West Haven
Teacher Evaluation and Support Plan

Adapted from:

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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 teaching is one of the most important school-level factors in student learning, and effective leadership is an essential component of any successful school.

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

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 Sec. 51 of P.A, 12-116, the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each 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 an 092 certification.

Purpose and Rationale

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

Core Design Principles

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

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

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 learning* (45%), *teacher performance and practice* (40%), *parent feedback* (10%)*, and whole school learning indicators (5%).*

Emphasize growth over time

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

Promote both professional judgment and consistency

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

Foster dialogue about student learning

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

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

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

Ensure feasibility of implementation

Launching this new model will require hard work. West Haven 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.

Teacher and Administrator Final Summative Rating Model

The model recognizes that student learning is a shared responsibility between teachers, administrators and district leaders. The following graphic illustrates the areas of common accountability that connect teacher and administrator evaluation.
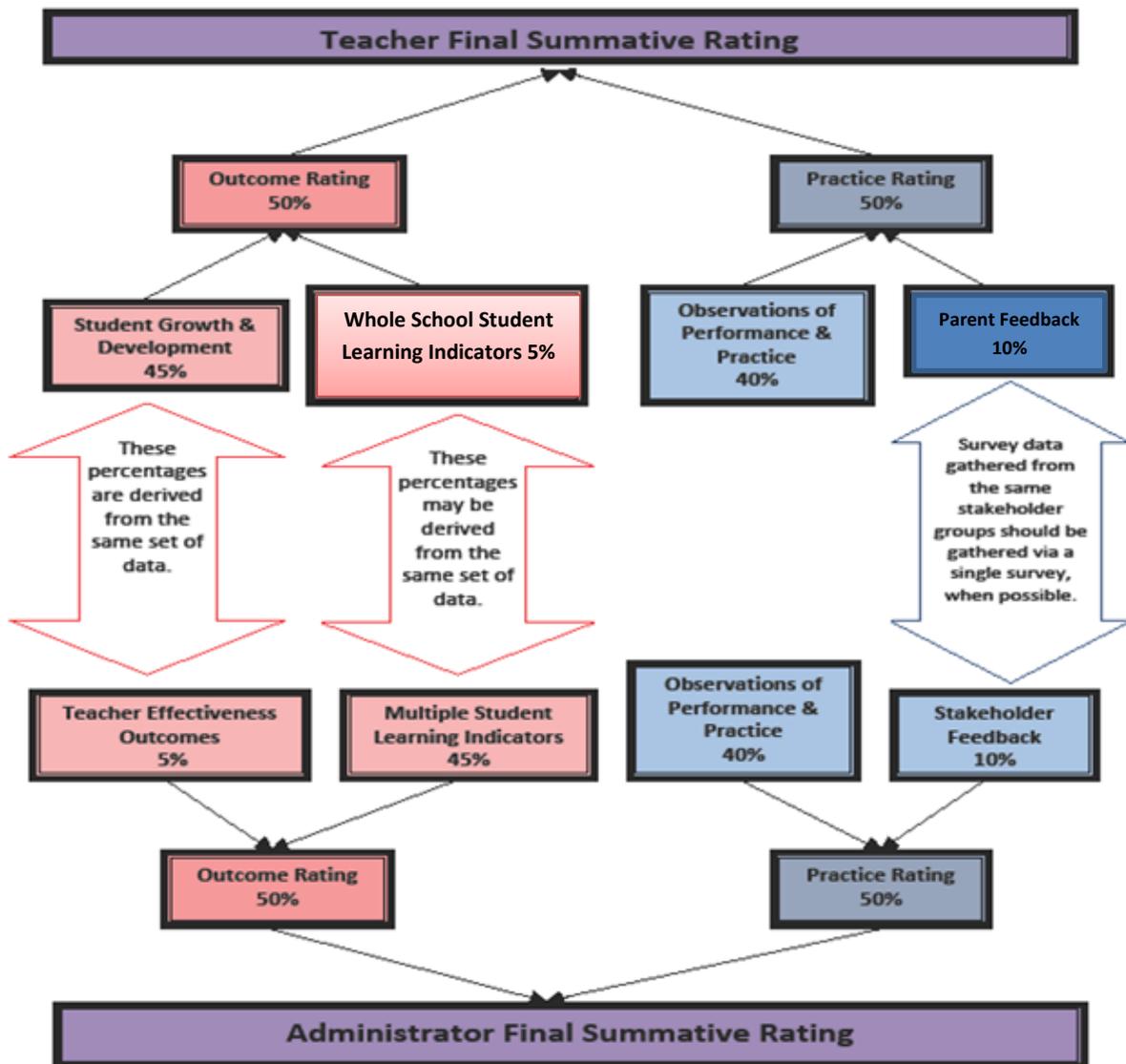
Graphic redesigned by acespcsi

