



BETHANY PUBLIC SCHOOLS TEACHER EVALUATION PLAN

Revised April, 2015

BETHANY COMMUNITY SCHOOL



Beliefs and Goals of Teacher Evaluation

The Bethany Public School System believes that teacher evaluation should be directly linked to student performance outcomes leading to increased student achievement. The primary purpose of evaluation is to strengthen individual and collective practices in order to improve student learning and growth.

Specifically we believe that

- All students can learn at high levels and effective instruction will directly impact student achievement.
- Effective instruction should take place at all times, not just during the “formal” observation process.
- Effective evaluations impact all facets of teaching and learning.
- Effective evaluations are based on a culture of feedback with the goal of continuous improvement.
- Effective evaluations are not limited to observations but are linked to multiple data sources and should include measurable evidence of student learning.
- Effective instruction includes the regular collection, analysis and interpretation of student work which leads to adjustments in instructional practices.
- Effective evaluations include a review of all professional responsibilities, both instructional and non-instructional.
- Effective evaluations recognize that teachers, like students, must be continual learners. Therefore, effective evaluations must include professional development and other opportunities that support reflection and continued growth.
- Effective evaluation plans recognize that all certified staff members are responsible for and may act as catalysts for improved student achievement.
- Effective evaluations will include opportunities for formative, summative and self evaluation.

Bethany Public School District Mission

In the Bethany Public School System, we believe our mission is to challenge and enable every student to become a lifelong learner and a literate, caring, creative, and responsible world citizen.



We believe ...

- Educating children is our first priority.
- Education is a community responsibility.
- Parents, teachers and students share responsibility for the learning process, and therefore are partners in decision making.
- Communication is essential to our success.
- High achievement is our expectation for all.
- Every student can learn and deserves an equal opportunity to learn.
- Every student should be challenged to reach his/her full potential.
- Every student has special gifts and talents to be discovered and nurtured.
- Learning should take place in a safe, secure and positive environment.
- The acquisition of knowledge and basic skills should focus on active learning, using critical thinking and problem solving skills to produce resourceful learners who can interpret and apply their knowledge for lifelong learning.

EVALUATION SYSTEM OVERVIEW

The evaluation program consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. In June, 2012, the State Board of Education adopted new *Connecticut Guidelines for Educator Evaluation*, which outlined specific features that every district educator evaluation system must contain, including the following:

1. The use of a four-level matrix rating system to describe teacher performance: exemplary, effective, developing and below standard
2. A yearly evaluation process that includes:
 - A goal-setting conference each fall
 - Midyear check-in
 - An end of year summative review
 - Local district reporting to the State Department of Education
 - A provision for revising summative evaluations upon receipt of test data
 - Use of multiple indicators of student academic growth and development as determined by student learning objectives to establish 45% of a teacher's evaluation
 - Use of observations of performance and practice as defined in the Connecticut Framework for Teacher Evaluation and Support as well as Charlotte Danielson's Promoting Teacher Effectiveness and Professional Learning to determine 40% of a teacher's evaluation
 - Use of whole-school student learning indicators to determine 5% of a teacher's evaluation
 - Use of parent feedback to determine 10% of a teacher's evaluation
3. Training for administrators performing evaluations, and orientation about the evaluation program for teachers
4. Professional learning based on individual or group needs identified through evaluation
5. A process for resolving disputes regarding objectives, the evaluation period, feedback, or the professional learning offered

FOUR-LEVEL MATRIX RATING SYSTEM

Teacher Performance Levels

Bethany Public School District believes that teachers need a clear, concrete description of performance within the Professional Learning and Teacher Evaluation Program. The Bethany's Professional Learning and Teacher Evaluation Program Committee clarified the definitions below by addressing five factors that contribute to a teacher's performance level : (1) how a teacher plans, implements, and assesses instruction; (2) how a teacher reflects on practice, and participates in evaluation and professional growth so as to strengthen his/her practice; (3) how a teacher collaborates with colleagues; (4) the teacher's involvement in school/district improvement efforts; and (5) how the teacher communicates and collaborates with families.

As a teacher becomes more experienced and performs at higher levels, s/he has a more wide-reaching impact on students, the school, and perhaps the larger school community. With this in mind, the Bethany's Professional Learning and Teacher Evaluation Program clarifies the four definitions in the following manner:

Exemplary: A teacher whose performance is substantially exceeding indicators of performance, while working independently and with colleagues as they advance student and teacher learning, school improvement and family engagement in the educational process as these ***apply to the larger school community within the school day or outside the contracted hours.***

Effective: A teacher whose performance is meeting indicators of performance, while working independently and with colleagues as they advance student and teacher learning, school improvement and family engagement in the educational process as these ***apply to students within their collective sphere of influence (within their grade level or specialty area).***

Developing: A teacher whose performance is meeting some indicators of performance but not others, follows set patterns of practice, usually led by others, that help the teacher advance student and teacher learning, school improvement and family engagement in the educational process, *as these apply to his/her own students (within their own classroom or specialty area)*.

Below Standard: A teacher whose performance is not meeting the indicators of performance, shows little, or no use of practices that lead him/her to advance student and teacher learning, school improvement and family engagement in the educational process.

Annual evaluations provide teachers with a summative rating aligned to one of the four performance levels above.

In order to determine a teacher's summative evaluation rating, the district will rate a teacher in the following manner:

- Outcomes Rating
 1. Determined by multiple indicators of student academic growth and develop (45%):
 - Locally-available assessments (standardized assessments when available)
 - DRA (administered more than once a year)
 - Curriculum-Based assessments aligned to the Common Core State Standard that accompany the district's math, science and ELA

programs, or curriculum- based assessment aligned to state or national standards for special instruction teaching.

- District developed pre-assessments for designated subjects
- District developed benchmark assessments for designated subjects/grades
- Assessment used by *education support specialists* to measure other aspects of student development.

2. Whole-school student learning indicator (5%)

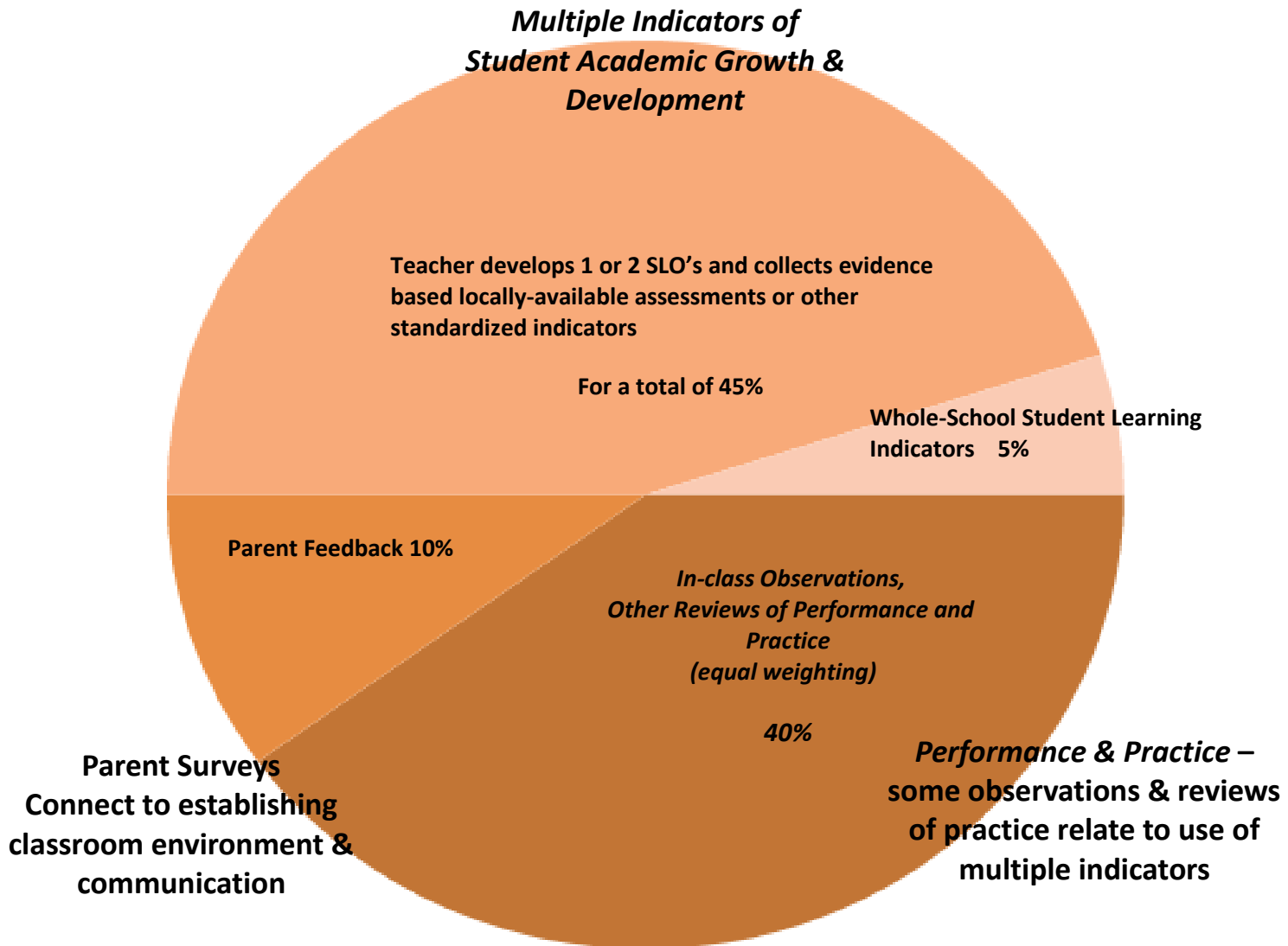
- The Whole School Student Learning Indicator is based on the school performance index (SPI).
- Teachers will demonstrate through reviews of practice or by providing evidence and artifacts of their contribution to the achievement of the Whole School Learning Indicator.

- Performance Rating

1. Determined by observations of teacher’s performance and practice (40%)
2. Parent feedback (10%)

This rating process will be explained in greater detail in another section of this document, and will include rubrics used in the rating process.

In the Bethany Professional Learning and Teacher Evaluation Program, the outcomes and practice components have a strong support relationship, making evaluation more than the sum of its parts:



YEARLY TIMELINES

Timing is important in the evaluation process. The Bethany Public School System is committed to assuring that teachers and evaluators have the time they need to conduct evaluation collaboratively and effectively. There are more specific timelines described in other sections of this document, but the general timelines for the evaluation portion of Bethany's Professional Learning and Teacher Evaluation Program are as follows:

- Prior to September - all goal forms, mid-year and end of year self reflection forms are opened and accessible to the teacher. **Teacher annual orientation shall not occur later than November 15th. New teacher orientation shall take place in August or no later than 30 days after the new teacher's hire date.**
- **By October (15th)** - teachers will complete their goal writing process and submit them to the evaluator.
- **By the end of October (30th)** - fall goal setting conference between the teacher and evaluator will be completed.
- **By November (15th)**- the teacher will refine his/her professional growth plan that was developed based on the previous year's evaluation, in light of any needs identified in goal-setting conference.
- **By the February 15th** teacher will complete the mid-year self evaluation will be submitted to evaluator.
- Between **mid February (15th) & mid March(15th)** – mid-year check-in will be conducted.
- **By May 30th** – teachers will complete end of year self reflection forms and submit them to the evaluator.
- **By the beginning of June (10th)** – end of year summative conference will be completed; Report will be provided to the BOE Meeting during June meeting date.
- By June 30 – final evaluation report will be written by the evaluator. Submit to CSDE District report.

- By September 15 – summative assessment revision

YEARLY TIMELINES IN EVALUATION PROCESS			
<p>Prior to September</p> <p>All Goal Forms, Mid-Year and End of Year Evaluation Forms are opened and accessible to the teacher. Teacher Orientation (no later than Nov. 15th)</p>	<p style="text-align: center;">October</p> <p>Teacher will write goals and submit by 15</p> <p>Initial and required Goal-Setting Conference completed by 30</p>	<p style="text-align: center;">November</p> <p>Professional Growth Plan refined and completed as needed final Goal Setting Conference by 15</p>	<p style="text-align: center;">November</p> <p>All goals will be available in the teacher's electronic evaluation file by November 30 of the school year.</p> <p style="text-align: center;">30</p>
<p style="text-align: center;">February March</p> <p>Teacher Mid-Year-Self Assessment 15 Mid-Year check in completed 15 —————>15</p>			<p style="text-align: center;">April</p> <p>Parent Survey open April 15 – May 1</p>
	<p style="text-align: center;">May</p> <p>Teachers will complete End of Year Self Reflection and submit to evaluator 30</p> <p>Collect Parent Survey data 15</p>	<p style="text-align: center;">June</p> <p>Summative conference completed 10th</p> <p><i>Report provided to the BOE during June meeting date</i></p> <p>Final Evaluation report written 30</p> <p><i>Report to the SDE</i></p>	<p style="text-align: center;">September</p> <p>Summative assessment revision 15</p>



Evaluation Procedures

Goal Setting Conference

The goal setting process is an essential and required step in the evaluation process. The initial goal setting conference should be completed by **October 30th**. During this time, the teacher will review student data from various resources to determine students' learning needs and connect needs with school wide goals. The teacher will develop his/her professional growth plan in accordance with the previous year's evaluation report. If mutually agreed upon educators may develop a comprehensive multi-year professional growth plan. The evaluator will provide materials and resources as appropriate to help the teacher develop yearly and multi-year goals. All goals for the school year should be submitted and, as needed, a final goal setting conference should be completed by **November 15th** of the school year. All goals will be available in the teacher's electronic evaluation file by November 30 of the school year.

Each teacher will select at least one but no more than two objectives for student growth. These goals will contain indicators of academic growth and development and evidence based on the range of criteria used by the district. These goals will consider academic track record, as well as overall needs and strengths of students. Self reflection will be utilized to address the most important purposes of a teacher's assignment.

One way to determine if student learning objectives are rigorous is to refer to baseline data. Baseline data may take many forms, including:

- prior year assessment scores or grades
- beginning of the year benchmark assessment data
- other evidence of students' learning such as portfolio work samples

In some cases, baseline data will not be available. For example, kindergarten teachers may not have access to previous performance data for their students. In this case, objectives should be informed by early year baseline information or past performance of similar groups of students.

During the goal setting meeting, the teacher and evaluator will mutually agree on the following:

Framework for Setting Student Learning Objectives

A Student Learning Objective is a long term academic goal that educators set for groups of students. They must be specific and measureable, based on available student learning data and aligned with standards as well as any school goals.

In developing Student Learning Objectives, teachers should align goals with standards, measure student baseline knowledge and set goals accordingly and use high quality assessments to measure students' end-of-year performance.

1. The teacher's practice and performance objective(s) for the year which should link to the SLO(s) or based on position or instructional area.
2. The SLO(s) that will be used to show student growth over a period of time during the school year
3. The appropriate professional growth opportunities that will support the teacher's performance objective(s) and / or their link to the SLO(s)(s or instructional area.
4. The number of in class observations that will be conducted, and/or the number of conferences beyond the Professional Growth Plan that will occur
5. The types of evidence the teacher and evaluator may bring into the evaluation process.

Mid Year Conference

Teachers will complete the Mid-Year Self Reflection Form and submit it to the evaluator by **February 15th**. The mid- year conference will occur between **February 15th and March 15th** of the school year. Both the teacher and evaluator will bring evidence to the meeting to review student and teacher progress in regards to the teacher practice and performance goal(s) and SLO(s). After discussion and reflection of the information shared, during the conference, any adjustments or revisions to the goals that are necessary will be mutually agreed upon by evaluator and teacher and will be recorded in the teacher's evaluation file.

End of the Year Summative Assessment, Review and Conference

Teachers will complete the End of Year Self Reflection Form and submit it to the evaluator by **May 30th**. The end of the year summative conference will occur **between May 30 and June 10** of the school year. The final rating and report must be completed by June 30 of the school year.

Prior to the Summative Conference each teacher will review all information and data pertaining to performance goals and SLO(s) and complete a self assessment reflection due to the evaluator by **May 30th**. The self assessment is a focal point for overall teacher success in regards to instructional performance and student learning. The evaluator will use the teacher reflection assessment as well as data and evidence pertaining to student learning

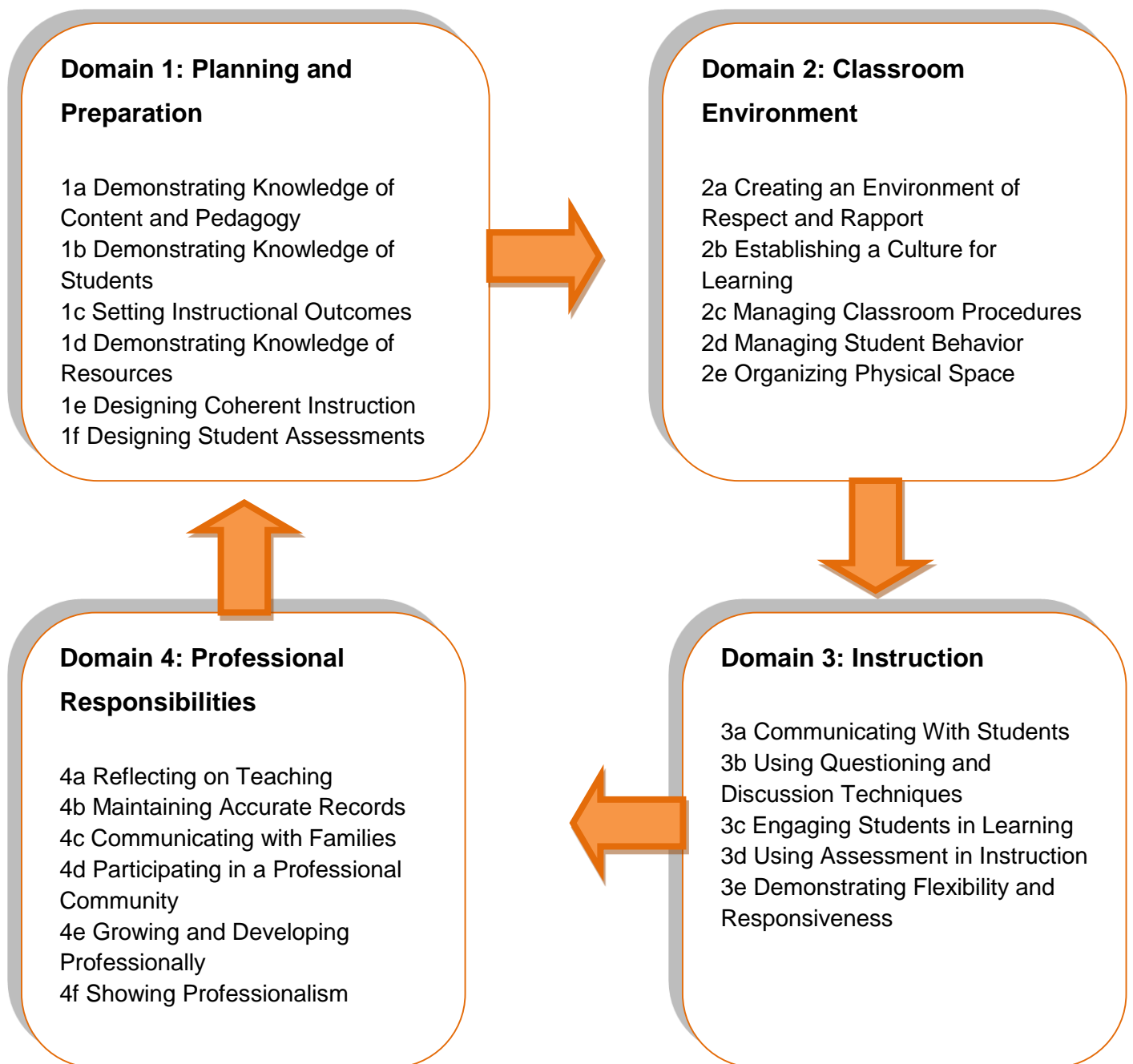
outcomes and yearly observations to complete a formal written review and determine a rating score.

