

Stonington's System for Educator Evaluation and Administrator Evaluation Development Handbook

Approved by Professional Development and Evaluation
Committee on April 22, 2019

Approved by BOE on April 25, 2019

Edits for CSDE Review, October 1, 2019

Based on Connecticut's State Model for Educator Evaluation



TABLE OF CONTENTS

Student Centered Curriculum & Learning	4
Connecticut’s System for Educator Evaluation and Development	5
Design Principles	6
Educator Evaluation Overview	8
Process and Timeline	10
Complementary Observers	12
Ensuring Fairness and Accuracy	12
Support and Professional Growth	13
Overview of Educator Practice Related Indicators	14
Observation Cycles	15
Criteria for Ratings	16
Pre-Conferences and Post-Conferences	16
Feedback	17
Student Outcome Related Indicators	18
Summative Educator Evaluation Scoring	22
Definition of Effectiveness and Ineffectiveness	23
Dispute-Resolution Process	24
Appendix A: Stonington Educator Support Plan	25
Appendix B: Stonington Educator Evaluation /Observation Cycle	29
Introduction to Administrator Evaluation	30
Core Design Principles	31
Summative Rating	33
Administrator Evaluation and Support Framework	34
System Overview	35
Step 1: Orientation and Context-Setting	36
Step 2: Goal-Setting and Plan Development	36
Planning Template	38
Step 3: Plan Implementation and Evidence Collection	40
Step 4: Mid-Year Formative Review	41
Step 5: Self-Assessment	41
Step 6: Summative Review and Rating	42
Support and Development	42
Leadership Practice Related Indicators	43
Component #1: Observation of Leadership Practice	44

Component #2: Stakeholder Feedback	45
Component #3: Student Learning	45
Locally-Determined Measures (Student Learning Indicators)	45
Component #4: Teacher Effectiveness Outcomes	46
Summative Administrator Evaluation Rating	46
Determining Summative Ratings	47
Appendix C: Administrator Support Plan	50

Student-Centered Curriculum and Learning

Based upon Stonington's District Improvement Plan, the development and implementation of student-centered curricula remains the focus of the work across the district. Building upon the work completed in 2013-2014 by the Good Teaching Task Force, in partnership with Tony Wagner, Stonington Public Schools continues its commitment to student-centered learning. The Task Force developed a document entitled, "Students Learn Best When" which provides the optimum conditions for student learning. The newly developed "Student-Centered Look Fors" listed below take the work a step further and specify the attributes of a student-centered classroom and student-centered learning.

- Student work is visible in the classroom and school community (online, community service, hallway, publications, performance, presentation, classroom, newsletters).
- Students use a variety of technologies to interact with, produce, and consume information when applicable.
- Students have opportunities to explore their own interests with the unit of study.
- Students can communicate what they are learning and why.
- Student discourse uses depth of knowledge; the majority of academic discourse is student to student.
- Students are doing the bulk of the work.
- Students are encouraged to take intellectual risks and respectfully question or challenge ideas by others.
- Students' prior knowledge and experiences are considered and assessed.
- Blend of individual, collaborative team, and large group work.
- Students receive ongoing targeted feedback.
- Students have the opportunity to self-monitor, reflect, and revise their demonstration of learning.
- Essential question and learning outcomes (target, objective, "I can" statement) are visibly apparent.
- Student learning is supported by the physical environment, which includes flexible grouping and seating.

Equally important is a theory of action which maintains:

- If we provide rigorous and relevant curriculum that is implemented with fidelity across the district and is accessible to all students, and ...
- If we exercise instructional strategies and tasks that engage students in creativity, innovation, reasoning, inquiry and organization,
- Then students will become knowledgeable, problem solving, productive citizens.

A focus on curriculum is not enough if the district is to achieve this goal. Central to students becoming knowledgeable, problem solving, and productive citizens are highly effective educators in every class who are focused on learning.

Stonington Public Schools is committed to providing its educators and staff professional learning opportunities that foster common instructional language around good teaching practices and ensure the consistent use of researched based strategies in every classroom to accelerate learning for all students. In recognition of the continuum of adult learning in the profession, the district has moved to educator-centered learning versus a one-size fits all professional development model. The specifics of the personalized learning model and the supporting documents may be found in the [Stonington Public Schools Personalized-Learning Handbook](#).

Connecticut's System for Educator Evaluation and Development

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

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

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

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

As provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by Sec. 51 of P.A. 12-116, the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each educator. For the purposes of this document, the term "educator" refers to any teacher or service delivery provider serving in a position requiring teacher certification within a district, but not requiring a 092 certification. Furthermore, the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each administrator who serves in a role requiring a 092 certification in accordance with the requirements of Connecticut General Statutes.

Design Principles

Purpose and Rationale

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

Core Design Principles

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

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

Consider multiple, standards-based measure of performance

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

These four components are grounded in research-based standards for educator effectiveness, Common Core State Standards, as well as Connecticut's standards: The Connecticut Common Core of Teaching (CCT, 2017); The Common Core of Effective Service Delivery (CCT 2017); the Common Core of Leading (CCL): Connecticut School Leadership Standards; the Connecticut Framework K-12 Curriculum Goals and Standards; and locally-developed curriculum standards.

The Stonington evaluation model is based on the SEED model with some variations that render it a "district-developed" model. The following design principles were considered in the development of the Stonington evaluation model.

Emphasize growth over time

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

Promote both professional judgment and consistency

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

Foster dialogue about student learning

In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers. The Stonington evaluation model is designed to show that of equal importance to getting better results is the professional conversation between an educator and his/her supervisor which can be accomplished through a well-designed and well-executed evaluation and support system.

Encourage aligned professional learning, coaching, and feedback to support growth

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

Educator Evaluation Overview

Educator Evaluation and Support Framework. The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of educator performance. All educators will be evaluated in four components, grouped into two types of major categories: Educator Practice and Student Outcomes.

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

- **Observation of Educator Performance and Practice (40%)** as defined within the CCT Rubric for Effective Teaching 2017 or CCT Rubric for Effective Service Delivery 2017
- **Parent Feedback (10%)** on educator practice through surveys

2. Student Outcomes Related Indicators: An evaluation of educators' contributions to student academic progress at the school and classroom level. There is also an option in this category to include student feedback. This area is comprised of two components:

- **Student Growth and Development (45%)** as determined by the educator's Student Learning Objectives (SLOs) and associated Indicators of Academic Growth and Development (IAGDs)
- **Whole-School Measures of Student Learning** as determined by aggregate student learning indicators or Student Feedback (5%)

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

- Exemplary: Substantially exceeding indicators of performance
- Proficient: Meeting indicators of performance
- Developing: Meeting some indicators of performance but not others
- Unsatisfactory: Not meeting indicators of performance

Ensure feasibility of implementation

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

Administrator Summative Rating		Educator Summative Rating
Outcome Rating 50%		Outcome Rating 50%
Educator Effectiveness Outcomes 5%	These percentages are derived from the same data	Student Growth and Development 45%
Multiple Student Learning Indicators 45%	These percentages are derived from the same data	Whole School Learning Indicators or Student Feedback 5%
Practice Rating 50%		Practice Rating 50%
Observations of Performance and Practice 40%		Observations of Performance and Practice 40%
Stakeholder Feedback 10%	Data from single survey when possible	Peer or Parent Feedback 10%

The examples below illustrate how administrators receive a final summative rating for Educator Effectiveness Outcomes (5%) as derived from the educator’s aggregate final summative rating for Student Growth and Development (45%).

