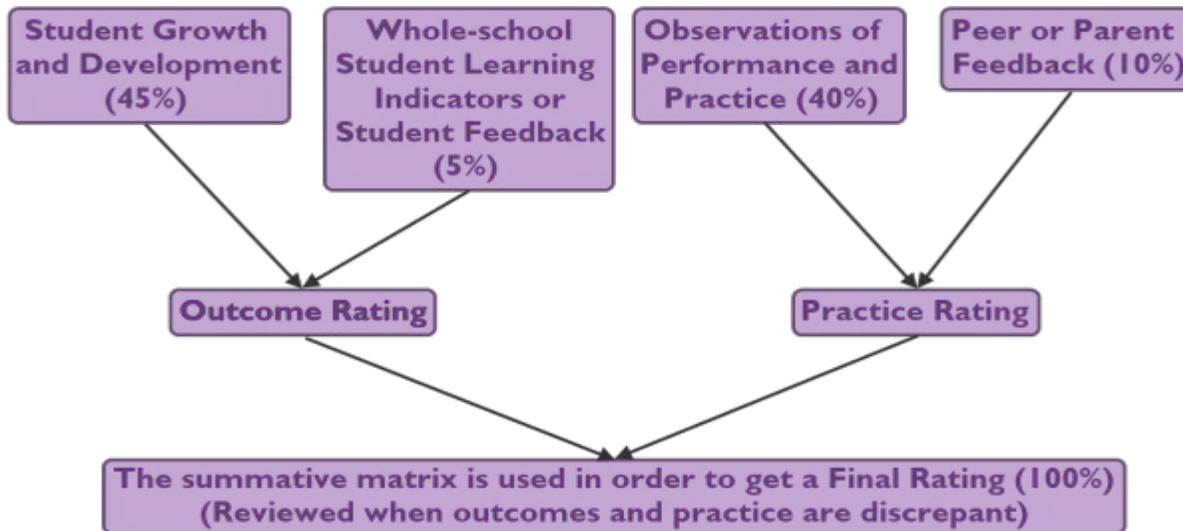
Each school district shall offer annual orientation programs regarding the teacher evaluation and support system to teachers whose performance is being evaluated. Teachers employed by the East Windsor Board of Education whose performance is being evaluated will participate in an orientation regarding the Educator Evaluation and support system (Year I of implementation – May/June, 2013). Teacher orientation to the Educator Evaluation and support plan will be offered each year thereafter in August. During the first meeting each year, the principal and/or their designee will review the evaluation process with each teacher individually. The review will be specific to the observations, forms and other expectations unique to each teacher as required based on past performance and years of employment.

All educators will receive an annual evaluation that designates their overall performance at one of four levels:

- 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

To achieve this final evaluation, two categories of performance will be combined to derive the final assessment. The categories are:

1. **Outcomes** which consist of ratings of an educator's performance on indicators of student learning objectives (SLO) and the aggregate rating for multiple student learning indicators established for the administrator's evaluation rating (pending USDOE approval), and;
2. **Practice** which consists of ratings about observations of teacher performance and practice based on the 2014 CCT rubric and indicators of parent engagement as collected through an annual survey. The weight value for components of each category is:



Ratings within the Outcome and Practice categories will be based on evidence of an educator's ability to

- use the 2014 Common Core of Teaching (CCT) Competencies (see **Appendix A**) to improve student achievement
- uphold the Professional Code of Conduct (PCC)
- effectively implement the goals of the District (DIP) and School Improvement Plan (SIP)
- contribute to the work of the Professional Learning Community (PLC)

Evidence for the Practice category will be generated via the classroom observation process. Formal observations will be a minimum of 30 minutes but up to a full lesson period. For all formal observations, a pre conference and post conference will be conducted. The post conference will be held within five days of the observation and a summary of the post conference will be provided within five days. Informal observations will not be less than 15 minutes and written feedback will be provided to the educator within five school days of the informal observation.

THE EVALUATION CYCLE

All educators will confer with their supervisors a minimum of three times per academic year to:

1. Identify a focus area
2. Set goals
3. Monitor growth and revise goals, as appropriate
4. Assess the level of goal achievement



1. Goal Setting and Planning by November 15

Educators will review standardized (Unit Summative Assessment Data, NGSS, SBAC, NOCTI, AP, SAT, for example) and non-standardized (classroom based assessments) student performance data, survey results from the previous year, and the CCT Rubric for Effective Teaching 2014 to identify a student learning focus related to their content area. State test data may be used to inform goal-setting, but not as a measure of goal attainment. This focus area will be consistent with the goals of the School Improvement Plan and will be used to implement performance assessments throughout the year.

All educators will participate in a goal setting conference with their primary supervisor. Educators should submit their goal(s) for student learning (Student Learning Objectives) to their supervisor three days prior to this meeting. A minimum of one SLO using two measures of student performance, at least one of which must be standardized assessment, when available and appropriate, data and one professional learning focus area will be submitted. Other SLOs or focus areas may be added by the supervisor or at the request of the staff, as needed up to a

maximum of four SLOs. Additional SLOs requested by staff will be measured through non-standardized assessment data.

Professional Learning Focus Areas will establish a direct link between the goals of the School Improvement Plan, including the parent engagement focus, as well as indicators of the CCT 2014 that the educator will address for the school year. Educators will identify one parent engagement and one professional learning focus area. For each area, an action plan will identify educator and student activities and timelines aimed at achieving success in their focus area(s) (see **Form 3**). This plan is to be discussed and agreed to by the supervisor during the goal-setting conference. Each educator will create at least one parent engagement and one professional learning focus area and may have others added by the administrator if appropriate. The action plan should include a variety of sources of evidence of educator growth including, but not limited to non-classroom observations or reviews of practice such as receiving feedback from supervisors about the educator's participation in PLC, classroom visitations, review of lesson plans, assessment artifacts, and artifacts associated with parent engagement, and reviews of student work samples.

Goals for Student Learning will consist of targets on standardized assessment achievement data, when available and appropriate, non-standardized assessment data, and student performance targets on non-standardized assessments. Educators will identify at minimum of one student learning objective and may request the addition of a second student learning objective. If standardized test data is available and appropriate, the educator must minimally write one student learning objective (SLO) that is measured by the standardized assessment as one form of student performance data. At this time, STAR Early Literacy, Reading or Math performance must be used by classroom teachers in grades K – 4, all other district teachers 5-12 must use Standards Based Unit Summative Assessment data/Pre-Assessments for their SLO. Physical Education teachers have the option to use the Physical Fitness Test.

- The optional SLO may be measured by a non-standardized assessment.

All East Windsor educators must develop at least one SLO based on two measures of student performance. Either student performance on Standards Based Unit Summative Assessments, or other standardized assessment approved by the

superintendent or designee must be used as baseline data for the SLO. All educators may develop at least one SLO based on standardized or non-standardized assessments in their content area. Educators will submit a separate **Form 4** for each SLO.

Agreement. All goals will be determined mutually. When a non-tenured educator and supervisor cannot agree on a goal, the goal and any alternative goals will be submitted to the Assistant Superintendent who will render a final decision within five school days. For tenured teachers the Dispute Resolution process will be followed.

Staff hired at or after the mid-year conference point will have an SLO, a Professional Learning Focus and Parent Engagement Focus that are pro-rated for growth based on the time left in the academic year. The criteria for creation of all professional goals will be the same as those created at the start of the school year.

2. Mid – Year Review Conference January/ February

Educators and their supervisors will review progress toward the focus areas and SLO(s) at least once within January/ February. Educators will present updated data and other evidence concerning all the agreed upon focus areas and SLO(s). Student learning data will be compared with initial baseline student data to identify progress. Evidence of the educator's ability to enact the activities of their professional development plan will be reported on **Form 5** which will be submitted three days prior to the mid-year review conference. The focus of the conference will be to discuss the student performance data to date and how the educator's activities have affected instructional practice, student learning, and parent engagement.

