



Rolling Ridge

**Residential & Country
Day School**

Since 1980

a private, non-profit corporation

**The Learning Clinic
TEACHER
EVALUATION AND
SUPPORT PLAN
2016**

Professional Learning and Evaluation Committee

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Introduction

The Learning Clinic's Teacher Evaluation Model has been developed in alignment with the Connecticut Guidelines for Educator Evaluation as modified and approved by the State Board of Education in May 2014. Much of the plan has been adopted directly from SEED (Connecticut's System for Educator Evaluation and Development), thus drawing on the best practice and research embedded in this model.

Purpose and Rationale of the Evaluation System

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers. To support our teachers we need to clearly define excellent practice and results; give accurate, useful information about teachers' strengths and development areas; and provide opportunities for growth and recognition. The Learning Clinic believes that the primary purpose of professional learning is school improvement as measured by the learning outcomes of every student. The Learning Clinic's Professional Learning and Evaluation Program requires that educators take an active role in the improvement of their practice through engaging in a cycle of reflection, goal-setting, data collection and analysis, and effective action, with evaluation processes focused on student learning outcomes. The purpose of the evaluation model is to fairly and accurately evaluate teacher performance and to help each teacher strengthen his/her practice to improve student learning.

Vision for Professional Learning and Evaluation

The Learning Clinic's evaluation-based professional learning design has as its foundations the Standards for Professional Learning (Learning Forward, 2011), which provided research-based guidance for the development of learning organizations that function to improve student learning. The following tenets of the Bolton program underscore the alignment to the Standards:

Educators' reflections on and professional conversations around the effect of their practice on student achievement are critical to improved practices for both veteran and novice teachers.

School and district core values, goals, and expectations for student learning are the foundations for improvement of practice and organizational functioning.

Differentiated professional learning, informed by evaluation, meets the needs of teachers, inspires individual and collective efficacy, builds leadership capacity and enhances the vitality of learning organizations.

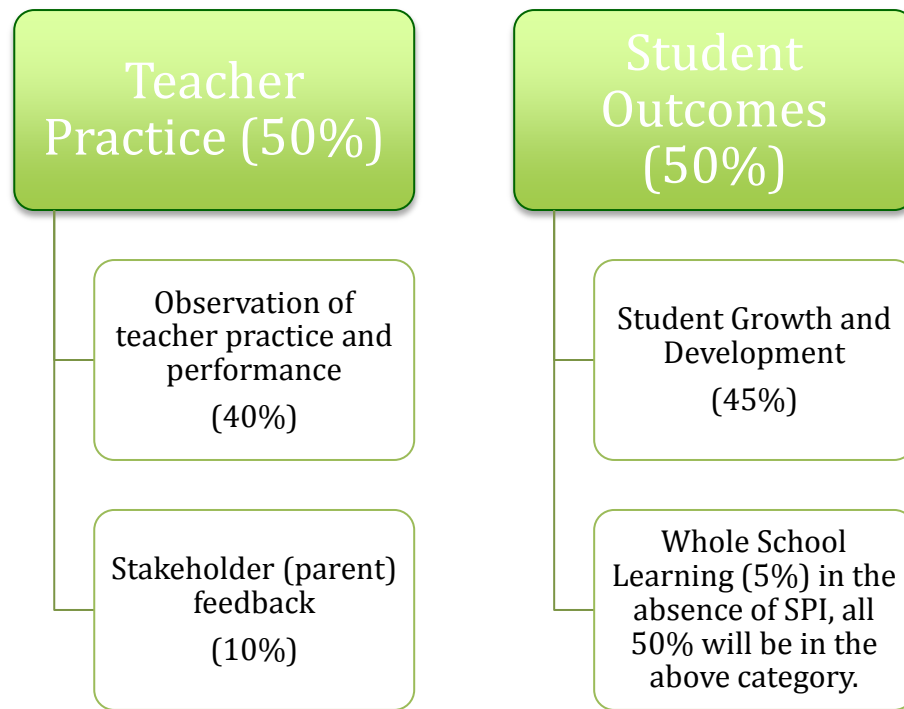
Design Principles

The Learning Clinic model draws on the core design principles of the Connecticut SEED model. The model is designed to

- *Consider multiple, standards-based measures of performance* The new model defines four categories of teacher effectiveness: student learning (45%), teacher performance and practice (40%), parent feedback (10%) and school-wide student learning (5%).
- *Minimize the variance between school leaders' evaluations of teacher practice and support fairness and consistency within and across schools*
- *Foster dialogue about student learning*
- *Encourage aligned professional development, coaching and feedback to support teacher growth*

Teacher Evaluation and Support System Overview

The evaluation and support system consists of multiple measures of teacher performance. All teachers will be evaluated in four categories, grouped in two major focus areas: Teacher Practice and Student Outcomes.



Teacher Practice (50%)

1. Observation of teacher performance and practice (40%) as defined in the Connecticut Common Core of Teaching Rubric for Effective Teaching (Revised 2014).
2. Parent feedback (10%) on teacher practice through parent surveys

Student Outcomes (50%)

1. Student growth and development as demonstrated through standardized and non-standardized measures (45%)
2. Whole-school measures of student learning as determined by an aggregate of student learning measures [SPI-School Performance Index] (5%) In the absence of an available SPI, all 50% of the student outcome rating will be determined by item #1 above.

Ratings and Summation

Teachers are rated in each of the categories described above and receive a summative rating. The rating levels are as follows:

Exemplary – Substantially exceeding indicators of performance

Proficient – Meeting indicators of performance

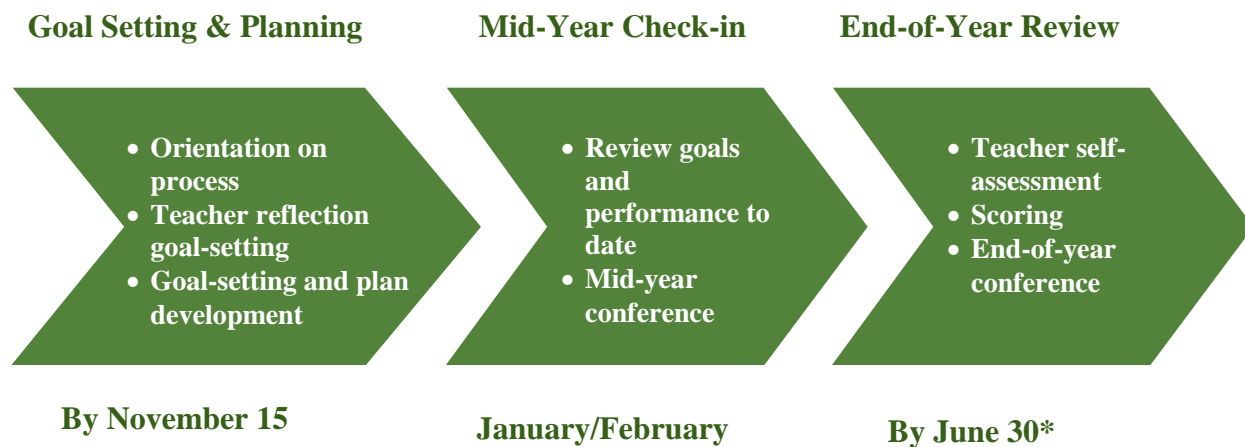
Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

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

Teacher Evaluation Process and Timeline

The annual evaluation process includes a goal setting conference, a mid-year conference and an end of the year conference. The purposes of these meetings are to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set goals and identify development opportunities. These conferences should include conversations that are collaborative and require reflection and preparation by both the evaluator and the teacher.



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

Goal-Setting and Planning:

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

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

support process.

2. ***Teacher Reflection and Goal-Setting*** – The teacher examines student data, prior year evaluation and survey results, and the *CCT Rubric for Effective Teaching 2014* to draft a proposed performance and practice focus area, a parent feedback goal, two SLOs and a student feedback goal (if required) for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.
3. ***Goal-Setting Conference*** – The evaluator and teacher meet to discuss the teacher’s proposed focus area, goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher’s practice to support the review. The evaluator may request revisions to the proposed focus area(s), goals and objectives if they do not meet approval criteria.*

Mid-Year Check-In:

Timeframe: January and February

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

End-of-Year Summative Review:

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

1. **Teacher Self-Assessment** – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the Goal-Setting Conference.
2. **End-of-Year Conference** – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss component ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before June 30.
3. **Scoring** – The evaluator reviews submitted evidence, self-assessments and observation data and uses them to generate component ratings once the end-of-year conference has taken place. The component ratings are combined to calculate scores for Teacher Practice Related Indicators and Student Outcomes Related Indicators. These scores generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if this data would significantly change the Student Outcomes Related Indicators final rating. Such revisions should take place as soon as state test data are available and before September 15.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators will be trained in the evaluation model. The model is complex and important. Both initial and ongoing training should reflect this.

The training should include

- full orientation to the plan components
- skill development in those areas that are new to teacher evaluation
- skill practice in those areas that are transferable from other evaluation experiences including but not limited to conferencing/feedback, goal setting, and observation
- management strategies
- proficiency and calibration

The Connecticut State Department of Education (CSDE) has offered and is continuing to develop training in teacher evaluation methods that are aligned with The Learning Clinic model. The district may pursue this or other training sources to deliver the initial

and ongoing training.

New educational administrators will receive appropriate training in The Learning Clinic model prior to evaluating teachers.

