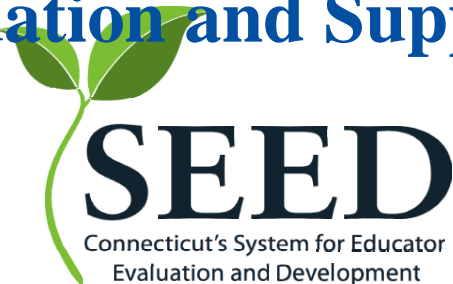


**Connecticut State
Department of Education:
PACES**

**2016 SEED Handbook
Connecticut's System for
Educator Evaluation and
Development**

*Adapted for CSDE-Approved Private Special
Education Programs for 2016-2017*

**Connecticut's State
Model for Educator
Evaluation and Support**



Connecticut State Department of Education

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Introduction

The portions of this document highlighted in red represent the proposed adaptations to the SEED model that were developed in 2014 with input from executive directors representing Connecticut's Approved Private Special Education Programs (APSEPs) and feedback from two focus groups, inclusive of teachers and administrators from APSEPs. As part of the 2015-16 required pilot, the CSDE, in partnership with the Community Training and Assistance Center (CTAC), conducted an implementation study of educator evaluation and support in APSEPs. As such, the CSDE and CTAC sought input from educators in APSEPs during 2015-16 in order to identify promising practices, provide recommendations and analyze results to help determine any changes that may need to be made to the Guidelines for Educator Evaluation.

In December 10, 2015, President Obama signed into law the Every Student Succeeds Act (ESSA), which reauthorizes the Elementary and Secondary Education Act (ESEA) and replaces No Child Left Behind (NCLB). With respect to educator evaluation and support, ESSA grants states greater flexibility. The Performance Evaluation Advisory Council (PEAC) remains the body charged with making recommendations to the State Board of Education (SBE) for amendments to Connecticut's current system. PEAC continues to meet on multiple occasions since the passage of ESSA to discuss areas of potential refinement to the Connecticut Guidelines for Educator Evaluation, as well as ongoing support for implementation.

As Connecticut transitions to evaluation and support requirements in accordance with ESSA during the 2016-17 academic year, the CSDE SEED Handbook – Adapted for Approved Private Special Education Programs used in the 2015-16 Required Pilot, will remain in effect during 2016-17.

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

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

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

Public Act 12-116, *An Act Concerning Education Reform*, requires an annual performance evaluation system for administrators and teachers, based upon a new standard of effective practice. The Connecticut Guidelines for Educator Evaluation were approved by the State Board of Education (SBE) in June of 2012 and amended in May 2014. Connecticut's System for Educator Evaluation and Development (SEED) is a model evaluation and support system that is aligned to the Guidelines and reflects the commitment of the CSDE to enhance the effectiveness of each and every educator in Connecticut through improved evaluation, support and professional learning. Educators in CSDE-Approved Private Special Education Programs share this commitment.

In order to meet the statutory obligations as specified under Sections 10-76a to 10-76ee, a Local Educational Agency (LEA or district) may find it necessary to contract with a private special education facility to implement a student's individual educational program developed through the local district's Planning and Placement Team (PPT) process for a student whose needs cannot be met within a less restrictive in-district setting.

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

During the 2013-14 academic year, representatives from the CSDE Bureau of Educator Effectiveness and the CSDE Bureau of Special Education, CREC, and Education Directors from CSDE-Approved Private Special Education Programs (APSEPs) throughout Connecticut developed recommendations regarding the implementation of the SEED model in the context of APSEPs to be used during a Permissive Pilot in 2014-15. These recommendations are embedded within this version of the SEED model were part of a Required Pilot for APSEPs in 2015-16, and will continue throughout 2016-17.

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

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

For the 2016-17 academic year, APSEPs will need to decide whether they wish to continue to use the *SEED Handbook – Adapted for CSDE-Approved Private Special Education Programs*, or if they would like to locally develop components to replace some or all of those within the most current version of the *SEED Handbook- Adapted for CSDE-APSEPs*.

Section 10-151b of the Connecticut General Statutes, as amended by Public Act 13-245, requires that local and regional Boards of Education establish a Professional Development and Evaluation Committee (PDEC), which designs and annually updates the district's educator evaluation and support plan, as well as the district's plan for high-quality professional learning. The committee should be composed of certified teachers and service providers, administrators and other appropriate school personnel including representatives of the respective bargaining units, if applicable. Each APSEP should establish a PDEC, keeping in mind the following characteristics of an effective PDEC:

- Determination of a protocol for decision-making and other group norms;
- Membership to be representative of the APSEP/organization;
- Development of a process/mechanism for sharing back to all educators throughout the APSEP/organization; and
- Members should be well-versed in the requirements of educator evaluation and support.

Please see Appendix D for clarification of some requirements in the evaluation and support of teachers and additional adaptations regarding the evaluation and support of administrators, based on feedback from APSEP educators during the 2015-16 Required Pilot.

Design Principles

Purpose and Rationale

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

Core Design Principles

- The following principles guided the design of the teacher and administrator evaluation models, developed in partnership with Education First and New Leaders:
- Consider multiple standards-based measures of performance;
- Emphasize growth over time;
- Promote both professional judgment and consistency;
- Foster dialogue about student learning;
- Encourage aligned professional learning, coaching and feedback to support growth; and
- Ensure feasibility of implementation.

Consider multiple, standards-based measures of performance

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

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

Emphasize growth over time

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

Promote both professional judgment and consistency

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

Foster dialogue about student learning

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

Encourage aligned professional learning, coaching and feedback to support growth

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

Ensure feasibility of implementation

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

¹Smarter Balanced Assessments were administered for the first time in the 2014-15 academic year. These assessments are administered in Grades 3-8 and Grade 11. On April 6, 2016, The State Board of Education (SBE) adopted PEAC’s recommendation to extend the current flexibility on the incorporation of state test data in the evaluation of educators for the 2016-17 school year. During this time, PEAC will further study the appropriate use of state test data in educator evaluation.

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



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

Example:

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

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

Example:

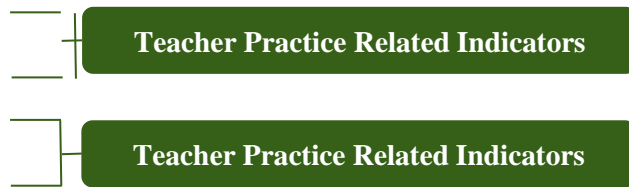
| Administrator Final Summative Rating (45%) Multiple Student Learning Indicators | Teacher Final Summative Rating (5%) Whole-School Student Learning Indicator |
|---|--|
| If the administrator receives a final summative rating of proficient (3) for Multiple Student Learning Indicators (45%) then...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

Teacher Evaluation and Support

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

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

- Teacher Performance and Practice (40%)
- Parent Feedback (10%)
- Student Growth and Development (45%)
- Either Whole-School Student Learning or Student Feedback (5%)



Additional Requirements for Educator Evaluation and Support Plans

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

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

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

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

Teacher Evaluation Overview
Teacher Evaluation and Support Framework

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

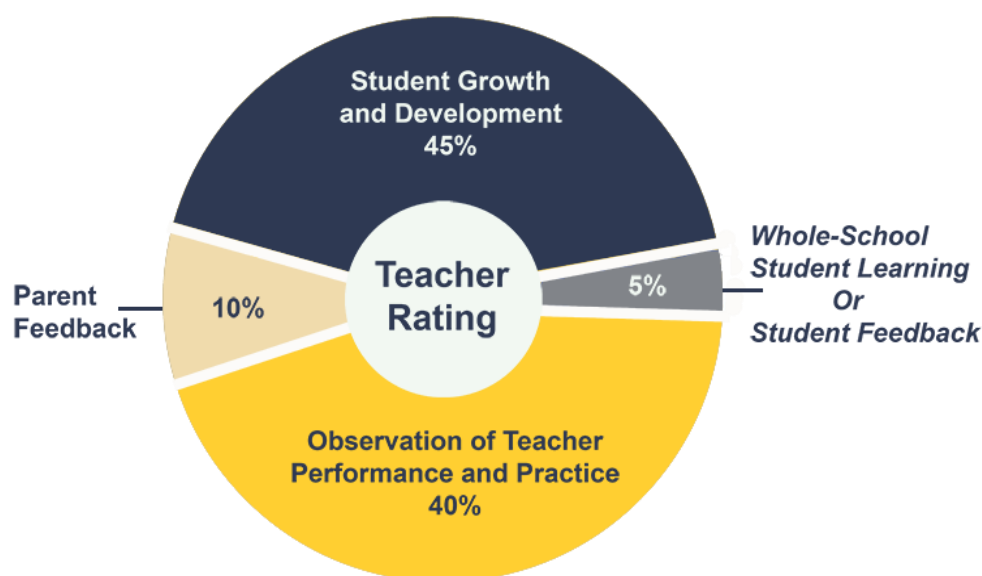
- 1. Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This category is comprised of two components:
 - (a) Observation of Teacher Performance and Practice (40%)** as defined within the *CCT Rubric for Effective Teaching 2014*, which articulates four domains and twelve indicators of teacher practice
 - (b) Parent Feedback (10%)** on teacher practice through surveys

