NEW HARTFORD PUBLIC SCHOOLS

Educator and Administrator Evaluation and Support Plan

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INTRODUCTION

The New Hartford Public Schools' Educator Evaluation and Support Plan is based on the Connecticut State Department of Education SEED Handbook (Connecticut's System for Educator Evaluation and Development). The New Hartford Public Schools' Educator Evaluation and Support Plan was first implemented during the 2014-2015 school year. The goal of this document is to provide a comprehensive and cohesive method for teacher and administrator evaluation based on current research in education. We believe that there are many facets to evaluation and professional growth. While this document provides the framework necessary to meet the requirements outlined in the Connecticut Guidelines for Educator Evaluation, there are additional components that are necessary to ensure that all educators are supported. The only way to ensure high levels of learning for both educators and students is to have ongoing communication about professional development, best practice, and meaningful classroom instruction and assessment.
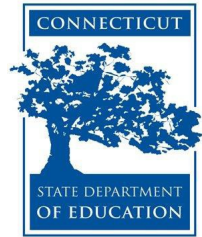
Student progress is a shared responsibility among teachers and administrators. Goals at the district, school, and teacher level need to be aligned to support student growth academically and socially. To that end, administrator and teacher evaluation and support plans are designed to work together to create the best possible outcomes for student learning. The New Hartford Educator Evaluation and Support Plan identifies the relationship between the components of the administrator and teacher evaluation plans as shown below.

Administrator Final Summative Rating		Teacher Final Summative Rating
Outcome Rating 50%		**Outcome Rating 50%**
5% Teacher Effectiveness Outcomes	These percentages are derived from the same set of data	**45%** Student Growth and Development
45% Multiple Student Learning Indicators	These percentages may be derived from the same set of data	**5%** Whole-School Student Learning Indicators
Practice Rating 50%		**Practice Rating 50%**
40% Observations of Performance & Practice	Survey data gathered from the same stakeholder groups should be gathered via a single survey, when possible	**40%** Observations of Performance & Practice
10% Stakeholder Feedback		**10%** Parent Feedback

TEACHER EVALUATION OVERVIEW

Teacher Evaluation and Support Framework

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

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

   - **Observation of Teacher Performance and Practice (40%)** as defined within the *CCT Rubric for Effective Teaching* or the *CCT Rubric for Effective Service Delivery* (for use with school psychologists and speech and language pathologists), which articulate four domains and twelve indicators of teacher practice,

   - **Parent Feedback (10%)** on teacher practice through surveys.

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

   - **Student Growth and Development (45%)** as determined by the teacher's Student Learning Objectives (SLOs) and associated Indicators of Academic Growth and Development (IAGDs),

   - **Whole-School Measures of Student Learning (5%)** as determined by aggregate student learning indicators.
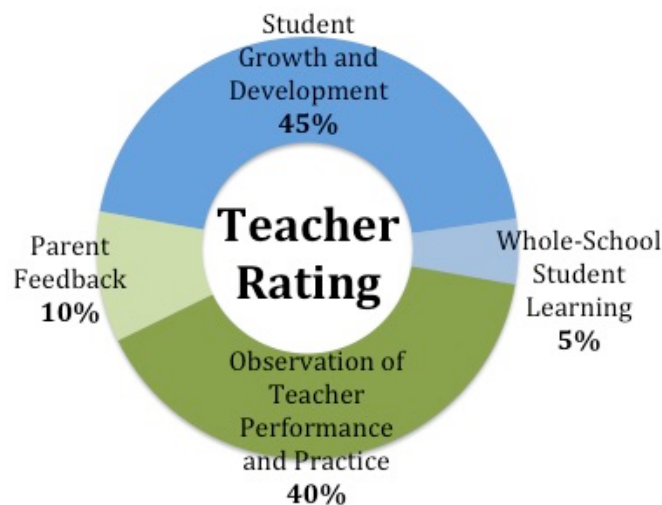
Scores from each of the four components will be combined to produce a summative performance rating designation of *Exemplary*, *Proficient*, *Developing,* or *Below Standard*. The performance levels are defined as follows:

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

Process and Timeline

The annual evaluation process between a teacher and an evaluator (principal or designee) is anchored by three conferences, which guide the process at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set developmental goals, and identify professional 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 & Planning

- Orientation on process
- Teacher reflection and goal-setting
- Goal-setting and plan development

By October 15*

Mid-Year Check-In

- Review goals and performance to date
- Mid-year conference

February

End-of-Year Review

- Teacher self-assessment
- Scoring
- End-of-year conference

By June 30**

Kindergarten teachers have until November 15 to complete the goal setting process, as the fall data for kindergarten students is not complete until the end of October. All other educators must complete the goal setting process by October 15.

**End-of-Year Review has three deadlines. Assessments for SLO data must be complete by May 31, EOY Conference between teacher and evaluator must be completed by June 15, and Final Evaluation must be completed by the evaluator by June 30.*

Goal-Setting and Planning

Timeframe: By October 15 (for all educators except kindergarten teachers)

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

2. **Teacher Reflection and Goal-Setting—**The teacher examines student data, prior year evaluation and survey results, and the *CCT Rubric for Effective Teaching* or the *CCT Rubric for Effective Service Delivery* to draft a proposed performance and practice focus area, a parent feedback goal, and two SLOs for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process. In a rare case, a teacher will write one SLO with multiple measures of growth. (An at-a-glance overview of the most current versions of the *CCT Rubric for Effective Teaching* and the *CCT Rubric for Effective Service Delivery* are included in Appendix A.)

3. **Goal-Setting Conference**[1]—The evaluator and teacher meet to discuss the teacher's proposed focus area, goals, and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher's practice to support the review. The evaluator may request revisions to the proposed focus area, goals, and objectives if they do not meet approval criteria.

Mid-Year Check-In

Timeframe: February

1. **Reflection and Preparation**—The teacher and evaluator collect and reflect on evidence to date about the teacher's practice and student learning in preparation for the check-in.

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

End-of-Year Summative Review

Timeframe: By June 30

1. **Teacher Self-Assessment**—The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the Goal-Setting Conference. Assessment data for SLOs must be complete by May 31.

2. **End-of-Year Conference**[2]—The evaluator and teacher meet by June 15 to discuss all evidence collected to date and to discuss component ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before June 30.

3. **Scoring**—The evaluator reviews submitted evidence, self-assessment, and observation data and uses them to generate component ratings once the end-of-year conference has taken place. The component ratings are combined to calculate scores for Teacher Practice Related Indicators and Student Outcomes Related Indicators. These scores generate the final summative rating.

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[1]Please note that the *CT Guidelines for Educator Evaluation* **require** that each teacher and his or her evaluator must **mutually agree** on the goals and indicators of academic growth and development (IAGDs). Therefore, **approval** serves as a confirmation that **mutual agreement** has been reached.)

