



2017 - 2018

ACES Professional Development,  
Evaluation, and Support Plan

# TABLE OF CONTENTS

<u>Introduction</u> .....	3
<u>ACES Teacher Professional Development, Evaluation, and Support</u> .....	8
<u>Teacher Evaluation and Support Framework</u> .....	8
<u>Process and Timeline</u> .....	9
<u>Complementary Observers</u> .....	11
<u>Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing</u> ...	11
<u>Support and Development</u> .....	12
<u>ACES Teacher Evaluation and Support Framework Components</u> .....	17
<u>Teacher Practice Indicators</u> .....	17
<u>Learner Outcomes Indicators</u> .....	25
<u>Summative Teacher Evaluation Scoring</u> .....	33
<u>Definition of Effectiveness and Ineffectiveness</u> .....	37
<u>Dispute-Resolution Process</u> .....	38
<u>ACES Administrator Professional Development, Evaluation and Support</u> .....	39
<u>Purpose and Rationale</u> .....	39
<u>Administrator Evaluation and Support Framework</u> .....	39
<u>Process and Timeline</u> .....	40
<u>Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing</u> ....	45
<u>Support and Development</u> .....	45
<u>ACES Administrator Evaluation and Support Framework Components</u> .....	50
<u>Leadership Practice Related Indicators</u> .....	50
<u>Leadership Outcomes Related Indicators</u> .....	55
<u>Summative Administrator Evaluation Rating</u> .....	61
<u>Definition of Effectiveness and Ineffectiveness</u> .....	64
<u>Dispute-Resolution Process</u> .....	65
<u>Appendix A: Plan Committee Members</u> .....	66

# INTRODUCTION

This document outlines the professional development, evaluation and support of educators at Area Cooperative Educational Services (ACES), including the frameworks for teacher and student educator support specialist evaluation and for administrator evaluation. It is based on the Connecticut Guidelines for Educator Evaluation and on best-practice research from around the country. The ACES Professional Development and Evaluation Committee (PDEC), composed of administrators, teachers, and other district educators, developed and maintains this model (See Appendix A for team members).

The ACES Professional Development, Evaluation, and Support Plan provides a blueprint for continued growth in student and adult learning. Student learning is the overarching purpose of all ACES student programs and the ultimate goal of its programs focused on adult learners. In order that students and adults may learn at the highest levels, ACES is committed to employing and nurturing a staff of extremely competent, creative, committed individuals. This plan is part of a systematic approach to ensuring that happens.

The ACES plan meets the provisions of subsection (a) of Sec. 10-151b (C.G.S.), as amended by P.A. 13-245, that the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher and, in accordance with the requirements of the Connecticut General Statutes, that 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.

For the purposes of this document, the term “teacher” refers to any ACES educator serving in a position requiring teacher certification, but not requiring an 092 certification. “Teacher” includes classroom teachers, teachers working in non-classroom settings, and other student and educator support specialists. For the purposes of ACES evaluation, “teacher” also includes occupational therapists and physical therapists working in ACES schools and programs. The term “administrator” refers to any ACES educator, serving in a position requiring an 092 certification. The term “superintendent” in statute is understood to refer to the ACES Executive Director.

## Purpose and Rationale of the Evaluation System

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

## Core Design Principles

The following principles, which guided the design of the teacher and administrator evaluation models created by the Connecticut State Department of Education, are also reflected in this document.

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

### Consider multiple, standards-based measures of performance

An evaluation and support system that uses multiple sources of information and evidence results in a fair, accurate, and comprehensive picture of an educator's performance. The model defines four components of teacher effectiveness: learner<sup>1</sup> growth and development (45%), teacher performance and practice (40%), parent or peer feedback (10%), and whole-school or program learning outcomes or student feedback (5%). The model defines four components of administrator effectiveness: multiple student learning indicators, or other appropriate outcomes, (45%), leadership practice (40%), stakeholder feedback (10%), and educator effectiveness outcomes (5%).

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

---

<sup>1</sup> In all cases where an educator's responsibilities involve students, "learner" will mean students. However, due to the nature of ACES as a regional educational service center, some SESS and central office administrators have responsibilities that not directly involve or impact students. In those cases, "learner" may mean adult learners and appropriate outcome measures will be determined by mutual agreement between the educator and evaluator.

### **Emphasize growth over time**

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

### **Promote both professional judgment and consistency**

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

### **Foster dialogue about student and adult learning**

In the quest for accuracy of ratings, there is a tendency to focus exclusively on numbers and outcomes. The ACES model is designed to show that of equal importance to getting better results is the professional conversation between an educator and his/her supervisor which can be accomplished through a well-designed and well-executed evaluation and support system. ACES believes that all individuals can learn and that the willingness to change is necessary for individuals to grow and organizations to thrive. Engaging in a cycle of continuous learning that includes ongoing dialogue and feedback is essential to that growth and a fundamental part of this plan's design.

### **Encourage aligned professional development, coaching, and feedback to support educator growth**

Novice and veteran educators alike deserve detailed, constructive feedback, and professional learning tailored to the individual needs of their specific settings and learners. The ACES model promotes a shared language of excellence to which professional learning, coaching, and feedback can align to improve practice.

### **Ensure feasibility of implementation**

Effective implementation of an evaluation system requires a commitment of time and resources that may prove challenging. The effective implementation of this plan requires the collaborative effort of all learners, educators, and leaders. The goal is to have everyone focused on the same outcome: increased student and adult learning. This plan supports those combined efforts to achieve that learning by creating a relationship among component ratings for teachers and administrators as depicted in below.

Figure 1: Linkages between Administrator and Teacher Evaluation



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

<b>Administrator</b> Final Summative Rating (5%) Educator Effectiveness Outcomes	<b>Teacher</b> Final Summative Rating (45%) Learner Growth and Development
The administrator receives a final summative rating of proficient (3) for educator effectiveness outcomes (5%) <b>IF...</b>	. . . the aggregate final summative rating for learner growth and development (45%) for greater than 60% of staff is proficient (3).

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

<p style="text-align: center;"><b>Administrator</b> Final Summative Rating (45%) Multiple Student Learning Indicators or Other Outcomes</p>	<p style="text-align: center;"><b>Teacher</b> Final Summative Rating (5%) Whole-School or Program Learning Outcomes</p>
<p><b>IF</b> the administrator receives a final summative rating of proficient (3) for multiple student learning indicators or other outcomes (45%)...</p>	<p>...<b>THEN</b> teachers evaluated by the administrator receive a final summative rating of proficient (3) for the whole-school or program learning outcome (5%) rating.</p>

# ACES TEACHER<sup>2</sup> PROFESSIONAL DEVELOPMENT, EVALUATION, AND SUPPORT

## Teacher Evaluation and Support Framework

The professional development, evaluation, and support system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four components, grouped into two major categories: Teacher Practice and Learner Outcomes (see Figure 2 below).

1. **Teacher Practice Indicators:** an evaluation of the core instructional practices and skills that positively affect student learning, comprised of two components:
  - a. Observation of Teacher Performance and Practice (40%) as defined within the *CCT Rubric for Effective Teaching 2014* or the *CCT Rubric for Effective Service Delivery 2015*, both of which articulate four domains and twelve indicators of teacher practice;
  - b. Parent or Peer Feedback (10%) on teacher practice.
  
2. **Learner Outcomes Indicators:** an evaluation of teachers' contributions to student learning at the level of their school or program and their classroom or other individual setting. There is also an option in this category to include student feedback. This area is comprised of two components:
  - a. Learner Growth and Development (45%) as determined by the teacher's Student Learning Objectives (SLOs) and associated Indicators of Academic Growth and Development (IAGDs);
  - b. Whole-School or Program Learning Outcomes as determined by aggregate learning indicators, or Student Feedback (5%).

All four components will be evaluated annually. 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<sup>3</sup>
- Proficient – Meeting indicators of performance
- Developing – Meeting some indicators of performance but not others
- Below Standard – Not meeting indicators of performance

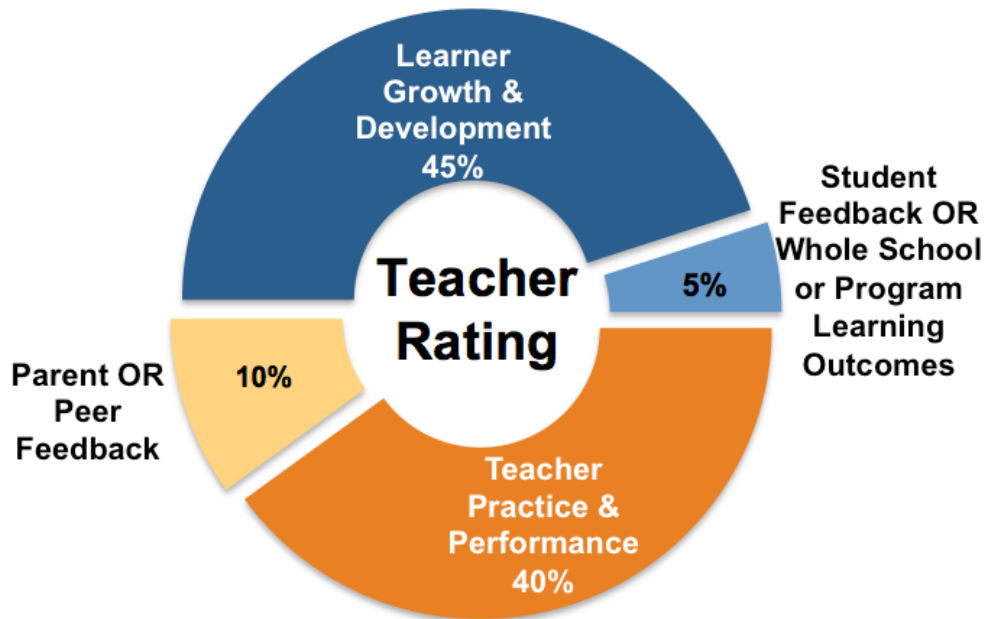
---

<sup>2</sup> For the purposes of this document, the term “teacher” refers to any ACES educator serving in a position requiring teacher certification, but not requiring an 092 certification. This includes classroom teachers, teachers working in non-classroom settings, therapists, and other student and educator support specialists. Because those educators do not have classrooms and may not be involved in the direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations, the learners to be considered in setting Learner Outcome goals, and the appropriate mechanisms for peer or parent feedback.

<sup>3</sup> 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.



Figure 2: Teacher Framework



## Process and Timeline

The annual evaluation process between a teacher and an evaluator (principal, director, 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.

### Orientation

ACES will provide teachers with orientation to the teacher evaluation process on an annual basis. Evaluators will meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice focus areas and Student Learning Objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation and support process.