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

See the chart below for an example of how an educator receives a final summative rating for Whole-School Student Learning Indicator as derived from an administrator's final summative rating for Multiple Student Learning Indicators (45%):

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

Although Stonington Public Schools is basing its plan on the SEED model, variations to its plan render it a “district-developed” evaluation and support plan. As such and in concert with legislative requirements, this plan was presented to and accepted by the Stonington Educator Professional Growth & Evaluation committee on February 27, 2019. This plan will be submitted to the CSDE and the local BOE within the required timeframes.

Process and Timeline

The annual evaluation process between an educator/related service provider and an evaluator (principal or designee) is anchored by three conferences, which guide the process at the beginning, middle and end of the year. Specifically a Goal-setting and Planning meeting in the fall, a Mid-Year check in around January/February, and an End of Year Review by June 30 of each year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each educator on his/her performance, set development goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the educator/related service provider in order to be productive and meaningful.

Goal-setting and planning: October 15-completion date November 15

1. Orientation on Process – To begin the evaluation process, evaluators meet with educators/related service providers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in educator/related service provider practice focus areas and Student Learning Objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation and support process.

(a) For returning Staff the Orientation Process will happen annually not later than November 15 of a given school year and be differentiated based on where educators are within the Stonington Educator Evaluation & Observation Cycle.

(b) For newly hired educators the Orientation Process will begin with the New Educator Orientation Program (scheduled prior to the start of each school year).

Educators hired over the course of the school year will be oriented on the Stonington Educator Evaluation & Observation Cycle by their building administrator within the first 6 weeks of employment.

2. Educator Reflection and Goal-Setting – The educator examines student data, prior year’s evaluation and survey results, and the CCT Rubric for Effective Teaching 2017 or CCT Rubric for Effective Service Delivery 2017 to draft a proposed performance and practice focus area, a parent feedback goal, student learning objectives (SLOs)¹ and a student feedback goal (if required) for the school year. The educator may collaborate in grade-level or subject-matter teams to support the goal-setting process. During the goal setting meeting a personalized professional-learning plan will be set in collaboration with the administrator. The personalized-learning plan should align with district and school improvement goals. It may also

be informed by student data and the prior year's evaluation. For more information about the personalized-learning plans refer to the [Stonington Public Schools Personalized-Learning Handbook](#).

3. Goal-Setting Conference – The evaluator and educator meet to discuss the educator's proposed focus area, goals and objectives in order to arrive at mutual agreement about them. The educator collects evidence about his/her practice and the evaluator collects evidence about the educator's practice to support the review. The evaluator may request revisions to the proposed focus area(s), goals and objectives if they do not meet approval criteria.

(a) Educators assigned to semester courses will work with their evaluator to arrive at mutual agreement about focus area(s), goals and objectives and timeline (allowing for mid-course rather than mid-year conferencing) reflective of the educator's assignment and majority student population.

Note: Each educator, through mutual agreement with his/her evaluator, will select at least one goal/objective for student growth. For each objective/goal, each teacher, through mutual agreement with his/her evaluator, will select multiple Indicators of Academic Growth and Development (IAGD) and evidence of the IAGD based on the range of criteria used by the district. For any educator whose primary responsibility is not the direct instruction of students, the mutually agreed upon goal/objective and indicators shall be based on the assigned role of the educator.

Mid-year Check-in: Timeframe: Late January-Target March 1

1. Reflection and Preparation – The educator and evaluator collect and reflect on evidence to date about the educator's practice and student learning in preparation for the check-in.

2. Mid-Year Conference – The evaluator and an educator on the "Observation Cycle" complete at least one mid-year* check-in conference during which they review evidence related to the educator's personalized learning plan and progress towards student learning objectives (SLOs). The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators may deliver mid-year formative information on indicators of the evaluation framework for which evidence has been gathered and analyzed. If needed, educators and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the educator can take and supports the evaluator can provide to promote educator growth in his/her focus area. A Mid-Year Conference Discussion Guide is available to assist evaluators in conducting the conference.

3. End-of-Year Conference – The evaluator and educator meet to discuss all evidence collected to date and to discuss component ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before June 30. A copy of the final rating will be sent to Central Office to be included in the educator's personnel file by July 1.

End of Year Summative Review: Timeframe: May/June; completed by June 30

Teacher Self-Assessment – The educator reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the Goal-Setting Conference.

Scoring – The evaluator reviews submitted evidence, self-assessments and observation data and uses them to generate component ratings. The component ratings are combined to calculate scores for Teacher Practice Related Indicators and Student Outcomes Related Indicators. These scores generate the final, summative rating.

Complementary Observers

The primary evaluator for most teachers will be the school principal or assistant principal who will be responsible for the overall evaluation process, including assigning summative ratings. Stonington District administrators may also decide to use complementary observers to assist the primary evaluator. Complementary observers are certified educators. They may have specific content knowledge, such as department heads or curriculum coordinators. Complementary observers *must* be fully trained as evaluators in order to be authorized to serve in this role.

Complementary observers may assist primary evaluators by conducting observations, including pre- and post-conferences, collecting additional evidence, reviewing student learning objectives (SLOs) and providing additional feedback. A complementary observer should share his/her feedback with the primary evaluator as it is collected and shared with teachers.

Primary evaluators will have sole responsibility for assigning final summative ratings. Both primary evaluators and complementary observers must demonstrate proficiency in conducting standards- based observations.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

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

Stonington Administrators will participate in annual calibration exercises facilitated by the district. Those administrators who were not previously trained will be required to participate in the full 5 day proficiency training. This comprehensive training will give evaluators the opportunity to:

- Understand the nature of learning for students and educators and its relation to the priorities of the *CCT Rubric for Effective Teaching 2017 and CCT Rubric for Effective Service Delivery 2017*;
- Establish a common language that promotes professionalism and a culture for learning through the lens of the *CCT Rubric for Effective Teaching and the CCT Rubric for Effective*

Service Delivery 2017;

- Understand how coaching conversations support growth-producing feedback;
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of teaching practice; and
- Collaborate with colleagues to deepen understanding of the content.

Participants in the Stonington District calibration exercises will have opportunities to interact with colleagues and engage in practice and proficiency exercises to:

- Deepen understanding of the evaluation criteria;
- Define proficient teaching;
- Collect, sort and analyze evidence across a continuum of performance;
- Engage in professional conversations and coaching scenarios; and
- Determine a final summative rating across multiple indicators.

Completion of the multi-day training and demonstration of proficiency using established criteria enables evaluators to begin to engage in the evaluation and support process.

Support and Professional Growth

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

Student success depends on effective teaching, learning and leadership. For Stonington'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.

Evaluation-Based Professional Learning

Throughout the process of implementing Stonington's evaluation and professional learning model, in mutual agreement with their evaluators all educators will identify personalized professional learning needs that support their goals and objectives. The goals of the personalized-learning plan will serve as the foundation for ongoing conversations about the educator's practice and impact on student outcomes. The plan may be adjusted by mutual agreement between the educator and administrator at the mid-year conference. The professional learning opportunities identified for each educator should be based on the individual strengths, needs that are identified through the evaluation process and the district/school improvement goals.

Career Development and Professional Growth

All educators are encouraged to participate in "Shop Talk" sessions that are informal professional learning conversations. Educators who have completed the TEAM program are provided various opportunities to serve on committees, shadow other professional colleagues, develop and deliver professional learning opportunities for peers. In addition, the district participates in the Central Connecticut State University Teacher Leadership Fellowship. Educators pursuing additional course work/degrees are financially supported in part to further their education and are supported in district through internships.