During the summative conference, the teacher and evaluator will discuss evidence and connections made between the data gathered throughout the school year. The teacher and evaluator will discuss the extent to which the students met the learning objectives. If needed, more time can be used for both the evaluator and teacher to collect further data details. The final rating and written report will result from the teacher self assessment, data and evidence, gathered throughout the year and information discussed during the summative conference. The final report and rating score will be provided to the teacher and/or recorded in the teacher's evaluation file by June 30 of the school year.

After state test data is received the evaluator may adjust the summative rating by September 15 of the following school year, if the data changes the student related indicators significantly. The evaluator will make every effort to meet with the teacher to discuss the change.

Danielson Rubric for Teacher Evaluation and Support

In order to be an effective teacher, an individual must possess a broad and complex array of knowledge, skills, and competencies. It is only with such a repertoire that teachers can ensure that students learn and perform at high levels. The concepts and standards described below are the criteria for both self-assessment and evaluation of teachers. They are drawn from Danielson's *Enhancing Professional Practice: A Framework for Teaching*.



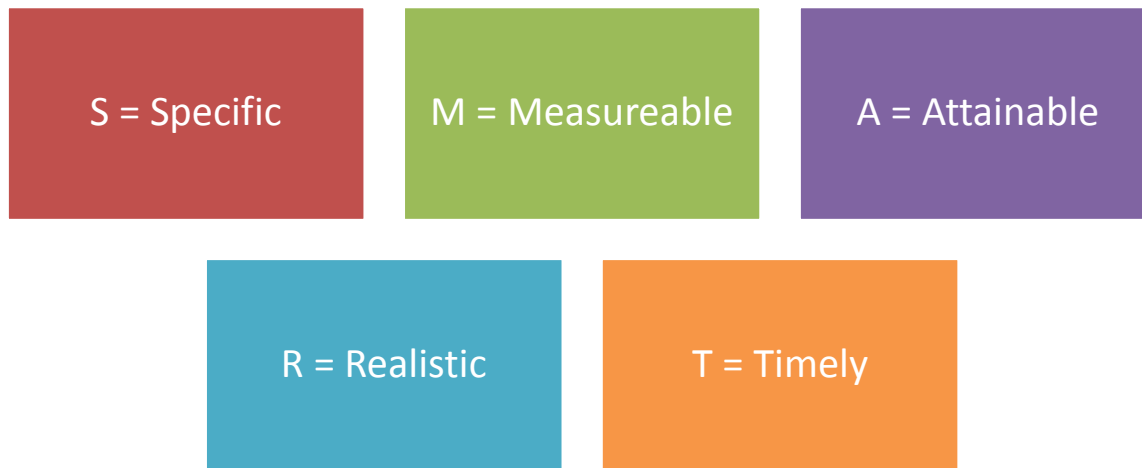
Components of Bethany's Professional Learning and Teacher Evaluation Program

Category One: Student Performance Growth (45%)

- 45% of the teacher's evaluation will be based on achievement of Student Learning Objectives (SLO).
- When choosing **one SLO**, teachers must use multiple Indicators of Academic Growth and Development, (IAGD) as defined by teacher-created Student Learning Objectives that are locally-available assessments (standardized assessments when available) and non-standardized measures.
- When choosing **two SLOs**, one half (22.5%) of the IAGDs used as evidence of whether goals/objectives are met shall not be determined by a single, isolated test score, but shall be determined through the comparison of data across assessments administered over time, including, the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subject where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. A minimum of **1 non-standardized indicator** is used in rating 22.5% of IAGDs (e.g. performances rated against a rubric, portfolios rated against a rubric, etc.)
- Teachers will develop at least one but no more than four Student Learning Objectives related to student growth. All goals / objectives for student growth is selected then multiple indicators (IAGDS) are required.

Each Student Learning Objective(s) will:

- Measure student growth and development over time.
- Take into account the students' learning needs based on data.
- Align with school, district and state achievement objectives.
- Be mutually agreed upon by teacher and evaluator.
- Be fair, valid, reliable and useful to the greatest extent possible.



Development of Student Learning Objectives

Step 1: Examining baseline data to learn about current year's students

Develop at least one Student Learning Objective that is aligned to grade/subject area based on data analysis and write meaningful and relevant indicators of academic growth and development.

Step 2: Set a Student Learning Objective for student growth

Teacher will submit their Student Learning Objective(s) to their evaluator for review and approval by **October 30th**. During the goal setting conference, there will be a review and approval process completed by the teacher and evaluator. Evaluators will look for Student Learning Objective(s) that is/are relevant to teacher's assignment and address a large proportion of his/her students. Student Learning Objective should be attainable, but ambitious, and represents at least one year of student growth. A Student Learning Objective must provide specific, measurable evidence of student outcome data and demonstrates knowledge about students' growth and development.

Step 3: Monitor and document student progress

Once Student Learning Objectives are approved, teachers must monitor and collect documentation of students' progress towards the goals. Teachers can examine student work; give teacher created assessments, and track students' successes and struggles. Collected artifacts will be reviewed and discussed at the Mid-Year Conference.

Mid-Year check-ins: Evaluators and teachers will review the progress towards the goals/objectives at least once during the school year. Teachers will complete and submit the Mid-Year Self Assessment form by **February 15th**, prior to meeting with the evaluator. This review may result in revisions to instructional strategies. Teachers and evaluators may mutually agree to mid-year adjustments to the Student Learning Objective(s) to accommodate changes.

Step 4: Assess students to determine progress/achievement of the Student Learning Objective

End of year review- teacher self assessment- the teacher reviews all data collected during the year, completes and submits a self assessment by **May 30th** for review by the evaluator. Teachers will take into account the following: describe the results and provide evidence for each indicator; describe what you did that produced these results; provide your overall assessment of whether the goal was met; describe what you learned and how you will use that information going forward.

Category Two: Teacher Performance and Practice (40%)

Reviews of practice

40% of the overall summative rating of a teacher will be based on 'observation of performance and practice'. The teacher's goal can be based on his/her instructional role or reflect any elements of the Framework for Teaching. Ratings based on reviews of practice will be based on evidence provided by both the teacher and evaluator. The evaluator will use the Domains from the Danielson's *Enhancing Professional Practice: A Framework for*

Teaching rubric to 'rate' the teacher's performance for each component in each domain. Teachers and evaluators will provide evidence of the teacher's ability to plan instructional units, engage in continuous professional growth, collaborate and communicate with colleagues, and communicate with parents concerning the student's growth and any other professional behaviors.

Teachers in areas covered by national standards for their field of practice (e.g., school psychologists, guidance counselors, and social workers, among others) will follow the same timelines as classroom educators. The formal observation may include the interaction between the teacher and students, staff and/or parents in a formal setting. These support specialists may develop growth and indicators based on his / her role in the district.

Category Three: Parent Feedback (10%)

The evaluation framework approved by the State Board of Education requires that 10% of a teacher's evaluation will be based on parent feedback. In accordance with this, the Bethany School District has chosen to use a school-wide parent survey. Input from our parents is highly valued as it gives us critical insight into our learning environment and is used within this category to set and monitor school-wide improvement goals. The survey will be used in the calculation of the teachers' rating only if every statement on the survey has a response.

As both the goals and associated data focus on school-wide practices, not on individual teachers, the performance ratings associated with this category will be universally awarded to all teachers, rather than individually determined and allocated by individual performance. The surveys will be conducted online and will be administered between mid-April (15th) and the beginning of May (1st) of the given school year, and responses will be collected by May (15th). Surveys will be used to capture Parent Feedback and will be

anonymous and demonstrate fairness, reliability, validity and usefulness. The collected survey data will then be used by teachers as baseline data for the following academic year. Analysis of survey data will be conducted on a school-wide basis, with all certified staff engaged in the analysis, and result in one school-wide goal to which all certified staff will be held accountable. Once the school-wide parent feedback goal has been determined by the school, teachers will identify the strategies they will implement to achieve the school-wide goal.

Teacher ratings will be based upon the preponderance of answers falling into four categories, never, sometimes, usually, or always. The teacher's rating in this category will account for 10% of the teacher's evaluation. It will be combined with the rating from observations of performance and practice (40%) to help form 50% of the teacher's total evaluation.

Category Four: Whole School Student Learning Indicators (5%)

Teacher's efforts and actions taken towards achievement of the Whole School Learning Indicator will be discussed during the pre-, mid-year, and post conferences. This percentage is calculated by the student learning indicators established for the administrator's evaluation rating.

Feedback on Student Performance Growth Weighting

Specific guidelines for feedback on student performance growth weighting will correspond with CSDE newest expectations.

The indicators of academic growth and development used as evidence of whether goals/objectives are met shall be based on locally-available assessments (standardized assessments when available) or other standardized measures where available.

For teachers for whom no standardized assessments are available, the SLO may be based on non-standardized assessments.

Locally-available Indicators	
Standardized Indicators Minimum of 1SLO (multiple indicators are required)	Standardized assessments are characterized by the following: <ul style="list-style-type: none">• Administered and scored in a consistent manner• Aligned to a set of academic or performance standards• Commercially produced• Often only administered once a year

Part B. Use of non-standardized indicators (student work done over time)

When developing the indicators of academic growth and development they should be fair, reliable, valid and useful to the greatest extent possible.

Non - Standardized Indicators	
Non - Standardized Indicators Minimum of 1SLO	Non-Standardized Indicators include but not limited to: <ul style="list-style-type: none">• Performance assessments or tasks scored against a rubric (such as student presentations, written work, or constructed projects)• Portfolios of student work scored against a rubric• Curriculum-based assessments, including those constructed by a teacher or team of teachers• Periodic assessments that document student growth over time (formative assessments, diagnostic assessments, district benchmark assessment)• Other indicators such as (teacher developed tests, student written work, student presentations, or constructed projects)

OBSERVATION PROTOCOL

In-Class Observations of Performance

Formal Observation Type 1	Formal Observation Type 2	Informal Announced Observation Type 3	Informal Unannounced Observation Type 4	Review of Practice Observation Type 5
Announced	Unannounced	Announced	Unannounced	Announced
Pre-Conference	No Pre-Conference	Pre- Conference	No Pre-Conference	Pre-Conference
Submit lesson plans	No lesson plan	No lesson plan	No lesson plan	No Lesson Plan
Time 30 minutes	Time 30 minutes	Time 15 minutes	Time 15 minutes	Time 15 minutes
Post Conference-verbal and written feedback within 7 school days	Post Conference-verbal and written feedback within 7 school days	Post Conference-verbal and written feedback within 7 school days	Post Conference-verbal and written feedback within 7 school days	Post Conference-verbal and written feedback within 7 school days
Year one and two teachers or new to the district. Teachers with a rating of proficient or exemplary once every three years.	Year one and two teachers or new to the district.	Teachers with a rating of proficient or exemplary once every years.	Teachers with a rating of proficient or exemplary once every three years.	Teachers with a rating of proficient or exemplary once every years.

Those in year one or two or new to the district

First and second year teachers or teachers new to the district will have at least three Formal Observations a year. Two observations will be Formal Type 1 Observations and one Formal Type 2 Observation. Two of the Formal Observations will include a pre-conference and all observations will include a post conference. Two of the three observations will be announced with one being unannounced.

Teachers with a rating of proficient or exemplary

Teachers with a rating of proficient or exemplary will have at least one Formal Type 1 Observation and a review of practice once every three years. During the other years, **three Informal Observations and review of practice will take place**. The review of practice will include a pre-conference and all include a post conference. One review of practice will be completed every year. Observations of non-classroom teachers will take place in appropriate settings as determined at the goal setting meeting.

Teachers with a developing or below standard evaluation rating

Teachers with a rating of developing or below standard will have at least three Formal observations a year. The number of observations will be appropriate to the teacher's needs and/or assistance plan (for teachers with a developing or below standard evaluation rating). Two of the three observations will be announced with one being unannounced. Informal observations may be unannounced observations.

All Formal Observations will include a pre-conference to be held no more than one week prior to the observation. In this pre-conference, teachers and evaluators will discuss which elements of Standard 2: Classroom Environment and Standard 3: Instruction, will be demonstrated in the lesson, and will be the focus of the observation.

All formal observations will be followed by a post-conference that takes place **within seven school days after the observation**. The teacher will receive verbal feedback during the post-conference, and follow-up written feedback within 10 school days after the conference. The written feedback will be determined through the post observation conversation.

The number of Formal and Informal Observations and the observational track the teacher is on will be reviewed at the goal setting conference. Each unannounced in-class observation will have a post-conference within **seven school days** after the observation. During the post conference, written feedback will be determined through the post observation conversation. Teachers may provide written evidence following a post observation meeting as needed to clarify or support.

To assure that any type of observation is given the attention and respect it deserves, typically no in-class observations used as part of the evaluation process will take place on the last day of school before a holiday break.

Observations

Observations, both formal and informal, provide valuable information to all professional staff about instructional practice. Bethany Public School System will use a standards based Observation Model, such as Charlotte Danielson's Teachscape framework. Research has shown that multiple snapshots of practice provide a more accurate picture of teacher performance than one or two observations per year. A Review of Practice takes place in a non-classroom setting. Observation and reviews of practice include teachers and evaluators will provide evidence of the teacher's ability to plan instructional units, engage in continuous professional growth, collaborate and communicate with colleagues, and communicate with parents concerning the student's growth and any other professional behaviors. Observation and reviews of practice include coaching / mentoring of other teachers, participation in PPT, CST, 504, PLC, data team meeting, Board of Education or

Staff Meeting presentations, committee work, presenting to team after a professional learning opportunity, review of lesson plans or other teacher artifacts.

Data collected through observations allow school leaders to understand more about the nature of learning and instruction in our school. Feedback from observations provides teachers with insights regarding the impact of their management, planning, instruction, and assessment practices on student growth. The initial Formal Observations will take place prior to January 15th.

Track 1 – Three formal observations, two of which have a pre-conference and all have a post conference. This would include year one and two teachers, new to the district, beginning or developing teachers.

Track 2 – One formal observation and a review of practice.

Track 3 – Three informal observation (1 announced and 2 unannounced) and a review of practice.

Norming/Calibration

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

Formal Observations

During the formal observation, the evaluating administrator will observe in the classroom focusing on the indicators in the Instructional Domain. Other domains, where applicable, can also be assessed. Following each formal observation the administrator will complete and submit the Formal Observation. Teachers will formally reflect on their lesson following the formal observation and complete the Post Observation Form. At the post-observation

conference which will occur within **seven school days** of the observation, the teacher will reflect with the administrator on the lesson.

Informal Observations

Informal observations are designed for all professional staff and will be a minimum of fifteen minutes long. During the informal observation, the evaluating administrator will observe in the classroom focusing on the indicators within the Instructional Domain. Other domains, where applicable, can also be assessed and commented upon. The administrator must debrief the informal observation with the teacher **seven days** after the observation, the administrator will complete and forward the teacher the observation data. The teacher will have the opportunity to reflect on the Observation Form in writing. Most informal observations are typically unannounced.

Evaluation-Based Professional Learning

The goal of all professional learning opportunities in Bethany is to increase student learning. The Bethany School District believes that all professional learning opportunities need to be marked by effective facilitators, significant content, and differentiated strategies designed to develop and support a community of professionals focused on increasing student performance through effective practices. Furthermore, as is evident in Bethany's Professional Learning and Teacher Evaluation Program, it is the district's belief that all educators must be models of ongoing learning, where goal setting, assessment, reflection and adjustment are recurring practices. 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.

All professional learning opportunities are developed around the interdependent relationship between effective instruction, student learning results, and curriculum which

forms the districts instructional core. Program delivery is designed and implemented according to research based professional learning strategies and content is based on identified learning needs of students as well as self-identified and observed instructional needs of educators. Currently, at the forefront of our school improvement plan are the instructional and assessment shifts established by the National Common Core of State Standards and the accompanying Smarter Balanced Assessment Consortium efforts designed to create college and career ready students. The implementation of these two national and state influences will therefore be at the forefront of our professional learning in the upcoming years.