## Goal-Setting and Planning Process

**Timeframe:** Deadline is **October 30th (Teacher SLOs)**

1. **Teacher Reflection and Goal-Setting** – The teacher examines student data, prior year evaluation and survey results, and the *CCT Rubric for Effective Teaching 2014*, or the *CCT Rubric for Effective Service Delivery 2015*, to draft a proposed performance and practice focus area, a parent or peer feedback goal, minimum of one and maximum of two SLOs, and, if required, a student feedback goal for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.
2. **Goal-Setting Conference** – The evaluator and teacher meet to discuss the teacher’s proposed focus area, goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher’s practice to support the review. The evaluator may request revisions to the proposed focus area(s), goals, and objectives if they do not meet approval criteria.

## Mid-Year Check-In

**Timeframe:** January and February

1. **Reflection and Preparation** – In preparation for the conference, the teacher and evaluator collect evidence to date about the teacher’s practice and student learning, and the teacher completes a self-reflection.
2. **Mid-Year Conference** – The evaluator and teacher complete a mid-year check-in conference during which they review evidence related to the teacher practice focus area and progress towards SLO(s) and other goals. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators may deliver mid-year formative information, including ratings, 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 SLO(s) 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.

## End-of-Year Summative Review

**Timeframe:** **May** and **June**; must be completed by **June 15<sup>th</sup>**.

1. **Teacher Self-Assessment** – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator.
2. **Scoring** – The evaluator reviews the submitted evidence, self-assessment, and observation data and uses them to generate component ratings. The component ratings are combined to calculate scores for Teacher Practice Indicators and Learner Outcomes

Indicators. These scores generate the final, summative rating. After all data are available, the evaluator may adjust the summative rating if the data would significantly change the Student-Related Indicators final rating. Such revisions should take place as soon as data are available and before September 15<sup>th</sup>.

3. **End-of-Year Conference** – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss component ratings. Following the conference, the evaluator finalizes a summative rating and generates a summary report of the evaluation before June 15<sup>th</sup> in preparation for the report due to the state by the established deadline.

## Complementary Observers

ACES may elect to use administrators as complementary observers throughout the agency. When mutually agreed upon by ACES and the teacher, complementary observers may also be other certified teachers, curriculum specialists, or individuals with specific content knowledge. Such individuals may be within the primary evaluators' school or may be found within or outside of the district. Complementary observers *must* be fully trained as evaluators in order to be authorized to serve in this role as an observer and must demonstrate proficiency in conducting observations.

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

As an agency, ACES will continue to enhance its pool of complementary observers and will work with staff to deepen understanding of the benefits of using complementary observers.

Primary evaluators will have sole responsibility for assigning final summative ratings.

## Ensuring Fairness and Accuracy: Evaluator Training, Monitoring, and Auditing

ACES requires all evaluators, including complementary observers, to complete extensive training on the evaluation model. The purpose of this training is to provide educators who evaluate instruction with tools that support evidence-based classroom observations, professional learning opportunities tied to evaluation feedback, and improved student performance.

To establish initial proficiency, ACES administrators will participate in Connecticut State Department of Education (CSDE) provided training opportunities. ACES will ensure ongoing proficiency by engaging evaluators in professional learning aligned to the following goals:

- Understand the nature of learning for students and educators and its relation to the priorities of the rubrics used in the ACES evaluation system;
- Establish a common language that promotes professionalism and a culture for learning through the lens of the rubrics used in the ACES evaluation system;
- Understand how coaching conversations support growth-producing feedback;

- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of teaching practice; and
- Collaborate with colleagues to deepen understanding of the content.

This learning will be job-embedded and will provide opportunities to interact with colleagues and engage in practice and proficiency exercises to:

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

If, in an individual evaluation, a summative rating cannot be determined due to gross discrepancies between the practice rating and outcome rating, arrangements will be made for a third-party reviewer to determine a final summative rating, at the discretion of the agency or the employee.

## **Support and Development**

Evaluation alone cannot hope to improve educator practice and student learning. However, when paired with effective, relevant, and timely support, the evaluation process has the potential to help move all educators along the path to exemplary practice, regardless of their current level of performance. ACES is committed to providing all its educators with the support they need to develop and grow.

### **Evaluation-Informed Professional Learning**

The ACES vision for professional learning is that each and every educator engages in continuous learning over time to increase professional effectiveness, resulting in positive outcomes for all learners. For ACES students to be prepared for their lives beyond high school, educators must engage in strategically planned, well supported, standards-based, continuous professional learning focused on improving learner outcomes.

The process of educator evaluation is an integral part of any educator's professional learning and should be used both to identify professional learning needs that support an educator's goals and objectives and to provide opportunities for learning. It is the expectation of the agency that all educators, regardless of performance level, create professional learning plans intended to meet their growth needs. In addition, ACES provides educators with professional learning opportunities targeting both their individual strengths and needs as well as areas of common need identified through the evaluation process. Further, the agency recognizes that pre-tenure educators, particularly those new to the profession, often need additional assistance and provides it through the TEAM process, new educator support sessions, and other job-embedded supports.

## Improvement and Redirection Plans

All educators receive ongoing support through the evaluation process described in this plan. However, at times, a particular component of an educator's practice may not be meeting expectations and/or may be rated as *developing* or *below standard*, signaling a need for more comprehensive support than is provided through the standard evaluation process. It is the expectation of ACES that the supervisor of an educator in this circumstance will provide support above and beyond the requirements of this plan.

Initial additional support will provide short-term assistance to address a concern in its early stage and will target a specific element of the educator's practice that needs improvement. Such support will:

- be developed by the evaluator with input from the educator;
- specify the area(s) of concern;
- identify resources, support, and other strategies to be provided to address the area(s) of need;
- provide an implementation timeline, not to exceed 30 work days in length and reaching completion before the end of the current school year;
- include specific indicators of success that would identify the educator as no longer needing additional support.

It may also include additional observations (formal and/or informal), reviews of practice, peer coaching, peer observations, or other forms of support as deemed necessary. All support provided to the educator will be documented using the educator evaluation data system. If an educator's need is greater than can be addressed through this additional support, s/he will be placed on a formal support plan known as Redirection. The redirection level at which an educator is initially placed will depend on the severity of the educator's identified needs and on whether or not he/she has achieved tenure. At each level, the primary evaluator will develop a support plan with input from the educator and in consultation with the president of the ACES Education Association or his/her designee and the Executive Director or his/her designee. The plan will target specific need(s) identified through the evaluation process.

During the redirection process, the evaluator's role will be to set expectations as they relate to identified deficiencies and evidence of improvement, guide the process according to the guidelines set forth in this document, and provide support for the educator as needed according to the plan. Both levels of redirection will involve team meetings to monitor progress, during which the educator is responsible for identifying specific actions taken to address the areas of concern identified in the plan and to assess his/her progress towards meeting the indicators of success listed in the plan. The evaluator will also share the evidence s/he has collected and his/her assessment of the educator's progress towards the plan's goals.

To be placed on redirection, an educator will meet one or more of the following criteria:

- fail to make adequate progress after receiving the additional support described above;
- receive an overall summative rating of *developing* or *below standard*;
- demonstrate an initial need that the evaluator, in consultation with the Executive Director or his/her designee, deems significant enough to merit direct placement onto redirection.

Disciplinary issues will be treated separately, using the agency's progressive discipline process.

### **Redirection Level 1**

Redirection Level 1 is intended to assist an educator who needs a greater degree of support in order to consistently demonstrate proficient practice. An educator is placed on Redirection Level 1 when he/she earns an overall summative rating of *developing* or *below standard*, and/or has failed to make adequate progress despite the provision of the additional support described above, or when he/she demonstrates a need that the evaluator, in consultation with the Executive Director or his/her designee, deems significant enough to warrant direct placement into Redirection Level 1.

An educator at this level of support will have the option of being mentored by an experienced teacher/specialist who has demonstrated *proficient* or *exemplary* performance in the targeted areas. If this option is chosen, the mentor will be identified by mutual agreement between the educator on Redirection Level 1 and the primary evaluator. The mentor's role will be to support and guide the growth and development of the educator, not to give evaluative feedback. The mentor will not be involved in evaluative decisions regarding the educator's progress.

A plan for Redirection Level 1 must:

- be developed by the evaluator with input from the educator;
- indicate the area(s) of concern;
- identify resources, support, and other strategies to be provided to address the areas of need, including the option of a mutually-agreed-upon teacher mentor;
- provide an implementation timeline, not to exceed a minimum of 40 work days and a maximum of 60 work days in length;
- involve a minimum of three (3) observations, formal or informal, as deemed necessary. When appropriate to the educator's needs, reviews of practice may be used in place of one or more of the observations;
- include goals with specific indicators of success that would identify the educator as successfully completing the plan;
- include a schedule of progress-monitoring meetings to be held with all parties.

The plan for Redirection Level 1 will be shared with the educator, the designated ACES Education Association representative, and the Executive Director or his/her designee. Updated and signed copies will be provided to each of these parties after each progress-monitoring

meeting. In addition, the plan will be placed in the educator's personnel file, including a written summation at the end of the process identifying whether or not the educator achieved the goals of the plan.

Educators who fail to achieve the goals of their plan for Redirection Level 1 will be placed on Redirection Level 2.

## **Redirection Level 2**

Redirection Level 2 is intended to build the educator's effectiveness. An educator is placed on Redirection Level 2 when he/she fails to meet the goals of a Redirection Level 1 plan or when his/her performance creates an unsafe environment for learning, as determined by the evaluator in consultation with the Executive Director or his designee. Failure to achieve success under a Redirection Level 2 plan will result in the educator being identified as *ineffective* and may result in termination.

An educator who is placed on this level, regardless of reason, will be assigned a mentor as part of the Redirection Level 2 plan. This mentor, who may or may not be a fellow teacher/specialist, will be selected by the evaluator, in consultation with the Executive Director or his/her designee, based on the identified areas of need, and mutually agreed upon by the educator on Redirection Level 2. The mentor's role will be to support and guide the growth and development of the educator, not to give evaluative feedback. The mentor will not be involved in evaluative decisions regarding the educator's progress.

A plan for Redirection Level 2 must:

- be developed by the evaluator with input from the educator;
- indicate the area(s) of concern;
- assign a mutually-agreed-upon mentor to the educator;
- identify resources, support, and other strategies to be provided to address the areas of need;
- provide an implementation timeline, not to exceed a minimum of 40 work days and a maximum of 60 work days in length;
- involve a minimum of three (3) formal, at least one of which is unannounced, and two (2) informal observations, and additional observations, formal or informal, as deemed necessary. When appropriate to the educator's needs, reviews of practice may be used in place of one or more of the formal observations.
- include goals with specific indicators of success that would identify the educator as successfully completing the plan;
- include a schedule of progress-monitoring meetings to be held with all parties.

