

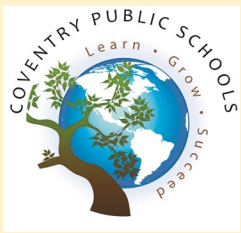
COVENTRY PUBLIC SCHOOLS

EDUCATOR AND LEADER EVALUATION PLAN

2024-2025



May 2024



Coventry Public Schools

Educator and Leader Evaluation Plan

Coventry Public Schools Mission Statement

The Coventry Public Schools will prepare every student for life, learning and work in the 21st century.

Goals

- 1. Identify, define, and measure the critical skills and attributes that are required for success and align systems to continuously improve student performance and achievement.**
- 2. Maintain and promote a positive and respectful learning community.**
- 3. Recruit, retain and develop high quality staff at every level.**

Coventry Public Schools District Beliefs

● Empowering Learners

All students take ownership for their learning and achieve at high levels when provided with opportunities for choice and challenge.

● Diversity/Equity

Our community is strengthened through equitable practices and an inclusive environment that embraces diversity and supports the academic and social and emotional well-being of all.

● Belonging

When individuals interact with care and respect, all community members can feel valued and safe, thrive, build resilience, and accomplish their goals.

● Building Capacity

Staff excel when given opportunities to innovate, utilize their expertise, and demonstrate leadership.

● Partnerships

Common goals are created and achieved through community partnerships that celebrate varied perspectives.



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Educator and Leader Evaluation Plan

Overview and Guiding Principles

The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. The Coventry Public Schools Professional Learning and Evaluation Plan provides educators and leaders the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, so that all students experience growth and success. This plan has been developed through mutual agreement between the Board of Education and the EAC and Professional Development and TEVAL Committee. **The Professional Development and TEVAL Committee Is comprised of teachers, a para-educator, and administrators.**

It is a comprehensive system that is based on clearly defined expectations that consist of domains of skills, knowledge, and disposition articulated in the CT Common Core of Teaching (2010), and the Framework for Teaching Evaluation Instrument (2013) developed by Charlotte Danielson for teacher evaluation, the Common Core of Leading: CT School Leadership Standards (2012) for administrator evaluation, and the national standards for the evaluation of educators in pupil services, as well as what current research tells us about the relationship between teaching and learning.

The Professional Learning Plan supports the development of educators at all stages of their careers, as it weaves together professional standards with expectations for student learning, growth, and achievement, and ongoing evaluation with access to professional learning and support. The Plan's teacher observation instrument, the Framework for Teaching (FfT) is designed to align with the processes and professional performance profiles outlined in Connecticut's Teacher Education and Mentoring (TEAM) program, which provides differentiated professional learning for all beginning teachers. Such alignment promotes the establishment of common, consistent vocabulary and understanding about teacher practice at all levels, among administrators and teachers, throughout the district. The Framework for Teaching serves as support for self-evaluation, dialogue, and feedback. While the entire Framework will be provided for teachers, evaluations will be scored using a single point from the rubric, the Proficient Level.

Guiding Principles

Guiding principles guide the design of a transformative educator and leader evaluation and support system that uses high-quality professional learning to improve educator and leader practice and student outcomes.

These include:

- Allow for differentiation of roles (for example, teachers, counselors, instructional coaches, student support staff, and leaders in central office such as principal, assistant principal, etc.).
- Simplify and reduce the burden (for example, eliminate the technical challenge; reduce the number of steps, paperwork).



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- Focus on things that matter (identify high leverage, mainstream goal focus areas).
- Connect to best practices aimed at the development of the whole child (including, but not limited to academic, social, emotional, and physical development).
- Focus on educator growth and agency (meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus, focus on things that matter).
- Meaningful connections to professional learning (provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).
- Specific, timely, accurate, actionable, and reciprocal feedback.

Roles and Responsibilities for Professional Learning and Evaluation

Definition of Evaluator and Teacher

Evaluator refers to all individuals (including school and district administrators,) whose job responsibilities include supervision and evaluation of other teachers. In addition, Evaluator refers to other staff with 092 certification who serve as complementary evaluators who conduct classroom observations of teaching. Teacher, as used in this document, shall mean all certified instructional and non-instructional persons below the rank of Administrator.

Superintendent's Role in the Evaluation Process

- Arbitrate disputes
- Allocate and provide funds or resources to implement the plan
- Serve as liaison between Coventry's Board of Education and the evaluation process
- Be responsible for ensuring that the Professional Development Evaluation Committee receives information regarding school and program improvement and individual professional growth goals for use in planning professional learning opportunities for staff

Responsibility for Evaluations

Administrators, directors, and complementary evaluators will be responsible for evaluations, including, but not limited to, personnel in the following categories:

Superintendent

- Administrators

Administrators of Coventry Public Schools

- Teachers



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Director of Pupil & Staff Support Services

- Nurses
- Social Workers
- Counselors
- Psychologists
- Speech Therapists
- Occupational Therapists/COTA
- Physical Therapists
- Other Related Services Personnel

Director of Teaching and Learning

- K-12 Specialists

Director of Educational Technology

- Educational Technology Coach
- Library Media Specialists

Roles and Responsibilities of Evaluators and Evaluatees

The primary purpose of educator evaluation is to strengthen individual and collective practices to improve student growth. Therefore, evaluators and evaluatees share responsibilities for the following:

- The review and understanding of CT Common Core of Teaching (2010) and The Framework for Teaching Evaluation Instrument
- The review and understanding of CT Common Core of Leading (CCL) and the CT Leader Evaluation and Support Rubric 2017
- The review and familiarity with applicable portions of Connecticut's Common Core State Standards, Connecticut's Frameworks of K-12 Curricular Goals and Standards, Smarter Balanced Assessments, as well as locally-developed curriculum standards
- Adherence to established timelines
- Completion of required components in a timely and appropriate manner
- Sharing of professional resources and new learnings about professional practice

Evaluator Roles:

- Collaboration and support for evaluatees' continuous improvement, self-reflection, and professional development
- Review of and familiarity with evaluatees' previous evaluations
- Participation in collaborative conferences with evaluatees
- Assistance with assessment of goals, student learning indicators, learning activities developed and implemented by evaluatees, and outcomes
- Analysis and assessment of performance, making recommendations as appropriate
- Clarification of questions, identification of resources, facilitation of peer assistance



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and other support as needed

Evaluatee Roles:

- Self-reflection related to goal setting and professional learning opportunities
- Reflection on previous feedback from evaluations
- Engagement in inquiry-based professional learning opportunities
- Participation in collaborative conferences with evaluator
- Development, implementation, and self-assessment of goals, student learning indicators, learning activities, and outcomes
- Request assistance with identification of professional resources and/or peer assistance
- Collect evidence and artifacts as required to document growth and completion of goals

Implementation of Professional Learning and Evaluation Plan

Training and Orientation of Teachers and Administrators

Annually, the district will provide to all educators several orientation and update training sessions (through in-service sessions, target group sessions, and individual conferences) that explain the processes for professional learning planning, protocol for evaluation and observation (including timelines and rubrics), and documents that will be used by all staff. In addition, all educators and administrators will be provide with training to understand differentiated supports and processes.

Teachers and administrators new to Coventry Public Schools will be provided with the Professional Learning and Evaluation Plan and will engage in training to ensure that they understand the elements and procedures of the Plan, processes, and documents. This training will take place upon employment or prior to the beginning of the school year with members of Coventry Public Schools' Administration, Central Office staff, and/or the New Teacher Orientation team.

Evaluator Orientation and Support

Understanding of Coventry Public Schools' Professional Learning and Evaluation Plan's features, the CT Common Core of Teaching (2010), the Framework for Teaching (FfT), Common Core of Leading (CCL), Common Core State Standards, Standards for Professional Learning, and the components of professional evaluation and observation is essential to facilitating the evaluation process and promoting student growth. To that end, evaluators will be provided with on-going training and support in the use and application of Coventry's Evaluation Plan. Evaluators will review Plan elements and procedures prior to the beginning of each school year and at other appropriate intervals. Plans for staff training will be coordinated annually by the Building Administrators or Director of Teaching and Learning.



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Resources for Program Implementation

Funds to provide material and training as well as time for professional learning options and collaboration necessary to support the successful achievement of the teachers' goals, objectives and implementation of the Evaluation Plan will be allocated annually and determined on a program-by-program basis.

Teacher Evaluation Plan Overview

Coventry Public Schools' Professional Learning and Evaluation Plan supports an environment in which educators have the opportunity to regularly employ inquiry into and reflection on practice, to give each other feedback, and to identify teaching practices that positively affect student learning.