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 Danielson Framework for Teaching Evaluation Instrument which includes four domains and twenty-two components
   (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. 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 (IAGDs)
   (b) **Whole-School Measures of Student Learning** as determined by aggregate student learning indicators (5%)

Scores from each of the four components will be combined to produce a summative performance rating designation of Exemplary, Proficient, Developing or Below Standard.[1] The performance levels are defined as:
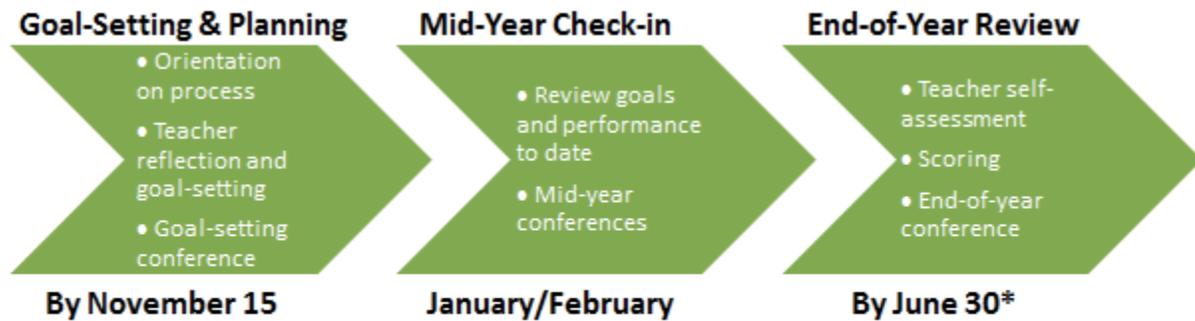
- **Exemplary** – Substantially exceeding indicators of performance

- **Proficient** – Meeting indicators of performance

- **Developing** – Meeting some indicators of performance but not others

- **Below Standard** – Not meeting indicators of performance

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[1] 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 (CT-SBE Guidelines for Educator Evaluation, Revisions Adopted on May 7th 2014).

Process and Timeline

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

Goal-Setting & Planning
- Orientation on process
- Teacher reflection and goal-setting
- Goal-setting conference

By November 15

Mid-Year Check-in
- Review goals and performance to date
- Mid-year conferences

January/February

End-of-Year Review
- Teacher self-assessment
- Scoring
- End-of-year conference

By June 30*

*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 process.

2. ***Teacher Reflection and Goal-Setting*** – The teacher examines student data, prior year evaluation and survey results, and the Danielson Framework for Teaching Evaluation Instrument to draft a proposed performance and practice focus area, a parent feedback goal, student learning objectives (SLOs), and Indicators of Academic Growth and Development (IAGDs). The teacher may collaborate in grade-level or content 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.

MID-YEAR CHECK-IN:

Timeframe: **January 1st through February 28th**

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 student learning objectives (SLOs). The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators may deliver mid-year formative information on indicators of the evaluation framework for which evidence has been gathered and analyzed. If needed, 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.

END-OF-YEAR SUMMATIVE REVIEW:

Timeframe: May 1st through June 1st (*Target Date*) 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. ***Scoring*** – The evaluator reviews submitted evidence, self-assessments and observation data and uses them to generate component ratings. The component ratings are combined to calculate scores for Teacher Practice Related Indicators and Student Outcomes Related Indicators. These scores generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data would significantly change the Student-Related Indicators final rating. Such revisions should take place as soon as state test data are available and before September 15.

3. ***End-of-Year Conference*** – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss component ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before June 30.[2]

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[2] The superintendent shall report the status of teacher evaluations to the local or regional board of education on or before June first 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 Department of Education.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing
All evaluators are required to complete extensive training on the evaluation model. All evaluators are required to participate in training specific to the Danielson Framework for Teaching Evaluation Instrument. Evaluators must pass the proficiency exam utilizing the Teachscape system. Ongoing calibration opportunities will be provided during the course of the school year. These opportunities consist of: embedded, ongoing coaching in partnership with our local RESC, focused training delivered during monthly Principal Academies, and collaboration with Central Office administrators for building specific support. In addition, all evaluators will complete the calibration exercises offered through Teachscape at least once annually.

As a district, we are committed to growing dedicated and talented educators whose professional practices both in the classroom and as members of the school community demonstrate a commitment to the education of West Haven's youth. At times, a particular component of a teacher's practice may fall within the developing or below standard range, signaling the need for focused support and development. Building administrators, along with district coordinators, will support teachers not meeting the proficiency standard. It is the expectation of the District that all teachers will receive support regardless of their performance level. Support is an ongoing relationship between the teacher and evaluator. The Support Plan is a formalized effort to provide active help and encouragement to teachers who require a greater intensity of support. **Each Teacher Support Plan will be formalized and personalized, thus developed based on the level of identified need when it is deemed necessary.**

The following details the Support Plan Process: Guided Supervision, Intensive Support, and Maintenance.