This review may result in revisions to the goals, focus areas, and/or professional development plans: educators and supervisors may mutually agree on mid-year adjustments of student learning objective(s) and professional learning focus areas based on new information. A record of the mid-year review conference will be filed with **Form 6** by the supervisor within two weeks following the conference date.

3. Summative Review Conference before the last day of school

Educator Self-Assessment – The educator reviews all information and data collected during the year and completes a self-assessment (**Form 7**) for review by the supervisor. This self-assessment addresses all domains of the CCT 2014 and will be specifically reviewed in light of the student learning goal(s) established at the beginning of the year.

Summative Conference – The educator shall collect evidence of student progress as it pertains to the SLO(s) and artifacts relating to the professional learning focus area using **Form 7**. Form 7 is to be completed and submitted to the supervisor three days prior to the Summative Review Conference. This evidence will be produced by using the multiple indicators selected to align with each student learning goal/objective. The evidence will be submitted to the supervisor and the educator and supervisor will discuss the extent to which the students met the student learning objective(s). Additionally, educators will provide evidence of their implementation of their professional learning focus areas. Educators will submit evidence of their contribution to the School Improvement Plan, parent engagement and professional learning focus areas. All evidence to be used for the Summative Conference will be submitted to the supervisor three days in advance of the scheduled conference. A record of the summative conference will be filed with **Form 8** by the supervisor within two weeks following the conference date.

Final Rating. After all evidence is reviewed, the supervisor will rate the educator's progress toward student learning objective(s) and professional learning focus area(s). The ratings for student growth and development and the whole school aggregate rating for multiple student learning indicators as established for the administrator's evaluation rating (pending USDOE approval). These will be combined to produce one **Outcome rating**. If staff has more than one SLO due to request or identification by the evaluator, each SLO will have equal weight in the final Outcome rating. (Ex: one SLO will be weighted 45%, two SLOs will each be rated 22.5% etc...) Each data set within the SLO will have equal weight (Ex: one measure of performance will be worth 50% of SLO etc...). The ratings based on observations of educator performance and practice based on the CCT 2014 rubric and their professional learning focus areas, including progress on indicators of parent engagement will be combined with a district rating for Parental

Feedback to produce one **Practice rating**. Finally, the Outcome rating and the Practice rating will be combined to produce one overall final annual rating. If standardized test data may have a significant impact on a final rating, a final rating may be revised before September 15 or when test data are available.

Appendix C provides an overview of the teacher and supervisor expectations for each of the three phases. **Appendix D** is an optional tool teachers may use to keep track of their progress through the phases of the evaluation cycle.

Modifications for Non-tenured Teachers

The East Windsor Board of Education believes in a developmental approach to educator growth and evaluation. As a result, the learning opportunities are structured differentially for non-tenured teachers.

Year One Educators

All year one educators will have a choice to use their work in the TEAM program as partial evidence for their evaluation under this plan. If educators decide to use the TEAM artifacts and focus areas, they will be used as the professional learning focus areas for that year.

The following expectations are held for all first year teachers:

1. Classroom Observations

Classroom observations will be based on the Connecticut Common Core of Teaching Rubric 2014 and all first year teachers shall receive at least four in-class observations. Two formal observations and one informal observation will occur prior to the mid-year conference. The two formal observations will include a pre-conference (**Form 10**), and all of the observations will be followed with a post-conference within five school days. A written report (**Form 11**) will be completed by the supervisor within five days of the post conference. One formal observation with a pre-conference and post conference will occur between the mid-year conference and May 15.

Staff hired at or after the mid-year conference will have at minimum two formal observations following the same structure as noted above.

2. Student Learning Goals

Educators will identify a focus area for student improvement by November 15 using standardized and non-standardized data. By November 15 the educator will have completed in-class performance assessments to ascertain specific student learning objectives and appropriate indicators of academic growth and development. All first year teachers will identify one SLO that must be based on student performance as measured by two methods of assessment, one of which must be standardized assessment (see pp 10-11 for description of standardized assessment requirements). Teachers may elect to include a second SLO that is measured by standardized or non-standardized assessment.

3. Professional Learning Focus Area

Educators will establish a professional learning focus area and parent engagement focus (**Form 3**) that identifies professional development activities to be carried out over the year. This plan is to be discussed and agreed to by the supervisor in the goal-setting conference, which will occur by November 15. The action plan should include a variety of sources of evidence of educator growth including, but not limited to: classroom observations, non-classroom reviews of practice such as receiving feedback from supervisors about the educator's participation in PLC, classroom visitations, review of lesson plans, assessment artifacts, review of student work samples, and reviews of TEAM process artifacts, reviews of work in the area of parent engagement and other SIP goals.

Modification for Student and Educator Support Specialists

Student and Educator Support Specialists (SESS) include but are not limited to: school psychologists, speech/language pathologists, school counselors, and school social workers. Other staff may be included in the definition of SESS by agreement between the educator, primary evaluator and the Superintendent or Assistant Superintendent based on job description, duties assigned at the time of the evaluation, and appropriateness of the rubric adopted from the CCT Rubric for use with SESS.

SESS will be evaluated following the same guidelines for timelines, completion of required forms and the number and frequency of evaluations as other educators as noted in this document with the following modifications:

1. During the Goal Setting Conference, the educator and evaluation will:
 - a. Agree on the students or caseload for which the educator is responsible in his or her role;
 - b. Determine if the indicator will apply to the individual teacher, a team of teachers, a grade level, or the whole school.
 - c. The educator and evaluator will identify the learning standard to measure; the assessment/measure of progress; how baseline will be established; how targets will be set; and the professional development the educator needs to improve their learning to support the areas targeted. These determinations will be based on the unique circumstances for each SESS and agreed to by the educator and evaluator.

2. If the educator does not have a classroom, the educator and evaluator will agree on appropriate venues for observation and which rubric is appropriate for rating practice and performance. Examples of appropriate venues include but are not limited to: SESS working with small groups of students, working with families, participating in meetings, or providing professional development.

Year Two Educators

1. Classroom Observations

To differentiate the support in year two, several rules will apply to the number of observations required. Teachers who received a summative performance evaluation designation of **below standard or developing** in year one will receive a number of observations appropriate to their individual development plan, but no fewer than four observations. Two formal observations and one informal observation will occur by the mid-year conference. The two formal observations will include a pre-conference, and all of the observations will include a post-conference within five school days, with a written report within five days after the post conference. One formal observation with a pre-conference and post conference will occur between the mid-year conference and May 15. Informal observations may also occur between February 15 and May 15 as determined by the supervisor.

Teachers who received a summative, performance evaluation designation of **proficient or exemplary** in year one will receive at minimum three formal, in-class observations. Two formal observations and one informal observation will occur by the mid-year conference. The two formal observations will include a pre-conference, and all of the observations will include a post-conference within five school days, with a written report within five days after the post conference. One formal observation with a pre-conference and post conference will occur between the mid-year conference and May 15. Informal observations may also occur between February 15 and May 15 as determined by the supervisor.

Every year teachers will participate in, at minimum, one non-classroom review of practice. A review of practice may focus on the educator's participation in PLC, their reflection and learning from conducting classroom visitations, an analysis of their unit and lesson plans, analysis of assessment artifacts, and review of student work samples.

Staff hired at or after the mid-year conference will have at minimum two formal observations following the same structure as noted above.

2. Student Learning Goals

Educators will identify at least one focus area for student improvement by November 15 based on standardized and non-standardized data. By November 15 the educator will have completed in-class performance assessments to ascertain specific student learning objectives and appropriate indicators of academic growth and development. Second year educators will identify a minimum of one student learning objective, which must be measured by two measures of student performance, at least one of which must be standardized assessment (see pp 10-11 for description of standardized assessment requirements).