Professional Learning Opportunities

While the individual and collaborative professional learning related to the goal setting process within Bethany's Professional Learning and Teacher Evaluation Program is perhaps the most critical component of a teacher's professional learning as it is individualized to the teacher's assessment against the Danielson Framework, the Bethany School District also provides a variety of formats for professional learning experiences in order to support, nurture, and extend the district's professional learning community. Bethany Public School District maintains a Teacher Evaluation and Professional Development Committee that meets monthly to analyze, plan and implement and reflect on the professional development opportunities in the District. These experiences can be tied to individual goals, district goals, or occur within the larger educational community outside the district. These formats may include but not limited to:

- **District Wide Professional Development:** Determined by an analysis of district and staff goals as related to increased student achievement articulated in the School Improvement Plan and to take place approximately two times per month at morning staff meetings, during six full professional development days and four early

dismissal days during the school year. All teachers will be required to attend and participate.

- **Grade Level and Subject Area Based Professional Learning Programs:** Grade level and subject area workshops may be held during the day to support the specific needs of grade levels and subject areas. Invited teachers are expected to attend these sessions and may include outside sponsors such as ACES, CREC, SERC, etc. depending on need.
- **Before or After School Professional Development Programs:** Throughout the year the district may provide various after school professional learning activities to staff. Staff may volunteer to attend these programs which will support educators in new curricula, instructional methods, and technology integration. These programs will be in response to educators expressed needs as well as to district initiatives.
- **Teacher Induction Program:** The Bethany School District provides a new teacher induction program that is designed to help new teachers become increasingly effective at promoting student learning and achievement, while reducing the intensity of their transition into teaching in Bethany. All new teachers are provided with a mentor, are required to attend a “new teacher orientation” in August and must participate in monthly meetings with the administration and/or curriculum coordinator.
- **Out of District Professional Development Opportunities:** In addition to in-district professional learning opportunities, teachers can request to attend professional learning programs sponsored by other districts or professional learning sponsors such as CREC, SERC, ACES, etc. If the workshop takes place during the school day teachers must receive approval from the curriculum coordinator, the building administrator and the superintendent of schools. Approval of the request is based on a consideration of the impact of the teacher’s learning on student achievement, the connection between the teacher’s request and the teacher’s professional growth goal and how the teacher is going to share his or her learning with the greater school community. Each teacher will be provided funding

PD as set aside by the Superintendent, at the onset of each school year to use towards out of district professional development opportunities.

All professional development will be set up within an electronic program, our professional learning management program. In addition, CEUs or their equivalent will be awarded for participation in professional learning activities in accordance with the State Department of Education's current regulations.

Career Development and Professional Growth Collaborative Work

As part of Bethany's Professional Learning and Teacher Evaluation Program, all teachers are expected to engage in a collaborative Professional Learning Community (PLC) in support of their professional learning and career development goals. A PLC is a small collaborative group that... perform as the culture

- shares goals for improving student learning
- looks at student/teacher work protocols
- turns collective inquiry into best practices
- performs reflective practices
- has an ongoing commitment to the continuous improvement process

Professional Learning Communities for the Teacher Practice and Performance process may be developed within grade levels, across grade levels and/or including specialty, support or special education teachers. Teachers submit overviews of the PLC work, including learning goals, meeting notes, concluding outcomes and reflections as it relates to the Teacher Practice and Performance process. The PLC facilitators will serve on the Teacher Evaluation and Professional Development Committee.

Examples of PLC opportunities include:

Curriculum Development: Individuals or teams design or revise curriculum according to district guidelines.

Project Design: Individuals or teams design and implement comprehensive projects to advance their knowledge and development in order to improve student learning.

Professional Learning Leadership: Individuals or teams design and implement professional development activities for their colleagues. Observation of peers; mentoring/coaching early career teachers (TEAM mentors); cooperating teachers

Data Teams: Individuals or teams participate in data teams.

Pupil Services Meetings: Participation in PPT, CST or other student focused meeting.

Continued Education: Teachers are continuous learners, seeking professional development opportunities, career advancement degrees through continued high education course work; seeking differentiated teaching certificates; and seeking additional endorsements or certifications

Data Collection and Artifacts

Bethany Public School District administrators will use the CCT Continuum to gather data collection from three sources: teacher conferences, classroom observations and reviews of practice.

During the school year, teachers are expected to collect and reflect on documentation that provides evidence of: 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; how they exercise leadership skills within their classrooms, school and district. Teachers should discuss the progress and review the evidence collected at both the Mid-Year and Year-End conferences with the administrator. The purpose of document collection is to validate professional growth across domains and indicators that are not typically observed in the formal or mini-observation. This helps the teachers to document multiple measurable ways to validate classroom practice.

Possible artifacts or documentation the teacher will collect may include but is not limited to:

Planning and Preparation	Classroom Environment	Instruction	Professional Responsibilities
<ul style="list-style-type: none"> • lesson/unit plans with scaffolded learning opportunities • lesson plans and associated documentation • pre-assessment and analysis data 	<ul style="list-style-type: none"> • photos of the classroom environment • classroom management • data trends related to discipline 	<ul style="list-style-type: none"> • student work analysis • student assessment trend analysis • progress chart data analysis for IEP Goals and Objectives 	<ul style="list-style-type: none"> • parent contact logs • school and district contribution log • website updates • parent communication newsletters • professional development • collaboration with colleagues

All Professional Staff

Each professional should view the success of all students as the ultimate goal of professional learning. All professionals are responsible for being active learners. Teacher is defined as all certified faculty members.

Professional educators have a responsibility to:

- Develop their own professional learning goals in accordance with the guidelines of their evaluation plan,
- Engage in all conferences and discussions with their evaluators- including but not limited to, goal setting, observed practice feedback regarding professional growth and instructional practices.
- Professionally engage in all professional learning sessions, such as PLC, data teams, district level and grade level/team programs or meetings.
- Use reflective thought in completing self reflections related to the effectiveness of professional learning programs.
- Adhere to the expectations for all educators as set out by the CSDE Code of Professional Responsibility.

Building Administrators

Administrators play an important role in professional learning. The primary purpose of the evaluator is to strengthen individual and collective practices to improve student learning.

Administrators have a responsibility to:

- Understand the teacher evaluation process to help identify professional needs and ensure new learning in the classroom.
- Encourage all faculty members to grow as reflective practitioners by participating in professional learning activities with their faculty
- Review and understand CT Common Core of Teaching, CT Frameworks of K-12 Curricular Goals and Standards, CT Framework for Teacher Evaluation and Support, and **CMT Science**, Smarter Balanced Assessments
- Collaborate with staff members to develop individual professional learning plans, foster a positive attitude towards continued learning and support the community of learners.
- Encourage a collegial spirit of openness and sharing among faculty members.
- Inform teachers about professional learning opportunities.
- Model a commitment of learning by being actively involved in their own continued learning.
- Work together as a collaborative team to help develop programs in support of School Improvement Plans.
- Complete required components in the Bethany's Professional Learning and Teacher Evaluation Program in a timely and appropriate manner.
- Continually develop and refine skills in observation and evaluation and how to provide quality feedback.

Superintendent

The Superintendent has a crucial role in the oversight of all aspects of the Bethany Professional Learning and Teacher Evaluation Program.

In addition to supervising the building administrators the Superintendent's responsibilities related to professional learning include:

- Designing professional learning programs for administrators in the area of leadership and teacher evaluation, including but not limited to the development of the effective feedback practices and calibration of observation practices against Danielson's Framework.
- Monitoring the integrity of the teacher evaluation process.
- Assuring that all professional learning is aligned to school and district improvement plans.
- Working collaboratively with building administrators to ensure that the professional learning needs of the district are being met.
- Using researched-based best practices of professional learning to identify, plan, implement and assess district based experiences.

Calibration of Observations

The Superintendent will assure that the administrators/evaluators have training in observation and evaluation, including how to provide quality feedback. The Superintendent will assess the administrators/evaluators in regards to their ability to observe, evaluate and provide feedback to teachers.

As funding is made available by BOE appointment, the Bethany Public School District will use an evaluator training program such as ones offered through *Teachscape* or its equivalent. Administrators will take part in yearly, on-going training using the CCT Performance and Practice Continuum for data collection, analysis and evaluation. Administrators will successfully complete online proficiency activities. Any evaluator who does not initially demonstrate proficiency will be provided with additional practice and coaching opportunity as needed and will be required to successfully complete online proficiency activities.

“Teachscape Focus enables districts to:

- *Train observers, assess their proficiency in accurately scoring classroom lessons, and calibrate their scoring accuracy on a regular basis*
- *Train teachers in expectations for observations, prepare them for professional conversations that lead to reflective practice, and help them actively focus on their teaching effectiveness*
- *Online training in all four domains of the Framework for Teaching*
- *Master-scored videos that show classroom teaching at all performance levels*
- *Scoring practice for observers that provides instant feedback on their practice scores*
- *A rigorous proficiency assessment for observers to help ensure high-quality classroom observations*
- *Online calibration to monitor observers' scoring accuracy throughout the school year”*

Teacher Evaluation Ratings for Performance and Practice

At the end of the year, evaluators will determine the rating of the teacher through a summative calculation of the following: Student Performance Growth, Teacher Performance and Practice, Parent Survey Feedback and School Wide Indicator. The teacher’s performance level will be reported both to the teacher and to the CSDE in accordance with the CSDE teacher evaluation regulations.

Connecticut Administrator Evaluation/ Sample Self-Assessment Form				
This self-assessment form is intended for use by administrators in assessing their own leadership practice. Please review student achievement data and other relevant data, reflect on your practice against the data and the standards and elements of the Connecticut School Leadership Standards. Indicate the level of performance that you think best reflects your practice on each element.				
Administrator Name				
School				
How effective is your leadership practice in each of the following Performance Expectations (PE)?	I need to grow and improve my practice on this PE.	I have some strengths on this PE but need to continue to grow and improve.	I am consistently effective on this PE.	I can empower others to be effective on this PE.
Performance Expectation 1: Vision, Mission and Goals A: High Expectations for All B: Shared Commitments to Implement and Sustain the Vision, Mission, and Goals C: Continuous Improvement toward the Vision, Mission, and Goals				
Performance Expectation 2: Teaching and Learning A: Strong Professional Culture B: Curriculum and Instruction C: Assessment and Accountability				
Performance Expectation 3: Organizational Systems and Safety A: Welfare and Safety of Students, Faculty, and Staff B: Operational Systems C: Fiscal and Human Resources				
Performance Expectation 4: Families and Stakeholders A: Collaboration with Families and Community Members				

B: Community Interests and Needs C: Community Resources				
Performance Expectation 5: Ethics and Integrity A: Ethical and Legal Standards of the Profession B: Personal Values and Beliefs C: High Standards for Self and Others				
Performance Expectation 6: The Education System A: Professional Influence B: The Educational Policy Environment C: Policy Engagement				

Practice Focus Area	Outcome	Progress Made	Comments
Focus Area 1 Performance Expectation: _____ Element: _____			
Goal 2 Performance Expectation: _____ Element: _____			

Connecticut Administrator Evaluation/ Sample Summative

Rating Form

This summary rating form is to be completed by the evaluator after the final conference with the administrator. The evaluator will use the preponderance of evidence to assign a rating for each Performance Expectation. The evaluator will also determine progress against the three student learning outcomes and the three stakeholder feedback targets and assign ratings for each. ALL OTHER ELEMENTS ARE CALCULATED BASED ON THESE RATINGS AND OTHER RELEVANT DATA.

Administrator Name

Evaluator Name

School

Performance Expectations and Elements	Exemplary (4)	Proficient(3)	Developing (2)	Below Standard (1)
Performance Expectation 1: Vision, Mission and Goals				
Performance Expectation 2: Teaching and Learning				
Performance Expectation 3: Organizational Systems and Safety				
Performance Expectation 4: Families and Stakeholders				
Performance Expectation 5: Ethics and Integrity				
Performance Expectation 6: The Education System				
Stakeholder Feedback Targets	Substantially Exceeded	Met	Made Substantial Progress	Did Not Make Substantial Progress
Target 1				
Student Learning Objectives	Substantially Exceeded	Met	Made Substantial Progress	Did Not Make Substantial Progress
SLO 1				
SLO 2				
SLO 3				

Leadership Practice Rating	See decision rule 1
Stakeholder Feedback Rating	See decision rule 2
Overall PRACTICE Rating	See decision rule 3

State Assessment Rating	See decision rule 4
Student Learning Objectives Rating	See decision rule 5
Overall Student Learning Rating	See decision rule 6
Teacher Effectiveness Rating	See decision rule 7
Overall OUTCOMES Rating	See decision rule 8

OVERALL SUMMATIVE RATING		<i>Overall Practice Rating</i>			
		4	3	2	1
<i>Overall Outcomes Rating</i>	4	Rate Exemplary	Rate Exemplary	Rate Proficient	<i>Gather further information</i>
	3	Rate Exemplary	Rate Proficient	Rate Proficient	<i>Gather further information</i>
	2	Rate Proficient	Rate Developing	Rate Developing	Rate Below Standard
	1	<i>Gather further information</i>	Rate Below Standard	Rate Below Standard	Rate Below Standard

Summative Rating Form (continued) - Decision Rules

Decision Rule 1: Leadership Practice

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Exemplary on Teaching and Learning + Exemplary on at least 2 other performance expectations + No rating below Proficient on any performance expectation	At least Proficient on Teaching and Learning + At least Proficient on at least 3 other performance expectations + No rating below Developing on any performance expectation	At least Developing on Teaching and Learning + At least Developing on at least 3 other performance expectations	Below Standard on Teaching and Learning or Below Standard on at least 3 other performance expectations

Decision Rule 2: Stakeholder Feedback

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Substantially exceeded target	Met target	Made substantial progress but did not meet target	Made little or no progress against target

Decision Rule 3: Overall Practice Rating

If the Stakeholder Feedback Rating is	Then the overall Practice rating is:
Exemplary (4)	Leadership Practice rating plus 1
Proficient (3) or Developing (2)	Leadership Practice rating
Below Standard (1)	Leadership Practice rating minus 1

Decision Rule 4: State Assessments

State Assessment Results (Score derived from SPI rating and Progress for All Students and Subgroups)			
Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Greater than 3.5	Between 2.5 and 3.5	Between 1.5 and 2.4	Less than 1.5

Decision Rule 5: Student Learning Objectives

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Met all 3 SLO and substantially exceeded at least 2 SLO	Met 2 SLO and made substantial progress on the third	Met 1 SLO and made substantial progress on at least one other	Met 0 SLO; or met 1 SLO and did not make substantial progress on either of the other two

Decision Rule 6: Overall Student Learning

		State Assessment Portion			
		Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Locally-determined Portion	Exemplary (4)	Exemplary (4)	Exemplary (4)	Proficient (3)	Gather more information
	Proficient (3)	Exemplary (4)	Proficient (3)	Proficient (3)	Developing (2)
	Developing (2)	Proficient (3)	Proficient (3)	Developing (2)	Below Standard (1)
	Below Standard (1)	Gather more information	Developing (2)	Below Standard (1)	Below Standard (1)

Decision Rule 7: Teacher Effectiveness

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
81-100% of teachers are rated proficient or exemplary on the student growth portion of their evaluation	61-80% of teachers are rated proficient or exemplary on the student growth portion of their evaluation	41-60% of teachers are rated proficient or exemplary on the student growth portion of their evaluation	0-40% of teachers are rated proficient or exemplary on the student growth portion of their evaluation

Decision Rule 8: Overall Outcomes Rating

If the Teacher Effectiveness rating is	Then the overall Outcomes rating is:
Exemplary (4)	Student Learning rating plus 1
Proficient (3) or Developing (2)	Student Learning rating
Below Standard (1)	Student Learning rating minus 1

New Teacher Support and Orientation

New teachers to the district will be provided with a day in August before the start of the school year to learn about the resources, expectations and programs offered by the Bethany Public School District. All teachers participating in CSDE’s TEAM (Teacher Education and Mentoring) are provided mentors and professional learning opportunities in accordance with the CSDE guidelines. New teachers are encouraged to take part in District professional development opportunities.

New Teacher Orientation Topics:

- School philosophy and goals
- Policies and procedures
- Facility and staffing
- Curriculum and instructional support
- Support services
- Schedules and routines
- AUP District Technology and databases
- Resources for professional learning
- Review of Teacher Handbook
- Review of Emergency Plan Handbook

Teacher Orientation and Continued Professional Development

The District will provide teacher training during a section of the Professional Development days that occur during the school year. It is advised that the PD be provided as close to the beginning of the school year as possible. The district will use in-house staff or bring in a presenter to address any or all of the following: the components of teacher evaluation, goal setting, CT Framework for Teacher Evaluation and Support, Domains, collecting data, collecting artifacts, etc.

Orientation Program

The Bethany School District will offer annual orientation programs regarding the Teacher Evaluation Process and support system to all teachers who are employed within the district and whose performance is being evaluated by **October 15**. Evaluators will meet with teachers in a group and or individually and will discuss all aspects of the evaluation process including individual's roles and responsibilities. During these meetings discussion will take place regarding school or district priorities that should be reflected in teacher performance and practice goals, goals related to student outcomes and achievement (Student Learning Objectives) and whole-school indicators of learning. It is the intention of the Bethany School District to develop a core group of teachers and administrators who will conduct training and orientation within the district on an ongoing basis. In addition to this, the Teacher Evaluation Committee will review all policies, processes and forms annually according to the Connecticut State Department of Education guidelines.

Professional Improvement and Remediation Plan

The Bethany Professional Learning and Teacher Evaluation Program expects that a teacher will work to resolve any performance based issues, once they are made aware of unsatisfactory performance. It is expected under the majority of the circumstances the teacher will resolve the noted performance issues.

When a teacher is not successful at resolving the performance issues, the performance issues are significant or the teacher receives a summative score of Below Standard or Developing, a teacher may be placed in a structured assistance plan. (see attachments)

The plan will be designed and written in a collaborative manner, which focuses on the development of the professional learning community supporting colleagues within this level. The teacher, local association president and evaluator will sign the plan. A copy of the plan will be forwarded to the Superintendent for inclusion in the Central Office Personnel files. The contents of the plan will be confidential. The teacher has the right to review the written report before it is filed and may submit written comments to be filed alongside the plan. The teacher may have bargaining unit representation at all conferences if desired and requested.