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

Flexibility for Student and Educator Support Specialists (SESS)

Student and Educator Support Specialists (SESS) shall have a clear job descriptions and delineation of their role and responsibilities in the school to guide the setting of IAGDs, feedback and observation. In New Hartford, the category of SESS includes school psychologists and speech and language pathologists.

Because of the unique nature of the roles fulfilled by Student and Educator Support Specialists, some flexibility has been granted by the State of Connecticut, as follows:

1. There shall be 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:
   a. The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.
   b. 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.
   c. The educator and evaluator should identify the unique characteristics of the population of students that would impact student growth (e.g. high absenteeism, highly mobile population in school).
   d. 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.

2. 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. The observations will be based on standards when available. Examples of appropriate venues include, but are not limited to, observing SESS staff working with small groups of children, facilitating professional learning, working with families, or participating in team meetings or Planning and Placement Team meetings.

3. When parent feedback mechanisms are not applicable to Student and Educator Support Specialists, the evaluator may permit the use of short feedback mechanisms for parents specific to particular roles or projects for which the Student and Educator Support Specialists are responsible.

Complementary Observers

The primary evaluator for each teacher will be one of the intermediate administrators (Principal, Director of Student Services, Curriculum Director) who will be responsible for the overall evaluation process, including assigning summative ratings. In some instances, a complementary observer may assist primary evaluators by conducting observations, including pre-and post-conferences, collecting additional evidence, reviewing SLOs and providing additional feedback. A complementary observer should share his/her feedback with the primary evaluator as it is collected and shared with teachers.

Primary evaluators will have sole responsibility for assigning final summative ratings. Both primary evaluators and complementary observers must demonstrate proficiency in conducting standards-based observations.

Ensuring Fairness and Accuracy

The New Hartford Public Schools believes in fairness and equity in the evaluation process. To that end, all administrators, including the Superintendent of Schools, discuss best practice in education. The administrators review research, conduct walkthroughs, and engage in professional conversations to ensure consistency with evaluation and support for all teachers. This is an ongoing process that cannot be contained to a single meeting, but, rather, must be part of the regular discourse among administrators and teacher leaders.

To attain these goals, the New Hartford Public Schools holds the following expectations for professional practice for evaluators:

- Understand the nature of learning for students and educators and its relation to the priorities of the *CCT Rubric for Effective Teaching* and the *CCT Rubric for Effective Service Delivery*;

- Establish and utilize a common language that promotes professionalism and a culture for learning through the lens of the *CCT Rubric for Effective Teaching* and the *CCT Rubric for Effective Service Delivery*;

- Understand how coaching conversations support growth-producing feedback;

- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of teaching practice; and

- Collaborate with colleagues to deepen understanding of the content.

Support and Development

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

Evaluation-Informed Professional Learning

Student success depends on effective teaching, learning and leadership. Continuous learning is necessary to increase professional effectiveness, resulting in positive outcomes for all students. Educators must engage in strategically-planned, well-supported, standards-based, continuous professional learning focused on improving student outcomes. In mutual agreement with their evaluators, all teachers will identify professional learning needs that support their goals and objectives. The identified needs will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide or district-wide professional learning opportunities.

Best practices for professional learning include the following:

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

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

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

Improvement and Remediation Plans

If a teacher's performance is rated as *Developing* or *Below Standard*, it signals the need for focused support and development. New Hartford is committed to supporting teachers not meeting the *Proficiency* standard. Specifics regarding an individual's improvement and remediation plan will be developed in consultation with the teacher, his/her bargaining representative, and the evaluator. Plans should be differentiated based on the identified area(s) of need. The template for developing improvement and remediation plans is located in Appendix B.

There are three levels of support available, as follows:

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

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

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

Career Development and Professional Growth

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

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

TEACHER PRACTICE RELATED INDICATORS

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

- Teacher Performance and Practice, which counts for 40%; and

- Parent Feedback, which counts for 10%.

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

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

The *CCT Rubric for Effective Teaching* and the *CCT Rubric for Effective Service* Delivery are aligned with the Connecticut Core of Teaching and include references to Connecticut Core Standards and other content standards. Both the *CCT Rubric for Effective Teaching* and the *CCT Rubric for Effective Service Delivery* are organized into four domains, each with three indicators. Forty percent of a teacher's final annual summative rating is based on his/her performance across all four domains. The domains represent essential practice and knowledge and receive equal weight when calculating the summative Performance and Practice rating.

Observation Process

Observations in and of themselves are not useful to teachers; it is the feedback, based on observations, that helps teachers reach their full potential. All teachers deserve the opportunity to grow and develop through observations and timely feedback.

Each teacher in the New Hartford Public Schools will be observed each year through a combination of formal and informal observations as defined below.

- **Formal**—Observations that last at least 30 minutes and are followed by a post-observation conference, which includes verbal feedback. Written feedback and ratings are also provided. Formal observations also frequently include a pre-conference and lesson plan review.

- **Informal**—Observations that last at least 10 minutes and include verbal and written feedback and ratings.

- **Non-classroom observations/reviews of practice**—May include observations of data team meetings, observations of coaching/mentoring other teachers, student work or other teaching artifacts, and any other activity related to a teacher's professional practice. Reviewing lesson plans in a pre-conference prior to a scheduled observation generally provides evidence for the planning domain and is considered a part of the formal observation process. **It does not serve as a separate observation or review of practice**.

Formal and informal observations both require verbal and written feedback and ratings.

- o Verbal feedback (e.g., a post-conference, conversation in the hallway) is to be completed within two school days.
- o Written feedback and ratings are to be provided within ten school days. This is completed through EdReflect.

Teacher Categories	Observation Structure
First and Second Year Teachers and **Teachers who are in their first year in New Hartford**	• 3 in-class formal observations (2 of which include a pre-conference and lesson plan, and all of which include a post-conference) AND • 1 review of practice
Below Standard and **Developing**	• 3 in-class formal observations (2 of which include a pre-conference and lesson plan, and all of which include a post-conference) AND • 3 informal observations AND • 1 review of practice
Proficient and **Exemplary**	• 1 in-class formal observation at least once every three years (which includes a pre-conference with lesson plan and post-conference) OR • 3 in-class informal observations in all other years. (Teachers who meet *Proficient* or *Exemplary* standard may request an in-class formal observation in lieu of 3 in-class formal observations. The teacher and evaluator will mutually decide which structure will be used.) AND • 1 review of practice every year

Important notes:

- A teacher may request an additional observation (formal or informal) at any time to be completed prior to May 1.
- Based on formal or informal observation notes, an administrator may request an additional observation (formal or informal) to be completed prior to May 1.
- Best practice is to conduct observations throughout the school year. During years requiring at least three observations, two observations (formal, informal, or review of practice) will be completed prior to the mid-year meeting.

