VERNON PUBLIC SCHOOLS

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2016-2017
Teacher Evaluation Handbook

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INTRODUCTION

Vernon's Educator Evaluation Plan 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 Vernon's educator evaluation and support system is to develop the talented workforce required to provide a superior education for Connecticut's 21st century learners.

As provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by Sec. 51 of P.A, 12-116, the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher. For the purposes of this document, the term "teacher" refers to any teacher serving in a position requiring teacher certification within a district, but not requiring 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.

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 based on the following indicators:

1. **Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This category is based on the **Observation of Teacher Performance and Practice** as defined within the CCT Rubric for Effective Teaching or the CCT SESS Rubric for support specialists, which articulate four domains and three indicators of teacher practice. Parent and student feedback is rated through the fourth domain on the CCT Rubric (Domain 4c – Appendix D/Appendix F).

2. **Student Outcomes Related Indicators:** An evaluation of teachers' contributions to student academic progress at the school and classroom level. This area is based on **Student Growth and Development** as determined by the teacher's student learning objectives (SLOs) and associated indicators of academic growth (IAGDs)

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 development goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.

GOAL-SETTING AND PLANNING:

Timeframe: **Non-Tenured and Tenured Completed by October 31st.**

- SLO's
- 4C Professional Responsibilities Planning Form (Appendix D)
- Teacher Performance and Practice Focus Area (Appendix B)
- Professional Growth Plan (Growth Cycle) (Appendix C)

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

2. *Teacher Reflection and Goal-Setting* – The teacher examines student data, prior year evaluation, survey results, School Improvement Plans, the district's SLOs, their principal's SLOs, and Vernon's Strategy for Improvement to create student learning objectives (SLOs) and IAGDs for the school year. It is recommended that teachers collaborate in grade-level or subject-matter teams to support the goal-setting process.

3. G*oal-Setting Conference* – The evaluator and teacher meet to discuss the teacher's proposed focus area, SLO(s) and parent/family interaction goals (Domain 4c – Appendix D). Teachers on a growth cycle will discuss their professional growth plan for the year (Appendix C). 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. All aspects of the meeting should be recorded by the evaluator.

MID-YEAR CHECK-IN:

Timeframe: **Completed by February 1 (non-tenured) or March 1 (tenured)**

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 based on the Midyear Conference Agenda.

2. *Mid-Year Conference* – The evaluator and teacher will review evidence related to teacher practice and progress towards student learning objectives (SLOs). The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators may deliver mid-year formative information on indicators of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her focus area. Evaluators will inform those teachers who may potentially be rated as "ineffective" at the end of the year; a secondary observer will be assigned at this time. The Mid-Year Conference Agenda is provided by the district to help guide the conversation.

END-OF-YEAR SUMMATIVE REVIEW:

Timeframe: **May and June**; conference by last day of school and paperwork completed by **June 30.** Non-tenured teachers' summative review conference will take place prior to **April 15**, with paperwork completed by **May 1**.

1. *Rating* – The evaluator reviews submitted evidence, self-assessments/reflections and observation data to generate ratings in the five **areas**: the four **areas** (or domains) on the CCT Rubric and the SLO(s). Specific evidence should be provided for the parent/family interactions rating as part of Domain 4c on the CCT Rubrics. The ratings for each area will determine the overall rating of "effective" or "ineffective" as defined in the chart on pages 15-16. *For the 2016-2017 SY the SLO ratings may be refined based on CSDE standardized assessment data (contingent upon data availability).*

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

Secondary Observers

The primary evaluator for most teachers will be the school principal or assistant principal who will be responsible for the overall evaluation process, including assigning summative ratings. Vernon Public Schools may also decide to use secondary observers to assist the primary evaluator. Secondary observers are certified administrators and are fully trained as evaluators in order to be authorized to serve in this role.   Secondary observers are also required for teachers in an appraisal cycle or who may be placed in an appraisal cycle (see chart).

Secondary observers may assist primary evaluators by conducting observations, including pre- and post-conferences, collecting additional evidence, reviewing student learning objectives (SLOs) and providing additional feedback. A secondary observer will 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 secondary observers must demonstrate proficiency in conducting standards-based observations.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete training on the evaluation model. VPS will provide opportunities throughout the year to support district administrators and evaluators through ongoing training to ensure that evaluators are proficient in conducting teacher evaluations.

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

Evaluation alone cannot help 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

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance and outlining the supports they need to close the gap. Throughout the process of implementing Vernon Public School's model, all teachers will identify their professional learning needs in mutual agreement with their evaluator. 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 professional learning opportunities.

Improvement and Remediation Plans

If a teacher's performance is rated as *"ineffective"* it signals the need for focused support and development. Improvement and remediation plans will be developed in consultation with the teacher and his/her exclusive bargaining representative and be differentiated by the level of identified need and/or stage of development. Improvement and remediation plans must:

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

Plans can be developed at any time and are required for any teacher placed into the appraisal cycle.

Teacher Performance and Practice

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. 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

The *CCT Rubric for Effective Teaching* is available on the SEED website and represents the most important skills and knowledge that teachers need to successfully educate each and every one of their students. The CCT Rubric for Effective Teaching is organized into four domains (domains 1-4), each with 3 indicators.