The plan for Redirection Level 2 will be shared with the educator, the designated ACES Education Association representative, and the Executive Director or his/her designee. Updated and signed copies will be provided to each of these parties after each progress-monitoring meeting. In addition, the plan will be placed in the educator's personnel file, including a written

summation at the end of the process identifying whether or not the educator achieved the goals of the plan.

Upon successful completion of plan for Redirection Level 2, an educator may receive additional support if it is deemed necessary in order to ensure that he/she is able to maintain a proficient level of performance.

Educators who fail to achieve the goals of their Redirection Level 2 plans will be identified as ineffective and will be recommended for termination.

### **Career Development and Professional 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 professional development, evaluation, and support system itself and in building the capacity skills of all teachers.

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



# ACES Teacher Evaluation and Support Framework Components

## Teacher Practice Indicators (50%)

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

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

These two components will be described in detail below:

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

A comprehensive review of teaching practice conducted through multiple observations, which are evaluated against a standards-based rubric comprises 40% of a teacher's summative rating. Following observations, evaluators provide teachers with specific feedback to recognize strong practice, identify teacher development needs, and tailor support to meet those needs.

### Teacher Practice Frameworks

ACES uses the *CCT Rubric for Effective Teaching 2014* and the *CCT Rubric for Effective Service Delivery 2015*, both aligned with the CCT, to assess effective educator practice. Both rubrics are organized into four domains, each with three indicators. Forty percent of a teacher's final annual summative rating is based on his/her performance across all four domains. The domains represent essential practice and knowledge and receive equal weight when calculating the summative Performance and Practice rating.

Figure 3: CCT Rubric for Effective Teaching 2014

<b>CCT Rubric for Effective Teaching 2014</b>		
<b>Evidence Generally Collected Through In-Class Observations</b>	<b>Domain 1: Classroom Environment, Student Engagement and Commitment to Learning</b>	<b>Domain 2: Planning for Active Learning</b>
	Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:	Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:
	1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.	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.
	1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.	2b. Planning instruction to cognitively engage students in the content.
<b>Evidence Generally Collected Through Non-Classroom Observations/Reviews of Practice</b>	1c. Maximizing instructional time by effectively managing routines and transitions.	2c. Selecting appropriate assessment strategies to monitor student progress.
	<b>Domain 3: Instruction for Active Learning</b>	<b>Domain 4: Professional Responsibilities and Teacher Leadership</b>
	Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:	Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:
	3a. Implementing instructional content for learning.	4a. Engaging in continuous professional learning to impact instruction and student learning.
3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.	4b. Collaborating to develop and sustain a professional learning environment to support student learning.	
3c. Assessing student learning, providing feedback to students and adjusting instruction.	4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.	

Figure 4: CCT Rubric for Effective Service Delivery 2015

<b>CCT Rubric for Effective Service Delivery 2015</b>	
<b>Evidence Generally Collected Through Observations</b>	<b>DOMAIN 1: Learning Environment, Engagement and Commitment to Learning</b>
	<p><i>Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <p>1a. Promoting a positive learning environment that is respectful and equitable.</p> <p>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment.</p> <p>1c. Maximizing service delivery by effectively managing routines and transition.</p>
	<b>DOMAIN 3: Service Delivery</b>
	<p><i>Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by</i></p> <p>3a. Implementing service delivery for learning.</p> <p>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.</p> <p>3c. Assessing learning, providing feedback and adjusting service delivery.</p>
<b>Evidence Generally Collected Through Non-Classroom Observations /Reviews of Practice</b>	<b>DOMAIN 2: Planning for Active Learning</b>
	<p><i>Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.</p> <p>2b. Developing plans to actively engage learners in service delivery.</p> <p>2c. Selecting appropriate assessment strategies to identify and plan learning targets.</p>
	<b>DOMAIN 4: Professional Responsibilities and Leadership</b>
	<p><i>Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <p>4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.</p> <p>4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning.</p> <p>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.</p>

## Observation Process, Protocol, and Schedule

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

In the ACES teacher professional development, evaluation and support model, formal observations, informal observations, and reviews of practice are defined below.

- **Formal observation:** any observation of a teacher’s practice in a classroom or, if applicable, other appropriate setting, that lasts at least 30 minutes and is followed by a post-observation conference, which includes timely written and verbal feedback, including sharing of indicator ratings. Although such observations may provide evidence for Domains 2 and 4, particularly when a pre-observation conference is conducted, evidence from in-class observations will primarily support Domains 1 and 3. Observations for teachers on an observation cycle calling for one formal observation will be preceded by a pre-observation conference. For teachers for whom three formal observations are required, two of those observations must have pre-observation conferences. The remaining observation may be unannounced. Formal observations for teachers on other cycles may or may not be preceded by a pre-observation conference.
- **Informal observation:** non-scheduled observations of a teacher’s practice in a classroom or, if applicable, other appropriate setting that last at least 10 minutes and are followed by written feedback, including sharing of indicator ratings. Due to the nature of informal observations, evidence for all indicators may not be collected. Only indicators for which there is evidence will be rated. A post-observation conference may be conducted at the request of the educator or the evaluator.
- **Reviews of practice:** reviews of a teacher’s practice outside their teaching setting. Such reviews should highlight the educator’s practice aligned to Domains 2 and 4 of the *CCT Rubric for Teaching 2014* or *CCT Rubric for Effective Service Delivery 2015*, whichever is appropriate, and may include but are not limited to: observations of data and other team or PLC meetings, PPTs, planning meetings, rehearsals, performances, coaching/mentoring other teachers; or review of lesson or unit plans, assessments, or other artifacts from a teacher’s interaction with the community at large, including correspondence with various stakeholders. Evidence collected during a review of practice will be rated and the ratings will be shared with the teacher.

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 is not a separate observation or review of practice.

Table 1: ACES Observation Protocol

Teacher Category	ACES Observation Protocol*
First and Second Year Novice Teachers	<u>At least</u> 3 formal observations; 2 of which include a pre-conference and all of which include a post-conference, and an annual review of practice. One of the three observations may be unannounced.
Below Standard and Developing	<u>At least</u> 3 formal observations; 2 of which include a pre-conference and all of which must include a post-conference, and an annual review of practice. One of the three observations may be unannounced.
Proficient and Exemplary (every 3 years)	<u>At least</u> 1 formal observation, which must include a pre-conference and a post-conference, and an annual review of practice.
Proficient and Exemplary (intervening two years)	<u>At least</u> 3 informal observations and an annual review of practice OR, if requested by either the teacher or the evaluator, 1 formal observation in place of the 3 informal observations and an annual review of practice.

\*The number of observations and reviews of practice included on the protocol above are the minimum number required and may be increased by either the teacher or the administrator.

### Pre-conferences and Post-conferences

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

Post-conferences provide a forum for reflecting on the observation against the *CCT Rubric for Effective Teaching 2014* or the *CCT Rubric for Effective Service Delivery 2015*, including indicator ratings of the evidence collected, 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, coupled with indicator ratings, to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made, and where future observations may focus;
- Involves written and verbal feedback from the evaluator; and
- Occurs within a timely manner, typically within five business days.

Because the ACES model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the *CCT Rubric for Effective Teaching 2014* or the *CCT Rubric for Effective Service Delivery 2015*, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance

evaluation. It is the responsibility of teachers to provide artifacts reflecting relevant elements of their performance and practice.

## **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 (quantitative and qualitative) and formative ratings on observed indicators of the *CCT Rubric for Effective Teaching 2014* or the *CCT Rubric for Effective Service Delivery 2015*;
- Language drawn directly from the rubric;
- Descriptions of the impact of teacher actions on student or adult learning;
- Identified strengths and areas for growth (may include strategy recommendations);
- A question(s) that invite(s) reflective practice.

## **Teacher Performance and Practice Focus Area**

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

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

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

## **Teacher Performance and Practice Scoring**

During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom or other learning setting. Once the evidence has been recorded, the evaluator can align the evidence with the appropriate indicator(s) on the *CCT Rubric for Effective Teaching 2014* or the *CCT Rubric for Effective Service Delivery 2015* and then make a determination about which performance level the evidence supports. Evaluators will provide the relevant indicator ratings for each observation.

## Teacher Performance and Practice Summative 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 ACES model, each domain of the *CCT Rubric for Effective Teaching 2014* or the *CCT Rubric for Effective Service Delivery 2015* carries equal weight in the final rating. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

Evaluator holistically reviews evidence collected through observations, interactions, and reviews of practice and the ratings assigned at those times, and uses professional judgment to determine indicator ratings for each of the 12 indicators. In rating an educator’s practice, evaluators will consider the following questions:

- a. Consistency: What levels of performance have I seen relatively uniform, homogenous evidence for throughout the semester/year? Does the evidence paint a clear, unambiguous picture of the teacher’s performance in this area?
- b. Trends: Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?
- c. Significance: Are some data more valid than others? Do I have notes or ratings from “meatier” lessons or interactions where I was able to better assess this aspect of performance?
- d. Once a rating has been determined, it is then translated to a 1-4 score. Below Standard = 1 and Exemplary = 4.

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

Indicator ratings are averaged within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.

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

Domain scores are averaged to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0

Domain	Averaged Domain-Level Score
1	2.7
2	2.6
3	3.0
4	2.8
<b>Average Score</b>	<b>2.8</b>

The domain and summative Teacher Performance and Practice category ratings will be shared and discussed with teachers during the End-of-Year Conference. This process can also be followed in advance of the Mid-Year Conference to discuss progress toward a Teacher Performance and Practice rating.

## **Component #2: Parent or Peer Feedback (10%)**

In most cases, feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators. For curriculum coordinators, education specialists, and other certified staff that do not work directly with students, peer feedback will be used.

### **ACES Stakeholder Surveys**

ACES uses Panorama Education surveys for staff, families/parents, and students, where applicable, conducting these surveys at the whole-school level. While portions of the surveys will be standardized across schools, each school is also able to include questions specific to their populations. These surveys are administered in a way that allows respondents to feel comfortable providing feedback without fear of retribution and are confidential. Administered each spring and analyzed for year-to-year trends, the surveys are also used in conjunction with the ACES Climate Committees.

### **Arriving at a Parent Feedback Rating**

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

1. The school conducts a whole-school parent survey (meaning data is aggregated at the school level);
2. After analyzing the results to identify areas of need, administrators and staff determine several school-level parent goals;
3. The teacher determines, through consultation and mutual agreement with their evaluator, one related parent engagement goal and sets improvement targets. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc. The goals must include specific targets. For instance, if the goal is to improve parent communication, an



improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class. Part of the evaluator’s job is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are aligned and attainable.