Overview of Educator Practice Related Indicators

Observation Process

Observations in and of themselves are not useful to teachers – it is the feedback, based on observations, that helps educators reach their full potential. All educators deserve the opportunity to grow and develop through observations and timely feedback. In fact, educator surveys conducted nationally demonstrate that most educators are eager for more observations and feedback to inform their practice throughout the year. Therefore, in the Stonington educator evaluation and support model will include a 3-year cycle. For tenured-educators scoring at Proficient or above and for educators in the district three (3) or more three years scoring Proficient or above the 3-year cycle will be structured as follows. One year will include one formal classroom observation with a pre and post conference that includes a written reflection submitted by the educator into EdReflect within five business days of the observation. An additional review of practice and one informal observation will also occur in the same year. The other two years of the three year cycle will include a minimum of four visits with at least three (3) classroom/service observation with students and one review of practice.

Educators in their first or second year of teaching and new educators will have three formal observations (two of which will have a pre-conference and all with a post-conference), and a review of practice. All educators who have more than three years of experience and have an overall summative rating of Developing or Below Standard will be assigned the same formal observation schedule of a first year, second year, and new educators to the district.

Formal Classroom Observation/Review of Practice: Formal observations are classroom observations or for related service providers, observations providing services to students. Formal observation must be of at least 30 minutes and are followed by a post-observation conference, which includes timely written and verbal feedback. Pre-conferences are a required component of the evaluation process for all educators new to the district for two of the three formal observations and for all other educators during their three-year formal observation cycle. A lesson plan is review as part of a pre-conference it provides evidence for the planning domain and is considered a part of the formal observation process. It is not a separate observation or review of practice. Pre-conferences may include more than one educator (i.e. team-teaching situations, etc.) Ratings will be provided for each component of the observation as appropriate.

Informal Observations

Unannounced classroom observation of at least 10 minutes and is followed by feedback (written and possibly verbal) and a rating.

Review of Practice: A Review of Practice is an observation of at least 10 minutes of professional work outside of the classroom or directed service setting and is followed by feedback (written and possibly verbal) and a rating. Examples of Reviews of Practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other educators, lesson plans, examination of student work or other teaching artifacts, professional learning community or professional participation or delivery.

Observation Cycles

Educator Status	Formal/Review of Practice (minimum)	Informals/Reviews of Practice (minimum)
Beginning Educators Educators new to SPS All educators in SPS with a Developing or Below Standard summative rating	3 Formal observations for educators with classroom assignments -2 with pre-conferences Written and verbal timely feedback	1 Review of Practice Written and verbal timely feedback
Year 1		
Educators at the Proficient or Exemplary Level in year 3 or with more than 3 years of experience.	1 Formal observation (with students) with a pre/post-conference with a written reflection from the educator Written and verbal feedback	2 Informal Observations/Review of Practice (minimum of 1 Review of Practice) Written and verbal feedback
Years 2 and 3		
Educators in their 3 rd year of teaching or more in SPS with a Proficient or Exemplary summative rating		Minimum of 3 informal in class observations and 1 Review of Practice Written or verbal feedback

Criteria for Ratings

The CCT Rubric for Effective Teaching and the CCT Rubric for Effective Service Delivery, as revised in 2017, are available on the CSDE Talent Office webpage and represents the most important skills and knowledge that teachers need to in order to prepare students to be career, college and civic ready. Each rubric is organized into four domains, each with three indicators. Forty percent of a educator's final annual summative rating is based on his/her knowledge and receive equal weight when calculating the summative Performance and Practice rating.

[CCT Rubric for Effective Teaching 2017](#)

[CCT Rubric for Effective Service Delivery-2017](#)

Pre-Conferences and Post-Conferences

Pre-conferences are valuable for giving context for the lesson, providing information about the students to be observed and setting expectations for the observation process and provide the evidence for Domain 2: Planning for Active Learning.

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

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

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

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

Feedback

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

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

Educator Performance and Practice Focus Area (40%)

As described in the Evaluation Process and Timeline section, educators develop one performance and practice focus area that is aligned to the [CCT Rubric for Effective Teaching 2017](#) or [CCT Rubric for Effective Service Delivery-2017](#). The focus area will guide observations and feedback conversations throughout the year. Please refer to the Stonington Personalized Professional Learning Handbook for guidance in development of these focus areas, [Stonington Public Schools Personalized-Learning Handbook](#). For beginning educators, the TEAM modules will serve as the Teacher Performance and Practice Focus Area.

The focus area and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although performance and practice focus areas are not explicitly rated as part of the Personalized-Learning Plan component, growth related to the focus area will be reflected in the scoring of Educator Performance and Practice evidence primarily found under Domain 4, Professional Responsibility.

Educator Performance and Practice Scoring

During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the educator and students said and did in the classroom. Once the evidence has been recorded, the evaluator can align the evidence with the appropriate indicator(s) on the CCT Rubric for Effective Teaching 2017 or CCT Rubric for Effective Service Delivery 2017 and then make a determination about which performance level the evidence supports. Evaluators are not required to provide an overall rating for each observation, but they should be prepared to discuss evidence for the rubric indicators at the performance level for the indicators that were observed.

Primary evaluators must determine the final educator performance and practice rating and discuss this rating with educators during the end-of-year evaluation conference. Each domain of the CCT Rubric for Effective Teaching 2017 or the CCT Rubric for Effective Service Delivery 2017 carries equal weight in the final rating. The final educator performance and practice rating will be calculated by a three-step process:

1. Evaluator holistically reviews evidence collected through observations, interactions and reviews of practice (e.g., team meetings, conferences) and uses professional judgement to determine indicator ratings for each of the 12 indicators.
2. Evaluator averages indicators within each domain to a tenth of a decimal to calculate domains-level scores 1-4.
3. Evaluator averages domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0.

Parent Feedback (10%)

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

1. The school conducts a whole-school parent survey (meaning data is aggregated at the school level);
2. Administrators and teacher determine several school-level parent goals based on the survey feedback;
3. The educator and evaluator identify one goal based upon parent feedback and set improvement targets;
4. Four criteria levels (not met, approaching target, met target, exceeded target) must be defined in relation to the goal.
Exceeded Target – Substantially exceeding indicators of performance
Met Target – Meeting indicators of performance
Approaching – Meeting some indicators of performance but not others
Not Met – Not meeting indicators of performance
5. Evaluator and educator measure progress on growth targets; and
6. Evaluators determines an educator’s summative rating, based on the four performance levels.

Student Outcome Related Indicators

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

Two components comprise this category:

- Student Growth and Development, which counts for (45%) and
- Whole-School Student Learning Indicator (5%)

Student Growth and Development (45%) and Student Learning Objectives (SLOs)

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

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

The process of developing SLOs involves four phases: review data, set goals for student learning, monitor student progress, and assess student outcomes relative to goals.

Developing SLOs is a process rather than a single event. The purpose is to craft Student Learning Objectives that serve as a reference point throughout the year as educators document their students' progress towards achieving the IAGD targets. The final determination of SLOs and IAGDs is made through a mutual agreement between the educator and his/her evaluator.

Phase 1: Review the Data

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

Phase 2: Setting SLOs

Based on the review of district and building data, educators in Stonington will develop at least 1 SLO with 2 IAGDs or 2 SLOs with 1 IAGD each to address student needs. For each goal/objective, educators, through mutual agreement with the evaluator, will select Indicators of Academic Growth and Development (IAGD).

An IADG is an assessment/measure of progress to include a quantitative target that will demonstrate whether the SLO was met. All educators will develop their SLOs with IAGDs based on district standardized and non-standardized measures as appropriate. Taken together, an SLO and IADG(s) provide the evidence the objective was met.