To help foster such an environment, we have created the Professional Learning and Evaluation Plan as a district-wide system that provides multiple opportunities and options for educators to engage in individual and collaborative activities in which they collect, analyze, and respond to data about student learning, growth, and achievement within and among Coventry schools and programs. Educators and administrators are expected to provide evidence related to the effectiveness of instructional practices and their impact on student learning. Educators and administrators are also expected to take an active role in a cycle of inquiry into their practice, development, implementation, and analysis of strategies employed to advance student growth, and reflect on effectiveness of their practice. The Plan includes an additional component, Professional Assistance and Support System (PASS), for those teachers and administrators in need of additional support to meet performance expectations.

Standards and Indicators of Teaching Practice

The expectations for teacher practice in Coventry Public Schools' Professional Learning and Evaluation Plan are defined using the Charlotte Danielson Framework for Teaching (FfT 2013). Framework for Teaching Evaluation Instrument, the tool used for observing and assessing teacher practice in each of the domains, articulates components of teaching. Observations will be rated using a single competency of the rubric, the proficient column. All components of each domain will be rated during a formal evaluation, with the evaluator rating each component "proficient" or "not proficient". During an informal evaluation components may be rated as "proficient", "not proficient", or "not observed" with "not proficient" indicating the component is an area for teacher development and "not observed" indicating that the lesson design or the time during which the informal observation was conducted did not provide an opportunity for the evaluator to observe the component.



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Core Requirements of the Evaluation Program

Coventry Public Schools' Professional Learning and Evaluation Plan is aligned with the Core Requirements of the State Board-approved Guidelines for Educator Evaluation, as provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by Sec. 51 of P.A. 12-116. The following is a description of the processes and components of Coventry Public Schools' plan for teacher evaluation through which the Core Requirements of the Guidelines shall be met.

Process and Timeline of Teacher Evaluation

The annual evaluation process for an educator will include the following steps:

1. Orientation (by September 30):

To begin the annual evaluation process, evaluators meet with teachers, in groups and/or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will review and discuss the following:

1. The Framework for Teaching Evaluation Instrument (2013) and The Danielson 2007 Rubrics for Library Media Specialist, School Counselor, School Psychologist, Therapeutic Specialists, Social Workers, Behavioral Specialists, and Instructional Specialists included in *Enhancing Professional Practice: A Framework for Teaching* (2007) and the single competency "Proficient" on the rubrics
2. School, district, and Administrator priorities that should be reflected in teacher performance and practice focus areas
3. SMART goal development related to student learning outcomes, a non-standardized goal related to the growth or overall well-being of students, and a Professional Learning and Educator growth goal
4. Data and artifact collection including multiple measures of student learning, growth, and achievement; artifacts; and processes for collection and analysis
5. Self reflection including a review of evidence and educator analysis of their own practice to identify and support the Professional Learning and Educator Growth Goal
6. One, two, or three year goals and individual and partnership with colleagues on goals

Evaluators and teachers will establish a schedule for collaboration required by the evaluation process.

2. Goal-Setting Conference (by October 15):

Teacher Reflection - In advance of the Goal-Setting Conference, the teacher will examine data related to current students' performance (including, but not limited to: standardized tests, portfolios and other samples of student work appropriate to teacher's content area, etc.), prior year evaluation, previous professional learning, focus area(s), and the Framework for Teaching domains. First-year beginning teachers may find it helpful to reflect on their practice goals with



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their mentor teachers, using the TEAM program’s Module Resources and Performance Profiles, to determine a baseline for establishing goals. The teacher will draft one SMART goal to address student learning and achievement based on a standardized indicator if available for the content or discipline. Teachers in non-tested grades and subjects may establish a common SMART goal based on student learning needs and measurable targets revealed in aggregate data from standardized assessments where available or non-standardized assessments. The teacher will draft a second goal focused on the growth and overall well-being of students, a goal which may be a Social and Emotional Learning indicator or measure of accomplishment, i.e., how the educator uses SEL strategies in their content or grade level to promote student well-being and achievement.

The initial goal setting meeting will include a dialogue between the educator and their evaluator around the educator’s initial self-reflection, which is based on a review of evidence and analysis of their own practice to identify and support a Professional Educator Learning and Growth goal which the educator will draft for the goal setting meeting.

Goal setting should allow for differentiated timelines (one, two, or three years) and differentiated partnerships (perhaps in teams or in collaboration with another educator), depending on the role of the educator and aligned with a plan for professional learning and growth. Educators who identify differentiated timelines will identify target goals for each year, and yearly progress on goal achievement will be evaluated and reported on in the year-end summary. Goals should be aligned with district wide and individual professional development, professional learning communities, and other integrated efforts to support the goals, mission, and vision established within the district.

Goal-Setting Conference – No later than October 15 of the school year, the evaluator and teacher will meet to discuss the teacher’s proposed goals in order to arrive at mutual agreement about them. The goals for the year must be informed by data and evidence about the teacher’s practice. Goals and feedback will be based on evidence, observations, and artifacts of professional practice. Educators and their evaluators will mutually agree upon a one-, two- or three-year goal and develop a plan for professional development and support that is consistent with their professional status and goals. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria. **Specific feedback, tied to standards that identifies strengths and areas of focus for advancement will be provided to teachers during the Goal Setting Conference prior by October 15.**

Examples of data and evidence that may be included in the Goal-Setting Conference discussion:

<i>Formative Assessment Data</i> <i>Summative Assessment Data</i> <i>Student Work</i> <i>Parent Communication Logs</i> <i>Data Team Minutes</i> <i>Survey Data Class Lists</i> <i>Lesson Plans</i>	<i>Standardized and Non-standardized Data</i> <i>(based on the teacher’s class)</i> <i>School or Classroom Level SEL Data</i> <i>School Level Data</i> <i>The Framework for Teaching Domain</i> <i>Proficient Indicators</i>
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3. Observations of Practice (by November 30, January 30, and April 30):

Evaluators will observe teacher practice in formal and informal in-class observations and non-classroom reviews of practice throughout the school year, with frequency based on years of service in the district.

4. Evidence Collection and Review (throughout school year):

The teacher collects evidence about their professional learning and educator growth, teacher practice, and student learning, growth, and achievement that is relevant to the agreed upon professional goals. The evaluator also collects evidence about teacher practice for discussion in the Mid-Year/Review of Practice and summative review. Evaluators will use evidence to inform the verbal and written feedback, tied to standards, that identifies strengths and areas of focus for advancement. The Professional Development and TEVAL Committee will determine what constitutes appropriate feedback and will generate a list of suggestions for how educators might use informal and formal feedback.

5. Mid-Year/Review of Practice (by February 15 or by April 15 to accommodate second semester in high school):

The evaluator and teacher will hold at least one conference near the mid-point of the evaluation cycle. The discussion should focus on processes and progress toward meeting the goals and developing one's practice. Both the teacher and the evaluator will review and discuss evidence about practice and student learning data. Including multiple measures of student learning, growth, and achievement as mutually agreed upon during the goal-setting process. The teacher and evaluator will discuss the cause-and-effect relationship of practice to student learning data, i.e. – how practice positively impacts student learning. If necessary, the teacher and evaluator may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of the SMART goals to accommodate changes (e.g., student populations, assignment). Changes to the SMART goal may be mutually agreed upon by the educator and evaluator at any time throughout the school year. During this Mid-Year/Review of Practice meeting, the educator and evaluator will also discuss and together document the ways in which the educator has engaged in practices related to professional responsibility aligned to the CCT Rubric for Effective Teaching Domain 4, Professional Responsibilities and Teacher Leadership. Teachers may but are not required to share with the evaluator short summaries related to this domain prior to the Mid-Year/Review of Practice meeting. During this meeting the educator and evaluator also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in their development areas. The evaluator will provide feedback, tied to standards, that identifies strengths and areas of focus for advancement by February 15 for all teachers other than high school teachers with goals based on second semester courses who will receive feedback by April 15.



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6. End-of-year Summative Review (by June 10):

- a. *Teacher Self-Assessment* – (due to the evaluator 5 school days prior to the end-of-year conference). The teacher reviews and reflects on all information and data collected during the year related to the goals and completes an end of year self-assessment for review by the evaluator. *The Self-Assessment* addresses all components of the evaluation plan.
- b. *End-of-Year Conference*–The evaluator and the teacher meet to discuss all evidence collected to date. The teacher and evaluator will discuss the extent to which students met the SMART goal, and how the teacher’s Professional Learning and Educator Growth goal contributed to student outcomes and professional growth. The end-of-year meeting should be used as a time to reflect on the current year and how it might inform/launch the next evaluation cycle.
- c. *Evaluation Summary*–The evaluator reviews evidence, self- assessments, and observation data. The evaluator will provide an end of year summary of the educator growth achieved through the process and the provision of a platform to consider future work. This summary will be tied to the agreed-on standards and goals and will make a distinction regarding the educator’s successful completion of the evaluative cycle.