4. Evaluator and teacher measure progress on growth targets. There are two ways a teacher can measure and demonstrate progress on their growth targets. Teachers can:
  1. Measure how successfully they implement a strategy to address an area of need (like the examples in the previous section), and/or
  2. They can collect evidence directly from parents to measure parent-level indicators they generate.
5. Evaluator determines a teacher’s summative rating, based on four performance levels.

Table 2: Determining a Parent Feedback Rating

<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Below Standard (1)</b>
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

### **Use of Peer Feedback**

For educators at ACES in teacher positions whose responsibilities don’t include direct contact with ACES students, peer feedback will be used in place of parent feedback. These positions include but are not limited to curriculum coordinators, education specialists, and technology integration teachers. Because of the varying responsibilities for such positions, the best mechanism (focus group, survey, etc.) for collecting such feedback and the most appropriate group of peers will be determined through mutual agreement between the educator and his/her evaluator. However, all educators in this situation will follow a similar process of goal-setting, creation of targets, implementation and monitoring of a plan, and determination of a final rating as the one described above.

### **Learner Outcomes Indicators (50%)**

Learner Outcomes Indicators capture a teacher’s impact on student or adult learning and comprise half of the teacher’s final summative rating. The inclusion of learner 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 learners each year. As a part of the evaluation and support process, teachers document their goals of student or adult learning and anchor them in data.

Two components comprise this category:

- Learner Growth and Development, which counts for 45%; and
- Either Student Feedback or Whole-School or Program Learning Outcomes, which count for 5% of the total evaluation rating.

These components are described in detail below.

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

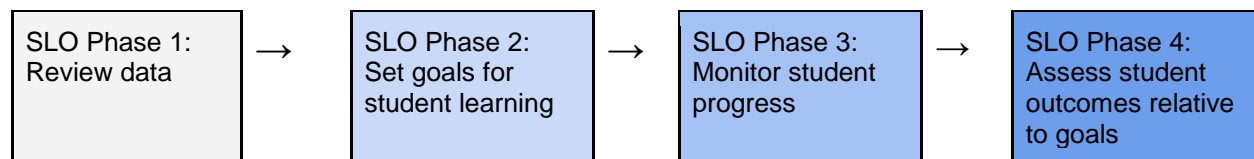
#### ***Overview of Student Learning Objectives (SLOs) and Indicators of Academic Growth and Development (IAGDs)***

Each teacher's learners, individually and as a group, are different from other teachers' students, even in similar contexts. For learner growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher's assignment, learners, and context into account. ACES believes that developing SLOs is a process rather than a single event. The purpose is to craft SLOs that serve as a reference point throughout the year as teachers document their learners' progress toward achieving the IAGD targets.

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

While this process may feel generally familiar, the model asks teachers to set specific and measurable targets. Teachers may develop them through consultation with colleagues in the same grade level, teaching the same subject, or working with similar learners in similar contexts. The final determination of SLOs and IAGDs is made through mutual agreement between the teacher and his/her evaluator.

SLOs will support teachers in using a planning cycle that will be familiar to most educators:



#### ***Phase 1: Review the Data***

This first phase is the discovery phase which begins with reviewing agency initiatives and key priorities, agency/school/program growth plans, and the building or program administrator's goals. Once teachers know who their learners will be, they should examine multiple sources of data about their performance to identify an area(s) of need. Documenting the "baseline" data, or where learners are at the beginning of the year, is a key aspect of this step. It allows the teacher

to identify where learners are with respect to the grade level, content area, or skill the teacher is teaching.

In developing an SLO, teachers may use but are not limited to the following kinds of data:

- Initial performance for current interval of instruction (writing samples, student interest surveys, pre-assessments etc.);
- Student scores on previous state standardized assessments;
- Results from other standardized and non-standardized assessments;
- Triennial reports;
- Individual Educational Plans (IEPs) and 504 plans for students with identified special education needs;
- Records of mastered objectives;
- Report cards from previous years;
- Results from diagnostic assessments;
- Artifacts from previous learning;
- Discussions with other teachers (across grade levels and content areas) who have previously taught the same students;
- Conferences with students' families;
- Data related to English Learners (EL) and gifted students;
- Attendance records;
- Information about families, community and other local contexts.

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

### ***Phase 2: Set SLOs***

Each teacher, through mutual agreement with his/her evaluator, will set a minimum of one SLO and a maximum of two SLOs for student growth. If a teacher identifies only one SLO, he/she must identify at least two Indicators of Academic Growth and Development (IAGDs) as measures. If a teacher identifies two SLOs, each SLO may have as few as one or as many as three related IAGDs. In cases where ACES uses a standardized assessment aligned to a teacher's content and grade level, that teacher must develop an IAGD based on that assessment. That IAGD will count as half of the teacher's rating on this component (22.5% of the teacher's overall summative rating).

To create their SLOs, teachers will follow these four steps:

#### **Step 1: Decide on the Student Learning Objectives**

The SLOs are broad goal statements for student learning and expected learner improvement. These goal statements identify core ideas, domains, knowledge, and/or skills students are expected to acquire for which baseline data indicate a need. Each SLO should address a central purpose of the teacher's assignment and should pertain to a large proportion of his/her learners,

including specific target groups where appropriate. Each SLO statement should reflect high expectations for learning that encompass an amount of learner growth appropriate to the specific learning context, typically at least a year's worth of growth for students (or a semester's worth for shorter courses), and should be aligned to relevant national, state (e.g., CT Core Standards), or district standards for the grade level, course, or learning context. Depending on the teacher's assignment, a SLO statement might aim for content mastery or it might aim for skill development. Teachers with similar assignments may have identical SLOs although they will be individually accountable for their own learners' results and may have different IAGDs depending on their specific learners' baseline data.

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

An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with a quantitative target, that will demonstrate whether the SLO was met. Each teacher, through mutual agreement with his/her evaluator, will establish one or more IAGDs for each SLO(s) s/he has set. If a teacher identifies only one SLO, he/she must identify at least two IAGDs as measures. If a teacher identifies two SLOs, each SLO may have as few as one or as many as three related IAGDs.

If a teacher identifies one SLO with multiple IAGDs, one of which is based on standardized measures, the IAGD based on standardized measures must count for 1/2 the teacher's rating on the SLO, and therefore as 22.5% of the teacher's final summative rating. If a teacher identifies multiple SLOs, including one with IAGD(s) based solely on standardized measures, the SLO using standardized measures for IAGDs will count as 1/2 the teacher's rating on this component, and therefore as 22.5% of the teacher's final summative rating. All teachers must have at least one IAGD based on non-standardized measures.

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

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

*No state-required standardized assessments (Smarter Balanced Assessments, SAT, CAPT, CMT, etc.) may be used as the assessment for an IAGD.*

IAGDs should be written in SMART goal language: Specific and strategic (S); measurable (M); aligned and attainable (A); results-oriented (R); and time-bound (T). IAGDs should be rigorous, attainable and meet or exceed district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success). Each indicator should make clear:

- What evidence/measure of progress will be examined;
- What level of performance is targeted; and
- What proportion of learners is projected to achieve the targeted performance level

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

IAGDs are unique to the teacher’s particular learners; teachers with similar assignments may use the same assessment(s)/measure of progress for their SLOs, but it is unlikely they would have identical targets established for learner performance. For example, all 2nd grade teachers at a school might set the same SLO and use the same reading assessment (measure of progress) to measure their SLOs, but the target(s) and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade teachers. Additionally, individual teachers may establish multiple differentiated targets for learners achieving at various performance levels.

Taken together, an SLO and its IAGD(s) provide the evidence that the objective was met. Table 3 provides examples of IAGDs that might be applied:

Table 3: Sample Teacher SLOs and IAGDS

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

Under Revision

### **Step 3: Provide Additional Information**

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

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

### **Step 4: Submit SLOs to Evaluator for Approval**

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

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

While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO proposals.

The evaluator will examine each SLO relative to three criteria described in Table 4 below. SLOs must meet all three criteria to be approved. If they do not meet one or more criteria, the evaluator will provide written comments and discuss their feedback with the teacher during the fall Goal-Setting Conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ACES goal setting timeline.

Table 4: SLO Approval Criteria

SLO Approval Criteria		
Priority of Content	Quality of Indicators	Rigor of Objective/Indicators
Objective is deeply relevant to teacher's assignment and addresses a large proportion of his/her learners.	Indicators provide specific, measurable evidence. The indicators provide evidence of learners' progress.	Objective and indicator(s) are attainable and ambitious.

**Phase 3: Monitor Learners' Progress**

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

If a teacher's assignment changes, or if his/her learner population shifts significantly, the SLOs can be adjusted during the Mid-Year Conference between the evaluator and the teacher (see Mid-Year Check-In Section for additional revision options).

**Phase 4: Assess Learner Outcomes Relative to SLOs**

By the end of the school year, the teacher should collect the evidence required by their IAGDs, upload artifacts to the ACES evaluation data system, where available and appropriate, and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment reflecting on their progress towards achieving the goals set at the beginning of the year, including their SLOs and IAGDs.

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SLO: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point). These ratings are defined in Table 5 below.

Table 5: Rating Learner Outcomes

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

Each indicator is scored separately, and then averaged according to the appropriate weightings. When appropriate and applicable to the teachers' students, IAGDs based on standardized assessments must total at least 50% of the overall rating, but cannot be the sole factors in that rating. All teachers' must have at least one IAGD based on non-standardized measures. The individual SLO ratings and the student growth and development rating will be shared and discussed with teachers during the End-of-Year Conference.

PLEASE NOTE: For SLOs that include an indicator(s) based on an assessment whose results may not be available in time to score the SLO prior to the June 15th deadline, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if the identified assessment is the basis for all indicators and no other evidence is available to score the SLO, then the teacher's student growth and development rating will be based only on the results of the second SLO. However, once the assessment data is available, the evaluator should score or rescore the SLO, then determine if the new score changes the teacher's final (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15<sup>th</sup>.

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

In the ACES plan, the decision to use a whole-school or program learning outcomes indicator (option 1), student feedback (option 2) or a combination of the two (option 3) to determine this fourth component, is made at the school or program level and based on what is most appropriate for the learner population and context.

***Option 1: Whole-School or Program Learning Outcomes***

For schools that include whole-school or program learning outcomes in teacher evaluations, a teacher's rating shall be equal to the aggregate rating for the multiple SLOs established in his/her administrator's evaluation rating. For ACES schools included in the state's accountability system, this will be based on any accountability measures required by the state for use in



administrator evaluation<sup>4</sup> and the administrator’s progress on the locally-determined SLOs, which correlates to the Learning Outcomes rating on an administrator’s evaluation (equal to the 45% component of the administrator’s final rating). However, no state-required standardized assessments (Smarter Balanced Assessments, SAT, CAPT, CMT, etc.) may be used as the assessment for an administrator’s SLO. For all other ACES schools and programs, the rating used for Whole-School or Program Learning Outcomes will be based on the administrator’s progress on the locally-determined SLOs only, corresponding to the Learning Outcomes rating on his/her evaluation.