Examples from Stonington Public School Educators:

Grade/Subject	SLO	IAGDs
Elementary-Grade 1	"Students will increase their oral reading fluency as well as their ability to fluently and accurately read nonsense words with increased automaticity."	<p>6 Students who scored 8 or above on the Nonsense Word Fluency Whole Word Read DIBELS Next assessment in the fall and are above benchmark will remain above benchmark and will increase their score by 12 or more words in the Spring of 2019.</p> <p>13 Students who scored between 1 and 7 on the Nonsense Word Fluency Whole Word Read DIBELS Next assessment in the fall and are at or above benchmark will remain at or above benchmark and will score 13 words or higher in the Spring of 2019.</p> <p>1 Student who scored zero on the Nonsense Word Fluency Whole Word Read DIBELS Next assessment in the fall and has a composite score below benchmark will be at or above benchmark with a score of 13 words or more in the Spring of 2019.</p>

Middle School Grade 6 ELA	Students will read closely and analytically a range of literature and informational texts of grade appropriate complexity (SBAC Claim 1) with a focus on increasing comprehension of literature and informational texts.	<p>Students who have scored at or above 85th percentile on STAR Reading will maintain or increase that percentile. Students who scored between 51st and 84th percentile will demonstrate an increase of at least 10%. Students who scored less than 50th percentile will demonstrate an increase of at least 15%.</p> <p>56 students or 60% who scored at the 4th grade band or lower on the Moby Max Language Placement Assessment will increase by at least 2 grade level bands. 22 students or 24% who scored at the 5th grade band will increase by at least 1 grade level band. 14 students or 16% who scored at or above the 6th grade band will maintain or increase their grade level.</p>
High School	Students in grade 11 will accurately apply science content and processes within novel problem solving situations/scenarios.	Students' performance in interacting with scientific phenomenon and problem-solving will increase from 60% to 75% at goal as evidence by NGSS Interim Assessment results in grade 11.

Phase 3: Monitor Student Progress

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

Phase 4: Assess Student Outcomes Relative to SLOs

At the end of the school year, the educator should collect the evidence required by their IAGDs, upload the artifacts into EdReflect, and submit it to their evaluator. Along with the evidence, educators will complete and submit a self-assessment, which asks educators to reflect on the SLO outcomes by responding to the following four statements:

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

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

Exceeded (4 points)	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
Met (3 points)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
Partially Met (2 points)	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 point)	A few students met the target(s), but a substantial percentage of students did not. Little progress toward the goal was made.

Whole School Student Learning Indicator (5%)

An educator's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for his/her administrator's evaluation rating. For most schools, this will be based on the school improvement plan goals being met and the administrator's progress on SLO targets which correlates to the student learning goals set forth on an administrator's final evaluation (equal to the 45 % component of the administrator's final rating)

Summative Educator Evaluation Scoring

The individual summative educator evaluation rating will be based on the four components, grouped into two categories. Student Outcomes Related Indicators and Educator Practice Related Indicators.

Every educator will receive one of the following performance ratings:

Exemplary-Substantially exceeding indicators of performance

Proficient-Meeting indicators of performance

Developing-Meeting some indicators of performance but not others

Below Standard-Not meeting the indicators of performance

The rating will be determined within the EdReflect system using the following steps:

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

Using the rating determined for each major category: Student Outcomes Related Indicators and Educator Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For example, if Educator Practice Related Indicators rating is proficient and the Student Outcomes Related Indicators rating is proficient. The summative rating is therefore proficient. If the two major categories are highly discrepant (e.g. a rating of exemplary for Educator Practice and a rating of below standard for Student Outcomes), then the evaluator should examine the data and gather additional evidence in order to determine the summative rating.

Educator Practice Related Indicators Rating					
		4	3	2	1
Student Outcome Related Indicators	4	Rate Exemplary	Rate Exemplary	Rate Proficient	Gather further data
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	Gather further data	Rate Developing	Rate Developing	Rate Below standard

Definition of Effectiveness and Ineffectiveness

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

Novice educators shall generally be deemed effective if said educator receives at least two sequential *Proficient* ratings, one of which must be earned in the fourth year of a novice educator's career.

A *Below Standard* rating shall only be permitted in the first year of a novice educator's career. There should be a trajectory of growth and development as evidenced by a subsequent rating of developing or higher in year two and sequential *proficient* ratings in years three and four.

An educator with three or more years of service at Stonington Public Schools shall generally be deemed ineffective if said educator receives at least two sequential *developing* ratings or one *below standard* rating at any time.

If an educator's performance is rated as *developing* or *below standard*, it signals the need for focused support and development. Stonington Public Schools has support systems to assist educators not meeting the proficiency standard. Improvement and remediation plans are developed in consultation with the educator and his/her exclusive bargaining representative and are differentiated by the level of identified need and/or stage of development.

Structured Support and Assistance: An educator receives structured support when an area(s) of concern is identified during the school year or when an educator receives an overall summative performance rating of *developing* or *below standard* the previous school year. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.

Intensive Assistance: An educator would receive intensive assistance when he/she does not meet the goal(s) of the structured support and assistance plan. This support is intended to build the staff member's competency.

The specifics of each support plan are outlined in Appendix A.

Dispute-Resolution Process

The Stonington Board of Education has established a process for dispute-resolution should a situation arise where an evaluator and educator cannot agree on goals/objectives, the evaluation period, feedback, or the professional development plan. When such an agreement cannot be reached, the issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC). The superintendent and the respective collective bargaining unit for the district may select one representative from PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon by the superintendent and the collective bargaining unit. In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding. This provision is to be utilized in accordance with the specified processes and parameters regarding goals and objectives, evaluation period, feedback, and professional development contained in the document entitled, "Connecticut Guidelines for Educator Evaluation", dated June 2012

Appendix A

Stonington Public Schools Educator Support Plan

The SPS Educator Support Plan consists of two levels: Support and Assistance and Intensive Support. The Educator support plans applies to both tenured and non-tenured educators.

The purpose of the Support Plan is to provide support and guidance to insure each professional staff member meets the professional standards based upon the Code of Professional Responsibility for Teachers, the Common Core of Teaching, The Common Core of Effective Service Delivery, and the Discipline-Based Professional Teaching Standards specific to educator's assignment.

In accordance with the SPS Educator Evaluation definition of effectiveness¹ if an educator's summative performance is rated as Developing or Below Standard and/or when an evaluator has concerns during the school year about a tenured or non-tenured educator's performance, the evaluator shall first hold a conference with the educator to formally present those concerns and the educator shall be given the opportunity to respond in writing to the concerns. At this point, he/she may note any extenuating circumstances related to the concern(s). The evaluator determines if a Support Plan is necessary.

Placement on a Support Plan is considered serious and requires immediate action leading to improvement in the area(s) of concern.

The staff member will be advised to discuss placement on the Support Plan with the Stonington Education Association and to bring SEA representation to all meetings.

Support and Assistance

Prior to placing an educator on the Support and Assistance Plan, the superintendent shall be notified, and persistent performance deficiencies shall be documented and discussed with the educator.

¹Novice educators shall generally be deemed effective if said educator receives at least two sequential proficient ratings, one of which must be earned in the fourth year of the novice teacher's career. A below standard rating shall only be permitted in the first year of a novice educator's career. There should be a trajectory of growth and development as evidenced by a subsequent rating of developing or higher in year two and sequential proficient ratings in years three and four.

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

Purpose: The purpose of the Support and Assistance Plan is to (a) discuss a concern(s) related to professional practice and/or performance and (b) to provide the educator support necessary to meet the standards contained herein or support those expectations not adequately being met by the educator.