The district recognizes its obligations to the law and as such will comply with legislated reporting and auditing processes.

Support and Development

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

Evaluation-Informed Professional Learning

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

Each educator will identify professional growth needs with his/her evaluator based on student achievement data, past performance data, school and district needs, and stakeholder feedback. Upon the mutual agreement on goals and targets, the educator and evaluator will plan for strategies and support to meet the goals and targets. Educators who share goals and targets can collaborate in shared professional development.

Training and Orientation

Annually, The Learning Clinic will provide educators several orientation and update training sessions (through in-service sessions, target group sessions, individual conferences) that explain the processes for professional learning planning, protocol for evaluation and observation (including timelines and rubrics), and documents that will be used by all staff. Teachers and administrators employed during or after the first year of implementation will be provided with copies of the professional learning and evaluation program and

will participate in training to ensure that they understand the elements and procedures of the program, processes and documents. This training will take place upon employment or prior to the beginning of the school year with members of the administration.

Evaluator Orientation and Support

Understanding of The Learning Clinic Professional Learning and Evaluation program features, Connecticut's Common Core of Teaching (CCT), Common Core of Leading/Standards for School Leaders, Common Core State Standards, Standards for Professional Learning, and the components of professional evaluation and observation is essential to facilitating the evaluation process and promoting student growth. To that end, evaluators will be provided with ongoing training and support in the use and application of Professional Learning and Evaluation Program. Evaluators will review program elements and procedures prior to the beginning of each school year. Plans for staff training will be coordinated annually by the administrative team.

New Educator Support and Induction

In the interest of supporting all educators in the implementation of the program a variety of general topics will be addressed, including:

School philosophy and goals

Policies and procedures

Assignments and responsibilities

Facility and staffing

Curriculum and instructional support

Resources for professional learning

Schedules and routines

Support services

In addition, periodic meetings with school personnel will focus on domains of the CCT. New educators will also participate in Teacher Education and Mentoring (TEAM) as outlined by the State of Connecticut.

Improvement and Remediation Plans

Teachers whose performance is rated as ineffective (see definitions of effective/ineffective) will require improvement and remediation plans. The

improvement and remediation plan should be developed in consultation with the teacher and his/her exclusive bargaining representative within five days of the summative rating.

Improvement and remediation plans must:

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

Improvement and Remediation Plan(s):

The plan must describe how the district will create a plan for individual teacher improvement and remediation for teachers whose performance is developing or below standard, designed in consultation with such teacher and his/her exclusive bargaining representative.

Career Development and Growth

Teachers who are rated as exemplary through the evaluation process should have opportunities for career development and professional growth. Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

Teacher Performance and PRACTICE (40%)

The Teacher Performance and Practice category is a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and tailor support to those needs.

The Learning Clinic has elected to use the CCT Rubric for Effective Teaching (Revised 2014) as its framework for teacher practice. A copy of the framework can be found in the appendix.

Observation Process

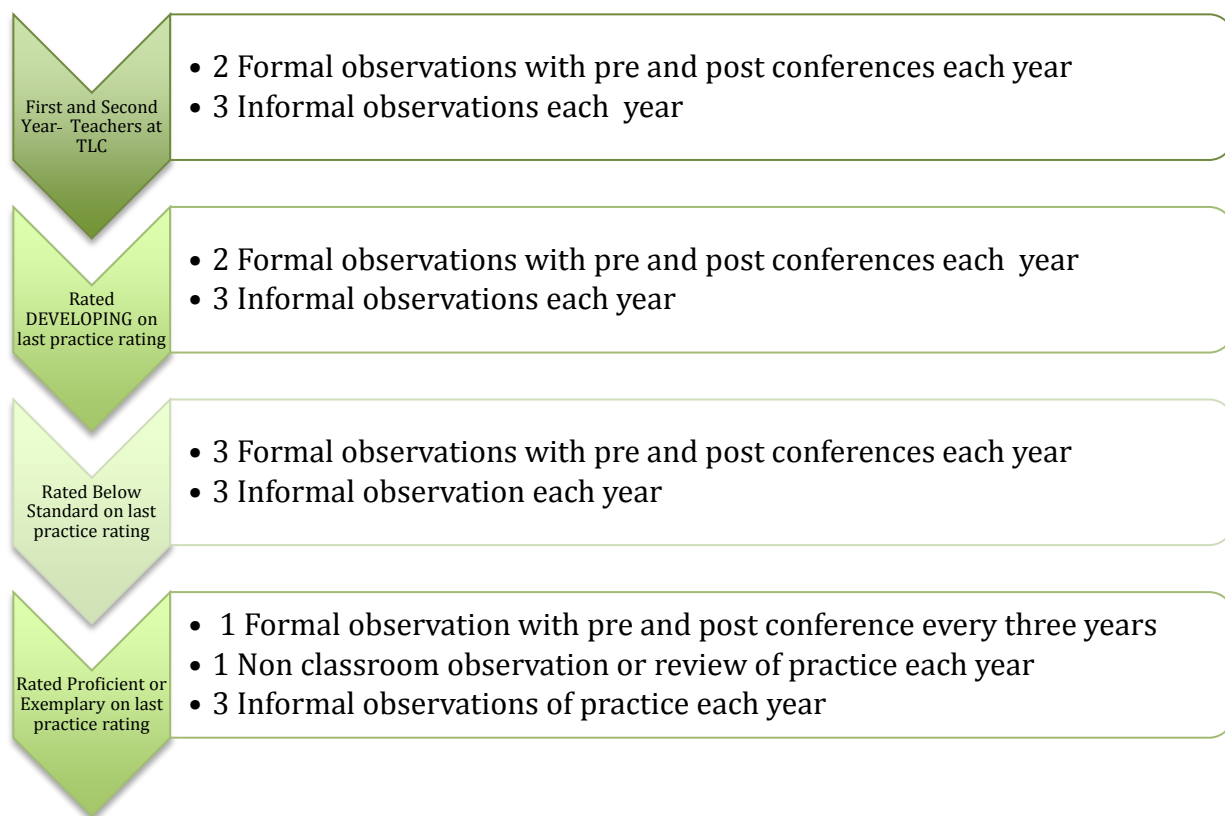
Research has shown that multiple snapshots of practice provide a more accurate picture of teacher performance than one or two observations per year. These observations don't have to cover an entire lesson to be valid. Partial period observations can provide valuable evidence.

Observations in and of themselves aren't useful to teachers – it's the feedback based on observations that helps teachers to reach their full potential.

The Learning Clinic teacher evaluation model provides for the following schedule of observations:

- Each teacher should be observed between 3 and 6 times per year at a minimum. The observation schedule will include at least **three formal in-class** observations for teachers in years 1-2 of service to The Learning Clinic and for teachers who were rated as developing on their last evaluation rating. **Two of the 3 must include a pre-conference and all must include a post-conference.**
- **Teachers who receive and maintain a performance evaluation designation of proficient or exemplary and are not first or second year teachers, must be evaluated with a minimum of 1 formal in-class observation no less frequent than every 3 years and 3 informal in-class observations in all other years. One review of practice must be completed every year.**
- Formal: Scheduled observations or reviews of practice that last at least 30 minutes and are followed by a post-observation conference, which includes both written and verbal feedback. Post conferences should occur within 5 days of the observation. If unavoidable circumstances necessitate a rescheduling of an observation, all attempts will be made to use the existing plan. If this is not possible, the evaluator and teacher will use flexibility in rescheduling or adapting the planned lesson.
- Informal: Non-scheduled observations or reviews of practice that last at least 10 minutes and are followed by written and/or verbal feedback.
- Non-classroom teachers: The above guidelines on frequency and length of observations apply to non-classroom teachers. The observations of non-classroom teachers are conducted in settings appropriate to their responsibilities.
- All observations should be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, ideally within two days of an observation.

- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, the district is emphasizing frequent informal observations.
- Administrators can use their discretion to decide the right number of observations for each teacher based on school and staff needs, providing that the prescribed guidelines are met.
- At least one observation will be completed prior to the mid-year conference.
- Observations should be structured according to the graphic below.



Conferences

Pre-conferences The purposes of pre-conferences are to provide a context for the lesson and information about the students to be observed and for setting expectations for the observation process. Pre-conferences are optional for observations except formal observations. A pre-conference can be held with a group of teachers, where appropriate. Requests for pre-observation conferences should occur no less than 5 school days before the scheduled observation.

Post-conferences

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

Effective post-conferences include

- An opportunity for the teacher to share his/her self-assessment of the lesson observed;
- Objective evidence to help confirm successes, identify possible areas of improvement, and success focus for future observations;
- written and/or verbal feedback;
- Occur within five school days of the observation.

Classroom observations provide the most evidence for domains 2 and 3 of the Connecticut Framework for Teacher Evaluation and Support, 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 model aims to provide teachers with comprehensive feedback on their practice as defined by the domains of the CCT Rubric for Effective Teaching, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent- teacher meetings, observations of coaching/mentoring other teachers, and attendance records from professional development or school-based activities/events.

Feedback

The goal of feedback is to help teachers grow as educators and become more effective with each and every one 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
- Commendations and recommendations

- Next steps and supports to improve practice
- A timeframe for follow up.

Teacher Performance and Practice Goal-Setting

Teachers develop a practice and performance goal that is aligned to the CCT Rubric for Effective Teaching. This goal provides a focus for the observations and feedback conversations. This goal is not discretely rated but rather contributes to the overall evidence of performance and practice.