The plan will be created within 30 days after the completion of the summative evaluation rating conference. The purpose is to provide short term support to the teacher to resolve the area of weakness. The teacher with a Below Basic rating will have between 45 - 90 days to achieve a Developing rating and then one year to achieve an Effective rating. A teacher with a Developing rating will have 90 - 180 days to achieve an Effective rating. The plan will include the following components:

1. Areas of Improvement- clearly identify the area(s) of improvement needed
2. Rationale for Areas of Improvement: Clearly expresses the evaluator's expectation for improved performance based on evidence from observations that show an area needing improvement.
3. Domain: List the domain rated Developing or Below Standard

4. Indicators for Effective Teaching: Identify exemplary practices in the area identified as needing improvement. Provides an outlined plan for improvement.
5. Tasks to Complete: Specific tasks the teacher will complete to improve the domain
6. Support and Resources: Lists of supports and resources the teacher can use to improve, e.g. peer observation, colleague mentor, books, articles, etc.
7. Indicators of Progress: Provides a monitoring system that includes a specific number of observations and / or conferences. Includes how the teacher will show progress towards effective / exemplary in identified domains(s) through observation, data and documentation.

Effectiveness and Ineffectiveness of Summative Ratings

Beginning teachers will be considered effective after the teacher receives at least two sequential years of effective ratings. One of the effective ratings must be earned in the fourth year of a beginning teacher's career. A below standard rating shall only be permitted in the first year of a beginning teacher's career, assuming a pattern of growth of developing in year two and two sequential effective ratings in years three and four. Superintendents shall offer a contract to any educator he/she deems effective at the end of year four. This shall be accomplished through the specific issuance to that effect.

A post-tenure teacher will be deemed ineffective if the teacher receives at least two sequential developing ratings or one below standard rating at any time.

Dispute Resolution / Appeal Process

In accordance with the requirement in the 1999 Connecticut Guidelines for teacher Evaluation and Professional Development, a subcommittee of the professional development and evaluation committee (PDEC) panel, composed of three person panel, two from PDEC teacher union representative and a neutral third person, as mutually agreed upon between the superintendent and the collective bargaining unit, shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback, professional development plan, or final summative rating. The appeal procedure is designed to facilitate the resolution of conflicts generated by the evaluation process. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

To initiate an appeal, either party must submit Appeal Worksheet I to the Superintendent. Within five (5) school days of receipt of the appeal, the Superintendent will send copies of the appeal to the other party. Using Appeal Worksheet II, the Superintendent will schedule a joint meeting of the parties involved within ten (10) school days of the original receipt of the appeal.

When an appeal is brought to the Superintendent, the following will occur:

1. A Hearing Committee, consisting of three (3) members, including an administrative representative (from a neighboring school district), will meet with both parties simultaneously. The Hearing Committee will consist of teacher union representative and a neutral third person.
2. At the hearing, the parties will present their concerns, talking with each other only through the committee chair.
3. At the hearing, when the committee is satisfied that they have sufficient information; they will recess to formulate a resolution. The Hearing Committee must come to a resolution.
4. When the Hearing Committee has reached consensus, the Superintendent will prepare the written resolution on Appeal Worksheet III, which will be delivered to both parties by the committee chair within ten (10) school days.

Education Specialist

Educational Specialists include non-teaching, non-administrative education professionals who provide a variety of services to students, teachers, and parents. Specialists include counselors, nurses, library/media specialists, school psychologists, speech pathologist, curriculum staff developers, and others with specialized training who offer a broad range of services.

Education Specialists will use the professional standards of each of their specialty areas as well as the Domain Framework by Charlotte Danielson specific to their assignment to form the basis for goal-setting, assessment of professional practice, and alignment of professional learning opportunities. Links below relate to the professional practice requirements of education specialists are provided as reference for education specialists and evaluators:

School Counselors: ASCA Ethical Standards for School Counselors (2010):

<http://www.schoolcounselor.org/files/EthicalStandards2010.pdf>

School Social Workers: NASW Standards for School Social Work Services (2012):

<http://www.naswdc.org/practice/standards/NASWSchoolSocialWorkStandards.pdf>

School Psychologists: NASP Professional Standards (2010):

<http://www.nasponline.org/standards/2010standards.aspx>

Instructional Technology Specialists: NETS-T (2010)

<http://www.iste.org/docs/pdfs/nets-t-standards.pdf?sfvrsn=2>

Physical Therapists: APTA Code of Ethics (2012)

[http://www.apta.org/uploadedFiles/APTAorg/About Us/Policies/HOD/Ethics/Cod
eofEthics.pdf](http://www.apta.org/uploadedFiles/APTAorg/About%20Us/Policies/HOD/Ethics/Cod%20of%20Ethics.pdf)

Professional Development Coordinator, Education Staff Developers: Learning Forward, Standards for Professional Learning (2012):

<http://www.learningforward.org/bookstore/standards-for-professional-learning>

For education specialists assigned to the school:

1. at least one SMART goal to address student outcome and achievement objectives for those specialists with student caseloads, which will comprise 45% of the education specialist summative evaluation;
2. one professional practice goal, based on data from education specialist reflection and evaluator observations, which will comprise 40% of their evaluation;
3. one goal for improving outcomes based on data from parent feedback, determined by the school administrator, for which specialists will indicate their strategies for achieving this school-wide goal, which will comprise 10% of their evaluation; and
4. one goal based on whole school indicators of student learning for the school year, which will comprise 5% of their evaluation. The education specialist may collaborate with other educators or teams to support the goal-setting process.

For education specialists not assigned to specific students:

Category 1: Services Provided (40%)

At least one SMART goal to address a target related to the provision of services in their field that will be related to helping the school or district improve student outcomes.

- SMART Goals and subsequent evaluation of progress in this area will be developed to address student learning in relation to district wide goals.

Category 2: Professional Practice (40%)

One professional practice goal based on data from education specialist reflection and evaluator observations.

Category 3: District-wide Goal (20%)

One goal related to Bethany's district wide objectives that are closely aligned to the CCSS and district goals, with the main focus on student learning.

Process to Monitor and Evaluate Plan Implementation

The Bethany Public Schools will continually monitor the implementation of the evaluation plan by seeking feedback from both the administration and the teachers through short surveys. The surveys will be developed by the Teacher Evaluation Committee and will be administered to the staff two times during the school year. The first survey will take place at the end of February following the completion of all Mid-Year-Self Assessments and the second survey to occur in early June following completion of the end of Year Self Reflection.

Each survey will focus on a specific aspect of the evaluation process which will be determined by the Evaluation Committee, will be accessible electronically, will be anonymous, and will be designed in such a way that they can be submitted only once by any staff member. The Teacher Evaluation Committee will meet in early March to review the results of the first survey and again in June to review the results of the second survey.

The results will be shared with the teaching staff and may be used to determine any revisions that will need to be made to the Evaluation Plan, as well as, being used in determining areas of professional development needed to implement the Evaluation Plan.

Parent Survey Sample

Dear Parents,

As partners in your child’s education, your input is very important to us. As part of Bethany Community School’s teacher and administrator evaluations, we are asking you to complete a brief parent survey.

This survey asks you to rate various aspects of our school system:

- School to home communication efforts
- Instructional quality
- Building environment
- Partnership opportunities and more

The information you supply will be crucial in moving our district forward. The survey results will be used as part of the teacher and administrator evaluations. Additionally, the results will steer our school improvements and goal setting for next year.

Please complete this survey by Wednesday, May 20th. We genuinely want to hear from you. If you have any other input to offer that has not been addressed in this survey, as always please feel free to reach out to our administration or me. Once the final survey report is compiled, we will share the results with the community.

Sincerely,

John W. Barile, Sr.
Superintendent of Schools

1. I have a child in ...

Pre-K Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6

2. My child(ren) are challenged to meet high expectations at Bethany Community School.

Child 1 Child 2 Child 3

Yes No

3. The school environment supports learning.

Yes No

4. The curriculum is made accessible to my child(ren) through differentiation.

Yes No

5. My child(ren) should have homework.

Yes No

5. Homework is productive and supports learning in the classroom.

Yes No

6. I feel well-informed about what is going on at school.

Yes No

7. I gain my information regarding school through the following means.

District Website

Email

Teacher Newsletter

Principal Newsletter

School Newsletter

Teacher Website

8. Discipline is enforced consistently and fairly at Bethany Community School.

Yes No

9. I feel welcome at the school.

Yes No

10. The school offers me many ways to be involved in my child's education.

Yes No

11. I feel as if I am a partner in my child(ren)'s learning.

Yes No

References and Resources

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Bethany Public School District

Administrator Educator Evaluation and Support Plan



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Introduction

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

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

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

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

The SEED model was informed by a large body of research, including the Gates Foundation's **Measures of Effective Teaching (MET)** study. In 2012-13, ten districts/district consortia piloted SEED and provided feedback through an implementation study conducted by the University of Connecticut Neag School Of Education which further guided the model design.

The system clearly defines effective practice, encourages the exchange of accurate, useful information about strengths and development areas, and promotes collaboration and shared ownership for professional growth. The primary goal of Connecticut's educator evaluation and support system is to develop the talented workforce required to provide a superior education for Connecticut's 21st-century learners.

As provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by P.A. 13-245, the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher. For the purposes of this document, the term “teacher” refers to any teacher serving in a position requiring teacher certification within a district, but not requiring a 092 certification. Furthermore the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each administrator who serves in a role requiring a 092 certification, in accordance with the requirements of Connecticut General Statutes.

Design Principles

Purpose and Rationale

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

Core Design Principles

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

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

Consider multiple, standards-based measures of performance

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

The four components of the SEED model are grounded in research-based standards for educator effectiveness, CT Core Standards, as well as Connecticut's professional standards: The Connecticut Common Core of Teaching (CCT); the Common Core of Leading (CCL); Connecticut School Leadership Standards; the Connecticut Framework K-12 Curricular Goals and Standards; the Smarter Balanced Assessments¹; and locally- developed curriculum standards.

Emphasize growth over time

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

Promote both professional judgment and consistency

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

Foster dialogue about student learning

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

Encourage aligned professional learning, coaching and feedback to support growth

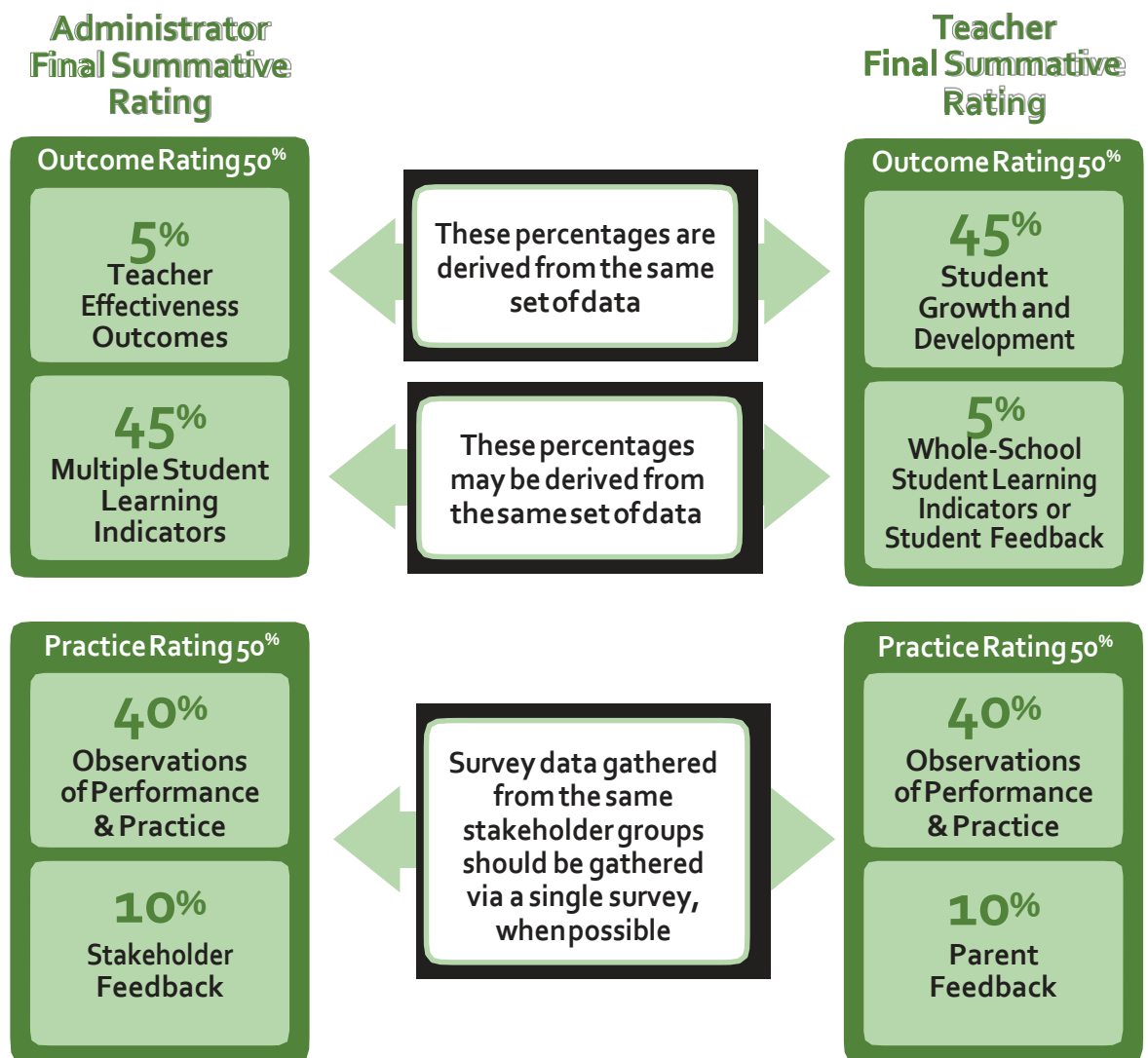
Novice and veteran educators alike deserve detailed, constructive feedback and professional learning tailored to the individual needs of their classrooms and students. SEED promotes a shared language of excellence to which professional learning, coaching and feedback can align to improve practice.

¹ Smarter Balanced Assessments will be administered for the first time in the 2014-15 academic year. These assessments are administered in Grades 3-8 and Grade 11. Pending approval of the waiver submitted to the United States Department of Education (USED) the CSDE has requested continued flexibility, through at least the 2015-16 school year, regarding the requirement to incorporate the state test as a measure of student growth in educator evaluation.

Ensure feasibility of implementation

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

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



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

Example:

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

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

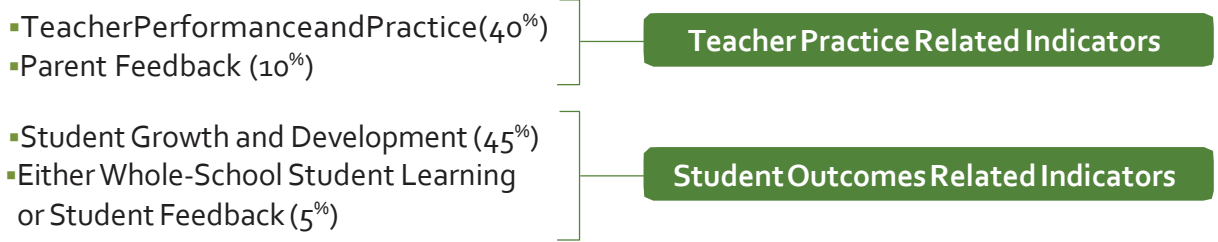
Example:

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

Teacher Evaluation and Support

The CSDE-designed model for the evaluation and support of teachers in Connecticut is based on the Connecticut Guidelines for Educator Evaluation (Core Requirements), developed by a diverse group of educators as part of PEAC (Performance Evaluation Advisory Council) in June 2012 and based upon best practice research from around the country. The contents of this document are meant to guide districts in the implementation of Connecticut's SEED model. The CSDE, in consultation with PEAC and the State Board of Education (SBE), may continue to refine the tools provided in this document for clarity and ease of use.

The SEED model for teacher evaluation and support includes specific guidance for the four components of teacher evaluation*:



Additional Requirements for Educator Evaluation and Support Plans

In addition, this document includes “Points for District Consideration” to assist district Professional Development and Evaluation Committees (PDECs) in developing processes or enhancing existing processes necessary for ongoing development and support of teachers in the following areas:

- Evaluator Training and Ongoing Proficiency/Calibration
- Evaluation-Informed Professional Learning
- Improvement and Remediation Plans
- Career Development and Growth

PLEASE NOTE: *In electing to implement the SEED model, your district is expected to implement the four components of evaluation and support, as well as the additional requirements outlined above, with fidelity as outlined in this handbook. In response to requests from districts for further clarification on these requirements, we have provided “Points for Consideration” to assist districts and their PDEC in plan development. In addition, evaluators of teachers are expected to participate in the multi-day CSDE-sponsored training as described within this document.*

Any variation from the components of teacher evaluation and support as written within this document is no longer the SEED model and would be considered a “district-developed” evaluation and support plan. Districts are required to submit an educator evaluation and support plan annually to the CSDE.