3. Professional Learning Focus Areas

Educators will establish an individual professional learning focus area for both parent engagement and professional learning. The focus areas must be directly link the goals of the School Improvement Plan and their ability to improve student learning. For second year teachers still in TEAM, they may substitute their TEAM goals for their professional learning focus area for the year. This plan is to be discussed and agreed to by the supervisor in the goal-setting conference by November 15. The action plan for both the parent engagement and professional learning should include a variety of sources of evidence of educator growth including, but not limited to: classroom observations, non-classroom reviews of practice such as receiving feedback from supervisors about the educator's participation in PLC, classroom visitations, review of lesson plans, assessment artifacts, , review of student work samples, and reviews of TEAM process artifacts, when appropriate, and evidence of work on parent engagement and other SIP goals.

Year Three and Four Educators

(or incoming educators who have been previously tenured in another district)

1. Classroom Observations

To differentiate the support in year three, several rules will apply to the number of observations required. Teachers who received a summative performance evaluation designation of **below standard or developing** in year two (or their last year for incoming previously tenured educators) will receive the number of observations appropriate to their individual development plan, but no fewer than four observations during the year. Two formal observations and one informal observation will occur by the mid-year conference. The formal observations will include a pre-conference, and all of the observations will include a post-conference within five school days and a written report within five school days after the post conference. One formal observation with a pre-conference and post conference will occur between the mid-year conference and May 15. Additional informal observations may occur between the mid-year conference as determined appropriate by the supervisor.

Teachers who received a summative performance evaluation designation of **proficient or exemplary** in year two (or their last year for incoming, previously tenured educators) will receive at minimum one formal, in-class observation every three years. In the 2014-2015 year, one third of teachers in this category will receive the formal observation; in 2015-2016 a second third will receive the formal observation, and in 2016-2017 the final third of teachers will receive the formal observation. The cycle will continue every three years, assuming the teacher continues to be designated as proficient or exemplary each year. The formal observation will occur by the mid-year conference.

For years in which the teacher does not receive a formal, in-class observation, the evaluator will conduct, at minimum, three informal observations. Informal observations will be a minimum of 15 minutes and will include a post-observation conference and written feedback within five school days of the informal observation.

Every year teachers will participate in, at minimum, one non-classroom review of practice.

A review of practice may focus on the educator's participation in PLC, their reflection and learning from conducting classroom visitations, an analysis of their unit and lesson plans, analysis of assessment artifacts, and review of student work samples.

2. Student Learning Goals

Educators will identify the learning focus area for their students by November 15 using standardized and non-standardized data. By November 15 the educator will have completed in class performance assessments to ascertain specific student learning objectives and appropriate indicators of academic growth and development. Third and fourth year non-tenured educators will identify a minimum of one student learning objective, which must be measured by two measures of student performance, one of which must be standardized assessment (see pp 10-11 for description of standardized assessment requirements).

3. Professional Learning Focus Area

Educators will establish an individual professional learning focus area for both parent engagement and professional learning consistent with the goals of the School Improvement Plan. Each focus area will have an action plan that identifies learning activities, timelines, and evidence of achievement. This professional learning goal is to be discussed and agreed to by the supervisor in the goal-setting conference by November 15. The action plans should include a variety of sources of evidence of educator growth including, but not limited to: classroom observations, non-classroom observations or reviews of practice such as receiving feedback from supervisors about the educator's participation in PLC, classroom visitations, review of lesson plans, assessment artifacts, review of student work samples and evidence of work on parent engagement and other SIP goals. Each educator will create one professional learning plan and the supervisor may add focus areas if necessary.

Professional Growth Stage (Tenured Educators)

1. Classroom Observations

Tenured teachers who received a summative performance evaluation designation of **below standard or developing** in the previous year will receive the number of observations appropriate to their individual development plan, but no fewer than four observations during the year. Two formal observations and one informal observation will occur by the mid-year conference. The formal observations will include a pre-conference, and all of the observations will include a post-conference within five school days and a written report within five school days after the post conference. One formal observation with a pre-conference and post conference will occur between the mid-year conference and May 15. Additional information observations may occur between the mid-year conference and May 15 as determined appropriate by the supervisor.

Tenured teachers who received a summative performance evaluation designation of **proficient or exemplary** in the previous year will receive at minimum one formal, in-class observation every three years. In the 2014-2015 year, one third of teachers in this category will receive the formal observation; in 2015-2016 a second third will receive the formal observation, and in 2016-2017 the final third of teachers will receive the formal observation. The cycle will continue every three years, assuming the teacher continues to be designated as proficient or exemplary each year. The formal observation will occur by the mid-year conference.

For years in which the teacher does not receive a formal, in-class observation, the evaluator will conduct, at minimum, three informal observations for teachers who received a summative rating designation of proficient or exemplary the year prior. Informal observations will be a minimum of 15 minutes and will include a post-observation conference and written feedback within five school days of the informal observation.

Every year teachers will participate in, at minimum, one non-classroom review of practice. A review of practice may focus on the educator's participation in PLC, their reflection and learning from conducting classroom visitations, an analysis of their unit and lesson plans, analysis of assessment artifacts, and review of student work samples.

2. Student Learning Goals

Educators will identify a focus area for student improvement by November 15 using standardized and non-standardized data. By November 15 the educator will have completed in class performance assessments to ascertain specific student learning objectives and appropriate indicators of academic growth and development. Educators in this phase must develop at least one student learning objective, which must be measured by two measures of student performance, one of which must be standardized assessment (see pp 10-11 for description of standardized assessment requirements).

3. Professional Learning Focus Areas

Educators will established an individual professional learning plan that identifies learning activities for both parent engagement and professional learning. The focus areas will be directly link the goals of the School Improvement Plan to the educator's students' learning needs and their relationships with parents. This plan is to be discussed and agreed to by the supervisor in the goal-setting conference by November 15. The action plan for each focus area should include a variety of sources of evidence of educator growth including, but not limited to, classroom observations, non-classroom observations or reviews of practice such as receiving feedback from supervisors about the educator's participation in PLC, classroom visitations, review of lesson plans, assessment artifacts, evidence of work in the area of parent engagement, and review of student work samples. Other professional learning focus areas may be added by the supervisor when necessary.

IMPROVEMENT AND REMEDIATION PLANS

If a tenured teacher's annual performance is rated as *developing* or *below standard*, it signals the need for the administrator to create an individual teacher Improvement and Remediation Plan. The need for an Improvement and Remediation Plan can be triggered any time during the school year following at minimum: two formal observations have been completed and post observation conferences conducted as well as review of progress toward SLO(s) with at least two data points. The Improvement and Remediation Plan (see **Form 12**) will be developed in consultation with the teacher and a representative from the EWEA. Improvement and remediation plans must:

- identify resources, support and other strategies to be provided to address documented deficiencies;
- indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and
- include indicators of success including a summative rating of *proficient* or better at the conclusion of the improvement and remediation plan.

When a teacher and supervisor cannot agree on any aspect of the Improvement and Remediation Plan the Dispute Resolution Process will be initiated.