At the start of the year, each teacher will work with his or her evaluator to develop the practice and performance goal through mutual agreement. All goals should have a clear link to student achievement and should move the teachers towards proficient or exemplary on the CCT Framework for Effective Teaching Schools may decide to create a school-wide goal aligned to a particular component (e.g., 3b: Using Questioning and Discussion Techniques) that all teachers adopt as their goal.

Goals should be SMART: S=Specific and Strategic M=Measurable A=Aligned and Attainable R=Results-Oriented T=Time-Bound

Progress towards goals and action steps for achieving progress should be referenced in feedback conversations following observations throughout the year. Goals and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Performance and practice goals are not explicitly rated as part of the Teacher Performance and Practice category but rather contribute to the category rating.

Teacher Performance and Practice Scoring

Individual Observations

During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., the teacher asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., the teacher asks good questions). Once the evidence has been recorded, the evaluator can align the evidence with the appropriate component(s) on the rubric and then make a judgment about which performance level the evidence supports. Evaluators are required to provide ratings for each observation.

Summative Rating for Teacher Performance and Practice

At the end of the year, primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year

Conference. 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 component ratings for each of the 12 components.

Ratings
Exemplary=4
Proficient=3
Developing=2
Below Standard=1

2. Average components within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.
3. Average domain scores to calculate an overall Observation of Teacher Performance and Practice rating.

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

The summative Teacher Performance and Practice category rating and the component ratings will be shared and discussed with teachers during the End-of-Year Conference. As possible and practical, this process can also be followed in advance of the Mid-Year Conference to discuss progress toward Teacher Performance and Practice goals/outcomes.

Stakeholder Feedback-10%

Parent or Peer Feedback -10%

Ten percent, 10%, of a teacher's evaluation must be based on parent or peer feedback, including surveys. Surveys used to capture parent or peer feedback are anonymous.

Whole-School Student Learning Indicator(s) or Student Feedback -5%

Five percent (5%) of a teacher's evaluation must be based on whole-school student learning indicator(s) OR student feedback.

Survey Background

The Learning Clinic

had started development of stakeholder surveys under a district-wide improvement initiative when SEED guidelines became available. Because this work involved wide stakeholder involvement and was intended for use in school improvement, the district elected to continue the development and adaptation of these surveys for the purpose of educator evaluation.

The following outlines steps that the Educator Evaluation Committee has planned and begun in order to ensure usefulness, validity, reliability, and fairness:

- The educator evaluation committee applied their expertise in analyzing each question for validity. Some questions were purged and some were rewritten.
- The evaluation committee performed an alignment check on the surveys with the Connecticut School Leadership Standards. They found all six domains represented in both the parent and the teacher survey.
- The evaluation committee engaged the School Governance Councils in trials and reviews of usefulness in supporting school improvement efforts. They used the results to further refine the validity of questions as well as the clarity of directions, fairness, and usefulness.
- The committee recognizes that confirming validity, reliability, usefulness, and fairness will happen over time and that the surveys are subject to future revision.

Survey Administration

The Educator Evaluation Committee recognizes that the best method of administering surveys may vary from level to level and school to school. Therefore, it has built flexibility and discretion into the administration of the survey. There are only a limited number of requirements.

Requirements for the administration of surveys:

1. They must be anonymous
2. They must be administered in the spring semester
3. There must be a cover message from the principal/administrator that clearly informs stakeholders of procedures and purposes associated with the survey.

Among the strategies that they can consider for parent surveys are the following:

- Administering at an open house or other event that attracts large numbers of parents
- Mailing surveys to all families (one per household)
- Offering electronic options
- Mailing postcards that offer a menu of options
- Using the IRIS system to notify parents
- Creating incentives for survey return

Survey Analysis

Principals, assisted by School Governance Councils as appropriate, will analyze the results of the surveys to identify areas of needed improvement. These areas should align with school improvement goals.

Depending on the volume of responses and the availability of funding sources, principals may seek assistance from the IT department or an outside vendor in tabulating and providing an analysis of results.

In that surveys should be continually improved over time, principals should report problems with individual questions or survey design to the teacher evaluation committee for review and possible modification.

Teacher Stakeholder Feedback Guide

Topic	Description
<i>Designation of Stakeholders</i>	Parents
<i>Tool for Gathering Stakeholder Feedback</i>	Parent Surveys Developed by District (appendix)
<i>Utilization of Stakeholder Feedback</i>	The principal will select areas from the survey results that show need for improvement. Each teacher will select one of the areas as a focus for improvement.
<i>Standard for Demonstrating Improvement</i>	Implementation of relevant improvement strategies
<i>Rating of Stakeholder Feedback Category</i>	<u>Exemplary</u> =Evidence of successful implementation of an ambitious set of

	<p>improvement strategies. <u>Proficient</u>=Evidence of successful implementation of a reasonable set of improvement strategies. <u>Developing</u>=Evidence of substantial implementation of the intended improvement strategies. <u>Below Standard</u>=Evidence that shows no or only partial implementation of improvement strategies.</p>
<p><i>Timeline of Key Events</i></p>	<p><u>Spring</u>-Administration of parent surveys (dates and administration to be determined by building administrator based on plan to maximize survey return).</p> <p>Review and identification of possible improvement goals based on stakeholder feedback (administrator engages School Governance Council).</p> <p><u>Fall</u>-Selection of goal and outlining of improvement strategies in goal setting conference with evaluator.</p> <p><u>Mid-year</u>- At scheduled mid-year conference meeting with evaluator, discuss progress in implementing strategies and any revisions that are in order.</p> <p><u>Spring</u>- Add evidence of strategy implementation to self-assessment document.</p> <p><u>Prior to June 1</u>- Final conference with evaluator followed by rating assignment by evaluator.</p>

Student Growth and Development (45%)

Student Learning Objectives (SLOs) and Indicators of Academic Growth and Development (IAGDs)

Goals/Objectives - Indicators of Academic Growth and Development (IAGDs)

[45%]

Forty-five percent (45%) of a teacher's evaluation must be based on attainment of goals and/or objectives for student growth, using multiple indicators of academic growth and development to measure those goals/objectives.

Connecticut has selected a goal-setting process called Student Learning Objectives (SLOs) as the approach for targeting student growth during the school year. SLOs are specific and measurable targets.

The measurement of SLOs is done through Indicators of Academic Growth and Development (IAGDs). An IAGD is a measure used to determine SLO attainment.

SLO=Student Learning
Objectives

IAGD=Measure of SLO

Impacting Student Growth and Development Through SLOs

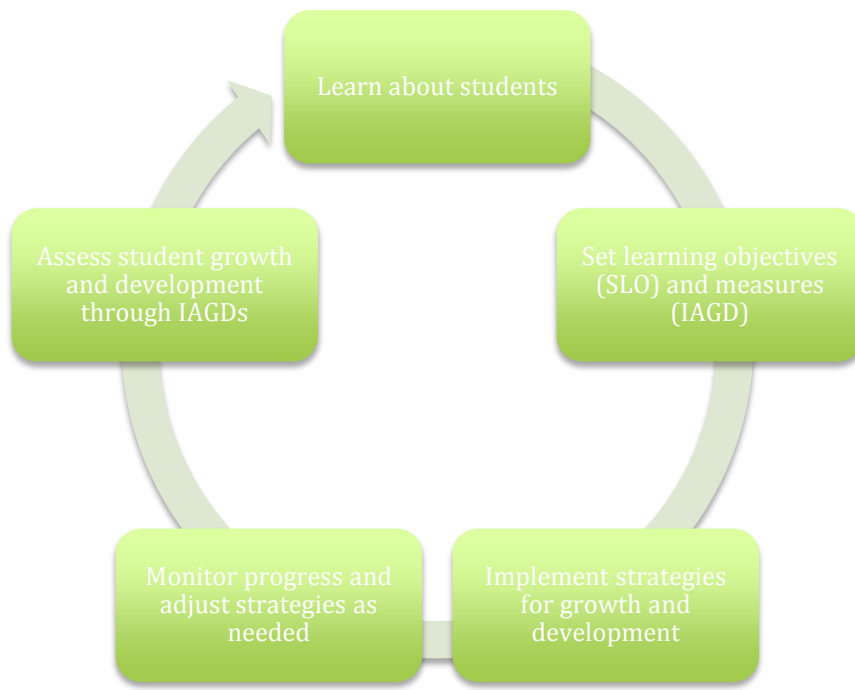
Step 1: Learn about this year's students (prior grades, end of year tests, benchmark assessments)

Step 2: Set objectives for student learning (SLOs) and determine measurement indicators (IAGDs)

Step 3: Develop and implement strategies to meet targets

Step 4: Monitor students' progress and adjust strategies as needed

Step 5: Assess student learning through pre-determined indicators



SLO Requirements

Each teacher will write two SLOs'

Teachers whose students take a standardized assessment will create one SLO based on standardized indicators and one SLO based on a minimum of one non-standardized indicator.

All other teachers will develop their two SLOs based on non-standardized indicators.

The CT Guidelines for Educator Evaluation define a standardized assessment as one with 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.

The following are examples of SLOs based on student data:

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

Guidance for Developing SLOs and Selecting IAGDs

The Student Learning Objectives (SLOs) should be broad goals for student learning. They should each address a central purpose of the teacher's assignment and should pertain to a large proportion of his/her students. Each SLO should reflect high expectations for student learning - at least a year's worth of growth (or a semester's worth for shorter courses) and should be aligned to relevant state, national (e.g., common core), or district standards for the grade level or course. Depending on the teacher's assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes).