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

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

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

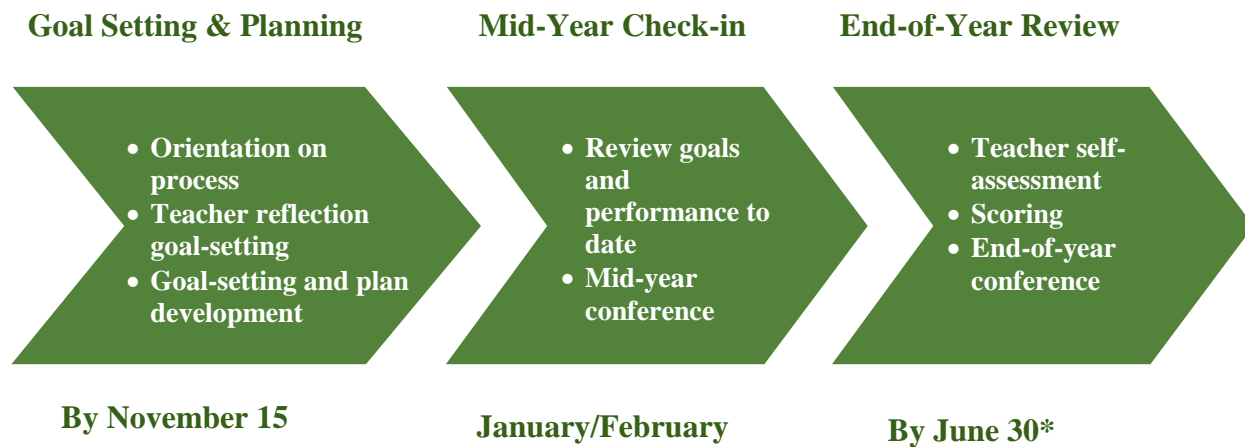
- **Exemplary** – Substantially exceeding indicators of performance
- **Proficient** – Meeting indicators of performance
- **Developing** – Meeting some indicators of performance but not others
- **Below Standard** – Not meeting indicators of performance



Process and Timeline

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

For APSEPs that operate a 12-month program, the goal-setting, annual orientation and plan development may begin in the summer months. The annual process must include a teacher self-assessment, an end-of-year conference and the determination of a final, summative rating prior to June 30, each year.



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

Goal-Setting and Planning:

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

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

*If the 2016-17 Educator Evaluation and Support Plan that you submitted indicated that during the Goal-setting Process the evaluator will approve the goals and/or indicators of academic growth and development, please note that the CT Guidelines for Educator Evaluation **require** that each teacher and his or her evaluator must **mutually agree** on the goals and indicators of academic growth and development (IAGDs). Therefore, **approval** serves as a confirmation that **mutual agreement** has been reached.

Mid-Year Check-In: Timeframe: January and February

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

End-of-Year Summative Review: Timeframe: May and June; must be completed by June 30

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

²The district superintendent shall report the status of teacher evaluations to the local or regional board of education on or before June 1, each year. Not later than **September 15**, of each year, each superintendent shall report to the Commissioner of Education the status of the implementation of teacher evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers who have not been evaluated and other requirements as determined by the CSDE.

Complementary Observers

The primary evaluator for most teachers will be the school principal or assistant principal **or education director** who will be responsible for the overall evaluation process, including assigning summative ratings. Some districts/APSEPs may also decide to use complementary observers to assist the primary evaluator. Complementary observers are certified educators. They may have specific content knowledge, such as department heads or curriculum coordinators. Complementary observers must be fully trained as evaluators in order to be authorized to serve in this role. **In APSEPs, clinical supervisors who hold the appropriate license for their role and who have been fully trained as evaluators of educators, may serve as complementary observers for educators that have both educational and clinical responsibilities within the educational program.**

Complementary observers may assist primary evaluators by conducting observations, including pre-and post-conferences, collecting additional evidence, reviewing SLOs and providing additional feedback. A complementary observer should share his/her feedback with the primary evaluator as it is collected and shared with teachers. Primary evaluators will have sole responsibility for assigning final summative ratings. Both primary evaluators and complementary observers must demonstrate proficiency in conducting standards-based observations.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

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

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

If using the SEED Handbook – Adapted for APSEPs, all evaluators are expected to engage in the CSDE-sponsored multi-day training. This comprehensive training will give evaluators the opportunity to:

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

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

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

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

**Additional one-day training sessions may be offered on the CCT Rubric for Effective Service Delivery 2015.*

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

Points for District Consideration

- Development or selection of an evaluation framework/rubric to measure and provide feedback on teacher performance and practice.
- *Determine which educators would be best served by using the CCT Rubric for Effective Teaching 2014 or the CCT Rubric for Effective Service Delivery 2015.*
- Identification of criteria for demonstrating proficiency as an evaluator.
- Provision of ongoing calibration activities.
- Determination of training and frequency for proficiency status renewal.

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

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

Support and Development

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

Evaluation-Informed Professional Learning

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

Throughout the process of implementing Connecticut's SEED model- **Adapted for APSEPs during the 2015-16 required pilot**, in mutual agreement with their evaluators, all teachers will identify professional learning needs that support their goal and objectives. The identified needs will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide or district-wide professional learning opportunities.

Points for District Consideration

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

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

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

This is accomplished by:

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

Connecticut's Standards for Professional Learning can be found [here](#).

Improvement and Remediation Plans

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

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

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

Points for District Consideration

Well-articulated Improvement and Remediation Plans:

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

Career Development and Growth

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

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

Points for District Consideration

Creating Sustainable Teacher Career Pathways: A 21st Century Imperative

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

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

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

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

Teacher Practice Related Indicators

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

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

These two components will be described in detail below: Component #1: Teacher Performance and Practice (40%)

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

Teacher Practice Framework - CCT Rubric for Effective Teaching 2014

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

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

The Connecticut State Department of Education (CSDE) recognizes that in many APSEPs, there are educators who provide academic and/or clinical services. A group of these individuals are referred to as Student and Educator Support Specialists (SESS). Support specialists or service providers are those individuals who, by the nature of their job description, do not have traditional classroom assignments, but serve a "caseload" of students, staff and/or families. In addition, they often are not directly responsible for content instruction nor do state standardized assessments directly measure their impact on students.

The CSDE, in partnership with SESS representatives from around the state, developed the *CCT Rubric for Effective Service Delivery 2014* for use with support specialists. This rubric was developed as a companion to the *CCT Rubric for Effective Teaching 2014* and parallels its structure and format to illustrate the common characteristics of effective practice across a variety of educators in the service of learners.

In spring 2015, phase one of a validation study of the *CCT Rubric for Effective Service Delivery* began with an extended group of field practitioners. This work resulted in an improved version of the rubric to embrace a wider range of service provider roles and responsibilities with greater attention to both student and adult learners. As with any tool for the observation of educator performance and practice, the *CCT Rubric for Effective Service Delivery 2015* is offered as an option for use as part of an APSEP evaluation and support plan and should be considered by the established Professional Development and Evaluation Committee (PDEC) as part of the discussion of educator roles and responsibilities and appropriate observation frameworks. Specifically, School Psychologists, Speech and Language Pathologists, School Social Workers and Comprehensive School Counselors may find this rubric to most closely represent a progression of their practice; however, this most recent version has considered other educators in a school or CSDE-APSEP that may have unique assignments and responsibilities (e.g., board-certified behavior analyst (BCBA), home school family liaison, instructional coach, transition coordinator, etc.).

PLEASE NOTE: The *CCT Rubric for Effective Service Delivery 2015* is available via www.connecticutseed.org.





The *CCT Rubric for Effective Service Delivery 2015* is a new addition to the SEED Model but also available for use by any LEA/APSEP as part of their Educator Evaluation and Support Plan. Any district/APSEP using the SEED Model in its entirety will be expected to use this rubric in the evaluation of selected service providers.