Teacher Evaluation Overview

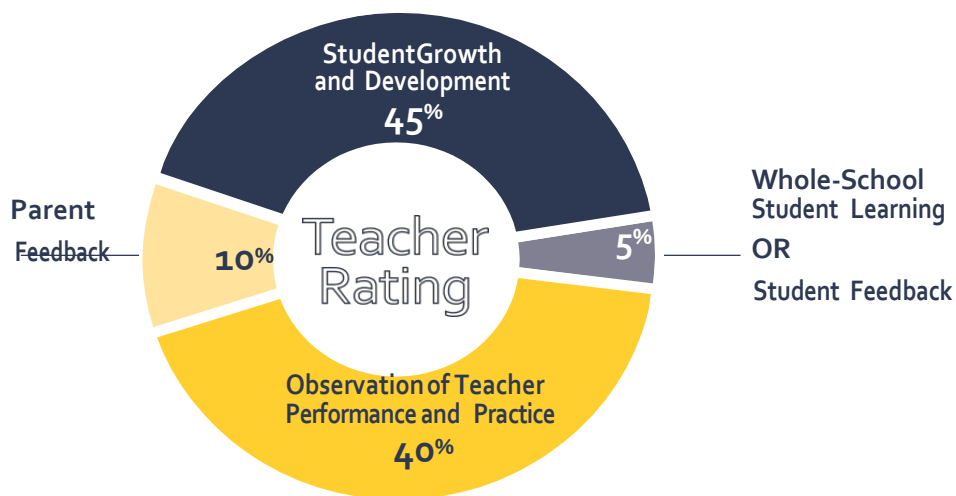
Teacher Evaluation and Support Framework

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

- 1. Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This category is comprised of two components:
 - (a) Observation of Teacher Performance and Practice (40%)** as defined within the *CCT Rubric for Effective Teaching 2014*, which articulates four domains and twelve indicators of teacher practice
 - (b) Parent Feedback (10%)** on teacher practice through surveys
- 2. Student Outcomes Related Indicators:** An evaluation of teachers' contributions to student academic progress at the school and classroom level. There is also an option in this category to include student feedback. This area is comprised of two components:
 - (a) Student Growth and Development (45%)** as determined by the teacher's Student Learning Objectives (SLOs) and associated Indicators of Academic Growth and Development (IAGDs)
 - (b) Whole-School Measures of Student Learning** as determined by aggregate student learning indicators or **Student Feedback (5%)**

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

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



Process and Timeline

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



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

Goal-Setting and Planning:

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

- 1. Orientation on Process** – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice focus areas and Student Learning Objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation and support process.
- 2. Teacher Reflection and Goal-Setting** – The teacher examines student data, prior year evaluation and survey results, and the *CCT Rubric for Effective Teaching 2014* to draft a proposed performance and practice focus area, a parent feedback goal, two SLOs and a student feedback goal (if required) for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.
- 3. Goal-Setting Conference** – The evaluator and teacher meet to discuss the teacher’s proposed focus area, goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher’s practice to support the review. The evaluator may request revisions to the proposed focus area(s), goals and objectives if they do not meet approval criteria.*

***If the 2015-16 Educator Evaluation and Support Plan that you submitted indicated that during the Goal-setting Process the evaluator will approve the goals and/or indicators of academic growth and development, please note that the CT Guidelines for Educator Evaluation require that each teacher and his or her evaluator must mutually agree on the goals and indicators of academic growth and development (IAGDs). Therefore, approval serves as a confirmation that mutual agreement has been reached.**

Mid-Year Check-In:

Timeframe: January and February

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

End-of-Year Summative Review:

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

1. **Teacher Self-Assessment** – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the Goal-Setting Conference.
2. **End-of-Year Conference*** – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss component ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before June 30.²
3. **Scoring*** – The evaluator reviews submitted evidence, self-assessments and observation data and uses them to generate component ratings once the end-of-year conference has taken place. The component ratings are combined to calculate scores for Teacher Practice Related Indicators and Student Outcomes Related Indicators. These scores generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if this data would significantly change the Student Outcomes Related Indicators final rating. Such revisions should take place as soon as state test data are available and before September 15.

*Order of steps #2 and #3 has changed.

²The district superintendent shall report the status of teacher evaluations to the local or regional board of education on or before June 1, each year. Not later than June 30, of each year, each superintendent shall report to the Commissioner of Education the status of the implementation of teacher evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers who have not been evaluated and other requirements as determined by the CSDE.

Complementary Observers

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

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

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

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

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

The CSDE will provide districts with training opportunities to support district administrators, evaluators and teachers in implementing the model across their schools. Districts can adapt and build on these tools to provide comprehensive training and support to their schools and to ensure that evaluators are proficient in conducting teacher evaluations.

School districts who have adopted the SEED model are expected to engage in the CSDE-sponsored multi-day training. This comprehensive training will give evaluators the opportunity to:

- Understand the nature of learning for students and educators and its relation to the priorities of the *CCT Rubric for Effective Teaching 2014*;
- Establish a common language that promotes professionalism and a culture for learning through the lens of the *CCT Rubric for Effective Teaching 2014*;
- Understand how coaching conversations support growth-producing feedback;
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of teaching practice; and
- Collaborate with colleagues to deepen understanding of the content.

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

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

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

PLEASE NOTE: School districts who have a locally-developed evaluation and support plan can also choose to participate in the CSDE-sponsored training opportunities for evaluators, however, if training opportunities are internally-developed or contracted with a reputable vendor, the following are points for consideration:

Points for District Consideration

- Development or selection of an evaluation framework/rubric to measure and provide feedback on teacher performance and practice
- Identification of criteria for demonstrating proficiency as an evaluator
- Provision of ongoing calibration activities
- Determination of training and frequency for proficiency status renewal

At the request of a district or employee, the CSDE or a third-party entity approved by the CSDE will audit the evaluation components that are combined to determine an individual's summative rating in the event that such components are significantly dissimilar (i.e., include both *exemplary* and *below standard* ratings) ratings in different components. In these cases, the CSDE or a third-party entity will determine a final summative rating.

Additionally, there is an annual audit of evaluations. "The CSDE or a third-party designated by the CSDE will audit ratings of *exemplary* and *below standard* to validate such *exemplary* or *below standard* ratings by selecting ten districts at random annually and reviewing evaluation evidence files for a minimum of two educators rated *exemplary* and two educators rated *below standard* in those districts selected at random, including at least one classroom teacher rated *exemplary* and at least one teacher rated *below standard* per district selected." [Connecticut Guidelines for Educator Evaluation 2.8 (3)]

Support and Development

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

Evaluation-Informed Professional Learning

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

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

Points for District Consideration

Connecticut's Definition for Professional Learning: High-quality professional learning is a process that ensures all educators have equitable access throughout their career continuum to relevant, individual and collaborative opportunities to enhance their practice so that all students advance towards positive academic and non-academic outcomes. Best practices include:

- Creating learning communities committed to continuous improvement, collective responsibility, accountability and goal alignment;
- Prioritizing, monitoring and coordinating resources tied to goals /objectives and evidence-based feedback provided as part of the evaluation process;
- Aligning job-embedded professional learning with school and district goals and priorities, curriculum and assessments.

Another key component of success is the development of leadership capacity in these alignment and coherence efforts.

This is accomplished by:

- Developing well-supported and effective coaches, teacher leaders, and principals who are strategically selected based on valid indicators of effectiveness; empowered to support and monitor teacher learning; and provide meaningful, evidence-based, actionable feedback that supports teachers' reflection and analysis of their practice.
- Creating structures and systems that enable teams of educators to engage in job-embedded professional learning on an ongoing basis.

Connecticut's Standards for Professional Learning will be available in Spring 2015 and can be found [here](#) when released.

Improvement and Remediation Plans

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

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

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

Points for District Consideration

Well-articulated Improvement and Remediation Plans:

- Clearly identify targeted supports, in consultation with the teacher, which may include specialized professional development, collegial and administrative assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the improvement outcomes.
- Clearly delineate goals linked to specific indicators and domains within the observation of practice framework/rubric that specify exactly what the teacher must demonstrate at the conclusion of the Improvement and Remediation Plan in order to be considered *proficient*.
- Indicate a timeline for implementing such resources, supports and other strategies, in the course of the same school year as the plan is developed. Determine dates for interim and final reviews in accordance with stages of support.
- Include indicators of success, including a rating of *proficient* or better at the conclusion of the improvement and remediation plan.

Career Development and Growth

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

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

Points for District Consideration

Creating Sustainable Teacher Career Pathways: A 21st Century Imperative

In 2013, the National and State Teachers of the Year (NNSTOY) defined the conditions necessary to create comprehensive teacher career pathways as outlined below:

- Re-examine district human resource policies to see if they are effective in recruiting teachers who are high academic achievers; identify and manage talent; and provide diverse and flexible career options as part of retaining “high achievers.”
- Re-think the one teacher/one classroom organization of schools to facilitate new staffing structures that differentiate roles of teachers and extend the reach of highly-effective teachers.
- Implement flexible job structures that recognize the life and career cycles of teachers, such as sabbaticals, job-sharing, and part-time work.
- Take advantage of technology in extending the reach of highly-effective teachers through blended learning structures and promoting teacher collaboration and professional development through social media and other technological tools.

<http://www.nnstoy.org/download/Final%20updated%20Research%20Report.pdf>

The NEA Teacher Leader Model Standards help to define how teacher leadership can be distinguished from, but work in tandem with, administrative leadership roles to support effective teaching and promote student growth & development.

<http://www.nea.org/home/43946.htm>

Teacher Practice Related Indicators

The Teacher Practice Related Indicators evaluate the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. Two components comprise this category:

- Teacher Performance and Practice, which counts for 40%; and
- Parent Feedback, which counts for 10%.

These two components will be described in detail below:

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

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

Teacher Practice Framework- *CCT Rubric for Effective Teaching 2014*

The *CCT Rubric for Effective Teaching 2014*, is available on the [SEED website](#) and represents the most important skills and knowledge that teachers need to demonstrate in order to prepare students to be career, college and civic ready. The rubric was revised through the collaborative efforts of the CSDE, representatives from the Regional Educational Service Centers (RESCs), the Connecticut Association of Schools (CAS), the two statewide teachers' unions and teachers and school leaders with experience in using the observation instrument. The *CCT Rubric for Effective Teaching 2014* is aligned with the Connecticut Core of Teaching and includes references to **Connecticut Core Standards** and other content standards. The *CCT Rubric for Effective Teaching 2014* is organized into four domains, each with three indicators. Forty percent of a teacher's final annual summative rating is based on his/her performance across all four domains. The domains represent essential practice and knowledge and receive equal weight when calculating the summative Performance and Practice rating.

Student and Educator Support Specialist (SESS) Practice Framework- *CCT Rubric for Effective Service Delivery 2014*

The *CCT Rubric for Effective Service Delivery* will be a new addition to the SEED Model but also available for use by any LEA as part of their Educator Evaluation and Support Plan. The 2014 version is currently undergoing a validation study that will be complete in May 2015. It is expected that the *CCT Rubric for Effective Service Delivery 2015* will be available on the [SEED website](#) in June 2015 and include revisions that have been proposed by a large representation of CT service providers. Any district using the SEED Model in its entirety will be expected to use this rubric in the evaluation of selected service providers.

CCT RUBRIC FOR EFFECTIVE TEACHING 2014 - AT A GLANCE

Evidence Generally Collected Through In-Class Observations

Evidence Generally Collected Through Non-Classroom Observations/Reviews of Practice

DOMAIN 1: Classroom Environment, Student Engagement and Commitment to Learning³

Teachers promote student engagement, independence and inter-dependence in learning and facilitate a positive learning community by:

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

DOMAIN 2: Planning for Active Learning

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

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

DOMAIN 3: Instruction for Active Learning

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

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

DOMAIN 4: Professional Responsibilities and Teacher Leadership

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

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

³ Domain 5: Assessment is embedded throughout the four domains.



Observation Process

Observations in and of themselves are not useful to teachers – it is the feedback, based on observations, that helps teachers reach their full potential. All teachers deserve the opportunity to grow and develop through observations and timely feedback. In fact, teacher surveys conducted nationally demonstrate that most teachers are eager for more observations and feedback to inform their practice throughout the year.

Therefore, in the SEED teacher evaluation and support model:

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

- **Formal:** Observations that last at least 30 minutes and are followed by a post-observation conference, which includes timely written and verbal feedback.
- **Informal:** Observations that last at least ten minutes and are followed by written and/ or verbal feedback.
- **Non-classroom observations/reviews of practice include but are not limited to:** Observations of data team meetings, observations of coaching/mentoring other teachers, student work or other teaching artifacts.

PLEASE NOTE: *reviewing lesson plans in a pre-conference, prior to a scheduled observation, generally provides evidence for the planning domain and is considered a part of the formal observation process. It does not serve as a separate observation or review of practice.*

- All observations must be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, within a timely manner. It is recommended that feedback be provided within five business days, but districts are encouraged to consult with evaluators and teachers to establish a mutually agreed upon timeframe.
- Providing both verbal and written feedback after an informal observation or a review of practice is ideal, but school leaders are encouraged to discuss feedback preferences and norms with their staff.
- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that evaluators use a combination of announced and unannounced observations.
- Districts and evaluators can use their discretion to establish a mutually agreed upon number of observations based on school and staff needs and in accordance with the Guidelines for Educator Evaluation. The table on the next page summarizes the recommendations within the SEED model as compared with requirements established in the Guidelines.

PLEASE NOTE: *Flexibility options, adopted in February 2014, are described in subsections 2.9 and 2.10 of the Guidelines for Educator Evaluation (see Appendix 1).*

Teacher Categories	SEED State Model	Guideline Re
First and Second Year/ Novice Teachers	3 in-class formal observations; 2 of which include a pre-conference and all of which include a post-conference; and 3 informal observations	At least 3 in-class formal observations; 2 of which include a pre-conference and all of which include a post-conference
Below Standard and Developing	3 in-class formal observations; 2 of which include a pre-conference and all of which must include a post-conference; and 5 informal observations	At least 3 in-class formal observations; 2 of which include a pre-conference and all of which must include a post-conference
Proficient and Exemplary	A combination of at least 3 formal observations/reviews of practice; 1 of which must be a formal in-class observation	A combination of at least 3 formal observations/reviews of practice; 1 of which must be a formal in-class observation

PLEASE NOTE: To establish baseline data during the first year of evaluation under SEED, districts should set expectations for a required number of observations, which meets the minimum requirements as outlined. After the first year of implementation, observations should be structured according to the table above.

Pre-Conferences and Post-Conferences

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

Post-conferences provide a forum for reflecting on the observation against the *CCT Rubric for Effective Teaching 2014* and for generating action steps that will lead to the teacher's improvement. A good post-conference:

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

Classroom observations generally provide the most evidence for Domains 1 and 3 of the *CCT Rubric for Effective Teaching 2014*. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 2 and 4. Both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching). **Pre- and Post-Conference Forms** are available on the [SEED website](#).

Because the evaluation and support model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the *CCT Rubric for Effective Teaching 2014*, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 2 and 4 of the *CCT Rubric for Effective Teaching 2014*. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, Professional Learning Community meetings, call logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers and/or attendance records from professional learning or school-based activities/events.

Feedback

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

- Specific evidence and formative ratings, where appropriate, on observed indicators of the *CCT Rubric for Effective Teaching 2014*;
- Prioritized commendations and recommendations for development actions;
- Next steps and supports to improve teacher practice; and
- A timeframe for follow up.

Teacher Performance and Practice Focus Area

As described in the Evaluation Process and Timeline section, teachers develop one performance and practice focus area that is aligned to the *CCT Rubric for Effective Teaching 2014*. The focus area will guide observations and feedback conversations throughout the year.

Each teacher will work with his/ her evaluator to develop a practice and performance focus area through mutual agreement. All focus areas should have a clear link to student achievement and should move the teacher towards *proficient* or *exemplary* on the *CCT Rubric for Effective Teaching 2014*. Schools may decide to create school-wide or grade-specific focus areas aligned to a particular indicator (e.g., 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.)

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

Teacher Performance and Practice Scoring

During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Once the evidence has been recorded, the evaluator can align the evidence with the appropriate indicator(s) on the *CCT Rubric for Effective Teaching 2014* and then make a determination about which performance level the evidence supports. Evaluators are **not required** to provide an overall rating for each observation, but they should be prepared to discuss evidence for the rubric indicators at the performance level that was observed.

Summative Observation of Teacher Performance and Practice Rating

Primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. Within the SEED model, each domain of the *CCT Rubric for Effective Teaching 2014* carries equal weight in the final rating. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

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

Each step is illustrated below:

1. Evaluator holistically reviews evidence collected through observations and reviews of practice and uses professional judgment to determine indicator level ratings for each of the 12 indicators.

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and reviews of practice. Evaluators then analyze the consistency, trends and significance of the evidence to determine a rating for each of the 12 indicators. Some questions to consider while analyzing the evidence include:

- **Consistency:** What levels of performance have I seen relatively uniform, homogenous evidence for throughout the semester/year? Does the evidence paint a clear, unambiguous picture of the teacher's performance in this area?

- **Trends:** Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?
- **Significance:** Are some data more valid than others? Do I have notes or ratings from “meatier” lessons or interactions where I was able to better assess this aspect of performance?

Once a rating has been determined, it is then translated to a 1-4 score.

Below Standard = 1 and Exemplary = 4. See example below for Domain 1:

Domain 1	Indicator-Level Rating	Evaluator's Score
1a	<i>Developing</i>	2
1b	<i>Developing</i>	2
1c	<i>Exemplary</i>	4
Average Score		2.7

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

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

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

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

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

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

Component #2: Parent Feedback (10%)

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators category of SEED.⁴

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

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

Administration of a Whole-School Parent Survey

Parent surveys should be conducted at the whole-school level as opposed to the teacher-level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

Parent surveys must be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys should be confidential, and survey responses should not be tied to parents' names. The parent survey should be administered every spring and trends analyzed from year to year.

PLEASE NOTE: The CSDE recognizes that in the first year of implementation, baseline parent feedback may not be available. Teachers can set a goal based on previously-collected parent feedback, or if none is available, teachers can set a parent engagement goal that is not based on formal parent feedback.

To ensure that districts use effective survey instruments in the evaluation process and to allow educators to share results across district boundaries, the CSDE has adopted recommended survey instruments as part of the SEED state model for teacher evaluation and support. Panorama Education developed sample [surveys](#) for use in the State of Connecticut, and districts are strongly encouraged to use these available surveys though they may also use existing survey instruments or develop their own.