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

An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. Each SLO must include at least one indicator.

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. Indicators can also address student subgroups, such as high or low-performing students or ELL students. It is through the first step of the process of student data that teachers will determine what level of performance to target for which students.

Since indicator targets are calibrated for the teacher's particular students, teachers with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all 2nd grade teachers in a district might use the same reading assessment as their IAGD, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade teachers.

Examples of SLOs and Corresponding IAGDs for Standardized Indicators

Teacher Assignment	Student Learning Objectives	Indicators of Academic Growth and Development
8th Grade Science	My students will master critical concepts of science inquiry.	78% of my students will score at the proficient or higher level on the science CMT in March 2013.

4th Grade	My 22 students will demonstrate improvement in or mastery of reading comprehension skills by June 2013.	<p>All 17 (77%) students assessed on the standard CMT will maintain proficiency, goal or advanced performance, or will gain a proficiency band on 4th grade CMT Reading in March 2013.</p> <p>All 5 students (23%) assessed on the MAS for Reading CMT will achieve at the proficient or goal level on the 4th grade CMT MAS in March 2013.</p>
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Examples of SLOs and Corresponding IAGDs for Non-Standardized Indicators

Teacher Assignment	Student Learning Objectives	Indicators of Academic Growth and Development
8th Grade Science	My students will master critical concepts of science inquiry.	My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a scoring rubric focused on key elements of science instruction.
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts teachers in our district.

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

- the rationale for the objective, including relevant standards;
- any important technical information about the indicator evidence (like timing or scoring plans);

-the baseline data that was used to set each IAGD;

-interim assessments the teacher plans to use to gauge students' progress toward the SLO during the school year (optional); and

-any training or support the teacher thinks would help improve the likelihood of meeting the SLO (optional).

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 three criteria described below. SLOs must meet all three criteria to be approved. If they do not meet one or more criteria, the evaluator will provide written comments and discuss their feedback with the teacher. SLOs that are not approved must be revised and resubmitted to the evaluator within ten days.

Grade/Subject	SLO	IAGD(s)
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.	<p>By May 15:</p> <ul style="list-style-type: none"> ▪Students who scored a 0-1 out of 12 on the pre-assessment will score 6 or better. ▪Students who scored a 2-4 will score 8 or better. ▪Students who scored 5-6 will score 9 or better. ▪Students who scored 7 will score 10 or better. <p><i>*This is one IAGD (assessment/measure of progress) that outlines differentiated targets based on pre-assessments.</i></p>
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.	<p>By May 30:</p> <ul style="list-style-type: none"> ▪90%-100% of all students will be proficient (scoring a 3 or 4) or higher on 5 of the 6 standards (as measured by 8 items) on the digital literacy assessment rubric. <p><i>*This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.</i></p>
11th Grade Algebra 2	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.	<p>By May 15:</p> <ul style="list-style-type: none"> ▪80% of Algebra 2 students will score an 85 or better on a district Algebra 2 math benchmark. <p><i>*This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.</i></p>
Grade/Subject	SLO	IAGD(s)
9th Grade ELA	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.	<p>By June 1:</p> <ul style="list-style-type: none"> ▪27 students who scored 50-70 on the pre-test will increase scores by 18 points on the post test. ▪40 students who score 30-49 will increase by 15 points. ▪10 students who scored 0-29 will increase by 10 points. <p><i>*This is one IAGD (assessment/measure of progress) that has been differentiated to meet the needs of varied student performance groups.</i></p>

<p>1st and 2nd Grade Tier 3 Reading</p>	<p>Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.</p>	<p>By June: IAGD #1: Students will increase their attitude towards reading by at least 7 points from baseline on the full scale score of the Elementary Reading Attitude Survey, as recommended by authors, McKenna and Kear. IAGD #2: Students will read instructional level text with 95% or better accuracy on the DRA.</p> <ul style="list-style-type: none"> ▪Grade 1-Expected outcome - Level 14-16. ▪Grade 2-Expected outcome - Level 22-24. <p><i>*These are two IAGDs using two assessments/measures of progress. IAGD #2 has also been differentiated to meet the</i></p>
<p>School Social Worker</p>	<p>As a result of participating in a 6-week targeted intervention using an evidence-based social skills curriculum, 6th grade students will improve their respectfully greet peers and staff members.</p>	<p>For each 6-week cycle: Pre and post- assessment data on appropriate social greetings, as articulated in an evidence-based curriculum:</p> <ul style="list-style-type: none"> ▪80% of students will not demonstrate incidents of inappropriate greetings following the 6th week of intervention when entering or leaving school, when entering and exiting a classroom and when passing in the hallway. ▪20% of students will demonstrate a 50% decrease in the use of inappropriate greetings following the 6th week of intervention when entering or leaving school, when entering and exiting a classroom and when passing in the hallway.
<p>Speech and Language Pathologist</p>	<p>Students will increase their ability to comprehend and respond to “wh-” questions regarding a story or event.</p>	<p>By June:</p> <ul style="list-style-type: none"> ▪12/14 students will respond appropriately to “who”, “what”, “where”, “when” and “why” questions regarding a story or event as measured by a district developed assessment.

SLO Approval Criteria

Priority of Content	Quality of Indicators	Rigor of Objective/Indicator
<p>Objective is deeply relevant to teacher’s assignment and addresses a large proportion of his/her students.</p>	<p>Indicators provide specific, measurable evidence. The indicators provide evidence about students’ progress over the school year or semester during which they are with the teacher.</p>	<p>Objective and indicator(s) are attainable but ambitious and taken together, represent at least a year’s worth of growth for students (or appropriate growth for a shorter interval of instruction).</p>

Implementing Instruction and Monitoring Students' Progress

Once SLOs are approved, teachers should implement instruction and monitor students' progress towards the objectives. They can, for example, examine student work products, 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.

If a teacher's assignment changes or if his/her student population shifts significantly, the SLOs can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

Assessing and Reflecting on Results

In preparation for the end of the year conference, the teacher should collect the evidence required by their indicators and submit it to the evaluator. Along with the evidence, teachers will complete and submit a self-assessment which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

1. Describe the results and provide evidence for each 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.

Assigning a Rating for Student Growth and Development

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

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

For SLOs with more than one indicator, 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 2 points, and the other SLO was Met, for 3 points, the student growth and development rating would be 2.5 $[(2+3)/2]$. The individual SLO ratings and the student growth and development rating will be shared and discussed with teachers during the End-of-Year Conference.

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

NOTE: For SLOs that include an indicator based on standardized tests results that are not available in time to score the SLO prior to the June 30 deadline, other procedures will be used. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if standardized tests are the basis for all indicators, then the teacher’s student growth and development rating will be based only on the results of the SLO that is based on non- standardized indicators.

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

Whole-School Student Learning Indicator (5%)

The whole school student learning indicator shall be equal to the aggregate rating for multiple student learning indicators established for the principal’s evaluation rating at that school. For most schools, this will be based on the school performance index (SPI), which correlates to the whole-school student learning on a principal’s evaluation.

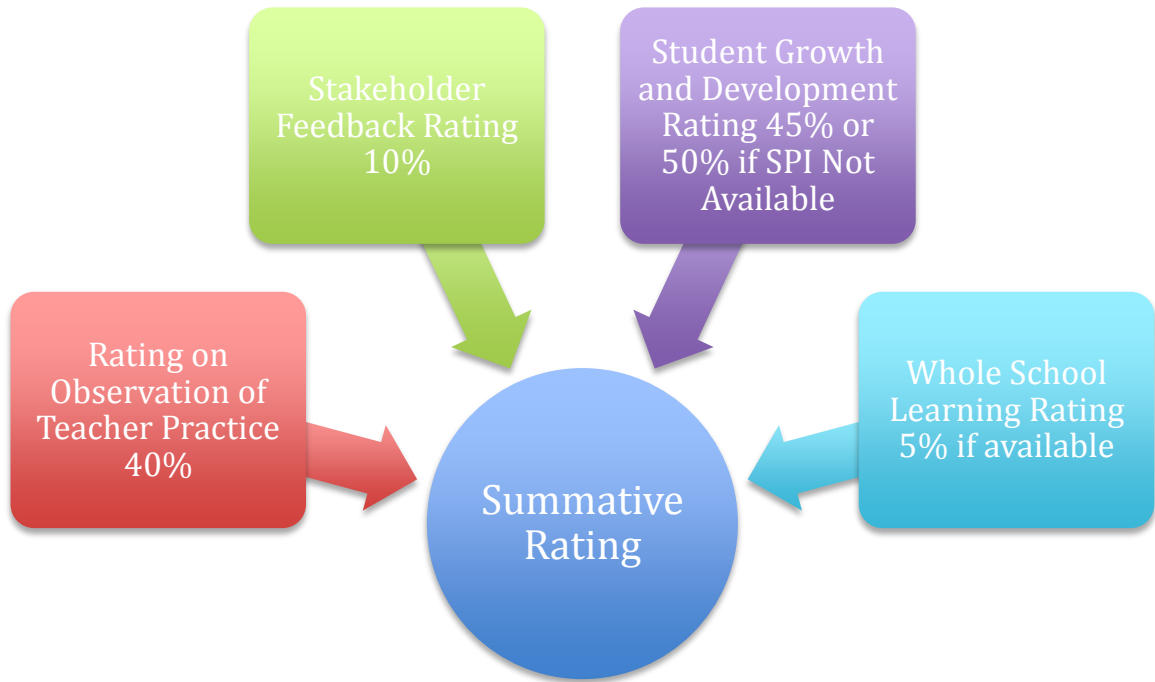
The following chart defines the rating for various levels of attainment of the SPI improvement target for the school:

Exemplary=4	Proficient=3	Developing=2	Below Standard=1
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

NOTE: If the whole-school student learning indicator rating is not available, then the student growth and development score will be weighted 50 and the whole-school student learning indicator will be weighted 0.