**Option 2: Student Feedback**

ACES schools and programs have the option of using feedback from students, collected through whole-school surveys, where appropriate and applicable. Schools using student feedback use surveys from Panorama Education.

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

ACES administers the survey to all students each spring. Principals, school leadership teams, and school climate committees review the survey results to identify areas of focus and recommend student engagement goals to increase student learning, sharing those recommendations with all staff.

After these school-level goal(s) have been set, teachers may determine, through consultation and mutual agreement with their evaluators, one related student feedback goal they would like to pursue as part of their evaluation. Part of the evaluator’s job is to ensure (1) the goal is related to the whole school student feedback goal, and (2) that the improvement targets are aligned and attainable.

The spring survey is then used to calculate the teacher’s summative rating and provide valuable feedback that will help teachers achieve their goals and grow professionally. Summative ratings should reflect the degree to which a teacher makes growth on the goal set at the start of the year and should be based on the scale in Table 6.

Table 6: Rating Student Feedback

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

<sup>4</sup> In 2017-18, state accountability measures, even those **not** drawn from state-required standardized assessments, will not be included in administrators’ evaluation, therefore only the administrator’s score on locally determined SLOs will be used to calculate teachers’ Whole-School or Program Learning Outcomes rating.

**Option 3: Whole-School or Program Learning Outcomes Indicators or Student Feedback**

Schools and programs may also use whole-school student learning indicators for certain teachers and feedback from learners for others depending on their grade level, content area or other considerations.

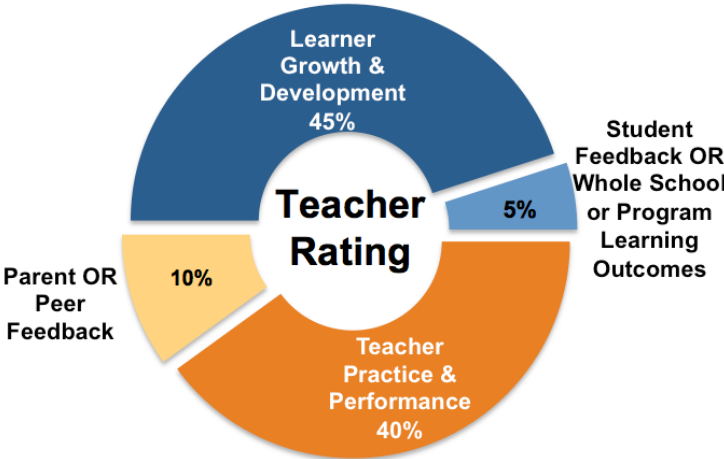
PLEASE NOTE: If the whole-school or program learning outcomes indicator rating is not available when the summative rating is calculated, then the student growth and development score will be weighted 50% and the whole-school or program learning outcomes indicator will be weighted 0 (see Summative Teacher Evaluation Scoring). However, once the needed data is available, the evaluator should revisit the final rating and amend at that time as needed, but no later than September 15<sup>th</sup>.

## Summative Teacher Evaluation Scoring

### Summative Scoring

The individual summative teacher evaluation rating will be based on the four categories of performance, grouped in two major focus areas: Learner Outcomes Indicators and Teacher Practice Indicators.

Figure 5: Summative Teacher Evaluation Rating



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

Every educator will receive one of four performance<sup>5</sup> ratings:

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

**Each step is illustrated below:**

Step 1: Calculate a Teacher Practice Indicators rating by combining the observation of teacher performance and practice score (40%) and the parent or peer feedback score (10%).

The observation of teacher performance and practice counts for 40% of the total rating and parent or peer feedback counts for 10% of the total rating. The scores for each of these components is multiplied by these weights to get the category points. The points are then translated to a rating.

Table 7: Sample Domain Rating for Observations of Teacher Performance and Practice

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

Indicator ratings are averaged within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.

Table 8: Determining Teacher Practice Indicators Points

Component	Score (1-4)	Weight	Points (Score x Weight)
Teacher Practice and Performance	2.7	40	108
Parent or Peer Feedback	3	10	30
<b>Total Teacher Practice Indicators Points</b>			<b>138</b>

<sup>5</sup> The term “performance” 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.

Table 9: Rating Teacher Practice Indicators

Teacher Practice Indicators Points	Teacher Practice Indicators Rating
50 - 80	Below Standard
81 - 126	Developing
127 - 174	<b>Proficient</b>
175 - 200	Exemplary

Step 2: Calculate a Learner Outcomes Related Indicators rating by combining the learner growth and development score (45%) and whole-school or program learning indicators or student feedback score (5%).

The learner growth and development component counts for 45% of the total rating and the whole-school or program learning indicators or learner feedback component counts for 5% of the total rating. The scores for each of these components is multiplied by these weights to get the category points. The points are then translated to a rating.

Table 10: Determining Learner Outcomes Indicators Points

Component	Score (1-4)	Weight	Points (Score x Weight)
Learner Growth and Development	3.5	45	157.5
Whole-School or Program Learning Indicators, or Student Feedback	3	5	15
<b>Total Learner Outcomes Indicators Points</b>			<b>172.5 → 173</b>

Table 11: Rating Learner Outcomes Indicators

Learner Outcomes Indicators Points	Learner Outcomes Indicators Rating
50 - 80	Below Standard
81 - 126	Developing
127 - 174	<b>Proficient</b>
175 - 200	Exemplary

### Step 3. Use the Summative Matrix to determine the Summative Rating

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

Chart 1: Teacher Summative Rating Matrix

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

### ***Adjustment of Summative Rating***

Summative ratings will be completed for all teachers by June 15<sup>th</sup> of a given school year and reported to the CSDE per state guidelines. Should a summative rating require assessment data that is not yet available at the time of a summative rating, a rating will be completed based on evidence that is available. The evaluator will recalculate the teacher’s final summative rating when the data is available and submit the adjusted rating not later than September 15<sup>th</sup>. These adjustments should inform goal setting in the new school year.

## Definition of Effectiveness and Ineffectiveness

ACES defines effectiveness and ineffectiveness using the summative ratings derived from the evaluation system.

An effective teacher is one who achieves an *exemplary* or *proficient* summative rating.

At the discretion of ACES, in the first year of a novice teacher's career, a *below standard* summative rating may be permitted to be considered effective. At the end of year two, the novice teacher must achieve a *developing* summative rating or higher to be considered effective. A novice teacher who receives a *below standard* summative rating at the end of year two is considered ineffective. Non-tenured teachers must achieve a *proficient* or *exemplary* summative rating by the end of year three to be considered effective.

A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential *developing* summative ratings or one *below standard* summative rating at any time in their employment. That educator's employment may be terminated. However, a post-tenure educator who has had a significant assignment change or other extenuating circumstance (e.g., extended maternity leave, family medical leave) may have an additional year at the *developing* summative rating to be considered effective, if that is mutually agreed up by the evaluator and educator.

Additionally, if an educator has been identified as needing additional support, has received sufficient, appropriate, and documented support through the improvement and redirection process described in this plan, and does not reach the predetermined and approved goals identified through that process, then that educator shall be deemed ineffective and employment may be terminated.

The ACES Professional Development, Evaluation, and Support Plan does not in any way supersede or negate any of the ACES Human Resources policies and procedures regarding disciplinary action.

## **Dispute-Resolution Process**

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, ACES has a process for resolving disputes in cases where the evaluation and teacher cannot agree on goals/objectives, the evaluation period, feedback, or the professional development plan. When such agreement cannot be reached, the issue in dispute may be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). The executive director and the 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 executive director and the collective bargaining unit. In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the ACES executive director 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 the *Connecticut Guidelines for Educator Evaluation*, updated June 2015. Should the process established not result in resolution of a given issue, the determination regarding that issue shall be made by the ACES executive director.

# ACES ADMINISTRATOR PROFESSIONAL DEVELOPMENT, EVALUATION, AND SUPPORT

## Purpose and Rationale

As an agency, ACES believes that a robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness. The ACES model for administrators defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school, program, or agency success); (2) the results that come from this leadership (educator or staff effectiveness and student achievement or other relevant outcomes); and (3) the perceptions of the administrator's leadership among key stakeholders in their community.

The model describes four levels of performance for administrators and focuses on the practices and outcomes of proficient administrators. A *proficient* rating represents a fully satisfactory performance. This is the rigorous standard expected of experienced administrators at ACES. *Exemplary* ratings are reserved for those who could serve as model leaders across the agency or even statewide.

All ACES administrators working under an 092 endorsement will be evaluated according to this plan. 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.

## Administrator Evaluation and Support Framework

The ACES evaluation and support framework uses 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 Leadership Outcomes.

1. **Leadership Practice-Related Indicators:** An evaluation of the core leadership practices and skills that positively affect student learning and other related outcomes. This category is comprised of two components:
  - a. Observation of Leadership Performance and Practice (40%) as defined by the *CT Leader Evaluation and Support Rubric 2015*;
  - b. Stakeholder Feedback (10%) on leadership practice through surveys and other collection tools.
2. **Leadership Outcomes-Related Indicators:** An evaluation of an administrator's contribution to student academic progress, at the school, program, or agency level, or to other outcomes when appropriate. This category is comprised of two components:



- a. Student Learning (45%) assessed in equal weight by: (a) (if required and applicable) progress on identified measures from the state's accountability system for schools<sup>6</sup> (*No state-required standardized assessments (Smarter Balanced Assessments, SAT, CAPT, CMT, etc.) may be used as the assessment for an administrator's SLO.*) and (b) performance and growth on locally-determined measures. Central office administrators whose responsibilities are not directly linked to student performance will determine appropriate outcome measures through mutual agreement with their evaluator.
- b. Educator Effectiveness Outcomes (5%) as determined by an aggregation of educators' success with respect to Student Learning Objectives (SLOs). Central office administrators will be responsible for the educators under their assigned role. All other administrators will be responsible for educators they directly evaluate. For any central office administrator not directly evaluating educators, the student learning measure will be weighted at 50%.

The four performance levels are:

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

## Process and Timeline

Each administrator participates in the evaluation process as a cycle of continuous improvement. The cycle is 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 self-assessment and formative review, followed by continued implementation. The latter part of the process offers administrators an additional 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 next year.

---

<sup>6</sup> 2017-18, state accountability measures, even those **not** drawn from state-required standardized assessments, will not be included in administrators' evaluation, therefore only the administrator's score on locally determined SLOs will be used to calculate teachers' Whole-School or Program Learning Outcomes rating.