⁴ Peer feedback is permitted by Connecticut's Guidelines for Educator Evaluation as an alternative for this 10% component. However, it is not included in the state model, SEED. If districts wish to utilize peer feedback instead of parent feedback, they must submit a plan to do so to the CSDE when they submit their Educator Evaluation and Support plan annually.

School districts are encouraged to work closely with teachers to select the survey and interpret results. Parent representatives may be included in the process. If a school governance council exists, the council shall assist in the development of whole-school surveys in order to encourage alignment with school improvement goals. Parent surveys deployed by districts should be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time).

Determining School-Level Parent Goals

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

Selecting a Parent Engagement Goal and Improvement Targets

After the school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators one related parent goal they would like to pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc. See the sample state model [survey](#) for additional questions that can be used to inspire goals.

The goal should be written in SMART language format and must include specific improvement targets. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are aligned, ambitious and attainable.

Measuring Progress on Growth Targets

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback component. There are two ways teachers can measure and demonstrate progress on their growth targets. Teachers can:

1. Measure how successfully they implement a strategy to address an area of need (like the examples in the previous section); and/or
2. They can collect evidence directly from parents to measure parent-level indicators they generate.

For example, teachers can conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

Arriving at a Parent Feedback Rating

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

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

Student Outcomes Related Indicators

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

Two components comprise this category:

- Student Growth and Development, which counts for 45%; and
- *Either* Whole-School Student Learning *or* Student Feedback *or* a combination of the two, which counts for 5% of the total evaluation rating.

These components will be described in detail below.

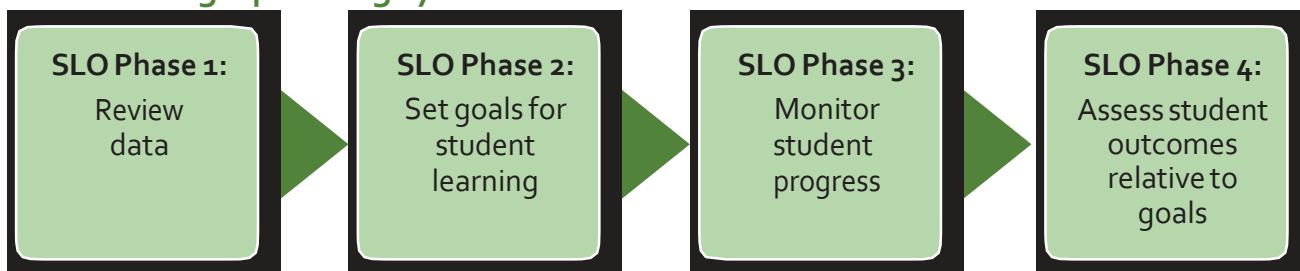
Component #3: Student Growth and Development (45%)

Overview of Student Learning Objectives (SLOs)

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

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

The SLO process, as outlined within the SEED model, will support teachers in using a planning cycle that will be familiar to most educators:



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

PHASE 1: Review the Data

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

Examples of Data Review

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

- a) Initial performance for current interval of instruction (writing samples, student interest surveys, pre-assessments etc.)
- b) Student scores on previous state standardized assessments
- c) Results from other standardized and non-standardized assessments
- d) Report cards from previous years
- e) Results from diagnostic assessments
- f) Artifacts from previous learning
- g) Discussions with other teachers (across grade levels and content areas) who have previously taught the same students
- h) Conferences with students' families

- i) Individual Educational Plans (IEPs) and 504 plans for students with identified special education needs
- j) Data related to English Language Learner (EL) students and gifted students
- k) Attendance records
- l) Information about families, community and other local contexts

It is important that the teacher understands both the individual student and group strengths and challenges. This information serves as the foundation for setting the ambitious yet realistic goals in the next phase.

PHASE 2: Set Two SLOs

Based on a review of district and building data, teachers will develop two SLOs that address identified needs⁵. A form for the development of SLOs can be found on the [SEED website](#). To create their SLOs, teachers will follow these four steps:

Step 1: Decide on the SLOs

The SLOs are broad goal statements for student learning and expected student improvement. These goal statements identify core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicate a need. Each SLO should address a central purpose of the teacher's assignment and should pertain to a large proportion of his/her students, including specific target groups where appropriate. Each SLO statement should reflect high expectations for student learning at least a year's worth of growth (or a semester's worth for shorter courses) and should be aligned to relevant state, national (e.g., CT Core Standards) or district standards for the grade level or course. Depending on the teacher's assignment, an SLO statement might aim for content mastery or else it might aim for skill development.

SLO broad goal statements can unify teachers within a grade level or department while encouraging collaborative work across multiple disciplines. Teachers with similar assignments may have identical SLOs although they will be individually accountable for their own students' results.

Student Learning Objectives (SLOs)

Research shows that as administrators and teachers gain more experience in the student learning process, the quality of student learning goals increases over the years of implementation. Districts that make a choice to view student learning goals as a continuous process throughout the school year will benefit most from this rich process.

Ambrose, S. A., Bridges, M.W., DiPietro, M., Lovett, M.C., & Norman, M. K. (2010). *How Learning Works: Seven Research Based Principles for Smart Teaching*. San Francisco, CA: Jossey-Bass.

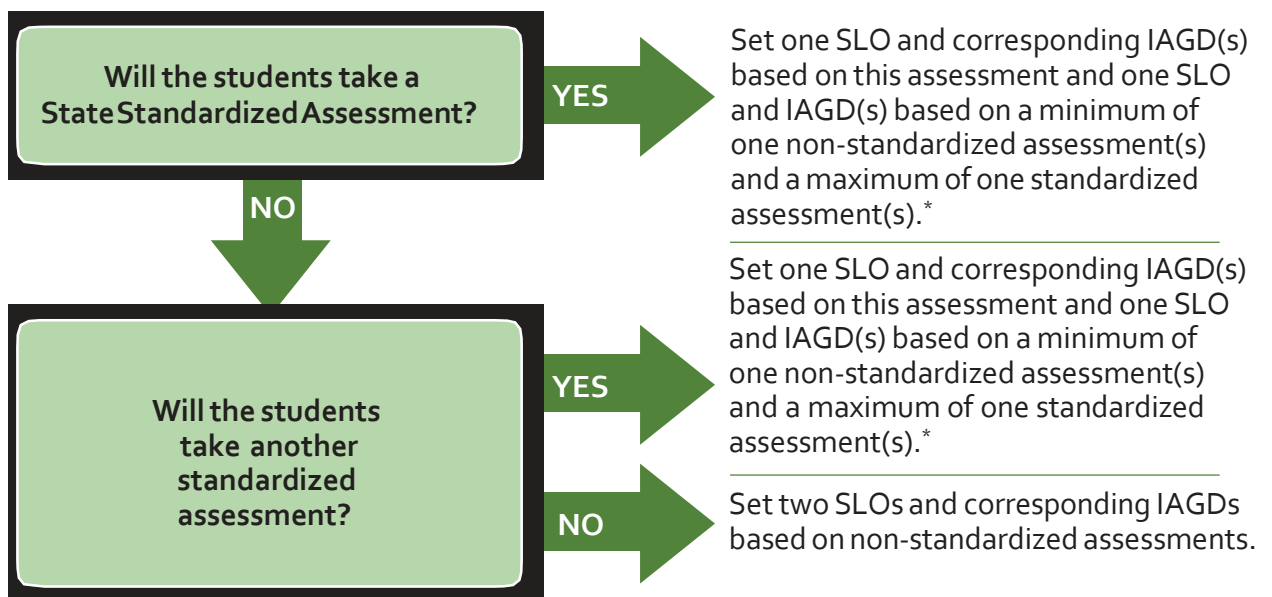
⁵ Connecticut's Guidelines for Educator Evaluation state that each teacher, through **mutual agreement** with his/her evaluator, will select 1 but no more than 4 goals/objectives for student growth. The SEED model requires two SLOs for every teacher in each academic year.

The following are examples of SLOs based on student data:

Grade/Subject	Student Learning Objective
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.
11th Grade Algebra II	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.
9th Grade English/ Language Arts	Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
1st and 2nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.

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

An Indicator of Academic Growth and Development (IAGD) is an assessment/measure of progress to include a quantitative target that will demonstrate whether the SLO was met. Each SLO must include at least one IAGD but may include multiple, differentiated IAGDs where appropriate. Teachers whose students take a standardized assessment will create one SLO with an IAGD(s) using that assessment and one SLO with an IAGD(s) based on a minimum of one non-standardized measure and a maximum of one additional standardized measure. All other teachers will develop their two SLOs with IAGDs based on non-standardized measures. Use the following flow chart to determine appropriate IAGDs.



*One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement subject to the local dispute-resolution process of the Guidelines for Educator Evaluation, an additional non-standardized indicator (see Appendix 2).

For the other half (22.5%) of the IAGDs, there may be:

- a maximum of one additional standardized indicator, if there is mutual agreement; and
- a minimum of one non-standardized indicator.

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

In the calculation to determine the summative student growth and development rating, the SLOs are weighted equally, each representing 22.5% of the final summative rating.

The SEED model uses a specific definition of “standardized assessment.” As stated in the Connecticut Guidelines for Educator Evaluation, a standardized assessment is characterized by the following attributes:

- Administered and scored in a consistent– or “standard”– manner;
- Aligned to a set of academic or performance “standards;”
- Broadly-administered (e.g., nation- or statewide);
- Commercially-produced; and
- Often administered only once a year, although some standardized assessments are administered two or three times per year.

IAGDs should be written in SMART goal language:

S	=	Specific and Strategic
M	=	Measurable
A	=	Aligned and Attainable
R	=	Results-Oriented
T	=	Time-Bound

IAGDs should be rigorous, attainable and meet or exceed district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success). Each indicator should make clear:

1. **What evidence/measure of progress will be examined;**
2. **What level of performance is targeted; and**
3. **What proportion of students is projected to achieve the targeted performance level.**

IAGDs can also address student subgroups, such as high or low-performing students or EL students. It is through the Phase 1 examination of student data that teachers will determine what level of performance to target for which population(s) of students.

IAGDs are unique to the teacher’s particular students; teachers with similar assignments may use the same assessment(s)/measure of progress for their SLOs, but it is unlikely they would have identical targets established for student performance. For example, all second grade teachers in a district might set the same SLO and use the same reading assessment (measure of progress) to measure their SLOs, but the target(s) and/or the proportion of students expected to achieve proficiency would likely vary among second grade teachers. Additionally, individual teachers may establish multiple differentiated targets for students achieving at various performance levels.

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

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

Step 3: Provide Additional Information

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

- Baseline data used to determine SLOs and set IAGDs;
- Selected student population supported by data;
- Learning content aligned to specific, relevant standards;
- Interval of instruction for the SLO;
- Assessments/measures of progress teacher plans to use to gauge students' progress;
- Instructional strategies;
- Any important technical information about the indicator evidence (like timing or scoring plans); and
- Professional learning/supports needed to achieve the SLOs.

Step 4: Submit SLOs to Evaluator for Review

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

- Baseline – Trend Data
- Student Population
- Standards and Learning Content
- Interval of Instruction
- Assessments/Measures of Progress
- Indicators of Academic Growth and Development (IAGDs)/Growth Targets
- Instructional Strategies and Supports

An [SLO Development Guide](#) is provided for districts to use in this process. The evaluator may provide written comments and discuss the feedback with the teacher during the Goal-Setting Conference.

PHASE 3: Monitor Students Progress

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

If a teacher’s assignment changes, or if his/her student population shifts significantly, the SLOs can be adjusted during the Mid-Year Conference as mutually agreed upon by the evaluator and the teacher.

PHASE 4: Assess Student Outcomes Relative to SLOs

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

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

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

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

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

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

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

PLEASE NOTE: For SLOs that include an indicator(s) based on state standardized assessments, results may not be available in time to score the SLO prior to the June 30 deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if state assessments are the basis for all indicators and no other evidence is available to score the SLO, then the teacher’s student growth and development rating will be based only on the results of the second SLO. However, once the state assessment data is available, the evaluator should score or rescore the SLO, then determine if the new score changes the teacher’s final summative rating. The evaluation rating can be amended at that time as needed, but no later than September 15. See *Summative Teacher Evaluation Scoring* (page 37) for details.

Component #4: Whole-School Student Learning Indicator and/or Student Feedback (5%)

Districts can decide to use a whole-school student learning indicator (option 1), student feedback (option 2) or a combination of the two (option 3) to determine this fourth component of SEED.

Option 1: Whole-School Student Learning Indicator

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

See example of the interrelationship between Whole-School Student Learning Indicator (5%) for teachers and Multiple Student Learning Indicators (45%) for administrators on page 6.

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

Option 2: Student Feedback

Districts can use feedback from students, collected through whole-school or teacher-level surveys, to comprise this component of a teacher's evaluation rating.

Eligible Teachers and Alternative Measures

Student surveys will not be applicable and appropriate for all teachers. Ultimately, school districts should use their judgment in determining whether student surveys should be included in a particular teacher's summative rating. Here are important guidelines to consider:

- Students in grades K-3 should not be surveyed unless an age-appropriate instrument is available.
- Special education students who would not be able to respond to the survey, even with accommodations, should not be surveyed.
- Surveys should not be used to evaluate a teacher if fewer than 15 students would be surveyed or if fewer than 13 students ultimately complete the survey.
- School governance councils shall assist in development of whole-school surveys, if applicable, in order to encourage alignment with school improvement goals.

When student surveys are not appropriate for a particular teacher, the 5% allocated for student feedback should be replaced with the whole-school student learning indicator described in Option 1.

Survey Instruments

To ensure that districts use effective survey instruments in the evaluation process and to allow educators to share results across district boundaries, the CSDE has adopted recommended survey instruments as part of the SEED state model for teacher evaluation. Panorama Education developed the surveys for use in the State of Connecticut, and districts are strongly encouraged to use the state model surveys.

The recommended surveys that can be used to collect student feedback are available on the [SEED website](#). Districts may use these surveys or use other existing survey instruments. Student survey instruments should be aligned to the Connecticut Common Core of Teaching (CCT) and the *CCT Rubric for Effective Teaching 2014* whenever possible.

Districts may choose to use different surveys for different grade levels, such as an elementary survey for students in grades 4-6 and a secondary survey for grades 6-12. Districts may also choose to use different surveys for different types of classes. For example, a district might establish a standard survey for all 6-12 classes and then add additional questions for core classes such as English and math.

The surveys selected by a district must be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time).

Districts are encouraged to use instruments that will offer teachers constructive feedback they can use to improve their practice. Districts may include feedback-only questions that are not used for evaluation purposes and districts may allow individual schools and teachers to add questions to the end of the survey, where feasible. If a school governance council exists, the council must be included in this process.

Survey Administration

Student surveys must be administered in a way that allows students to feel comfortable providing feedback without fear of retribution. Surveys should be confidential, and survey responses must not be tied to students' names.

If a secondary school teacher has multiple class periods, students should be surveyed in all classes. If an elementary school teacher has multiple groups of students, districts should use their judgment in determining whether to survey all students or only a particular group.

Fall Baseline and Feedback Survey

If it is feasible, it is recommended but not required that schools conduct two student feedback surveys each year. The first, administered in the fall, will not affect a teacher's evaluation but could be used as a baseline for that year's targets, instead of using data from the previous school year. The second, administered in the spring, will be used to calculate the teacher's summative rating and provide valuable feedback that will help teachers achieve their goals and grow professionally. Additionally, by using a fall survey as a baseline rather than data from the previous year, teachers will be able to set better goals because the same group of students will be completing both the baseline survey and the final survey. If conducting two surveys in the same academic year is not possible, then teachers should use the previous spring survey to set growth targets.

Establishing Goals

Teachers and their evaluators should use their judgment in setting goals for the student feedback components. In setting a goal, a teacher must decide what he/she wants the goal to focus on. A goal will usually refer to a specific survey question (e.g., "My teacher makes lessons interesting"). However, some survey instruments group questions into components or topics, such as "Classroom Control" or "Communicating Course Content," and a goal may also refer to a component rather than an individual question.

Additionally, a teacher (or the district) must decide how to measure results for the selected question or topic. The CSDE recommends that teachers measure performance in terms of the percentage of students who responded favorably to the question. (Virtually all student survey instruments have two favorable/answer choices for each question.) For example, if the survey instrument asks students to respond to questions with "Strongly Disagree," "Disagree," "Neutral," "Agree" and "Strongly Agree," performance on a goal would be measured as the percentage of students who responded "Agree" or "Strongly Agree" to the corresponding question. Next, a teacher must set a numeric performance target. As described above, this target should be based on growth or on maintaining performance that is already high. Teachers are encouraged to bear in mind that growth may become harder as performance increases. For this reason, we recommend that teachers set maintenance of high performance targets (rather than growth targets) when current performance exceeds 70% of students responding favorably to a question.

Finally, where feasible, a teacher may optionally decide to focus a goal on a particular subgroup of students. (Surveys may ask students for demographic information, such as grade level, gender and race.) For example, if a teacher’s fall survey shows that boys give much lower scores than girls in response to the survey question “My teacher cares about me,” the teacher might set a growth goal for how the teacher’s male students respond to that question.

The following are examples of effective SMART goals:

- The percentage of students who “Agree” or “Strongly Agree” with “My teacher believes I can do well” will increase from 50% to 60% by May 15;
- The percentage of students who “Agree” or “Strongly Agree” with “My teacher makes what we’re learning interesting” will remain at 75% by May 15; and
- The percentage of 9th graders who “Agree” or “Strongly Agree” with “I feel comfortable asking my teacher for extra help” will increase from 60% to 70% by May 15.

Student feedback goals should be written in SMART language:

S = Specific and Strategic
M = Measurable
A = Aligned and Attainable
R = Results-Oriented
T = Time-Bound

See the example surveys on the [SEED website](#) for additional questions that can be used to develop goals.