SUMMATIVE TEACHER EVALUATION SCORING

Teachers are rated in each of the four categories of the teacher evaluation model and subsequently receive a summative rating for their performance.



The categories are paired into the divisions of Teacher Practice and Student Outcomes.

Teacher Practice = *Observation of Teacher Practice* and *Stakeholder Feedback*.

Student Outcomes=*Student Growth and Development* and *Whole School Learning*.

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

How to Calculate the Summative Rating

- 1) Calculate a Teacher Practice Rating by combining the observation of teacher practice rating and the parent feedback rating.
- 2) Calculate a Student Outcomes rating by combining the student growth and development rating and whole-school student learning rating.
- 3) Apply the ratings calculated in steps one and two to the Summative Matrix to determine the summative rating.

Each step is illustrated below:

STEP 1: Calculate a Teacher Practice Related Indicators rating by combining the observation of teacher performance and practice score and the parent feedback score as shown in the chart below.

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 category scores to get the category points and sum as illustrated below.

Category	Score (1-4)	Weight	Points
Observation of Teacher Performance & Practice		40	
Parent Feedback		10	
		TOTAL TEACHER PRACTICE INDICATORS POINTS	

The total points are then compared to this table to determine the overall practice level:

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

STEP 2: Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning indicator score.

The student growth and development category counts for 45% of the total rating and the whole-school student learning indicator category counts for 5% of the total rating. (Should an SPI not be available for the school, the entire 50% will be based the Student Growth Measures-SLOs). Multiply these weights by the category scores and sum as illustrated below:

Category	Score (1-4)	Weight	Points
Student Growth (SLOs)		45	

Whole School Learning Indicator		5	
		TOTAL TEACHER OUTCOME INDICATORS POINTS	

The total points are then compared to this table to determine the overall outcome level:

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

STEP 3: Use the Summative Matrix to determine the Summative Rating.

Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating.

Summative Matrix

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

**If the two focus areas 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 make a summative decision.

Summative ratings must be completed for all teachers by June 1 of a given school year. Should standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by standardized test data, the evaluator may 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.

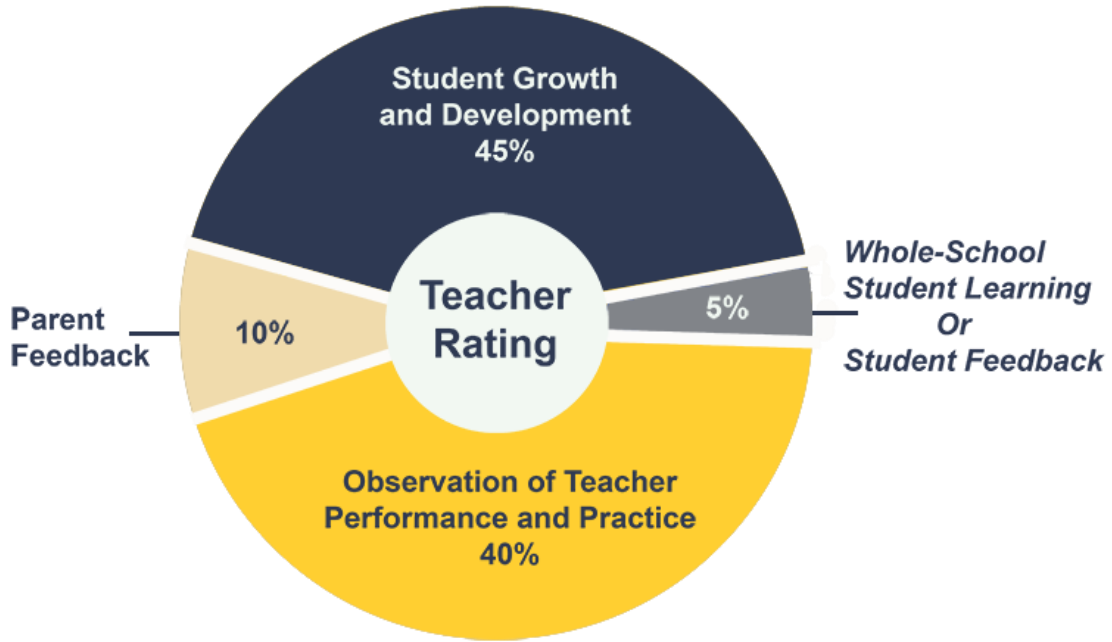
Definitions of Effectiveness and Ineffectiveness

The Learning Clinic has adopted the following definitions of effectiveness and

Educator Category	Definition of Effectiveness	Definition of Ineffectiveness
Novice-Years 1-2	Summative ratings of developing or better	Summative rating of below standard
Novice Year 3	At least one summative rating of proficient or better in years 1-3 and no summative rating less than developing	Summative rating of below standard
Novice Year 4	Two summative ratings of proficient or better, one of which must be in year 4 and no summative rating less than developing	Below standard summative rating OR More than two developing summative ratings in years 1-4
Experienced Educator New to District Year 1	Summative rating of developing or better	Below standard summative rating
Experienced Educator	At least one	Below standard

New to District Year 2	summative rating of proficient or better (other summative rating must be at least developing)	summative rating OR Two consecutive summative ratings of developing
Post-Tenure Teachers	A pattern of summative ratings of proficient or better with no two consecutive ratings of developing	Summative rating of below standard OR Two consecutive summative ratings of developing

Summative Teacher Evaluation Scoring
Summative Scoring



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

Definition of Effectiveness and Ineffectiveness

Teachers shall generally be deemed effective if the educator receives at least two sequential Accomplished summative ratings, one of which must be earned in the fourth year of a beginning teacher's career. A Not Demonstrated rating may 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 Accomplished ratings in years three and four.

The Head of School shall offer a contract to any educator deemed effective at the end of year four. This shall be accomplished through the specific issuance to that effect. A educator shall generally be deemed effective if said educator receives summative Accomplished ratings and the observation of practice for the school year is rated Accomplished. Two summative Developing ratings or one summative Not Demonstrated rating at any time would deem the educator Ineffective. If after one formal classroom observation a post-tenure teacher is rated Developing, an additional observation may be provided. By mid-year the teacher will receive intensive support and will create a mutually-developed individualized plan for improvement if the classroom observation score remains Developing.

Dispute-Resolution Process

A panel, composed of The Learning Clinic Administrators, the teacher, the evaluating administrator and a neutral third person, shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the Executive Director.

The Learning Clinic
Administrator Professional Learning and Evaluation Program

OVERVIEW

The Learning Clinic Administrator Evaluation and Professional Learning Plan develops and promotes a shared understanding of leader effectiveness. The plan defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in their community. It provides a structure for the ongoing development of principals and other administrators. This structure provides a basis for assessing their strengths and growth areas as well as feedback to support their development in all areas. The model meets all of the requirements for the evaluation of 092 endorsement holders as outlined in Connecticut Statute and Connecticut State Board of Education regulations.

Orientation and Training Programs

During the spring of 2013, The Learning Clinic's Educational Administrator participated in state training session. The Head of School participated in state training in 2015. As more educational administrators a series of sessions for all administrators being evaluated will be held, so that they will understand the evaluation system, the processes, and the timelines for their evaluation. Special attention will be given to The Connecticut Leader Evaluation and Support Rubric 2015, so that all administrators fully understand the and the requirement for being an Effective administrator. Additional sessions will be provided throughout the academic year that will provide The Learning Clinic Educational administrators with access to resources and to connect with colleagues to deepen their understanding of the plan.

The Administrator Evaluation Categories

1. Leadership Practice (40%)

An assessment of an administrator's leadership practice by direct observation of practice and the collection of other evidence:

2. Stakeholder Feedback (10%)

Assessed by administration of a survey with measures that align to the Connecticut Leadership Standards

3. Student Learning (45%)

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

4. Teacher Effectiveness (5%)

As measured by an aggregation of teachers' student learning objectives.

Category #1: 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: Connecticut School Leadership Standards adopted by the Connecticut State Board of Education in June of 2012.

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) for Head of School will be weighted twice as much as** any other Performance Expectation. The other Performance Expectations must have a weighting of at least 5% of the overall evaluation.

These weightings will be consistent for all principals and other administrators. For other 092 certificate holders in non-teaching roles, the six Performance Expectations are weighted equally. In order to arrive at these ratings, administrators are measured against the **Leader Evaluation Rubric (Appendix G)** which describes leadership actions across four performance levels for each of the six performance expectations and associated elements. During the goal setting conference, administrators and their evaluator may select to focus on elements within the performance expectations of the Common Core of Leading Rubric as appropriate for the role and responsibilities of the administrator within the learning environment.

The four performance levels are:

Exemplary: The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing *Exemplary* performance from *Effective* performance.

Effective: The rubric is anchored at the Proficient Level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted in **bold** at the *Effective* level.

Developing: The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.