CCT RUBRIC FOR EFFECTIVE TEACHING 2014 - AT A GLANCE

| Evidence Generally Collected Through In-Class Observations | Evidence Generally Collected Through Non-Classroom Observations/Reviews of Practice |
|---|--|
| DOMAIN 1: Classroom Environment, Student Engagement and Commitment to Learning³ | 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 |

Observation Process

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

Therefore, in the SEED teacher evaluation and support model:

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

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

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

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

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

| Teacher Categories | SEED State Model | Guideline Requirements |
|--|--|---|
| <i>First and Second Year/Novice Teachers</i> | 3 in-class formal observations; 2 of which include a pre-conference and all of which include a post-conference; and 3 informal observations | At least 3 in-class formal observations; 2 of which include a pre-conference and all of which include a post-conference |
| <i>Below Standard and Developing</i> | 3 in-class formal observations; 2 of which include a pre-conference and all of which must include a post-conference; and 5 informal observations | At least 3 in-class formal observations; 2 of which include a pre-conference and all of which must include a post-conference |
| <i>Proficient and Exemplary</i> | A combination of at least 3 formal observations/reviews of practice; 1 of which must be a formal in-class observation | A combination of at least 3 formal observations/reviews of practice; 1 of which must be a formal in-class observation |
| <i>Proficient and Exemplary – Flexibility Options for teachers in Years 3 and beyond</i> | At least one formal in-class observation no less frequently than once every three years, with 3 informal in-class observations in the other years and one review of practice completed in every year | |

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

Pre-Conferences and Post-Conferences

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

Post-conferences provide a forum for reflecting on the observation against the *CCT Rubric for Effective Teaching 2014* or *The CCT Rubric for Effective Service Delivery 2015* and for generating action steps that will lead to the teacher's improvement. A good post-conference:

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

Classroom observations generally provide the most evidence for Domains 1 and 3 of the *CCT Rubric for Effective Teaching 2014* as well as the *CCT Rubric for Effective Service Delivery 2015*. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 2 and 4. Both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching). Pre- and Post-Conference Forms are available on the SEED website.

Because the evaluation and support model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the *CCT Rubric for Effective Teaching 2014*, and the *CCT Rubric for Effective Service Delivery 2015*, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 2 and 4 of the *CCT Rubric for Effective Teaching 2014* and the *CCT Rubric for Effective Service Delivery 2015*. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, **progress monitoring and behavioral data**, Professional Learning Community meetings, call logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers and/or attendance records from professional learning or school-based activities/events.

Feedback

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

- Specific evidence and formative ratings, where appropriate, on observed indicators of the *CCT Rubric for Effective Teaching 2014* or the *CCT Rubric for Effective Service Delivery 2015*;
- Prioritized commendations and recommendations for development actions;
- Next steps and supports to improve teacher practice; and
- A timeframe for follow up.

Teacher Performance and Practice Focus Area

As described in the Evaluation Process and Timeline section, teachers develop one performance and practice focus area that is aligned to the *CCT Rubric for Effective Teaching 2014* or the *CCT Rubric for Effective Service Delivery 2015*. The focus area will guide observations and feedback conversations throughout the year.

Each teacher will work with his/her evaluator to develop a practice and performance focus area through mutual agreement. All focus areas should have a clear link to student achievement and should move the teacher towards proficient or exemplary on the *CCT Rubric for Effective Teaching 2014* or the *CCT Rubric for Effective Service Delivery 2015*. Schools may decide to create school-wide or grade-specific focus areas aligned to a particular indicator (e.g., 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.)

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

Teacher Performance and Practice Scoring

During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Once the evidence has been recorded, the evaluator can align the evidence with the appropriate indicator(s) on the *CCT Rubric for Effective Teaching 2014* or the *CCT Rubric for Effective Service Delivery 2015* and then make a determination about which performance level the evidence supports. Evaluators are not required to provide an overall rating for each observation, but they should be prepared to discuss evidence for the rubric indicators at the performance level that was observed.

Summative Observation of Teacher Performance and Practice Rating

Primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. Within the SEED model, each domain of the CCT Rubric for Effective Teaching 2014 as well as the *CCT Rubric for Effective Service Delivery 2015* - carries equal weight in the final rating. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

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

Each step is illustrated below:

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

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

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

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

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

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

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

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

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

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

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

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

The summative Teacher Performance and Practice component rating and the domain/indicator-level ratings will be shared and discussed with teachers during the End-of-Year Conference. This process

can also be followed in advance of the Mid-Year Conference to discuss formative progress related to the Teacher Performance and Practice rating.

Component #2: Parent/Stakeholder Feedback (10%)

The Guidelines for Educator Evaluation require that feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators category of SEED.

PDECs can explore expanding the requirement of feedback from stakeholders to include other stakeholders such as LEAs, other state or placing agencies, as well as the individual students. For some students, feedback may be provided by a surrogate parent, a foster parent, or a Department of Children and Families case worker.

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

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

Administration of a Whole-School Parent/Stakeholder Survey

Parent/stakeholder surveys should be conducted at the whole-school level as opposed to the teacher-level, meaning parent/stakeholder feedback will be aggregated at the school level. This is to ensure adequate response rates from parents. Parent/stakeholder surveys must be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys should be confidential, and survey responses should not be tied to parents' names. The parents'/stakeholders' survey should be administered every spring and trends analyzed from year to year.

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

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

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

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

Determining School-Level Parent/Stakeholder** Goals**

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

Selecting a Parent/Stakeholder** Engagement Goal and Improvement Targets**

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

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

Measuring Progress on Growth Targets

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

1. Measure how successfully they implement a strategy to address an area of need (like the examples in the previous section); and/or
2. They can collect evidence directly from parents/**stakeholders** to measure parent/**stakeholder**-level indicators they generate. For example, teachers can conduct interviews with parents/**stakeholders** or a brief parent/**stakeholder** survey to see if they improved on their growth target.

Arriving at a Parent/**Stakeholder** Feedback Rating

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

| Exemplary (4) | Proficient (3) | Developing (2) | Below Standard (1) |
|-------------------|----------------|------------------------|-----------------------|
| Exceeded the goal | Met the goal | Partially met the goal | Did not meet the goal |

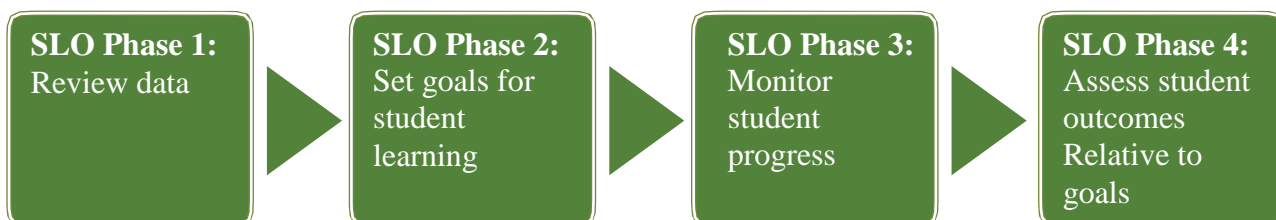
Student Outcomes Related Indicators

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

Two components comprise this category:

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

These components will be described in detail below.



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

Overview of Student Learning Objectives (SLOs)

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

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

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

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

PLEASE NOTE: See Appendix C for 2015-16 Draft Business Rules for Student Learning Goals/Objectives (SLOs) for Educators in CSDE-APSEPs.

