



# **BROOKFIELD PUBLIC SCHOOLS**

**Brookfield 2016-2017**

**Evaluation and Support Plan**

**August 2017**

Approved by the Brookfield Board of Education  
June 21, 2017  
Brookfield, Connecticut 06804

## **Acknowledgements**

### **BROOKFIELD PUBLIC SCHOOLS**

#### **“Create Your Tomorrow”**

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*With deep appreciation for the work and efforts of these committee members.*

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## Mission of the Brookfield Public Schools

*To inspire, challenge and prepare all students to live meaningful and productive lives.*

*Every student is empowered to become a critical thinker, problem-solver, effective communicator, global citizen, and life-long learner through rigorous, relevant and comprehensive educational experiences, expansive student opportunities, and active community involvement.*

*Please note: Much of the language in this document is from the 2013 SEED Handbook: Connecticut's System for Educator Evaluation and Development.*

## INTRODUCTION

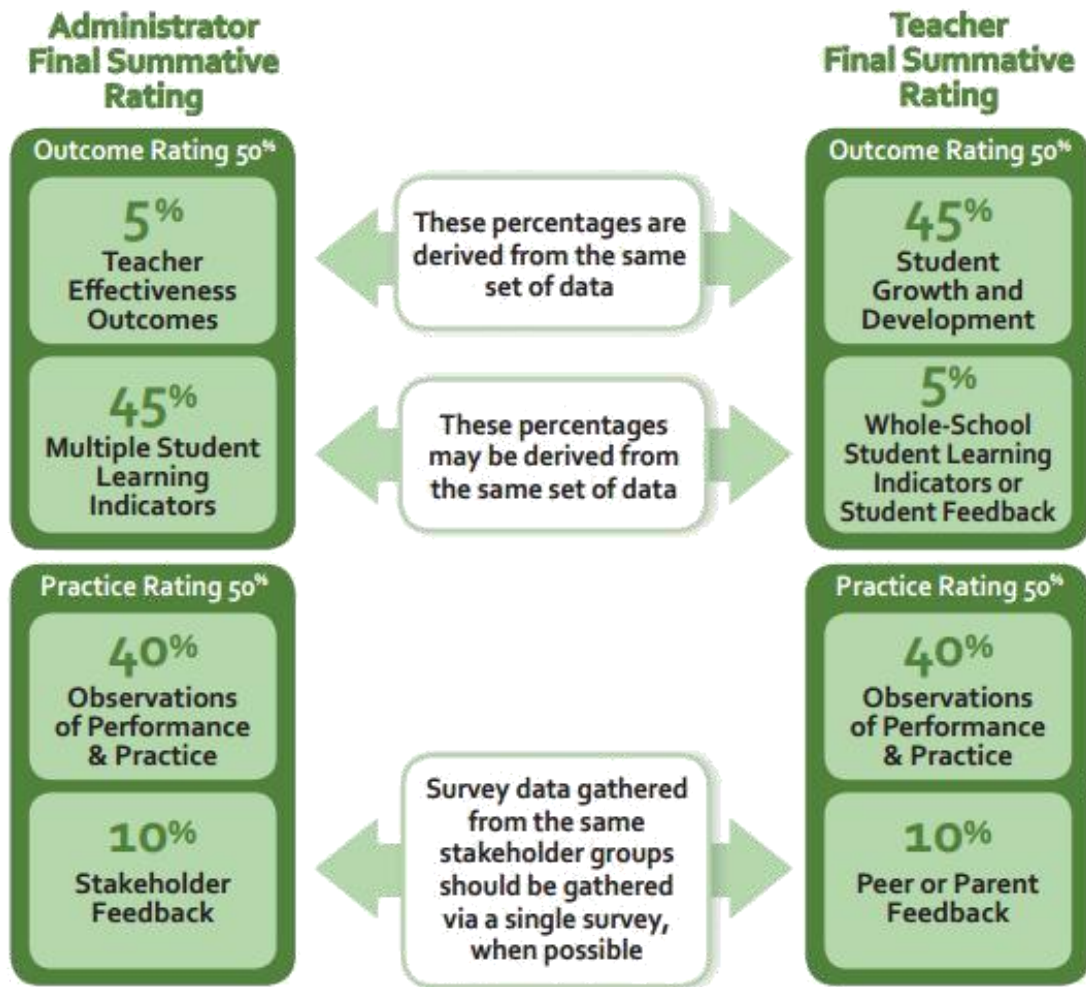
Excellent schools begin with great school leaders and teachers. The importance of highly- skilled educators is beyond dispute as a strong body of evidence now confirms what parents, students, teachers and administrators have long known: effective teachers are among the most important school-level factor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

High-quality evaluations are necessary to inform the individualized professional learning and support that all educators require. Such evaluations also identify professional strengths, which should form the basis of new professional opportunities. High-quality evaluations are also necessary to make fair employment decisions based on teacher and administrator effectiveness.

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

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

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



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

**Example:**

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

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

**Example**

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



# **TEACHER EVALUATION & PROFESSIONAL DEVELOPMENT PLAN OVERVIEW**

## I. TEACHER EVALUATION

The intent of this revision of the Brookfield Public Schools' teacher evaluation and professional development process is to provide a plan that aligns with the Connecticut Guidelines for Educator Evaluation included in the State legislation PA 12-116, passed into law in June 2012 and implemented beginning with the 2013-2014 school year. The Brookfield Professional Development and Evaluation Committee is based on and taken from the Connecticut System for Educator Evaluation and Development Plan [SEED], which was developed by a diverse group of educators in June 2012 from the Performance Evaluation Advisory Council [PEAC] and is based on the best practice research from around the country.

### Purpose & Rationale

One of the greatest factors contributing to a student's success is a high quality teacher. To support teachers we need to clearly define excellence in teaching practices and student results. Teachers need to receive accurate information about their strengths and challenges, which should determine opportunities for professional development, career growth, and community recognition. The purpose of the new evaluation model is to fairly and accurately evaluate teacher performance to improve student learning.

### Design Principles

The following principles guided the design of Connecticut SEED and Brookfield's Educator Professional Development and Evaluation Committee (PDEC) model

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

An evaluation system that uses multiple sources of information and evidence results in fair, accurate and comprehensive pictures of teachers' performance. The new model defines four categories of teacher performance: student learning (45%), teacher performance and practice (40%), parent feedback (10%) and school-wide student learning or student feedback (5%). These categories are grounded in research-based, national standards: Charlotte Danielson's Framework for Teaching; the Common Core State Standards, as well as Connecticut's standards: The Connecticut Common Core of Teaching; the Connecticut Framework K-12 Curricular Goals and Standards; the CMT/CAPT Assessments and locally developed curriculum standards.

#### ❖ **Emphasize growth over time**

The evaluation of an educator's performance should consider his/her improvement from an established starting point. This applies to professional practice focus areas and the student outcomes they are striving to reach. The goal-setting process in this model encourages a cycle of continuous improvement over time. Therefore, the model encourages educators to pay attention to continually improving their practice.

Brookfield will participate in some (not limited to) of the following assessment programs to examine student learning and growth over time, e.g.:

- *Smarter Balanced Assessments* beginning in March 2014 in grades 3-11 for English Language Arts and Mathematics;
- Science: *CMT* and *CAPT* for grades 5, 8 and 10 *Science Assessments* in March 2015;
- *Degrees of Reading Power* (DRP) in grades 3-8;
- District Benchmark Assessments
- Department-Developed Common Assessments for non-tested areas, e.g. applied education, art, health, music, physical education, social studies and world languages;
- *TRAILS*—Tool for Real-Time Assessment of Information Literacy Skills
- School Performance Indices, as available

❖ **Promote both professional judgment and consistency**

The model aims to minimize the variance between school leaders' evaluations of classroom practice and support fairness and consistency within and across schools.

❖ **Foster dialogue about student learning**

This model hinges on improving the professional conversation between teachers and administrators. The dialogue in the new model occurs more frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.

❖ **Encourage aligned professional development, coaching and feedback to support teacher growth**

Novice and veteran teachers alike deserve detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students. EE&PD Plan promotes a shared language of excellence to which professional development, coaching, and feedback can align to improve practice.

❖ **Ensure feasibility of implementation**

Launching this new model will require hard work. Throughout each district, educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources. The model aims to balance high expectations with flexibility for the time and capacity constraints in our district.

## II. TEACHER EVALUATION OVERVIEW

### Evaluation Plan Overview

As in the Connecticut SEED, the Brookfield PDEC Plan consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four categories, grouped in two major focus areas: Teacher Practice and Student Outcomes.

1. **Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:
  - (a) Observation of classroom teacher performance and practice (40%) as defined in the Common Core of Teaching (CCT) Rubric for Effective Teaching revised in May, 2014, which articulates four domains and twelve indicators of teacher practice. Special education teachers and library media specialist in the district will also be evaluated using this rubric.
  - (b) Clinical and related services teachers in the district will be evaluated using the 2015 CCT Rubric for Effective Service Delivery (40%) for Student and Educator Support Specialists (SESS). This is a revision to the 2014 rubric, which is due in the summer of 2015 and Brookfield is planning on using this newly revised rubric. However, there is the possibility that we could use the 2014 rubric for Effective Service Delivery. This 2014 rubric includes four domains and twelve indicators of specialist practice and is aligned with the CCT Rubric for Effective Teaching.
  - (c) Parent feedback (10%) on teacher practice through surveys
2. **Student Outcomes Related Indicators:** An evaluation of teachers' contribution to student academic progress at the school and classroom level. There is also an option in this focus area to include student feedback. This focus area is comprised of two categories:
  - (a) Student growth and development (45%) as determined by the teacher's student learning objectives (SLOs)
  - (b) Whole-school measure of student learning or student feedback (5%) as determined by aggregate student learning indicators or student surveys

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

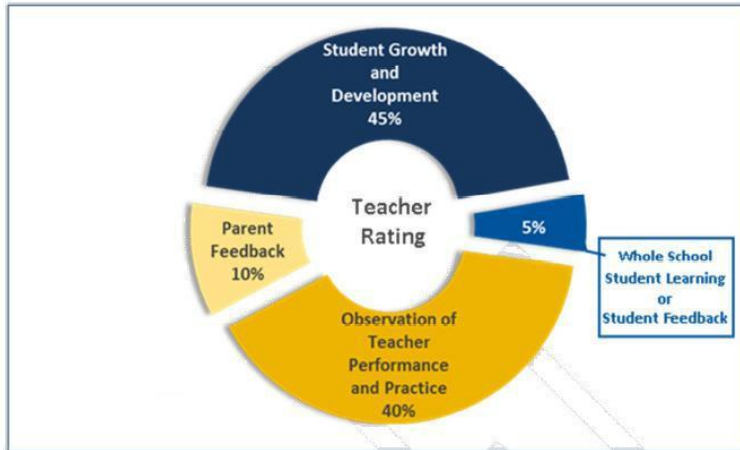
**Exemplary** – Substantially exceeding indicators of performance

**Proficient** – Meeting indicators of performance

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

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

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



### Teacher Evaluation Process

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



#### **Goal-Setting and Planning:**

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

1. *Orientation on Process*—To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice

goals and student learning objectives (SLOs) and they will commit to set time aside for the types of collaboration required by the evaluation process.