Dispute Resolution

The purpose of the resolution process is to secure at the lowest possible administrative level, equitable solutions for disagreements which from time to time may arise related to the evaluation process. The right of appeal is a necessary component of the evaluation process and is available to every participant at any point in the process. As our evaluation system is designed to ensure continuous, constructive, and cooperative processes among professional educators, most disagreements are expected to be worked out informally between evaluators and evaluatees.

Any claims that the district has failed to follow the established procedures of the teacher evaluation and support program shall be subject to the grievance procedures set forth in the then-current collective bargaining agreements between the local or regional board of education and the relevant bargaining unit.

The resolution process may be implemented when there is a question as to whether or not adequate data has been gathered to support fair and accurate decisions. The resolution process shall be conducted in accordance with the law governing confidentiality.

Procedures

1. Within five school days of articulating the dispute, the evaluatee will meet and discuss the matter with the evaluator with the object of resolving the matter informally. The two parties have the option of choosing a facilitator who will review the areas of difference and suggest compromises or resolutions.



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2. If there has been no resolution, the Superintendent shall review the recommendations of the facilitator and any additional information from the evaluator and evaluatee and shall meet with both parties as soon as possible. Within five school days of the meeting, and review of all documentation and recommendations, the Superintendent will act as arbitrator and make a final decision.
3. The evaluatee shall be entitled to Collective Bargaining representation at all levels of the process.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean school days. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. If an evaluatee does not initiate the appeals procedure within 5 school days of acknowledged receipt of evaluation materials, the evaluatee shall be considered to have waived the right of appeal.

Failure of the evaluatee at any level to appeal to the next level within the specified time shall be deemed to be acceptance of the decision rendered at that level.

Components of Teacher Evaluation

CATEGORY 1: STUDENT OUTCOMES AND ACHIEVEMENTS

A component of a teacher's evaluation will include achievement of student learning outcomes defined by a teacher created SMART goal related to student learning and achievement. This SMART goal will focus on student learning and achievement and should be based on a standardized indicator if available for the content or discipline. Teachers in non-tested grades and subjects may establish a common SMART goal based on student learning needs and measurable targets revealed in aggregate data from standardized assessments where available or non-standardized assessments. The second goal will focus on the growth and overall well-being of students and may be a Social and Emotional Learning indicator or measure of accomplishment, i.e., how the educator uses SEL strategies in their content or grade level to promote student well-being and achievement.

Sources for the development of IAGD non-standardized indicator may include:

- Benchmark assessments of student achievement measured by analytic rubrics
- Other curricular benchmark assessments
- Student portfolios of examples of work in content areas collected over time
- and reviewed annually



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The SMART goal for all personnel must demonstrate alignment with school-wide student achievement priorities. If a standardized assessment is not available in the teacher's discipline area, then both goals may be based on non-standardized measures.

Goal-Setting:

Each Coventry teacher's SMART goal must address the learning needs of their students and be aligned to the teacher's assignment. The student outcome related indicators will be written to meet SMART goal criteria, i.e., Specific, Measurable, Attainable, Relevant, and Time-Bound. Teachers will write one (1) SMART goal that will address targeted areas for student growth and/or achievement.

The SMART goal will:

1. take into account the academic track record and overall needs and strengths of the students that teacher is teaching that year/semester.
2. address the most important purposes of a teacher's assignment through self-reflection.
3. align with school, district, and state student achievement objectives.
4. take into account students' learning needs vis-à-vis relevant baseline data.
5. consider student characteristics, student attendance, and student mobility.
6. be mutually agreed upon by teacher and his/her evaluator.
7. be fair, valid, reliable and useful to the greatest extent possible.

SMART Goal and Student Growth and Overall Well Being of Students Goal

To write a meaningful and relevant SMART goal that aligns to their teaching assignment and results from a thorough knowledge of their students, data analysis is required.

Examples of data that teachers may include, but are not limited to are:

1. Student outcome data (academic)
2. Behavior data (absences, referrals)
3. SEL data including DESSA data

Teachers must learn as much as they can about the students they teach, be able to discuss baseline data that they have used to determine their instructional focus and be able to write a SMART goal on which they will, in part, be evaluated. In addition, teachers will write a non-standardized goal related to student growth and well-being. Analysis of these initial pieces of data on incoming students for the year should be completed by the end of September of the academic year.

Each teacher will write one SMART goal. The SMART goal will be based on a standardized assessment where available and appropriate. Each teacher will also write one goal based on the growth and overall well-being of students which may be a Social and Emotional learning goal.



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

1. Standardized Indicators:

- a. Standardized assessments are characterized by the following attributes:
 - ii. Administered and scored in a consistent – or “standard” – manner
 - iii. Aligned to a set of academic or performance “standards”
 - iv. Broadly administered (e.g., nation - or statewide)
 - v. Commercially produced
 - vi. Often administered only once a year

2. Standardized assessments include, but are not limited to:

- a. AP exams
- b. SAT
- c. PSAT
- d. CT State Fitness Test
- e. Aperture System DESSA Assessment, DESSA Student Self-Report
- f. Acadience Reading
- g. PAST Assessments
- h. Foundations Assessments
- i. NWEA (MAPS) (administered more than once a year)
- j. Trade certification exams
- k. Standardized vocational ED exams
- l. Curriculum-based assessments taken from of state-wide or national databases
- m. Assessment consortium assessment item banks
- n. SBAC Assessment bank items
- o. SBAC or NGSS Interim Assessment Blocks
- p. SBAC Released Performance Tasks

3. Non-standardized Indicators

- a. Non-standardized indicators include, but are not limited to:
 - i. Performances rated against a rubric (such as: music performance, P.E. performance, art performance)
 - ii. Performance assessments or tasks rated against a rubric (such as: writing prompts, constructed projects, student oral work, and other written work)
 - iii. Portfolios of student work rated against a rubric
 - iv. Curriculum-based assessments, including those constructed by a teacher or team of teachers
 - v. Periodic assessments that document student growth over time (such as: formative assessments, diagnostic assessments, district benchmark assessments)
 - vi. Other indicators (such as: teacher developed tests, student written work, constructed project)



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Each goal should make clear:

1. what evidence was or will be examined
2. what level of performance growth is targeted
3. what proportion of students is projected to achieve the targeted performance level

Teachers will submit their goals to their evaluator for review and approval. The review and approval process of the goals will take place during the Goal-Setting Conference on or before October 15. Evaluators will review and approve the goals based on the following criteria to ensure they are fair, reliable, valid, and useful to the greatest possible extent:

- Priority of Content: SMART goal is deeply relevant to teacher's assignment and addresses the most important purposes of that assignment.
- Rigor of SMART goal: SMART goal is attainable, but ambitious, and represents at least one year's student growth (or appropriate growth for a shorter interval of instruction).
- Analysis of Student Outcome Data: SMART goal provides specific, measurable evidence of student outcome data through analysis by the teacher
- Student Growth and Overall Well Being goal demonstrates knowledge about students' needs and addresses their growth and overall well-being.

Goal setting should allow for differentiated timelines (one, two, or three years) and differentiated partnerships (perhaps in teams or in collaboration with another educator), depending on the role of the educator and aligned with a plan for professional learning and growth. Educators who identify differentiated timelines will identify target goals for each year, and yearly progress on goal achievement will be evaluated and reported on in the year-end summary. Goals should be aligned with district wide and individual professional development, professional learning communities, and other integrated efforts to support the goals, mission, and vision established within the district.

Once the goals are approved, teachers must monitor students' progress toward achieving the goals. Teachers may monitor and document student progress through:

1. Examination of student work
2. Administration of interim assessments
3. Tracking of students' accomplishments and struggles

Teachers may choose to share their findings from formative assessments with colleagues during collaborative time. They may also wish to keep their evaluator apprised of progress.

Mid-Year Review of Practice

At the Mid-Year Review of Practice, the evaluator and teacher will review progress toward the goals using available information and data collected on student progress. This review may result in revisions to the instructional strategies or approaches the teacher uses. The teacher and evaluator may mutually agree to mid-year adjustments to the goals for the purpose of accommodating significant changes in student population or teaching assignment. The Mid-Year



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Review of Practice will take place by February 15 of the academic year (or April 15 for second semester courses in high school).

End-of-year Review of Goals Related to Student Outcomes and Achievement and Student Growth and Overall Well Being:

End of Year Conference – The teacher shall collect evidence of student progress toward meeting the student learning goal/objectives. This evidence will reflect student progress toward meeting the SMART goal for learning. The evidence will be shared with the evaluator at the conference and the teacher and evaluator will discuss the extent to which the students met the goal and teachers met the Student Growth and Overall Well Being goal. Following the conference, the evaluator will include in the end of year evaluation summary feedback on the extent of student progress toward meeting the student learning goal/objectives.