SUMMATIVE RATING

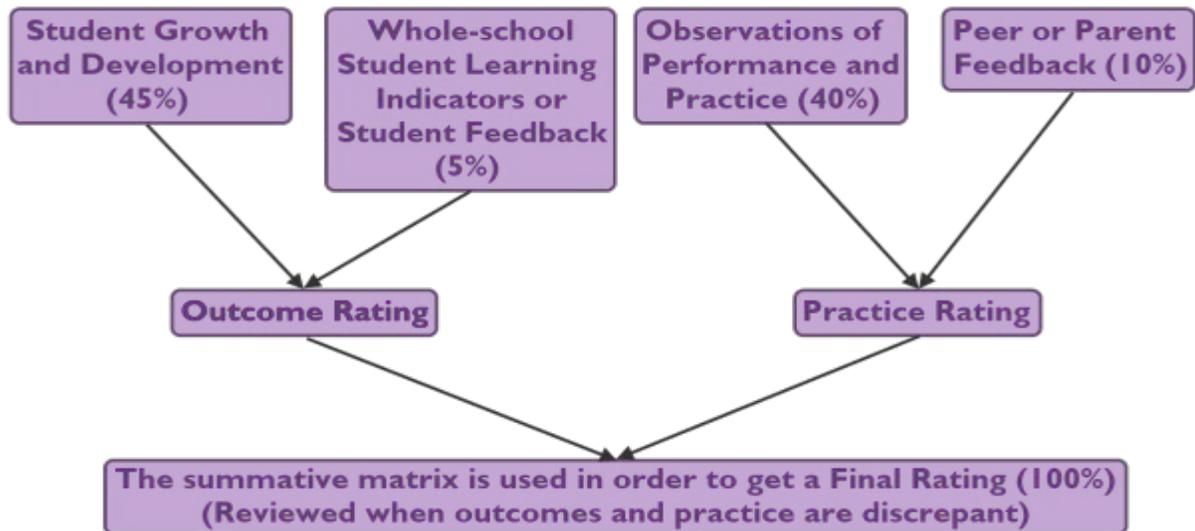
All educators will receive an annual evaluation that designates their overall performance at one of four levels:

- 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

To achieve this final evaluation, two categories of performance will be combined to derive the final assessment. The categories are:

1. **Outcomes** which consist of ratings of an educator’s performance on indicators of student growth and development (SLO) and rating equal to the aggregate rating for multiple student learning indicators established for the administrator’s evaluation rating (pending USDOE approval).

2. **Practice** which consists of ratings about observations of teacher performance and practice, and indicators of parent engagement. The summative process will combine all scores using a matrix to determine the final summative rating:



OUTCOMES RATING

The Outcomes Rating is a combination of two metrics. The first is a determination of the individual educator’s impact on student learning accounting for 45% of a final rating. The second is a rating based on aggregate student learning ratings. Pending the US Department of Educator’s approval of Connecticut’s request for flexibility on the use of student test data in 2013-2014, this rating on the

educator’s evaluation will be equal to the aggregate rating for multiple student learning indicators established for the administrator’s evaluation rating. (CSDE, Oct 2013).

Determining an educator’s impact on student learning.

Before the final day of school, the summative review conference will be held in which the educator hears the overall rating for the year, which will be supplied to the State. To prepare for this conference, the teacher will present student performance data for each SLO that includes a clear representation of student progress over the year beginning with baseline data, interim assessments, and end-of-year data. Other student performance artifacts, as identified in each SLO, will also be categorized and analyzed. This collection of evidence for each SLO will be submitted to the supervisor three days prior to the summative review conference.

Evaluators will assign one of four ratings to each SLO, defined as follows:

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

For SLOs with more than one indicator, the evaluator may score each indicator separately, and then average those scores for the SLO score. Or the evaluator can consider the results as a body of evidence regarding the accomplishment of the objective and score the SLOs holistically.

The final student growth and development rating for a teacher is the rating for their one, required SLO or, if the educator has more than one SLO, the average of their SLO scores. For example, if one SLO was Partially Met (2 points), and the other SLO was Met (3 points), the student growth and development rating would be 2.5 [(2+3)/2].

If there is disagreement on the ratings of any SLO, professional learning focus, or any other aspect of the Summative Rating, the Dispute Resolution Process can be initiated.

NOTE: For SLOs that include performance on state or national standardized tests, results may not be available prior to the end of school deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on the basis of student performance based on standardized or other non-standardized assessment data. Or, if state or national tests are the basis for all indicators, then the teacher’s student growth and development rating will be based only on the results of the SLO that is based on non-standardized indicators.

However, once the state or national test evidence is available, the evaluator is required to score or rescore the SLO, then determine if the new score changes the teacher’s final (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15.

Determining the School -wide Student Learning Score

Teachers and administrators will share the annual rate of school improvement. A teacher’s indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the principal’s evaluation rating. Five percent of a teacher’s final rating is based on this measure.

Aggregate score for administrator	Score for the educator
Exemplary Met all 3 objectives and substantially exceeded at least 2 targets	4 points
Proficient Met 2 objectives and made at least substantial progress on the 3rd	3 points
Developing Met 1 objective and made substantial progress on at least 1 other	2 points
Below Standard Met 0 objectives OR Met 1 objective and did not make substantial progress on either of the other 2	1 point

PRACTICE RATING

Observation of Teacher Performance and Practice Rating

Prior to the summative review conference the supervisor will calculate the educator’s ratings in each of the CCT rubric 2014 standards. Based on data collected over all classroom and non-classroom

observations, examination of teacher made and student generated artifacts regarding the educator’s professional learning goal, and a new self-assessment using the CCT 2014 (**Form 7**), a determination on a scale of 1 to 4 will be made for each subsection of each standard. Then the average score for each standard will be calculated.

The district will establish a process for training, calibration and demonstration of proficiency. All evaluators will be trained in the observation and evaluation of teaching. The district will utilize a consultant to provide training for all evaluators related to best practices in observation, provision of feedback, and making data based instructional decisions. All evaluators will receive the training on an on-going basis. In addition, instructional coaches will provide training in elements of core instruction to all administrators, ensuring consistent expectations. The training sessions will include: observations of instruction, use of videotaped instruction, and feedback from instructional coaches following observations. All evaluators, working in pairs or small groups, will conduct quarterly observations of live and videotaped instruction using a consistent rubric. Following the observation, calibration of observations will occur to ensure consistency in expectations. This calibration will occur for evaluators within and across buildings.

East Windsor Schools use equal weights for each of the CCT 2014 standards unless modified at the Goal Setting or Mid-Year Review Conference.

CCT Standard	Educator’s Rating (1 to 4)	Weighting	Weighted Score
Domain 1: Classroom Environment		.10	
Domain 2: Planning for Active Learning		.10	
Domain 3: Instruction for Active Learning		.10	
Domain 4: Professional Responsibilities		.10	
		Total Score	

Indicator of Parent Engagement

To reinforce the importance of faculty cooperation in providing a guaranteed curriculum to the East Windsor community, all educators will share the goal for their school. Parents will be invited to participate in a survey every spring designed by the district; with incoming kindergarten parents

receiving the survey both fall and spring to establish baseline data. This rating will be reported on a scale of 1 (low) to 4 (high) derived from an analysis of both annual performance and yearly growth on key indicators as identified by the district. Parent surveys will be conducted at the school level, as opposed to teacher level; therefore data will be aggregated at the school level. Surveys will be confidential and responses will not be tied to parents' names. The rating will account for 10% of the final summative rating.

Whole school parent engagement goals will become part of each School Improvement Plan, as well as, the District Improvement Plan if the district sets district wide-goals for parent engagement. The survey will be administered every year and will be analyzed by principals and teachers to identify current level of parental confidence/satisfaction and the degree of growth over time the school (or district) has made in targeted areas identified. The evaluation guidelines state that surveys must demonstrate properties of fairness, reliability, validity and usefulness. General parent engagement goals will be established based on analysis of responses. Teachers will determine one parent engagement related goal, directly related to the school-wide parent engagement goal, through consultation and agreement with their evaluator.

Educators will provide evidence of their contribution to the SIP by demonstrating activities they engage in to achieve their Professional Learning Focus. A direct connection needs to be made about how educators individually contributed to the progress of the parent engagement goal(s) identified by the SIP that became part of their Professional Learning Focus Area. There are two ways a teacher can measure and demonstrate progress on the parent engagement work. Teachers may adopt the school-wide parent engagement goal as written by the school administrators based on survey results. The teacher's summative rating will be based on school-wide achievement of the school-wide parent engagement goal, as determined following the spring survey. Teachers who adopt the goal as written by the administrator will share the rating on the four-point rubric (see below). A teacher may also choose to write an individual goal directly related to the school-wide parent engagement goal. The teacher developing an individual goal may establish a measurable goal and the rating for the summative conference will be based on the four-point rubric (see below) based on their individual achievement of their individual goal. If a teacher does not write an objective, measurable goal then the rating of their achievement of their parent engagement goal will be based on a two-point rubric, with the rating either being (1) below standard OR (3) proficient. A teacher can (1) measure how successfully they implement a strategy to

address an area of need identified in the SIP (i.e., a parent newsletter, regular telephone calls, updated parent website), and/or (2) they can collect evidence directly from parents to measure parent-level indicators they generate related to the goals in the SIP (i.e., number of parents attending parent conferences, parent volunteer hours, parent contributions of time and resources).