2. *Teacher Reflection and Goal-Setting*—The teacher examines student data, prior year evaluation and survey results, and the Common Core of Teacher (CCT) Rubric for Effective Teaching revised in May, 2014 or the SESS rubric to draft proposed performance and practice goal(s), a parent feedback goal, student learning objectives (SLOs) and a whole school goal for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.
3. *Goal-Setting Conference*—The evaluator and teacher meet to discuss the teacher’s proposed goals and indicators of academic growth and development (IAGDs) in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice. Evaluators may use evidence from previous practices, student work and assessments to support the goal setting. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria. Approval serves as a confirmation that mutual agreement has been reached.

### **Mid-Year Check-In:**

Timeframe: January and February

1. *Reflection and Preparation*—The teacher and evaluator collect and reflect on evidence to date about the teacher’s practice and student learning in preparation for the check-in.
2. *Mid-Year Conference*—The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on teacher practice goals, student learning objectives (SLOs) and performance on each to date. The mid-year conference is an important point in the year for reviewing results, acknowledging strengths and addressing concerns for the first half of the year. Evaluators will deliver mid-year formative information on indicators of the evaluation rubric for which evidence has been gathered and analyzed. Teachers will self-assess their own rubric ratings. The mid-year conference will include a conversation about any teacher and administrator differences on these indicator ratings. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They also can discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

### **End-of-Year Summative Review:**

Timeframe: May and June; must be completed by June 15

1. *Teacher Self-Assessment*—The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.

- Teachers will assess and reflect on their **Student Learning Objectives** (SLO's) by providing information and analysis of student results using multiple sources of data;
  - Teachers will reflect on the **Whole School Student Learning Indicators**;
  - Teachers will assess their **Professional Practice Goals** by reflecting on evaluator feedback and their professional development plan throughout the school year;
  - Teachers will reflect on the **Parent Survey** results and assess how their plan impacted the whole school goal based on the year-end survey results.
  - Teachers will also provide a list of **accomplishments**, e.g. awards, recognition, etc.
2. *Scoring*—The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating. After all data, including state test data (beginning in 2015-2016), are available, the evaluator may adjust the summative rating if the state test data change the student-related indicators significantly to change the final rating. Such revisions should take place as soon as state test data are available, and before September 15.
  3. *End-of-Year Conference*—The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year by June 15.

### **Ensuring Fairness and Accuracy:**

All school and district administrators are responsible for teacher evaluations. All evaluators are required to complete extensive training on the evaluation model. During the summer and fall of 2013 all Brookfield administrators attended the State Department of Education training and scored at least in the proficient level of calibration. In January of 2014 administrators again re-calibrated use of the observation rubric and participated in an Instructional Round session in the spring focused on Domain 4: Instruction. Administrative Council meetings during 2013-2014 and 2014-2015 were primarily focused on administrators' professional learning on important educational issues, including supervision and evaluation. During the summer of 2014 principals received state training to evaluate the administrators in their own schools rather than having their administrators evaluated by a Central Office administrator. The Assistant Superintendent will evaluate all principals in the district, as the district has an Interim Superintendent for the 2014-2015 school year, who is not SEED trained.

The Brookfield School district will provide administrators with training and resources throughout the year to support district administrators and to ensure that all evaluators are proficient in evaluating teachers. The Brookfield Public School will also continue to provide administrators with training in observations to provide staff with quality feedback to improve their practice.

### III. TEACHER PRACTICE RELATED INDICATORS

(50% of Evaluation)

The Teacher Practice Related Indicators evaluates the teacher’s knowledge of a complex set of skills and competencies and how these are applied in a teacher’s practice. It is comprised of two categories:

- Category #1: Teacher Performance and Practice, which counts for 40%; and
- Category #2: Parent Feedback, which counts for 10%.

These categories will be described in detail below.

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

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

For 2015-2016 Brookfield will use the Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching (2014) and the CCT Rubric for Effective Service Delivery (2015) for Student and Educator Support Specialists (SESS).

**CCT Rubric for Effective Teaching 2014 – AT A GLANCE**

Evidence Generally Collected Through In-Class Observations	Evidence Generally Collected Through Non-Classroom/Reviews of Practice
<p><b>Domain 1 Classroom Environment, Student Engagement and Commitment to Learning<sup>2</sup></b> <i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <ul style="list-style-type: none"><li>1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.</li><li>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.</li><li>1c. Maximizing instructional time by effectively managing routines and transitions.</li></ul>	<p><b>Domain 2 Planning for Active Learning</b> <i>Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"><li>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.</li><li>2b. Planning instruction to cognitively engage students in the content.</li><li>2c. Selecting appropriate assessment strategies to monitor student progress.</li></ul>
<p><b>Domain 3 Instruction for Active Learning</b> <i>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"><li>3a. Implementing instructional content for learning.</li><li>3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</li><li>3c. Assessing student learning, providing feedback to students and adjusting instruction.</li></ul>	<p><b>Domain 4 Professional Responsibilities and Teacher Leadership</b> <i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <ul style="list-style-type: none"><li>4a. Engaging in continuous professional learning to impact instruction and student learning.</li><li>4b. Collaborating to develop and sustain a professional learning environment to support student learning.</li><li>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.</li></ul>



**Approved Brookfield BOE June 21, 2017 change to Plan**

**Revision to the 2016 - 2017 Educator Evaluation Plan**

**Non-Tenured Teacher Observation Cycle: Below is a minimum requirement**

Teacher Category	Description of Observation Cycle
First & Second Year Novice Teachers and 3rd and 4th Years Teacher with Developing or Below Standard Summative Ratings	3 formal in-class observations, each with a pre and post conference with verbal (within 5 school days) and written feedback (within 10 school days) after the observation
Third and Fourth Year Novice Teachers and teachers in the two years prior to achieving tenure at Brookfield who have Proficient or Exemplary Summative Ratings	<ul style="list-style-type: none"> <li>• 2 formal in-class observations, each with a pre and post conference with verbal (within 5 school days) and written feedback (within 10 school days) after the observation and</li> <li>• 1 review of practice</li> </ul>

**Tenured Teacher Observation Cycle: Below is a minimum requirement**

Teacher Category	Description of Observation Cycle
Tenured Teachers with a <i>Proficient</i> or <i>Exemplary</i> Rating	<p>A three-year observation cycle:</p> <ul style="list-style-type: none"> <li>• One year includes a formal observation with a pre and post conference (within 5 school days) and written feedback, for all observations must be received within 10 school days after the observation</li> <li>• and a review of practice</li> <li>• Two years include three informal observations and a review of practice</li> </ul>
Tenured Teachers with a <i>Developing</i> Rating	<ul style="list-style-type: none"> <li>• 3 formal in-class observations and with a pre and post conference.</li> <li>• 2 informal in-class observations. each with a pre and post conference. All post conferences are to follow within 5 school days of observation and written feedback, for all observations must be received within 10 school days after the observations</li> <li>• 1 review of practice</li> </ul>
Tenured Teachers with a <i>Below Standard</i> Rating	<ul style="list-style-type: none"> <li>• 4 formal in-class observations, each with a pre and post conference with verbal (within 5 school days) and written feedback, for all observations must be received within 10 school days after the observation</li> <li>• 3 informal in-class observations and</li> <li>• 1 review of practice</li> </ul>

**NEW PROPOSAL – Classroom Observation Timeline**

**Classroom observations:**

The first observation will be no sooner than October 1st and no later than December 24th. The second no sooner than December 15th and no later than March 15th. The third no sooner than March 15th and no later than May 15th. If you are on a one formal cycle, observation must occur no sooner than October 1st and no later than the midyear.

## Weighing of the Domains

After thoughtful discussion the domains above will be weighted in the following manner, contributing to the 40% rating of the teacher's practice:

- Domain 1: 30% Classroom Environment, Student Engagement and Commitment to Learning
- Domain 2: 20% Planning for Active Learning
- Domain 3: 30% Instruction for Active Learning
- Domain 4: 20% Professional Responsibilities and Teacher Leadership

## Observation Process

Observation of Practice component is designed to provide information about a teacher's professional practice. Roland Barth in his book *Learning by Heart*, states, "To reflect on practice we must observe practice. As Marcel Proust has written, 'The real art of discovery consists not in finding new lands, but in seeing with new eyes.'" Every year every teacher in Brookfield will be observed either formally or

informally along with a Review of Practice. This observation will provide information about the teacher's practice in an on-going manner. The discussion from these observations will facilitate the focus of a teacher's growth and development plan.

Evidence must be gathered and rated for each of the twelve (12) indicators in the 4 domains included in the *Common Core of Teaching (CCT) Rubric for Effective Teaching* revised in March 2014 and the indicators in the SESS Rubric (2015).

At the end of the year, primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. The evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine indicator ratings for each of the indicators.

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

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

**Trends:** Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?

**Significance:** Are some data more valid than others? (Do I have notes or ratings from “meatier” lessons or interactions where I was able to better assess this aspect of performance?)

Additional observations may take place, as needed.

### Informal In-Class Observations

The purpose of these informal observations is to observe teaching in a more authentic, impromptu setting. For a classroom teacher this may include but not be limited to classroom instruction, team teaching situations, small group instructional settings and fine arts performances. For non-classroom teachers these observations may include staff’s participation in planning conferences, parent/student/staff meetings and counseling sessions. If a teacher is not being formally observed in any given year, there will be a minimum of three (3) informal observations during that year. All of these informal observations over time contribute to the teacher’s practice regarding their summative rating. These informal observations will be from 5-10 minutes in length, typically unannounced and feedback will be provided to the teacher. In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it’s recommended that the majority of observations be unannounced. All observations must be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, within a timely manner. It is recommended that feedback be provided within five school days. Providing both verbal and written feedback after an informal observation is ideal.