PHASE 1: Review the Data

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

Examples of Data Review

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

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

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

PHASE 2: Set Two SLOs

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

Step 1: Decide on the SLOs

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

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

Student Learning Objectives (SLOs)

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

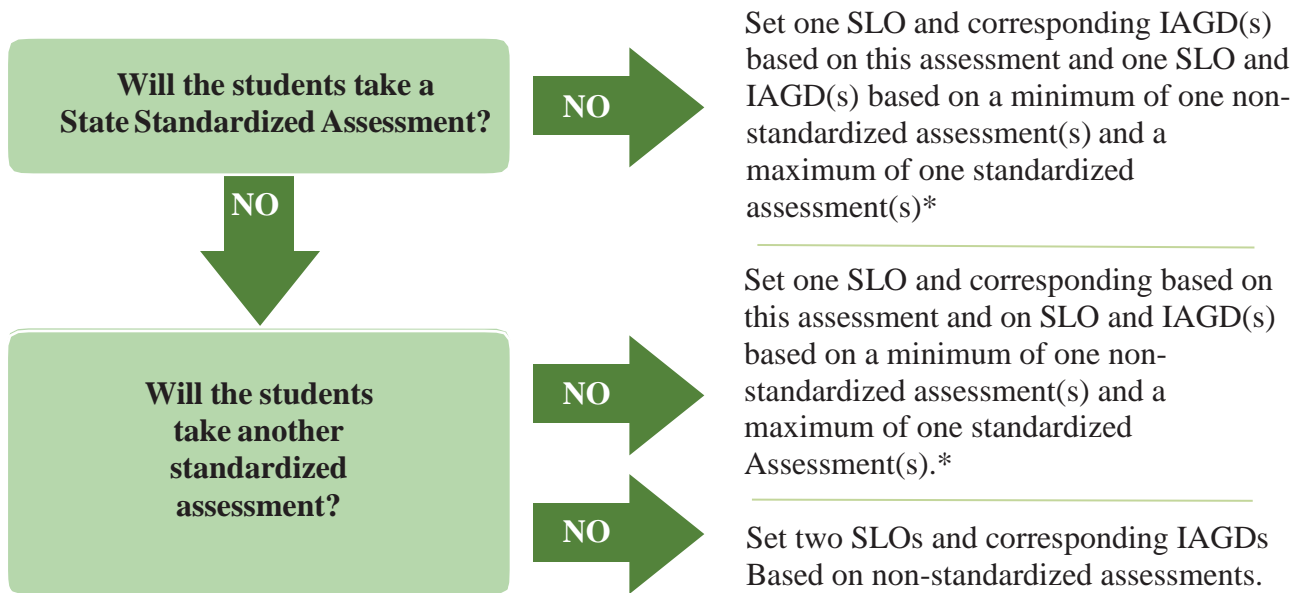
⁵Connecticut's Guidelines for Educator Evaluation state that each teacher, through **mutual agreement** with his/her evaluator, will select 1 but no more than 4 goals/objectives for student growth. The SEED model requires two SLOs for every teacher in each academic year.

The following are examples of SLOs based on student data:

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

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

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



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

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

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

PLEASE NOTE: On April 6, 2016, The State Board of Education (SBE) adopted PEAC’s recommendation to extend the current flexibility on the incorporation of state test data in the evaluation of educators for the 2016-17 school year. During this time, PEAC will further study the appropriate use of state test data in educator evaluation.

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

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

- Administered and scored in a consistent – or “standard” – manner;
- Aligned to a set of academic or performance “standards;”

IAGDs should be written in SMART goal language:

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

- Broadly-administered (e.g., nation-or statewide);
- Commercially-produced; and
- Often administered only once a year, although some standardized assessments are administered two or three times per year.

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

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

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

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

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

| Grade/Subject | SLO | IAGD(s) |
|---------------------------------------|--|--|
| 6th Grade Social Studies | Students will produce effective and well-grounded writing for a range of purposes and audiences. | <p>By May 15:</p> <ul style="list-style-type: none"> ▪Students who scored a 0-1 out of 12 on the pre-assessment will score 6 or better. ▪Students who scored a 2-4 will score 8 or better. ▪Students who scored 5-6 will score 9 or better. ▪Students who scored 7 will score 10 or better. <p><i>*This is one IAGD (assessment/measure of progress) that outlines differentiated targets based on pre-assessments.</i></p> |
| 9th Grade Information Literacy | Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks. | <p>By May 30:</p> <ul style="list-style-type: none"> ▪90%-100% of all students will be proficient (scoring a 3 or 4) or higher on 5 of the 6 standards (as measured by 8 items) on the digital literacy assessment rubric. <p><i>*This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.</i></p> |
| 11th Grade Algebra 2 | Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems. | <p>By May 15:</p> <ul style="list-style-type: none"> ▪80% of Algebra 2 students will score an 85 or better on a district Algebra 2 math benchmark. <p><i>*This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.</i></p> |

| 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> |
| 1st and 2nd Grade Tier 3 Reading | Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks. | <p>By June:</p> <p>IAGD #1: Students will increase their attitude towards reading by at least 7 points from baseline on the full scale score of the Elementary Reading Attitude Survey, as recommended by authors, McKenna and Kear.</p> <p>IAGD #2: Students will read instructional level text with 95% or better accuracy on the DRA.</p> <ul style="list-style-type: none"> ▪Grade 1-Expected outcome - Level 14-16. ▪Grade 2-Expected outcome - Level 22-24. <p><i>*These are two IAGDs using two assessments/measures of progress. IAGD #2 has also been differentiated to meet the</i></p> |
| 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. | <p>For each 6-week cycle:</p> <p>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. |
| Speech and Language Pathologist | Students will increase their ability to comprehend and respond to “wh-” questions regarding a story or event. | <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. |

Step 3: Provide Additional Information

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

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

Step 4: Submit SLOs to Evaluator for Review

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

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

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

PHASE 3: Monitor Students Progress

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

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

PHASE 4: Assess Student Outcomes Relative to SLOs

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

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

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

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

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

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

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

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

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

Districts can decide to use a whole-school student learning indicator (option 1), student feedback (option 2) or a combination of the two (option 3) to determine this fourth component of SEED. **Based on feedback from focus groups with APSEP educators, it is recommended that APSEPs use Option 1: Whole-School Student Learning Indicator, but PDECs can determine if Student Feedback would be more appropriate.**

Option 1: Whole-School Student Learning Indicator

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

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

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

Option 2: Student Feedback

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

Eligible Teachers and Alternative Measures

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

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

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

Survey Instruments

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

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

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

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

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

Survey Administration

Student surveys must be administered in a way that allows students to feel comfortable providing feedback without fear of retribution. Surveys should be confidential, and survey responses must not be tied to students' names. If a secondary school teacher has multiple class periods, students should be surveyed in all classes. If an elementary school teacher has multiple groups of students, districts should use their judgment in determining whether to survey all students or only a particular group.

Fall Baseline and Feedback Survey

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

Establishing Goals

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

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

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

The following are examples of effective SMART goals:

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

Student feedback goals should be written in SMART language:

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

See the example surveys on the SEED website for additional questions that can be used to develop goals.

Arriving at a Student Feedback Summative Rating

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

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

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

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

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

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

Summative Teacher Evaluation Scoring

Summative Scoring

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



Every educator will receive one of four performance* ratings:

Exemplary – Substantially exceeding indicators of performance

Proficient – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

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

The rating will be determined using the following steps:

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

Each step is illustrated below:

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

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

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

Rating Table

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

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

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

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

Rating Table

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

3. Use the Summative Matrix to Determine the Summative Rating

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

| | | Teacher Practice Related Indicators Rating | | | |
|--|---|--|-----------------|-----------------|-----------------------------------|
| | | 4 | 3 | 2 | 1 |
| Student Outcomes Related Indicators Rating | 4 | Rate Exemplary | Rate Exemplary | Rate Proficient | <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 |

Adjustment of Summative Rating

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

Definition of Effectiveness and Ineffectiveness

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

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

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

Dispute-Resolution Process

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

Core Requirements for the Evaluation of Student and Educator Support Specialists

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

section. Local or regional boards of education shall develop and implement Student and Educator Support Specialist evaluation programs consistent with these requirements.

PLEASE NOTE: A Guidebook for Student and Educator Support Specialists (SESS) is available via www.connecticutseed.org.

Flexibility from Core Requirements for the Evaluation of Teachers

1. Student and Educator Support Specialists (SESS) shall have a clear job descriptions and delineation of their role and responsibilities in the school to guide the setting of IAGDs, feedback and observation.
2. Because of the unique nature of the roles fulfilled by Student and Educator Support Specialists, districts shall be granted flexibility in applying the Core Requirements of teacher evaluation in the following ways:
 - a. Districts shall be granted flexibility in using IAGDs to measure attainment of goals and/or objectives for student growth. The Goal-Setting Conference for identifying the IAGDs shall include the following steps:
 - i. The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.
 - ii. The educator and evaluator will determine if the indicator will apply to the individual teacher, a team of teachers, a grade level or the whole school.
 - iii. The educator and evaluator should identify the unique characteristics of the population of students which would impact student growth (e.g., high absenteeism, highly mobile population in school).
 - iv. The educator and evaluator will identify the learning standard to measure: the assessment/measure of progress, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.
 - b. Because some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance at the beginning of the school year. The observations will be based on standards when available. Examples of appropriate venues include but are not limited to: observing Student and Educator Support Specialist staff working with small groups of children, working with adults, facilitating professional learning, working with families, participating in team meetings or Planning and Placement Team meetings.
 - c. When student, parent and/or peer feedback mechanisms are not applicable to Student and Educator Support Specialists, districts may permit local development of short feedback mechanisms for students, parents and peers specific to particular roles or projects for which the Student and Educator Support Specialists are responsible.