The *Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2014* is available on the SEED website and parallels the revised *CCT Rubric for Effective Teaching 2014* and illustrates the common threads of practice among all educators in the service of children. Specifically, School Psychologists, Speech and Language Pathologists, School Social Workers and Comprehensive School Counselors may find this rubric most appropriate. However, that does not exclude other educators who may serve a caseload of students, staff and/or families from considering this rubric as a tool for observation of their performance and practice.

Observation Process

The VPS teacher evaluation and support model follows these guidelines:

- Each teacher will be observed between 3 and 5 times per year through both formal and informal observations and/or reviews of practice as defined below:

    o **Formal**: Observations that last at least 30 minutes and are followed by a post-observation conference, which includes written and verbal feedback within five business days.
    o **Informal**: Observations that last at least 10 minutes and are followed by written and/or verbal feedback.

- All observations must be followed by feedback, either verbal, written or both, within a timely manner. Feedback will be shared within five business days, which may include sharing of observation notes/ratings via digital means.

(The chart on page 10 details the requirements for each teacher.)

Pre-Conferences and Post-Conferences

Pre-conferences are valuable for giving context for the lesson, providing information about the students to be observed and setting expectations for the observation process. Pre-conferences are optional for observations except where noted in the requirements described in the table above. Teachers will complete the appropriate electronic forms.

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.

Post-conferences provide a forum for reflecting on the observation against the CCT Rubric for Effective Teaching/*Rubric for Effective Service Delivery* 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;
- focuses on growth of the teacher;
- involves written and/or verbal feedback from the evaluator;
- occurs within five business days; and
- allows for teachers to respond in writing

Classroom observations will focus only on evidence for domains 1 and 3 of the CCT Rubric for Effective Teaching/*Rubric for Effective Service Delivery*. Pre- and Post-Conference Forms are available on the Vernon secure portal.

Classroom Teachers and Support Specialists

VPS Observation Schedule FOR Classroom Teachers and Support Specialists				
	Total Observations	Formal	Informal	Review of Practice
Non-Tenured 1&2 (below standard, developing, proficient or exemplary)	5	3	1	1
Non-Tenured 3&4 (proficient or exemplary)	3	1	1	1
Tenured –Evaluation (proficient or exemplary)	3	1	1	1
Tenured – Growth (proficient or exemplary)	3	0	2	1
Teacher on Appraisal Cycle (below standard or developing)	5	3	1	1

> ➢ Teachers who receive an End-of-Year Performance Evaluation Summary Rating of below standard or developing shall receive a number of observations appropriate to their individual development plan with no fewer than (3) in-class formal observations, two of three observations must include a pre-conference , and all of the observations must include a post-conference with timely written and verbal feedback.

Feedback

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

- specific evidence and ratings, where appropriate, on observed indicators of the CCT Rubric for Effective Teaching/ *Rubric for Effective Service Delivery*
- prioritized commendations and recommendations for development actions;
- next steps and supports to improve teacher practice; and
- a timeframe for follow up.

Non-Classroom Reviews of Practice

Because the evaluation and support model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the CCT Rubric for Effective Teaching/*Rubric for Effective Service Delivery*, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation.

- Lesson/unit plans
- Assessments
- Planning Meetings
- Data Team Meetings
- Attendance records from professional learning or school based activities
- Self-reflections

Parent Feedback (School Climate)

Teachers will develop three goals based on the specific indicators of Domain 4c in both referenced rubrics (see Appendix D/Appendix F). These goals will be based on both the annual family and student climate surveys and on the goals and/or school improvement plans of their primary school assignment. Teachers will establish their goals with their primary observer during the Goal Setting Conference. Teachers will provide evidence at the Midyear Conference to show progress and provide written evidence and reflections at the EOY Conference. The primary observer will rate indicator 4c in the CCT Rubrics based on the evidence provided by the teacher.

Each school will conduct an annual survey of staff, students (3-12), and parents. These surveys will be organized by the district to ensure that they are anonymous, valid, reliable, and relevant to the needs of the community.

Teacher Performance and Practice Focus Area

Teachers will develop one performance and practice focus area that is aligned to the CCT Rubric for Effective Teaching / *Rubric for Effective Service Delivery*. The focus area will guide observations and feedback conversations throughout the year. (Appendix B)

Teacher Performance and Practice Scoring

Evaluators are not required to provide an overall rating for each observation, but they will provide ratings and evidence for the Rubric indicators that were observed, specifically Domains 1 & 3. During observations, evaluators should take evidence-based 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 Rubrics and then make a determination about which performance level the evidence supports. Ratings on observed indicators will be recorded.

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 Vernon model, each domain of the CCT Rubric for Effective Teaching carries equal weight in the final rating. The final teacher performance and practice rating will be determined by the chart on pages 15-16.

The summative Teacher Performance and Practice domain ratings will be shared and discussed with teachers during the End-of-Year Conference.

Student Learning Objectives (SLOs) capture a teacher's impact on student learning and are a part 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.

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. SLOs should reflect high expectations for learning or improvement and aim for mastery of content or skill development. SLOs are measured by **Indicators of Academic Growth and Development (IAGDs)** which include specific targets for student mastery or progress.