Evidence provided by the teacher in support of their performance toward parent engagement goals will be measured using a scale of: (4) Exemplary – Exceeds the goal; (3) Proficient – Met the goal; (2) Developing – Partially met the goal; and (1) Below Standard – Did not meet the goal. To limit the number of surveys parents received, the district approved parent feedback survey will be administered twice per year. No other parent surveys should be used to gather evidence for this component.

SUMMATIVE TEACHER EVALUATION SCORING

The individual summative teacher evaluation rating will be based on the four categories of performance, grouped in two major areas using the following table:

Category	Major Component	Weight	Complementary Component	Weight
Outcomes	Multiple Student Learning Indicators	45%	Whole School Student Learning as indicated by aggregate rating from administrator's evaluation rating	5%
Practice	Observations of Practice and Performance	40%	Parent Feedback	10%

The final rating for each educator will be determined using the following steps:

- 1) Calculate a Practice rating by combining the observation of teacher performance and practice score and the parent feedback score using the following chart:

Combine Practice Score between	Rating
50 to 45	4 - Exemplary
44 to 38	3 - Proficient
37 to 28	2 - Developing
below 27	1 - Below Standard

2) Calculate a Student Outcomes rating by combining the student growth and development score and whole-school student learning indicator using the following chart:

Combined Score	Outcomes Rating
50 to 45	4 - Exemplary
44 to 38	3 - Proficient
37 to 28	2 - Developing
below 27	1 - Below Standard

3) Use the Summative Matrix to determine the Final Summative Rating

Identify the rating for Practice and Outcomes and follow the respective column and row to the center of the table. The point of intersection indicates the final summative rating that will be reported to the State. This matrix balances outcomes with practice to indicate the district's commitment to improving student achievement and improving teacher performance.

For example, if the Practice rating is *proficient* and the Outcomes rating is *proficient*. The summative rating is therefore *proficient*. If the two focus areas are highly discrepant (e.g., a rating of *exemplary* for Practice and a rating of *below standard* for Outcomes, then the evaluator should examine the data and gather additional information in order to make a summative rating. If the two categories are still highly discrepant (e.g., a rating of 4 for practice and a rating of 1 for outcomes), then the Assistant Superintendent will examine the data and gather additional information if necessary to make a final rating.

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

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

Determinations of Effectiveness

Novice teachers shall generally be deemed effective if said educator receives at least two sequential *proficient* annual summative ratings, one of which must be earned in the fourth year of a novice teacher’s career. A *below standard* annual summative rating shall only be permitted in the first year of a novice teacher’s career, assuming a pattern of growth of *developing* in year two and two sequential *proficient* annual summative ratings in years three and four. Superintendents shall offer a contract to any educator he/she deems effective at the end of year four. This shall be accomplished through the specific issuance to that effect.

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

Evaluation Based Professional Learning

The East Windsor Public Schools shall provide professional learning opportunities for teachers based on individual or groups of individuals' needs that are identified through the evaluation process. Learning opportunities must be clearly linked to specific outcomes of the evaluation process.

Opportunities for Professional Growth

Teachers whose performance is proficient or exemplary will have opportunities for professional growth. Those opportunities may include but not be limited to: serving as Professional Learning Community Leaders, serving as content team leaders (middle school), being trained as a TEAM mentor, being prioritized as members on curriculum revision committees, providing professional development, and serving as a support for teachers in need of assistance or remediation.

Dispute Resolution

Tenured teachers who cannot reach a mutual agreement with their supervisors on any element of the Educator Evaluation can submit their concerns to the Assistant Superintendent who will institute the Dispute Resolution process.

A. DISPUTE RESOLUTION PROCESS

1. SETTING OF GOALS, TEAM MAKEUP, TIMELINES, ETC AND SUMMATIVE EVALUATIONS

If the educator(s) and the evaluator cannot come to agreement on a focus area, goal, student learning objective, timeline for accomplishment of goal(s), or any portion of the Summative Conference, the teacher will inform the Assistant Superintendent of the dispute in writing within 5 school days of receiving the written report from the evaluation meeting. The Assistant Superintendent will establish a sub-committee of at least three, including the Assistant Superintendent, a certified staff member from the same building in which the teacher works, and one other member of the Professional Development and Evaluation Committee, who will be from a building other than that of the disputing teacher, resolves the issue(s). The teacher will be provided the date of the sub-committee meeting within 3 school days of the dispute being received. The sub-committee will meet within 5 school days of the dispute whenever possible.

If the educator disagrees with the finding of the sub-committee, he or she may request a meeting with the superintendent and administrator to resolve the disagreement. All decisions of the superintendent are final.

The educator may choose to bypass the subcommittee and proceed directly to a meeting with the superintendent and administrator to resolve the disagreement. All decisions of the superintendent are final.

B. SUPERVISED ASSISTANCE STAGE

Timelines and objectives are established as part of the supervised assistance plan (**Form 12**). All educator(s) placed on supervised assistance must satisfy the requirements and must meet with the superintendent.

At the conclusion of the supervised assistance plan, any educator disagreements may be stated on **FORM 12**.

FORMS

- Form 3: Professional Learning Focus Areas**
- Form 4: Student Learning Objective**
- Form 5: Mid-Year Educator Self-Assessment**
- Form 6: Mid-Year Conference Report**
- Form 7: Educator Summative Reflection**
- Form 8: Summative Conference Report**
- Form 10: Pre-Conference**
- Form 11: Post-Conference**
- Form 12: Supervised Assistance Plan**

APPENDICES

- Appendix A: Common Core of Teaching**
- Appendix B: Writing instructions for SLOs**
- Appendix C: Benchmark Meeting Notes**
- Appendix D: Tracking Log and Notes**

Form 3: Professional Learning Focus Area

Due: November 15

Teacher's name: _____ Date: _____

Directions: Use this form to establish both the Professional Learning Focus and Parent Engagement (if applicable) Areas:

1. Professional Learning Focus

Based on a review of my self-assessment and the learning needs of my students, my Professional Learning Focus is:

Rationale for this focus area:

Action Steps for this focus area (include both activities and timeline):

Action Steps

Time Line

Evidence

2. Parent Engagement Focus (if applicable)

Based on a review of the parent engagement data, a School Improvement Plan Goal(s) will be established. Using the parent engagement goal(s), my specific professional learning focus area is:

Rationale for this focus area:

Action Steps for this focus area (include both activities and timeline):

- Activities
- Time Line
- Evidence

Form 4: Student Learning Objective

Due: November 15

Teacher's name: _____ Date: _____

Directions: Refer to Appendix B for instructions on writing Student Learning Objectives. Complete one form for each SLO, if applicable.

1. Student Learning Objective:

2. Baseline Data (Include standardized data or non-standardized data and the performance assessment rubric):

2. Strategies to Achieve the SLO:

- Strategies

- Time Line

- Evidence

3. Interim Assessments:

- Assessments

- Timeline

5. Professional Learning Support:

What professional learning and/or other type of support would help you to achieve this SLO?

Form 5: Mid-Year Reflection

Teacher's name: _____ Date: _____

1. Student Learning Objective(s):

Impact to Date

- Comparative student data. Provide baseline and any interim assessments conducted to date
- Professional Actions related to improving student learning implemented to date

2. Parent Engagement/Professional Learning Focus Areas:

- Evidence of effort to improve parent engagement
- Evidence of effort to participate in professional learning

3. Mid-Year Adjustments:

What was accomplished? What was not?

Revised Action Plan for next part of the year:

4. Support:

What professional learning and/or other type of support would help you to achieve success?