Teacher Support Plan: Guided Supervision

What: Guided supervision is the initial attempt to provide support to a tenured staff member who is deemed developing or below standard and/or has deficiencies in one or multiple components of their professional practice.

Who: Any staff member, tenured or non-tenured, may be placed on a Guided Supervision Plan. Teachers may also request a formal teacher support plan at any time.

When: Placement on a Guided Supervision Plan can occur at any time during the school year.

Why: Any educator who requires a more formalized support/intervention plan in order to become proficient in their craft will be placed on a Guided Supervision Plan with the intent on being successful and moving toward maintenance.

How: 1. The principal must submit to the Assistant Superintendent a written recommendation requesting placement of the educator on a Guided Supervision Plan. The formal request should outline the areas of concern and include documentation indicating interventions and support provided to the educator prior to the formal recommendation. The data sources considered by an evaluator prior to placing a tenured staff member on Guided Supervision may include but are not limited to the following:

- Observation records
- Artifacts
- Student performance data
- Discipline referral history/classroom management issues
- School District Policy Infractions
- Maintenance of records

- Parent, student, or teacher feedback that has been investigated by the evaluator and communicated to the teacher in writing

2. Within five (5) school days, the Assistant Superintendent shall respond in writing to the request.

3. The principal will then respond within five (5) school days to the Assistant Superintendent detailing the names of the Teacher Support Team and the Guided Support start date. Additionally, the Teacher Support Team will convene, develop and submit a copy of the Guided Support Plan that includes a rationale, expected outcomes, indicators of success and timeline of what must be accomplished. The Plan shall be in operation for twenty (20) continuous school days and include both announced and unannounced observations (formal and informal) as agreed upon by the Team.

4. The Teacher Support Team for Guided Supervision consists of four (4) members:

- Lead Evaluator
- Tenured staff member selected by the evaluator
- Tenured teacher with demonstrated competency in the area(s) of concern selected by the Lead Evaluator
- Union representation as designated by the Union President

5. Based on the explicit results from the twenty (20) day implementation of the Guided Support Plan, the building principal will submit within five (5) school days a summary of the Team's decision along with all observation reports, conference summaries, and written summaries of all meetings. These materials will accompany a recommendation from the Principal to the Assistant Superintendent within five (5) school days, to either:

a) Place a staff member on a Maintenance Plan, or
b) Transfer the staff member to an Intensive Support Plan.

6. The Assistant Superintendent shall respond in writing to the submitted summary within five (5) school days via registered or certified letter to the teacher, with a copy to the Teacher Support Team, and the Human Resources Department. A copy will also be placed in the teacher's personnel file.

7. At any time during this process, movement may occur to a Maintenance Plan or to an Intensive Support Plan based on continued evidence.

Teacher Support Plan: Intensive Support

What: Intensive Support is the final attempt to provide support to a tenured staff member who is deemed developing or below standard and/or has deficiencies in one or multiple components of their professional practice.

Who: Any staff member, upon the recommendation of the Superintendent or Assistant Superintendent, after completing the Guided Supervision Plan may be placed on an Intensive Support Plan.

When: Placement on an Intensive Support Plan can occur at any time during the school year after Guided Supervision has been employed.

Why: Any educator who completes a Guided Support Plan and requires another twenty (20) days of support/intervention in order to attain proficiency in their craft and move on to Maintenance will be placed on an Intensive Support Plan with the intent on being successful and moving toward maintenance.

By Whom: The Teacher Support Team *plus an additional evaluator* appointed by the building principal and approved by the Assistant Superintendent. The Lead Evaluator remains the same, while the *additional evaluator* becomes part of the team and the decision making process. The *additional evaluator's* role will be determined by the team.

How: 1. The Teacher Support Team will develop a Plan that shall include a rationale, expected outcomes, indicators of success and timelines of what must be accomplished as stated in **Step 5, Guided Supervision Plan.** The plan shall be in operation for twenty (20) consecutive school days and include both announced and unannounced observations (formal and informal).

2. After twenty (20) continuous school days, the team will recommend to the Assistant Superintendent either:

     a) To place the staff member on a Maintenance Plan, or
     b) To move towards procedures for termination.

3. The Superintendent shall respond in writing to the submitted summary within five (5) school days via registered or certified letter to the teacher, with a copy to the Teacher Support Team, the Assistant Superintendent and the Human Resources Department. A copy will also be placed in the teacher's personnel file.

Teacher Support Plan: Maintenance

Teachers who have successfully completed a Teacher Support Plan (Guided Supervision and/or Intensive Support) will be placed on the Maintenance Plan for a period of one (1) year for teachers who successfully complete the plan after the Guided Supervision Phase, and one (1) year for teachers who successfully complete the plan after the Intensive Support Phase. The Maintenance Plan will consist of any and all parameters set forth for a non-tenured teacher during the evaluation year in which the teacher is on the maintenance plan.