### Formal In-Class Observations

Scheduled observations give the evaluator an opportunity to experience the full instructional cycle, including planning, classroom environment, instruction and assessment. Each formal observation must include a pre-

conference and a post conference, which includes both written and verbal feedback within ten school days. The formal observation should be at least 30 minutes in length.

### Reviews of Practice

Because the teacher evaluation plan aims to provide teachers with comprehensive feedback on their practice as defined by the domains of the *CCT Rubric for Effective Teaching*, all interactions with teachers that are relevant to their instructional practice and professional conduct, may contribute to their performance evaluation. Therefore, examples of Reviews of Practice include but are not limited to the following:

- Reviews of lesson/unit plans and assessments
- Planning meetings
- Data team meetings
- Professional Learning Community meetings
- Call logs or notes from parent-teacher meetings
- Observations of coaching/mentoring other teachers and/or
- Attendance records from professional learning or school-based activities/events along with a teacher's reflection on his/her implementation of the new learning.

### Pre-conferences and post-conferences

Pre-conferences are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. A pre-conference can be held with a group of teachers, where appropriate.

Post-conferences provide a forum for reflecting on the observation using the *CCT Rubric for Effective Teaching* or the *SESS Rubric* to assess the lesson or intervention. A good post-conference:

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

Classroom observations provide the most evidence for domains 1 and 3 of the *CCT Rubric for Effective Teaching* or the *SESS Rubric*, but both pre- and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Feedback

The goal of feedback is to help teachers grow as educators and become more effective with each and every one of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- Specific evidence and ratings, where appropriate, on observed indicators of the *CCT Rubric for Effective Teaching* or the *SESS Rubric*;
- Prioritized commendations and recommendations for development actions;
- Next steps and supports the teacher can pursue to improve his/her practice; and
- A timeframe for follow up.

Providing both verbal and written feedback after an observation is ideal, but school leaders are encouraged to discuss feedback preferences and norms with their staff.

Teacher Performance and Practice Rating

1. Once a rating has been determined, it is then translated to a 1-4 score. *Below Standard* = 1 and *Exemplary* = 4. See example below for Domain 1:

Domain 3	Rating	Evaluator's Score
3a	<i>Developing</i>	2
3b	<i>Proficient</i>	3
3c	<i>Exemplary</i>	4

2. Average components with each domain to a tenth of a decimal to calculate domain-level scores:

Domain	Averaged Score
1	2.8
2	2.6
3	3.0
4	2.8

3. Apply domain weights to domain scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

Each of the domain ratings is weighted according to importance and summed to form one overall rating. Strong instruction and a positive classroom environment are major factors in improving student outcomes. Therefore, Domains 2 and 3 are weighted significantly more at 35%. Planning and Professional Responsibilities are weighted 15%.

Domain	Score	Weighting	Weighted Score
1	2.8	15%	0.4
2	2.6	35%	0.9
3	3.0	35%	1.1
4	2.8	15%	0.4
<b>Total</b>			2.8

Steps 2 and 3 can be performed by district administrators and/or using tools/technology that calculates the averages for the evaluator. Sample tools will be provided during the pilot year.

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

## **CATEGORY #2: Parent Feedback (10%)**

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

The process described below focuses on:

- (1) Conducting a whole-school parent survey (meaning data is aggregated at the school level);
- (2) Determining several school-level parent goals based on the survey feedback;
- (3) Teacher and evaluator identifying **one** related parent engagement goal and setting improvement targets;
- (4) Measuring progress on growth targets; and
- (5) Determining a teacher's summative rating. This parent feedback rating shall be based on four performance levels.

### 1. Administration of a Whole-School Parent Survey

Parent surveys should be conducted at the whole-school level as opposed to the teacher-level, meaning parent feedback will be aggregated at the school level. Parent surveys must be anonymous and demonstrate fairness, reliability, validity and usefulness and are administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys should be confidential and survey

responses should not be tied to parents' names. The parent survey should be administered every spring and trends analyzed from year-to-year.

## 2. Determining School-Level Parent Goals

Principals and teachers should review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals based on the survey results. Ideally, this goal-setting process would occur between the principal and teachers (possibly during faculty meetings) in August or September so agreement could be reached on 2-3 improvement goals for the entire school.

## 3. Selecting a Parent Engagement Goal and Improvement Targets

After these school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators **one** related parent goal they would like to pursue as part of their evaluation. Teachers will also set improvement targets related to the goal they select. 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. Measuring Progress on Growth Targets

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback category. There are two ways a teacher can measure and demonstrate progress on their growth targets. A teacher can (1) measure how successfully they implement a strategy to address an area of need (like the examples in the previous section), and/or (2) they can collect evidence directly from parents to measure parent-level indicators they generate. For example, a teacher could conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

## 5. Arriving at a Parent Feedback Rating

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

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

## IV. STUDENT OUTCOMES RELATED INDICATORS

### (50% of Evaluation)

The Student Outcomes Related Indicators captures the teacher's impact on students. Every teacher is in the profession to help children learn and grow, and teachers already think carefully about what knowledge, skills and talents they are responsible for nurturing in their students each year. As a part of the teacher evaluation process, teachers will document those aspirations and anchor them in data.

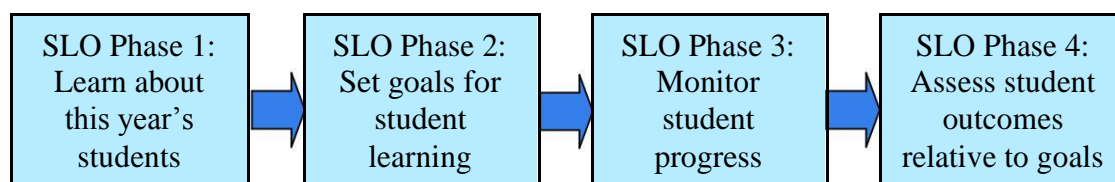
Student Related Indicators includes two categories:

- Student growth and development, which counts for 45%; and
- Whole-school student learning, which counts for 5% of the total evaluation rating.

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

#### Overview of Student Learning Objectives (SLOs)

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



#### SLO Phase 1: Learn about this year's students

This first phase is the discovery phase, just before the start of the school year and in its first few weeks. Once teachers know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the teacher is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources teachers can tap to understand both individual student and group strengths and challenges. This information will be critical for goal setting in the next phase.

#### SLO Phase 2: Set goals for student learning

Each teacher will write two SLOs. One half (22.5%) of the indicators of academic growth and development (IAGD) used as evidence of whether goals/objectives are met shall not be determined by a single, isolated



standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test (beginning in 2015-2016) for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement, subject to the local dispute-resolution procedure, an additional non-standardized indicator.

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

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

The Brookfield Public Schools uses a specific definition of “standardized assessment.” As stated in the CT Guidelines for Educator Evaluation, a **standardized assessment** is characterized by the following attributes:

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

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

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

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

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

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 objective was met. Each SLO must include at least one indicator.

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level.

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

Step 3: Provide Additional Information

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

- The rationale for the objective, including relevant standards;
- Any important technical information about the indicator evidence (like timing or scoring plans);
- The baseline data that was used to set each IAGD;
- Interim assessments the teacher plans to use to gauge students’ progress toward the SLO during the school year (optional); and
- Any training or support the teacher thinks would help improve the likelihood of meeting the SLO (optional).

Step 4: Submit SLOs to Evaluator for Approval

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

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

<b>SLO Approval Criteria</b>		
<b>Priority of Content</b>	<b>Quality of Indicators</b>	<b>Rigor of Objective/Indicators</b>
Objective is deeply relevant to teacher’s assignment and	Indicators provide specific, measurable evidence. The	Objective and indicator(s) are attainable but ambitious and

addresses a large proportion of his/her students.	indicators provide evidence about students' progress over the school year or semester during which they are with the teacher.	taken together, represent at least a year's worth of growth for students (or appropriate growth for a shorter interval of instruction).
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SLO Phase 3: Monitor students' progress

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

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

SLO Phase 4: Assess student outcomes relative to goals

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

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

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

<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.

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

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

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

##### **Whole-School Student Learning Indicator**

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

Note: If the Whole-School Learning Indicator is not available, then the Student Growth and Development score will count 50%. Once the rating is available (until September 15), the evaluator may revisit and amend the SLO rating and adjust the calculations accordingly.

## V. TEACHERS' SUMMATIVE EVALUATIONS

It is important that both the teacher and evaluator prepare for the end-of-year conference by collecting and analyzing data about the teacher's practice and student outcome indicators.

At least five days prior to the end-of-year conference the teacher will provide the evaluator with the following

- A completed self-assessment
- Any additional information supporting the completion of goals

### Summative Scoring

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

Every educator will receive one of four performance ratings:

**Exemplary** – Substantially exceeding indicators of performance

**Proficient** – Meeting indicators of performance

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

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

The rating will be determined using the following steps:

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

Each step is illustrated below:

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

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

Category	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
<b>TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS</b>			<b>142</b>

**Rating Table**

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

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

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

Category	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)	3.5	45	158
Whole School Student Learning Indicator or Student Feedback	3	5	15
<b>TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS</b>			<b>173</b>

**Rating Table**

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

- 3) Use the Summative Matrix to determine Summative Rating

Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *proficient* and the Student Outcomes Related Indicators rating is *proficient*. The summative rating is therefore *proficient*. If the two focus areas are highly discrepant (e.g., a rating of *exemplary* for Teacher Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to make a summative.

**Summative Rating Matrix**

		<b>Teacher Practice Related Indicators Rating</b>			
		Exemplary	Proficient	Developing	Below Standard
<b>Student Outcomes Related Indicators Rating</b>	Exemplary	Exemplary	Exemplary ↓	Proficient	Gather further information
	Proficient	Proficient	Proficient	Proficient	Gather further information
	Developing	Proficient	Developing	Developing	Below Standard
	Below Standard	Gather further information	Below Standard	Below Standard	Below Standard

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

## VI. TEACHER SUPPORT AND DEVELOPMENT

### Definition of Effectiveness and Ineffectiveness

The Brookfield Public Schools shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system. A pattern may consist of a pattern of one.