Figure 6: Timeframe



## Orientation and Context-Setting

To begin the process, the agency will provide all administrators with orientation to the evaluation system and with the appropriate information they need to set their goals. The administrator reviews the following information:

1. Student learning data, or other outcome data when appropriate
2. Where applicable, state accountability measures
3. Stakeholder feedback data
4. Agency priorities for the year, including student learning goals
5. The school or program growth plan that includes any applicable student learning goals

## Goal-Setting and Plan Development

Before a school year starts, administrators identify two outcome goals (the equivalent of teachers' SLOs) and one stakeholder feedback target, drawing on available data, the executive director's priorities, guidance from the agency data team, their school or program growth plan, and prior evaluation results (where applicable). They also determine two areas of focus for their practice.

The administrator's areas of focus for their practice should be designed to help them accomplish their outcome and stakeholder goals and should align to the *CT Leader Evaluation and Support Rubric 2015*. It should be noted that 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 conversation about their leadership practice with their evaluator. For principals and other school-focused leaders, 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 and stakeholder goals, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet to discuss and agree on the selected outcome goals and 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 or program context?
- Are there any elements for which proficient performance will depend on factors beyond the administrator's control? 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 needed 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 and may suggest alternate goals as appropriate.

### **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 evaluators of school-based administrators, this should include at least two and preferably more, school-based visits, which may vary significantly in length and setting but will share the same goal of gathering evidence relevant to an administrator's practice focus areas. Using the tools available through the evaluation data management system, evaluators should provide timely feedback after a visit, focusing on the administrator's performance relative to the *CT Leader Evaluation and Support Rubric 2015*.

For evaluators of program and central office administrators, the location and context of these visits may vary greatly, depending on the administrator's specific responsibilities. When appropriate, observations of administrator practice may be conducted more like a teacher's review of practice and may include portfolio reviews of evidence of that administrator's performance.

Administrators' evaluations will include a minimum of:

- 2 observations, or reviews of practice if role-appropriate, for each administrator;
- 4 observations, or reviews of practice if role-appropriate, for any administrator new to the agency, the school or program, or the profession or who has received ratings of *developing* or *below standard*.

Besides the school visit requirement for building-based administrators, there are no prescribed evidence requirements. The plan relies on the professional judgment of the administrator and

evaluator to determine appropriate sources of evidence and ways to collect evidence. ACES encourages administrators to adopt a portfolio approach to this process.

Depending on an administrator's focus areas and job responsibilities, any or all of the following may provide evidence for that administrator's evaluation:

- Data systems and reports for student information;
- Artifacts of data analysis and plans for response;
- Observations of teacher team or other staff meetings;
- Observations of administrative/leadership team meetings;
- Observations of classrooms where the administrator is present;
- Communications to parents and community or other stakeholders;
- Conversations with staff;
- Conversations with students;
- Conversations with families;
- Budget reports.

### **Mid-Year Formative Review**

Midway through the academic year, after interim student assessment data or other relevant progress markers are available, the evaluator will conduct a midyear conference with the administrator.

In preparation for meeting:

- The administrator analyzes available student achievement data or other appropriate indicators and considers progress toward outcome goals.
- The administrator completes a self-reflection sharing her/his assessment of progress towards achievement of goals.
- The evaluator reviews all the evidence collected and provided by the administrator to identify key themes for discussion.

The administrator and evaluator hold a Mid-Year Formative Review Conference, with explicit discussion of progress toward outcome goals, as well as any areas of performance related to the *CT Leader Evaluation and Support Rubric 2015*. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students to a school, a significant turnover in staff, etc.) that could influence accomplishment of outcome goals. Those goals may be adjusted at this point. These revised goals will be used in determining an administrator's summative rating at the end of the year.

## Administrator Self-Assessment

In late spring, the administrator takes an opportunity to assess his/her practice on the *CT Leader Evaluation and Support Rubric 2015*. For each relevant<sup>7</sup> indicator, the administrator determines whether he/she:

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

Administrators will also self-assess their progress towards achieving the goals they set at the beginning of the year, taking into account any adjustments made at their midyear conference.

## Summative Review and Rating

The administrator and evaluator will meet before the end of June to discuss the administrator's self-assessment, all the evidence collected over the course of the year, and the evaluator's assessment of the administrator's overall performance and outcomes. While a final rating will be assigned following this meeting, evaluators should use the meeting as an opportunity to convey strengths, growth areas and their probable rating. After the meeting, the evaluator finalizes a rating based on all available evidence, shares it with the administrator and adds it to the administrator's personnel file. Any written comments that the administrator requests to be added within two weeks of receipt of the report will also be attached.

Summative ratings will be completed for all administrators by June 25<sup>th</sup> of a given school year so that the ACES Executive Director can provide them to CSDE by the required deadline. Should applicable data or other measures not yet be available at the time of a final rating, a rating will be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by the unavailable data, other measures, or educator effectiveness ratings, the evaluator will recalculate the administrator's summative rating once the data is available and submit the adjusted rating no later than September 15<sup>th</sup>. This adjustment will take place as close as possible to the start of the new school year so that prior year results can inform goal setting.

Initial ratings made before the end of June and based on all available data can be used for any employment decisions as needed. Because some evaluation components may not be completed when these initial ratings are made, ACES evaluators will observe the following rules of thumb to arrive at a rating:

- If stakeholder survey results are not yet available, then the observation of practice rating will count for 50% of the initial rating.

---

<sup>7</sup> All indicators, particularly those in Domain 1, are considered relevant for building principals, but assistant principals and central office administrators may have different degrees of emphasis on each, depending on role and responsibilities.

- If the educator effectiveness outcomes ratings are not yet available, then the student learning or other outcome measures will count for 50% of the preliminary rating.
- If the applicable state accountability measures<sup>8</sup> are not yet available, then the locally-determined outcome measures 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.

## Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

ACES requires all evaluators to complete training on the evaluation and support model to gain the tools needed to conduct evidence-based school site or other role-appropriate observations, provide effective feedback, and promote educator effectiveness and student performance.

By taking advantage of CSDE-supported and other training opportunities and by providing additional support through the Professional Development and School Improvement unit of the agency, ACES will ensure that evaluators are proficient in conducting administrator evaluations. This comprehensive approach to training evaluators will focus on developing:

- Understanding of the various components of the ACES administrator evaluation and support system;
- Understanding the criteria and sources of evidence for proficiency on the *CT Leader Evaluation and Support Rubric 2015*;
- Establishing a common language that promotes professionalism and a culture for learning through the lens of the *CT Leader Evaluation and Support Rubric 2015*; and
- Developing inter-rater reliability through calibrations of evaluator interpretations of evidence and ratings of leadership practice, educator and staff effectiveness, and student learning and other leadership outcomes.

## Support and Development

Evaluation alone cannot hope to improve leadership practice, educator effectiveness, student learning, and other leadership outcomes. However, when paired with effective, relevant, and timely support, the evaluation process has the potential to help move all administrators along the path to exemplary practice, regardless of their current level of performance. ACES is committed to providing all its administrators with the support they need to develop and grow.

---

<sup>8</sup> 2017-18, state accountability measures, even those **not** drawn from state-required standardized assessments, will not be included in administrators’ evaluation.

## Evaluation-Informed Professional Learning

The ACES vision for professional learning is that each and every administrator engages in continuous learning over time to increase professional effectiveness, resulting in positive outcomes for all learners. For ACES students to be prepared for their lives beyond high school, administrators must engage in strategically planned, well supported, standards-based, continuous professional learning focused on improving learner outcomes.

The process of educator evaluation is an integral part of any administrator's professional learning and should be used both to identify professional learning needs that support an administrator's goals and objectives and to provide opportunities for learning. It is the expectation of the agency that all administrators, regardless of performance level, create professional learning plans intended to meet their growth needs. In addition, ACES provides administrators with professional learning opportunities targeting both their individual strengths and needs as well as areas of common need identified through the evaluation process.

## Improvement and Redirection Plans

All administrators receive ongoing support through the evaluation process described in this plan. However, at times, a particular component of an administrator's practice may not be meeting expectations and/or may be rated as *developing* or *below standard*, signaling a need for more comprehensive support than is provided through the standard evaluation process. It is the expectation of ACES that the supervisor of an administrator in this circumstance will provide support above and beyond the requirements of this plan.

Initial additional support will provide short-term assistance to address a concern in its early stage and will target a specific element of the administrator's practice that needs improvement. Such support will:

- be developed by the evaluator with input from the educator;
- specify the area(s) of concern;
- identify resources, support, and other strategies to be provided to address the area(s) of need;
- provide an implementation timeline, not to exceed 30 work days in length and reaching completion before the end of the current school year;
- include specific indicators of success that would identify the administrator as no longer needing additional support.

It may also include additional observations/reviews of practice, peer coaching, peer observations, or other forms of support as deemed necessary. All support provided to the administrator will be documented using the educator evaluation data system.

If an administrator's need is greater than can be addressed through this additional support, s/he will be placed on a formal support plan known as Redirection. The redirection level at which an administrator is initially placed will depend on the severity of the administrator's identified needs and on whether or not he/she has achieved tenure. At each level, the primary evaluator will develop a support plan with input from the educator and in consultation with the president of the

ACES Administrators' Association or his/her designee and the Executive Director or his/her designee. The plan will target specific need(s) identified through the evaluation process.

During the redirection process, the evaluator's role will be to set expectations, guide the process according to the guidelines set forth in this document, and provide support for the administrator as needed according to the plan.

During the redirection process, the evaluator's role will be to set expectations, guide the process according to the guidelines set forth in this document, and provide support for the administrator as needed according to the plan. Both levels of redirection will involve team meetings to monitor progress, during which the administrator is responsible for identifying specific actions taken to address the areas of concern identified in the plan and to assess his/her progress towards meeting the indicators of success listed in the plan. The evaluator will also share the evidence s/he has collected and his/her assessment of the administrator's progress towards the plan's goals.

To be placed on redirection, an administrator will meet one or more of the following criteria:

- fail to make adequate progress after receiving the additional support described above;
- receive an overall summative rating of *developing* or *below standard*;
- demonstrate an initial need that the evaluator, in consultation with the Executive Director or his designee, deems significant enough to merit direct placement onto redirection.

Disciplinary issues will be treated separately, using the agency's progressive discipline process.

### **Redirection Level 1**

Redirection Level 1 intended to assist an administrator who needs a greater degree of support in order to consistently demonstrate proficient practice. An administrator is placed on Redirection Level 1 when he/she earns an overall summative rating of *developing* or *below standard* and/or has failed to make adequate progress despite the provision of the additional support described above, or when he/she demonstrates a need that the evaluator, in consultation with the Executive Director or his/her designee, deems significant enough to warrant direct placement into Redirection Level 1.