Form 6: Mid-Year Conference Report

Teacher's name: _____ Date: _____

Evaluator: _____ Date: _____

1. Student Learning Objectives:

Describe the teacher's progress to date for each student learning objective:

2. Parent Engagement:

Summarize teacher's progress to date to achieve their parent engagement focus area(s) and any support to be provided for the remainder of the year:

3. Professional Learning:

Summarize teacher's progress to date in implementing their action plan for professional learning and any support to be provided for the remainder of the year:

4. Modifications:

Summarize any modifications to any action plan for the remainder of the year:

5. Feedback:

Summarize feedback provided to the teacher during the mid-year conference:

Form 7: Educator Summative Reflection

Teacher's name: _____ Date: _____

Evaluator: _____ Date: _____

1. Student Learning Objective:

- Describe the results and provide evidence for each SLO:

- Provide your overall assessment of whether this objective was met:

- Describe what you did that produced these results:

- Describe what you learned and how you will use that going forward:

2. Parent Engagement:

- Describe the results and provide evidence for each parent engagement focus area:

- Provide your overall assessment of whether this focus area was achieved:

- Describe what you did that produced these results:

- Describe what you learned and how you will use that going forward:

3. Professional Learning (Be sure to include an updated CCT self-assessment (Form 2))

- Describe the results and provide evidence for each professional learning focus area:

- Provide your overall assessment of whether this focus area was achieved:
.

- Describe what you did that produced these results:

- Describe what you learned and how you will use that going forward:

4. Ideas for future student learning goals and professional focus areas:

Form 8: Summative Conference Report

Teacher's name: _____ Date: _____

Evaluator: _____ Date: _____

1. Student Learning Objectives:

Provide the rating for each SLO for the year:

SLO	Exceeded (4)	Met (3)	Partially Met (2)	Did Not Meet (1)

Overall rating for Student Learning Objective _____

Comments/Feedback:

2. Whole School Indicator of Student Learning

Aggregate rating for multiple student learning indicators is _____.

Corresponding rubric score

Exemplary (4)	Proficient (3)	Developing (2)	Below Basic (1)

Comments/Feedback:

3. Professional Performance and Practice Score

CCT Domain	Below Basic (1)	Developing (2)	Proficient (3)	Exemplary (4)
Planning for Active Learning				
Learning Environment				
Instruction for Active Learning				
Professional Responsibilities				

Overall rating for Professional Performance and Practice is _____

Comments/Feedback:

4. Parent Engagement:

Based on the results of this year's parent survey the school shares the following score _____

Comments/Feedback:

Summative Rating

5. Based on the scores for professional performance and practice and parent engagement the **Practice Rating** is

Below Basic (1)	Developing (2)	Proficient (3)	Exemplary (4)

6. Based on the ratings for outcomes and practice and whole school indicators, the **Outcome Rating** is

Below Basic (1)	Developing (2)	Proficient (3)	Exemplary (4)

Comments/Feedback:

Final Summative Rating:

Some questions evaluators will consider as they analyze the evidence for the final rating include:

Consistency: What rating have I seen relatively consistent evidence for throughout the semester/year?

Does the evidence paint a clear, unambiguous picture of the teacher’s performance in her/his focus 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 educator’s performance?)

Form 10: Pre-Conference

Teacher's name: _____ Date: _____

Evaluator: _____ Date: _____

1. Lesson or Professional Activity Objectives: What will students know and be able to do as a result of this lesson?

2. Outline any research-based teaching strategies and/or learning activities that you have planned, any assessments/approaches you plan to monitor student learning and understanding. If this is a review of practice, on which areas would you like the observer to focus ?

3. List any teacher performance and practice focus areas you plan on addressing during this lesson or practice session

Form 11: Post-Observation Conference

Teacher's name: _____ Date: _____

Evaluator: _____ Date: _____

Comments and feedback should be based on CCT domains and focus on the teacher's professional learning focus area(s).

1. Pre-observation conference notes:

2. Post-observation conference notes:

3. Teacher Comments (optional):

Form 12: SUPERVISED ASSISTANCE PLAN

Name of Educator: _____ School/Program: _____

Name of Supervisor: _____

Meeting Date: _____

- Identification of the problem/incident/situation or area in need of improvement:

- Specific expected outcome (indicators of success):

- Remediation Plan: (strategies for resolution of the problem/need):

- Teacher Responsibilities:

- Assistance district will provide:

- Timeline for achieving specific expected outcome:

FORM 12
Page 2 of 2

Educator's Comments:

This "Supervised Assistance Plan" has been worked out and agreed to by the educator and his/her evaluator.

Educator's Signature: _____ Date _____

Evaluator's/Supervisor's Signature: _____ Date _____

_____ 1. Problem(s) and/or need(s) resolved, staff member removed from this phase, or

_____ 2. Educator will be:

_____ Recommended for Contract Renewal

_____ Recommended for Non-renewal

_____ Recommended for Contract Renewal without increment

Signature of Evaluator: _____

Date _____

TEACHER ACKNOWLEDGEMENT:

I acknowledge that the information contained in this Performance Review was discussed and reviewed with me by my supervisor or appropriate designee. By signing, I indicate that I have been advised of my performance status. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged by my supervisor to put my comments, if any, in writing. I understand I can appeal this decision to the Superintendent of Schools.

Educator's Signature: _____

Date _____

Educator's Comments:

APPENDIX B
Instructions for writing SLOs

SLOs support teachers in using a planning cycle based on the inquiry approach of Supervision for Learning.

East Windsor expects educators to set specific and measureable targets for students. As part of the evaluation, educators have developed learning goals for students through review of data and mutual agreement with supervisors.

Each teacher will write at minimum two SLOs but no more than four. Teachers whose students take the state standardized assessment will create a minimum of one SLO based on standardized indicators and one SLO based on non-standardized indicators. All other teachers will develop their two SLOs, one of which must be based on Standards Based Unit Summative Assessment data, when available and appropriate, and the other based on non-standardized indicators. One additional SLO may be developed by the educator or assigned by the supervisor.

To create their SLOs, teachers will follow a two step process:

Step 1: Decide on the Student Learning Objectives

The objectives will be broad goals for student learning and should address standards which will be covered throughout the entirety of the course. They should each address a central purpose of the teacher's assignment and it should pertain to a large proportion of his/her students. Each SLO should reflect high expectations for student learning - at least a year's worth of growth (or a semester's worth

for shorter courses) and should be aligned to relevant state, national (e.g., common core), or district standards for the grade level or course.

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 as based on their classroom performance assessments.

The following are examples of SLOs based on non-standardized data:

8 th Grade Science	My students will master critical concepts of science inquiry.
-------------------------------	---

High School Visual Arts	All of my students will demonstrate proficiency in applying the five principles of drawing.
-------------------------	---

Step 2: Create indicators

For each Student Learning Objective at least one specific indicator of academic growth and development will be created in a SMART goal format. Each indicator will make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing students or ELL students under the same Student Learning Objective. It is through this preparation time that teachers will determine what level of performance to target for which students.

Since indicators are identified for the teacher's particular students, teachers with similar assignments may use the same assessment (standardized and non-standardized data), but they would be unlikely to

have identical indicators. For example, all 2nd grade teachers might use the same reading assessment as one of the measures of student performance, but the performance target would likely vary among 2nd grade teachers.

An indicator, if achieved, would provide evidence that the Student Learning Objective was met. Here are some examples of indicators that might be applied to the previous SLO examples:

Sample SLO-Standardized Assessment	Student Learning Objective	Indicators (<i>at least one is required</i>)
8 th Grade Science	My students will master critical concepts of science inquiry as measured by Standards Based Unit Assessments.	1. 100% of my students will score at the proficient level on the standards based rubric assessing critical concepts of science.
4 th Grade	My 22 students will demonstrate improvement in or mastery of reading comprehension skills by June 2013 as measured by Standards Based Unit Assessments.	1. All students will improve reading comprehension of non-fiction texts by 20% as measured by data from guided reading, reading conferences and readers notebook entries evaluated monthly.