Pre-Conferences and Post-Conferences

Pre-conferences are valuable for establishing the context for the lesson, providing information about the students to be observed and setting expectations for the observation process and provide the evidence for Domain 2: Planning for Active Learning. Pre-conferences are required for most in-class formal observations. A template for the lesson plan and pre-conference discussion are provided in Appendix C.

When 3 in-class formal observations are conducted, the evaluator will make the determination about whether a pre-conference and lesson plan submission are required for the third observation. When a pre-conference is not conducted, teachers are not required to submit a formal lesson plan. However, they may elect to do so.

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

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

In most cases, teachers will not need to complete a written reflection following an observation. Questions are provided for guidance during the post-conference. However, in some cases, the evaluator may require a teacher to complete a written reflection prior to the post-conference.

Classroom observations generally provide the most evidence for Domains 1 and 3 of the *CCT Rubric for Effective Teaching* and the *CCT Rubric for Effective Service Delivery*. Lesson planning and reviews of practice generally provide the most evidence for Domains 2 and 4. Both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Because the evaluation and support model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the *CCT Rubric for Effective Teaching* and the *CCT Rubric for Effective Service Delivery*, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, SRBI 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.

Feedback

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

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

Teacher Performance and Practice Focus Area

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

Each teacher will work with his/ her evaluator to develop a practice and performance focus area

through mutual agreement. All focus areas should have a clear link to student achievement and should move the teacher towards proficient or exemplary on the *CCT Rubric for Effective Teaching* and the *CCT Rubric for Effective Service Delivery*.

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

Teacher Performance and Practice Scoring

During observations, evaluators should take evidence-based notes of teaching and learning, capturing specific instances of what the teacher and students said and did in the classroom. It is not necessary to script an entire lesson; however, it is essential that the evaluator be able to cite accurate and specific evidence when determining ratings. Once the evidence has been recorded, the evaluator can align the evidence with the appropriate indicator(s) on the *CCT Rubric for Effective Teaching* or the *CCT Rubric for Effective Service Delivery* and then make a determination about which performance level the evidence supports. Evaluators do not provide an overall rating for each observation, but they should be prepared to discuss evidence for the rubric indicators at the performance level that was observed.

Summative Observation of Teacher Performance and Practice Rating

Primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the end-of-year conference. Each domain of the *CCT Rubric for Effective Teaching* and the *CCT Rubric for Effective Service Delivery* carry equal weight in the final rating. The final teacher performance and practice rating will be calculated by the evaluator. The evaluator holistically reviews evidence collected through observations, interactions, and reviews of practice (e.g., team meetings, conferences) and uses professional judgment to determine indicator ratings for each of the 12 indicators. The overall rating within this area is automatically calculated through EdReflect. An example of how this process is completed is located in Appendix D.

The summative Teacher Performance and Practice component rating and the domain/indicator-level ratings will be shared and discussed with teachers during the end-of-year conference. This process can also be followed in advance of the mid-year conference to discuss formative progress related to the Teacher Performance and Practice rating.

Component #2: Parent Feedback (10%)

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

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

1. The school conducts a whole-school parent survey;
2. Administrators and teachers determine several school-level parent goals based on the survey feedback;

3. The teacher and evaluator identify one related parent engagement goal and set improvement targets;
4. Evaluator and teacher measure progress on growth targets; and
5. Evaluator determines a teacher's summative rating, based on four performance levels.

Administration of a Whole-School Parent 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. This is to ensure adequate response rates from parents.

Parent surveys must be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys should be confidential, and survey responses should not be tied to parents' names. The parent survey should be administered every spring and trends analyzed from year to year. It is important that the parent survey is valid and reliable in order to accurately collect parent input. The Connecticut State Department of Education has recommended surveys available for use by school districts.

Determining School-Level Parent Goals

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

Selecting a Parent Engagement Goal and Improvement Targets

After the school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators one related parent goal they would like to pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc.

The goal should be written in SMART language format and must include specific improvement targets. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents 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, ambitious and attainable.

Measuring Progress on Growth Targets

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

- Measure how successfully they implement a strategy to address an area of need; and/or

- Collect evidence directly from parents to measure parent-level indicators they generate.

For example, teachers can conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

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): Exceeded the goal;
- **Proficient** (3): Met the goal;
- **Developing** (2): Partially met the goal;
- **Below Standard** (1): Did not meet the goal.

STUDENT OUTCOMES RELATED INDICATORS

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

Two components comprise this category:

- Student Growth and Development, which counts for 45%; and

- Whole-School Student Learning Indicators, which counts for 5%.

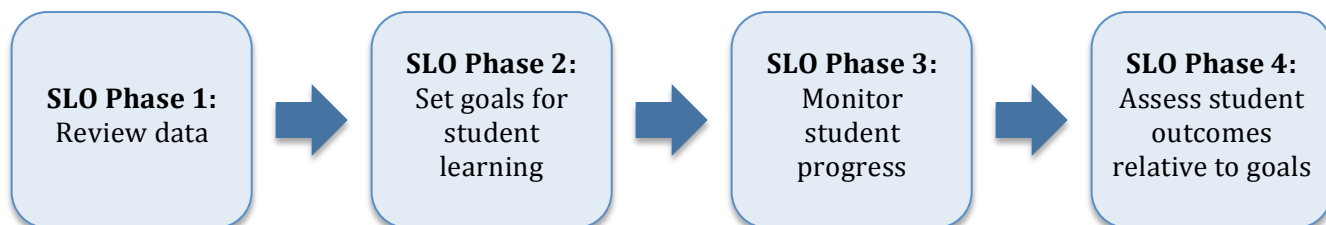These components will be described in detail below.

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

Overview of Student Learning Objectives (SLOs)

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation and support purposes, it is imperative to use a method that takes each teacher's assignment, students, and context into account.

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

The SLO process will support teachers in using a planning cycle that will be familiar to most educators.

SLO Phase 1: Review data → **SLO Phase 2:** Set goals for student learning → **SLO Phase 3:** Monitor student progress → **SLO Phase 4:** Assess student outcomes relative to goals

Developing SLOs is a process rather than a single event. The purpose is to craft SLOs that serve as a reference point throughout the year as teachers document their students' progress toward achieving the IAGD targets. Teachers may develop them through consultation with colleagues in the same grade level or teaching the same subject. The final determination of SLOs and IAGDs is made through mutual agreement between the teacher and his/her evaluator. SLO development is a reflection of district and school improvement goals. It is essential that SLOs are aligned with these goals to provide coherence within New Hartford as we collectively work to address growth areas. However, it is also important for SLOs to encompass and address student and teacher needs, as determined by assessment data.