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

Developing SLOs is a process rather than a single event. The purpose is to craft Student Learning Objectives that serve as a reference point throughout the year as teachers document their students' progress toward achieving the IAGD targets. Teachers may develop them through consultation with colleagues in the same grade level or teaching the same subject. The final determination of SLOs and IAGDs is made through mutual agreement between the teacher and his/her evaluator. The four phases of the SLO process are described in detail below:

PHASE 1: Review the Data

This first phase is the discovery phase which begins with reviewing district initiatives, and key priorities, school/district improvement plans and the building administrator's goals. Once teachers know their class rosters, they should examine multiple sources of data, including standardized assessments when available, 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.

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 at Least 1 SLO

Based on a review of district and building data, teachers will develop **at least one** SLO which address identified needs. Each SLO will have **at least two IAGDs** citing goals for specific groups of students. Teachers will complete the SLO form and submit it to their primary observer. (See "Guide to Creating SLOs" on Vernon's secure portal for help on developing SLOs and IAGDs.)

PHASE 3: Monitor Students Progress

Once SLOs are approved, teachers should monitor students' progress towards the objectives. Teachers can, for example: examine student work, administer interim assessments and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time and they can keep

their evaluator apprised of progress. Progress towards SLOs/IAGDs and action steps for achieving progress should be referenced in feedback conversations throughout the year and specifically during the midyear conference.

If a teacher's assignment changes, or if his/her student population shifts significantly, the SLOs can be adjusted during the midyear conference between 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, 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 indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that going forward.

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SLO: Exceeded (Exemplary), Met (Proficient), Partially Met (Developing) or Did Not Meet (Below Standard). These ratings are defined as follows:

Exemplary (4)	All or most students met or substantially exceeded the target(s) contained in the indicator(s) and/or all or most students showed significant growth over time (e.g., more than one year's growth).
Proficient (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s) and/or showed significant growth over time (e.g., one year's growth).
Developing (2)	Many students met the target(s), but a notable percentage missed the target by more than a few points and/or many students did not show appropriate growth over time (e.g., less than one year's growth. However, taken as a whole, some progress towards the goal was made.)
Below Standard (1)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal or growth was made by a majority of the students.

Since SLOs will have more than one IAGD, the evaluator will look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically. Results for IAGDs will be based on the students who were evaluated on the pre-assessment in the fall or start of the relevant term.

In some cases data may not be available for the EOY conference in order to create a final rating, especially for non-tenured teachers. In these cases the evaluator will use the data available up to the time of the EOY conference to determine the SLO rating. Ratings on SLOs can be adjusted after the EOY conference through June 30th. Adjusted ratings can impact Teacher Status in the subsequent school year, e.g. Appraisal Cycle.

END OF YEAR TEACHER EVALUATION RATING

Overall Rating

Every educator will receive one of four performance ratings for each of the **five areas** (4 domains and 1 SLO):

          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 final ratings in each area will then be used to determine if a teacher is effective or ineffective based on the charts on pages 15 and 16.

Adjustment of Summative Rating

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

When the summative rating for a teacher may be significantly impacted by state 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 15th. These adjustments should inform goal setting in the new school year.

OVERALL RATING – Non-tenured

Overall Rating of "Effective" or "Ineffective".   Domain "ratings" are the aggregate of that domain and not the ratings on individual indicators.
 "Areas" refers to the four domains of the CCT Rubrics and SLOs (5 total areas)

Non-Tenured	Effective		Ineffective	
	Exemplary	Proficient	Developing	Below Standard
Year 1 Teacher	"Exemplary" rating in **3** or more areas, including SLOs **-and-** "Proficient" rating in remaining areas	"Proficient" rating in **3** or more areas: -must be rated "Proficient" in SLOs -must be rated "Proficient" in **either** Domain 1 **or** 3	"Proficient" rating in only **2** areas -must be rated "Proficient" in **either** Domain 1 **or** 3	"Proficient" rating in only **1** area **-or-** "Below Standard" or "Developing" in both Domains 1 & 3.
Year 2 Teacher	"Exemplary" rating in **3** or more areas, including SLOs **-and-** "Proficient" rating in remaining areas	"Proficient" rating in **4** or more areas: -must be rated "Proficient" in SLOs -must be rated "Proficient" in Domains 1 AND 3	"Proficient" rating in only **3** areas -must be rated "Proficient" in Domains 1 **AND** 3	"Proficient" rating in only **1-2** areas **-or-** "Developing" or "Below Standard" rating in Domains 1 OR 3
Year 3 & 4*	"Exemplary" rating in **3** or more areas, including SLOs **-and-** "Proficient" rating in remaining areas	"Proficient" rating in all **5** areas	"Proficient" rating in only **3-4** areas	"Proficient" rating in only **1-2** areas **-or-** "Below Standard" in any area.

Non-tenured teachers deemed "Ineffective" at the End of Year Summative Meeting (by April 1) shall be subject to non-renewal.
*Newly hired teachers who previously obtained tenure in another Connecticut district will be placed into "Year 3" of the non-tenured cycle.