Placement: An educator is placed on this plan when he/she is having difficulty consistently demonstrating competence as described in the Code of Professional Responsibility for Teachers, Connecticut's Common Core of Teaching, Connecticut's Common Core for Effective Service Delivery, and/or in aspects of his/her Discipline-Based Professional Teaching Standards and/or in accordance with the defined of effectiveness as stated in the SPS Educator Evaluation Plan and/or when an evaluator as concerns during the school year about a tenured or non-tenured educator's performance.

The evaluator will complete a Statement of Concern detailing the area or areas of concern. A meeting will be held between the educator and the evaluator within 5 working days (or prior to stand of the school year) from the issuance of the Concern Statement to mutually develop a Support and Assistance Improvement Plan to resolve a concern.

Process: At this level, the nature of the area of concern is communicated through a conference between the educator and evaluator. The educator will receive written notification of the date and time of the conference and the areas of concern. This conference will be held between the evaluator and the educator within 5 school days (or prior to the start of school year) from the issuance of a statement of concern(s) to mutually develop a Support and Assistance Improvement Plan to resolve the concern.

At that conference, the evaluator will: (1) provide an overview of the concern(s), (2) identify-specify the specifications for performance improvement through the establishment of objectives, (3) discuss the support that will be provided to the educator, (4) communicate how the objectives will be assessed, (5) include indicators of success including a summative rating of Accomplished or Better at the conclusion of the Support and Assistance Improvement Plan and (6) identify a timeline for improvement. The superintendent is advised of the placement of this individual and receives ongoing communication as well. A written summary of the meeting will be provided within 48 working hours of the conference.

Timeline:

- The educator will receive written notification of the date and time of the conference and a copy of the Statement of Concern.
- The meeting will be scheduled within 5 working days or prior to the start of the school year to discuss and develop an action plan.
- Implementation of the action plan.
- Educator demonstrates improvement/change every 10 working days.
- Conference with evaluator at least every 10-15 working days.

- After 30 days the administrator may give a formal observation. If this formal observation score is a rating of 1 or unsatisfactory, the teacher will be automatically proceed to the intensive assistance phase.
- Maximum limit in this level is 45 working days.

Disposition: At the end of the timeframe, if not previously vacated and replaced by an Intensive Support Plan by the superintendent, three options are possible:

- Resolution of the concern(s) and return to the prior evaluation cycle
- Progress noted and a one-time extension (not to exceed 30 additional consecutive working days) granted to address strategies for resolution.
- Not reaching resolution of the concern(s) and move the educator to Intensive Support Plan Phase.

At the end of the designated time period, a Support and Assistance Summative Report shall be completed by the evaluator that includes a recommendation relative to the results of the support plan and the evaluation cycle. Documentation will be placed in the educator's personnel file at Central Office. The educator will have 10 days to comment in writing on the resolution document.

Intensive Support Plan

Prior to placing an educator on the Intensive Support Plan, the superintendent shall be notified, and persistent performance deficiencies shall be documented and discussed with the educator.

Purpose: The purpose of the Intensive Support Plan is to (a) discuss a concern(s) related to professional practice and/or performance and (b) to provide the educator support necessary to meet the standards contained herein or support those expectations not adequately being met by the educator.

Placement: When concerns are not resolved through the Support and Assistance Plan, or when an educator is having difficulty consistently demonstrating competence as described in the Code of Professional Responsibility for Teachers, Connecticut's Common Core of Teaching, Connecticut's Common Core for Effective Service Delivery, and/or in aspects of his/her Discipline-Based Professional Teaching Standards and/or in accordance with the defined of effectiveness as stated in the SPS Educator Evaluation Plan and/or when an evaluator as concerns during the school year about a tenured or non-tenured educator's performance. The evaluator shall then notify the educator in writing that he/she is being placed on an Intensive Support Plan and shall meet with the educator to present him/her an Intensive Support Plan.

Process: The evaluator initiates placement of an educator on an Intensive Support Plan. The process is formal with written notification and ongoing documentation of (1) concerns, (2) communications, and (3) efforts to improve. The superintendent is advised of the placement of the educator and receives ongoing communication as well.

The evaluator shall then notify the educator in writing that he/she is being placed on an Intensive Support Plan and shall meet with the educator to present him/her with the Intensive Support Plan. Within 5 working days, a conference is held at which the evaluator reviews concerns expressed, support provided, educator efforts to date, and expectations for performance. At this conference, the evaluator builds an action plan, to further support strategies listed in Support and Assistance Plan and/or in addition to strategies listed in the Tier 1 plan if applicable.

The plan will include:

- A statement of the areas from the Code of Professional Responsibility for Teachers, Connecticut's Common Core of Teaching, Connecticut's Common Core for Effective Service Delivery, and/or the aspects of his/her discipline-based Professional Teaching Standards in which the educator needs support,
- Information relative to the amount and type of assistance that will be provided to the evaluator and the educator (which may include colleague² support to improve identified areas of support)
- The method(s) and frequency with which data will be gathered and conferences conducted, and
- A timeline for achieving the expected level(s) of performance not to exceed 45 consecutive work days with an option, at the discretion of the evaluator, to extend for an additional 30 days. The consecutive work day term includes any lapses in attendance during the period of the plan. Exceptions will be made only at the discretion of the superintendent.

The educator may respond to the plan in writing. This response will be attached to the Intensive Support Plan.

Disposition: At the end of the designated time period, an Intensive Support Summative Report shall be completed by the evaluator that includes a recommendation relative to the educator's employment status. This summary report shall be placed in the educator's personnel file.

²The colleague may provide support, but has no role in the evaluation process.

Appendix B

Observation Cycles

Educator Status	Formal/Review of Practice (minimum)	Informals/Reviews of Practice (minimum)
Beginning Educators Educators new to SPS All educators in SPS with a Developing or Below Standard summative rating	3 Formal observations for educators with classroom assignments -2 with pre-conferences Written and verbal timely feedback	1 Review of Practice Written and verbal timely feedback
Year 1		
Educators at the Proficient or Exemplary Level in year 3 or with more than 3 years of experience.	1 Formal observation (with students) <ul style="list-style-type: none"> • pre/post- conference with a written reflection from the educator Written and verbal feedback	2 Informal Observations or Review of Practice (minimum of 1 Review of Practice) Written and verbal feedback
Years 2 and 3		
Educators at the Proficient or Exemplary Level in year 3 or with more than 3 years of experience.		Minimum of 3 informal in class observations 1 Review of Practice Written or verbal feedback

Introduction to Administrator Evaluation

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

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

Stonington's district development evaluation plan is based on Connecticut's System for Educator Evaluation and Development (SEED) and is aligned to the Connecticut Guidelines for Educator Evaluation. The system clearly defines the effective practice, encourages professional growth, and promotes accountability. The goal of Stonington's educator evaluation system is to develop the talented workforce required to provide a superior education for all students within the Stonington Public Schools.

As provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by P.A. 13-245, the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each administrator who serves in a role requiring a 092 certification, in accordance with the requirements of Connecticut General Statutes. Ratings will be reported to the CSDE by June 30th annually.

Core Design Principles

Purpose and Rationale

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

Core Design Principles

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

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

Stonington's evaluation and support system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of an educator's performance. The model defines four components of administrator effectiveness: student learning (45%), leadership practice (40%), stakeholder feedback (10%), and teacher effectiveness outcomes (5%).

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

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

Promote both professional judgment and consistency

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

Foster dialogue about student learning

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

frequently and focuses on what students are learning and what administrators can do to support teaching and learning.