Professional Learning for Teachers and Evaluators:

Specific training will be provided to develop evaluator and teacher skill in data literacy and guide the creation of the SMART goal by which teachers will be evaluated. The content of the training will include, but not be limited to:

SMART Goal Criteria: Specific, Measurable, Attainable, Relevant, Time-Bound:

- Data Literacy as it relates to Analyzing and Interpreting Assessment Data
- Understanding Root Cause, and Decision-Making Based on Inferences
- Quality of measures and indicators used to determine student growth
- Alignment of a SMART goal to school and/or district goals

All teachers and evaluators will be offered an opportunity to attend professional learning sessions to ensure a standardized approach to the documentation of student learning outcomes and achievement. Should additional professional learning be needed, it will be decided on a case-by-case basis at the school or individual level.

CATEGORY 2: TEACHER PERFORMANCE AND PRACTICE

A teacher's evaluation will also include observation of teacher practice and performance using the 2013 Framework for Teaching Evaluation.

The Framework for Teaching

Coventry's observation instrument for the Professional Learning and Evaluation Plan will be the Framework for Teaching which is a fair, valid, and reliable instrument developed by Charlotte Danielson and the Danielson Rubrics for Library Media Specialist, School Counselor, School



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Psychologist, Therapeutic Specialists, Social Workers, Behavioral Specialists, and Instructional Specialists included in Enhancing Professional Practice: A Framework for Teaching. The 2013 Edition of the Framework for Teaching incorporates the instructional implications of Common Core State Standards. This research-validated instrument provides a common language for defining and reflecting on teaching effectiveness. It is a robust instrument which has the flexibility to meet our district's needs and allows our observers to conduct fair, consistent and reliable evaluations in today's high stakes environment. Observations will be rated using a single competency of the rubric, the proficient column. All components of each domain will be rated during a formal evaluation, with the evaluator rating each component "proficient" or "not proficient". During an informal evaluation components may be rated as "proficient", "not proficient", or "not observed" with "not proficient" indicating the component is an area for teacher development and "not observed" indicating that the lesson design or the time during which the informal observation was conducted did not provide an opportunity for the evaluator to observe the component. The instrument will not only provide the district with a common language for discussing teacher effectiveness but will also allow for professional training and learning to be directly linked to individual teacher needs. The Danielson Rubrics for Library Media Specialist, School Counselor, School Psychologist, Therapeutic Specialists, Social Worker, Behavioral Specialists, and Instructional Specialists included in Enhancing Professional Practice: A Framework for Teaching are adapted for the evaluation of student educator support specialists whose professional practice differs from that of the classroom teacher. These specialist rubrics provide a tool to ensure consistent and reliable collection of evidence of effective practice across a variety of educators in the service of children and can lead to informed professional learning opportunities to advance professional practice.

Teacher Professional Learning and Educator Growth Goal:

In preparation for instructional planning and Goal-Setting Conferences with evaluators, teachers will analyze their student data and use Framework for Teaching or the Danielson student educator support specialist Rubrics to reflect on their own practices and their impact on student performance. Dialogue through the professional growth process should begin with educator self-reflection/self-assessment of impact of professional learning and educator practice on student growth, as well as the identification of next steps. Based on that reflection, teachers will determine a Professional Learning and Educator Growth Goal to guide their own professional learning and improvements in practice that will ultimately promote student growth and achievement of student outcome goals. The Professional Learning and Educator Growth goal should result in improvements in teacher knowledge and skills which will be evidenced in observations of teacher performance and practice. The district will support professional learning needs of teachers, providing professional learning opportunities in district and/or customizing professional learning to meet the needs of individual educators.

Data Gathering Process:

Coventry evaluators will use the Framework for Teaching and the Danielson student educator support specialist Rubrics to guide data collection from three sources: teacher conferences,



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classroom observations and reviews of practice. Over the course of the school year, evaluators will gather evidence for all Indicators and Domains. The Framework for Teaching will allow teachers to demonstrate: the context for their work; their ability to improve student learning and performance; their ability to engage in reflective practice to improve their own knowledge and skills; and how they exercise leadership skills within their classrooms, schools, and district. Teachers will gather evidence on their Professional Learning and Educator Growth Goal and how they have applied new learning to practice.

Observation of Teacher Practice:

Observations, both formal and informal, provide valuable information to all professional staff about instructional practice. Data collected through observations allow school leaders to understand more about the nature of learning and instruction in our schools, and feedback from observation provides individual teachers with insights regarding the impact of their management, planning, instruction, and assessment practices on student growth.

Annually, administrators will engage in professional learning opportunities, including online options and collaborative sessions, which will develop their skills in effective observation providing meaningful, useful feedback, and engaging in productive professional conversations with teachers.

Evaluators and other instructional leaders use a combination of formal and informal, announced, and unannounced, observations to:

1. Gather evidence of and facilitate professional conversation regarding the quality of teacher practice;
2. Provide constructive oral and written feedback of observations that is timely and useful for educators; this written and oral feedback will be provided within two weeks of the observations which will be held by November 30 and April 30 for all educators and also by January 30 for those educators scheduled for three observations.
3. Provide information for the on-going calibration of evaluators and evaluation practices in the district.

The number of observations will be differentiated based on experience, prior ratings, needs, and goals of individual teachers.

Data-Informed Observation of Teacher Performance and Practice		
SOURCES OF DATA	EXAMPLES OF DATA	IMPORTANCE OF DATA



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Conferences	<p>Data related to all 4 Domains</p> <ul style="list-style-type: none"> ●Conversation and artifacts that reveal the teacher has an understanding of, content, students, strategies, and use of data ●Teacher's use of data to inform instruction, analyze student performance and set appropriate learning goals 	<ul style="list-style-type: none"> ●Provides opportunities for teachers to demonstrate cause and effect thinking ●Provides opportunities for evaluator learning in content; systems effectiveness; priorities for professional learning ●Provides context for observations and evaluation
In-class Formal Observations	<p>Data related to Domains 1-3 and 4A</p> <ul style="list-style-type: none"> ●Teacher-student, student- student conversations, interactions, activities related to learning goals 	<ul style="list-style-type: none"> ●Provides evidence of teacher's ability to improve student learning and promote growth
In-class Informal Observations	<p>Data related to Domains 2 and 3</p> <ul style="list-style-type: none"> ●Teacher-student, student- student conversations, interactions, activities related to learning goals 	<ul style="list-style-type: none"> ●Provides evidence of teacher's ability to improve student learning and promote growth
Non-classroom Reviews of Practice	<p>Data related to Domain 4 CCT Rubric for Effective Teaching (2017) Domain 4 Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration, and leadership by:</p> <ol style="list-style-type: none"> Engaging in continuous professional learning to impact instruction and student learning. Collaborating to develop and sustain a professional learning environment to support student learning. Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning. 	<ul style="list-style-type: none"> ●Provides evidence of teacher as learner, as reflective practitioner, and teacher as leader



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Framework for Teaching Domains	Framework for Teaching Indicators
1. Planning and Preparation	1.a: Demonstrating Knowledge of Content and Pedagogy 1.b: Demonstrating Knowledge of Students 1.c: Setting Instructional Outcomes 1.d: Demonstrating Knowledge of Resources 1.e: Designing Coherent Instruction 1.f: Designing Student Assessments
2. Classroom Environment	2.a: Creating an Environment of Respect and Rapport 2.b: Establishing a Culture for Learning 2.c: Managing Classroom Procedures 2.d: Managing Student Behavior
3. Instruction	3.a: Communicating with Students 3.b: Using Questioning and Discussion Techniques 3.c: Engaging Students in Learning 3.d: Using Assessment in Instruction
4. Professional Responsibilities	4.a: Reflecting on Teaching 4.b: Maintaining Accurate Records 4.c: Communicating with Families 4.d: Participating in the Professional Community 4.e: Growing and Developing Professionally 4.f: Showing Professionalism

In addition to formal conferences for goal-setting and performance review and formal observations, informal observations of teachers by evaluators will occur periodically. Observations are for the purpose of helping teachers to gain insights about their professional practice and its impact on student learning. Formal and informal observation of teachers is considered a normal part of the evaluator's job responsibilities. More importantly, observation is essential for establishing a culture of continuous learning for educators and for understanding the nature, scope, and quality of student learning in a school as a whole. In addition to in-class observations, non-classroom reviews of practice will be conducted. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, and review of lesson plans or other teaching artifacts. The Professional Learning and Evaluation Plan also establishes opportunities for teachers to participate in informal, non-evaluative observations of teacher practice for the following purposes: to enhance awareness of teaching and learning practices in our schools; to create opportunities for problem-based professional learning projects and action



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research to improve student learning; and to enhance collaboration among teachers and administrators in advancing the vision and mission of their schools.

All teachers in their tenure year will receive at least one in-class formal observation and one in-class informal observation. The formal observation will include a pre-conference and a post-conference with written and verbal feedback, and the informal observation will include a post conference with written and verbal feedback. Feedback will be provided within two weeks of the observations which will held by November 30 and April 30 for all educators and also by January 30 for those educators scheduled for three observations. All teachers in their third or fourth year of service to the district and beyond and who are not in their tenure year and have satisfactorily completed the previous year's evaluation will receive at least two informal in-class observations followed by a post conference with written and oral feedback.