A teacher shall be deemed effective if such teacher receives at least a proficient summative rating.

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

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

Superintendents shall offer a contract to any educator he/she deems effective at the end of year four. This shall be accomplished through the specific issuance to that effect.

Nothing in this evaluation plan shall waive the right of the district to non-renew a non-tenured teacher's contract under the Teacher Tenure Act.

### Dispute-Resolution Process

A subcommittee of the Educator Evaluation & Professional Development (EE&PD) Committee shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback or the professional development plan. The superintendent and the teachers' collective bargaining unit will each select one representative from the EE&PD Committee to constitute this subcommittee, as well as a neutral party, as mutually agreed upon between the superintendent and the collective bargaining unit.

In the event the designated committee does not reach a unanimous decision, the issue will be considered by the superintendent, whose decision will be binding.

### Time Limits

Since it is important that the dispute-resolution process proceed as rapidly as possible, the number of days indicated at each step shall be considered maximum. The time limits specified may, however, be extended by written agreement of both parties.



- Days shall mean school days.
- If a teacher does not initiate the dispute-resolution procedure within ten school days of the disagreement, the teacher shall be considered to have waived his or her right to the dispute-resolution process.
- Failure of the teacher at any level to appeal to the next level within the specified time shall be deemed to be acceptance of the decision rendered at that level.

### **Steps in the dispute-resolution process for objectives/goals or final summative rating**

1. The teacher will meet and discuss the matter with the evaluator with the object of resolving the matter informally.
2. If the disagreement has not been resolved to the satisfaction of both parties, then within ten school days another conference shall be scheduled with the sub-committee, described above. The task of this sub-committee is to facilitate dialogue between the teacher and evaluator so that a resolution may be reached.
3. The sub-committee shall prepare a report that outlines steps taken, explains the outcome of the meeting, and includes any recommendations to solve the dispute.
4. If the sub-committee is unable to resolve the disagreement between the teacher and the evaluator, the teacher may appeal further to the superintendent within ten school days of meeting with the panel. The superintendent's decision shall be binding. A written, final decision on the matter by the superintendent will be given to the evaluator and teacher within twenty school days of the dispute-resolution initiation.

## **Support Plans**

### **Informal Support Program**

A teacher would be placed in the informal support program when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage.

The primary evaluator and the teacher will discuss ideas and possible solution to address the concern(s), which may include, but not be limited to: professional development, opportunities to observe and work with other staff members in the same or a related position, coaching by other educators who may be of assistance, referral to the Employees Assistance Program, alternative career counseling by Human Resource personnel, and/or consultation with specialist who have expertise related to the staff member's needs. The solutions will be implemented for a period of three (3) months with a re-evaluation of progress/status at that time.

## **Formal Support Program**

If a teacher's performance is rated as developing or below standard on the summative, it signals the need for the primary evaluator to create an intervention and support plan. This plan is developed by the assistant superintendent in consultation with the primary evaluator, who supervises the teacher, teacher and a Brookfield Education Association representative. The purpose of the intervention and support plan is to improve the teacher's practice to the proficient level and improve student learning data within a specified time period.

The evaluator will notify the teacher and the assistant superintendent that he or she is recommending a Formal Support Program Plan (See Referral for Formal Support Program.). The assistant superintendent's approval is required prior to placement in the Formal Support Program. The assistant superintendent shall also assign two evaluators to supervise the teacher: the teacher's primary evaluator and a second administrator that must be from another building.

Teachers enrolled in the Formal Support Program must prepare an action plan. This plan must include the following:

- Specific and measureable objective to address the concerns in the original referral;
- Strategies to accomplish the objectives which may include but are not limited to: coaching by peers with suggestions for improvement; observation of colleagues; consultation with specialist or others who have expertise or strengths which can benefit the staff member in need of support; professional development and training in or out of the district; utilization of EAP (Employees Assistance Program) services; and resource materials related to the teacher's needs; and
- Evidence that will assist in determining accomplishment of the objectives such as: demonstration of CCT indicators through classroom observations; informal observations of staff member's work within the general school environment; collections of student work; or other forms of data collection related to the action plan objectives.

The teacher must be offered the opportunity to select a colleague or a mentor to assist him or her in accomplishing the action plan objectives. This individual shall have no supervisory or evaluative role. Frequent and regular observations and conferences with the evaluators must occur during the action plan period.

Two independent evaluation reports shall be prepared by the evaluators to document progress made on the action plan objectives, one by the second evaluator after three months and the other by the primary evaluator after six months from the date of the action plan. The evaluation reports must focus on the evidence of accomplishment cited in the action plan and any other evidence that related to the objectives that may be collected. At the end of each three-month period, each supervisor must confer with the teacher to review his or her evaluation.

At the end of the six months, the evaluators will prepare the Evaluator's Recommendation and confer with the teacher to review it. The evaluators shall make one of the following recommendations to the assistant superintendent:

- Accomplishment of action plan objectives; or
- Partial completion of action plan objectives with continued placement in the Support Program; or
- Insufficient or no progress made and recommendation to consider termination of contract.

In order to clarify the Support Program procedures, a sample timeline has been developed. Although the dates are fictitious, these major events must occur in this order:

- June 1: Primary evaluator completed Referral for Support Program and confers with teacher regarding the reasons for the referral; submits referral to assistant superintendent.
- June 8: Assistant superintendent reviews referral and approves or disapproves recommendation; informs primary evaluator and teacher of decision; if approves, process continues and second evaluator is assigned; if disapproves, process terminates.
- June 15: Primary evaluator, second evaluator and teacher develop action plan.
- June 15-Nov. 15: Second evaluator observes and supervises teacher.
- Nov. 16: Second evaluator completes the three-month review and confers with teacher on progress toward attainment of action plan objectives.
- Nov. 17-Feb. 17: Primary evaluator observes and supervises teacher.
- Feb. 18: Primary evaluator completes three-month review and confers with teacher on progress toward attainment of action plan objectives.
- Feb. 20: Primary evaluator and second evaluator prepare summary evaluation comments and make recommendation; confer with teacher regarding recommendation.
- Feb. 23: Primary evaluator and second evaluator forward recommendation to assistant superintendent for appropriate follow-up.

## **VII. TEACHER PROFESSIONAL DEVELOPMENT**

Brookfield teachers are committed to their own professional growth and development. In consultation with their administrators, from SLO data, and/or teacher evaluation rubric indicator ratings, each teacher identifies their next steps to improving their practice. Teachers also participate in Professional Learning Communities, which meet during the school year examining student data related to their instructional improvement plans.

For 2015-2016 Brookfield has four (4) professional days and five (5) Professional Learning Community afternoons with early dismissal for students.

### **Evaluation-Based Professional Learning**

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Throughout the Brookfield Educator Evaluation and Professional Development Plan, every teacher will be identifying their professional learning needs in mutual agreement between the teacher and his/her evaluator and serves as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities.

Annually, the EE & PD Committee will examine the professional development opportunities in the district and provide additional supports to staff to regarding differentiated learning opportunities.

### **Career Development and Growth**

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself and in building the capacity 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 intervention and support plans for peers whose performance is developing or below standard; leading Professional Learning Communities; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

## **VIII. CORE REQUIREMENTS FOR THE EVALUATION OF STUDENT AND EDUCATOR SUPPORT SPECIALISTS [SESS]**

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

### **Flexibility from Core Requirements for the Evaluation of Teachers**

1. Student and Educator Support Specialists (SESS) shall have a clear job descriptions and delineation of their role and responsibilities in the school to guide the setting of Indicators of Academic Growth and Development (IAGDs), feedback and observation.
2. Because of the unique nature of the roles fulfilled by Student and Educator Support Specialists, districts shall be granted flexibility in applying the Core Requirements of teacher evaluation in the following ways:
  - a. Districts shall be granted flexibility in using IAGDs to measure attainment of goals and/or objectives for student growth. The Goal-Setting Conference for identifying the IAGDs shall include the following steps:
    - i. The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.
    - ii. The educator and evaluator will determine if the indicator will apply to the individual teacher, a team of teachers, a grade level or the whole school.
    - iii. The educator and evaluator should identify the unique characteristics of the population of students which would impact student growth (e.g. high absenteeism, highly mobile population in school).
    - iv. The educator and evaluator will identify the learning standard to measure: the assessment/measure of progress, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.

b. Because some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance at the beginning of the school year. The observations will be based on standards when available. Examples of appropriate venues include but are not limited to: observing Student and Educator Support Specialist staff working with small groups of children, working with adults, providing professional development, working with families, participation in team meetings or Planning and Placement Team meetings.

c. When student, parent and/or peer feedback mechanisms are not applicable to Student and Educator Support Specialists, districts may permit local development of short feedback mechanisms for students, parents and peers specific to particular roles or projects for which the Student and Educator Support Specialists are responsible.

**SESS Rubric, based on 2014 rubric.**

This may be revised with the revision due in summer 2015.