Should the calendar year of a one-year maintenance plan span two school years, teachers on the plan will be subject to the parameters applied to non-tenured teachers during the school year in which the teacher was originally placed on the maintenance plan.

Definition of Effective vs. Ineffective Performance

Non-tenured 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, assuming a pattern of growth of *developing* in year two and two sequential *proficient* ratings in years three and four. Upon receiving all student achievement data, superintendents may 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 tenured educator shall generally be deemed *ineffective* if said educator receives at least two sequential *developing* ratings or one *below standard* rating at any time.

Special Notes:

- If a teacher has been identified as being in need of assistance, has received sufficient, appropriate, and documented support and guidance through a Teacher Support Plan, and does not reach the predetermined and approved goals, then that teacher shall be deemed ineffective and employment may be terminated.
- It is the expectation that a teacher be placed on a Teacher Support Plan only once in his/her career in the West Haven Public School system.

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 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 Data Teams; differentiated career pathways; and focused professional learning based on goals for continuous growth and development.

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. This category is comprised of two components:

- 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.

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 West Haven Teacher Evaluation and Support Model:

- Each teacher should be observed through formal observations, informal observations and reviews of practice as defined by the *Observation Protocol* (see chart on following page).
    - o **Formal Observations**: Observations that last at least 30 minutes (in the most appropriate setting for delivery of service) and are followed by a post-observation conference, which includes timely written feedback. Although such observations may provide evidence for Domains 1 and 4, particularly when a pre-observation conference is conducted, evidence from in-class observations will primarily support Domains 2 and 3. For teachers for whom three formal observations are required, two of those observations must have pre-conferences. One of the three observations may be unannounced.
    - o **Informal Observations**: Observations that last at least between 10-15 minutes (in the most appropriate setting for delivery of service) and are followed by written feedback with an option to request a post conference by either the teacher or the evaluator. Evidence collected for informal in-class observations will focus on Domains 2 and 3 of the Danielson framework.
    - o **Reviews of Practice**: Announced observations of at least 30 minutes (in the most appropriate setting for delivery of service) inclusive of a conference between the teacher and the evaluator, followed by written feedback. Reviews of practice occur outside of the classroom environment (e.g., data team, PPT). Evidence collected for reviews of practice will focus on Domains 1 and 4 of the Danielson framework.

- All observations must be followed by written feedback (e.g., via email, comprehensive write-up, quick note in mailbox) within a timely manner. It is recommended that feedback be provided within five school days, but administrators are encouraged to consult with evaluators and teachers   to establish a mutually agreed upon timeframe.
- 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
- Unlike formal and informal observations, additional evidence for Domains 1 and 4 may be collected over time. Both administrators and teachers will maintain an open "bucket" on Teachscape to submit evidence related to Domains 1 and 4 over the course of the school year. Both administrators and teachers will be able to view the items submitted through a "share notes with practitioner" feature on Teachscape.

Observation Protocol

TEACHER	FORMAL OBSERVATIONS	INFORMAL OBSERVATIONS	REVIEWS OF PRACTICE
All non-tenured teachers (and tenured teachers placed on maintenance)	3 per year	---	1 annual review
Exemplary or Proficient (tenured)	1 every three years (based on cycle)	3 in all other years (minimum) [May result in formal in-class observation if needed]	1 annual review
Below Standard or Developing (tenured)	3 per year (or more as needed)	---	1 annual review
Teachers in non-classroom settings	Observation protocols apply "except that the observations need not be in-classroom (they shall instead be conducted in appropriate setting)." *-Flexibility to the Guidelines for Educator Evaluation, Adopted by the CT-SBE on February 6, 2014*		

*Please note that the number of observations included on the protocol above are the minimum amount required and may be increased by both teacher and administrator.

Pre-Conferences and Post-Conferences

Pre-conferences are valuable for giving context for the lesson, providing information about the students to be observed and setting expectations for the observation process. 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. All forms needed for pre and post conferences are available on Teachscape. Teachers can access and complete the required forms on their individual accounts.

Post-conferences provide a forum for reflecting on the observation against the Danielson Framework for Teaching Evaluation Instrument 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 feedback from the evaluator; and
- occurs within a timely manner, typically within five business days.

Classroom observations provide the most evidence for domains 2 and 3 of the Danielson Framework for Teaching Evaluation Instrument, but 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).

Non-Classroom Reviews of Practice
Because the evaluation and support model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the Danielson Framework for Teaching Evaluation Instrument, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, call logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers and/or attendance records from professional learning or school-based activities/events.

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

- specific evidence and ratings, where appropriate, on observed indicators of the Danielson Framework for Teaching Evaluation Instrument
- 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 Danielson Framework for Teaching Evaluation Instrument. The focus area will guide observations and feedback conversations throughout the year.