All teachers will participate in one Review of Practice to be held during the Mid-Year Conference. During this Mid-Year/Review of Practice meeting, the educator and evaluator will also discuss and together document the ways in which the educator has engaged in practices related to professional responsibility aligned to the CCT Rubric for Effective Teaching Domain 4, Professional Responsibilities and Teacher Leadership. Teachers may but are not required to share with the evaluator short summaries related to this domain prior to the Mid-Year/Review of Practice meeting.

Educator Experience	Number of Observations
Year 1 and 2 educators in the district and teachers whose previous year's evaluation was not satisfactorily completed	Two in-class formal observations with pre-conferences and post-conferences. Feedback will be verbal and written. One in-class informal observation with post-conference.
Educators in Tenure Year	One in-class formal observation with pre-conference and post-conference. Feedback will be verbal and written. One in-class informal observation with post-conference.
Educators in Year 3 and beyond but not in the Tenure Year	Two in-class informal observations with post-conference. Feedback will be verbal and written.



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Evaluation for Performance and Practice:

Performance and Practice is a component of evaluations. After gathering and analyzing evidence for all Indicators within each of the Domains 1-4, evaluators will provide feedback on Performance and Practice in the end of year evaluation summary.

Evaluator Training and Proficiency:

Formal observations of classroom practice are guided by the Domains and Indicators of the Framework for Teaching Evaluation Instrument and the Danielson 2013 student educator support specialist Rubrics. Evaluators participate in extensive training and are required to be proficient in the use of these instruments. Evaluators attend training for evaluators workshops sponsored by the CSDE or area RESCS. Trainings are customized to include calibration to the Framework for Teaching Evaluation Instrument and the Danielson 2013 support specialist Rubrics and identification of evidence necessary to evaluate on each component.

End Of Year Summary of Educator Growth

End of Year Summary:

An end of year summary of the teacher's growth achieved through the evaluation process and the provision of a platform to consider future work will be provided by the evaluator on an annual basis. This summary will be tied to the CT Common Core of Teaching (2010) standards on which the evaluation process is based and will make a distinction regarding the teacher's successful or unsuccessful completion of the evaluative cycle. The summary will provide feedback on all evaluated components including the following: Student Outcomes and Achievement, student growth and overall well-being, Teacher Professional Learning and Educator Growth Goal, Teacher Performance and Practice.

Resolution of Differences:

Should a teacher disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report but is not obligated to do so. The teacher has the right to attach a statement to the observation report, progress report, or End of Year Summary identifying the areas of concern and presenting their perspective. Within five days of receiving scores on a formal or informal evaluation, a teacher may upload a written response to the evaluation to the post observation artifacts section of the evaluation on the web-based evaluation platform. The certified staff member should notify the evaluator of having uploaded a response to the evaluation. However, observation and evaluation reports are not subject to the grievance procedure. In the event that the teacher and evaluator are unable to resolve their differences, they can submit the matter to the Superintendent for review and decision. Any such matters will



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be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) school days.

Primary Evaluators:

The Primary Evaluator for most teachers will be the school Principal, Assistant Principal, or Central Office Administrator who will be responsible for the overall evaluation process. The Primary Evaluator will have sole responsibility for providing the End of Year Summary of the teacher's growth achieved.

Evidence of a Teacher Meeting District Expectations For Performance

End of Year Summaries will provide evidence of a teacher's successful or unsuccessful completion of the evaluative cycle. Teachers are required to successfully complete the evaluative cycle within two years of service at the Coventry Public Schools.

Any teacher not successfully completing the evaluative cycle during a school year may be placed on an individual improvement plan. (See **Professional Assistance and Support System, or PASS, below.**) After one year of participating in PASS, a teacher receiving such support will be expected to successfully complete the evaluative cycle during the next school year. Teachers who do not successfully complete the evaluative cycle after participating in PASS for a year may be placed on an additional year of PASS. No teacher will be placed on PASS for more than two consecutive years.

Teacher Professional Assistance and Support System (PASS)

When concerns about an educator's lack of growth or professionalism emerge, evaluators will meet with educators, share concerns, listen to feedback from educators, and provide support for the educator's growth. This support might include customized professional development, an opportunity to visit classrooms of other educators, and the opportunity to collaborate with other professionals (Tier 1). If additional support is needed, evaluators will offer additional and more intensive support such as collaborating on lesson plan development, additional professional development, involvement of the TEAM mentor, and additional formal or informal observations with specific feedback for improvement. **In addition, the educator may recommend additional supports which they believe will support their growth.** (Tier 2). If educators are not responsive to these supports, evaluators will provide short term, one-on-one coaching and in-class modeling for educators as appropriate (Tier 3). Annual ongoing training to ensure all educators understand the differentiated support process will be provided every September during orientation to the overall plan for all staff. **All three tiers of support must be utilized prior to movement to a corrective support plan for educators.**

An ongoing pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback will lead to advancing levels of support with a corrective plan. Teachers who have unsuccessfully completed their yearly evaluation may be placed on this corrective plan. The



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corrective plan will be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b.

The plan will be created prior to the beginning of the next school year. The PASS process will identify areas of improvement needed and will include supports that Coventry Public Schools will provide to address the performance areas identified as in need of improvement. A teacher's successful completion in PASS is determined by successful completion of the annual evaluation.

The plan must include the following components:

1. Areas of Improvement: Identify area(s) of needed improvement
2. Rationale for Areas of Improvement: Evidence from observations that show an area(s) needing improvement
3. Domain: List domain rated "Developing" or "Below Standard"
4. Indicators for Effective Teaching: Identify exemplary practices in the area(s) identified as needing improvement
5. Improvement Strategies to be Implemented: Provide strategies that the teacher can implement to show improvement in any domain rated "Developing" or "Below Standard"
6. Tasks to Complete: Specific tasks the teacher will complete that will improve performance in the domain and the timeframe for completion
7. Support and Resources: List of supports and resources the teacher can use to improve; e.g. professional learning opportunities, peer observation, colleague mentor, books, etc.
8. Evidence of Progress: How the teacher will show progress towards Effective/Exemplary in identified domain(s) through observations, data, evidence, etc.

The plan will be designed and written in a collaborative manner, which focuses on the development of a professional learning community supporting colleagues within this level. The teacher, local association president or designee, and evaluator or designee will sign the plan. Copies will be distributed to all those who will be involved in the implementation of the plan as well as the Superintendent of Schools. The contents of the plan will be confidential.

PASS Improvement and Remediation Plan (60 School Days)

The PASS Remediation Plan is a further step in the attempt to provide a teacher with the support, supervision, and resources needed to foster positive growth in situations when an individual is having considerable difficulty implementing the professional responsibilities of teaching. The evaluator will help the teacher outline specific goals and objectives with timelines, resources, and evaluative criteria. The evaluator and/or teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. Consistent supervision followed by timely feedback will be provided by the evaluator. This intervention will operate for a period of time that the evaluator determines to be appropriate but will normally conclude within 60 school days.



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At the end of the intervention period, the evaluator will issue a recommendation. If the teacher demonstrates appropriate growth or an acceptable standard of professionalism, the evaluator will designate placement of that teacher to a normal plan phase. In situations when progress is unacceptable, the teacher will move into the Intensive Remediation Plan. Specific written reports of the intervention plan with reports of observations and a final determination on progress will become part of the teacher's personnel file.

PASS Intensive Remediation Plan (30 School Days) :

The PASS Intensive Remediation Plan is the final attempt and is implemented after the Improvement and Remediation Plan, if necessary, to provide the help needed to meet the requirements of the position. The teacher, evaluator, and another appropriate administrator will develop a plan that includes specific goals, timelines, resources, and evaluative criteria. The teacher may choose to include their bargaining representative. The evaluator and/or the teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. The plan will be in operation for a period of time that the evaluator determines to be appropriate but will normally conclude after 30 school days. Weekly observations followed by feedback will be provided during this phase. At the conclusion of this phase, the evaluator will make a recommendation as to whether the intensive supervision will be terminated or extended. If the teacher demonstrates that they have demonstrated appropriate growth or an acceptable standard of professionalism, the evaluator will designate placement of that teacher to the normal plan phase. If the teacher's has not demonstrated appropriate growth or an acceptable standard of professionalism, the evaluator will recommend termination of that teacher's employment to the Superintendent.

Resolution of Differences:

Should a teacher disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report but is not obligated to do so. The teacher has the right to attach a statement to the observation report, progress report, or summative evaluation identifying the areas of concern and presenting his/her perspective. Within five days of receiving scores on a formal or informal evaluation, a teacher may upload a written response to the evaluation to the post observation artifacts section of the evaluation on the web-based evaluation platform. The certified staff member should notify the evaluator of having uploaded a response to the evaluation. However, observation and evaluation reports are not subject to the grievance procedure. In the event that the teacher and evaluator are unable to resolve their differences, they can submit the matter to the Superintendent for review and decision. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) school days.