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

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

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

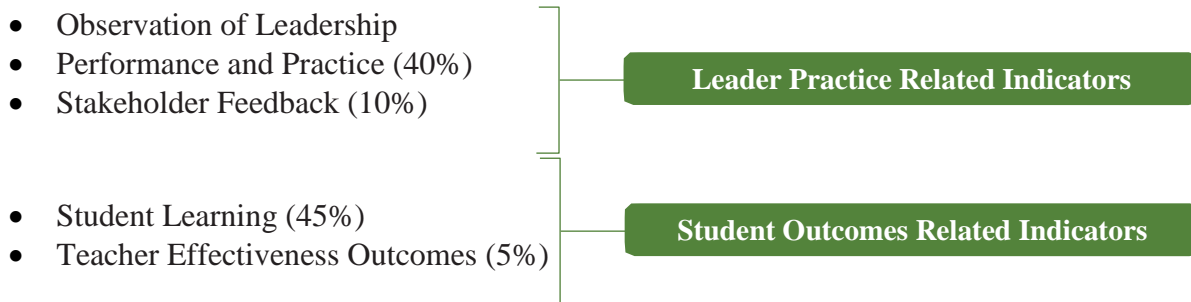
As of Spring 2015, a validation study of the CCT Rubric for Effective Service Delivery is underway. The alignment of CCT Rubric for Effective Service Delivery to the CCT Rubric for Effective Teaching 2014 is intentional and will benefit evaluators as they conduct observations of performance and practice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

Administrator Evaluation and Support

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

The Policies, Procedures and Standards for APSEPs identify required administrative positions which include a designated Chief Administrator and a designated Education Director. Per the Standards, the Chief Administrator role does not require CSDE certification and limits the duties to those administrative responsibilities which do not include supervision and evaluation of other certified personnel. An Education Director must hold both 092 certification and additional certification in comprehensive special education or certification in a related service area, allowing for the supervision and evaluation of other certified personnel. Per the standards, the Chief Administrator and the Education Director positions may be filled by a single individual who must hold an 092 certification as well as a Special Education teaching certificate or a Related Service certification (Speech and Language Pathologist, School Counselor, School Psychologist or School Social Worker) which allows them to supervise and evaluate other certified personnel.

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



Additional Requirements for Administrator Evaluation and Support Plans

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

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

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

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

Administrator Evaluation and Development Purpose and Rationale

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

The Executive Directors representing Connecticut’s APSEPs who provided input into the guidance suggestions for implementing educator evaluation and support in APSEPs throughout the state, as well as administrators who participated in the April 2015 focus groups, agreed that implementation of the evaluation and support system for administrators would need few, if any, deviations from the Guidelines. The group also acknowledged that while a APSEP may be part of a larger clinical, mental

health or hospital organization and may have responsibilities to the mission and function of that organization, it would be appropriate for the Education Directors to be evaluated based on the Guidelines requirements as they are committed to continuous improvement of student outcomes and educator practice.

Please see Appendix D for clarification of some requirements in the evaluation and support of teachers and additional adaptations regarding the evaluation and support of administrators, based on feedback from APSEP educators during the 2015-16 Required Pilot.

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

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 2 other areas of practice;
- Meeting 1 target related to stakeholder feedback;
- Meeting state accountability growth targets on tests of core academic subjects 6;
- Meeting and making progress on 3 Student Learning Objectives aligned to school and district priorities; and
- Having more than 60% of teachers proficient on the student growth portion of their evaluation.

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

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

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

¹Smarter Balanced Assessments were administered for the first time in the 2014-15 academic year. These assessments are administered in Grades 3-8 and Grade 11. On April 6, 2016, The State Board of Education (SBE) adopted PEAC's recommendation to extend the current flexibility on the incorporation of state test data in the evaluation of educators for the 2016-17 school year. During this time, PEAC will further study the appropriate use of state test data in educator evaluation.

System Overview

Administrator Evaluation and Support Framework

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

1. **Leadership Practice Related Indicators:** An evaluation of the core leadership practices and skills that positively affect student learning. This category is comprised of two components:
 - (a) **Observation of Teacher Performance and Practice (40%)** as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards.
 - (b) **Stakeholder Feedback (10%)** on leadership practice through surveys.

2. **Student Outcomes Related Indicators:** An evaluation of administrator's contributions to student academic progress, at the school and classroom level. This area is comprised of two components:
 - (c) **Student Learning (45%)** assessed in equal weight by: (a) progress on the academic learning measures in the state's accountability system for schools (**as per PEAC's recommendation and the State Board of Education's adoption on April 6, 2016, this will not apply in 2016-17**); and performance and growth on locally-determined measures.
 - (d) **Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs).

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

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

Guidance on Evaluators of Administrators in APSEPs

The CSDE recognizes that the organizational structure of many APSEPs may be different than that of a K–12 public school district. The primary evaluator for most administrators in APSEPs will be the Chief Executive Officer, who will be responsible for the overall evaluation process, including assigning summative ratings. In APSEPs where the Chief Executive Officers are not educators, they may serve as evaluators of administrators/Education Directors provided they hold the appropriate license for their role, and they have been fully trained to evaluate administrators based on CT's administrator evaluation and support system.

APSEPs may also choose to hire an administrator who is appropriately certified to evaluate administrators and who has been fully trained to observe and evaluate administrators, provide high-quality feedback and oversee the evaluation and support process.

As such, the following guidance is provided to determine options for who will be responsible for the evaluation and support of administrators in APSEPs. For additional guidance, please contact Sharon M. S. Fuller (Sharon.fuller@ct.gov OR (860) 713-6814).

| Administrator Being Evaluated | Evaluator of Administrator |
|---|---|
| <p>1. The APSEP Education Director/Principal holds 092 or 093 certification</p> | <p>Option 1: The Chief Administrator is the evaluator, holds an 092 or 093, and has attended a CSDE-sponsored <u>Administrator Evaluation: Foundational Skills for Evaluators of Administrators</u> training.</p> <p>Option 2: The Chief Administrator is the evaluator and has attended a CSDE-sponsored <u>Administrator Evaluation: Foundational Skills for Evaluators of Administrators</u> training.</p> <p>Option 3: A member of the APSEP’s Governing Board is the evaluator and has attended a CSDE-sponsored <u>Administrator Evaluation: Foundational Skills for Evaluators of Administrators</u> training.</p> <p>Option 4: Contract for evaluator services through a third party, or enter into a cooperative arrangement with another APSEP or school district. Evaluator must hold an 092 and must have attended a CSDE-sponsored <u>Administrator Evaluation: Foundational Skills for Evaluators of Administrators</u> training.</p> |
| <p>2. The same individual holds the positions of Chief Administrator and the Education Director or Principal</p> | <p>Option 1: A member of the APSEP’s Governing Board is the evaluator and has attended a CSDE-sponsored <u>Administrator Evaluation: Foundational Skills for Evaluators of Administrators</u> training.</p> <p>Option 2: Contract for evaluator services through a third party, or enter into a cooperative arrangement with another APSEP or school district. Evaluator must hold an 092 and must have attended a CSDE-sponsored <u>Administrator Evaluation: Foundational Skills for Evaluators of Administrators</u> training.</p> |
| <p>3. Assistant Director/Assistant Principal holds 092 or 093 certification</p> | <p>Option 1: Director/Principal is the evaluator, holds an 092 and has attended a CSDE-sponsored <u>Administrator Evaluation: Foundational Skills for Evaluators of Administrators</u> training.</p> <p>Option 2: Contract for evaluator services through a third party, or enter into a cooperative arrangement with another APSEP or school district. Evaluator must hold an 092 and must have attended a CSDE-sponsored <u>Administrator Evaluation: Foundational Skills for Evaluators of Administrators</u> training.</p> |

Process and Timeline

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. The annual cycle (see Figure 1 below) allows for flexibility in implementation and lends itself well to a meaningful and doable process. Often the evaluation process can devolve into

a checklist of compliance activities that do little to foster improvement and leave everyone involved frustrated. To avoid this, the model encourages two things:

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

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

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

For APSEPs that operate a 12-month program, the goal-setting, annual orientation and plan development may begin in the summer months. The annual process must include an administrator self-assessment, an end-of-year conference and the determination of a final, summative rating prior to June 30th each year.