Arriving at a Student Feedback Summative Rating

In most cases, summative ratings should reflect the degree to which a teacher makes growth on feedback measures, using data from the prior school year or the fall of the current year as a baseline for setting growth targets. For teachers with high ratings already, summative ratings should reflect the degree to which ratings remain high. This is accomplished in the following steps, undertaken by the teacher being evaluated through mutual agreement with the evaluator:

1. Review survey results from prior period (previous school year or fall survey).
2. Set one measurable goal for growth or performance (see above).
3. Discuss parameters for exceeding or partially meeting goals.
4. Later in the school year, administer surveys to students.
5. Aggregate data and determine whether the goal was achieved.
6. Assign a summative rating, using the following scale to be discussed and finalized during the End-of-Year Conference.

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

Option 3: Whole-School Student Learning Indicators and/or Student Feedback

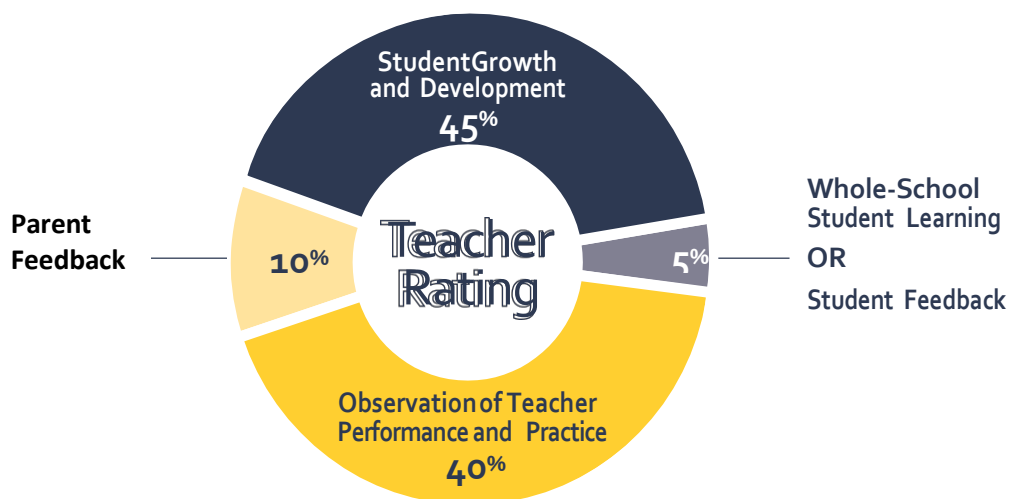
As previously mentioned, districts can use whole-school student learning indicators for certain teachers and feedback from students for others depending on their grade level, content area or other considerations.

PLEASE NOTE: If the whole-school student learning indicator rating is not available when the summative rating is calculated, then the student growth and development score will be weighted 50% and the whole-school student learning indicator will be weighted zero (see Summative Teacher Evaluation Scoring). However, once the state data is available, the evaluator should revisit the final rating and amend at that time as needed, but no later than September 15.

Summative Teacher Evaluation Scoring

Summative Scoring

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



Every educator will receive one of four performance* ratings:

Exemplary – Substantially exceeding indicators of performance

Proficient – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

*The term "performance" in the above shall mean "progress as defined by specified indicators." Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence (see Appendix 2).

The rating will be determined using the following steps:

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

Each step is illustrated below:

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

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

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

Rating Table

Teacher Practice Related Indicators Points	Teacher Practice Related Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

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

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

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

Rating Table

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

2. Use the Summative Matrix to Determine the Summative Rating

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

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

Adjustment of Summative Rating

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

Definition of Effectiveness and Ineffectiveness

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

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

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

Dispute-Resolution Process

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

Core Requirements for the Evaluation of Student and Educator Support Specialists

As provided in Sec.10-151b of the 2012 Supplement (C.G.S.) as amended by P.A. 13-245, "The superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each Student and Educator Support Specialist," in accordance with the requirements of this section. Local or regional boards of education shall develop and implement Student and Educator Support Specialist evaluation programs consistent with these requirements.

Flexibility from Core Requirements for the Evaluation of Teachers

1. Student and Educator Support Specialists (SESS) shall have a clear job descriptions and delineation of their role and responsibilities in the school to guide the setting of IAGDs, feedback and observation.
2. Because of the unique nature of the roles fulfilled by Student and Educator Support Specialists, districts shall be granted flexibility in applying the Core Requirements of teacher evaluation in the following ways:
 - a. Districts shall be granted flexibility in using IAGDs to measure attainment of goals and/or objectives for student growth. The Goal-Setting Conference for identifying the IAGDs shall include the following steps:
 - i. The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.
 - ii. The educator and evaluator will determine if the indicator will apply to the individual teacher, a team of teachers, a grade level or the whole school.

- iii. The educator and evaluator should identify the unique characteristics of the population of students which would impact student growth (e.g. high absenteeism, highly mobile population in school).
 - iv. The educator and evaluator will identify the learning standard to measure: the assessment/measure of progress, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.
- b. Because some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance at the beginning of the school year. The observations will be based on standards when available. Examples of appropriate venues include but are not limited to: observing Student and Educator Support Specialist staff working with small groups of children, working with adults, facilitating professional learning, working with families, participating in team meetings or Planning and Placement Team meetings.
 - c. When student, parent and/or peer feedback mechanisms are not applicable to Student and Educator Support Specialists, districts may permit local development of short feedback mechanisms for students, parents and peers specific to particular roles or projects for which the Student and Educator Support Specialists are responsible.

Currently available on the [SEED website](#) are white papers developed by various discipline-specific workgroups and the *CCT Rubric for Effective Service Delivery 2014*. Specifically, this rubric was identified for use with:

- **School Psychologists;**
- **Speech and Language Pathologists;**
- **Comprehensive School Counselors ; and**
- **SchoolSocialWorkers.**

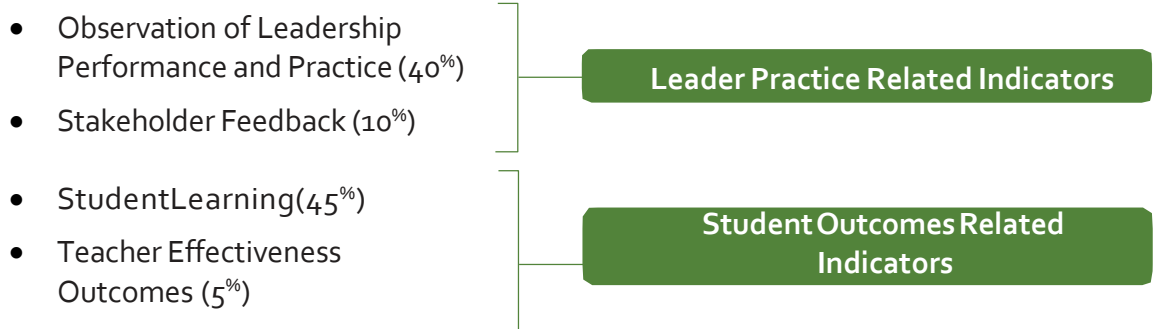
PLEASE NOTE: The rubric is available for use with any educators whose roles and responsibilities fall within the realm of service delivery or are considered caseload specialists.

As of Spring 2015, a validation study of the *CCT Rubric for Effective Service Delivery* is underway. The alignment of *CCT Rubric for Effective Service Delivery* to the *CCT Rubric for Effective Teaching 2014* is intentional and will benefit evaluators as they conduct observations of performance and practice across all content areas.

Administrator Evaluation and Support

The Connecticut State Department of Education (CSDE)-designed model for the evaluation and support of administrators in Connecticut is based on the Connecticut Guidelines for Educator Evaluation (Core Requirements), developed by a diverse group of educators in June 2012 and based upon best practice research from around the country. The contents of this document are meant to guide districts in the implementation of Connecticut’s System for Educator Evaluation and Development (SEED) Administrator Evaluation and Support model. The CSDE, in consultation with PEAC and the SBE, may continue to refine the tools provided in this document for clarity and ease of use.

The SEED model for administrator evaluation and support includes specific guidance for the four components of administrator evaluation:



Additional Requirements for Administrator Evaluation and Support Plans

In addition, this document includes “Points for District Consideration” to assist district Professional Development and Evaluation Committees (PDECs) in developing processes or enhancing existing processes necessary for ongoing development and support of teachers in the following areas:

- Evaluator Training and Ongoing Proficiency/Calibration
- Evaluation-Informed Professional Learning
- Improvement and Remediation Plans
- Career Development and Growth

PLEASE NOTE: In electing to implement the SEED model, your district is expected to implement the four components of evaluation and support, as well as the additional requirements outlined above, with fidelity as outlined in this handbook. In response to requests from districts for further clarification on these requirements, we have provided “Points for Consideration” to assist districts and their PDEC in plan development. In addition, evaluators of teachers are expected to participate in the multi-day CSDE-sponsored training as described within this document.

Any variation from the components of teacher evaluation and support as written within this document is no longer the SEED model and would be considered a “district-developed” evaluation and support plan. Districts are required to submit an educator evaluation and support plan annually to the CSDE.

Administrator Evaluation and Development

Purpose and Rationale

This section of the 2015 SEED Handbook outlines the state model for the evaluation of school and school district administrators in Connecticut. A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for the state of Connecticut. The Connecticut administrator evaluation and support model defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student growth & development); and (3) the perceptions of the administrator's leadership among key stakeholders in his/her community.

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

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 3 other areas of practice;
- Meeting 1 target related to stakeholder feedback;
- Meeting state accountability growth targets on tests of core academic subjects⁶;
- Meeting and making progress on 3 Student Learning Objectives aligned to school and district priorities; and
- Having more than 60% of teachers proficient on the student growth portion of their evaluation.

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

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

⁶Smarter Balanced Assessments will be administered for the first time in the 2014-15 academic year. These assessments are administered in Grades 3-8 and Grade 11. Pending approval of the waiver submitted to the United States Department of Education (USED) the CSDE has requested continued flexibility, through at least the 2015-16 school year, regarding the requirement to incorporate the state test as a measure of student growth in educator evaluation.

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

System Overview

Administrator Evaluation and Support Framework

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

- 1. Leadership Practice Related Indicators:** An evaluation of the core leadership practices and skills that positively affect student learning. This category is comprised of two components:
 - (a) Observation of Teacher Performance and Practice (40%)** as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards.
 - (b) Stakeholder Feedback (10%)** on leadership practice through surveys.
- 2. Student Outcomes Related Indicators:** An evaluation of administrator's contributions to student academic progress, at the school and classroom level. This area is comprised of two components:
 - (a) Student Learning (45%)** assessed in equal weight by: (a) progress on the academic learning measures in the state's accountability system for schools; and (b) performance and growth on locally-determined measures.
 - (b) Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs).

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

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

*As of Spring 2015, the CCL Leader Evaluation Rubric is undergoing a validation study. Substantive revisions are expected to be made to the rubric prior to its expected release in June 2015.

Process and Timeline

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. The annual cycle (see **Figure 1** below) allows for flexibility in implementation and lends itself well to a meaningful and doable process. Often the evaluation process can devolve into a checklist of compliance activities that do little to foster improvement and leave everyone involved frustrated. To avoid this, the model encourages two things:

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

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

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

Figure 1: This is a typical timeframe:



* *Summative assessment to be finalized in August.*

Step 1: Orientation and Context-Setting

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

1. Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating⁷.
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated his/her student learning priorities for the year.
4. The administrator has developed a school improvement plan that includes student learning goals.
5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process.

Step 2: Goal-Setting and Plan Development

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

Figure 2:



⁷ Smarter Balanced Assessments will be administered for the first time in the 2014-15 academic year. These assessments are administered in Grades 3-8 and Grade 11. Pending approval of the waiver submitted to the United States Department of Education (USED) the CSDE has requested continued flexibility, through at least the 2015-16 school year, regarding the requirement to incorporate the state test as a measure of student growth in educator evaluation.

Administrators should start with the outcomes they want to achieve. This includes setting three SLOs (see page 69 for details) and one target related to stakeholder feedback (see page 62 for details).

Then administrators identify the areas of focus for their practice **that will help them accomplish** their SLOs and survey targets, choosing from among the elements of the Connecticut School Leadership Standards. While administrators are rated on all six Performance Expectations, administrators are not expected to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that at least one and perhaps both, of the practice focus areas will be in instructional leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

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

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

The evaluator and administrator also discuss the appropriate resources and professional learning needs to support the administrator in accomplishing his/her goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation and support plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used. The completed form on page 49 represents a sample evaluation and support plan.

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

Here are some questions to consider in assessing whether an administrator's evaluation and support plan is likely to drive continuous improvement:

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

Sample Evaluation and Support Plan

Administrator's Name _____

Evaluator's Name _____

School _____

Key Findings from Student Achievement and Stakeholder Survey Data	Outcome Goals – 3 SLOs and 1 Survey	Leadership Practice Focus Areas (2)	Strategies	Evidence of Success	Additional Skills, Knowledge and Support Needed	Timeline for Measuring Goal Outcomes
EL Cohort Graduation Rate is 65% and the extended graduation rate is 70%.	SLO 1: Increase EL cohort graduation rate by 2% and the extended graduation rate by 3%.	Focus Area 1: Use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress, close achievement gaps and communicate progress. (PE: 2, E: C)	Develop Support Service SLOs to address intervention needs and strategies.	EL graduation rate increases by 2% over last year and the extended graduation rate increases by 3%.	Support needed in reaching out to the EL student population and families to increase awareness of the graduation requirements and benefits.	Credit status will be determined after summer school.
80% of students complete 10th grade with 12 credits.	SLO 2: 90% of students complete 10th grade with 12 credits.	Focus Area 2: Improve instruction for the diverse needs of all students; and collaboratively monitor and adjust curriculum and instruction. (PE: 2, E: B) Use current data to monitor EL student progress and to target students for intervention.	Develop content teacher SLOs to address CT Core standards reading strategies and expectations	90% of students have at least 12 credits when entering the 11th grade.	Work with school counselors to ensure students are enrolled in credit earning courses in 9th and 10th grades and that deficient students are contacted re: summer remedial offerings.	
87% of 10th graders are proficient in reading, as evidenced by STAR assessment scores (if available). 75% of students report that teachers present material in a way that is easy for them to understand and learn from. EL Cohort Graduation Rate is 65% and the extended graduation rate is 70%.	SLO 3: 95% of students are reading at grade level at the end of 10th grade. Survey 1: 90% of students report that teachers present material in a way that makes it easy for them to understand and learn.		Provide teacher PL experiences as needed to target skills in differentiation of instruction.	STAR assessments indicate that 95% of students are reading on grade level at the end of 10th grade. 90% of students report by survey response that teachers present material in a way they can understand and learn from.		

Step 3: Plan Implementation and Evidence Collection

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

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

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

Building on the sample evaluation and support plan on page 49, this administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to his or her focus areas and goals:

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

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

A note on the frequency of school site observations:

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

- 2 observations for each administrator.
- 4 observations for any administrator new to their district, school, the profession or who has received a summative rating of *developing* or *below standard* in the previous year.

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

Step 4: Mid-Year Formative Review

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

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

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

Step 5: Self-Assessment

In the spring, the administrator takes an opportunity to assess his/her practice on all 18 elements of the CCL: Connecticut School Leadership Standards. For each element, the administrator determines whether he/she:

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

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

In some evaluation systems, self-assessment occurs later in the process after summative ratings but before goal setting for the subsequent year. In this model the administrator submits a self-assessment prior to the end-of-year summative review as an opportunity for the self-reflection to inform the summative rating.

Step 6: Summative Review and Rating

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

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

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

The CSDE will provide districts with training opportunities to support evaluators of administrators in implementation of the model across their schools. Districts can adapt and build on these tools to provide comprehensive training and support to ensure that evaluators are proficient in conducting administrator evaluations.

School districts who have adopted the SEED model will be expected to engage in the CSDE-sponsored multi-day training. This comprehensive training will give evaluators the opportunity to:

- Understand the various components of the SEED administrator evaluation and support system;
- Understand sources of evidence that demonstrate proficiency on the CCL Leader Evaluation Rubric;*
- Establish a common language that promotes professionalism and a culture for learning through the lens of the CCL Leader Evaluation Rubric;
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of leadership practice; and
- Collaborate with colleagues to deepen understanding of the content.

Participants in the training will have opportunities to interact with colleagues and engage in practice and *optional* proficiency exercises to:

- Deepen understanding of the evaluation criteria;
- Define proficient leadership;
- Collect, sort and analyze evidence across a continuum of performance; and
- Determine a final summative rating across multiple indicators.

*As of Spring 2015, the CCL Leader Evaluation Rubric is undergoing a validation study. Substantive revisions are expected to be made to the rubric prior to its expected release in June 20

PLEASE NOTE: School districts who have a locally-developed evaluation and support plan can also choose to participate in the CSDE-sponsored training opportunities for evaluators, however if training opportunities are internally-developed or contracted with a reputable vendor, the following are points for consideration:

Points for District Consideration

- Development or selection of an evaluation framework/rubric to measure and provide feedback on leader performance and practice
- Identification of criteria to demonstrate proficiency (optional)
- Provision of ongoing calibration activities
- Determination of frequency for proficiency status renewal, if applicable

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

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not yet be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness outcomes ratings, the evaluator should recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September 15.

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

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

Support and Development

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

Evaluation-Informed Professional Learning

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

Throughout the process of implementing Connecticut's SEED model, in mutual agreement with their evaluators, all administrators will identify professional learning needs that support their goals and objectives. The professional learning opportunities identified for each administrator should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among administrators, which can then be targeted with school-wide or district-wide professional learning opportunities.

Points for District Consideration

Connecticut's Definition for Professional Learning: High-quality professional learning is a process that ensures all educators have equitable access throughout their career continuum to relevant, individual and collaborative opportunities to enhance their practice so that all students advance towards positive academic and non-academic outcomes. Best practices include:

- Creating learning communities committed to continuous improvement, collective responsibility, accountability and goal alignment;
- Prioritizing, monitoring, and coordinating resources tied to goals /objectives and evidence-based feedback provided as part of the evaluation process; and
- Aligning job-embedded professional learning with school and district goals and priorities, curriculum and assessments.

Another key component of success is the development of leadership capacity in these alignment and coherence efforts.