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Additional Guidance Regarding Professional Assistance and Support System (PASS):

The intent of the Professional Assistance and Support System is to provide the teacher with support and guidance to enable the teacher to meet the performance standards. However, the PASS process does not preclude the Board of Education from taking disciplinary action against a teacher if the teacher has violated any policy of the Board, or if the teacher is not performing satisfactorily.

While the annual Evaluation Summary is one way to identify teachers not making adequate progress, there are also times when immediate intervention is required. When the evaluator observes consistent problems in performance or patterns of behavior during ongoing, daily contact, during conferences, or over the course of several observations, the teacher will be advised in writing of the problem(s) and will be requested to submit and implement an action plan to correct the problem within a specified amount of time. When that time passes, a review conference will take place. This initial informal period of corrective action will culminate in a review conference after 30 school days.

During the review conference, if it is determined that the problem had not been corrected, written documentation will follow within five (5) school days of the conference stating the problem and the teacher will be placed on the PASS Improvement and Remediation Plan for a period of 60 school days. The teacher and evaluator will meet as indicated on the timeline. If satisfactory progress has not been made after 60 school days, the teacher will next move to the PASS Intensive Remediation Plan for a period of 30 school days. At the completion of the 30 school days on the Intensive Remediation Plan, the evaluator will hold a review conference for the purposes of determining whether the teacher has successfully met the established objectives and corrective actions.

The evaluator has three options:

- A. If the evaluator decides that sufficient progress has been made toward meeting the established objectives, the teacher will be returned to his/her regular evaluation component. A written statement will indicate the area(s) of concern has/have improved and will continue to be monitored on the Professional Evaluation cycle.
- B. If the evaluator decides that some progress has been made toward meeting the established objectives, but performance does not yet meet system standards, a recommendation for continuation on the Intensive Remediation Plan for an additional 30 school days may be made.
- C. If unsatisfactory performance has persisted, the evaluator may initiate termination procedures. Personnel are protected by the right to due process as provided by State statutes and the contract between the Education Association of Coventry and the Coventry Board of Education.



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Administrator Evaluation Plan

Administrator Evaluation Plan Overview

Coventry Public Schools' Administrator Evaluation Plan is a means to develop a shared understanding of leader effectiveness. Coventry's administrator evaluation and support plan 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 plan focuses on the practices and outcomes of Effective administrators. These administrators can be characterized as:

- Meeting expectations as an instructional leader
- Meeting expectations in at least two other areas of practice
- Meeting one target related to stakeholder feedback
- Meeting and making progress on at least two SMART goals aligned to school and district priorities

This document describes the administrator evaluation plan, beginning with a set of underlying core design principles. Next it addresses the components on which administrators are evaluated – leadership practice, stakeholder feedback, and student learning. All administrators are assigned a primary evaluator who has an 092 or 093 certification.



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Components of the Administrator Evaluation Plan

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

Category 1: Leadership Practice

An administrator's leadership practice will be assessed by direct observation of practice and the collection of other evidence.

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

All six of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do.

Administrators are measured against the CT Leader and Evaluation Support Rubric 2015 which describes leadership actions across four performance levels in four domains into which the Common Core of Leading and the Connecticut School Leadership Standards have been reorganized to capture the most essential skills of a leader. The four performance levels are:

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

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

Assigning ratings for each Performance Expectation: Performance indicators provide examples of observable, tangible behavior that indicate the degree to which administrators



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are meeting each Performance Expectation. Evaluators and administrators will review performance and complete evaluation at the Performance Expectation level, NOT at the Element level. Additionally, it is important to document an administrator's performance on each Performance Expectation with evidence generated from multiple performance indicators but not necessarily all performance indicators. 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 and assistant principals: For Coventry Public Schools administrators in non-school roles, administrator practice will be assessed based upon ratings from evidence collected directly from the Connecticut School Leadership Standards. The leader evaluation rubric will be used in situations where it is applicable to the role of the administrator.

Leadership Practice and the Evaluative Cycle

Successful completion of the evaluation is based on the preponderance of evidence for each performance expectation in the Connecticut School Leadership Standards. Evaluators collect written evidence about and observe the administrator's leadership practice across the six performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

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

The administrator and evaluator meet for a Goal-Setting Conference by September 30 to identify focus areas for development of the administrator's leadership practice. This can be completed either as an individual or as a collaborative group depending on the goal. The meeting will be approached in a spirit of continuous improvement, reflection, and collaboration. Administrators and evaluators will mutually agree on a one-, two-, or three-year goal and develop a plan for professional development and support that is consistent with their professional status and goals.

1. The administrator being evaluated collects evidence about their practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. Multiple measures of student learning, growth, and achievement will be mutually agreed upon during the goal setting process. Multiple measures can include but not be limited to, promoting a positive, safe, and equitable learning culture, engaging in instructionally focused interactions, facilitating collaboration and professional learning, as well as managing operations, personnel, and resources strategically. Additional evidence related to one or more competencies may be part of the process and discussion. Multiple measures should be adjusted and be appropriate to the role of the administrator. Evaluators of



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principals must conduct at least two school site observations for any principal and will conduct at least four school site observations for principals who are in year one or two in the district, school, the profession, or who have unsuccessfully completed an evaluation cycle. Evaluators of assistant principals and of any administrator in year one or two new to Coventry Public Schools or who has unsuccessfully completed an evaluation cycle will conduct at least four observations of the practice of assistant principals. Evaluators of other Coventry Public Schools administrators will conduct at least two observations and/or reviews of practice for each administrator with at least two years of service in the district and who have successfully completed an evaluation cycle.

2. The administrator being evaluated, and the evaluator hold a Mid-Year Formative Conference by January 30 with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
3. By June 15, the administrator being evaluated reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.
4. By June 30, the evaluator and the administrator being evaluated meet to discuss all evidence collected. The evaluator reviews evidence, self-assessments, and observation data. The evaluator will provide an appropriate summary of the administrator's growth achieved through the process and the provision of a platform to consider future work. This summary will be tied to the agreed-on standards and goals upon which the process was based and will indicate if the administrator has successfully or unsuccessfully completed the evaluative cycle.

Orientation and Training Programs:

During the beginning of each year, Coventry Public Schools will provide training for all administrators being evaluated so that they will understand the evaluation system, the processes, and the timelines for their evaluation. Special attention will be given to the Connecticut Leader Evaluation and Support Rubric so that all administrators fully understand Performance Expectations and the requirement for being an Effective administrator. Additional training will be provided throughout the academic year that will provide administrators with access to resources and to connect with colleagues to deepen their understanding of the Evaluation Program.

By August 30, Coventry Public Schools will provide all evaluators of administrators with training focused on the administrator evaluation system. Training will include an in-depth overview and orientation of plan, the process and timeline for plan implementation, and the process for arriving at a summative evaluation. Training will be provided on using the Connecticut Leader Evaluation and Support Rubric so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator proficiency. Additional training will be provided to all evaluators in conducting effective observations and providing high- quality feedback.



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Category 2: Stakeholder Feedback

Feedback from stakeholders is assessed by administration of a survey with measures that align to the Connecticut Leadership Standards.

To gain insight into what stakeholders perceive about administrators' effectiveness, for each administrative role, the stakeholders surveyed will be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback will include parents, but may include other stakeholders (e.g., teachers, other staff, community members, students, etc.).

The survey instrument to be used will be fair, reliable, valid, and useful.

The surveys will be administered on-line and allow for anonymous responses. All Coventry Public Schools administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement. Surveys will be administered one time per year. The survey data will be used by administrators as baseline data for the following academic year. Analysis of survey data will result in one administrative goal. Once the goal has been determined, the administrator will identify the strategies he/she will implement to meet the target.

Category 3: SMART Goals

Student learning is assessed on performance and growth on at least two locally-determined measures (SMART goals).

Locally-Determined Measures – SMART Goals

Administrators will establish at least two SMART goals on measures they select. In selecting measures, certain parameters apply:

- All smart goals should be consistent with the goals of the district. Clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations) improves the collective effectiveness of practice.
- The goal setting process should encourage consideration of the growth of the whole child-considering growth indicators in a variety of areas critical to the overall well-being of students.
- All measures must align to Connecticut learning standards. In instances where there are no such standards that apply to a subject/grade level or an administrators' assignment, Coventry will use research-based learning standards appropriate for that administrators' assignment (i.e., Standards for Professional Learning, American School Counselors Association, etc.).
- For administrators in high school, one measure will 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



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

Administrators have broad discretion in selecting indicators, including, but not limited to:

- Student performance or growth on district-adopted assessments (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).
- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to, 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.
- Students' performance or growth on school- or classroom-developed assessments in subjects and grade levels.