Development of SLOs (four phases)

PHASE 1: Review the Data

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

A teacher may use, but is not limited to, the following data in developing an SLO:
- Initial performance for current interval of instruction (writing samples, student interest surveys, pre-assessments, etc.)
- Results from standardized and non-standardized assessments
- Results from diagnostic assessments
- Discussions with other teachers (across grade levels and content areas) who have previously taught the same students
- Individual Educational Plans (IEPs) and 504 plans for students with identified special education needs
- Data related to English Learner (EL) students and gifted students
- Attendance records
- Information about families, community and other local contexts

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

PHASE 2: Set Two SLOs

Based on a review of district and building data, teachers will develop two SLOs that address identified needs[3]. Teachers will also identify the areas of focus for their practice that will help them accomplish their SLOs, choosing from among the attributes of the *CCT Rubric for Effective Teaching* or the *CCT Rubric for Effective Service Delivery*. To create their SLOs, teachers will follow the following four steps:

Step 1: Decide on the SLOs

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

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[3] Most teachers in New Hartford will develop two SLOs in alignment with school and district goals. In rare cases, a teacher may write one SLO with multiple IAGDs.

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

The following are examples of SLOs based on student data:

Grade/Subject	Student Learning Objective
Kindergarten Math	Students will understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
1st Grade Reading	Students will describe characters, settings, and major events in a story, using key details.
3rd Grade Writing	Students will write informative/explanatory texts to examine a topic and convey ideas and information clearly.
5th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate, and apply information to solve problems and accomplish tasks.
6th Grade Physical Education	Students will demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

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

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

Will the students take a standardized assessment?

YES → Set one SLO and corresponding IAGD(s) based on this assessment and one SLO and IAGD(s) based on a minimum of one non-standardized assessment(s) and a maximum of one standardized assessment(s).

NO → Set two SLOs and corresponding IAGDs based on non-standardized assessments.
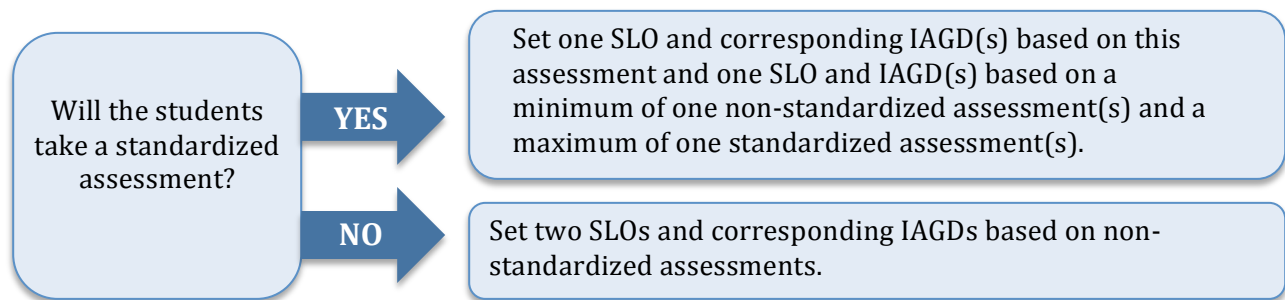
One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including a standardized indicator for grades and subjects where available and appropriate. Those without an available standardized indicator will select, through mutual agreement subject to the local dispute-resolution process of the *Guidelines for Educator Evaluation*, an additional non-standard indicator.

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

- Minimum of one non-standardized indicator, and
- Maximum of one additional standardized indicator, if there is mutual agreement.

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

IAGDs should be written in SMART goal language:

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

As stated in the *Connecticut Guidelines for Educator Evaluation*, a standardized assessment is characterized by the following attributes:
- Administered and scored in a consistent – or "standard" – manner;
- Aligned to a set of academic or performance "standards;"
- Commonly-administered (e.g., nation- or statewide); and
- Often administered only once a year, although some standardized assessments are administered two or three times per year.

IAGDs should be rigorous, attainable and meet or exceed district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success). Each indicator should make clear:
- the evidence/measure of progress that will be examined;
- the level of performance that is targeted; and
- the proportion of students projected to achieve the targeted performance level.

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

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

Taken together, an SLO and its IAGD(s) provide the evidence that the objective was met. The next page includes some examples of SLOs and IAGDs.

Grade/ Subject	SLO	IAGD(s)
Kindergarten Math	Students will understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	• Students who scored a 0-1 out of 12 on the pre-assessment will score 6 or better. • Students who scored a 2-4 will score 8 or better. • Students who scored 5-6 will score 9 or better. • Students who scored 7 will score 10 or better. *This is a single IAGD that outlines differentiated targets based on pre-assessments.*
1st Grade Reading	Students will describe characters, settings, and major events in a story, using key details.	IAGD #1: 88% of students will meet end-of-year reading standard on the Fountas and Pinnell benchmark. IAGD #2: All students will be able to identify the main character(s), setting, and major event(s) in a fictional story they have read at their instructional level. *These are two IAGDs using two measures of progress to assess a single SLO. IAGD #2 has also been differentiated to meet the needs of varied student performance groups.*
3rd Grade Writing	Students will write informative/explanatory texts to examine a topic and convey ideas and information clearly.	80% of students will meet end-of-year standard based on the TCRWP rubric. Additionally, the students who scored below standard on the pre-assessment will increase their scores by at least 15 points (based on the raw score). *This is a single IAGD that outlines differentiated targets based on pre-assessments.*
5th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate, and apply information to solve problems and accomplish tasks.	90% of all students will be proficient (scoring a 3 or 4) or higher on 5 of the 6 standards on the digital literacy assessment rubric. *This is one IAGD illustrating a minimum proficiency standard for a large proportion of students.*
6th Grade Physical Education	Students will demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.	IAGD #1: Students will understand the muscle groups that are utilized during different physical activities by scoring at least 80% as measured by the physical movement assessment. IAGD #2: Students will accurately demonstrate an activity that uses a particular muscle group 90% of the time, as indicated on the physical activity rubric. *These are two IAGDs using two measures of progress to assess a single SLO.*

Step 3: Provide Additional Information

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

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

Step 4: Submit SLOs to Evaluator for Review

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

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

The evaluator may provide written comments and discuss the feedback with the teacher during the goal-setting conference.