OVERALL RATING – Tenured

Overall Rating of "Effective" or "Ineffective".   Domain "ratings" are the aggregate of that domain and not the ratings on individual indicators.
 "Areas" refers to the four domains of the CCT Rubrics and SLOs (5 total areas)

Tenured	Effective		Ineffective	
	Exemplary	**Proficient**	**Developing**	**Below Standard**
Evaluation Cycle	"Exemplary" rating in **3** or more areas, including SLOs **-and-** "Proficient" rating in remaining areas	"Proficient" rating in all **5** areas	"Proficient" rating in only **3-4** areas.	"Proficient" rating in only **1-2** areas. **-or-** "Below Standard" in any area.
Growth Cycle	"Exemplary" rating in **3** or more areas, including SLOs **-and-** "Proficient" rating in remaining areas	A rating of "Proficient" in SLOs. Completes self-reflection forms and professional growth plan. Reviews of practice and observations indicate "Proficient" in Domains 1-4.	"Developing" or "Below Standard" in Domain 4 based on a pattern documented over time. **-or-** "Developing" rating in SLOs.	Does not complete self-reflection forms. **-or-** "Below Standard" rating in SLOs.
Appraisal Cycle	"Exemplary" rating in **3** or more areas, including SLOs **-and-** "Proficient" rating in 2 remaining areas	"Proficient" rating in all **5** areas	"Proficient" rating in only **3-4** areas.	"Proficient" rating in only **1-2** areas. **-or-** "Below Standard" in any area.

Tenured teachers deemed "Ineffective" at the End of Year Summative Meeting (by the last day of school) shall be placed on the Appraisal Cycle for the following year. Appraisal cycle requires at least one secondary observer and a support plan. Any teacher with an "Ineffective" rating at the end of the Appraisal Cycle will be subject to termination.

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 section 51 of P.A. 12- 116, "The superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each Student and Educator Support Specialist," in accordance with the requirements of this section. Local or regional boards of education shall develop and implement Student and Educator Support Specialist evaluation programs consistent with these requirements.

Flexibility from Core Requirements for the Evaluation of Teachers

1. Student and Educator Support Specialists shall have clear job descriptions and delineation of their role and responsibilities in the school to guide the setting of Indicators of Academic Growth and Development (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 IAGD 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, 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, providing professional development, working with families, participation 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.
3. More information can be found at http://www.connecticutseed.org/?page_id=1966

Evidence Generally Collected Through In-Class Observations

Domain 1 — Classroom Environment, Student Engagement and Commitment to Learning[2]

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

1c. Maximizing instructional time by effectively managing routines and transitions.

Domain 3 — Instruction for Active Learning

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

3a. Implementing instructional content for learning.

3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

3c. Assessing student learning, providing feedback to students and adjusting instruction.

Evidence Generally Collected Through Non-Classroom/Reviews of Practice

Domain 2 — Planning for Active Learning

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

2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.

2b. Planning instruction to cognitively engage students in the content.

2c. Selecting appropriate assessment strategies to monitor student progress.

Domain 4 — Professional Responsibilities and Teacher Leadership

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

4a. Engaging in continuous professional learning to impact instruction and student learning.

4b. Collaborating to develop and sustain a professional learning environment to support student learning.

4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

Focus Area:

Teachers should select one area to focus their growth for the school year.

My primary focus is: _____

_____

Domain 3: Instruction for Active Learning

Teachers implement instruction to **engage students in rigorous and relevant learning and to promote their curiosity about the world at large** by:
INDICATOR 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

ATTRIBUTES		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY All characteristics of Proficient, plus one or more of the following:
	Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
	Instructional resources[18] and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that minimally engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
	Student responsibility and independence	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.

2016-17

Learner Name_____   Observer Name_____   School Year_____

Domain & Indicator *Domain 3b* Select <u>one area</u> in Domain 3: *Instruction for Active Learning* to develop your Professional Growth Plan.	Plan for Professional Learning Describe the steps you will take to address the indicators listed.	Evidence of Success List evidence associated with each indicator. Complete this section prior to the midyear and EOY conferences.
3b1.-Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem solving strategies.		Mid-Year Progress: End of Year:
3b2.-Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.		Mid-Year Progress: End of Year:
3b3.-Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.		Mid-Year Progress: End of Year:

2016-17

Learner Name_____   Observer Name_____   School Year_____

Domain 4c (CCT Rubric) 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.	Plan for Professional Learning Describe the steps you will take to address the indicators listed. Goals will be based on SIPs and parent/student surveys.	Evidence List evidence associated with each indicator. Complete this section prior to the midyear and EOY conferences.
Engages with colleagues, students and families in developing and sustaining a positive school climate.		Mid-Year Progress: End of Year:
Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance and develops positive relationships with families to promote student success.		Mid-Year Progress: End of Year:
Consistently communicates with families and the community in a culturally respectful manner.		Mid-Year Progress: End of Year:

2016-17

CCT Rubric for Effective Service Delivery 2015 — At a Glance

Evidence Generally Collected Through **Observations**	Evidence Generally Collected Through **Non-classroom/Reviews of Practice**
▶ Domain 1: Learning Environment, Engagement and Commitment to Learning	▶ Domain 2: Planning for Active Learning
Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by: 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.	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: 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.
▶ Domain 3: Service Delivery	▶ Domain 4: Professional Responsibilities and Leadership
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: 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.	Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by: 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.