The process for selecting measures and creating SMART goals will strike a balance between alignment to student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process unfold in this way (described for principals):

- First, establish student learning priorities for a given school year based on available data.
- The principal uses available data to craft an improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The principal chooses student learning priorities for her/his own evaluation that are aligned to Coventry priorities and the school's improvement plan.
- The principal chooses measures that best assess the priorities and develops clear and measurable goals for the chosen assessments/indicators.
- The principal shares the SMART goals with her/his evaluator designed to ensure that:
 1. The SMART goals are attainable.
 2. There is adequate data that can be collected to make a fair judgment about whether the administrator met the established SMART goals.
 3. The SMART goals are based on a review of student characteristics (e.g., mobility, attendance, demographic, and learning characteristics) relevant to the assessment of the administrator against the objective.
 4. Professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The administrator being evaluated, and the evaluator collect interim data on the SMART goals to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data.



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Administrator Evaluation Process

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 summary indicating whether the evaluation cycle has been successfully or unsuccessfully completed and including recommendations for continued improvement and a platform for consideration of future work. The following pages explain the annual cycle that administrators and evaluators will follow.

Overview

Each administrator participates in the evaluation process as a cycle of continuous improvement. The cycle is the centerpiece of state guidelines designed to have all educators play a more active, engaged role in their professional growth and development. For every administrator, evaluation begins with goal setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a mid-year formative review, followed by continued implementation. The latter part of the process offers administrators a chance to self-assess and reflect on progress to date.

School Year: Plan Implementation and Evidence Collection

August	September	January	June
Orientation and context setting	Goal setting and plan development	Mid-year formative review	Self-Assessment Evaluation Summary

Step 1: Orientation and Context-Setting by August 30:

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

1. Student learning data are available for review by the administrator.
2. Stakeholder survey data are available for review by the administrator.
3. The Superintendent has communicated their student learning priorities for the year.
4. The administrator has evaluated the results of their school improvement plan that includes student learning goals.
5. The evaluator has provided the administrator with this document to orient them to the evaluation process.

Step 2: Goal Setting and Plan Development by September 15:



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Dialogue through the professional growth process will begin with administrator self-reflection of impact of professional learning and leadership practice on organizational health, as well as the identification of next steps.

Before a school year starts, administrators will:

1. Identify at least two SMART goals
2. identify one stakeholder feedback target

Administrators will then identify at least two specific areas of focus for their practice that will help them accomplish their SMART goals, and their stakeholder feedback target, choosing from among the elements of the Connecticut School Leadership Standards.

Administrators will identify these two specific focus areas of growth to facilitate a professional conversation about their leadership practice with their evaluator. What is critical is that the administrator can connect improvement in the practice focus areas to the growth in SMART goals and the stakeholder feedback target, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet by mid-September to discuss and agree on the selected outcome goals and practice focus areas.

The evaluator and administrator also discuss the appropriate resources and professional learning needs to support the administrator in accomplishing the goals. Together, these components – the goals, the practice areas, and the resources and supports – comprise an individual's evaluation 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 goal-setting form is to be completed by the administrator being evaluated. The focus areas, goals, activities, outcomes, and timeline will be reviewed by the administrator's evaluator prior to beginning work on the goals. **During the goal setting meeting to be held by September 15 the evaluator will provide verbal feedback, tied to standards, that identifies the strengths and areas of focus for advancement.**

The evaluator will establish a schedule of evidence-driven site visits with the administrator to collect evidence aligned with the administrator's goals and or Leadership Practice and observe the administrator's work. The first visit will take place near the beginning of the school year to ground the evaluator in the school context and the administrator's evaluation plan. Subsequent visits will be planned at two- to three- month intervals. **Site visits will be followed by a conference within two weeks of the visit during which the evaluator will provide verbal feedback, tied to standards, that identifies the strengths and areas of focus for advancement.**

A note on the frequency of school site observations:



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- two observations for each administrator with at least two years of service in the district and successful completion of an evaluation cycle
- four observations for assistant principals and for any administrator in year one or two new to Coventry Public Schools or who has unsuccessfully completed an evaluation cycle

Step 3: Mid-Year Formative Review:

Midway through the school year, there will be 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 being evaluated, and the 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 impact accomplishment of outcome goals. Goals may be adjusted at this point.

Feedback to leaders must consider multiple and varied quantitative and qualitative indicators of evidence. This evidence may include artifacts; observations of practice; teacher, administrator, and staff feedback; and the reflections of the administrator on organizational growth. In addition, the evaluator will provide verbal and written feedback, tied to standards to identify strengths and areas of focus for advancement.

Step 4: Self-Assessment:

By June 15, the administrator being evaluated completes a self-assessment on their practice on all 18 elements of the Connecticut Leadership Standards, providing the highlighted rubric to the evaluator. For each element, the administrator being evaluated determines whether they:

- needs to grow and improve practice on this element;
- has some strengths on this element but needs to continue to grow and improve;
- is consistently effective on this element; or can empower others to be effective on this element.

The administrator being evaluated will also review their focus areas and determine if they consider themselves on track or not.

The administrator being evaluated submits their self-assessment to their evaluator.



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Step 5: Final Review and End of Year Summary:

The administrator being evaluated, and the evaluator meet by June 30 to discuss the administrator's self-assessment and all evidence collected over the course of the year. This meeting serves as an opportunity to convey strengths, growth areas, and if the administrator has completed the evaluation cycle successfully or unsuccessfully. **At this meeting by June 30 the evaluator provides verbal feedback, tied to standards, and identifies strengths and areas of focus for advancement.**

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

A summary of the evaluation cycle **including written feedback tied to standards** must be completed for all administrators by June 30 of a given school year.

Evaluation Summary

The evaluator reviews evidence, artifacts, self-assessments, and observation data. The evaluator will provide an appropriate summary of the administrator's growth achieved through the process and the provision of a platform to consider future work. This summary will be tied to the agreed-on standards and goals upon which the process was based and will indicate if the administrator has successfully or unsuccessfully completed the evaluative cycle.

Administrators are required to successfully complete an evaluation cycle within two years of being evaluated using this plan. Any administrator unsuccessfully completing an evaluation cycle after one year of being evaluated with this plan may be placed on an individual improvement plan. (See Professional Assistance and Support System, or PASS, below.)

After one year of participating in PASS, the administrator receiving the support will be expected to successfully complete an evaluation cycle. Administrators not successfully completing an evaluation cycle after one year of PASS may be placed on an additional year of PASS. No administrators will be placed on PASS for more than two consecutive years.

Dispute Resolution

The purpose of the resolution process is to secure at the lowest possible administrative level, equitable solutions for disagreements which from time to time may arise related to the evaluation process. The right of appeal is a necessary component of the evaluation process and is available to every participant at any point in the process. As our evaluation system is



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designed to ensure continuous, constructive, and cooperative processes among professional educators, most disagreements are expected to be worked out informally between evaluators and evaluatees.

Any claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth in the then-current collective bargaining agreements between the local or regional board of education and the relevant bargaining unit.

The resolution process may be implemented when there is a question as to whether or not adequate data has been gathered to support fair and accurate decisions. The resolution process shall be conducted in accordance with the law governing confidentiality.

Procedures

4. Within five school days of articulating the dispute, the evaluatee will meet and discuss the matter with the evaluator with the object of resolving the matter informally. The two parties have the option of choosing a facilitator who will review the areas of difference and suggest compromises or resolutions.
5. If there has been no resolution, the Superintendent shall review the recommendations of the facilitator and any additional information from the evaluator and evaluatee and shall meet with both parties as soon as possible. Within five school days of the meeting, and review of all documentation and recommendations, the Superintendent will act as arbitrator and make a final decision.
6. The evaluatee shall be entitled to Collective Bargaining representation at all levels of the process.

Time Limits

4. Since it is important that appeals be processed as rapidly as possible, the number of days shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
5. Days shall mean school days. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
6. If an evaluatee does not initiate the appeals procedure within 5 school days of acknowledged receipt of evaluation materials, the evaluatee shall be considered to have waived the right of appeal.

Failure of the evaluatee at any level to appeal to the next level within the specified time shall be deemed to be acceptance of the decision rendered at that level.



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Administrator Professional Assistance and Support Plan (PASS) **(Administrator Performance Remediation Plan)**

When concerns about an administrator's lack of growth or professionalism emerge, the evaluator will meet with the administrator, share concerns, listen to feedback from the administrator, and provide support for the administrator's growth. This support might include customized professional development and an opportunity to collaborate with other district administrators. (Tier 1). If additional support is needed, evaluators will offer additional and more intensive support such as additional professional development, involvement of a district mentor, and additional site visits with specific feedback for improvement. **Additionally administrators being evaluated may recommend additional supports to support their own growth** (Tier 2). If administrators are not responsive to these supports, evaluators will provide short term, one-on-one coaching with a consultant and onsite modeling and support from the consultant for the administrator as appropriate (Tier 3). **All three tiers of support must be utilized before movement to a corrective support plan.** Annual ongoing training to ensure all administrators understand the differentiated support process will be provided every September during orientation to the overall plan for all administrators.