Figure 1: This is a typical timeframe:



Step 1: Orientation and Context-Setting

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

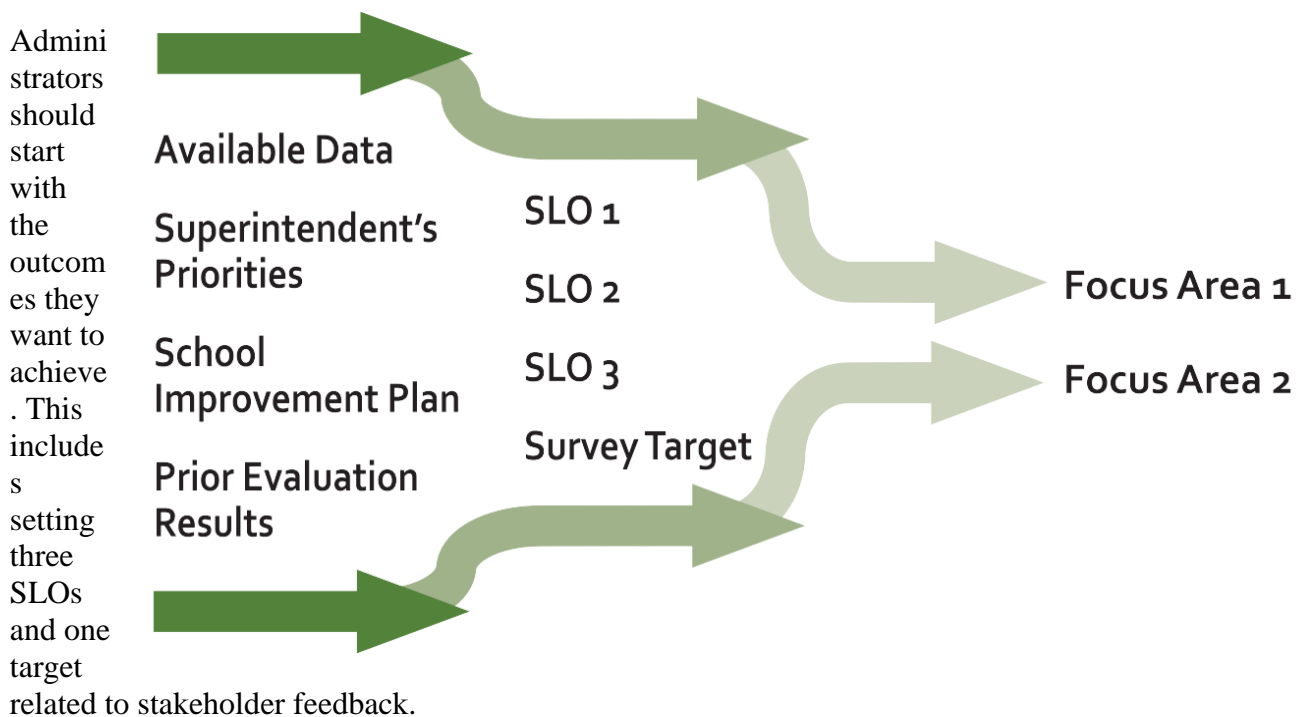
1. Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating⁷.

2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated his/her student learning priorities for the year.
4. The administrator has developed a school improvement plan that includes student learning goals.
5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process.

Step 2: Goal-Setting and Plan Development

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

Figure 2:



Then administrators identify the areas of focus for their practice that will help them accomplish their SLOs and survey targets, choosing from among the **indicators** of the *CT Leader Evaluation and Support Rubric 2015*, which is aligned with the Connecticut School Leadership Standards. While administrators are rated on all **four domains**, administrators are not expected to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is

⁷Smarter Balanced Assessments were administered for the first time in the 2014-15 academic year. These assessments are administered in Grades 3-8 and Grade 11. On April 6, 2016, The State Board of Education (SBE) adopted PEAC’s recommendation to extend the current flexibility on the incorporation of state test data in the evaluation of educators for the 2016-17 school year. During this time, PEAC will further study the

appropriate use of state test data in educator evaluation.

likely that at least one and perhaps both, of the practice focus areas will be in instructional leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

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

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

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

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

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

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

The Evaluation and Support Plan Form on the following page can be used to develop an administrator's evaluation and support plan for the year.

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: | | | | | |
| | | | | | | |

Step 3: Plan Implementation and Evidence Collection

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

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

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

Building on the administrator's evaluation and support plan, the administrator and his/her evaluator may want to discuss possible sources of evidence to collect information about the administrator's practice in relation to his/her focus areas and goals.

Further, the evaluator may want to establish a schedule of school site visits with the administrator to collect evidence and observe the administrator's work. The first visit should take place near the beginning of the school year to ground the evaluator in the school context and the administrator's evaluation and support plan.

A note on the frequency of school site observations:

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

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

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

Step 4: Mid-Year Formative Review

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

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

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

Step 5: Self-Assessment

In the spring, the administrator takes an opportunity to assess his/her practice on all **indicators and domains of the *CT Leader Evaluation and Support Rubric 2015***. For each **indicator**, the administrator determines whether he/she:

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

The administrator should also review his/her focus areas and determine if he/she considers him/herself on track or not. In some evaluation systems, self-assessment occurs later in the process after summative ratings but before goal setting for the subsequent year. In this model the administrator submits a self-assessment prior to the end-of-year summative review as an opportunity for the self-reflection to inform the summative rating.

Step 6: Summative Review and Rating

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

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

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

The CSDE will provide districts with training opportunities to support evaluators of administrators in

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

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

- Understand the various components of the SEED administrator evaluation and support system;
- Understand sources of evidence that demonstrate proficiency on the *CT Leader Evaluation and Support Rubric 2015*;^{*}
- Establish a common language that promotes professionalism and a culture for learning through the lens of the *CT Leader Evaluation and Support Rubric 2015*;
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of leadership practice; and
- Collaborate with colleagues to deepen understanding of the content.

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

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

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

Points for District Consideration

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

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

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

Connecticut State Department of Education

evaluator should recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September 15. Initial ratings are based on all available data and are made in the spring so that they can be used for any employment decisions as needed. Since some components may not be completed at this point, here are rules of thumb to use in arriving at a rating:

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

Support and Development

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

Evaluation-Informed Professional Learning

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

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

Points for District Consideration

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

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

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

This is accomplished by:

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

Connecticut's Standards for Professional Learning can be found [here](#).

Improvement and Remediation Plans

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

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

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

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

Points for District Consideration

Well-articulated Improvement and Remediation Plans:

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

Career Development and Growth

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

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

Points for District Consideration

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

Leadership Practice Related Indicators

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

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

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

An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence – is 40% of an administrator's summative rating. Leadership practice is described in the Common Core of Leading - Connecticut School Leadership Standards (CCL-CSLS) adopted by the Connecticut State Board of Education in June of 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations.

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

The new *CT Leader Evaluation and Support Rubric 2015* is based on these standards, but consolidates the six performance expectations into four domains for the purpose of describing essential and crucial aspects of a leader's practice.

In 2015, the CSDE convened a committee that included an extensive group of practicing administrators and superintendents representative of various school districts and educational organizations throughout Connecticut. The committee reviewed work that was currently in progress by other organizations as well as research regarding a rubric for the observation of administrator performance and practice. With a focus on creating a tool that aligns with the CCL-CSLS as well as school and district improvement processes and that can be used to support continuous growth and development of administrators, the committee developed an improved *CT Leader Evaluation and Support Rubric 2015*. The Rubric is organized into four domains, each with two or three indicators of leadership practice. To assist in identifying areas of strength and areas in need of development, each

indicator includes attributes with descriptors across four levels of performance. An added feature to the rubric includes examples of potential sources of evidence for each indicator.