PHASE 3: Monitor Student Progress

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

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

PHASE 4: Assess Student Outcomes Relative to SLOs

At the end of the school year, the teacher should collect the evidence required by their IAGDs, upload artifacts to EdReflect, and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment, which asks teachers to reflect on the SLO outcomes by

responding to the following four statements:

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

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

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

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

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

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

The final 5% of a teacher's rating is based on the whole-school student learning indicator. This shall be equal to the aggregate rating for multiple student learning indicators established for his/her administrator's evaluation rating. This will be based on the administrator's progress on Student Learning Indicator targets, which correlate to the Student Learning rating on an administrator's evaluation (equal to the 45% component of the administrator's final rating). See the example of the interrelationship between Whole-School Student Learning Indicator (5%) for teachers and Multiple Student Learning Indicators (45%) for administrators in the chart on page 4.

SUMMATIVE TEACHER EVALUATION SCORING

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

Calculating the Summative Teacher Evaluation Rating

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 (40%) and the parent feedback score (10%).*
    2. *Calculate a Student Outcomes Related Indicators score by combining the student growth and development score (45%) and whole-school student learning indicator (5%).*
    3. *Use the Summative Matrix to determine the Summative Rating.*

Each step is illustrated below.

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

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

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

Rating Table

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

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

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

Component	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)	3.5	45	157.5
Whole School Learning Indicators	3	5	15
Total Teacher Practice Related Indicators Points			**173**

Rating Table

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

3. *Use the Summative Matrix to Determine the Summative Rating*

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

		Teacher Practice Related Indicators Rating			
		4	3	2	1
Student Outcomes Related Indicators Rating	4	Rate Exemplary	Rate Exemplary	Rate Proficient	Gather Further Information
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	Gather Further Information	Rate Developing	Rate Developing	Rate Below Standard

Adjustment of Summative Rating

Summative ratings must be provided for all teachers by **June 30** of a given school year. Not later than September 15, of each year, each superintendent shall report to the Commissioner of Education the status of the implementation of teacher evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers who have not been evaluated and other requirements.

Definition of Effectiveness and Ineffectiveness

A pattern of summative ratings is used to determine if a teacher is effective or ineffective.

- Novice teachers shall generally be deemed effective if the educator receives at least two sequential Proficient ratings, one of which must be earned in the fourth year of a novice teacher's career.
- A Below Standard rating shall only be permitted in the first year of a novice teacher's career. There should be a trajectory of growth and development as evidenced by a subsequent rating of Developing or higher in year two and sequential Proficient ratings in years three and four.
- A tenured educator shall generally be deemed ineffective if the educator receives at least two sequential Developing ratings or one Below Standard rating at any time.

Dispute-Resolution Process

When the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan, the issue in dispute will be referred for resolution to a subcommittee of the PDECC. The Superintendent and the NHEA will each select one representative from the PDECC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the Superintendent and the NHEA. In the event that the designated committee does not reach a unanimous decision, the issue shall be considered by the Superintendent, whose decision shall be binding.

ADMINISTRATOR EVALUATION OVERVIEW

Purpose and Rationale

The New Hartford Administrator Evaluation and Support Plan is based on the *Connecticut Guidelines for Educator Evaluation* and based upon best practice research from around the country. The New Hartford Administrator Evaluation and Support Plan includes specific guidance for the four components of administrator evaluation.

Observation of Leadership Performance and Practice (40%)
Stakeholder Feedback (10%)

Teacher Practice
Related Indicators
Student Outcomes
Related Indicators

Student Learning (45%)
Teacher Effectiveness Outcomes (5%)
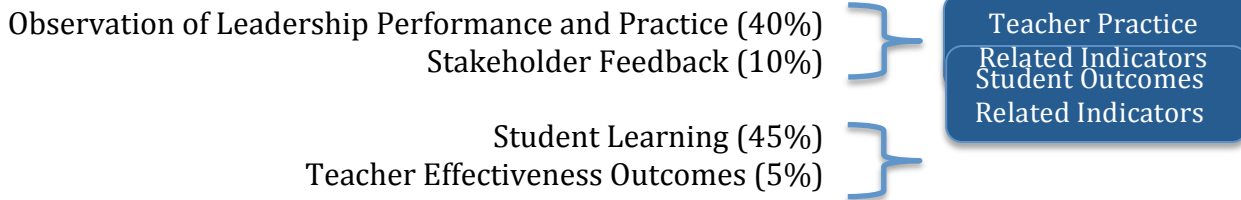
A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for the state of Connecticut. The New Hartford Administrator Evaluation and Support Plan defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student growth & development); and (3) the perceptions of the administrator's leadership among key stakeholders in the 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 follows:

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

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

Administrator Evaluation and Support Framework

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

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

2. **Student Outcomes Related Indicators:** An evaluation of administrator's contributions to student academic progress, at the school and classroom level. This area is comprised of two components:
   - **Student Learning (45%)** assessed by performance and growth on locally-determined measures.
   - **Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs).

Scores from each of the four components will be combined to produce a summative performance rating designation of *Exemplary*, *Proficient*, *Developing or* Below *Standard*. The performance levels are defined as follows:
- **Exemplary** – Substantially exceeding indicators of performance
- **Proficient** – Meeting indicators of performance
- **Developing** – Meeting some indicators of performance but not others
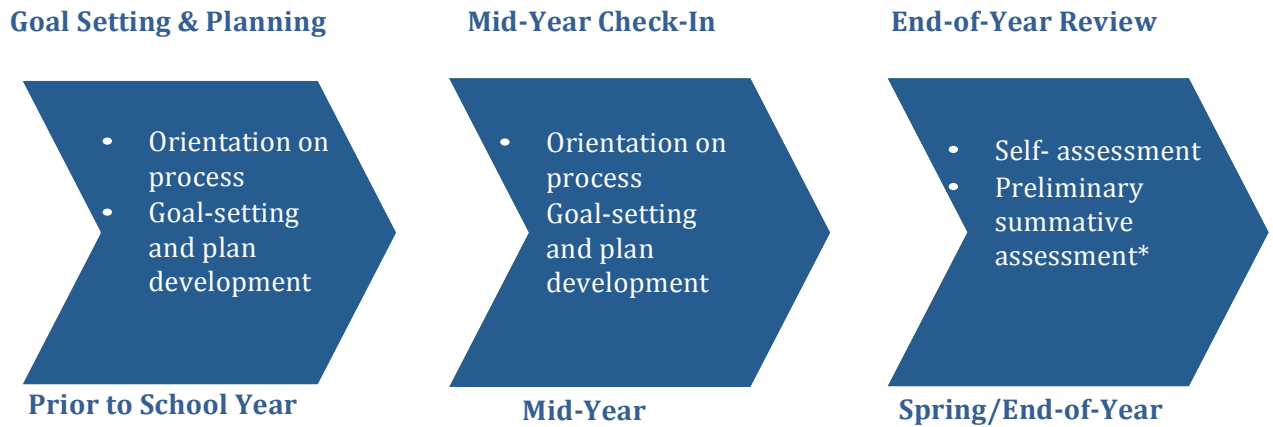- **Below Standard** – Not meeting indicators of performance

Process and Timeline

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

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

Each administrator participates in the evaluation process as a cycle of continuous improvement. The cycle is the centerpiece of state guidelines designed to have all educators play a more active, engaged role in their professional growth and development. For every administrator, evaluation begins with goal setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a mid-year formative review, followed by continued

implementation. The latter part of the process offers administrators a chance to self-assess and reflect on progress to date, a step that informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the subsequent year.