VERNON PUBLIC SCHOOLS

Vernon, Connecticut

# System for Administrator Evaluation and Support

Original Draft: June 2016

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 terms Vernon Administrator Evaluation and Support Plan and SEED Model for Administrator Evaluation and Support are interchangeable throughout this document.**

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

- Observation of Leadership Performance and Practice (40%)

- Stakeholder Feedback (10%)

Leader Practice Related Indicators

- Student Learning (45%)

- Teacher Effectiveness Outcomes (5%)

Student Outcomes Related Indicators
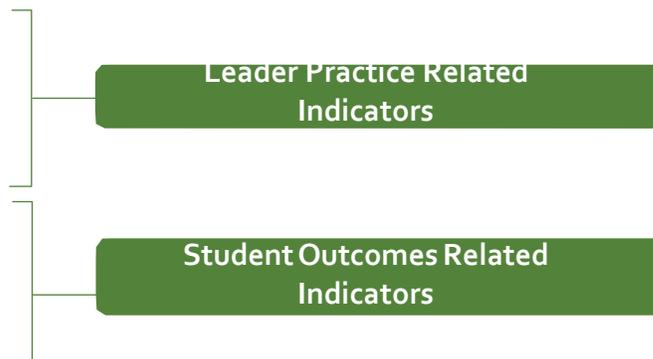
Additional Requirements for Administrator Evaluation and Support Plans

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

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

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

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

Administrator Evaluation and Development

Purpose and Rationale

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

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

- Meeting expectations as an instructional leader;

- Meeting expectations in at least 3 other areas of practice;

- Meeting 1 target related to stakeholder feedback;

- Meeting state accountability growth targets on tests of core academic subjects;

- Meeting and making progress on 3 Student Learning Objectives aligned to school and district priorities.

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

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.

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

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

System Overview

Administrator Evaluation and Support Framework

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

1. **Leadership Practice Related Indicators:** An evaluation of the core leadership practices and skills that positively affect student learning. This category is comprised of two components:

    (a) **Observation of Teacher Performance and Practice (40%)** as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards.

    (b) **Stakeholder Feedback (10%)** on leadership practice through surveys.

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

    (a) **Student Learning (45%)** assessed in equal weight by: (a) progress on the academic learning measures in the state's accountability system for schools; and (b) performance and growth on locally-determined measures.

    (b) **Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs).

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

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

*As of Spring 2015, the CCL Leader Evaluation Rubric is undergoing a validation study. Substantive revisions are expected to be made to the rubric prior to its expected release in June 2016

Process and Timeline

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

1. That evaluators prioritize the evaluation process, spending more and better time in schools observing practice and giving feedback; and

2. That both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps.

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

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

Figure 1: This is a typical timeframe:

Goal Setting & Planning	Mid-Year Formative Review	End-of-Year Review
·Orientation on process ·Goal-setting and plan development	·Review goals and performance ·Mid-year formative review	·Self-assessment ·Preliminary summative
Prior To School Year	**Mid-Year**	**Spring / End-of-Year**
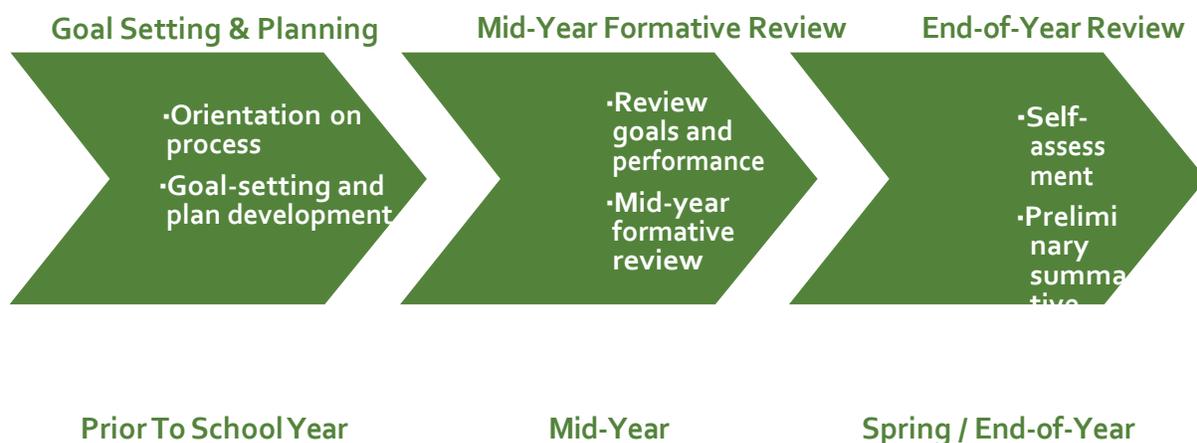
* *Summative assessment to be finalized in August.*

Step 1: Orientation and Context-Setting

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

1. Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating[7].

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:

Available Data
Superintendent's Priorities
School Improvement Plan
Prior Evaluation Results

SLO 1
SLO 2
SLO 3
Survey Target

Focus Area 1
Focus Area 2

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

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

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

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

- Are there any assumptions about specific goals that need to be shared because of the local school context?

- Are there any elements for which proficient performance will depend on factors beyond the control of the principals? If so, how will those dependencies be accounted for in the evaluation process?

- What are the sources of evidence to be used in assessing an administrator's performance?

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

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

> **Here are some questions to consider in assessing whether an administrator's evaluation and support plan is likely to drive continuous improvement:**
> 1. Are the goals clear and measurable so that an evaluator will know whether the administrator has achieved them?
> 2. Can the evaluator see a through line from district priorities to the school improvement plan to the evaluation and support plan?
> 3. Do the practice focus areas address growth needs for the administrator? Does at least one of the focus areas address instructional leadership?