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> |

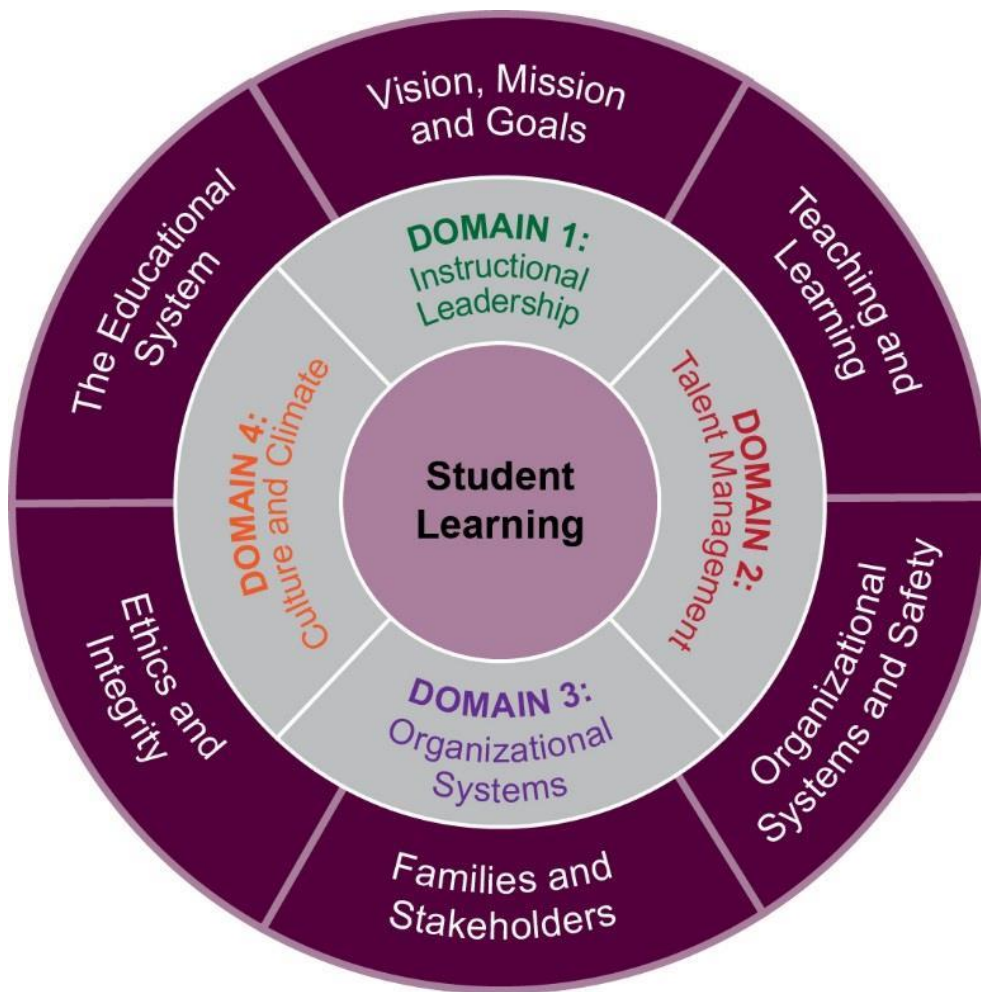


Figure 3: CT Leader Evaluation and Support Rubric 2015

Leadership practice based on all six of these performance expectations contributes to successful schools. As improving teaching and learning is at the core of what effective educational leaders do, **Domain 1 (Instructional Leadership)** is weighted twice as much as any other domain. The other three domains are equally weighted.

These weightings should be consistent for all principals. For assistant principals the domains are weighed equally, reflecting the need for emerging leaders to develop a full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers. While assistant principals' roles and responsibilities vary from school to school, creating a robust pipeline of effective principals depends on adequately preparing assistant principals for the principal ship. For other school or district-based 092 certificate holders, including central office administrators, evaluators may limit the rating to those domains that are relevant to the administrator's job duties, which must be established by the evaluator as part of the goal setting conference at the start of the school year.

In order to arrive at the ratings, leadership practice is measured against the *CT Leader Evaluation and Support Rubric 2015* which describes leadership actions across four performance levels for each of the four domains and their respective indicators. The four performance levels are as follows:

- **Exemplary:** The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Proficient performance.
- **Proficient:** The rubric is anchored at the Proficient Level using the indicator language from the Connecticut School Leadership Standards.
- **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.

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

Strategies for Using the *CT Leader Evaluation and Support Rubric 2015*.*

Developing a growth mindset: The rubric is designed to be developmental in use. It contains a detailed continuum of performance for every indicator in the *CT Leader Evaluation and Support Rubric 2015* in order to serve as a guide and resource for school leaders and evaluators to talk about leadership practice, identify specific areas for growth and development, and describe leadership actions that will lead to school and district improvement.

Making judgments about administrator practice: Administrators may demonstrate different levels of performance within a domain or an indicator. In these cases, the evaluator will use judgment to determine the overall level of performance for each domain based on preponderance of evidence.

Assigning ratings for each Domain: While evaluators provide ratings for each of the four domains, reviewing and discussing an administrator's performance at the indicator and attribute levels can be helpful in determining areas of strength and areas of focus for continued growth.

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

Assessing the practice of administrators other than principals: Assistant principals and central office administrators should discuss with their evaluators indicators of the rubric that will be relevant to their practice at the goal-setting conference each year. For assistant principals, this should be based upon the administrator's level of experience and job responsibilities; for central office administrators, this should be based upon the administrator's job responsibilities.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the evidence for each Domain in the *CT Leader Evaluation and Support Rubric 2015*. Evaluators observe the administrator's leadership practice and collect artifacts of the administrator's performance related to the four domains of the rubric. Specific attention is paid to leadership performance areas identified as needing development.

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

The administrator and evaluator meet for a Goal-Setting Conference to identify focus areas for development of the administrator's leadership practice.

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

Principals:

| Exemplary | Proficient | Developing | Below Standard |
|---|---|---|--|
| <p><i>Exemplary</i> on Instructional Leadership +</p> | <p>At least <i>Proficient</i> on Instructional Leadership +</p> | <p>At least <i>Developing</i> on Instructional Leadership +</p> | <p><i>Below Standard</i> on Instructional Leadership or</p> |
| <p><i>Exemplary</i> on at least 2 other Domains +</p> | <p>At least <i>Proficient</i> on 2 other Domains +</p> | <p>At least <i>Developing</i> on 2 other Domains</p> | <p><i>Below Standard</i> on the 3 other Domains</p> |
| <p>No rating below <i>Proficient</i> on any Domain</p> | <p>No rating below <i>Developing</i> on any Domain</p> | | |

Assistant Principals Central Office Administrators and Other School-Based Administrators:

| Exemplary | Proficient | Developing | Below Standard |
|--|---|--|--|
| <p><i>Exemplary</i> on at least half of measured Domains +</p> <p>No rating below <i>Proficient</i> on any Domains</p> | <p>At least <i>Proficient</i> on a majority of Domains +</p> <p>No rating below <i>Developing</i> on any Domain</p> | <p>At least <i>Developing</i> on a majority of Domains</p> | <p><i>Below Standard</i> on at least half of Domains</p> |

Component #2: Stakeholder Feedback (10%)

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

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

Applicable Survey Types

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

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

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

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

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

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

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

For each administrative role, stakeholders providing feedback might include:

SCHOOL-BASED ADMINISTRATORS

Principals:

All family members

All teachers and staff members

All students

Assistant Principals and other school-based administrators:

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

CENTRAL OFFICE ADMINISTRATORS Line
managers of instructional staff
(e.g., Assistant/Regional Superintendents):
Principals or principal supervisors
Other direct reports
Relevant family members

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

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

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

Principals
Specific subsets of teachers
Other specialists within the district

Stakeholder Feedback Summative Rating

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

Exceptions to this include:

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

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

- Step 1** - Select appropriate survey measures aligned to the CCL: Connecticut School Leadership Standards.
- Step 2** - Review baseline data on selected measures, which may require a fall administration of the survey in year one.
- Step 3** - Set 1 target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high).
- Step 4** - Later in the school year, administer surveys to relevant stakeholders.
- Step 5** - Aggregate data and determine whether the administrator achieved the established target.
- Step 6** - Assign a rating, using this scale:

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

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

Examples of Survey Applications

Example #1:

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

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

Example #2:

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

Baseline data from the prior year reflects room for improvement in several areas and the principal, her supervisor and the school leadership team decides to focus on ensuring a safe, high performing learning environment for staff and students. Together, the principal and her supervisor focus on the

principal’s role in establishing a safe, high-performing environment and identify skills to be developed that are aligned to this growth area. They then set a target for improvement based on specific measures in the survey, aiming for an increase of 7% in the number of stakeholders who agreed or strongly agreed that that there was growth in the identified area. Results at the end of the school year show that the principal had met her target, with an increase of 9%.

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

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

Student Outcomes Related Indicators includes two components:

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

Component #3: Student Learning (45%)

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

State Measures of Academic Learning

This section will be updated for the 2017-18 school year.

PLEASE NOTE: On April 6, 2016, The State Board of Education (SBE) adopted PEAC’s recommendation to extend the current flexibility on the incorporation of state test data in the evaluation of educators for the 2016-17 school year. During this time, PEAC will further study the appropriate use of state test data in educator evaluation. Thus, for 2016-17, an administrator’s Student Learning (45%) component will be based on performance and growth on locally-determined measures.

Locally-Determined Measures (Student Learning Objectives)

PLEASE NOTE: See Appendix C for 2015-16 Draft Business Rules for Student Learning Goals/Objectives (SLOs) for Educators in APSEPs.