## Connecticut Common Core of Teaching Rubric for Effective Teaching Student and Educator Support Specialists

<p style="text-align: center;"><b><u>CCT DOMAIN 2: ENVIRONMENT, STUDENT ENGAGEMENT AND COMMITMENT TO LEARNING</u></b></p> <p><i>Service Providers promote student engagement, independence and interdependence in learning by facilitating a positive learning community by</i></p> <ul style="list-style-type: none"> <li>2.a. Promoting a positive climate that is responsive, respectful and equitable</li> <li>2.b. Promoting student engagement and shared responsibility for learning</li> <li>2.c. Promoting appropriate standards of behavior</li> <li>2.d. Promoting efficient routines and transitions to maximize service delivery</li> </ul>	<p style="text-align: center;"><b><u>CCT DOMAIN 3: PLANNING FOR ACTIVE LEARNING</u></b></p> <p><i>Service Providers plan intervention in order to engage student(s) in rigorous and relevant learning and to promote their curiosity about the world at large by</i></p> <ul style="list-style-type: none"> <li>3.a. Planning service delivery is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge</li> <li>3.b. Planning assessment and prevention/intervention strategies to actively engage student(s)</li> <li>3.c. Selecting appropriate assessment and prevention/intervention strategies to monitor ongoing student(s) progress</li> </ul>
<p style="text-align: center;"><b><u>CCT DOMAIN 4: SERVICE DELIVERY</u></b></p> <p><i>Service Providers implement intervention to support students in rigorous and relevant learning and to promote their curiosity about the world at large by</i></p> <ul style="list-style-type: none"> <li>4.a. Delivery of services</li> <li>4.b. Leading students to construct new learning through use of prevention/intervention strategies</li> <li>4.c. Monitoring student learning, providing feedback to students and adjusting service delivery</li> </ul>	<p style="text-align: center;"><b><u>CCT DOMAIN 5: ASSESSMENT FOR SERVICE DELIVERY</u></b></p> <p><i>Service Providers use multiple measures to analyze student performance and to inform subsequent planning and instruction by</i></p> <ul style="list-style-type: none"> <li>5.a. Formative and summative assessment for learning</li> <li>5.b. Assessment criteria and feedback to improve student performance and responsibility for learning</li> <li>5.c. Comprehensive data analysis, interpretation and communication</li> </ul>
<p style="text-align: center;"><b><u>CCT DOMAIN 6: PROFESSIONAL RESPONSIBILITY AND LEADERSHIP</u></b></p> <p><i>Service Providers maximize support for student learning by developing and demonstrating professionalism, collaboration with others and leadership by</i></p> <ul style="list-style-type: none"> <li>6.a. Engaging in continuous professional growth to impact services and student progress</li> <li>6.b. Collaborating to develop and sustain a professional learning environment to support services and student progress</li> <li>6.c. Communicating and collaborating with colleagues, stakeholders and families to develop and sustain a positive school climate and support student learning</li> <li>6.d. Conducting oneself as a professional</li> </ul>	

## **ADMINISTRATOR SUPERVISION & EVALUATION PLAN**



## IX. ADMINISTRATOR EVALUATION

### Purpose and Rationale

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

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

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

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

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

The model described here was developed by New Leaders, a national non-profit organization committed to developing transformational school leaders and advancing the policies and practices that allow great leaders

to succeed, and a group of Connecticut stakeholders convened as the Principal Working Group of the Performance Evaluation Advisory Administration Council.

It is built on both research on principal evaluation and the practice of states across the country and within Connecticut. The model meets all of the requirements for the evaluation of 092 license holders outlined in Connecticut Statute and Connecticut State Board of Education regulations. The model does not establish any new employment-related consequences for administrators, as existing statute outlines the process by which the results of evaluations are used for employment matters.

This document describes the administrator evaluation model, beginning with a set of underlying core design principles. Next, it describes the four components on which administrators are evaluated – leadership practice, stakeholder feedback, student learning and teacher effectiveness – before describing the process of evaluation and, finally, the steps evaluators take to reach a summative rating for an administrator.

As noted, the model applies to all administrators holding an 092 license. 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, those are noted.

## Core Design Principles

Four Core Principles were designed by the Working Group:

**Focus on what matters most:** Four areas of administrator performance are important to evaluation: student learning (45%), administrator practice (40%), stakeholder feedback (10%), and teacher effectiveness (5%). Since instructional leadership has a more significant influence on student success, this area is a strong focus and has more weight in the evaluation model.

**Emphasize growth over time:** The evaluation of administrators' performance should primarily be about their improvement from an established starting point. This applies to their professional practice focus areas and the outcomes they are striving to reach.

**Leave room for judgment:** In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers. We believe that of equal importance to getting better results is the professional conversation between an administrator and his/her supervisor, which can be accomplished through a well-designed and well-executed evaluation system. So, this plan requires evaluators to observe

the practice of administrators enough to make informed judgments about the quality and efficacy of practice.

**Consider implementation at least as much as design:** Sensitive to the tremendous responsibilities and limited resources that administrators have, we designed the model to align with other responsibilities (e.g., writing a school improvement plan, meeting with parent, students and staff, etc.) and to highlight the need for evaluators to build important skills in setting goals, observing practice, and providing high quality feedback.

## X. FOUR CATEGORIES OF ADMINISTRATOR EVALUATION

The evaluation of administrators, as well as supports for their ongoing growth and development, are based on four categories:

### Category #1: Leadership practice (40%)

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

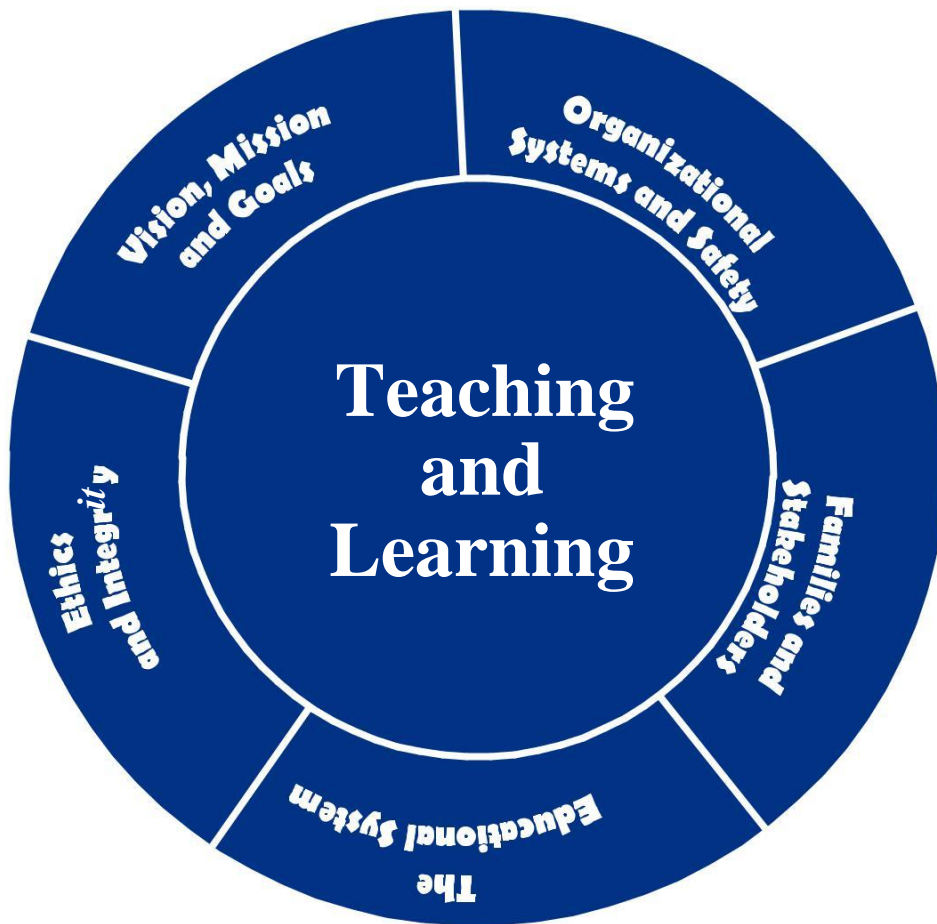
Beginning with the 2015-2016 school year, leadership practice will use the 2015 revision to the Common Core of Leading: Connecticut School Leadership Standards, the June 2012 version of this rubric. However, the district reserves the right to go back to use the June 2012 rubric once the new revisions have been vetted by district administrators should they decide not to use these 2015 revisions. Leadership practice is described in the Common Core of Leading: Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June of 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations.

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

- 6) **The Education System:** *Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal, and cultural contexts affecting education.*

All six of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. As such, **Performance Expectation 2 (Teaching and Learning)** comprises half of the leadership practice rating. The administrator and the evaluator identify two other Performance Expectations, which are equally weighted.

**Figure 1:** Leadership Practice – 6 Performance Expectations



In order to arrive at these ratings, administrators are measured against the **Leader Evaluation Rubric**, which describes leadership actions across four performance levels for each of the six performance expectations and associated elements. The four performance levels are:

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

Two key concepts, indicated by bullets, are often included as indicators. Each of the concepts demonstrates a continuum of performance across the row, from *below standard* to *exemplary*.

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

## STRATEGIES FOR USING THE LEADER EVALUATION RUBRIC:

**Helping administrators get better:** The rubric is designed to be developmental in use. It contains a detailed continuum of performance for every indicator within the Connecticut School Leadership Standards in order to serve as a guide and resource for school leaders and evaluators to talk about practice, identify specific areas for growth and development, and have language to use in describing what improved practice would be.

**Making judgments about administrator practice:** In some cases, evaluators may find that a leader demonstrates one level of performance for one concept and a different level of performance for a second concept within a row. In those cases, the evaluator will use judgment to decide on the level of performance for that particular indicator.

**Assigning ratings for each performance expectation:** Administrators and evaluators will not be required to complete this rubric at the Indicator level for any self-assessment or evaluation process. Evaluators and administrators will review performance and complete evaluation detail at the Performance Expectation level and may discuss performance at the Element level, using the detailed Indicator rows as supporting information as needed. As part of the evaluation process, evaluators and school leaders should identify a few specific areas for ongoing support and growth.

**Assessing the practice of administrators other than principals:** A rubric is not required for assistant principals or central office administrators. Districts may generate ratings from evidence collected directly from the Connecticut School Leadership Standards. Or, the leader evaluation rubric may be used in situations where it is applicable to the role of the assistant principal or central office administrator.

See **Figure 2**: An excerpt from the Leader Evaluation Rubric

*Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.*

**Element A: High Expectations for All**

**Leaders\* ensure that the creation of the vision, mission and goals establishes high expectations for all students and staff\*\*.**

**The Leader...**

Indicator	Exemplary	Proficient	Developing	Below Standard
<b>Information &amp; analysis shape vision, mission and goals</b>	Uses a wide range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.	Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals.	Uses data to set goals for students.  Shapes a vision and mission based on limited data and analysis.	Relies on their own knowledge and assumptions to shape school-wide vision, mission and goals.

\***Leader:** Connecticut School Leaders who are employed under their immediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other supervisory positions.)

\*\***Staff:** All educators and non-certified staff

### Arriving at a Leadership Practice Summative Rating

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

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

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



The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. **Evaluators must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession, or who have received ratings of *developing* or *below standard*.**

The administrator and evaluator hold a Mid-Year Formative Conference, with a focused discussion of progress toward proficiency in the focus areas identified as needing development.

Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.

The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *exemplary*, *proficient*, *developing*, or *below standard* for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year.