Each teacher will work with his or 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 teachers towards *proficient* or *exemplary* on the Danielson Framework for Teaching Evaluation Instrument. Schools may decide to create school-wide or grade-specific focus areas aligned to a particular indicator.

Growth related to the focus areas 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

Evaluators are not required to provide an overall rating for each observation, but they should be able to provide ratings and evidence for the Rubric indicators that were observed. 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 Rubric and then make a determination about which performance level the evidence supports.

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 model, each domain of the Danielson Framework for Teaching Evaluation Instrument 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 and interactions (e.g., team meetings, conferences) and uses professional judgment to determine indicator ratings for each of the 22 components.
2) The component scores will be averaged to a tenth of a decimal to calculate domain- level scores of 1.0-4.0.
3) The domain scores will be weighted and combined to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0.

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and interactions. Evaluators then analyze the consistency, trends and significance of the evidence to determine a rating for each of the 22 components. Some questions to consider while analyzing the evidence include:

- **Consistency:** What rating 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.

Component #2: Parent Feedback (10%)

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

The process for determining the parent feedback rating includes the following steps:
  (1) the school conducts a whole-school parent survey (meaning data is aggregated at the school level);
  (2) administrators and 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 will 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 will be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys will be confidential, and survey responses should not be tied to parents' names. The parent survey will be administered every spring and trends analyzed from year to year. To ensure parental input, stakeholders from the school governance council will be included in the development, revision, and implementation of the whole-school surveys. These surveys will align with both district and school improvement goals.

Determining School-Level Parent Goals
Evaluators and teachers should review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals. Ideally, this goal-setting process would occur between the principal and teachers (possibly during faculty meetings) in August or September so agreement can be reached on 2-3 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.

The teacher will develop an action plan that will demonstrate how they will achieve their goal. 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 (1)
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

STUDENT OUTCOMES RELATED INDICATORS

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

Two components comprise this category:
- Student Growth and Development, which counts for 45%; and
- Whole-School Student Learning, which counts for 5% of the total evaluation rating.
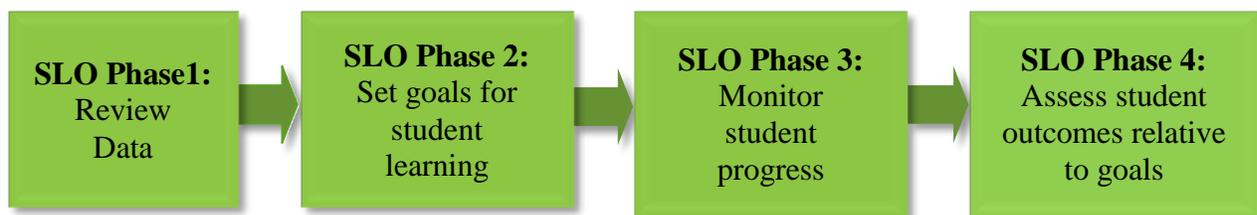
Component #3: Student Growth and Development (45%)

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 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 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 West Haven Teacher Evaluation and Support Model, is embedded within the data team process:

SLO Phase1: Review Data → **SLO Phase 2:** Set goals for student learning → **SLO Phase 3:** Monitor student progress → **SLO Phase 4:** Assess student outcomes relative to goals

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

PHASE 1: Review the Data

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

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

   a) Initial performance for current interval of instruction (writing samples, student interest surveys, pre-assessments etc.)
   b) Student scores on previous state standardized assessments
   c) Results from other standardized and non-standardized assessments
   d) Report cards from previous years
   e) Results from diagnostic assessments
   f) Artifacts from previous learning
   g) Discussions with other teachers (across grade levels and content areas) who have previously taught the same students
   h) Individual Educational Plans (IEPs) and 504 plans for students with identified special education needs
   i) Data related to ELL students and gifted students
   j) Attendance records
   k) 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 2 SLOs

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

Step 1: Decide on the Student Learning Objectives

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., Common Core State 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.

Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in creation of SLOs. Teachers with similar assignments may have identical SLOs although they will be individually accountable for their own students' results. Examples of SLOs are included in the appendices of this document.

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

An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence, with a quantitative target, that will demonstrate if the SLO was met. Each SLO must include at least one IAGD but may include multiple, differentiated IAGDs where appropriate. A form for the development of IAGD(s) is available on Teachscape.

One SLO must have IAGDs based on standardized assessment measures if those measures meet the following criteria:

- Applicable to grade level and subject area
- Not a single, isolated, standardized test score but determined through the comparison of data from assessments administered over time
- 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 stated on page 33 of this Plan, an additional non-standardized indicator.**

The second SLO will be based on IAGDs that meet the following requirements:

- A maximum of one additional standardized indicator, if there is mutual agreement with evaluator, subject to the dispute resolution process as described on page 33 of this Plan
- A minimum of one non-standardized indicator

Teachers for whom no standardized measures meet the criteria, will have 2 SLOs with IAGDs based on non-standardized measures (CT-SBE Guidelines for Educator Evaluation, Revisions Adopted on May 7th 2014).