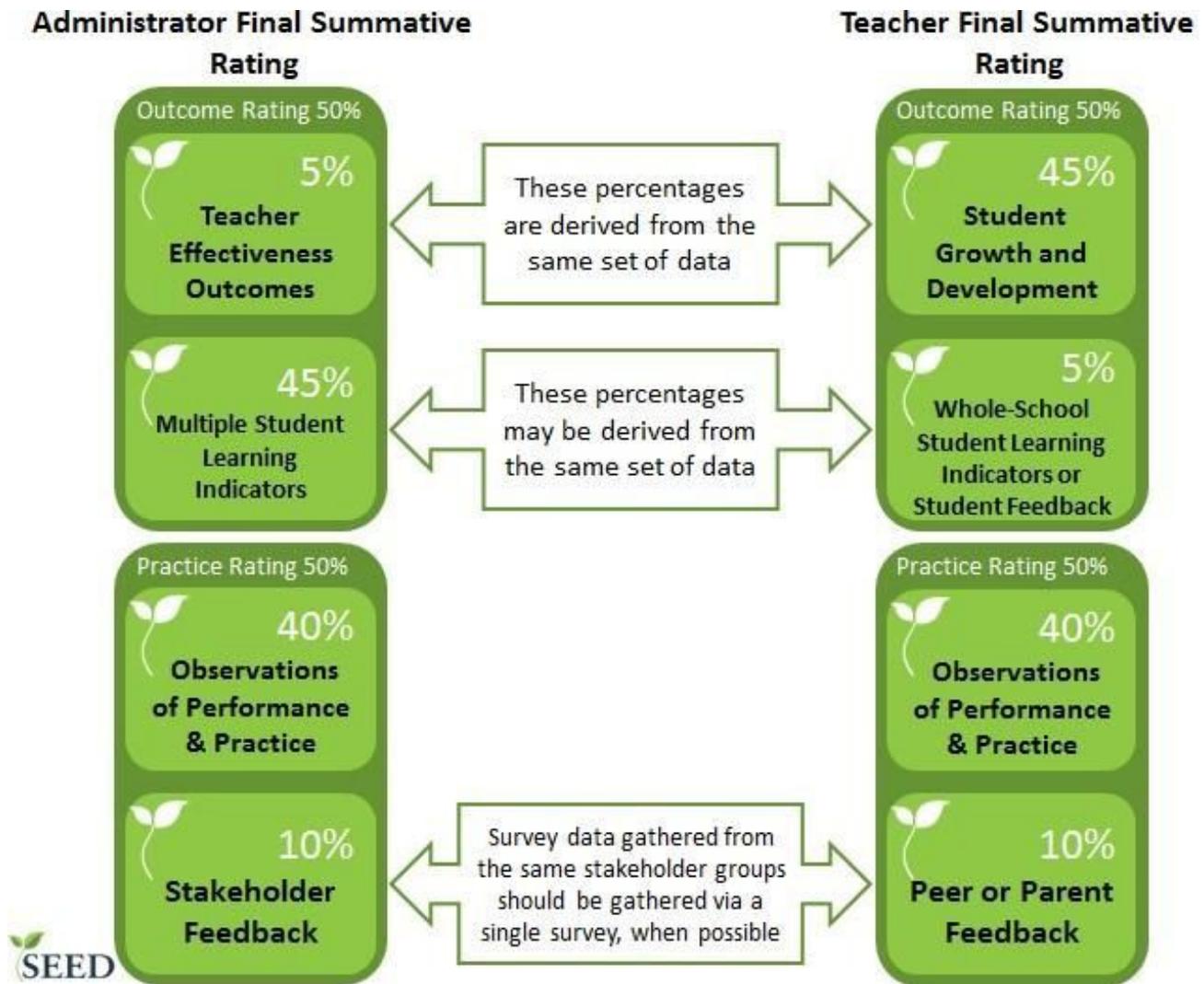
Encourage aligned professional learning, coaching and feedback to support growth

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

Ensure feasibility of implementation

Launching this new model will require hard work. Throughout each district, educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources. Sensitive to the tremendous responsibilities and limited resources that administrators have, the model is aligned with other responsibilities (e.g., writing a school improvement plan) and emphasizes the need for evaluators to build important skills in setting goals, observing practice and providing high-quality feedback. The model aims to balance high expectations with flexibility for the time and capacity considerations within districts.

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



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

Example:

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

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

Example:

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

Administrator Evaluation and Support

Purpose and Rationale

The Stonington Evaluation Model, based upon SEED, administrator evaluation 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 their 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 Indicators aligned to school and district priorities
- Having more than 60% of teachers 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.

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

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

System Overview

Administrator Evaluation and Support Framework

The evaluation and support system consist of multiple measures to paint an accurate and comprehensive picture of administrator performance. All administrators (including certificated central office administration including but not limited to the Assistant Superintendent and Director of Special Education) will be evaluated in four components.

- 1. Multiple Student Learning Indicators (45%)** based on three locally determined indicators aligned to Connecticut learning standards and the district and school improvement plans. (High school administrators must include cohort graduation rate and extended graduation rate in the indicators).
- 2. Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers' success with respect to student learning objectives.
- 3. Administrator Performance (40%)** based upon evidenced collected about leadership proactive as described in the Common Core of Leading: Connecticut School Leadership Standards.
- 4. Stakeholder Feedback (10%)** on leadership practices through surveys.

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

- **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

Process and Timeline

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. Often the evaluation process can devolve into a checklist of compliance activities that do little to foster improvement and leave everyone involved frustrated. To avoid this, the model encourages two things:

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

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

Step 1: Orientation and Context-Setting (Fourteen (14) days prior to the start of the school year or within 30 days of hire for administrators after the start of the school year.)

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

1. Student learning data are available for review by the administrator including the accountability report from the Connecticut State Department of Education.
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 and aligns with the district improvement plan.
5. All administrators are provided a copy of this handbook.

Step 2: Goal-Setting and Plan Development

Before a school year starts, administrators identify three Student Learning Indicators (SLIs) and one survey target, drawing on available data, the superintendent's priorities, the district improvement plan, their school improvement plan from the previous year and prior evaluation results (where applicable). They also determine two areas of focus for their practice.

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

While administrators are rated on all six Performance Expectations within the four domains on the Connecticut Leader Evaluation and Support Rubric, administrators are not expected to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that at least one and perhaps both, of the practice focus areas will be in instructional leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

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

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

The evaluator and administrator also discuss the appropriate resources and professional learning needs to support the administrator in accomplishing his/her goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation support plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used. The focus areas, goals, activities, outcomes and timeline will be reviewed by the administrator's evaluator prior to beginning work on the goals. The evaluator may suggest additional goals as appropriate.

Questions to assess the administrator's plan is likely to drive continuous improvement:

- Are the goals clear and measurable so the evaluator will know if the administrator has achieved them?
- Can the evaluator see a through line from district priorities to the school improvement plan to the evaluation plan?
- Do the practice focus areas address growth needs for the administrator? Does at least one of the focus areas address instructional leadership?

Planning Template

Administrator: Principal

Stonington High School

Evaluator: Superintendent

District Improvement Goal: To implement a student-centered, standards-based curriculum K-12.				
School Improvement Goal: To implement a student-centered, standards-based curriculum for all students in grades 9-12.				
Action item based on data	Student Learning Indicators	Outputs	Outcomes	Leadership Practice Area
75% students report materials are accessible. EL Cohort graduation rate is 65% and extended graduation rate is 70%	Increase EL graduation rate by 2% and the extended graduation rate by 3%	Develop support service SLIs to address intervention needs and strategies	EL graduation rate increases 5% over the last year and extended graduation by 10%	Use assessments, data systems, accountability strategies to improve achievement, monitor and evaluate progress, close gaps and communicate progress.
District Improvement Goal:				
School Improvement Goal:				
Action item based on data	Student Learning Indicators	Outputs	Outcomes	Leadership Practice Area
District Improvement Goal:				
School Improvement Goal:				
Action item based on climate survey data	Student Learning Indicators	Outputs	Outcomes	Leadership Practice Area

Step 3: Plan Implementation and Evidence Collection

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

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

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

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

- 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

Further, the evaluator may want to establish a schedule of school visits with the administrator to collect evidence and observe the administrator's work. The first visit should take place near the beginning of the school year to ground the evaluator in the school context and the administrator's evaluation and support plan. Subsequent visits might be planned at 2-to 3-month intervals.