Below Standard: The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader. Two key concepts, indicated by bullets, are often included as indicators. Each of the concepts demonstrates a continuum of performance across the row, from *Below Standard* to *Exemplary*.

Assigning ratings for each Performance Expectation:

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which administrators are meeting each Performance Expectation.

Evaluators and administrators will review performance and complete the evaluation at the Performance Expectation level, NOT at the Domain level. Additionally, it is important to document an administrator's performance on each Performance Expectation with evidence generated from multiple performance indicators, but not necessarily all performance indicators. As part of the evaluation process, evaluators and school leaders should identify a few specific areas for ongoing support and growth.

Assessing the practice of administrators other than principals and assistant principals:

For administrators in non-school roles, administrator practice will be assessed based upon ratings from evidence collected directly from the Connecticut School Leadership Standards/Standards for School Leaders. The leader evaluation rubric will be used in situations where it is applicable to the role of the administrator.

Leadership Practice Summative Rating:

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

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

1. The administrator and evaluator meet for a **Goal-Setting Conference by the August 15** to identify focus areas for development of the administrator's leadership practice.
2. The administrator being evaluated collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the

identified focus areas for development. **Evaluators of administrators must conduct at least two school site observations for any principal or assistant principal and will conduct at least four school site observations for principals who are new to their district, school, the profession, or who have received ratings of *Developing* or *Below Standard*.** Evaluators of other Bolton administrators will conduct at least two observations and/or reviews of practice.

3. The administrator being evaluated and the evaluator hold a **Mid-Year Formative Conference by January 30** with a focused discussion of progress toward proficiency in the focus areas identified as needing development.

4. **By May 30**, the administrator being evaluated reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.

5. **By June 30**, the evaluator and the administrator being evaluated meet to discuss all evidence collected. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of exemplary, proficient, developing, or below standard for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the Leadership Practice Matrix and generates a **Summary Report of the evaluation by June 30**.

Step 2: Goal Setting and Plan Development

Before a school year starts, administrators identify a target for growth on the SPI, identify two (2) SMART Goals and one stakeholder feedback target. Then administrators identify the two (2) areas of focus for their practice ***that will help them accomplish*** their SMART goals and stakeholder feedback targets, choosing from among the elements of the Connecticut School Leadership Standards. Administrators will identify two (2) specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is critical that the administrator connect improvement in the practice focus areas to the SMART goals and stakeholder feedback targets, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet in August to discuss and agree on the selected outcome goals and practice focus areas. The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in accomplishing the goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual’s evaluation plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used. The goal-setting form is to be completed by the administrator being evaluated. The focus areas, goals, activities, outcomes, and time line will be reviewed by the

administrator's evaluator prior to the beginning work on the goals. The evaluator may suggest additional goals as appropriate.

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

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

A note on the frequency of school site observations:

2 observations for each administrator

4 observations for assistant principals and for any administrator new to Bolton, or who has received ratings of *Developing* or *Below Standard*

Step 3: Mid-Year Formative Review

Midway through the school year there will be 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 being evaluated and the evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. The meeting is also an opportunity to surface any changes in the context

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

Summative ratings must be completed for all administrators by **June 30** of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator may recalculate the administrator's summative rating when the data is available and submit the

adjusted rating no later than August 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

SUMMATIVE ADMINISTRATOR EVALUATION RATING

Each administrator shall annually receive a summative rating in one of four levels:

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

Effective represents fully satisfactory performance. It is the rigorous standard expected for most experienced administrators. *Effective* administrators can be characterized as:
Meeting expectations as an instructional leader

Meeting expectations in at least 2 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 2 SMART Goals aligned to school and district priorities

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

Evaluation

Supporting administrators to reach the *Effective* rating is at the very heart of this evaluation model.

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

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

Developing is expected. If, by the end of three years, performance is still *Developing*, there is cause for concern.

A rating of *Below Standard* indicates performance that is below *Effective* on all components or unacceptably low on one or more components.

DETERMINING SUMMATIVE RATINGS

The process for determining summative evaluation ratings has three steps: (a) determining a practice rating, (b) determining an outcomes rating and (c) combining the two into an overall rating.

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

The practice rating derives from an administrator's performance on the six performance expectations of the leader evaluation rubric and the stakeholder feedback target. Evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. The Stakeholder Feedback rating is combined with the Leadership Practice rating and the evaluator uses the matrix, on page 54, to determine an overall Practice Rating.

B. OUTCOMES: SMART goals (45%) + Teacher Effectiveness (5%) = 50%

The outcomes rating derives from the two student learning measures, state test results (SPI) and SMART goals, and teacher effectiveness outcomes. Pending U.S. Department of Education's approval for CT's request for flexibility on the use of student test data in 2016, Bolton will not require that 22.5% of the administrator's student learning component incorporate SPI progress. Given this adjustment, the entire 45% of an administrator's overall rating on student learning indicators shall be based on the locally-determined indicators.

As shown in the Summative Evaluation Form in Appendix J, state reports provide an assessment rating and evaluators record a rating for the SMART goals agreed to in the beginning of the year. These two combine to form the basis of the overall SMART goals rating. The Teacher Effectiveness rating is combined with the SMART goals rating and the evaluator uses the matrix below to determine an overall Outcomes Rating.

C. FINAL SUMMATIVE: Practice (50%) + Outcomes (50%) = 100%

ADMINISTRATOR PROFESSIONAL ASSISTANCE AND SUPPORT PLAN (PASS)

Administrators who receive a summative evaluation ratings that are *Developing* or *Below Standard* will be required to work with their evaluator (or designated Administrator Performance Remediation Plan Developer) to design an administrator performance remediation plan. Administrators must receive a summative evaluation rating of *Effective* within a year of the Administrator Performance Remediation Plan being developed. The plan will be created within 30 days after the completion of the Summative Evaluation Rating Conference. The Administrator Performance Remediation Plan will identify areas of needed improvement and include supports that Bolton will

provide to address the performance areas identified as needing improvement. After the development of the Administrator Performance Remediation Plan, the administrator and evaluator will collaborate to determine the target completion date.

The plan must include the following components:

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

The plan will be designed and written in a collaborative manner and will focus on the development of a professional learning community supporting colleagues within this level. The administrator and evaluator will sign the plan. The contents of the plan will be confidential.

Dispute-Resolution Process

A panel, composed of The Learning Clinic Administrators, the administrator, the evaluating administrator and a neutral third person, shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the Executive Director.

EVALUATION BASED PROFESSIONAL LEARNING

As our core values indicate, The Learning Clinic believes that the primary purpose for professional learning is school improvement as measured by the success of every student. We also believe that professional learning must focus on creating meaningful experiences for all staff members. Designing evaluation-based professional learning is a

dynamic process. Working with program goals and data from the educator evaluation process, professional learning is planned to strengthen instruction around identified student growth needs or other areas of identified educator needs.

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

Career Development and Professional Growth

The Learning Clinic values opportunities for career development and professional growth. These opportunities may be about deepening skills, knowledge or understanding in the particular job an administrator holds and/or helping to develop and explore new career options, and/or helping others to develop into leaders throughout the organization. The Learning Clinic provides opportunities for career and professional growth based on an Administrator's performance identified through the evaluation process. Examples of these range of growth opportunities include but are not limited to: observation of peers; mentoring/coaching early career administrators; leading learning experiences for peers; cultivating leaders within a building; connecting research to practice; contributing to The Learning Clinic as an organization and providing opportunities for others to grow; differentiated career pathways, or the development of skills to lead to new career opportunities, and targeted professional development based on areas of need. The development of leadership occurs on a continuum.

Professional Assistance Plan

The Professional Assistance program is intended to assist Administrator whose performance is below standard or developing. This plan is composed of two levels: Supervised Assistance and Intensive Assistance.

Administrators assigned to the Professional Assistance Program will work cooperatively with their evaluators and bargaining unit representative to develop and implement an individualized remediation plan designed to assist the administrator in meeting competence. In general an administrator will be placed in the first level – Supervised Assistance – to address area(s) of concern in their performance. The Head of School may however immediately place an administrator in the second level – Intensive Assistance – to address serious concerns. The Professional Assistance Program will include sufficient opportunities for the administrator to obtain assistance from peers and





evaluators and/or participate in special training that is purposefully designed to build the administrator's competency.