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 CT 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 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 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 ELL students. It is through the Phase 1 examination of student data that teachers will determine what level of performance to target for which population of students.

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 are unique to the teacher's particular students; teachers with similar assignments may use the same evidence for their SLOs, but it is unlikely they would have identical IAGDs. For example, all 2nd grade teachers in a school might set the same SLO and use the same reading assessment to measure their SLOs, but the IAGD and/or the proportion of students expected to achieve proficiency would likely vary among 2nd 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. Examples of IAGDs can be found in the appendices of this handbook.

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 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 Approval
SLOs are proposals until the evaluator approves them. While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO proposals. The evaluator will examine 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
- Indicators of Academic Growth and Development (IAGDs)/Growth Targets
- Instructional Strategies and Supports

The evaluator will rate the criteria identified for each element of the SLO. SLOs that holistically meet the criteria will be approved. The rating for the Indicators of Academic Growth and Development/ growth targets must meet the district expectations. If not, the element must be revised by the teacher and resubmitted to the evaluator for approval. If one or more other criteria are not met, the evaluator will provide written comments and discuss the feedback with the teacher during the fall Goal-Setting Conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ten school days.

PHASE 3: Monitor Students Progress

Once SLOs are approved, 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. Such progress will be factored into final scoring of SLO.

If a teacher's assignment changes, or if his/her student population shifts significantly, his/her IAGD(s) can be can be adjusted during the Mid-Year Conference. This decision should be based on data collected and a justification of the change should be provided.

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 Teachscape, if available, and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment (also available on Teachscape), 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 indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that going forward.

Evaluators will review 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.*

In determining overall performance, student growth over time should be considered by the evaluator

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.

	Score
SLO 1	2
SLO 2	3
Student Growth and Development Rating	**2.5**

NOTE: For SLOs that include an indicator(s) based on standardized assessments whose results may not be available in time to score the SLO prior to the June 30 deadline, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if the 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 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 40) for details.

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

The whole-school student learning indicator is an aggregate rating for multiple student learning indicators established by his/her administrator's evaluation rating. This measure is based on the administrator's progress on SLO targets, which correlates to the Student Learning rating on an administrator's evaluation (equal to the 45% component of the administrator's final rating).

Summative 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.
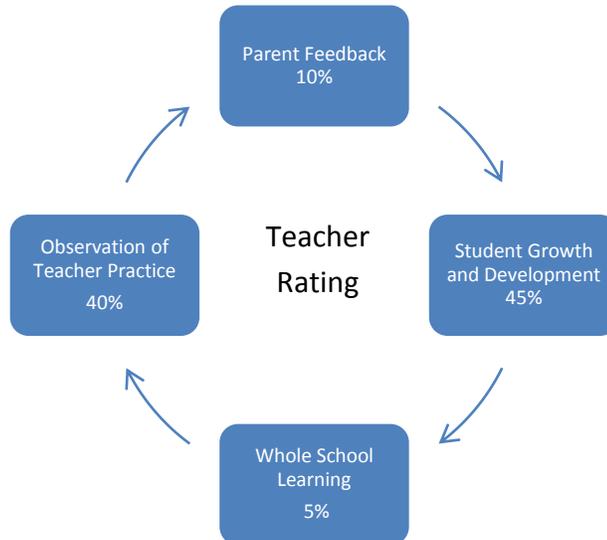
Every educator will receive one of four performance[3] ratings:

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 rating will be determined using the following steps:

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

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[3] 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 (CT-SBE Guidelines for Educator Evaluation, Revisions Adopted on May 7th 2014).

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

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

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

Component	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)	3.5	45	157.5
Whole School Student Learning Indicator	3	5	15
TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS			172.5 → **173**

Rating Table

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

3) Use the Summative Matrix to determine the Summative Rating

Using the ratings determined for each major category: Student Outcomes Related Indicators and Teacher Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *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**

<u>Adjustment of Summative Rating</u>

Summative ratings must be provided for all teachers by June 30 of a given school year and reported to the CSDE per state guidelines. Should state standardized test data not yet be available at the time of calculating a summative rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state or other 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.

Dispute-Resolution Process

The dispute resolution process will be applicable in cases where the evaluator and teacher cannot agree on:

- o SLOs/IAGDs
- o The Evaluation Period
- o Feedback/Scoring
- o The Support Plan

Initiation of Dispute:

Before any dispute is brought to the Dispute Resolution Committee, an attempt must have been made at the building level to resolve said dispute. If the dispute involves content or instruction, the content area coordinator or other appointed person with content area expertise must have been included in the attempt at resolution at the building level.

Once it is determined that the dispute cannot be resolved at the building level, both the teacher and administrator must notify the president of his/her respective union in writing of the need for the matter to be brought before the Dispute Resolution Committee.