An administrator at this level of support will have the option of being mentored by an experienced administrator who has demonstrated *proficient* or *exemplary* performance in the targeted areas. If this option is chosen, the mentor will be identified by mutual agreement between the administrator on Redirection Level 1 and the primary evaluator. The mentor's role will be to support and guide the growth and development of the administrator, not to give evaluative feedback. The mentor will not be involved in evaluative decisions regarding the administrator's progress.



A plan for Redirection Level 1 must:

- be developed by the evaluator with input from the educator;
- indicate the area(s) of concern;
- identify resources, support, and other strategies to be provided to address the areas of need, including the option of a mutually-agreed-upon administrator mentor;
- provide an implementation timeline, not to exceed a minimum of 40 work days and a maximum of 60 work days in length;
- involve a minimum of three (3) observations/reviews of practice, and additional observations/reviews as deemed necessary;
- include goals with specific indicators of success that would identify the administrator as successfully completing the plan;
- include a schedule of progress-monitoring meetings to be held with all parties.

The plan for Redirection Level 1 will be shared with the administrator, the designated ACES Administrators' Association representative, and the Executive Director or his/her designee. Updated and signed copies will be provided to each of these parties after each progress-monitoring meeting. In addition, the plan will be placed in the administrator's personnel file, including a written summation at the end of the process identifying whether or not the administrator achieved the goals of the plan.

Administrators who fail to achieve the goals of their plan for Redirection Level 1 will be placed on Redirection Level 2.

## **Redirection Level 2**

Redirection Level 2 is intended to build the administrator's effectiveness. An administrator is placed on Redirection Level 2 when he/she fails to meet the goals of a Redirection Level 1 plan or when his/her performance creates an unsafe environment for learning, as determined by the evaluator in consultation with the Executive Director or his designee. Failure to achieve success under a Redirection Level 2 plan will result in the administrator being identified as *ineffective* and may result in termination.

An administrator who is placed on this level, regardless of reason, will be assigned a mentor as part of the Redirection Level 2 plan. This mentor, who may or may not be a fellow administrator, will be selected by the evaluator, in consultation with the Executive Director or his/her designee, based on the identified areas of need, and mutually agreed upon by the administrator on Redirection Level 2. The mentor's role will be to support and guide the growth and development of the administrator, not to give evaluative feedback. The mentor will not be involved in evaluative decisions regarding the administrator's progress.

A plan for Redirection Level 2 must:

- be developed by the evaluator with input from the educator;
- indicate the area(s) of concern;
- assign a mutually-agreed-upon mentor to the administrator;

- identify resources, support, and other strategies to be provided to address the areas of need;
- provide an implementation timeline, not to exceed a minimum of 40 work days and a maximum of 60 work days in length;
- involve a minimum of four (4) observations/reviews of practice, and additional observations/reviews as deemed necessary;
- include goals with specific indicators of success that would identify the administrator as successfully completing the plan;
- include a schedule of progress-monitoring meetings to be held with all parties.

The plan for Redirection Level 2 will be shared with the educator, the designated ACES Administrators' Association representative, and the Executive Director or his/her designee. Updated and signed copies will be provided to each of these parties after each progress-monitoring meeting. In addition, the plan will be placed in the educator's personnel file, including a written summation at the end of the process identifying whether or not the educator achieved the goals of the plan.

Upon successful completion of plan for Redirection Level 2, an administrator may receive additional support if it is deemed necessary in order to ensure that he/she is able to maintain a proficient level of performance.

Administrators who fail to achieve the goals of their Redirection Level 2 plans will be identified as *ineffective* and will be recommended for termination.

### **Career Development and Growth**

ACES will seek to provide opportunities to reward exemplary performance identified through the evaluation process with opportunities for career development and professional growth. 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.

# ACES Administrator Evaluation and Support Framework Components

## Leadership Practice-Related Indicators (50%)

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. These indicators are comprised of two components:

- Observation of Leadership Performance and Practice, counting for 40%; and
- Stakeholder Feedback, counting for 10%.

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

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

ACES uses the *CT Leader Evaluation and Support Rubric 2015*, which is aligned to the CCL-CSLS, to define effective leadership practice and assess its leaders through the following four domains:

1. **Instructional Leadership:** 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.
2. **Talent Management:** 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.
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. **Culture and Climate:** 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.

Table 12: CT Leadership Evaluation and Support Rubric 2015

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

The rubric is designed to be developmental in use. The full version contains a detailed continuum of performance for every indicator in each domain in order to serve as a guide and resource for 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 agency improvement.

Leadership practice based on all four of these domains contributes to successful schools and programs. As improving teaching and learning is at the core of what effective educational leaders do, Domain 1 (Instructional Leadership) will be weighted twice as much as any other domain for principals, with the three other domains equally weighted.

For assistant principals all domains will be weighted equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers. For other program and central office administrators the domains' weighting will reflect the administrator's job duties and will be established by the evaluator as part of the goal setting conference at the start of the school year.

In order to arrive at an end-of-year rating, an administrator's leadership practice is assessed using the *CT Leader Evaluation and Support Rubric 2015* with four performance levels for each of the four domains and their respective indicators.

The four performance levels are:

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

Potential Sources of Evidence are provided for each domain of the rubric. These are only examples and should not be used as a checklist.

### ***Arriving at a Leadership Performance and Practice Summative Rating***

Summative ratings of an administrator's leadership practice are based on the evidence for each domain in the *CT Leader Evaluation and Support Rubric 2015*, collected through observations of the administrator's leadership practice as well as a review of artifacts related to the administrator's performance.

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

1. The administrator and evaluator meet for a Goal-Setting Conference to identify focus areas for development of the administrator's leadership practice. While school principals are expected to emphasize their development under domain 1, assistant principals and central office administrators should discuss with their evaluators the indicators of the rubric that will be relevant to their practice, given their level of experience and job responsibilities. At this time, non-school-based and central office administrators will determine the respective weighting of domains through mutual agreement with their evaluators.
2. 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. Evidence collection will include observations of the administrator's practice during school and program visits as well as reviews of that practice as evidenced through artifacts. Administrators who are new to the agency, their school or program, or the profession, or who have been rated *developing* or *below*

*standard* will receive at least **four** observations/reviews of practice during the year. All other administrators will receive a minimum of **two** observations/reviews of practice.

3. At mid-year, the administrator will complete a self-reflection that will inform the Mid-Year Formative Conference with his or her evaluator. That conference will include a focused discussion of growth made in the administrator’s identified focus areas as well as an assessment of progress towards achievement of the administrator’s leadership outcomes goals.
4. Near the end of the school year, the administrator will review all information and data collected during the year and complete a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth, as well as progress made relative to the areas of focus and the outcomes goals.
5. The evaluator and the administrator will then meet to discuss all evidence collected to date. While discussion of the administrator’s practice may focus on the indicator level, the evaluator will rate the administrator’s performance at the domain level, using the preponderance of evidence to assign a rating of *exemplary*, *proficient*, *developing* or *below standard*. Based on those ratings and using the criteria in the chart below, the evaluator will then assign an overall rating for the administrator’s leadership practice.

Table 13: Principal Ratings

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

Table 14: Assistant Principal Ratings

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

## Central Office Administrator Ratings

Ratings for central office administrators will be based on the domain weightings determined at the beginning of the year by mutual agreement between administrator and evaluator.

### **Component #2: Stakeholder Feedback (10%)**

Feedback from stakeholders – assessed by tools using measures that align to the *CT Leader Evaluation and Support Rubric 2015* - is 10% of an administrator's summative rating.

For each administrative role, input will be collected from the stakeholders who are in the best position to provide meaningful feedback. For school-based administrators, ACES will administer an annual survey to teachers and staff, parents/families, and, when possible, students to collect feedback that will inform school, leader, and educator goals. Other program and central office administrators, through mutual agreement with their evaluators, will determine the best mechanism for collecting feedback from the appropriate stakeholders.

#### ***Stakeholder Feedback Summative Rating***

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

Exceptions to this include:

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

Establishing a summative rating is accomplished in the following steps, undertaken by the administrator being evaluated and reviewed by the evaluator:

1. Select appropriate survey or other stakeholder feedback measures, aligned to the *CT Leader Evaluation and Support Rubric 2015*.
2. Review baseline data on the selected measures.
3. Set 1 target for growth on the selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high).
4. In spring, administer surveys or other feedback mechanism to relevant stakeholders.
5. Analyze feedback data and determine whether the established target was achieved.
6. Complete a self-assessment regarding this goal, sharing it and the related data with the evaluator.
7. The evaluator will assign a summative rating on the administrator's stakeholder feedback goal, using the scale in Table 15.

Table 15: Rating Stakeholder Feedback

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 the rating of an administrator on stakeholder feedback must be based on an assessment of improvement over time.

## Leadership Outcomes-Related Indicators (50%)

- Student Learning, or other appropriate measures, counting for 45%; and
- Educator Effectiveness Outcomes, which counts for 5%.

### Component #3: Student Learning (45%)

Student learning is assessed in equal weight by: (a) (if required and applicable) progress on identified measures from the state’s accountability system for schools<sup>9</sup> (*No state-required standardized assessments (Smarter Balanced Assessments, SAT, CAPT, CMT, etc.) may be used as the assessment for an administrator’s SLO.*), 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**

**NOTE: This section is awaiting revision pending guidance from CSDE. No state accountability measures will be included in the ACES evaluation system for 2017-18. Continue reading at the section headed “Locally-Determined Measures” on page 59.**

With the state’s 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. NOTE: ACES schools that do not have an SPI will use locally determined measures.

<sup>9</sup> In 2017-18, state accountability measures, even those **not** drawn from state-required standardized assessments, will not be included in administrators’ evaluation, therefore only the administrator’s score on locally determined SLOs will be used to calculate teachers’ Whole-School or Program Learning Outcomes rating.



Currently, the state’s accountability system<sup>10</sup> 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 will not be available for the 2014-15 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.
3. ACES schools that do not have an SPI will use locally determined measures. This consideration applies to the entire section. For a complete definition of Connecticut’s measures of student academic learning, including a definition of the SPI see the SEED website.

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. For example, to determine the SPI growth target for a school with an SPI rating of 52, the calculation would be  $(88-52)/12 = 3$ .

For schools that do have an SPI, 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)**

<b>SPI ≥ 88</b>	<b>Did not Maintain</b>	<b>Maintain</b>		
	1	4		
<b>SPI &lt; 88</b>	<b>&lt; 50%* target progress</b>	<b>50-99** target progress</b>	<b>100-125** target progress</b>	<b>&gt; 125** target progress</b>
	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.

<sup>10</sup> 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.