Goal Setting & Planning

- Orientation on process
- Goal-setting and plan development

Prior to School Year

Mid-Year Check-In

- Orientation on process Goal-setting and plan development

Mid-Year

End-of-Year Review

- Self- assessment
- Preliminary summative assessment*

Spring/End-of-Year

Summative assessment to be finalized in August.

Goal-Setting and Planning

To begin the process, the administrator needs five things to be in place, as follows:
1. Student learning data are available for review by the administrator.
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.

Before a school year starts, administrators identify two Student Learning Objectives (SLOs) and one survey target, drawing on available data, the superintendent's priorities, their school improvement plan, and prior evaluation results (where applicable). They also determine two areas of focus for their practice.

Administrators should start with the outcomes they want to achieve. This includes setting their SLOs 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 CCL:CSLS. *The CT Leader Evaluation and Support Rubric 2017* operationalizes the six performance expectations of the CCL:CSLS in a standards-based rubric that describes indicators of leadership practice in four domains. The rubric also establishes a common language to guide professional conversations about leadership practice. While administrators are rated on all four domains of the rubric, administrators are not expected to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that at least one, and perhaps both, of the practice focus areas will be in instructional

leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

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

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

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

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

Plan Implementation and Evidence Collection

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

Unlike visiting a classroom to observe a teacher, school site visits to observe administrator practice can vary significantly in length and setting. It is recommended that evaluators plan visits carefully to maximize the opportunity to gather evidence relevant to an administrator's practice focus areas. Further, central to this process is providing meaningful feedback based on observed practice. Evaluators should provide timely feedback after each visit.

Besides the school site visit requirement, there are no prescribed evidence requirements. The model relies on the professional judgment of the administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence. The administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to his/her focus areas and goals:

- Data systems and reports for student information
- Artifacts of data analysis and plans for response

- Observations of teacher team meetings
- Observations of administrative/leadership team meetings
- Observations of classrooms where the administrator is present
- Communications to parents and community
- Conversations with staff
- Conversations with students
- Conversations with families
- Presentations at Board of Education meetings, community resource centers, parent groups etc.

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

A note on the frequency of school site observations:
Guidelines call for an administrator's evaluation to include:
- 2 observations for each administrator.
- At least 4 observations for any administrator new to their district, school, the profession or who has received a summative rating of *Developing* or *Below Standard* in the previous year.

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

Mid-Year Formative Review

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

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

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

End-of-Year Review

In the spring, the administrator takes an opportunity to assess his/her practice on all four domains of the *CT Leader Evaluation and Support Rubric 2017*. For each attribute of the eleven indicators in the rubric, the administrator determines whether he/she:

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

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

Summative Review and Rating

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

Ensuring Fairness and Accuracy

The New Hartford Public Schools believes in fairness and equity in the evaluation process. To that end, all administrators, including the Superintendent of Schools, discuss best practice in education. The New Hartford Public Schools holds the following expectations for professional practice for evaluators of administrators:

- Understand the components identified in the *CT Leader Evaluation and Support Rubric*;

- Establish and utilize a common language that promotes professionalism and a culture for learning through the lens of the *CT Leader Evaluation and Support Rubric*;

- Understand sources of evidence that demonstrate proficiency on the *CT Leader Evaluation and Support Rubric*;

- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of teaching practice; and

- Collaborate with colleagues to deepen understanding of the content.

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

Summative ratings must be completed for all administrators by **June 30** of a given school year. Initial ratings are based on all available data and are made in the spring so that they can be used for any employment decisions as needed. Since some components may not be completed at this point, here are rules of thumb to use in arriving at a rating:
- If stakeholder survey results are not yet available, then the observation of practice rating should count for 50% of the preliminary rating.
- If the teacher effectiveness outcomes ratings are not yet available, then the student learning measures should count for 50% of the preliminary rating.

Support and Development

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

Evaluation-Informed Professional Learning

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

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

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

Improvement and Remediation Plans

If an administrator's performance is rated as *Developing* or *Below Standard*, it signals the need for focused support and development. Improvement and Remediation Plans will be developed in consultation with the administrator and his/her exclusive bargaining representative, when applicable, and be differentiated by the level of identified need and/or stage of development.

There are three levels of support available, as follows:

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

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

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

Each Improvement and Remediation Plan will be different, based on the individual's needs. The plan should be as specific as possible and include actionable steps, specific supports, and detailed outcomes.

Career Development and Professional Growth

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

Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career 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.

LEADERSHIP PRACTICE RELATED INDICATORS

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

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

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

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

Leadership practice is described in the Common Core of Leading (CCL) 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.

In 2015, the CSDE convened a committee that developed an improved *CT Leader Evaluation and Support Rubric 2015*. The Rubric is organized into four domains, each with two or three indicators of leadership practice. To assist in identifying areas of strength and areas in need of development, each indicator includes attributes with descriptors across four levels of performance. An added feature to the rubric includes examples of potential sources of evidence for each indicator.

Leadership Practice – 6 Performance Expectations

In order to arrive at these ratings, administrators are measured against the *CCL Leader Evaluation Rubric 2017* which describes leadership actions across four performance levels for each of the six performance expectations and associated elements. The four performance levels are as follows:

- ***Exemplary -*** The *Exemplary* level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing *Exemplary* performance from *Proficient* performance.
- ***Proficient -*** The rubric is anchored at the *Proficient* level using the indicator language from the Connecticut School Leadership Standards. 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 concept 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. As evaluators learn and use the rubric, they should review these Examples of Evidence and generate additional examples from their own experience that could also serve as evidence of Proficient practice.

- **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 CCL: 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 -** All indicators of the evaluation rubric may not apply to assistant principals or central office administrators. Districts may generate ratings using evidence collected from applicable indicators in the CCL: Connecticut School Leadership Standards.

Performance Expectation 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.

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	Below Standard	Developing	Proficient	Exemplary
1. Information & analysis shape vision, mission and goals	relies on their own knowledge and assumptions to shape school-wide vision, mission and goals.	uses data to set goals for students. shapes a vision and mission based on basic data and analysis.	uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals.	uses a wide range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.
2. Alignment to policies	does not align the school's vision, mission and goals to district, state or federal policies.	establishes school vision, mission and goals that are partially aligned to district priorities.	aligns the vision, mission and goals of the school to district, state and federal policies.	builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the evidence for each performance expectation in the CCL Leader Evaluation Rubric. Evaluators collect written evidence about and observe the administrator's leadership practice across the 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.