Committee Makeup:

The Dispute Resolution Committee will function as a hearing board comprised of a standing committee. The standing committee will include three representatives from the teacher's union (one elementary/intermediate, one middle school and one high school), three representatives from the administrator's union (one elementary/intermediate, one middle school and one high school), and the superintendent's designee. A subgroup of the committee comprised of a minimum of one representative from each union and the superintendent's designee will hear each dispute.

Selection of Committee Members:

The representatives from each union shall be appointed or elected by their respective union, utilizing a process determined by that union. To establish the initial Dispute

Resolution Committee each union will select members of the West Haven Professional Development and Evaluation Committee. At the completion of the inaugural year, committee members will serve staggered three-year terms, with one member from each union up for re-election/re-appointment (according to the process established by their respective union) per year.

*If the committee cannot reach a decision, the superintendent will be charged with making a determination. This decision will be final.

Evaluation Informed Professional Learning

The district has created a Professional Development and Evaluation Committee (PDEC) to plan professional learning opportunities for teachers based on the individual or group of individuals' needs that are identified through the evaluation process. Additionally, the district will annually administer a survey to gather feedback on the data management system (Teachscape), as well as identify areas for professional growth. Areas for professional learning will also be identified through data analyses of Teachscape data done by a subcommittee of the PDEC.

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 teachers; participating in development of teacher improvement and teacher support plans for peers whose performance is developing or below standard; leading data teams; and focused professional learning based on goals for continuous growth and development.

West Haven
Administrator Evaluation and Support Plan

Adapted from:

ADMINISTRATOR EVALUATION AND DEVELOPMENT

Purpose and Rationale

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

This 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 subjects
- Meeting and making progress on 3 Student Learning Objectives aligned to school and district priorities
- Having more than 60% of teachers proficient on the student growth portion of their evaluation

This 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.

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 focus on principals. However, where there are design differences for assistant principals and central office administrators, the differences are noted.

Administrator Evaluation 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 Indicators:** An evaluation of core leadership practices and skills that positively affect student learning. This category is comprised on two components:

   a. **Observation of Leadership Performance and Practice (40%)** as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards.
   b. **Stakeholder Feedback (10%)** on leadership practice through surveys.

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

   a. **Student Learning (45%)** assessed in equal weight by: (a) progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures.
   b. **Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs)

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

- *Exemplary* – Substantially exceeding indicators of performance

- *Proficient* – Meeting indicators of performance

- *Developing* – Meeting some indicators of performance but not others

- *Below Standard* – Not meeting indicators of performance

Process and Timeline

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, cumulating with a final rating and recommendations for continued improvement. The annual cycle (see figure below) allows for flexibility in implementation and lends itself well to a meaningful process.

Each administrator participates in the evaluation process as a cycle of continuous improvement. For every administrator, evaluation begins with a 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.

Goal Setting & Planning

-Orientation of process

-Goal Setting and plan development

Mid-Year Review

-Review goals and performance

-Mid-year formative review

End of Year Review

-Self-assessment

-Preliminary summative assessment

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) rating.
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 to orient her/him to the evaluation process.

Step 2: Goal-Setting and Plan Development

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

Administrators should start with the outcomes they want to achieve. This includes setting three SLOs and one target related to stakeholder feedback. Then administrators identify the areas of focus for their **practice that will help them accomplish** their SLOs and survey targets, choosing from among the elements of the Connecticut School Leadership Standards. 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 areas will be in instructional leadership, given it's a 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. The evaluator and administrator also discuss the appropriate resources and professional learning needs to support the administrator in accomplishing his/her goals. Together these components – the goals, the practice areas, and the resources and supports – comprise an individual's evaluation and support plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used.

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

Step 3: Plan Implementation and Evidence Collection

As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. For the evaluator, this must include at least two school site visits. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence and analyze the work of school leaders.

Unlike visiting a classroom to observe a teacher, school site visits to observe administrator practice can vary significantly in length and setting. Furthermore, central to this process is providing meaningful feedback based on observed practice. Evaluators should provide timely feedback after each visit.

There are no prescribed evidence requirements in the administrator evaluation model. However, the administrator's evaluator may consult the following sources of evidence to collect information about the administrator in relation to his /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 families

- Presentations at Board of Education meetings, parent groups, etc.

Special Notes:

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 professional or who has received ratings of *developing* or *below standard*.
- ➤ Evaluators of assistant principals will conduct at least four observations.

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 the 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 conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. This meeting is also an opportunity to review any changes in the

context (e.g., a large influx of new students) that could influence accomplishment of outcome goals; goals may be changed at this point.

Step 5: Self-Assessment

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

- Needs to grow and improve on this element

- Has some strengths on this element but needs to continue to grow and improve

- Is consistently effective on this element

- Can empower others to be effective on this element

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

Step 6: Summative Review and Rating

The administrator and evaluator meet in the late spring to discuss the administrator's self-assessment and all evidence collected over the course of the year. After the meeting, the evaluator assigns a rating based on all available evidence.