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

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

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

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

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

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

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

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

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

### ***Locally-Determined Measures (Student Learning Objectives)***

School-focused administrators will establish two Student Learning Objectives (SLOs) on measures they select. Central office administrators will establish objectives in accordance with their job responsibilities. In selecting measures, certain parameters apply:

- All student learning measures must align to CT Core Standards or other Connecticut content standards. In instances where there are no such standards that apply to a subject/grade level, the measures used must align to research-based learning standards.
- For administrators whose responsibilities are school-focused, at least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- Although CSDE Guidelines require high school administrators to include graduation measures as an indicator, none of the ACES high schools graduate students from their programs. ACES high school administrators meet with sending district administrators for students in each of our special education high schools as well as our part-time arts magnet school. During these meetings, the required number of credits and graduation requirements are reviewed on an individual student basis. These meetings determine the necessary criteria required to enable all students to graduate, where appropriate, or to complete programming from their sending high schools. ACES high school administrators should consider applicable readiness measures as possible indicators when setting their goals.

Beyond these parameters, administrators have broad discretion in selecting indicators. For school-focused administrators this may include but not be 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.

When appropriate for some central office administrators, other outcomes measures that best capture that administrator's roles and responsibilities shall be used.

The process for selecting measures and creating SLOs should strike a balance between alignment to agency student learning goals and priorities and a focus on the most significant school-level student learning needs or program-level needs. To do so, the goal-setting process should follow the timeline below.

- First, the agency establishes student learning and other agency priorities for a given school year based on available data. These may be a continuation of multi-year improvement strategies or a new priority that emerges from achievement data.
- The administrator uses available data to craft a growth plan for the school or program. This is done in collaboration with other stakeholders and, for schools or agency-based school programs and departments, includes a manageable set of clear targets for student learning or, when appropriate, other outcomes.
- The administrator chooses priorities for her/his own evaluation that are: (a) aligned to agency priorities (unless the school or program is already doing well against those priorities) and (b) aligned with the school or program growth plan.
- The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators.
- The administrator shares the SLOs with her/his evaluator and they mutually determine 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.
  - For school-focused administrators, 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.
  - Any identified professional learning and 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 conference at which they assess progress towards the goals and, if warranted by circumstances, adjust strategies and/or actual targets.
- The administrator and evaluator collect summative data to inform the end of year conference and to determine summative ratings.

Based on this process, administrators receive a rating for this portion, following the criteria for each performance level in Table 16.

Table 16: Rating Administrator SLOs

Exemplary	Proficient	Developing	Below Standard
Met 2 objectives, substantially exceeding <u>at least</u> one	Met 1 objective <u>AND</u> made <u>at least</u> substantial progress on the 2nd objective	Met at least 1 objective  <u>OR</u> Made substantial progress on both objectives	Met 0 objectives and did not make substantial progress on both objectives

### Arriving at 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 the matrix below. **In the absence of state measures, the rating for the administrator’s locally determined measures of academic learning will become the summative rating for student learning.**

Chart 2: Student Learning Summative Rating Matrix

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

### Component #4: Educator Effectiveness Outcomes (5%)

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

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

As part of the ACES educator evaluation plan, educators are assessed in part on their accomplishment of SLOs. The degree to which educators under the supervision of an administrator do so is the basis of that administrator’s rating in this area. In order to maintain a strong focus on educators setting ambitious SLOs for their evaluation, it is imperative that evaluators of administrators discuss with the administrator their strategies in working with educators to set SLOs. Without attention to this issue, there is a substantial risk of administrators not encouraging educators to set ambitious SLOs.

Table 17: Rating Educator Effectiveness Outcomes

Exemplary	Proficient	Developing	Below Standard
>80% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the learner growth and development portion of their evaluation	>60% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the learner growth and development portion of their evaluation	>40% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the learner growth and development portion of their evaluation	<40% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the learner growth and development portion of their evaluation

Principals will be responsible for the effectiveness of all educators in their buildings. Assistant principals and central office administrators will be responsible for the educators under their assigned role. If an assistant principal’s job duties do not include teacher evaluation, then the teacher effectiveness rating for the principal of the school shall apply to the assistant principal. For any central office administrator not directly evaluating educators, the student learning measure will be weighted at 50%.

## Summative Administrator Evaluation Rating

### Summative Scoring

Each ACES administrator will receive an annual summative evaluation providing a rating aligned to one of four performance<sup>11</sup> evaluation designators: *Exemplary*, *Proficient*, *Developing* and *Below Standard*.

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

A *Proficient* rating represents fully satisfactory performance and is the rigorous standard expected of experienced administrators at ACES. 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 throughout ACES or even statewide. Few administrators are expected to demonstrate exemplary performance on more than a small number of practice elements.

---

<sup>11</sup> The term “performance” in the above shall mean “progress as defined by specified indicators.” Such indicators shall be mutually agreed upon, as applicable.

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 rated 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 Leadership Practice-Related Indicators Rating;
2. Determining an Leadership Outcomes-Related Indicators Rating; and
3. Combining the two into an overall rating using the Summative Matrix.

Each step is illustrated below:

**Step 1 - LEADERSHIP PRACTICE: Observation of Leadership Performance and Practice (40%) + Stakeholder Feedback (10%) = 50%**

The practice rating derives from an administrator’s performance on the four domains of the *CT Leader Evaluation and Support Rubric 2015* and the one stakeholder feedback target. The observation of leadership 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.

Table 18: Determining Total Leadership Practice Indicators Points

Component	Score (1-4)	Weight	Points (Score x Weight)
Observations of Leadership Performance and Practice	2	40	80
Stakeholder Feedback	3	10	30
<b>Total Leadership Practice Indicators Points</b>			<b>110</b>

Table 19: Rating Leadership Practice Indicators

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

**Step 2 - LEADERSHIP OUTCOMES: Multiple Student Learning Indicators, or Other Outcomes<sup>12</sup> (45%) + Educator Effectiveness Outcomes (5%) = 50%**

The outcomes rating is derived from student learning – student performance and progress as measured by any state-required elements of the state’s accountability system and student learning objectives – and educator effectiveness outcomes.<sup>13</sup> ACES central office administrators whose responsibilities are not directly linked to student performance will determine appropriate outcomes measures through mutual agreement with their evaluator.

If required and applicable, evaluators use the rating provided by the state and record a rating for the student learning objectives agreed to in the beginning of the year, taking into account any adjustments made at midyear. Simply multiply these weights by the component scores to get the category points and translate those points into a rating using the table below.

Table 20: Determining Total Leadership Outcomes Indicators Points

Component	Score (1-4)	Weight	Points (Score x Weight)
Student Learning (State required measures and SLOs or Other Outcomes)	3	45	135
Educator Effectiveness	2	5	15
<b>Total Leadership Outcomes Indicators Points</b>			<b>145</b>

<sup>12</sup> May be other measures when necessary and appropriate

<sup>13</sup> In 2017-18, state accountability measures, even those **not** drawn from state-required standardized assessments, will not be included in administrators’ evaluation.



Table 21: Rating Leadership Outcomes Indicators

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

**Step 3 - OVERALL: Leadership Practice + Leadership Outcomes**

The overall rating combines the practice and outcomes ratings using the matrix below. Using the ratings determined for each major category: Leadership 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 Leadership Practice rating is *developing* and the Leadership Outcomes rating is *proficient*. The summative rating is therefore *proficient*.

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

Chart 3: Administrator End-of-Year Summative Rating Matrix

		Overall Leadership Practice Rating			
		4	3	2	1
Overall Leadership 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 25<sup>th</sup> of a given school year. Should a summative rating require state data or other data that is not yet available at the time of a summative rating, a rating will be completed based on evidence that is available<sup>14</sup>. The evaluator will recalculate the administrator's final summative rating when the data is available and submit the adjusted rating not later than September 15<sup>th</sup>. These adjustments should inform goal setting in the new school year.

## **Definition of Effectiveness and Ineffectiveness**

ACES defines effectiveness and ineffectiveness using the summative ratings derived from the evaluation system.

An effective administrator is one who achieves an *exemplary* or *proficient* summative rating.

At the discretion of ACES, in the first year of a novice administrator's career, a *below standard* summative rating may be permitted to be considered effective. At the end of year two, the novice administrator must achieve a *developing* summative rating to be considered effective. A novice administrator who does not receive a *developing* or better summative rating at the end of year two is considered ineffective. By the end of year three, the novice administrator must achieve a *proficient* or *exemplary* rating to be considered effective.

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. That administrator's employment may be terminated. However, an experienced administrator who has had a significant assignment change or other extenuating circumstance (e.g., extended maternity leave, family medical leave) may have an additional year at the *developing* summative rating to be considered effective, if that is mutually agreed up by the evaluator and educator.

Additionally, if an administrator has been identified as needing additional support, has received sufficient, appropriate, and documented support through the improvement and redirection process described in this plan, and does not reach the predetermined and approved goals identified through that process, then that administrator shall be deemed ineffective and employment may be terminated.

The ACES Professional Development, Evaluation, and Support Plan does not in any way supersede or negate any of the ACES Human Resources policies and procedures regarding disciplinary action.

---

<sup>14</sup> In 2017-18, state accountability measures, even those **not** drawn from state-required standardized assessments, will not be included in administrators' evaluation.

## **Dispute-Resolution Process**

ACES has a process for resolving disputes in cases where the evaluation and educator 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 executive director and the 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 executive director and the collective bargaining unit. In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the executive director 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 executive director.

## APPENDIX A: PLAN COMMITTEE MEMBERS

<b>Committee Members</b>	<b>Role</b>
Drew Cohen	Teacher, SAILS
Gerald Crean	Teacher, TEMS
Suzanne Duran-Crelin	Principal, Wintergreen Interdistrict Magnet School
Erika Forte	Assistant Executive Director for Curriculum and Programs
Emily Freel	Assistant Director, Professional Development and School Improvement
Kristin Harvey	Teacher, Whitney High School North
William Jacobs	AEA President & Teacher, Whitney High School West & East
Bryan Markiewicz	Assistant Principal, Mill Road School
Julie Michaelson	Guidance Counselor, Educational Center for the Arts
Marcy Milhomens	Teacher, Wintergreen Interdistrict Magnet School
Christine Oxsalida	Teacher, Mill Road School
Anne Pember	Mathematics Curriculum Coordinator
Priscilla Remington	Teacher, Village School
William Rice	Director, Curriculum and Instruction
Ava Rowland	Social Worker, Mill Road School
Dina Secchiaroli	Education Specialist, Professional Development and School Improvement
Rachel Sexton	Interim Chief, ACES Institute
William Shanley	Teacher, Mill Road School
Todd Solli	Assistant Principal, Thomas Edison Middle School
Pat Tapper	Occupational Therapist, Village School
Vanessa Taragowski	Director, Pupil Services
Wanda Wagner	Director, Educational Technology & Technology Services
Marissa White	Teacher, Wintergreen Interdistrict Magnet School
Samantha Zatarain	Teacher, Thomas Edison Middle School