A note on the frequency of school - site observations: State guidelines call for an administrator's evaluation to include:

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

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

Step 4: Mid-Year Formative Review

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

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

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

Step 5: Self-Assessment

In the spring, the administrator takes an opportunity to assess his/her practice on all 4 domains of the CT Leadership Evaluation and Support Rubric which embeds the 6 performance expectations of the Common Core of Leading-Connecticut School Leadership Standards (CCL-CSLS) of the CCL: For each indicator, the administrator determines whether he/she:

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

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

Step 6: Summative Review and Rating

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

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

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

Stonington has a locally developed model based upon the Connecticut Guidelines for Education Evaluation and its use gives evaluators the opportunity to:

- Understand the various components of the SEED administrator evaluation and support system;
- Understand sources of evidence that demonstrate proficiency on the CT Leader Evaluation and Support Rubric 2017
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of leadership practice; and
- Collaborate with colleagues to deepen understanding of the content.

Stonington will utilize training as provided by the CAS or other entities approved by CSDE.

Summative ratings must be completed for all administrators by June 30 of a given school year. When the summative rating for an administrator may be significantly impacted by teacher effectiveness ratings, the evaluator may review the administrator's summative rating and submit the adjusted rating no later than September 15 as appropriate. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

Support and Development

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

Evaluation-Informed Professional Learning

Student success depends on effective teaching, learning and leadership. Stonington's vision for professional learning is that each and every educator engages in continuous learning daily to increase professional effectiveness, resulting in positive outcomes for all students. For our students to graduate college and career ready, our educators must engage in strategically planned, well-

supported, standards-based, continuous professional learning focused on improving student outcomes.

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

Administrator Evaluation Components

In order to arrive at an end of year summative rating, administrators are measured against the leadership practices in the Connecticut Leader Evaluation and Support Rubric 2017 outlined in the following four domains: Instructional Leadership, Talent Management, Organizational Systems, and Culture and Climate. While the CT Leader Evaluation and Support Rubric 2017 is one option to use in the evaluation and support of administrators, the CCL-CSLS still remain as Connecticut's leadership standards and apply to all Connecticut administrators.

Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

Talent Management

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

Organizational Systems

Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

Components for Administrator Evaluation

Student Learning Indicators (SLI) (45%)

Forty five percent (45%) of an administrator's summative rating shall be based on multiple student learning indicators. (a) An administrator's evaluation shall be based on at least three locally determined indicators which align to Connecticut learning standards and the

District/School Improvement Plans.

High school administrators must select indicators to 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.

Central office administrators

For 092 holders serving in central office administrative roles, performance will be rated 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.

School-based administrators

For all school-based administrators, selected indicators must be relevant to the student population (e.g., grade levels) served by the administrator's school, and may include:

- Student performance or growth on district-adopted assessments (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations, etc.).
- 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.
- Other indicators identified through the district improvement plan.

For **assistant principals and deans** 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.

For **central office administrators**, indicators may be based on results in the group of schools, group of students, or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results. In selecting indicators, districts may establish district-wide indicators or may allow administrators and their evaluators to craft mutually agreed-upon student learning objectives specific to that administrator.

Adequate information on any chosen indicator must be collected to make a fair judgment about whether the administrator met the established goal. When setting targets or objectives, the superintendent or designee must include a review of relevant student characteristics (e.g., mobility, attendance, demographic and learning characteristics). The evaluator and administrator must also discuss the professional resources appropriate to supporting the administrator in meeting the performance targets.

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

Levels	SLI
Elementary	80% of 2nd grade students will meet at or above benchmark as measured by STAR in May.
Middle School	78% of students will attain <i>Proficient</i> or higher on the Science Interim Benchmark Assessment in February.
High School	9th grade students will accumulate sufficient credits to be in good standing as sophomores by June.

The four performance levels are:

- 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

Teacher Effectiveness Outcomes (5%)

Five percent (5%) of an administrator’s summative rating shall be based on teacher effectiveness outcomes. Acceptable measures include: (a) Improving the percentage (or meeting a target of a high percentage) of teachers who meet the student learning objectives outlined in their performance evaluations (When this measure is used, the district leadership team will review the process for ensuring that the process for setting student learning objectives is rigorous). (b) Other locally-determined measures of teacher effectiveness. For assistant principals, measures of teacher effectiveness shall focus only on those teachers the assistant principal is responsible for evaluating.

Administrator performance and practice (40%)

Forty percent (40%) of an administrator’s evaluation shall be based on ratings of administrator performance and practice by the district superintendent or her/his designee(s). Ratings must be based on evidence collected about leadership practice as described in the Common Core of Leading: Connecticut School Leadership Standards using the CT Leaders Evaluation and Support Rubric 2017 aligned to those standards. For principals the weight the Teaching and Learning Standard must be at least twice as much as any other standard. The other standards of practice must all have a weighting of at least 5% of the overall evaluation. The weighting of standards may be different for each administrator, but the weights must be established by the evaluator as part of the goal setting conference at the start of the school year.

Stakeholder Feedback (10%)

Ten percent (10%) of an administrator's summative rating shall be based on feedback from stakeholders on areas of principal and/or school practice described in the Connecticut Leadership Standards. For **school-based administrators**, stakeholders solicited for anonymous feedback must include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.). **Central office administrators** shall be rated based on feedback from the stakeholders whom the administrator directly serves. The district/school climate survey, based upon the state model, will be used to gather feedback. More than half of the rating of a principal on stakeholder feedback must be based on an assessment of improvement over time.

In order to arrive at these ratings for Leadership Practice & Performance (40%), administrators are measured using the CT Leader Evaluation and Support Rubric 2017 which describes leadership skills and allows leaders to be rated on a scale of four performance levels across four domains. Indicators within domains related to key skills, knowledge and dispositions of administrative leaders. Each indicator demonstrates a continuum of performance across the row, from *unsatisfactory* to *exemplary*.

The four performance levels are:

- 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

Strategies for Using the Connecticut Leader Evaluation and Support Rubric 2017:

Helping administrators get better: The rubric is designed to be developmental in use. It contains a detailed continuum of performance across four domains based upon the six performance expectations outlined in the Common Core of Leading-CT School Leadership Standards (CCL-SCLS) The ratings are meant 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](#).

For the Evaluator-Determining the Summative Rating for Administrators

1. Rate administrator performance in each of four categories – multiple student learning indicators, teacher effectiveness outcomes, observations of administrator performance and practice, and stakeholder feedback.
2. Combine the multiple-student learning indicator rating and the teacher effectiveness outcomes rating into a single rating, taking into account their relative weights; this will represent an overall “outcomes rating” of Exemplary, Proficient, Developing, or Below Standard.
3. Combine the observations of administrator performance and practice rating and stakeholder feedback rating into a single rating, taking into account their relative weights; this will represent an overall “practice rating” of Exemplary, Proficient, Developing, or Below Standard.
4. Combine the outcomes rating and practice rating into a final rating that equally weights the outcomes and practice ratings. In undertaking this step, the district must assign a summative rating performance level (i.e., Exemplary, Proficient, Developing, and Below Standard). The district must provide at the start of each school year how the “practice rating” and “outcomes rating” will be combined into one summative rating.