Sample Evaluation and Support Plan

Administrator's Name _____

Evaluator's Name _____

School _____

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

Step 3: Plan Implementation and Evidence Collection

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

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

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

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

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

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

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

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

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

Step 4: Mid-Year Formative Review

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

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

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

Step 5: Self-Assessment

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

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

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

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

Step 6: Summative Review and Rating

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

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

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

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

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

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

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

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

*As of Spring 2015, the CCL Leader Evaluation Rubric is undergoing a validation study. Substantive revisions are expected to be made to the rubric prior to its expected release in June 2016

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

Points for District Consideration

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

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

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

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

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

Support and Development

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

Evaluation-Informed Professional Learning

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

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

Points for District Consideration

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

- Creating learning communities committed to continuous improvement, collective responsibility, accountability and goal alignment;

- Prioritizing, monitoring, and coordinating resources tied to goals /objectives and evidence-based feedback provided as part of the evaluation process; and

- Aligning job-embedded professional learning with school and district goals and priorities, curriculum and assessments.

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

This is accomplished by:

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

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

Improvement and Remediation Plans

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

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

1. **Structured Support:** An administrator would receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short- term assistance to address a concern in its early stage.

2. **Special Assistance:** An administrator would receive special assistance when he/she earns an overall performance rating of *developing* or *below standard* and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.

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

Points for District Consideration

Well-articulated Improvement and Remediation Plans:

- Clearly identify targeted supports, in consultation with the administrator, which may include specialized professional development, collegial assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the improvement outcomes.

- Clearly delineate goals linked to specific indicators and domains within the observation of practice framework/rubric that specify exactly what the administrator must demonstrate at the conclusion of the Improvement and Remediation Plan in order to be considered *proficient*.

- Indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is developed. Determine dates for interim and final reviews in accordance with stages of support.

- Include indicators of success, including a rating of *proficient* or better at the conclusion of the improvement and remediation plan.

Career Development and Growth

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

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

Points for District Consideration

4. Align job descriptions to school leadership standards.

5. Identify replicable practices and inform professional learning.

6. Support high-quality evaluation that aligns school accountability with teacher and administrator evaluation and support.

7. Provide focused targeted professional learning opportunities identified through the evaluation process and school/district needs.

8. 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.

9. 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

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
 	
Performance Expectation 2: Teaching and Learning
    Element A: Strong Professional Culture Element B: Curriculum and Instruction Element C: Assessment and Accountability
 	
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
 	
Performance Expectation 4: Families and Stakeholders
    Element A: Collaboration with Families and Community Members
    Element B: Community Interests and Needs
    Element C: Community Resources
 	
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
 	
Performance Expectation 6: The Education System
    Element A: Professional Influence
    Element B: The Educational Policy Environment
    Element C: Policy Engagement
	Domain 1: Instructional Leadership
	    Indicator 1.1 Shared Vision, Mission and Goals Indicator 1.2 Curriculum, Instruction and Assessment Indicator 1.3 Continuous Improvement
	
	Domain 2: Talent Management
	    Indicator 2.1 Recruitment, Selection and Retention
	    Indicator 2.2 Professional Learning
	    Indicator 2.3 Observation and Performance Evaluation
	
	Domain 3: Organizational Systems Indicator 3.1 Operational Management
	    Indicator 3.2 Resource Management
	