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

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

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

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

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).
- Students’ progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.
- Students’ performance or growth on school- or classroom-developed assessments in subjects and grade levels for which there are not available state assessments. Below are a few examples of SLOs for administrators:

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

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

- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
- The administrator uses available data to craft an improvement plan for the school/area. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The administrator chooses student learning priorities for his/her own evaluation that are:
 - (a) aligned to district priorities (unless the school is already doing well against those priorities) and
 - (b) aligned with the school improvement plan.
- The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators (see the Administrator's SLO Handbook, SLO Form and SLO Quality Test).
- The administrator shares the SLOs with his/her evaluator, informing a conversation designed to ensure that:
 - The objectives are adequately ambitious.
 - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
 - The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
 - The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The administrator and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

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

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

Arriving at a Student Learning Summative Rating
This section will be updated for the 2017-18 school year.

Component #4: Teacher Effectiveness Outcomes (5%)

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

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

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

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

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

Summative Administrator Evaluation Rating

Summative Scoring

Every educator will receive one of four performance* ratings:

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

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

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

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 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 3 student learning objectives aligned to school and district priorities; and
- Having more than 60% of teachers proficient on the student growth portion of their evaluation.

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

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

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

Determining Summative Ratings

The rating will be determined using the following steps:

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

Each step is illustrated below:

A. PRACTICE: Leadership Practice (40%)

+ Stakeholder Feedback (10%) = 50%

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

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

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

B. OUTCOMES: Student Learning (45%)

+ Teacher Effectiveness Outcomes (5%) = 50%

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

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

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

C. OVERALL: Leader Practice + Student Outcomes

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

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

| | | Overall Leader Practice Rating | | | |
|---------------------------------|---|-----------------------------------|-----------------|-----------------|-----------------------------------|
| | | 4 | 3 | 2 | 1 |
| Overall Student Outcomes Rating | 4 | Rate Exemplary | Rate Exemplary | Rate Proficient | <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 |

Adjustment of Summative Rating:

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

Definition of Effectiveness and Ineffectiveness

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

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

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

Dispute-Resolution Process

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

APPENDIX A

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

Section 2.9: Flexibility Components

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

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

developing, will be evaluated according to the procedures in 2.3(2)(c) and 2.3(2)(d). All observations shall be followed with timely feedback. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, reviews of lesson plans or other teaching artifacts.

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

Section 2.10: Data Management Protocols

- a. On or before September 15, 2014 and each year thereafter, professional development and evaluation committees established pursuant to 10-220a shall review and report to their board of education the user experience and efficiency of the district's data management systems/platforms being used by teachers and administrators to manage evaluation plans.
- b. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, data management systems/platforms to be used by teachers and administrators to manage evaluation plans shall be selected by boards of education with consideration given to the functional requirements/needs and efficiencies identified by professional development and evaluation committees.
- c. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, educator evaluation plans shall contain guidance on the entry of data into a district's data management system/platform being used to manage/administer the evaluation plan and on ways to reduce paperwork and documentation while maintaining plan integrity. Such guidance shall:
 1. Limit entry only to artifacts, information and data that is specifically identified in a teacher or administrator's evaluation plan as an indicator to be used for evaluating such educators, and to optional artifacts as mutually agreed upon by teacher/administrator and evaluator;
 2. Streamline educator evaluation data collection and reporting by teachers and administrators;
 3. Prohibit the SDE from accessing identifiable student data in the educator evaluation data management systems/platforms, except as needed to conduct the audits mandated by C.G.S. 10-151b(c) and 10-151i, and ensure that third-party organizations keep all identifiable student data confidential;
 4. Prohibit the sharing or transference of individual teacher data from one district to another or to any other entity without the teacher or administrator's consent, as prohibited by law;
 5. Limit the access of teacher or administrator data to only the primary evaluator, superintendent or his/her designee, and to other designated professionals directly involved with evaluation and professional development processes. Consistent with Connecticut General Statutes, this provision does not affect the SDE's data collection authority;
 6. Include a process for logging the names of authorized individuals who access a teacher or administrator's evaluation information.
- d. The SDE's technical assistance to school districts will be appropriate to the evaluation and support plan adopted by the district, whether or not the plan is the state model.

APPENDIX B

CT State Board of Education-Adopted Revisions: Guidelines for Educator Evaluation May 7, 2014

Dispute-Resolution Process

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

Rating System

2.1: 4-Level Matrix Rating System

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

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

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

45% Student Growth Component

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

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

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

APPENDIX C

2015-16 Draft 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.

APPENDIX D

Clarifications and Additional Adaptations in the Evaluation and Support of APSEP Teachers and Administrators

Based on feedback from APSEP educators during the 2015-16 Required Pilot

Common Themes from APSEP Teacher and Administrators Focus Groups (May 2016)

Observation of Teacher Practice and Performance:

- Overall, teachers appreciated focused observations and specific feedback from their evaluators. In turn, evaluators shared that this component of the evaluation and support system provided valuable information that they could use to support their teachers. APSEPs are encouraged to consider how they can integrate formal and informal in-class observation requirements into their current system of oversight and support.
- A concern that was raised was that teachers felt it was difficult to demonstrate their practice at an exemplary level based on the language of the *CCT Rubric for Effective Teaching 2014*. This concern was also voiced by K-12 district teachers during multiple focus groups and feedback opportunities as part of a multi-year validation process of the *CCT Rubric for Effective Teaching*. As a result, an updated *2016 CCT Rubric for Effective Teaching*, will be released in late summer/early fall 2016 for PDECs to consider for use in the observation of teacher practice and performance for the 2016-17 academic year.
- Administrators discussed the amount of scripting they were completing as part of the observation process for teachers. Administrators are encouraged to continue to use scripting as one method of collecting evidence of a teacher's practice, but to also consider other methods of collecting observation of practice evidence that capture student engagement and student learning, and which align with their regular day-to-day operations and mission of their program.

Developing Student Learning Goals/Objectives (SLG/Os):

Common concerns that were raised included

- developing SLG/Os for students who participated in the APSEP for less than a year;
- developing SLG/Os for older students (18+ years) who focus mainly on transition, vocation, and community living skills;
- developing SLG/Os for students for students with IEP goals that focus on mental health, behavioral and executive functioning skills; and
- aligning SLG/Os with student learning needs identified in student IEPs.

In response to these concerns, educators are encouraged to review Appendix C of the *2016 SEED Handbook-Adopted for APSEPs*, which outlines a series of business rules for developing SLG/Os, given different APSEP contexts and settings. Overall, teachers are encouraged to consider the mission of their APSEP and develop SLG/Os which support this mission. In addition, this is area that the CSDE, in partnership with the Northeast Comprehensive Center (NCC), will work with educators in APSEPs to provide resources and guidance in developing SLG/Os that reflect the concerns described above.

Stakeholder Feedback:

Both teachers and administrators had flexibility to expand their stakeholder groups from whom they sought feedback (mainly via surveys). Both groups reported favorable feedback but acknowledged that the results did not highlight specific areas for growth. Educators in APSEPs are encouraged to discuss how they envision working with parents and other stakeholders to foster continuous improvement in the services they provide and to discuss strategies to implement with stakeholders. Successful implementation of these strategies could contribute to a rating for this component of the educator's evaluation and support system.

Additional Flexibility for APSEP Administrators during 2016-17:

Stakeholder Feedback

Many administrators in CSDE-APSEPs have evaluators who are licensed and credentialed in a field other than education. To enhance the evaluation and support process for APSEP administrators, feedback from the focus groups indicated a request for a Professional Learning Community (PLC) option to be part of an administrator's evaluation and support. As such, the following is a proposed option for APSEP administrators for the 2016-17 academic year to be incorporated in place of the Stakeholder Feedback (10%) component of their evaluation:

- Administrators from several APSEPs agree to, and commit to, establish a PLC for the purposes of:
 - Giving/receiving feedback on the goal-setting process,
 - Giving/receiving feedback on leadership practice,
 - Giving/receiving feedback on an identified Problem of Practice (POP). The POP process would include:
 - Each administrator will identify at least two POPs (fall, spring) to share and discuss with PLC colleagues.
 - PLC colleagues will discuss/give feedback on potential leadership strategies, data to collect, and potential outcomes.
 - The administrator will share status/results of POP with PLC colleagues.
 - The administrator and the PLC would determine the criteria for determining a rating along four levels of performance.
 - The administrator will share a summary of her/his POP process, including PLC colleagues and their APSEPs, with her/his evaluator to inform the administrator's overall evaluation, specifically in the stakeholder feedback component.

If an APSEP administrator is interested in using this approach, please include the above description in the Stakeholder Feedback element of the APSEPs administrator evaluation and support model. This would be considered a locally-developed element.

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