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 (Student Learning Indicators and Teacher Effectiveness) and Leader Practice-Related Indicators (Administrator Performance and Practice and Stakeholder Feedback), 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.

		<i>Overall Leader Practice Rating</i>			
		4	3	2	1
<i>Overall Student Outcomes 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 Unsatisfactory

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 Support and Assistance Plan or Intensive Support Plan will be developed in consultation with such administrator and his/her exclusive bargaining unit representative for certified administrators chosen pursuant to section 10-153b of the 2012 Supplement (C.G.S.), and that (A) identify resources, support and other strategies to be provided by the local or regional board of education to address documented deficiencies, (B) 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 (C) include indicators of success including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.

Stonington has two developed a system with two levels of support. For example:

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

Career Development and Growth

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation and support system itself and in building the capacity and skills of all leaders. In Stonington examples include, but are not limited to: observation of peers; mentoring aspiring and early-career administrators; participating in development of administrator improvement and remediation plans for peers whose performance is *developing* or *below standard*; leading Professional Learning Communities during SPS Leadership Team meetings; participating in the CCSU Teacher Leader Fellowship as a mentor, differentiated career pathways; and focused professional learning based on goals for continuous growth and development.

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

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

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

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

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

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

Appendix C

Administrator Support Plan

The **SPS Administrators' Support Plan** consists of two levels: (1) Support and Assistance, and (2) Intensive Support. The Administrator Support Plan applies to tenured and non-tenured administrators.

The purpose of the **Support Plan** is to provide support and guidance to insure that each administrator meets the professional standards based upon the Code of Professional Responsibility for Teachers, the Common Core of Leading: Connecticut School Leadership Standards as well as locally determined professional expectations. When an evaluator has concerns about an administrator's performance, the evaluator shall first hold a conference with the administrator to formally state those concerns. The administrator shall be given the opportunity to respond in writing to the concerns. At this point, he/she may note any extenuating circumstances related to the concern(s).

Placement on the Support Plan is considered serious and requires immediate action leading to improvement in the area(s) of concern. There are two levels, Support and Assistance and Intensive Support, within this plan. In general, an administrator will first be placed on the Support and Assistance tier; however, to address serious concerns or egregious concerns (directly related to the components of the evaluation process and/or any other aspect(s) of the administrator's role as identified by the superintendent or designee) he/she may be placed directly on the Intensive Support tier by the Superintendent. The administrator will be advised to discuss placement on the Support Plan with the Stonington School Administrators' and Supervisors' Association and to bring representation to all meetings.

Support and Assistance

Prior to placing an administrator on a Support and Assistance Plan, the Superintendent shall be notified, and persistent performance deficiencies shall be documented and discussed with the administrator.

Purpose: The purpose of the support and assistance level is to (a) discuss a concern (directly related to the components of the evaluation process and/or any other aspect(s) of the administrator's role as identified by the superintendent or designee), and (b.) to provide the support necessary to ensure that the administrator meets the standards contained herein or support those expectations not adequately being met by the administrator.

Placement An administrator is placed on this support plan when there is concern directly related to the components of the evaluation process and/or any other aspect(s) of the

Administrator's role as identified by the superintendent or designee. If the area of concern is related to components of the evaluation system, the evaluator initiates placement when a concern is noted. If the area of concern is related to another aspect of the administrator's role, the superintendent (in concert with the evaluator if someone other than the superintendent,) can initiate placement when a concern is noted. The evaluator will complete a Statement of Concern detailing the area or areas of concern.

Process: At this level, the nature of the area of concern is communicated through a conference between the administrator and the evaluator (and/or superintendent when the area of concern is related to another aspect of the administrator's role). The administrator will receive written notification of the date and time of the conference and the areas of concern. This conference will be held between the administrator and evaluator (or superintendent) within 5 school days from the issuance of a statement of concern(s) to mutually develop a Support and Assistance Improvement Plan to resolve the concern.

At that conference, the evaluator (and/or superintendent if the area of concern is related to another aspect of the administrator's role) will: (1) provide an overview of the concern(s), (2) identify -specify the expectations for performance improvement through the establishment of objectives, (3) discuss the support that will be provided to the administrator, (4) communicates how the objectives will be assessed and (5) identify a timeline for improvement. The Superintendent (when applicable) is advised of the placement of this individual and receives ongoing communication as well. A written summary of the meeting will be provided within 48 hours of the conference.

Timeline:

- The administrator will receive written notification of the date and time of the conference and the areas of concern.
- Written notification of placement in this level with meeting scheduled within 5 working days to develop action plan.
- Implementation of action plan.
- Administrator demonstrates improvement/change every 10 working days with a conference with the evaluator at least every 10 working days.
- Maximum limit in this level is 45 working days

Disposition: At the end of the timeframe, three options are possible;

- Resolution of the concern(s) and return to the evaluation plan
- Progress noted and a one-time extension (not to exceed 30 additional consecutive school days) granted to address strategies for resolution
- Not reaching resolution of the concern(s) and moving the administrator to an Intensive Support Plan.

Documentation will be placed in the administrator's personnel file at Central Office. The administrator will have 10 days to comment on the resolution document.

Intensive Support

Purpose: When concerns are not resolved through the Support and Assistance plan, or the area of concern is so egregious that it warrants immediate placement on Intensive support, the evaluator (and/or superintendent if the area of concern is related to another aspect of the administrator's role) shall again notify the Superintendent.

Placement: The evaluator (or superintendent if the area of concern is related to another aspect of the administrator's role) initiates placement of an administrator on an Intensive Support Improvement Plan. The process is formal with written notification and ongoing documentation of (1) concerns, (2) communications, and (3) efforts to improve. The Superintendent is advised of the placement of this individual and receives ongoing communication as well.

Process: The evaluator (or superintendent) shall then notify the administrator in writing that he/she is being placed on Intensive Support and shall meet with the administrator to present to him/her an Intensive Support Improvement Plan. Within 10 working days, a conference is held at which the evaluator reviews concerns expressed, support provided, administrator efforts to date, and expectations for performance. At this conference, the evaluator (and/or superintendent) builds an action plan, to support strategies listed in the plan.

This plan will include:

- A statement of the areas from the Code of Professional Responsibility for Teachers, Connecticut's Common Core of Leading: Connecticut School Leadership Standards and/or other locally determined professional expectations.
- Information relative to the amount and type of assistance that will be provided to the evaluator and employee (which may include colleague support to improve identified areas for support).
- The method(s) and frequency with which data will be gathered and conferences conducted, and
- A timeline for achieving the expected level(s) of performance not to exceed 45 consecutive school days with an option, at the discretion of the evaluator, to extend for an additional 30 days.

The administrator may respond to the plan in writing. This response will be attached to the Intensive Support Improvement Plan

Timeline:

- The administrator will receive written notification of the date and time of the conference and the areas of concern.
- Written notification of placement on this level with a meeting scheduled to develop action plan.
- Implementation of action plan.
- Administrator demonstrates improvement/change every 10 working days with a conference with the evaluator at least every 10 working days.
- Maximum limit in this level is 45 working days.

Disposition: At the end of the designated time period, an Intensive Support Summative Report shall be completed by the evaluator (or superintendent) that includes a recommendation relative to the administrator's employment status and potential compensation adjustments. An administrator may be returned to the district evaluation cycle, or the Superintendent may institute termination proceedings.

This summary report shall be placed in the teacher's personnel file. The administrator will have 10 days to comment on the resolution document.

* The peer may provide support, but has no role in the evaluation process.