CCT RUBRIC FOR EFFECTIVE TEACHING 2014 - AT A GLANCE

Evidence Generally Collected Through In-Class Observations	Evidence Generally Collected Through Non-Classroom Observations/Reviews of Practice
DOMAIN 1: Classroom Environment, Student Engagement and Commitment to Learning³	DOMAIN 2: Professional Responsibilities and Teacher Leadership
<p>Teachers promote student engagement, independence and interdependence in learning and community by:</p> <p>1.a Creating a positive learning environment that is responsive to and respectful of the learning needs of all students;</p> <p>2.b Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students; and</p> <p>3.c Maximizing instructional time by effectively managing routines and transitions.</p>	<p>Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</p> <p>2.a Planning instructional content that is aligned with standards, builds on students’ prior knowledge and provides for appropriate level of challenge for all students;</p> <p>2.b Planning instruction to cognitively engage students in the content; and</p> <p>2.c Selecting appropriate assessment strategies to monitor student progress.</p>
DOMAIN 3: Instruction for Active Learning	DOMAIN 4: Professional Responsibilities and Teacher Leadership
<p>Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</p> <p>3.a Implementing instructional content for learning;</p> <p>3.b Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies; and</p> <p>3c. Assessing student learning, providing feedback to students and adjusting instruction.</p>	<p>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others and leadership by:</p> <p>4.a Engaging in continuous professional learning to impact instruction and student learning;</p> <p>4.b Collaborating with colleagues to examine student learning data and to develop and sustain a professional learning environment to support student learning; and</p> <p>4.c Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.</p>

³Domain 5: Assessment is embedded throughout the four domains

CCT Rubric for Effective Service Delivery 2015 — At a Glance

Evidence Generally Collected Through Observations	Evidence Generally Collected Through Non-classroom/Reviews of Practice
<p> Domain 1: Learning Environment, Engagement and Commitment to Learning</p> <p><i>Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <ul style="list-style-type: none"> 1a. Promoting a positive learning environment that is respectful and equitable. 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment. 1c. Maximizing service delivery by effectively managing routines and transition. 	<p> Domain 2: Planning for Active Learning</p> <p><i>Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> 2a. Developing plans aligned with standards that build on learners’ knowledge and skills and provide an appropriate level of challenge. 2b. Developing plans to actively engage learners in service delivery. 2c. Selecting appropriate assessment strategies to identify and plan learning targets.
<p> Domain 3: Service Delivery</p> <p><i>Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> 3a. Implementing service delivery for learning. 3b. Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence- based learning strategies. 3c. Assessing learning, providing feedback and adjusting service delivery. 	<p> Domain 4: Professional Responsibilities and Leadership</p> <p><i>Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <ul style="list-style-type: none"> 4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning. 4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning. 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning

Evaluation and Support Plan Form

Administrator's Name _____ Evaluator's Name _____ School _____

Key Findings from Student Achievement and Stakeholder Survey Data	Outcome Goals– 3 SLOs and 1 Survey Target	Leadership Practice Focus Areas (2)	Strategies	Evidence of Success	Additional Skills, Knowledge and Support Needed	Timeline for Measuring Goal Outcomes
	SLO 1:	Focus Area 1:				
	SLO 2:	Focus Area 2				
	SLO 3:					
	Survey Target 1:					

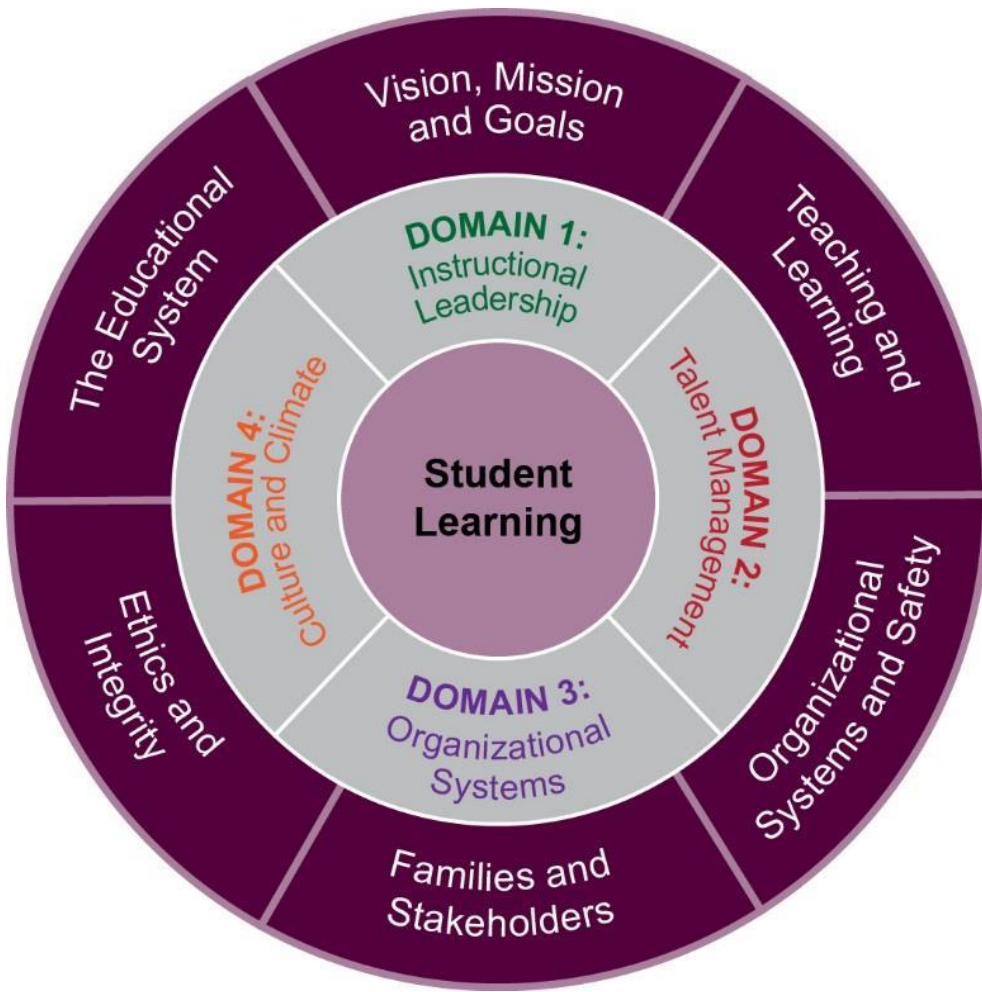
Comparison of CT Leader Evaluation Rubric and CT Leader Evaluation and Support Rubric 2015

In the revised rubric, the six Performance Expectations of the CCL-CSLS have been reorganized into four domains and renamed to capture the most essential skills of a leader.

CCL-CSLS	CT Leader Evaluation and Support Rubric 2015
<p>Performance Expectation 1: Vision, Mission and Goals: Element A: High Expectations for All Element B: Shared Commitments to Implement and Sustain the Vision, Mission and Goals Element C: Continuous Improvement toward the Vision, Mission and Goals</p> <p>Performance Expectation 2: Teaching and Learning Element A: Strong Professional Culture Element B: Curriculum and Instruction Element C: Assessment and Accountability</p> <p>Performance Expectation 3: Organizational Systems and Safety Element A: Welfare and Safety of Students, Faculty and Staff Element B: Operational Systems Element C: Fiscal and Human Resources</p> <p>Performance Expectation 4: Families and Stakeholders Element A: Collaboration with Families and Community Members Element B: Community Interests and Needs Element C: Community Resources</p> <p>Performance Expectation 5: Ethics and Integrity Element A: Ethical and Legal Standards of the Profession Element B: Personal Values and Beliefs Element C: High Standards for Self and Others</p> <p>Performance Expectation 6: The Education System Element A: Professional Influence Element B: The Educational Policy Environment Element C: Policy Engagement</p>	<p>Domain 1: Instructional Leadership Indicator 1.1 Shared Vision, Mission and Goals Indicator 1.2 Curriculum, Instruction and Assessment Indicator 1.3 Continuous Improvement</p> <p>Domain 2: Talent Management Indicator 2.1 Recruitment, Selection and Retention Indicator 2.2 Professional Learning Indicator 2.3 Observation and Performance Evaluation</p> <p>Domain 3: Organizational Systems Indicator 3.1 Operational Management Indicator 3.2 Resource Management</p> <p>Domain 4: Culture and Climate Indicator 4.1 Family, Community and Stakeholder Engagement Indicator 4.2 School Culture and Climate Indicator 4.3 Equitable and Ethical Practice</p>

Comparison Leader Evaluation and Support Rubric 2015 – At a Glance

Evidence Generally Collected Through Observations	Evidence Generally Collected Through Non-classroom/Review of Practice
<input type="checkbox"/> Domain 1: Instructional Leadership	<input type="checkbox"/> Domain 2: Talent Management
<p><i>Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.</i></p> <p>1.1 Shared Vision, Mission and Goals — Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.</p> <p>1.2 Curriculum, Instruction and Assessment — Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.</p> <p>1.3 Continuous Improvement — Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.</p>	<p><i>Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.</i></p> <p>2.1 Recruitment, Selection and Retention — Recruits, selects, supports and retains effective educators needed to implement the school or district’s vision, mission and goals.</p> <p>2.2 Professional Learning — Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district’s vision, mission and goals.</p> <p>2.3 Observation and Performance Evaluation — Ensures high-quality, standards- based instruction by building the capacity of educators to lead and improve teaching and learning.</p>
<input type="checkbox"/> Domain 3: Organizational Systems	<input type="checkbox"/> Domain 4: Culture and Climate
<p><i>Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high- performing learning environment.</i></p> <p>3.1 Operational Management — Strategically aligns organizational systems and resources to support student achievement and school improvement.</p> <p>3.2 Resource Management — Establishes a system for fiscal, educational and technology resources that operate in support of teaching and learning.</p>	<p><i>Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.</i></p> <p>4.1 Family, Community and Stakeholder Engagement — Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.</p> <p>4.2 School Culture and Climate — Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.</p> <p>4.3 Equitable and Ethical Practice — Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school/district community.</p>



Business Rules for Student Learning Goals/Objectives (SLOs) for Educators in CSDE – APSEPs

The Approved Providers of Special Education Programs (APSEPs) serve students who cannot be effectively served in LEAs. Students in these programs may have additional cognitive and/or non-cognitive disabilities that prevent them from fully accessing the academic curriculum. Each individual APSEP will have a professional staff with specific expertise to serve students with certain disabilities. Teachers and Student and Educator Support Specialists (SESS) are employed to provide the academic program and to address the disabilities that may impact the ability of the student to be successful in the academic program.¹

Within the context of the State educator evaluation and support system, 45% of the evaluation is comprised of one or more Student Learning Goals/Objectives (SLOs) using multiple indicators of academic growth and development to measure those objectives. While student growth as defined in Connecticut’s Guidelines for Educator Evaluation includes “academic growth,” some educators in APSEPs will not have an academic assignment or will have an assignment that has a dual purpose of addressing a student’s disability and providing academic instruction. In these instances, student development rather than academic growth may be appropriate.