Sample SLO-Non-Standardized Assessment	Student Learning Objective	Indicator (<i>at least one is required</i>)
8 th Grade Science	My students will master critical concepts of science inquiry as measured by a standards based/school-wide rubric.	My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a standards based/school-wide rubric focused on the key elements of science inquiry.
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing as assessed on monthly summative assignments.	85% of students will attain a 3 or 4 in at least 4 of 5 categories on the standards based principles of drawing rubric.

Criteria for Approval of SLOs

Priority of Content

Objective is highly relevant to teacher's assignment and addresses a clear proportion of his/her students.

Quality of Indicators

Indicators provide specific, measurable evidence. The indicators provide evidence about students' progress over the school year or semester.

Rigor of

objective/Indicators

Objective and indicator(s) are attainable but ambitious and taken together, represent growth for all students

Once SLOs and the associated indicators are approved at the Goal Setting Conference, educators should monitor students' progress towards the objectives. They can, for example, examine student work products; administer interim assessments and track students' accomplishments and struggles. Educators are encouraged to share their interim findings with colleagues, and they should keep their evaluator apprised of progress.

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 educator.

At the end of the school year, the educator will collect the evidence required by each indicator and SLO and submit it to their evaluator.

APPENDIX C
Benchmark Meeting Notes

Goal Setting Conference —By November 15th

<i>Discussion Points</i>	<i>Steps for Educator...</i>	<i>Steps for Administrator</i>
<p>✧ Review Professional Learning Goal:</p> <p>What is the expected impact on student learning as a result of achieving this goal?</p> <p>How will achievement of this goal be measured?</p> <p>✧ Review Student Learning Objectives</p> <p>How does it relate to standardized student performance data?</p> <p>Does the non-standardized assessment measure the skill targeted in the SLO?</p> <p>How does achievement of the SLO impact the Student Performance Objectives from the School Improvement Plan?</p>	<p>✧ Send Completed Professional Learning Goal to administrator 3 days before Goal Setting Conference</p> <p>✧ Send completed Student Learning Goals to administrator 3 days before Goal Setting Conference</p> <p>✧ Establish data collection procedures to measure SLO</p>	<p>✧ Review probable methods for assessing educators achievement of SLO and Professional Learning Goal</p> <p>✧ Provide guidance and/or recommendations for changes to SLOs and Professional Learning Goals</p> <p>✧ Ensure educator has training needed included in Professional Development Plan</p> <p>✧ Compile PD plans and review with ILT and Assistant Superintendent to ensure PD opportunities are provided</p> <p>✧ Schedule and conduct observations needed by February 15</p>

Mid-year Conference—Between January and February 15th

<i>Discussion Points</i>	<i>Steps for Educator</i>	<i>Steps for Administrator</i>
<ul style="list-style-type: none"> ✧ Review student performance data related to all SLOs ✧ Present other evidence of achievement of SLOs ✧ Discuss professional development to date and its impact on student performance ✧ Consider any changes to PD Plan ✧ Consider any changes to SLOs 	<ul style="list-style-type: none"> ✧ Submit Form 5 to administrator 3 days before mid-year conference ✧ Compile data related to SLOs ✧ Gather any evidence that PD has impacted student performance ✧ Propose changes to SLO with evidence, if appropriate ✧ Propose changes to Professional Learning Goal with evidence, if appropriate ✧ Request any additional/different PD if needed 	<ul style="list-style-type: none"> ✧ Review student performance data related to all SLOs ✧ Review Self-Assessment prior to conference ✧ Provide feedback/guidance regarding analysis of data ✧ Provide feedback/guidance regarding link between PD and student performance ✧ Approve or redirect requests for changes to SLO or Professional Learning Goal ✧ Update plan for PD as needed ✧ Schedule and conduct outstanding observations ✧ Complete Mid-Year Conference Report within two weeks of conference

Summative Conference by Last Day of School

<i>Discussion Points</i>	<i>Steps for Educator</i>	<i>Steps for Administrator</i>
<ul style="list-style-type: none"> ✧ Review results of the End of Year Self-Assessment ✧ Review standardized and non-standardized assessment data to measure SLOs ✧ Review implementation of Professional Development plan ✧ Consider link between PD and student performance ✧ Review process for determining final summative rating 	<ul style="list-style-type: none"> ✧ Complete the End of Year Self-Assessment and send to administrator 3 days before conference ✧ Compile and summarize data related to SLOs (Form 9) and send to administrator 3 days before conference ✧ Gather evidence to support impact of PD (Form 10) and SLO on School Improvement Plan goals and send to administrator 3 days before conference 	<ul style="list-style-type: none"> ✧ Review educator Self-Assessments ✧ Review standardized and non-standardized assessment data related to SLOs ✧ Schedule and conduct outstanding observations ✧ Review final summative rating process with educator ✧ Complete Summative Review Conference Notes within two weeks of conference

APPENDIX D

Tracking Log and Notes

Teacher Name _____

Academic Year: _____

<i>Phase</i>	<i>Indicator (Focus)</i>	<i>Meeting/ submission Date</i>	<i>Notes</i>
Student Learning Focus	Probable Student Learning Need		
Goal-Setting Conference	Performance Task Assessment and Rubric		
	Data Analysis		
	Student Learning Objective		
	Professional Learning Goal		
Mid-Year Review	Student Learning Data		
Summative Review	Student Learning Data Analysis		
	Evidence of progress toward SLO's		

	Evidence of progress toward professional learning goal		
	Self-Assessment		
	Final Rating for the Year		

East Windsor Public Schools
70 South Main Street • East Windsor, CT 06088

**Administrator Evaluation and
Professional Development Plan**

Revised August 2014

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East Windsor Public Schools

Administrator Evaluation and Development Plan

Purpose and Rationale

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

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

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

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

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

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.

Throughout the process of implementing administrator evaluation, 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 their 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 school-wide or district-wide professional learning opportunities.

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 educators.

Examples of such opportunities include, but are not limited to: mentoring earlycareer administrators; leading Professional Learning Communities; differentiated career pathways; and focused professional learning based on goals for continuous growth and development.

Overview of the Evaluation Process

The evaluation and support system consists of multiple measures of administrator performance.

All administrators will be evaluated in four components, grouped into two major categories: Leadership Practice and Student Outcomes.

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

a) **Observation of Leadership Performance and Practice (40%)** as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards.

b) **Stakeholder Feedback (10%)** on leadership practice through surveys.

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

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

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

Scores from each of the four components will be combined to produce a summative performance rating as defined below:

- *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 Evaluation Cycle and Timeline

All administrators will confer with their supervisors a minimum of three times per year to:

1. Identify goals
2. Monitor growth and revise goals as appropriate
3. Assess the level of goal achievement

These conferences will occur within the following timelines:

- By the end of November: goal setting
- By the end of February: review of data, revision of goals By the end of school: summative review and ratings

1. By the end of November

Administrators will review this document with their evaluator to ensure all parties are oriented to the evaluation and development process.

To begin the process of developing SLOs and survey targets, the administrator needs four 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.

The following must be documented on the Administrator Evaluation and Support Plan (Form 1).

1. Administrators identify three Student Learning Objectives (SLOs) and one survey target.



2. They also determine two areas of focus for their practice that will help them accomplish their SLOs and survey targets, choosing from among the elements of the Connecticut School Leadership Standards.

While administrators are rated on all portions of the six Performance Expectations agreed upon, 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.

3. In the fall, the administrator completes a self-assessment, rating their performance on all 18 elements of the CCL: Connecticut School Leadership Standards.

For each element, the administrator determines whether he/she:

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

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

If the administrator completed a self-assessment in the spring of the previous year, that self –assessment will be used in lieu of a fall self-assessment. All administrators will complete a new self-assessment if they change positions within the administrative unit with a focus on their strengths and needs given new expectations.

4. The administrator and the evaluator meet to discuss and agree on the selected, mutually agreed upon out- come goals and practice focus areas. The evaluator and administrator also discuss the appropriate resources and professional learning needs to support the administrator in accomplishing his/her goals.
5. 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.