### **Principals and Central Office Administrators:**

<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Below Standard</b>
<p><i>Exemplary</i> on Teaching and Learning</p> <p><i>Exemplary</i> on at least 2 other performance expectations</p> <p>No rating below <i>Proficient</i> on any performance expectation</p>	<p>At least <i>Proficient</i> on Teaching and Learning</p> <p>At least <i>Proficient</i> on at least 2 other performance expectations</p> <p>No rating below <i>Developing</i> on any performance expectation</p>	<p>At least <i>Developing</i> on Teaching and Learning</p> <p>At least <i>Developing</i> on at least 2 other performance expectations</p>	<p><i>Below Standard</i> on Teaching and Learning</p> <p>or</p> <p><i>Below Standard</i> on at least 2 other performance expectations</p>

## Assistant Principals and Department Chairs:

Exemplary	Proficient	Developing	Below Standard
<p><i>Exemplary</i> on at least half of measured performance expectations</p> <p>No rating below <i>Proficient</i> on any performance expectation</p>	<p>At least <i>Proficient</i> on at least a majority of performance expectations</p> <p>No rating below <i>Developing</i> on any performance expectation</p>	<p>At least <i>Developing</i> on at least a majority of performance expectations</p>	<p><i>Below Standard</i> on at least half of performance expectations</p>

### Category #2: Stakeholder feedback (10%)

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

#### APPLICABLE SURVEY TYPES

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

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

**School practice surveys** capture feedback related to the key strategies, actions and events at a school. They tend to focus on measuring awareness and impact from stakeholders, which can include faculty and staff, students, and parents.

**School climate surveys** cover many of the same subjects as school practice surveys but are also designed to probe for perceptions from stakeholders on the school's prevailing attitudes, standards and conditions. They are typically administered to all staff as well as to students and their family members.

The Brookfield Public Schools' survey is valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time). Adequate participation and representation of school stakeholder population is important; there are several strategies that Brookfield Public Schools chooses to use to ensure success in this area, including careful timing of the survey during the year, incentivizing participation, and pursuing multiple means of soliciting responses.

The survey of the Brookfield Public Schools' is aligned to some or all of the Connecticut Leadership Standards, so that feedback is applicable to measuring performance against those standards.

For each administrative role, stakeholders providing feedback might include:

### **SCHOOL-BASED ADMINISTRATORS**

#### **Principals:**

All family members  
All teachers and staff members  
All students

#### **Assistant Principals and Department Chairs**

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

### **CENTRAL OFFICE ADMINISTRATORS**

#### **Line Managers of Instructional Staff (e.g., Assistant/Regional Superintendents):**

Principals or principal  
supervisors Other direct reports  
Relevant family members

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

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

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

Principals  
Specific subsets of teachers  
Other specialists within the district

## **STAKEHOLDERS**

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

## ARRIVING AT A STAKEHOLDER FEEDBACK SUMMATIVE RATING

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

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

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

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

<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Below Standard</b>
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.

## EXAMPLES OF SURVEY APPLICATIONS:

### Example #1:

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

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

**Example #2:**

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

Baseline data from the prior year reflects room for improvement in several areas and the principal, her supervisor and the school leadership team decides to focus on ensuring a safe, high performing learning environment for staff and students (aligned with Connecticut Leadership Standard #3). Together, the principal and her supervisor focus on the principal’s role in establishing a safe, high-performing environment and identify skills to be developed that are aligned to this growth area. They then set a target for improvement based on specific measures in the survey, aiming for an increase of 7% in the number of stakeholders who agreed or strongly agreed that that there was growth in the identified area. Results at the end of the school year show that the principal had met her target, with an increase of 9%.

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

### **Category #3: Student Learning (45%)**

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

#### **STATE MEASURES OF ACADEMIC LEARNING**

Currently, the state's accountability system includes four measures of student academic learning\*:

- 1) School Performance Index (SPI) progress – changes from year to year in student achievement on Connecticut's standardized assessments [Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT)].
- 2) SPI progress for student subgroups – changes from year to year in student achievement for subgroups on Connecticut's standardized assessments
- 3) SPI rating – absolute measure of student achievement on Connecticut's standardized assessments
- 4) SPI rating for student subgroups – absolute measure of student achievement for subgroups on Connecticut's standardized assessments

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\* Note: 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, we recommend 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.



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

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

	<b>Target (4)</b>	<b>Target (3)</b>	<b>Target (2)</b>	<b>Target (1)</b>
<b>SPI Progress</b>	>125% of target progress	100-125% of target progress	50-99% of target progress	<50% of target progress
<b>Subgroup SPI Progress</b>	Meets performance targets for all subgroups that have SPI <88  OR  all subgroups have SPI > 88  OR  The school does not have any subgroups of sufficient size	Meets performance targets for 50% or more of subgroups that have SPI <88	Meets performance targets for at least one subgroup that has SPI <88	Does not meet performance target for any subgroup that has SPI <88
<b>SPI Rating</b>	89-100	77-88	64-76	< 64
<b>SPI Rating for Subgroups</b>	The gap between the “all students” group and each subgroup is <10 SPI points or all subgroups have SPI > 88  OR  The school has no subgroups	The gap between the “all students” group and 50% or more of subgroups is <10 SPI points	The gap between the “all students” group and at least one subgroup is >10 SPI points.	The gap between the “all students” group and all subgroups is >10 SPI points.

**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 four measures according to local priorities for administrator evaluation, we recommend the following weights:

	SPI >88	SPI between 88 and 64	SPI <64
School Performance Index (SPI) progress from year to year	10%	50%	50%
SPI progress for student subgroups	40%	50%	50%
SPI rating	10%	0%	0%
SPI rating for student subgroups	40%	0%	0%

\*For schools with no subgroups, 50% on SPI progress, 50% on SPI rating

**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
>3.5	Between 2.5 and 3.5	Between 1.5 and 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**

Administrators establish three student learning objectives (SLOs) on measures they select. In selecting measures, certain parameters apply:

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

	SLO 1	SLO 2	SLO 3
<b>Elementary or Middle School Principal</b>	Non-tested subjects or grades	Broad discretion	
<b>High School Principal</b>	Graduation  (meets the non-tested grades or subjects requirement)	Broad discretion	
<b>Elementary or Middle School AP</b>	Non-tested subjects or grades	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels, or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
<b>High School AP High School Dept. Chairs</b>	Graduation  (Meets the non-tested grades or subjects requirement)	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels, or subjects, consistent with the job responsibilities of the assistant principal and department chairs being evaluated.	
<b>Central office Administrator</b>	(Meets the non-tested grades or subjects requirement)		

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

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

Below are a few examples of indicators, goals and SLOs:

<b>Grade level</b>	<b>Indicator of Academic Growth and Development</b>	<b>Goal</b>	<b>SLO</b>
2nd Grade	Students making at least one year's worth of growth in reading	Among 2nd graders who stay in this school from September to May, 80% will make at least one year's growth in their reading skills.	MAP (NWEA)
Middle School Science	Student understanding of the science inquiry process	78% of students will attain at least the proficient or higher level on the CMT section concerning science inquiry.	7th grade CMT
High School	Credit accumulation	95% of students complete 10th grade with <u>credits</u> .	Grades
Central Office Administrator	Growth in reading	The % of grade 3 students across the district reading at or above grade level will improve from 78% to 85%.	DRP data

The process for selecting measures and creating SLOs should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process unfold in this way (described for principals):

- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
  
- The principal along with other building administrators uses available data to craft an improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
  
- Administrators chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the district/school improvement 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, informing a conversation designed to ensure that:
  - The objectives are adequately ambitious.
  - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
  - The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
  - The professional resources are appropriate to supporting the administrator in meeting the performance targets.
  - We describe the broader purpose and structure of this conversation later.
  - The administrator and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.
  - Based on this process, administrators receive a rating for this portion, as follows:

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

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

		<b>State Test Portion</b>			
		<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Below Standard</b>
<b>Locally-determined Portion</b>	<b>Exemplary</b>	Exemplary	Exemplary	Proficient	<i>Gather further information</i>
	<b>Proficient</b>	Exemplary	Proficient	Proficient	Developing
	<b>Developing</b>	Proficient	Proficient	Developing	Below Standard
	<b>Below Standard</b>	<i>Gather further information</i>	Developing	Below Standard	Below Standard

#### **Category #4: Teacher Effectiveness Outcomes (5%)**

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

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

As part of Brookfield’s teacher evaluation model, teachers are assessed in part on their accomplishment of SLOs. This is the basis for assessing principals’ contribution to teacher effectiveness outcomes.

In order to maintain a strong focus on teachers setting ambitious SLOs for their evaluation, it is imperative that the evaluators discuss with the administrators their strategies in working with teachers to set SLOs. Without attention to this issue, there is a substantial risk of administrators not encouraging teachers to set ambitious SLOs.

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

### **WHY NOT INCLUDE OTHER OPTIONS FOR MEASURING TEACHER EFFECTIVENESS?**

We explored several other options for measuring teacher effectiveness, but ran into obstacles. For example:

- One measure of an administrator’s influence on teacher effectiveness is the degree to which he/she retains high performers. However, administrators vary greatly in their authority over the factors involved in retaining high performers, raising questions of fairness.
- Another measure of a administrator’s influence on teacher effectiveness is whether teachers’ overall evaluation ratings improve. However, we wanted to avoid the possibility of creating an incentive for principals to inflate teacher evaluation ratings.

The state will continue to explore measures of teacher effectiveness.

## XI. ADMINISTRATOR EVALUATION PROCESS

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. There is an annual cycle (see **Figure 3** on the next page) for administrators and evaluators to follow and we believe that this sequence of events lends well to a meaningful and doable process. We also know that the process can easily devolve into a checklist of compliance activities that do little to foster improvement and leave everyone involved frustrated. To avoid this, we encourage two things:

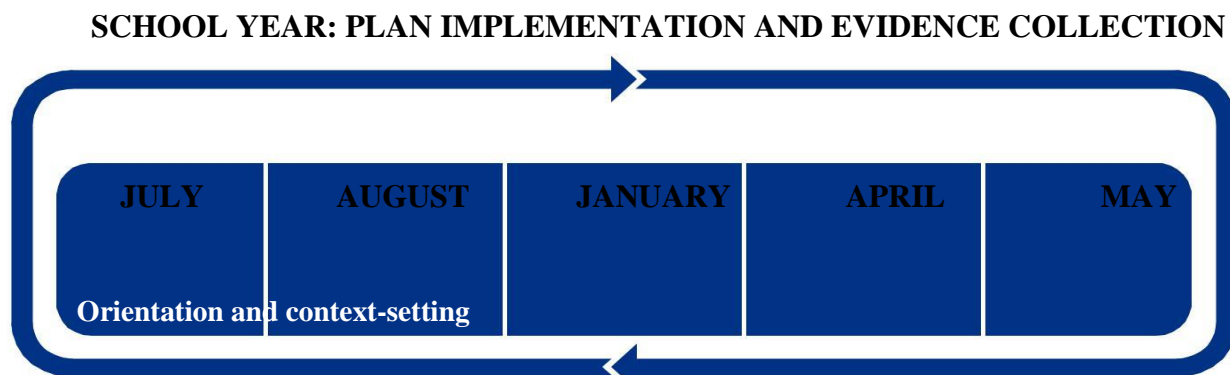
1. That evaluators prioritize the evaluation process, spending more and better time in schools observing practice and giving feedback; and
2. That both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps.