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with a particular emphasis on the identified focus areas for development. **Evaluators of administrators must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession or who have received ratings of *Developing* or *Below Standard.***
2. The administrator and evaluator hold a mid-year formative conference with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth, as well as progress on the focus areas.
4. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of Exemplary, Proficient, Developing or Below Standard for each 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:

Exemplary	Proficient	Developing	Below Standard
Exemplary on Teaching and Learning	At least *Proficient* on Teaching and Learning	At least *Developing* on Teaching and Learning	*Below Standard* on Teaching and Learning
+	+	+	or
Exemplary on at least 2 other performance expectations	At least *Proficient* on at least 3 other performance expectations	At least *Developing* on at least 3 other performance expectations	*Below Standard* on at least 3 other performance expectations
No rating below *Developing* on any performance expectation	No rating below *Developing* on any performance expectation		

Component #2: Stakeholder Feedback (10%)

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

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

Applicable Survey Types

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

- **Leadership practice surveys** focus directly on feedback related to a leader's performance and the impact on stakeholders. Leadership Practice Surveys for principals and other administrators are available and there are also a number of instruments that are not specific to the education sector, but rather probe for information aligned with broader leadership competencies that are also relevant to Connecticut administrators' practice. Typically, leadership practice surveys for use in principal evaluations collect feedback from teachers and other staff members.
- **School practice surveys** capture feedback related to the key strategies, actions and events at a school. They tend to focus on measuring awareness and impact from stakeholders, which can include faculty and staff, students and parents.
- **School climate surveys** cover many of the same subjects as school practice surveys but are also designed to probe for perceptions from stakeholders on the school's prevailing attitudes, standards and conditions. They are typically administered to all staff as well as to students and their family members.

To ensure that districts use effective survey instruments in the administrator evaluation process, and to allow educators to share results across district boundaries, the CSDE has adopted recommended survey instruments, and districts are strongly encouraged to use these state model surveys.

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

Stakeholder Feedback Summative Rating

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

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

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

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

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

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

Student Outcomes Related Indicators includes two components:
- Student Learning, which counts for 45%; and
- Teacher Effectiveness Outcomes, which counts for 5%.

Component #3: Student Learning (45%)

Student learning is assessed in equal weight by performance and growth on locally-determined measures which will account for 45% of the administrator's evaluation.

Locally-Determined Measures (Student Learning Objectives)

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

- All measures must align to Connecticut Core Standards and other Connecticut content standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.
- For administrators assigned to a school in "review" or "turnaround" status, indicators will align with the performance targets set in the school's mandated improvement plan.

Administrators have broad discretion in selecting indicators, including, but not limited to:

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

Grade Level/Role	SLO
2nd Grade	Among second graders who remain enrolled in school and in good attendance from September to May, 80% will make at least one year's growth in reading as measured by MAP/NWEA assessments.
6th Grade	The principal will analyze student growth using the Writing to Sources assessments. Growth will be measured in each of the following categories: Narrative, Expository/Informational and Argument Writing. Students in grade 6 will show an overall average of 11 points growth when comparing the Fall 2017 and Spring 2018 assessments.
Central Office Administrator	By June 1st, the percentage of grade 3 students across the district reading at or above grade level will improve from 78% to 85%. (Curriculum Director)

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

- First, the district establishes student learning priorities for a given school year based on

available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.

- The administrator uses available data to craft an improvement plan for the school/area. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The administrator chooses student learning priorities for her/his own evaluation that are:
  o aligned to district priorities (unless the school is already doing well against those priorities); and
  o aligned with the school improvement plan.
- The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators.
- The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
  o The objectives are adequately ambitious;
  o There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives;
  o 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; and
  o The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The administrator and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

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

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

Component #4: Teacher Effectiveness Outcomes (5%)

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

Improving teacher effectiveness outcomes is central to an administrator's role in driving improved student learning. That is why, in addition to measuring the actions that administrators take to

increase teacher effectiveness – from hiring and placement to ongoing professional learning to feedback on performance – the administrator evaluation and support model also assesses the outcomes of all of that work.

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

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

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

SUMMATIVE ADMINISTRATOR EVALUATION RATING

Every educator will receive one of four performance[7] ratings:
1. *Exemplary*: Substantially exceeding indicators of performance
2. *Proficient*: Meeting indicators of performance
3. *Developing*: Meeting some indicators of performance but not others
4. *Below Standard*: Not meeting indicators of performance

A rating of *Proficient* represents fully satisfactory performance. It is the rigorous standard expected for most experienced administrators. Specifically, proficient administrators can be characterized as:
- Meeting expectations as an instructional leader;
- Meeting expectations in at least 2 other areas domains of the CT Leader Evaluation and Support Rubric 2017; Meeting and making progress on 1 target related to stakeholder feedback;
- Meeting and making progress on 3 student learning objectives aligned to school and district priorities; and
- Having more than 60% of teachers *Proficient* on the student growth portion of their evaluation.

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

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

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

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

Determining Summative Ratings

The rating will be determined using the following steps:
1. Determining a Leader Practice Rating;
2. Determining an Student Outcomes Rating; and
3. Combining the two into an overall rating using the Summative Matrix.

Each step is illustrated below.

A.   PRACTICE: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%
The practice rating derives from an administrator's performance on the domains of the *CT Leader Evaluation and Support Rubric 2017* and the one stakeholder feedback target. The observation of

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

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

TOTAL LEADER PRACTICE-RELATED POINTS   *110*

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

B.   *OUTCOMES: Student Learning (45%) + Teacher Effectiveness Outcomes (5%) = 50%*
The outcomes rating is derived from student learning as measured by student learning objectives and teacher effectiveness outcomes. As shown in the **Summative Rating Form**, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table.

Component	Score (1-4)	Weight	Points (score x weight)
Student Learning (SLOs)	3	45	135
Teacher Effectiveness Outcomes	2	5	10

TOTAL STUDENT OUTCOMES-RELATED POINTS   *145*

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

C.   *OVERALL: Leader Practice + Student Outcomes*

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

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

		Overall Leader Practice Rating			
		4	3	2	1
Overall Student Outcomes Rating	4	Rate Exemplary	Rate Exemplary	Rate Proficient	Gather Further Information
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	Gather Further Information	Rate Developing	Rate Developing	Rate Below Standard

Adjustment of Summative Rating:

Summative ratings must be completed for all administrators by June 30 of a given school year.