Observations

The evaluator must conduct a minimum of three observations, which may include school site visits or reviews of practice.

Administrators new to the district, the profession, who change administrative positions or have previously received a rating of *developing* or *below standard* will receive a minimum of four observations, which may include school site visits ore reviews of practice.

A pre-observation conference should occur prior to each on-site observation. Evaluators must provide timely, written feedback after each visit. (Form 2)

The school site visits must span the school year to provide a better picture of the administrator’s growth and performance over time. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence and analyze the work of school leaders. It is recommended that evaluators plan visits carefully to maximize the opportunity to gather evidence relevant to an administrator’s practice focus areas.

This model relies on the professional judgment of the administrator and evaluator to determine appropriate sources of evidence and ways to collect mutually agreed upon evidence.

The following are examples of types of evidence which may be helpful in the evaluation and development process but is not an exhaustive list:

- Data systems and reports for student information
- Artifacts of data analysis and plans for response
- Observations of teacher team meetings
- Observations of administrative/leadership team meetings
- Observations of classrooms where the administrator is present

- Communications to parents and community
- Conversations with staff
- Conversations with students
- Conversations with families
- Presentations at Board of Education meetings, community resource centers, parent groups etc.

2. By the end of February – midyear review

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

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

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

3. By the end of the school year - Summative Review and Rating

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

The written summative review and final rating should be completed within two weeks of the final summative meeting, whenever possible.

Should 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 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 as much before the start of the

new school year as possible 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. For the 2014-2015 academic year, an administrator's SLOs will be utilized in lieu of state assessment data per flexibilities.
- 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.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete training on the evaluation and support model. Evaluators will participate in training with a consultant including observation of video and in-person instruction and calibrate observations with other evaluators and the consultant.

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. The district will develop a system to support administrators not meeting the proficiency standard. Plans will 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.

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 40⁰%; and
- Stakeholder Feedback, which counts for 10⁰%.

Component #1: Observation of Leadership Practice (40⁰%)

An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence – is 40⁰% of an administrator's summative rating.

Leadership practice is described in the Common Core of Leading (CCL) Connecticut School Leadership Standards and defines effective administrative practice through six performance expectations. These expectations will be weighted in the following manner for all administrators covered under this evaluation:

- 1. Vision, Mission and Goals:** Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance
- 2. Teaching and Learning:** Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning
- 3. Organizational Systems and Safety:** Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment
- 4. Families and Stakeholders:** Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources
- 5. Ethics and Integrity:** Education leaders ensure the success and achievement of all students by being ethical and acting with integrity
- 6. The Education System:** Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal and cultural contexts affecting education

All six of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. As such, **Performance Expectation 2 (Teaching and Learning)** comprises half (20%) of the leadership practice rating and the other five performance expectations are weighted in accordance with the responsibilities and expectations as defined by the East Windsor Public Schools.

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

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

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

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

Strategies for Using the Evaluation Rubric

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

areas for growth and development, and have language to use in describing what improved practice would be.

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

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

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

The Director of Special Education will not be required to utilize the new evaluation and support model for the 2014 – 2015 school year. The Director and Superintendent will utilize a mutually agreed upon format for evaluation. The Director will utilize the new evaluation and support model, pending further guidance, in the 2015-2016 academic year.

Arriving at a Leadership Practice Summative Rating

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

This is accomplished through completion of required observations defined within this evaluation document; discussion and feedback and the MidYear Formative Conference; completion of the Self-Assessment by the administrator; and review of all evidence collected across the course of the academic year.

Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *exemplary*, *proficient*, *developing* or *below standard* for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year.

Principals, Assistant Principals, and Central Office Administrators:

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

Component #2: Stakeholder Feedback (10%)

Feedback from stakeholders – assessed by administration of a survey with measures that align to the CCL: Connecticut School Leadership Standards – is

10% of an administrator's summative rating.

The East Windsor Public Schools will utilize a Parent Survey regarding school climate, administered annually to all grade levels except incoming kindergarten and preschool parents, who will receive the survey in both the fall and spring of their children's incoming year to provide comparative data. This same survey will be utilized for Educator Evaluation and for the purposes of informing the Safe School Climate work district-wide. Administrators and their evaluators will review the survey at the start of the year to determine which portions of the survey best align to the CCT Leadership Standards and will be used for the evaluation.

Stakeholder Feedback Summative Rating

Ratings should reflect the degree to which an administrator makes growth on feedback measures, using data from the prior year and/or beginning of the year (for preschool and kindergarten) 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
3. Set 1 target for growth or performance on selected measures
4. After administration of the survey, review data and determine if the administrator met the established goal

5. Assign a rating, using this scale:

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

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

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

Student Outcomes Related Indicators

Student Outcomes Related Indicators includes two components:

- Student Learning, which counts for 45^{0%}; and
- Teacher Effectiveness Outcomes, which counts for 5^{0%}.

Component #3: Student Learning (45^{0%})

Student learning is assessed in equal weight by: (a) performance and progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures. Each of these measures will have a weight of 22.5^{0%} and together they will account for 45^{0%} of the administrator's evaluation.

***PLEASE NOTE:** SPI calculations will not be available for the 2014-15 school year due to the transition from state legacy tests to the Smarter Balanced Assessment. Therefore, 45^{0%} of an administrator's rating for Student Learning will be based on student growth and performance on locally determined measures.*

Locally-Determined Measures (Student Learning Objectives)

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

- All measures must align to Common Core State Standards and Connecticut Content Standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.
- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State's approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.
- For administrators assigned to a school in "review" or "turnaround" status, indicators will align with the performance targets set in the school's mandated improvement plan

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

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

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., 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.

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.

- First, the district establishes student learning priorities for a given school year based on available data..
- The administrator uses available data to craft an improvement plan for the school/area..
- 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 and summative data to inform summative ratings.

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

Exemplary	Proficient	Developing	Below Standard
Met all 3 objectives and substantially exceeded at least 2 targets	Met 2 objectives and made at least substantial progress on the 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

This rating shall serve as the Student Learning Summative Rating during 2014-2015. In following years, state assessment data and locally determined measures will be combined for a summative rating.



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 the administrator evaluation and support model also assesses the outcomes of all of that work.

Teachers’ accomplishment of their SLOs is the basis for assessing administrators’ contribution to teacher effectiveness outcomes.

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

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

Summative Administrator Evaluation Rating

Summative Scoring

Every educator will receive one of four performance ratings:

3. ***Exemplary***: Substantially exceeding indicators of performance
4. ***Proficient***: Meeting indicators of performance
5. ***Developing***: Meeting some indicators of performance but not others
6. ***Below standard***: Not meeting indicators of performance

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

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 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 proficient on the student growth portion of their evaluation.

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

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

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

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%)

B. + Stakeholder Feedback (10%) = 50%

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

Component	Score (1-4)	Weight	Summary Score
Observation of Leadership 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	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

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

The outcomes rating is derived from student learning – student performance and progress on student learning objectives – and teacher effectiveness outcomes. As shown in the **Summative Rating Form**, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table page 82.

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	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

D. 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 Exemplary	Rate Exemplary	Rate Proficient	<i>Gather further information</i>
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	<i>Gather further information</i>	Rate Developing	Rate Developing	Rate Below Standard

Adjustment of Summative Rating:

Summative ratings must be completed for all administrators by June 30 of a given school year. Should 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 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 proficient ratings, one of which must be earned in the fourth year of a novice administrator's career. A *below standard* rating shall only be permitted in the first year of a novice administrator's career, assuming a pattern of growth of developing in year two and two sequential proficient ratings in years three and four.

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

Dispute-Resolution Process

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.

In cases where the evaluator and administrator cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan, the issue in dispute may be referred for resolution to a subcommittee of the administrative professional development and evaluation committee (APDEC) at the request of the administrator. The superintendent and the respective collective bargaining unit for the district will each select one representative from the APDEC 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.