### Overview of the Process

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

Superintendents can determine when the cycle starts. For example, many will want their principals to start the self-assessment process in the spring so that Step 2 in the cycle can begin at a summer or early fall meeting. Others may want to concentrate the first steps in the summer months.

**Figure 3:** This is a typical cycle:





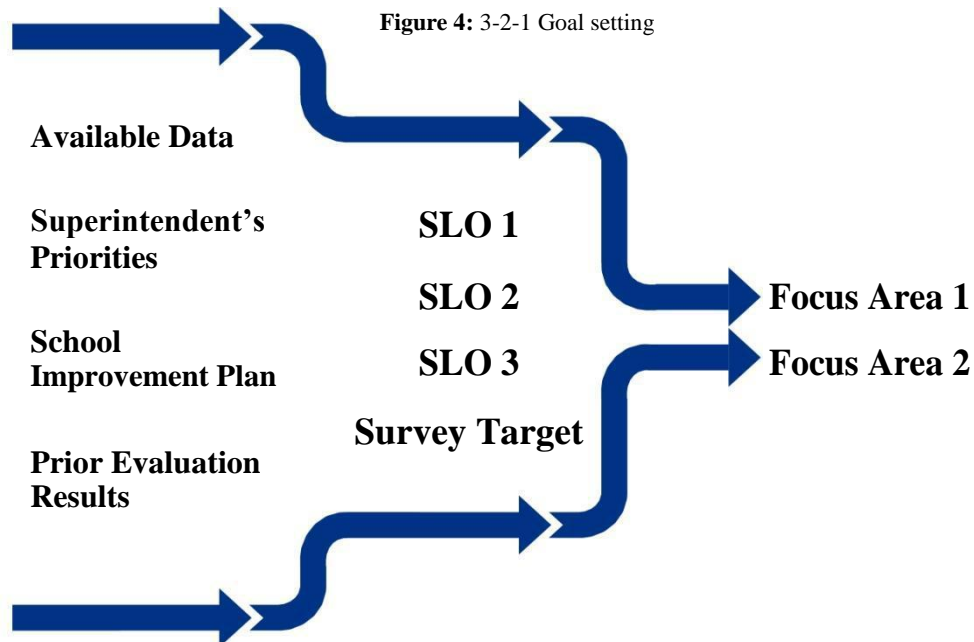


**Step 1: Orientation and Context-Setting:** To begin the process, the administrator needs five things to be in place:

- 1) Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating.
- 2) Stakeholder survey data are available for review by the administrator.
- 3) The superintendent has communicated his/her student learning priorities for the year.
- 4) The administrator has developed a school improvement plan that includes student learning goals.
- 5) The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process:

Only #5 is required by the approved guidelines, but the data from 1-4 are essential to a robust goal-setting process.

**Step 2: Goal-Setting and Plan Development:** Before a school year starts, administrators identify three student learning objectives and one survey target, drawing on available data, the superintendent’s priorities, their school improvement plan, and prior evaluation results (where applicable). They also determine two areas of focus for their practice. We call this “3-2-1 goal-setting.”



Administrators should start with the outcomes they want to achieve. This includes setting three student learning objectives and one target related to stakeholder feedback.

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

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

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

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

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

## SAMPLE EVALUATION PLAN

Administrator Name \_\_\_\_\_

Evaluator's Name \_\_\_\_\_

School \_\_\_\_\_

Key Findings from Student Achievement and Stakeholder Survey Data	Outcome Goals (3 SLOs and 1 Survey)	Leadership Practice Focus Areas (2)	Strategies	Monitoring Activities and Evidence of Success	Additional Skills, Knowledge and Support Needed	Timeline for Measuring Goal Outcomes
<p>ELL Cohort Graduation Rate is 65% and the extended graduation rate is 70%.</p> <p>80% of students complete 10th grade with 12 credits</p> <p>87% of 10th graders are proficient in reading, as evidenced by CAPT scores.</p> <p>75% of students report that teachers present material in a way that is easy for them to understand and learn from.</p>	<p>SLO 1: Increase ELL cohort graduation rate by 2% and the extended graduation rate by 3%.</p> <p>SLO 2: 90% of students complete 10th grade with 12 credits.</p> <p>SLO 3: 95% of students are reading at grade level at the end of 10th grade.</p> <p>Survey 1: Students are taught in a way that meets their diverse learning needs.</p>	<p>Focus Area 1: Use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress, close achievement gaps and communicate progress. (PE: 2, E: C).</p> <p>Focus Area 2: Improve instruction for the diverse needs of all students; and collaboratively monitor and adjust curriculum and instruction (PE: 2, E B).</p>	<p>Use current data to provide regular updates to families on student progress and needs for improvement.</p> <p>Ensure students have access to resources and opportunities that extend learning beyond the classroom walls.</p> <p>Provide staff the necessary resources to use evidence-based strategies and instructional practices to meet the diverse learning needs of their students.</p>	<p>ELL graduation rate increases by 2% over last year and the extended graduation rate increases by 3%.</p> <p>90% of students have at least 12 credits when entering the 11th grade.</p> <p>Summative assessments indicate that 95% of students are reading on grade level at the end of 10th grade.</p> <p>90% of students report by survey response that teachers present material in a way they can understand and learn from.</p>	<p>Support needed in reaching out to the ELL student population to increase awareness of the graduation requirements and benefits.</p> <p>Work with school scheduler to ensure students are enrolled in credit earning courses in 9th and 10th grades.</p>	<p>2012-13 school year</p>

## DO YOU HAVE A GOOD EVALUATION PLAN?

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

1. Are the goals clear and measurable, so that you will know whether you have achieved them?
2. Can you see a through-line from district priorities to the school improvement plan to the evaluation plan?
3. Do the practice focus areas address growth needs for the administrator? Is at least one of the focus areas addressing instructional leadership?

**Step 3: Plan Implementation and Evidence Collection:** As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. For the evaluator, this must include at least two and preferably more, school site visits. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence and analyze the work of school leaders. At a minimum, fall, winter and spring visits to the school leader's work site will provide invaluable insight into the school leader's performance and offer opportunities for ongoing feedback and dialogue.

Unlike visiting a classroom to observe a teacher, school visits to observe administrator practice can vary significantly in length and setting (see box on the next page for some examples). We recommend that evaluators plan their visits carefully to maximize the opportunity to gather evidence relevant to an administrator's practice focus areas. Further, central to this process is providing meaningful feedback based on observed practice: see the SEED data system for forms that evaluators may use in recording observations and providing feedback. Evaluators should provide timely feedback after each visit.

Besides the school visit requirement, we don't prescribe any evidence requirements. Rather, we rely on the professional judgment of the administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence.

Building on the sample evaluation plan in this document, this administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to their focus areas and goals:

Data Systems and Reports for Student Information

Artifacts of Data Analysis and Plans for Response

Observations of Teacher Team Meetings

Observations of Administrative/Leadership Team Meetings

Observations of Classrooms where the Administrator is present

Communications to Parents and Community

Conversations with Staff

Conversations with Students

Conversations with Families

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

**A note on the frequency of school site observations:** State guidelines call for administrator to include:

2 observations for each administrator.

4 observations for any administrator new to their district, school, the profession, or who has received ratings of *developing* or *below standard*.

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

**Step 4: Mid-Year Formative Review:** Midway through the school year (especially at a point when interim student assessment data are available for review) is an ideal time for a formal check-in to review progress. In preparation for meeting:

- The administrator analyzes available student achievement data and considers progress toward outcome goals.
- The administrator gathers evidence related to progress with standards of performance and practice.
- The evaluator reviews observation and feedback forms to identify key themes for discussion.

The administrator and evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could impact accomplishment of outcome goals; goals may be changed at this point.

**Step 5: Self-Assessment:** In the spring, the administrator takes an opportunity to assess his/her practice on 3 Domains of the Connecticut Leadership Standards. For each element, the administrator determines whether he/she:

- Needs to grow and improve practice on this element;
- Has some strengths on this element but needs to continue to grow and improve;
- Is consistently effective on this element; or
- Can empower others to be effective on this element.
- The administrator should also review his/her focus areas and determine if he/she considers himself/herself on track or not.

In some evaluation systems, self-assessment occurs later in the process after summative ratings but before goal setting for the subsequent year. We believe that including the self-assessment just prior to the End-of-Year Summative Review positions this step as an opportunity for the administrator's self-reflection to inform his/her rating for the year.

The administrator submits his/her self-assessment to his/her evaluator.

**Step 6: Summative Review and Rating:** The administrator and evaluator meet in the late spring to discuss the administrator's self-assessment and all evidence collected over the course of the year. While a formal rating

follows this meeting, we recommend that evaluators use the meeting as an opportunity to convey strengths, growth areas, and their probable rating. After the meeting, the evaluator assigns a rating, based on all available evidence (see next section for rating methodology).

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

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator may recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

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

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



### **Ensuring Fairness and Accuracy:**

All Central Office Administrators attended the State Department of Education training. During 2013-2014 the Acting Superintendent evaluated all school administrators. Beginning with the 2014-2015 school year school, principals will evaluate their own building administrators and the Acting Superintendent will evaluate all principals and the Director of Special Education and Support Services, as the district has an Interim Superintendent who is not SEED trained. During the summer of 2014 school principals attended the State Department of Education training in order to evaluate their own building administrators.

The Brookfield School District will provide evaluators with support and resources throughout the year to ensure that all principals are proficient in evaluating their administrators.

### **Evaluation Informed Professional Learning:**

Student success depends on effective teaching, learning and leadership. Throughout the process of implementing Brookfield's Administrator's Evaluation Plan, in mutual agreement with their evaluators, all school administrators will identify professional learning needs that support their goal and objectives. The identified needs will serve as the foundation for ongoing conversations about the administrator's practice and impact on student outcomes. The professional learning opportunities identified for each administrator should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among administrators, which can then be targeted with school-wide or district-wide professional learning opportunities.