This is accomplished by:

- Developing well-supported and effective coaches, teacher leaders and principals who are strategically selected based on valid indicators of effectiveness; empowered to support and monitor teacher learning; and provide meaningful, evidence-based, actionable feedback that supports teachers' reflection and analysis of their practice.
- Creating structures and systems that enable teams of educators to engage in job-embedded professional learning on an ongoing basis.

Connecticut's Standards for Professional Learning will be available in Spring 2015 and can be found [here](#) when released.

Improvement and Remediation Plans

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

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

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

Points for District Consideration

Well-articulated Improvement and Remediation Plans:

- Clearly identify targeted supports, in consultation with the administrator, which may include specialized professional development, collegial assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the improvement outcomes.
- Clearly delineate goals linked to specific indicators and domains within the observation of practice framework/rubric that specify exactly what the administrator must demonstrate at the conclusion of the Improvement and Remediation Plan in order to be considered *proficient*.
- Indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is developed. Determine dates for interim and final reviews in accordance with stages of support.
- Include indicators of success, including a rating of *proficient* or better at the conclusion of the improvement and remediation plan.

Career Development and Growth

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

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

Points for District Consideration

- Align job descriptions to school leadership standards.
- Identify replicable practices and inform professional learning.
- Support high-quality evaluation that aligns school accountability with teacher and administrator evaluation and support.
- Provide focused targeted professional learning opportunities identified through the evaluation process and school/district needs.
- Ensure that the new principal role is sustainable. Explore ways to alleviate administrative and operational duties to allow for greater focus on the role of instructional leader.
- Recognize and reward effective principals/administrators.

Leadership Practice Related Indicators

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

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

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

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

Leadership practice is described in the Common Core of Leading (CCL) 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.*

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

All six of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. As such, **Performance Expectation 2 (Teaching and Learning)** comprises approximately half of the leadership practice rating and the other five performance expectations are equally weighted.

*In 2014, the Council of Chief State School Officers (CCSSO) released revised ISLLC Standards to better incorporate an expanding body of research and best practices from the field for public comment. The CCSSO anticipates publication of revised standards in the coming year.

Figure 3: Leadership Practice – 6 Performance Expectations



These weightings should be consistent for all principals. For assistant principals and other school or district-based 092 certificate holders in non-teaching roles, the six performance expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers. While assistant principals' roles and responsibilities vary from school to school, creating a robust pipeline of effective principals depends on adequately preparing assistant principals for the principalship.

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

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

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

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

Strategies for Using the CCL Leader Evaluation Rubric:*

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

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

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

Assessing the practice of administrators other than principals: All indicators of the evaluation rubric may not apply to assistant principals or central office administrators. Districts may generate ratings using evidence collected from applicable indicators in the CCL: Connecticut School Leadership Standards⁸.

*In Spring 2015, the CCL Leader Evaluation Rubric will undergo a validation study. In response to stakeholder feedback, revisions are expected to be made to the rubric and it's expected to be released in June 2015.

⁸ Central Office Administrators were given an additional year before being required to participate in Connecticut's new evaluation and support system while further guidance was being developed. All Central Office Administrators will be required to participate in the new system in the 2015-2016 school year. Special considerations for the evaluation of Central Office Administrators are available [here](#).

Performance Expectation 1: Vision, Mission and Goals

Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.

Element A: High Expectations for All

Leaders* ensure that the creation of the vision, mission and goals establishes high expectations for all students and staff**.

The Leader*...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Information & analysis shape vision, mission and goals	relies on their own knowledge and assumptions to shape school-wide vision, mission and goals.	uses data to set goals for students. shapes a vision and mission based on basic data and analysis.	uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals.	uses a wide range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.
2. Alignment to policies	does not align the school's vision, mission and goals to district, state or federal policies.	establishes school vision, mission and goals that are partially aligned to district priorities.	aligns the vision, mission and goals of the school to district, state and federal policies.	builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies.

*Leader: Connecticut School Leaders who are employed under their immediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other supervisory positions.)

**Staff: All educators and non-certified staff

*Given potential changes to the rubric, these indicators and performance descriptors may be subject to change.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the evidence for each performance expectation in the CCL Leader Evaluation Rubric. Evaluators collect written evidence about and observe the administrator's leadership practice across the 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 to identify focus areas for development of the administrator’s leadership practice.

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with a particular emphasis on the identified focus areas for development. **Evaluators of administrators must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession or who have received ratings of *developing* or *below standard*.**
2. The administrator and evaluator hold a Mid-Year Formative Conference with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth, as well as progress on the focus areas.
4. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *exemplary*, *proficient*, *developing* or *below standard* for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year.

Principals and Central Office Administrators*:

Exemplary	Proficient	Developing	BelowStandard
<i>Exemplary</i> on Teaching and Learning +	At least <i>Proficient</i> on Teaching and Learning +	At least <i>Developing</i> on Teaching and Learning +	<i>Below Standard</i> on Teaching and Learning or
<i>Exemplary</i> on at least 2 other performance expectations +	At least <i>Proficient</i> on at least 3 other performance expectations +	At least <i>Developing</i> on at least 3 other performance expectations	<i>Below Standard</i> on at least 3 other performance expectations
No rating below <i>Proficient</i> on any performance expectation	No rating below <i>Developing</i> on any performance expectation		

*Given potential changes to the rubric, this rating scale may be subject to change.

Assistant Principals and Other School-Based Administrators:

Exemplary	Proficient	Developing	Below Standard
<p><i>Exemplary</i> on at least half of measured performance expectations +</p> <p>No rating below <i>Proficient</i> on any performance expectation</p>	<p>At least <i>Proficient</i> on at least a majority of performance expectations +</p> <p>No rating below <i>Developing</i> on any performance expectation</p>	<p>At least <i>Developing</i> on at least a majority of performance expectations</p>	<p><i>Below Standard</i> on at least half of performance expectations</p>

Component #2: Stakeholder Feedback (10%)

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

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

Applicable Survey Types

There are several types of surveys – some with broader application for schools and districts – that align generally with the areas of feedback that are relevant for administrator evaluation. These include:

- **Leadership practice surveys** focus directly on feedback related to a leader’s performance and the impact on stakeholders. Leadership Practice Surveys for principals and other administrators are available and there are also a number of instruments that are not specific to the education sector, but rather probe for information aligned with broader leadership competencies that are also relevant to Connecticut administrators’ practice. Typically, leadership practice surveys for use in principal evaluations collect feedback from teachers and other staff members.

- **School practice surveys** capture feedback related to the key strategies, actions and events at a school. They tend to focus on measuring awareness and impact from stakeholders, which can include faculty and staff, students and parents.
- **School climate surveys** cover many of the same subjects as school practice surveys but are also designed to probe for perceptions from stakeholders on the school's prevailing attitudes, standards and conditions. They are typically administered to all staff as well as to students and their family members.

To ensure that districts use effective survey instruments in the administrator evaluation process, and to allow educators to share results across district boundaries, the CSDE has adopted recommended survey instruments as part of the SEED state model for administrator evaluation and support. Panorama Education developed the surveys for use in the State of Connecticut, and districts are strongly encouraged to use these state model surveys.

See the SEED website for examples of each type of survey as well as sample questions that align to the CCL: Connecticut School Leadership Standards. See the [SEED website](#) for Panorama Education surveys.

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

Any survey selected must align to some or all of the CCL: Connecticut School Leadership Standards, so that feedback is applicable to measuring performance against those standards. In most cases, only a subset of survey measures will align explicitly to the Leadership Standards, so administrators and their evaluators are encouraged to select relevant portions of the survey's results to incorporate into the evaluation and support model.

For each administrative role, stakeholders providing feedback might include:

SCHOOL-BASED ADMINISTRATORS

Principals:

- All family members
- All teachers and staff members
- All students

Assistant Principals and other school-based administrators:

- All or a subset of family members
- All or a subset of teachers and staff members
- All or a subset of students

CENTRAL OFFICE ADMINISTRATORS

Line managers of instructional staff (e.g., Assistant/Regional Superintendents):

- Principals or principal supervisors
- Other direct reports
- Relevant family members

Leadership for offices of curriculum, assessment, special services and other central academic functions:

- Principals
- Specific subsets of teachers
- Other specialists within the district
- Relevant family members

Leadership for offices of finance, human resources and legal/employee relations offices and other central shared services roles:

- Principals
- Specific subsets of teachers
- Other specialists within the district

Stakeholder Feedback Summative Rating

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

Exceptions to this include:

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

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

Step 1 - Select appropriate survey measures aligned to the CCL: Connecticut School Leadership Standards.

Step 2 - Review baseline data on selected measures, which may require a fall administration of the survey in year one.

Step 3 - Set 1 target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high).

Step 4 - Later in the school year, administer surveys to relevant stakeholders.

Step 5 - Aggregate data and determine whether the administrator achieved the established target.

Step 6 - Assign a rating, using this scale:

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

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

Examples of Survey Applications

Example #1:

School #1 has mid-range student performance results and is working diligently to improve out-comes for all students. As part of a district-wide initiative, the school administers a climate survey to teachers, students and family members. The results of this survey are applied broadly to inform school and district planning as well as administrator and teacher evaluations. Baseline data from the previous year’s survey show general high performance with a few significant gaps in areas aligned to the CCL: Connecticut School Leadership Standards. The principal, district superintendent and the school leadership team selected one area of focus – building expectations for student achievement – and the principal identified leadership actions related to this focus area which are aligned with the CCL: Connecticut School Leadership Standards. At the end of the year, survey results showed that, although improvement was made, the school failed to meet its target.

Measure and Target	Results (Target met?)
Percentage of teachers and family members agreeing or strongly agreeing with the statement “ <i>Students are challenged to meet high expectations at the school</i> ” would increase from 71% to 77%.	No; results at the end of the year showed an increase of 3% to 74% of respondents agreeing or strongly agreeing with the statement.
Stakeholder Feedback Rating: “Developing”	

Example #2:

School #2 is a low-performing school in a district that has purchased and implemented a 360° tool measuring a principal’s leadership practice which collects feedback from teachers, the principal and the principal’s supervisor. The resulting scores from this tool are incorporated in the district’s administrator evaluation and support system as stakeholder input.

Baseline data from the prior year reflects room for improvement in several areas and the principal, her supervisor and the school leadership team decides to focus on ensuring a safe, high performing learning environment for staff and students. Together, the principal and her supervisor focus on the principal’s role in establishing a safe, high-performing environment and identify skills to be developed that are aligned to this growth area. They then set a target for improvement based on specific measures in the survey, aiming for an increase of 7% in the number of stakeholders who agreed or strongly agreed that that there was growth in the identified area. Results at the end of the school year show that the principal had met her target, with an increase of 9%.

Measure and Target	Results (Target met?)
Percentage of teachers, family members and other respondents agreeing or strongly agreeing that the principal had taken effective action to establish a safe, effective learning environment would increase from 71% to 78%.	Yes; results at the end of the year showed an increase of 9% to 80% of respondents agreeing or strongly agreeing.
Stakeholder Feedback Rating: "Proficient"	

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

Student Outcomes Related Indicators includes two components:

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

Component #3: Student Learning (45%)

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

State Measures of Academic Learning

With the state’s new school accountability system, a school’s SPI—an average of student performance in all tested grades and subjects for a given school—allows for the evaluation of school performance across all tested grades, subjects and performance levels on state tests. The goal for all Connecticut schools is to achieve an SPI rating of 88, which indicates that on average all students are at the ‘target’ level.

Currently, the state’s accountability system⁹ includes two measures of student academic learning:

1. **School Performance Index (SPI) progress** – changes from baseline in student achievement on Connecticut’s standardized assessments.

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

2. **SPI progress for student subgroups** – changes from baseline in student achievement for subgroups on Connecticut’s standardized assessments.

⁹ All of the current academic learning measures in the state accountability system assess status achievement of students or changes in status achievement from year to year. There are no true growth measures. If the state adds a growth measure to the accountability model, it is recommended that it count as 50% of a principal’s state academic learning rating in

Excelling schools, 60% in Progressing and Transition schools, and 70% in Review and Turnaround schools.



Yearly goals for student achievement should be based on approximately 1/12 of the growth needed to reach 88, capped at 3 points per year. See below for a sample calculation to determine the SPI growth target for a school with an SPI rating of 52.

$$\frac{88 - 52}{12} = 3$$

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

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

SPI Progress (all students and subgroups)

SPI ≥ 88	Did not Maintain	Maintain		
	1	4		
SPI < 88	< 50% target progress	50-99% target progress	100-125% target progress	> 125% target progress
	1	2	3	4

PLEASE NOTE: Administrators who work in schools with two SPIs will use the average of the two SPI ratings to apply for their score.

Step 2: Scores are weighted to emphasize improvement in schools below the State’s SPI target of 88 and to emphasize subgroup progress and performance in schools above the target. While districts may weigh the two measures according to local priorities for administrator evaluation, the following weights are recommended:

SPI Progress	100% minus subgroup %
SPI Subgroup Progress*	10% per subgroup; up to 50%

*Subgroup(s) must exist in year prior and in year of evaluation



Below is a sample calculation for a school with two subgroups:

Measure	Score	Weight	Summary Score
SPI Progress	3	.8	2.4
SPI Subgroup 1 Progress	2	.1	.2
SPI Subgroup 2 Progress	2	.1	.2
TOTAL			2.8

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

Exemplary	Proficient	Developing	Below Standard
At or above 3.5	2.5 to 3.4	1.5 to 2.4	Less than 1.5

All protections related to the assignment of school accountability ratings (e.g., the minimum number of days a student must be enrolled in order for that student’s scores to be included in an accountability measure) shall apply to the use of state test data for administrator evaluation.

For any school that does not have tested grades (such as a K-2 school), the entire 45% of an administrator’s rating on student learning indicators is based on the locally-determined indicators described below.

Locally-Determined Measures (Student Learning Objectives)

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

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

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

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

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

- Students’ performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments. Below are a few examples of SLOs for administrators:

Grade Level/Role	SLO
2nd Grade	Among second graders who remain enrolled in school and in good attendance from September to May, 80% will make at least one year’s growth in reading as measured by MAP/NWEA assessments.
Middle School Science	78% of students will attain <i>proficient</i> or higher on the science inquiry strand of the CMT in May.
High School	9th grade students will accumulate sufficient credits to be in good standing as sophomores by June.
Central Office Administrator	By June 1, 2016, the percentage of grade 3 students across the district (in all 5 elementary schools) reading at or above grade level will improve from 78% to 85%. (Curriculum Coordinator)

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

- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
- The administrator uses available data to craft an improvement plan for the school/area. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The administrator chooses student learning priorities for her/his own evaluation that are
 - (a) aligned to district priorities (unless the school is already doing well against those priorities) and
 - (b) aligned with the school improvement plan.
- The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators (see the Administrator’s SLO Handbook, SLO Form and SLO Quality Test).

- The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
 - The objectives are adequately ambitious.
 - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
 - The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
 - The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The administrator and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

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

Exemplary	Proficient	Developing	Below Standard
Met all 3 objectives and substantially exceeded at least 2 targets	Met 2 objectives and made at least substantial progress on the 3rd	Met 1 objective and made substantial progress on at least 1 other	Met 0 objectives OR Met 1 objective and did not make substantial progress on either of the other 2

Arriving at a Student Learning Summative Rating

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

		State Measures of Academic Learning			
		4	3	2	1
Locally Determined Measures of Academic Learning	4	Rate Exemplary	Rate Exemplary	Rate Proficient	Gather further information
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	Gather further information	Rate Developing	Rate Developing	Rate Below Standard

Component #4: Teacher Effectiveness Outcomes (5%)

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

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

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

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

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

Summative Administrator Evaluation Rating

Summative Scoring

Every educator will receive one of four performance* ratings:

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

* The term “performance” in the above shall mean “progress as defined by specified indicators. “Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence (see Appendix 2).

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

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

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

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

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

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

Determining Summative Ratings

The rating will be determined using the following steps:

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

Each step is illustrated below:

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

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

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

Leader Practice-Related Points	Leader Practice-Related Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

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

The outcomes rating is derived from student learning – student performance and progress on academic learning measures in the state’s accountability system (SPI) and student learning objectives – and teacher effectiveness outcomes. As shown in the **Summative Rating Form**, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table page 76.

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

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

C. OVERALL: Leader Practice + Student Outcomes

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

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

		Overall Leader Practice Rating			
		4	3	2	1
Overall Student Outcomes Rating	4	Rate Exemplary	Rate Exemplary	Rate Proficient	Gather further information
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	Gather further information	Rate Developing	Rate Developing	Rate Below Standard

Adjustment of Summative Rating:

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

Definition of Effectiveness and Ineffectiveness

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

Novice administrators shall generally be deemed effective if said administrator receives at least two sequential proficient ratings, one of which must be earned in the fourth year of a novice administrator’s career. A *below standard* rating shall only be permitted in the first year of a novice administrator’s career, assuming a pattern of growth of developing in year two and two sequential proficient ratings in years three and four.

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

Dispute-Resolution Process

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

Appendix 1

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

Section 2.9: Flexibility Components

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

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

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

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

Section 2.10: Data Management Protocols

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

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

Appendix 2

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

May 7, 2014

Dispute-Resolution Process

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

Rating System

2.1: 4-Level Matrix Rating System

- (1) Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance evaluation designators: Exemplary, Proficient, Developing and Below Standard.
 - (a) The performance levels shall be defined as follows:
 - Exemplary – Substantially exceeding indicators of performance
 - Proficient – Meeting indicators of performance
 - Developing – Meeting some indicators of performance but not others
 - Below standard – Not meeting indicators of performance

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

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

45% Student Growth Component

- (c) One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement, subject to the local dispute-resolution procedure as described in section 1.3, an additional non-standardized indicator.
- a. For the 2015-16 academic year, the required use of state test data is suspended, pending USED approval, pursuant to PEAC’s flexibility recommendation on January 29, 2014 and the State Board of Education’s action on February 6, 2014.
 - b. Prior to the 2015-16 academic year, the SDE will work with PEAC to examine and evolve the system of standardized and non-standardized student learning indicators, including the use of interim assessments that lead to the state test to measure growth over time.

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

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