Definition of Effectiveness and Ineffectiveness

The New Hartford Public Schools defines effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the evaluation system. A pattern may consist of a pattern of one rating. The New Hartford Public Schools has identified the following patterns as recommended by the CSDE:
- o Novice administrators shall generally be deemed effective if said administrator receives at least two sequential proficient ratings, one of which must be earned in the fourth year of a novice administrator's career.
- o A below standard rating shall only be permitted in the first year of a novice administrator's career, assuming a pattern of growth of developing in year two and two sequential proficient ratings in years three and four.
- o An experienced administrator shall generally be deemed ineffective if said administrator receives at least two sequential developing ratings or one below standard rating at any time.

Dispute-Resolution Process

When the evaluator and administrator cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan, the issue in dispute will be referred for resolution to a subcommittee of the PDECC. The Superintendent and the administrators union will each select one representative from the PDECC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the Superintendent and the administrators union. In the event that the designated committee does not reach a unanimous decision, the issue shall be considered by the Superintendent, whose decision shall be binding.

APPENDIX A

CCT Rubric for Effective Teaching 2017 — At a Glance

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

APPENDIX A (continued)

CCT Rubric for Effective Service Delivery 2017 — At a Glance

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

APPENDIX B

Template for Developing Intervention and Remediation Plan

Educator: _____ Evaluator: _____

Role: _____ Number of Years in New Hartford: _____

Most Recent Summative Rating (Year: _____)
❑ Exemplary ❑ Proficient ❑ Developing ❑ Below Standard

Identified Level of Support
❑ Structured Support ❑ Special Assistance ❑ Intensive Assistance

What area or areas of the CCT Rubric for Effective Teaching or the CCT Rubric for Effective Service Delivery are in need of intervention or remediation? (Identify 1 or 2 only.) _____

Cause
Briefly describe the specific reasons that this plan is being implemented.
_____
_____
_____
_____

Expected Outcomes
What will be the improved teaching and learning targets as a result of this plan?
_____
_____
_____
_____

Targeted Supports
Identify the strategies that will be most beneficial in impacting educator growth in the identified area(s) of need. This may include specialized professional development, peer support, increased observations/feedback, special resources/strategies, or other practices as determined by the evaluator and educator.

Domain/Indicator(s) Identified	
Targeted Support What strategies will be used?	
Resources What people/materials will result in growth?	
Timeline When will this be implemented, including interim and final check-in dates?	
Measure of Progress How will progress be measured?	
Indicators of Success Specifically what must the educator demonstrate in order to be considered proficient in the identified area?	

APPENDIX C

<u>Pre-Observation Plan for Classroom Teachers</u>

Teacher _____ Grade Level_____ Date of lesson _____

Directions: This plan should be completed by the teacher and provided to the evaluator at least 24 hours prior to the Pre-Observation Conference and the formal observation. The CSDE does not recommend use of this form for everyday planning purposes.

<u>**Content Standards:**</u> Identify one or two **primary** content standards, including CCSS that this lesson is designed to help students attain.

<u>**Literacy through the Content Area:**</u> If you will be using any strategies for teaching literacy in the content area, describe your plan.

<u>**Placement of Lesson within Broader Curriculum/Context:**</u> Where does this lesson fall within the sequence of the larger content standards or curriculum? Is it at the beginning, middle or end of a sequence of lessons/or a unit leading to attainment of the content standards? How will the outcomes of this lesson and student learning affect subsequent instruction?

<u>**Learner Background:**</u> Describe the students' prior knowledge or skill, and/or their present level related to the learning objective(s) and the content of this lesson (using data from pre-assessment as appropriate).

<u>**Objective(s) for Lesson:**</u> Identify specific and measurable learning objectives/purpose for this lesson.

<u>**Assessment:**</u> How will you ask students to demonstrate mastery of the learning objective(s)? *Attach a copy of any assessment materials you will use, along with assessment criteria.* What data or evidence of student learning will be collected through the assessment?

<u>**Materials/Resources:**</u> List the materials you will use in each learning activity including any technological resources.

<u>**Lesson Development/Instructional Strategies**</u>
- Identify the instructional grouping/s (whole class, small groups, pairs, individuals) you will use in each lesson segment and approximate time frames for each.

- Describe what instructional strategies you will use and the learning activities in which students will be engaged in order to gain the key knowledge and skills identified in the learning objective(s). This may also include a description of how you will *initiate* (set expectations for learning and purpose) and *close* (understanding the purpose) the lesson.

Students Needing Differentiated Instruction:

Note: Differentiated instruction may not be necessary in every lesson. However, over the course of the year, it is expected that each teacher will demonstrate the ability to differentiate instruction in order to meet the needs of students with learning differences.

Identify several students with learning differences. Students should represent a range of ability and/or achievement levels, including students with IEPs, gifted and talented students, struggling learners and English language learners.

Which students do you anticipate may struggle with the content/learning objectives of this lesson?		
Student initials or group	Evidence that the student needs differentiated instruction	How will you differentiate instruction **in this lesson** to support student learning?

Which students will need opportunities for enrichment/a higher level of challenge?		
Student initials or group	Evidence that the student needs differentiated instruction	How will you differentiate instruction **in this lesson** to support student learning?

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Common Core of Teaching (CCT) Rubric for Effective Teaching

Pre-Observation Conference Protocol

Teacher_____   School _____ Date_____

Directions: These questions can be used by the evaluator and should be asked of the teacher before the observation and based on the submitted plan (see <u>Pre-Observation Plan for Classroom Teachers</u>).

1. Will you still be implementing the plan you submitted or has it changed?

2. Do you have any additional data, artifacts or information about the lesson or the students' learning or behavior you wish to share?

3. On what assessment data/evidence did you base your determination of prior or present level of student knowledge and skills for the class versus those needing differentiation?

4. Do you anticipate any student misconceptions, misunderstandings or challenges?

5. How do you know that the strategies/tasks/questions are appropriately challenging for students? How will students be engaged in problem-solving or critical thinking?

6. How did you decide upon the lesson-based assessment strategies you will use?

APPENDIX D

Example: Summative Observation of Teacher Performance and Practice Rating

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

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

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

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

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

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

Domain 1	Indicator-Level Rating	Evaluator's Score
1a	*Developing*	2
1b	*Developing*	2
1c	*Exemplary*	2
Average Score		2.7

2. **The evaluator averages indicators within each domain to a tenth of a decimal to calculate domain- level scores of 1.0-4.0.**

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

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

Domain	Score
1	2.7
2	2.6
3	3.0
4	2.8
Average Score	**2.8**

Steps 2 and 3 are automatically calculated in EdReflect based on the ratings earned by the educator. The average score, 2.8 in the example, will count for 40% of the educator's final overall summative rating.