### **Career Development and Growth:**

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

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

## XII. SUMMATIVE ADMINISTRATOR EVALUATION RATING

### Definition of Effective and Ineffective Administrators

The Brookfield Public Schools shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system. A pattern may consist of a pattern of one.

An administrator shall be deemed effective if such administrator receives at least a proficient summative rating.

A new Brookfield administrator shall generally be deemed ineffective if said educator receives at least two sequential *developing* ratings or one *below standard* summative rating at any time.

A *below standard* rating shall only be permitted in the first year of a new Brookfield administrator's career, assuming a pattern of growth of *developing* in the next year and *proficient* ratings in year three. Superintendents shall offer a contract to any educator he/she deems effective at the end of year three. This shall be accomplished through the specific issuance to that effect.

Nothing in this evaluation plan shall waive the right of the district to non-renew an administrator's contract under the Teacher Tenure Act.

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

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

Proficient represents fully satisfactory performance. It is the rigorous standard expected for most experienced administrators. Proficient administrators may be characterized as:

- Meeting expectations as an instructional leader

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

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

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

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

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

## Determining Summative Ratings

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

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

The practice rating derives from an administrator's performance on three of the six Performance Expectations of the leader evaluation rubric and the three stakeholder feedback targets. As shown in the Summative Rating Form, evaluators record a rating for the performance expectations that

generates an overall rating for leadership practice. This forms the basis of the overall practice rating, but the rating is adjusted upward or downward one level in the event that the stakeholder feedback is either *exemplary* or *below standard*, respectively.

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

The outcomes rating derives from the two student-learning measures – state test results and student learning objectives – and teacher effectiveness outcomes. As shown in the Summative Rating, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. These two combine to form the basis of the overall outcomes rating, but the rating is adjusted upward or downward one level in the event that the teacher effectiveness is either *exemplary* or *below standard*, respectively.

**C. OVERALL: Practice (50%) + Outcomes (50%) = 100%**

The overall rating combines the practice and outcomes ratings using the matrix below. If the two categories are highly discrepant (e.g., a rating of 4 for practice and a rating of 1 for outcomes), then the superintendent should examine the data and gather additional information in order to make a final rating.

*Summative  
Rating Matrix*

		<i>Practice Related Indicators Rating</i>			
		<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Below Standard</b>
<i>Outcomes Related Indicators Rating</i>	<b>Exemplary</b>	Exemplary	Exemplary	Proficient	<i>Gather further information</i>
	<b>Proficient</b>	Proficient	Proficient	Proficient	<i>Gather further information</i>
	<b>Developing</b>	Proficient	Developing	Developing	<b>Below Standard</b>
	<b>Below Standard</b>	<i>Gather further information</i>	<b>Below Standard</b>	<b>Below Standard</b>	<b>Below Standard</b>

**Dispute-Resolution Process**

A subcommittee of the Educator Evaluation & Professional Development (EE&PD) Committee shall resolve disputes where the evaluator and administrator cannot agree on objectives/goals, the evaluation period, feedback or the professional development plan. The superintendent and the administrators' collective bargaining unit will each select one representative from the EE&PD Committee to constitute this subcommittee, as well as a neutral party, as mutually agreed upon between the superintendent and the collective bargaining unit.

In the event the designated committee does not reach a unanimous decision, the issue will be considered by the superintendent, whose decision will be binding.

## **Time Limits**

Since it is important that the dispute-resolution process proceed as rapidly as possible, the number of days indicated at each step shall be considered maximum. The time limits specified may, however, be extended by written agreement of both parties.

- Days shall mean school days.
- If an administrator does not initiate the dispute-resolution procedure within ten days of the disagreement, the administrator shall be considered to have waived his or her right to the dispute-resolution process.
- Failure of the administrator at any level to appeal to the next level within the specified time shall be deemed to be acceptance of the decision rendered at that level.

## **Steps in the dispute-resolution process for objectives/goals or final summative rating**

1. The administrator will meet and discuss the matter with the evaluator with the object of resolving the matter informally.
2. If the disagreement has not been resolved to the satisfaction of both parties, then within ten school days another conference shall be scheduled with the sub-committee, described above as the superintendent and the administrators' collective bargaining unit will each select one representative from the EE&PD Committee to constitute this subcommittee, and a neutral party, as mutually agreed upon between the superintendent and the collective bargaining unit. The task of this sub-committee is to facilitate dialogue between the administrator and evaluator so that a resolution may be reached.
3. The sub-committee shall prepare a report that outlines steps taken, explains the outcome of the meeting, and includes any recommendations to solve the dispute.
4. If the sub-committee is unable to resolve the disagreement between the administrator and the evaluator, the administrator may appeal further to the superintendent within ten school days of meeting with the panel. The superintendent's decision shall be binding. A written, final decision on the matter by the superintendent will be given to the evaluator and administrator within twenty school days of the dispute-resolution initiation.

## **Support Program**

### **Informal Support Program**

An administrator would be placed in the informal support program when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage.

The primary evaluator and the administrator will discuss ideas and possible solution to address the concern(s), which may include, but not be limited to: professional development, opportunities to observe and work with other staff members in the same or a related position, coaching by other administrators who may be of assistance, referral to the Employees Assistance Program, alternative career counseling by Human Resource personnel, and/or consultation with specialist who have expertise related to the staff member's needs. The solutions will be implemented for a period of three (3) months with a re-evaluation of progress/status at that time.

### **Formal Support Program**

If an administrator's performance is rated as developing or below standard on the summative, it signals the need for an intervention and support plan for the administrator. The Superintendent or the Assistant Superintendent, whichever one does not evaluate the administrator, will consult with the administrator and a Brookfield Administrator's Association representative to develop this plan. The purpose of the intervention and support plan is to improve the administrator's practice to the proficient level and improve student-learning data within a specified time period.

The evaluator will notify the administrator and the Superintendent or Assistant Superintendent, whichever one does not evaluate the administrator that he or she is recommending a Formal Support Program Plan (See Referral for Formal Support Program.). The Superintendent or Assistant Superintendent, whichever one does not evaluate the administrator, must approve the placement in the Support Program prior to placement. Two evaluators who are independent third parties will supervise the administrator.



An administrator enrolled in the Support Program must prepare an action plan in collaboration with their evaluator. Frequent and regular observations and conferences with the independent evaluators must occur during the action plan period. The action plan must include the following:

- Specific and measureable objective to address the concerns in the original referral;
- Strategies to accomplish the objectives which may include but are not limited to: coaching by peers with suggestions for improvement; observation of colleagues; consultation with specialist or others who have expertise or strengths which can benefit the staff member in need of support; professional development and training in or out of the district; utilization of EAP (Employees Assistance Program) services; and resource materials related to the administrator's needs; and
- Evidence that will assist in determining accomplishment of the objectives such as: demonstration of Performance Expectation indicators through observations; informal observations of staff member's work within the general school environment; or other forms of data collection related to the action plan objectives.

The administrator must be offered the opportunity to select a colleague or a mentor to assist him or her in accomplishing the action plan objectives. This individual shall have no supervisory or evaluative role. Frequent and regular observations and conferences with the evaluators must occur during the action plan period.

Two independent evaluation reports shall be prepared by the evaluators to document progress made on the action plan objectives, one by the second evaluator after three months and the other by the second administrator after six months from the date of the action plan. The evaluation reports must focus on the evidence of accomplishment cited in the action plan and any other evidence that related to the objectives that may be collected. At the end of each three-month period, each supervisor must confer with the administrator to review his or her evaluation.

At the end of the six months, the evaluators will prepare the Evaluator's Recommendation and confer with the administrator to review it. The evaluators shall make one of the following recommendations to the assistant superintendent:

- Accomplishment of action plan objectives; or

- Partial completion of action plan objectives with continued placement in the Support Program; or
- Insufficient or no progress made and recommendation to consider termination of contract.

In order to clarify the Support Program procedures, a sample timeline has been developed.

Although the dates are fictitious, these major events must occur in this order:

- June 1: Evaluator completed Referral for Support Program and confers with administrator regarding the reasons for the referral; submits referral to assistant superintendent.
- June 8: Assistant superintendent reviews referral and approves or disapproves recommendation; informs evaluator and the administrator of decision; if approves, process continues and second evaluator is assigned; if disapproves, process terminates.
- June 15: Primary evaluator, second evaluator and administrator develop action plan.
- June 15-Nov. 15: Second evaluator observes and supervises administrator.
- Nov. 16: Second evaluator completes the three-month review and confers with administrator on progress toward attainment of action plan objectives.
- Nov. 17-Feb. 17: Primary evaluator observes and supervises administrator.
- Feb. 18: Primary evaluator completes three-month review and confers with administrator on progress toward attainment of action plan objectives.
- Feb. 20: Primary evaluator and second evaluator prepare summary evaluation comments and make recommendation; confer with administrator regarding recommendation.
- Feb. 23: Primary evaluator and second evaluator forward recommendation to assistant superintendent for appropriate follow-up.

### **XIII. RESOURCES**

Brookfield Public Schools. Teacher Evaluation and Professional Development Guidelines. 2003.

Connecticut State Dept. of Education. 2014 SEED Handbook, Connecticut's System for Educator Evaluation and Development: Connecticut's State Model for Educator Evaluation, 2014.

[http://www.connecticutseed.org/wp-content/uploads/2014/05/SEED\\_Handbook\\_2014.pdf](http://www.connecticutseed.org/wp-content/uploads/2014/05/SEED_Handbook_2014.pdf)

Connecticut State Dept. of Education. 2013 SEED Handbook, Connecticut's System for Educator Evaluation and Development: Connecticut's State Model for Educator Evaluation, 2013.

[http://www.connecticutseed.org/wp-content/uploads/2013/08/2013\\_SEED\\_Handbook.pdf](http://www.connecticutseed.org/wp-content/uploads/2013/08/2013_SEED_Handbook.pdf)

## APPENDIX A:

Common Core of Teaching (CCT):  
Rubric for Effective Teaching,  
Revised May 2014

CCT Rubric for Effective Service Delivery for Student and Educator Support Specialists (SESS)  
Revised summer 2015

Common Core of Leading: Connecticut School Leadership Standards  
Revised summer 2015