	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

Comparison Leader Evaluation and Support Rubric 2015 – At a Glance

| Evidence Generally Collected Through Observations	Evidence Generally Collected Through Non-classroom/Review of Practice
▶ **Domain 1: Instructional Leadership**	▶ **Domain 2: Talent Management**
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. 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. 1.2 **Curriculum, Instruction and Assessment** — Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment. 1.3 **Continuous Improvement** — Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.-	*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.* 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. 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. 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.
▶ **Domain 3: Organizational Systems**	▶ **Domain 4: Culture and Climate**
Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment. 3.1 **Operational Management** — Strategically aligns organizational systems and resources to support student achievement and school improvement. 3.2 **Resource Management** — Establishes a system for fiscal, educational and technology resources that operate in support of teaching and learning.	*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.* 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. 4.2 **School Culture and Climate** — Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct. 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.
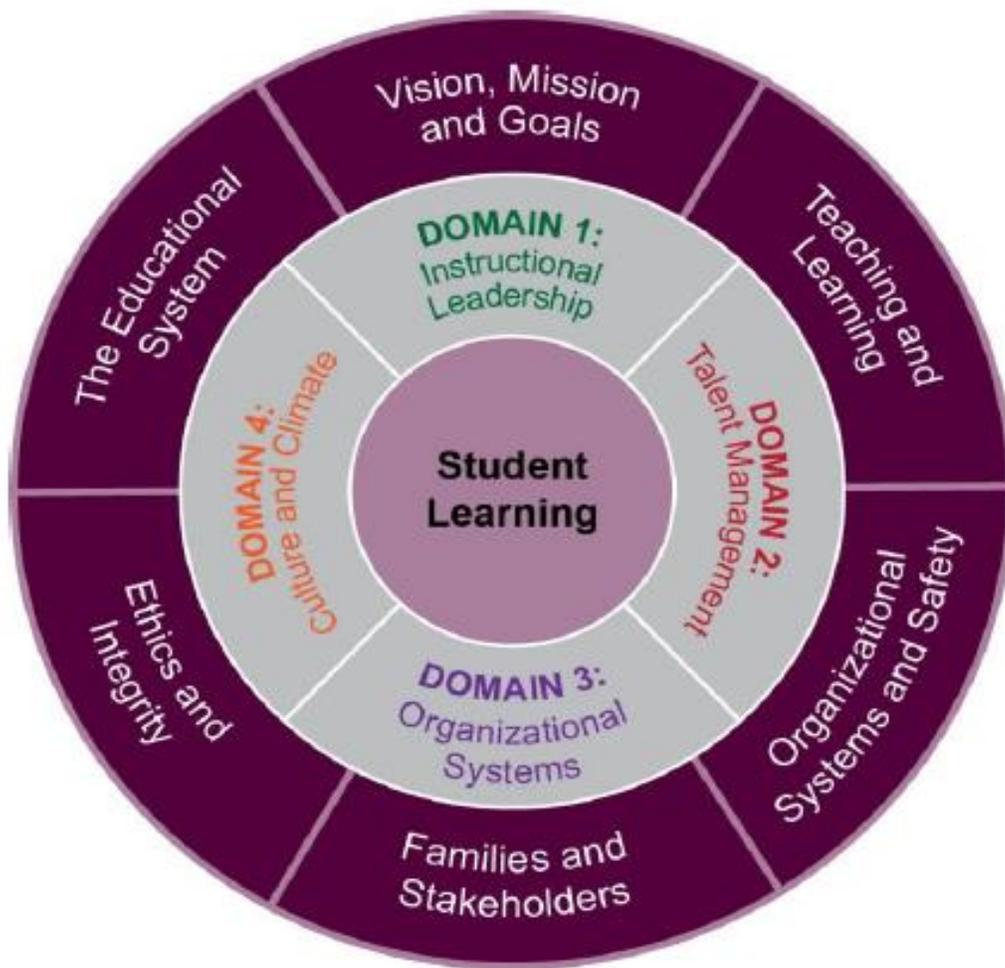
Figure 3: CT Leader Evaluation and Support Rubric 2015

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 leader- ship 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 leader- ship 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.

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
Exemplary on Instructional Leadership +	At least *Proficient* on Instructional Leadership +	At least *Developing* on Instructional Leadership +	*Below Standard* on Instructional Leadership or
Exemplary on at least 2 other Domains +	At least *Proficient* on 2 other Domains +	At least *Developing* on 2 other Domains	*Below Standard* on the 3 other Domains
No rating below *Proficient* on any Domain	No rating below *Developing* on any Domain		

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

Exemplary	Proficient	Developing	Below Standard
Exemplary on at least half of measured Domains +	At least *Proficient* on a majority of Domains +	At least *Developing* on a majority of Domains	*Below Standard* on at least half of Domains
No rating below *Proficient* on any Domains	No rating below *Developing* on any Domain		

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 *"Students are challenged to meet high expectations at the school"* would increase from $71^{\%}$ to $77^{\%}$.	No; results at the end of the year showed an increase of $3^{\%}$ to $74^{\%}$ of respondents agreeing or strongly agreeing with the statement.
Stakeholder Feedback Rating: "Developing"	

Example #2:

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

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

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

Stakeholder Feedback Rating: "Proficient"

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

Student Outcomes Related Indicators includes two components:

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

Component #3: Student Learning (45%)

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

State Measures of Academic Learning

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

Currently, the state's accountability system[9] includes two measures of student academic learning:

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

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

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

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3 All of the current academic learning measures in the state accountability system assess status achievement of students or changes in status achievement from year to year. There are no true growth measures. If the state adds a growth measure to the accountability model, it is recommended that it count as 50% of a principal's state academic learning rating in Excelling schools, 60% in Progressing and Transition schools, and 70% in Review and Turnaround schools.

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

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

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

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

SPI Progress (all students and subgroups)

SPI>=88	Did not Maintain	Maintain		
	1	4		

SPI<88	< 50% target progress	50-99% target progress	100-125% target progress	> 125% target progress
	1	2	3	4

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

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

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

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

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

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

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

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

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

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

Locally-Determined Measures (Student Learning Objectives)

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

▪All measures must align to Connecticut Core Standards and other Connecticut content standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.

▪At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.

▪For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State's approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.

▪For administrators assigned to a school in "review" or "turnaround" status, indicators will align with the performance targets set in the school's mandated improvement plan.

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

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

▪Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).

▪Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.

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

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

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

▪First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.

▪The administrator uses available data to craft an improvement plan for the school/area. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.

▪The administrator chooses student learning priorities for her/his own evaluation that are

   (a) aligned to district priorities (unless the school is already doing well against those priorities) and

   (b) aligned with the school improvement plan.

▪The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators (see the Administrator's SLO Handbook, SLO Form and SLO Quality Test).