Additionally, because of the unique nature of a student’s disability or the mission of a specific APSEP, students are often not in attendance full time for the traditional school year. These draft business rules for SLOs are designed to address issues that are unique to the educator/student interaction in these programs. Some of these business rules may have to be adjusted since it is not possible to capture all scenarios relating to educators’ assignments.

Educators in APSEPs can consider the following when developing their SLOs:

1. Align to the mission of the APSEP
 - SLOs should be focused on growth central to student learning. Whether the growth is academic or non-academic, the SLO should directly relate to the mission of the APSEP - the reason why the LEA initially referred the student to the program
2. Identify the scope of the educator’s assignment.
 - If a majority of the assignment is focused on student academic growth, then the SLO should measure the educator’s impact on student academic growth.
 - The non-academic component of the educator’s assignment can be assessed either through a second SLO or through evidence collected through the educator observation component of the evaluation.
 - If less than a majority of the educator’s assignment involves academic instruction, the SLO can be written to measure either academic growth or non-academic growth, or both.
 - If the SLO is designed to measure only academic growth, the non-academic component of the educator’s assignment can be assessed either through a

¹ Teachers and Student and Educator Support Specialists (SESSs) are collectively referred to as educators throughout these business rules.

second SLO or through evidence identified through the educator observation component of the evaluation.

3. Determine how the educator will measure growth. (This should address SLO outcomes and not IEP Goals that are determined by the PPT.)
 - Select the appropriate type of growth based on the student population: Common, banded, growth to mastery, rubric/achievement level increase, or differentiated student growth. (see page 36 in the *Student Learning Goals/Objectives 2014: A Handbook for Administrators and Teachers* for guidance on measuring growth in Student Learning Goals/Objectives.
 - There may be educational settings where students of varying academic ability are grouped together. In these instances, differentiated student growth targets may make the most sense.
 - Given the unique needs of the students in these programs, it is likely that assessments to measure growth will have to be developed or modified to be used within the SLO. The APSEP must develop a process to review educator-developed assessments to be used to measure objectives, if they are non-standardized assessments. Please refer to Appendix A – Non-standardized Assessment Options for Measuring Student Growth, located in *Student Learning Goals/Objectives 2014: A Handbook for Administrators and Teachers* for guidance on factors to address when creating assessments for use in SLOs.
 - A core issue for any SLO is the expected amount of student growth and whether the student growth target is rigorous but attainable. During this required pilot, the educators and the evaluators will gain experience in setting growth targets. However, initially each APSEP should determine what student growth expectations are based on past cohorts of students who attended the program, the expected interval of instruction, and the cognitive and non-cognitive characteristics of the students served.

4. Interval of Instruction and Attendance.

Students in APSEPs are less likely to have their interval of instruction align to a traditional school year. Very often the goal is to limit a student's time in the program and return the student to his or her home school as soon as possible. Additionally, with IEPs, the interval of instruction will be defined and may vary for each student. Crafting SLOs for less than a full year of instruction is appropriate but may have to account for a number of issues unique to the mission of the APSEP. Specifically:

- During the interval of instruction for an educator's SLO, the educator and his/her evaluator must consider student mobility and students being taken out of class for other services and supports. A good rule of thumb is to only count student growth for students that are in attendance for at least 80% of the interval of instruction.
- There may be educational settings where students enter and exit at varying times, resulting in multiple intervals of instruction for the educator's students. While it may not be possible to create an approach that will account for all students, below are some suggested guidelines:
 - Formative assessments can be used at selected intervals to assess student growth.

- A plan can be developed that allows for results on formative assessments as well as the summative assessment (for students still in attendance) to be used in calculating an educator's overall SLO rating.
- Using this approach, the attendance of students will still be a factor. For example, if a student is not in attendance for at least 80% (or whatever percentage is set by the APSEP) during the period of time leading up to the formative assessment, that assessment should not be included in calculating the educator's SLO rating.
- During focus groups with educators from APSEPs, a few program participants identified educational settings where there is a limited time period when educators are engaged with students. To assess the effectiveness of these educators, the following guidance is suggested:
 - Identify the period of time where an SLO would not be practical because of the length of time the student is with the educator and/or the educator/student interaction is not appropriate for measuring student growth.
 - The educator and evaluator identify the purpose of the interaction between the student and educator. They also agree on what each of the four levels of performance would look like for exemplary, proficient, developing and below standard. Rather than just using the description, "substantially exceeding indicators of performance" for exemplary, describe actual student outcome targets (whether they are academic or non-academic) for each student in that class. Since outcomes will not be measured with standardized assessments, it's important that educators and evaluators agree on what is considered either successful or unsuccessful attainment of the outcome(s).
 - The ratings for an agreed upon number of intervals of instruction with different cohorts of students are aggregated to form the 45% student learning indicators.

5. Individual Education Plans (IEPs)

In limited instances, it may be appropriate to use the IEP goals for the SLO. This approach may be appropriate for SESSs that are not engaged in academic instruction. There are several issues that should be addressed when using the IEP goals within the SLO.

- IEPs may identify a team of educators whose assignments will all contribute to the student's success in meeting the IEP goals. In some instances, specific IEP goals can be identified for each educator, and for other goals, this may not be possible. In the latter instance, care must be taken to not overly attribute success or failure to individual educators who are part of the IEP team for that student. For example, shared goals could be given less weight towards an educator's SLO rating than individual IEP goals.
- IEPs may have intervals of instruction with varying time periods as identified in #4 above. One approach could be as follows:
 - The students with IEPs assigned to the educator from September 1 thru October 15th will constitute the student population for the educator's SLO.
 - The overall SLO statement will be to effectively meet the IEP goals attributed to the work of the educator.
 - Given the nature of the IEP goals for each student and the work of the educator to successfully attain those goals, an appropriate weighting of the IEP goals is developed and used to determine the educator's SLO rating.

6. Alternative Approaches

The CSDE recognizes that some APSEPs may not be able to use these business rules due to the mission of the institution and the cognitive and non-cognitive needs of the students that they serve. Any alternative approach submitted by an APSEP for approval by the CSDE should include a rationale for why the proposed approach is the most appropriate for the educators in the APSEP.

Parent Survey

Please circle the number that you feel best answer each question.

1 I am satisfied with my child's overall special education program.

1 Strongly Agree 2 Moderately Agree 3 Slightly Agree 4 Slightly Disagree 5 Moderately Disagree 6 Strongly Disagree

2 I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.

1 Strongly Agree 2 Moderately Agree 3 Slightly Agree 4 Slightly Disagree 5 Moderately Disagree 6 Strongly Disagree

3 My child is accepted within the school community.

1 Strongly Agree 2 Moderately Agree 3 Slightly Agree 4 Slightly Disagree 5 Moderately Disagree 6 Strongly Disagree

4 My child's Individualized Education Plan (IEP) is meeting his or her educational needs.

1 Strongly Agree 2 Moderately Agree 3 Slightly Agree 4 Slightly Disagree 5 Moderately Disagree 6 Strongly Disagree

5 Staff is appropriately trained and able to provide my child's specific program and services.

1 Strongly Agree 2 Moderately Agree 3 Slightly Agree 4 Slightly Disagree 5 Moderately Disagree 6 Strongly Disagree

6 My concerns and recommendations are documented in the development of my child's IEP.

1 Strongly Agree 2 Moderately Agree 3 Slightly Agree 4 Slightly Disagree 5 Moderately Disagree 6 Strongly Disagree

7 My child is learning skills that will enable him/her to be as independent as possible.

1 Strongly Agree 2 Moderately Agree 3 Slightly Agree 4 Slightly Disagree 5 Moderately Disagree 6 Strongly Disagree

Only answer if your child was age 15 or older.

8 The PPT developed individualized goals for my child related to employment/postsecondary education, independent living and community participation.

1 Strongly Agree 2 Moderately Agree 3 Slightly Agree 4 Slightly Disagree 5 Moderately Disagree 6 Strongly Disagree

Student Survey

Classroom _____

Date _____

Please circle the best answer to each question. Do not put your name on this survey. There are no right or wrong answers. We hope that you feel comfortable to answer the questions honestly.

1. I like to come to school each day.

1 All of the time 2 Most of the time 3 Some of the time 4 None of the time

2. I feel the students in this school are friendly.

1 All of the time 2 Most of the time 3 Some of the time 4 None of the time

3. I feel physically safe at school.

1 All of the time 2 Most of the time 3 Some of the time 4 None of the time

4. I feel comfortable sharing my thoughts and ideas at this school.

1 All of the time 2 Most of the time 3 Some of the time 4 None of the time

5. I feel my peers treat me fairly.

1 All of the time 2 Most of the time 3 Some of the time 4 None of the time

6. I feel the adults in my school treat me fairly.

1 All of the time 2 Most of the time 3 Some of the time 4 None of the time

7. I have been the target of hurtful communications through social media.

Never Once 2-5 times 6 or more times

8. I have participated in hurtful communications through social media.

Never Once 2-5 times 6 or more times