Ensuring Fairness and Accuracy: Evaluator Training

All evaluators are required to complete extensive training on the evaluation model. All evaluators of administrators are required to participate in training specific to the CCL: Connecticut School Leadership Standards. Ongoing calibration opportunities will be provided during the course of the school year. These opportunities consist of: embedded, ongoing coaching in partnership with our local RESC, focused training delivered during monthly Principal Academies, and collaboration with Central Office administrators for building specific support.

Evaluation Informed Professional Learning

The district has created a Professional Development and Evaluation Committee (PDEC) to plan professional learning opportunities for administrators based on the individual or group of individuals' needs that are identified through the evaluation process. Additionally, the district will annually administer a survey to gather feedback on the data management system (Teachscape), as well as identify areas for professional growth. Areas for professional learning will also be identified through data analyses of Teachscape data done by a subcommittee of the PDEC.

Improvement and Remediation Plan

If an administrator's performance is rated as developing or below standard, it signals the need for focused support and development. Improvement and remediation plans will be developed for individuals whose performance is developing or below standard in consultation with such administrator and his or her union representative.

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 teacher improvement and teacher support plans for peers whose performance is developing or below standard; and focused professional learning based on goals for continuous growth and development.

Leadership Practice Related Indicators

The Leadership and 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 CSDE in June, 2012. The standards define effective administrative practice through six performance expectations:

- 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

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.

These weightings should be consistent for all principals and central office administrators. For assistant principals and other school-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 competences in order to assume greater responsibilities as they move forward in their careers.

In order to arrive at these ratings, administrators are measured against the CCL Leadership 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 and *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.

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.).

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.

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.

Student Outcomes Related Indicators 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 academic learning measures in the state's accountability system for schools (i.e., SPI – if available) 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.

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.

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.
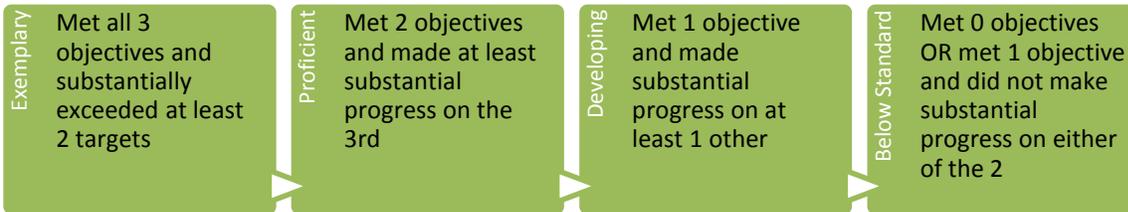
Student Learning Objectives

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

- All measures must align to the Common Core State Standards and Connecticut Content Standards. In instances where there are no such standards that apply to a subject/grade level, administrators 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.

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.

Student Learning Objectives – Summative Ratings

Administrators receive a rating for their three SLOs. Descriptions of the ratings are 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 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 that work.

The following rubric is used when providing a rating for Teacher Effectiveness Outcomes:

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

Summative Administrator Evaluation Rating

Every educator will receive one of four performance[1] 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

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

- Having more than 60% of teachers proficient on the student growth portion of their evaluation

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[1] 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 (CT-SBE Guidelines for Educator Evaluation, Revisions Adopted on May 7th 2014).

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, for an experienced administrator, is a cause for concern. 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

A rating will be determined using the following steps:

- Determining a Leader Practice Rating
- Determining a Student Outcomes Rating
- Combining the two into an overall rating using the Summative Matrix

Summative Ratings: Practice (Leadership Practice + Stakeholder Feedback)

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

Summative Ratings: Outcomes (Student Learning + Teacher Effectiveness)

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. 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 component scores to get the category points. The points are then translated to a rating using the summative rating table.

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

Summative Rating: Overall

The overall rating combines the practice and outcomes rating using the matrix below. 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 be available at the time of a summative rating, a rating must be completed based on the 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

Novice administrators shall generally be deemed effective if said administrator receives at least two sequential proficient ratings, once 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 dispute resolution process will be applicable in cases where the evaluator and administrator cannot agree on:

- o SLOs
- o The Evaluation Period
- o Feedback/Scoring
- o The Professional Development Plan

Initiation of Dispute:

Before any dispute is brought to the Dispute Resolution Committee, an attempt must have been made between the evaluator and administrator to resolve said dispute.

Once it is determined that the dispute cannot be resolved, both the administrator being evaluated must notify the president of his/her respective union in writing of the need for the matter to be brought before the Dispute Resolution Committee.

Committee Makeup:

The superintendent and the president of the administrator's union will each select one representative from the PDEC to constitute the Dispute Resolution Committee. 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.