An ongoing pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback, or lack of professionalism will lead to advancing levels of support with a corrective plan. Administrators who have unsuccessfully completed their yearly evaluation may also be placed on this corrective plan. The corrective plan, the Administrator Performance Remediation Plan, will be developed in consultation with the administrator and their exclusive bargaining representative.

The Administrator Performance Remediation Plan will identify areas of needed improvement and include support that Coventry Public Schools will provide to address the performance areas identified as needing improvement. After the development of the PASS Administrator Performance Remediation Plan, the administrator and evaluator will collaborate to determine the target completion date. Administrators must successfully complete an evaluation cycle within a year of the development of his/her PASS Administrator Performance Remediation Plan.

The plan must include the following components:

1. Areas of Improvement: Identify area of needed improvement.
2. Rationale for Areas of Improvement: Evidence from observations that show an area needing improvement.
3. Indicators for Effective Leading: Identify Exemplary practices in the area identified as needing improvement.
4. Improvement Strategies to be Implemented: Provide strategies the administrator can implement to show improvement.



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5. Tasks to Complete: Specific tasks the administrator will complete that will improve the performance expectation.
6. Support and Resources: List of supports and resources the administrator can use to improve, e.g., professional learning opportunities, peer observation, colleague mentor, books, etc.
7. Indicators of Progress: How the administrator will show progress towards successfully completing an evaluation cycle through observations, data, evidence, etc.

The plan will be designed and written in a collaborative manner, which focuses on the development of a professional learning community supporting colleagues within this level. The administrator and evaluator will sign the plan. Copies will be distributed to all those who will be involved in the implementation of the plan. The contents of the plan will be confidential.

Evaluation of Professional Learning and Evaluation Plan

The Professional Learning and Teacher Evaluation Committee will meet regularly to monitor and evaluate the Coventry Public Schools' Professional Learning and Evaluation Plan. This Committee will consist of school personnel as the Board deems appropriate, including representatives selected by the Education Association of Coventry. The duties of the Committee shall include, but not be limited to, participation in the development or adoption of the teacher evaluation and support program for the district and providing for the ongoing and systematic assessment and improvement of both teacher evaluation and professional learning for the professional staff members. On an annual basis, the Committee will share feedback regarding the efficacy of the Professional Learning and Evaluation Plan with the Board of Education. This feedback will include input for revisions for annual submission to the State Department of Education.

Local and State Reporting

The superintendent shall report:

1. the status of teacher evaluations to the Board of Education on or before June first of each year; and
2. The status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of educators who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 each year.

Linking Evaluation and Professional Learning

Evaluation-Based Professional Learning



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As our core values indicate, Coventry Public Schools believes that the primary purpose for professional learning is school improvement as measured by the success of every student. We have established a professional learning system that is grounded in a vision of high-quality instruction and continuous improvement using data to advance the district's vision, mission, goals, and beliefs. Working with program goals and data from the educator evaluation process, professional learning is planned to strengthen instruction around identified student growth needs or other areas of identified educator needs in alignment with the District Strategic Plan and School Improvement Plans.

We recognize that educators as well as students learn in different ways and have different learning needs at different points in their career. Effective professional learning, therefore, must be highly personalized and provide for a variety of experiences, including learning teams, study groups, individual study, etc., as well as opportunities for conducting research and collaborating with colleagues on content-based pedagogical activities.

Coventry Public Schools' evaluation-based professional learning design has as its foundation the Standards for Professional Learning (Learning Forward, 2011). Each of the tenets of Coventry's Professional Learning and Evaluation Plan is aligned with at least one, and often several, of the seven Standards for Professional Learning, as follows:

TENETS OF COVENTRY'S PLAN: ALIGNING STANDARDS AND PROCESSES:

- **Evaluation is an educator-centered process:** We believe that, for evaluation to improve professional practice, it is essential to “make evaluation a task managed by an educator and not a thing done to a worker” (Peterson, 2000, p. 5).
 - o Educator reflection on aspects of their leadership practice and its effect on student achievement and teacher effectiveness, on other facets of responsibility to the school community, and on their professional contributions to their field is critical to improved practice for both veteran and novice teachers. [Standards: Learning Communities; Data; Outcomes]
 1. Educator self-reflection represents the initiation and culmination of the cycle of professional praxis and procedures for evaluation.
 2. Educators collect and assemble relevant data related to student outcomes and their professional contributions and determine how their data can be used in evaluation.
- **Organizational culture matters:** The framework and outcomes of systems for the evaluation of educators must reflect an understanding of the culture of schools as learning organizations (see Schein, 2010; Senge, 2012).
 1. It is vitally important to examine the core beliefs that underpin organizational processes such as professional learning and evaluation, as well as teachers' and administrators' perception of their roles and effectiveness, to effect



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positive changes in student learning, growth, and achievement. Further, it is important to evolve the role of principals and administrators from the sole judges and evaluators of teachers and teaching to emphasize their role as instructional leaders who collaborate with teachers.

2. Educators support each other in the pursuit of individual and collective professional growth and student success through rich professional conferences and conversations. [Standards: Leadership; Resources]
 3. Each school's core beliefs about student learning are the foundation for evaluation and support systems and provide a focus for individual and collaborative reflections on personal practice and organizational functioning. [Standards: Learning Communities; Implementation]
 4. Educators collaborate to observe instructional practices in their school and to analyze data on instruction and student performance. [Standards: Data; Outcomes]
 5. Educators collaborate to plan, assess, and evaluate professional learning. [Standards: Leadership; Learning Communities; Implementation; Learning Designs]
- **Evaluation and professional learning must be differentiated to increase organizational effectiveness:** There is a growing research base that demonstrates that individual and collective educator efficacy (defined by Bandura, 1997, as “the group’s shared belief in its conjoint capabilities to organize and execute courses of action required to produce given levels of attainments”), is positively associated with and predictive of student achievement (Allinder, 1995; Goddard, et al., 2000; Moolenaar, et al., 2012; Tschannen-Moran and Barr, 2004).
1. The needs of veteran and novice educators are different, and evaluation-based professional learning is designed to meet those needs, inspire, and motivate individual and collective efficacy, and build leadership capacity in schools and districts (see Peterson, 2000). [Standards: Learning Design; Leadership; Resources]
 2. The development of such structures as career ladders, personal professional portfolios, and opportunities are provided for educators to share their learning from professional activities, findings from their own research or from research-based practices they have applied, classroom-level and professional accomplishments and/or challenges. [Standards: Data; Outcomes: Learning Communities; Leadership]

Career Development and Professional Growth

Coventry Public Schools will provide opportunities for educator career development and professional growth based on the results of the evaluation. Educators will be able to



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participate in opportunities to further their professional growth, including, with Superintendent approval, attending state and national conferences and other professional learning opportunities.

Other career development and professional growth opportunities available include observation of peers; mentoring/coaching early-career educators or educators new to Coventry Public Schools; participating in development of educator Professional Assistance and Support System plans for peers; leading Professional Learning Communities for their peers; and targeted professional development based on areas of need.

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Coventry Public Schools was given permission to use EASTCONN's Professional Learning and Evaluation Plan as a basis for our own plan.

Resources

- Connecticut School Leadership Standards - Common Core of Leading: CT School Leadership Standards (2012)
- Professional Standards for Educational Leaders (2015) - National Policy Board for Educational Administration
- Connecticut's Common Core of Leading: A Guide for Professional Growth
- Connecticut Common Core of Teaching (2010) - CT Common Core of Teaching (2010)
- Connecticut Guidelines for Educator Evaluation 2017 - Connecticut Guidelines for Educator Evaluation (2017)
- Connecticut Rubrics for Educator and Leader Practice:
- CCT Rubric for Effective Teaching 2017
 - CCT Rubric for Effective Service Delivery 2017



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- CT Leader Evaluation and Support Rubric 2017

Governor Ned Lamont's Executive Order 7C - Governor Lamont's Executive Order 7C
Nondisclosure of Records of Teacher Performance and Evaluation - Connecticut General Statutes 10-151 (c)

Performance Evaluation and Advisory Council (PEAC) - Connecticut General Statutes 10-151d Professional Development and Evaluation Committee (PDEC) - Connecticut General Statute 10-220a

School Social Worker Standards - School Social Work Association of America

Standards for Professional Learning:

- CT's Professional Learning Standards (2015)
- Learning Forward's Professional Learning Standards (2022)

Teacher Evaluation - Connecticut General Statutes 10-151b

Teacher Leader Model Standards (2008) - Teacher Leader Model Standards (2008)