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

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

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

Arriving at a Student Learning Summative Rating

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

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

Component #4: Teacher Effectiveness Outcomes (5%)

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

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

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

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

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

Summative Administrator Evaluation Rating

Summative Scoring

Every educator will receive one of four performance* ratings:

1. *Exemplary*: Substantially exceeding indicators of performance

2. *Proficient*: Meeting indicators of performance

3. *Developing*: Meeting some indicators of performance but not others

4. *Below standard*: Not meeting indicators of performance

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

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

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

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

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

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

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

Determining Summative Ratings

The rating will be determined using the following steps:

1. Determining a Leader Practice Rating;

2. Determining an Student Outcomes Rating; and

3. Combining the two into an overall rating using the Summative Matrix.

Each step is illustrated below:

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

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

Component	Score (1-4)	Weight	Summary Score
Observation of Leadership Practice	2	40	80
Stakeholder Feedback	3	10	30

TOTAL LEADER PRACTICE-RELATED POINTS **110**

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

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

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

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

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

C. OVERALL: Leader Practice + Student Outcomes

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

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

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

Adjustment of Summative Rating:

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

Definition of Effectiveness and Ineffectiveness

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

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

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

Dispute-Resolution Process

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

Appendix 1

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

Section 2.9: Flexibility Components

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

a. Each teacher, through mutual agreement with his/her evaluator, will select 1 goal/objective for student growth. For each goal/objective, each teacher, through mutual agreement with his/her evaluator, will select multiple Indicators of Academic Growth and Development (IAGD) and evidence of those IAGDs based on the range of criteria used by the district. For any teacher whose primary responsibility is not the direct instruction of students, the mutually agreed upon goal/objective and indicators shall be based on the assigned role of the teacher.

b. One half (or 22.5%) of the indicators of academic growth and development used as evidence of whether goal/objective is met shall be based on standardized indicators other than the state test (CMT, CAPT, or SBAC) for the 2014-15 academic year, pending federal approval. Other standardized indicators for other grades and subjects, where available, may be used. For the other half (22.5%) of the indicators of academic growth and development, there may be:

1. A maximum of one additional standardized indicator other than the state test (CMT, CAPT or SBAC) for the 2014-15 academic year, pending federal approval, if there is mutual agreement, subject to the local dispute resolution procedure as described in 1.3.

2. A minimum of one non-standardized indicator.

c. Teachers who receive and maintain an annual summative performance evaluation designation of proficient or exemplary (or the equivalent annual summative ratings in a pre- existing district evaluation plan) during the 2012-13 or any subsequent school year and who are not first or second year teachers shall be evaluated with a minimum of one formal in-class observation no less frequently than once every three years, and three informal in-class observations conducted in accordance with Section 2.3(2)(b)(1) and 2.3(2)(b)(2) in all other years, and shall complete one review of practice every year. Teachers with proficient or exemplary designations may receive a formal in-class

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

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

Section 2.10: Data Management Protocols

a. On or before September 15, 2014 and each year thereafter, professional development and evaluation committees established pursuant to 10-220a shall review and report to their board of education the user experience and efficiency of the district's data management systems/platforms being used by teachers and administrators to manage evaluation plans.

b. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, data management systems/platforms to be used by teachers and administrators to manage evaluation plans shall be selected by boards of education with consideration given to the functional requirements/needs and efficiencies identified by professional development and evaluation committees.

c. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, educator evaluation plans shall contain guidance on the entry of data into a district's data management system/platform being used to manage/administer the evaluation plan and on ways to reduce paperwork and documentation while maintaining plan integrity. Such guidance shall:

   1. Limit entry only to artifacts, information and data that is specifically identified in a teacher or administrator's evaluation plan as an indicator to be used for evaluating such educators, and to optional artifacts as mutually agreed upon by teacher/administrator and evaluator;

   2. Streamline educator evaluation data collection and reporting by teachers and administrators;

   3. Prohibit the SDE from accessing identifiable student data in the educator evaluation data management systems/platforms, except as needed to conduct the audits man- dated by C.G.S. 10-151b(c) and 10-151i, and ensure that third-party organizations keep all identifiable student data confidential;

4. Prohibit the sharing or transference of individual teacher data from one district to another or to any other entity without the teacher or administrator's consent, as prohibited by law;

5. Limit the access of teacher or administrator data to only the primary evaluator, superintendent or his/her designee, and to other designated professionals directly involved with evaluation and professional development processes. Consistent with Connecticut General Statutes, this provision does not affect the SDE's data collection authority;

6. Include a process for logging the names of authorized individuals who access a teacher or administrator's evaluation information.

d. The SDE's technical assistance to school districts will be appropriate to the evaluation and support plan adopted by the district, whether or not the plan is the state model.

Appendix 2

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

Dispute-Resolution Process

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

Rating System

2.1: 4-Level Matrix Rating System

(1) Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance evaluation designators: Exemplary, Proficient, Developing and Below Standard.

  (a) The performance levels shall be defined as follows:
- Exemplary – Substantially exceeding indicators of performance
- Proficient – Meeting indicators of performance
- Developing – Meeting some indicators of performance but not others
- Below standard – Not meeting indicators of performance

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

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

45% Student Growth Component

(c) One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement, subject to the local dispute-resolution procedure as described in section 1.3, an additional non-standardized indicator.

   a. For the 2015-16 academic year, the required use of state test data is suspended, pending USED approval, pursuant to PEAC's flexibility recommendation on January 29, 2014 and the State Board of Education's action on February 6, 2014.

   b. Prior to the 2015-16 academic year, the SDE will work with PEAC to examine and evolve the system of standardized and non-standardized student learning indicators, including the use of interim assessments that lead to the state test to measure growth over time.

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

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

b. A minimum of one non-standardized indicator.

c. standardized indicator.